1. Support Services Report Template

Report Info
Name of the person completing this report: Donna Wiley
Title of the person completing this report: Senior Director, Graduate Studies and Academic Programs
Supervisor/dean reviewing report: Susan Opp
Service: Testing Office
Division/College: Academic Affairs

3. Mandated Service

Provide a brief explanation, if necessary, in <60 words.

This office administers tests that are required by or regulated by CSU Chancellors Office policies, including the ELM/EPT, the CLA, and the WST which is required by CSU and campus policies. It also administers standardized tests, including SAT, ACT, TEAS, MATS, CLEP. All have testing standards that must be met to maintain our status as an approved testing center.

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

The Testing Office is a high-volume provider of tests and assessments to prospective and current students and faculty. In 2012-2013, it administered almost 200 tests to over 13,000 students and community members: admissions tests required of entering freshmen (ELM/EPT, SAT and ACT), Nursing majors (TEAS) and some graduate admissions tests (MATS). It administers the Writing Skills Test (WST) and the evaluation of the 1st tier writing portfolio. It also administers the Collegiate Learning Assessment (CLA), another CSU system-wide required assessment, to 100 freshmen and 200 seniors every year. It administers the online course evaluation process and scans on-ground evaluations and provides quarterly reports to departments on the evaluation results. It also scans classroom tests for all academic departments on campus.

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 35%
Faculty: 10%
Administrators/staff: 10%
Colleges/departments: 20%
Academic Senate and/or committees: 5%
Community outside University: 10%
Other: 10%
Total: 100%
2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✔</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Testing Office administers the ACT, SAT, ELM and EPT to prospective freshmen, the TEAS to prospective Nursing students, and the MATS to prospective graduate students. Coming to the CSUEB campus for these tests is often the student’s first visit to the campus, so it is important that the Office provide a positive first experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Testing Office administers the Writing Skills Test and coordinates the evaluation of the First Tier Portfolio, allowing students to complete the University Writing Skills Requirement. It also administers the CLA, a CSU-required assessment of students’ critical thinking and writing skills, to 100 freshmen and 100 seniors each year. It also administers the CLEP, which allows students (often veterans) to get credit for prior learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without the Testing Office, prospective students would have to find another testing center to take</td>
<td></td>
</tr>
</tbody>
</table>

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
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<tr>
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<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
Pre-college (helping students to enter the system)

their entrance exams. This would serve as a barrier to students in our service area, and might influence them to choose another campus to attend. (Coming to campus for their entrance tests is often the students' first visit to the campus, so if this opportunity did not exist, they might choose to go elsewhere.)

During college (helping students succeed while they are at Cal State East Bay)

Without the Testing Office, students would not be able to satisfy their UWSR with the WST. At this time, the only other option is for students to satisfy the requirement with 1-2 courses, which might delay graduation and require additional course fees.

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

Link to Scoring Rubric

2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>Contributing. The Testing Office processes the quarterly course evaluations, which provide feedback to departments and faculty regarding students' perceptions of the academic quality and teaching effectiveness of their courses and instructors. This is a valuable tool for reinforcing academic quality and providing input feedback for improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Aligned. The Testing Office offers the CLEP exam, which allows students, frequently veterans, to get university credit for prior learning. It also provides testing accommodations to students with disabilities, allowing them access to standardized tests and university-required assessments.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>Aligned. The Testing Office provides continuous service and access to tests that are required for them to fulfill critical graduate requirements. It also provides proctoring services for students who are taking online courses that require proctored tests.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td></td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Aligned. The Testing Office has moved virtually all registration and other forms online, reducing the use of paper. It is also participating actively in the effort to move all course evaluations online, which will also significantly reduce the use of paper.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Aligned. The Testing Office works collaboratively and responsively with virtually all sectors of the campus community, including prospective and current students, faculty, staff and administration. It has worked diligently to streamline and improve services, including implementing online test registration, upgrading the online course evaluation process, etc.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td></td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to stay the same

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

The demand for testing services is likely to remain the same unless policies regarding the GWAR change. The demand for service in the course evaluation process is changing with the move to online course evaluations, but this is a change in the kind of tasks required rather than the manual process of scanning paper evaluations, creating a higher level of service. In the last year, the Testing Office has expanded its mission to be the Office of Testing and Assessment, with the goal of providing training and consulting services to faculty and academic departments with regards to the development and implementation of their student learning assessment plans. The demand for this service is expected to increase.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Test administration has inherent quality indicators. Standardized tests must be prepared and administered with 100% accuracy and timeliness in order to maintain our status as a recognized testing center. The Testing Office strives to meet these same standards when administering locally-prepared tests as well. The correct number of rooms must be arranged, test administrators and proctors hired, proper testing materials must be provided, etc. Quality standards must also be met in the administration of the online course evaluation process. The correct courses must be included in the process, the evaluations must be sent at a specific time, and reports generated and returned to departments in a timely manner. Scanning of classroom tests must also be performed in a timely manner.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

During the past three years, measures taken to improve the quality of service include improving the office’s website and implementing online test registration processes for all tests. In addition, in 2012-2013, numerous measures have been taken to improve and expand the online course evaluation process, including streamlining the course selection process, upgrading the technical capacities of the system, and improving the reporting functionality.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.

As mentioned previously, much of the quality assessment of the testing operation is already mandatory (zero tolerance for errors or delays with standardized tests), but the office could implement some type of qualitative indicator of customer satisfaction with the level of services received. There is, however, some potential conflict in measuring customer satisfaction, as students are not always happy with the results of their tests, particularly with the WST, and this often leads to them being frustrated with the Testing Office
staff, who have nothing to do with the scoring of the tests.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

The Testing Office has been operating for most of the past four years without a direct supervisor, and has been staffed exclusively by support staff. These staff members have done an excellent job of keeping the operation working smoothly. However, the office could provide much more extensive analytical, reporting and assessment services with the addition of a professional staff person and on-site manager. We are in the process of filling this position. Once that is finalized, more detailed assessment of the office's operations as well as plans for improving quality and efficiency can be developed and implemented.

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

No

If yes, describe the process and most recent results in <120 words. If no, please explain.

As mentioned in a previous response, testing operations have been assessed almost exclusively by direct quality measures such as accuracy and timeliness. While the office staff strives to provide excellent customer service, responding to a high volume of walk-in, email and phone questions daily, there has not been a formal process to assess customer satisfaction. Such a process could be implemented once the manager position has been filled.

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

The Testing Office’s mean score for Quality was 4.16, while the overall university average was 4.06. So these results are especially positive given that students are often dealing with the office when they are unhappy with their test results. The mean rating for the importance of the office was 4.24 (university average was 4.40).

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain.

The Testing Office follows the university’s “Students First” philosophy, and as mentioned above, strives to provide excellent customer service to all of its customers. They treat students and faculty alike with respect, often going out of their way to answer a student’s question or solve his/her problem, even if it does not pertain directly to the Testing Office’s duties.

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Please see previous responses regarding the requirement that the Testing Office meet all quality requirements (accuracy, timeliness,
quality of the testing environment, etc.) to retain its status as a recognized testing center. The Office's goal is to also meet these quality standards in its on-campus tests as well.

**3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?**

No

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

The Testing Office does not have specific quantity goals, per se, as the level of demand for its service is somewhat out of its control. However, the CSUEB Testing Office provides a wider range of testing services, including a wider range of tests, than almost any other CSU Testing Office in Northern California (including San Francisco State University, which is almost three times larger than CSUEB). It generates approximately $200,000 in revenue per year. It offers more EPT/ELM administrations than other CSU's in the area, so it has become a service provider to the other CSU's, which often refer their students to our Testing Office.

### 6. Efficiency of Service (cost effectiveness)

**4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.**

279253

Attach your allocated spreadsheet here.

*2011-12 Expenses - revised APGS-SO edits (1).xlsx*

**4.2 Using the spreadsheet provided, please distribute your department's annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.**

41759

**4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.**

1435

Attach your allocated spreadsheet here.

*Space AA Testing.xlsx*

**4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?**

Yes
If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

Salary costs were reduced when one staff member resigned and was not replaced. This person’s duties were reallocated to the four remaining employees, so by necessity all of their work had to be performed more efficiently.

**Link to Scoring Rubric**

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

We are currently analyzing all of our current test fees to see if they are covering the costs of administering each particular test, and will be adjusting fees where possible. For example, fees for the TEAS are being increased to cover recent increases in the cost of test materials. We are also moving to all ETS scoring of the English Placement Test for next year. While the cost of providing local scoring was a pass-through for the Testing Office, there were requests for us to provide supplemental payments for local scoring, which we do not have funds to do.

**Link to Scoring Rubric**

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

The Testing Office has already reduced its staff by one person (from 5 to 4), so it is already operating very efficiently. Changes in the course evaluation process moving from on-ground to online should make that process much less manual labor intensive. However, staff time will be required to implement the expanded online process. The addition of a manager/professional staff in the office, who can observe and analyze the functioning of the operation, may result in other ideas to improve efficiency.

**Link to Scoring Rubric**

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

The addition of a manager/professional staff in the office, who can observe and analyze the functioning of the operation, may result in other ideas to improve efficiency.

**Link to Scoring Rubric**

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

In both 2010-11 and 2011-12, the Testing Office administered close to 1,000 different tests to over 10,000 test-takers, and generated approximately $200,000 in revenue. In addition, they responded to hundreds of questions from walk-ins, phone and email messages (these has not been tracked so the exact volume is unknown).

**Link to Scoring Rubric**

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?
If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

A very limited amount of testing occurs in ALP because they administer the IELTS.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

The CSUEB Testing Office is unique in the number of different tests that it administers. As mentioned above, it administers more tests than virtually any other testing office in the CSU. It is also unique in that it is the only Testing Office in the CSU that manages the course evaluation process. This has become an even more critical function as the university moves to all online course evaluations.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

As also mentioned earlier, the Office hopes to expand its mission to include services to support student learning assessment by offering consulting services to individual faculty, academic programs and co-curricular programs in the design and implementation of their assessment plans. It may also, depending on the skill set of the permanent manager to be hired this year, become more closely involved with the administration of the university writing skills requirement (not simply the administration of the writing skills test and portfolio evaluation process). Also, as noted earlier, the administration of tests results in annual revenues of approximately $200,000, therefore the cost to the University of having the testing office is considerably less than the total salaries and operating expenses listed.