

Administrative Department Review

2017-2018 Plan

Due: 01/29/18

Department Overview

Administrative Department: Tutoring & Testing Center

Contact: Kellie Smith, Director

Participants: Kellie Smith -Director of Tutoring & Testing; Silas Towne - Science Tutor Coordinator; Jennifer Forbess - Writing Center Coordinator; Andrew Fegette – Senior Test Proctor; Nita Hoskin – Redmond VUE Proctor; Fran Grundman, Chris Donnelly, Diane Kirpach, Dave Turner – test proctors; Frances Miller – Grandview Math Center Lead; Patricia Hammer, Kristin Dorsey, Cody Moser, Hudson Hawkins, Kristin Miller – tutors; Tina Leslie – Admin Assistant.

Date Review Submitted: 01/28/2018

Report Submitted to: Julie Hood Gonsalves

1. Mission Fulfillment

How does your department support/strengthen the college's ability to fulfill its mission and vision?

Mission: Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong education opportunities.

Vision Statement: To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

In support of Student Success & Community Enrichment

Testing Center Mission Statement: The Testing Center at Central Oregon Community College provides testing programs, services, and resources that promote academic and professional excellence in a secure, accessible and reliable manner.

Testing Center Vision statement: To achieve student success and community enrichment, the Testing Center offers testing on four campuses for accommodated test takers, students in need of make-up testing, students, staff, and community members in need of professional certifications and distance education programs for COCC students as well as other colleges. Testing is provided via trained staff who champion test integrity, confidentiality and professionalism.

Tutoring Center Mission Statement: The Tutoring Center of Central Oregon Community College promotes student success by empowering learners to build skills, confidence and autonomy.

Tutoring Center Vision statement: To achieve student success and community enrichment, the Tutoring Center offers student support in nine centers with trained tutors who are closely aligned to the COCC curriculum to promote retention and graduation of students and professionalization of tutors and staff.

2. Department Purpose

The Testing Center's purpose is to provide a reduced distraction alternative testing venue in facilities that maintain security of test materials. Accommodated testing is delivered with elements of universal design in collaboration with Disability Services and the faculty. Make-up course testing and testing for on-line course students for COCC is offered equitably six days a week and in the evenings. The regional testing center on COCC's Bend campus (lower level of Barber Library) and Redmond campus (building 1) offers professional certifications in computer-based and paper-and-pencil formats. The GED testing centers in Bend and Redmond (fee generating) support community members from the eastern side of the Cascade mountain range to the Idaho border. All non-COCC testing is conducted as a fee-based service. Affiliation with the Consortium of College Testing Centers and the National College Testing Association standards assures quality. Staffing of the four testing centers consists of one full-time Classified Senior Test Proctor and the Director of Tutoring & Testing (11 month Administrator). The Madras and Prineville test proctors are hourly employees working between 4-8 hours per week. The Redmond testing center is staffed by one .5 proctor and a rotating staff of proctors from Bend. Bend's testing center is staffed by the senior test proctor and five part-time test proctors. High-stakes testing (including the GED) requires certification of staff and technical acumen. Recently the college has increased the ways that students can gain credit for prior learning. CLEP, the computer competency test and CIS certifications are all awarded through the Testing Center in Bend. The senior test proctor position funding is split between the general fund and non-general fund. The budget for staffing Testing is \$36,000 administrative/\$31,980 Classified/\$41,677 part-time.

The Tutoring Center's purpose is to retain students at a rate higher than students not using tutoring support. Tutoring is offered in 26 subjects on four campuses and nine centers in a variety of methods and modes in support of the faculty's curriculum.

- ✓ **Drop-in tutoring** in a centralized tutoring center with CRLA trained tutors (best practice).
- ✓ **One-on-one tutoring** in specific subjects (CIS, for example) on 4 campuses
- ✓ **Lab-based tutoring** in high-end labs for CTE/Professional certs (GIS, for example). Used when software licenses are expensive.
- ✓ **Peer Assisted Study Sessions (PASS)** in Sciences and occasionally Calculus – a one-off from Supplemental Instruction where tutors are trained in Socratic method and run study sessions right before or after class. PASS leaders are trained to be passive in class, serving as a role model and then lead a session where they never answer a question directly, but build on group knowledge through various activities to hammer home concepts. (POGIL in Chemistry led to PASS in Tutoring). Science Tutor Coordinator and Director of Tutoring trained in SI in 2013 and certified through the University of Missouri, Kansas City.

- ✓ **Embedded tutors** who serve as curriculum disseminators for other tutors when a new course is added to the list in a program tutors support.
- ✓ **The Jim Stedman workshop method** in the northern district. ASCOCC provides food, charismatic faculty member/tutor provides workshop on parts of speech and everyone becomes more literate.
- ✓ **On-line tutoring** through the *Western eTutoring Consortium* to expand access to subjects offered face-to-face.
- ✓ **Math tutoring alongside of math faculty's office hours** (Bend campus only) in Math Building (Grandview).
- ✓ **Co-train IT tech classroom support aids as CRLA tutors** and schedule tutoring on northern district campuses close to the time of the streamed class.

The area is staffed with the Director of Tutoring & Testing (11 month, FT Administrator), Science Tutor Coordinator (11.5 month, .5 Administrator), Writing Center Coordinator (11 month, .5 Administrator) and a full-time Administrative assistant (12 month, FT Classified). 80 + peer tutors are trained via the College Reading & Learning Association Tutor Training program, this program promotes best practice for tutoring centers to assure outcomes of independent learners and an ethically supported face-to-face student service. The budget for staffing Tutoring is \$36,000 administrative/\$39,750 Classified/\$180,000 part-time hourly.

3. Department Strengths

Strengths of the Testing Centers:

1. Flexible service that can add tests as needed for faculty, staff and community members.
2. Supports ADA well with student friendly, accessible, tech savvy resources, careful to accurately provide accommodations that have been granted.
3. High-tech staff run multiple high-stakes testing programs with great customer service and minimal IT time on task.
4. Area generates fees by contracting with testing agencies, in turn supporting the community – especially OSU e-campus.
5. A reliable service with “boots on the ground” hours of operation on all four campuses.
6. Aligned with National College Testing Associations Professional Standards except for benefitted staffing percentages.

Strengths of the Tutoring Centers:

1. Retention rates for students using tutoring services at threshold of 6 hours or more per term results in term-to-term retention rates of 88-94% over the last five years. This is a nationally outstanding rate.
2. Accessible resource to students throughout the college's district with 9 centers and on-line tutoring available.
3. Peer tutors are trusted by the faculty to engage students within the boundaries of the coursework; this service is tied closely to the curriculum and faculty guided.
4. The department's leadership is engaged in professional development and training that is a required best practice for tutoring center quality assurance. Championing the College Reading and Learning Association training program, ACTLA, Supplemental Instruction, CAS

- standards and Association of Tutoring Professionals standards in each area is an active and reiterative method of goal assessment.
5. FTE is generated in Tutoring, providing financial support from a program that also retains students.
 6. PASS tutoring in Sciences consistently benefits students using this optional service over and above students who choose not to use this service.

4. Department Challenges

Testing Center Challenges:

1. Staffing of proctors who cannot be students, need to have customer service, and software and hardware trouble-shooting abilities, at the current rate of pay is difficult. The Senior Test Proctor position that was granted in 2015, has been hired three times. Hourly proctor positions rarely last a year. Training is constant.
2. Running two separate *PearsonVUE* Testing centers on two campuses affects the amount of fees that can be generated. Incentives to test more in order to be paid higher fees per test are diluted by staffing challenges. COCC cannot control who gets to test when the center is opened for VUE. Challenging to assure COCC students can gain a testing seat at times.
3. Need to improve communication channels between Testing and faculty to guarantee proctoring directions are accurate.
4. When staff take leave due to sickness or vacation there is no redundancy in testing. Individual who picks up the slack is an 11-month employee who has 50% of time on task designated for Testing.
5. Tracking on potential cheaters outside of the immediate area of testing requires additional staffing in a time when budgets are flat. Lunch hours, shift change, times when proctors are being trained behind the counter increase threat of cheaters trying something.

Tutoring Center Challenges:

1. Non-centralized tutoring center goes against best practice. Requiring tutors to never work alone increases demand for tutoring not based on student requests. Tutors lack support and synergy of fellow tutors if working in isolated centers.
2. Staffing qualified Writing tutors (Bachelor's degree and non-peer) is difficult. Takes time to build up familiarity with curriculum.
3. Connectivity to Wi-Fi in lower level of Library continues to be a challenge. Students require computer access for homework in math and foreign languages.
4. *TutorTrac* iPad sign in stations are a great mechanism to track usage in Tutoring. When front desk/Admin assistant or tutor on duty not available to catch students who do not sign in, area loses opportunity for FTE.
5. Tutoring spaces are cleaned by staff when the cleaning crew does not make it in. Staff regularly have to wipe down tables, keyboards and vacuum/sweep floors. Heavily used spaces with garbage not taken out on a regular basis leads to vermin and sickness.

Department Goals

Testing Center Goals:

Proctors provide secure academic testing for students with accommodations or a need to make up a course exam (IS.7, IS.8, IS.9, TA.1, TA.2, WD.1, WD.2, WD.3).

COCC's Testing Center provides student access to a variety of standardized evaluations (BS.2, TA.1, TA.2, WD.5).

Testing Center provides members of the community local, secure access for professional certifications. (TA.1, TA.2, WD.5, LL.1).

Tutoring Center Goals:

To foster collaborative, curriculum-based learning for students by providing access to trained peer tutors, study groups, online tutoring, technology and resources (TA.1, TA.2, TA.3, WD.1, WD.3, BS.4).

To help students develop self-awareness, self-direction and self-confidence, so they succeed and graduate (BS.3, IS.7, TA.2, WD.1, WD.3).

To maintain excellent student support by requiring tutor and staff training and professional development (IS.5, LL.1).