Opportunity (Purpose or Primary Reason for Project): In addition to scheduled testing (such as placement tests, etc.), ICC’s testing center provides an exam proctoring service for students who need special accommodation (such as disabilities) as well as make-up exams when allowed by instructors and arrangements can not be made between the student and the instructor. We are obligated to provide distraction-free testing for some students but are not meeting that obligation when students are tested in the open office of Access Services. (630 tests in Access office in 06-07) In such cases, the integrity of the testing session is compromised and there is potential impact to student performance. Additionally, the process to request test proctoring is not standardized and requests are submitted in several different ways. Non-standardization also creates ‘breakdowns’ in the testing process, whereby students come but are unable to be tested (such as copy of test has not arrived). There is a perception (which would need to be verified by the team) that some students, with legitimate excuses, are not given the opportunity for a make-up exam or choose not to take it because the process is cumbersome. This would also impact student performance and success.

Business Case (Budget Information): An improved process could help ICC more adequately meet our legal and ethical obligations to students, save faculty and students time in arranging proctored tests and increase student success with a better testing environment. An improved process would also mean better service to students and to faculty/staff. An improved process may also provide an opportunity to make better use of our current facilities.

Goal (Expected Outcomes, Deliverables, and/or Results): Project goals are to standardize the process, give all students adequate testing accommodations, increase efficiencies in both the request for test proctoring and the actual testing, and provide a testing service that works with faculty/staff to increase student success.

Scope (Constraints, Boundaries, and/or Key Risks): The project will include all course-related exams that need to be taken outside of regularly scheduled class time, which could be a result of accommodations needed or legitimate reasons that instructors are allowing a make-up exam. In some special circumstances, this could mean testing of hybrid or online classes.

Timeline (Define, Measure, Analyze, Improve, and Control): The project could begin in March with improvements in place prior to the August back to school information sessions.

Primary Measures: Number of proctored tests administered, number of tests that are compromised (don’t meet legal obligations or best interests of students), number of testing breakdowns (something prevented appointments or walk-ins from taking needed test).

Other (Additional Resources Needed, Critical Considerations, and/or Initial Concerns): Other measures might include the number of students tested per testing occurrence as compared to test proctoring processes at other colleges.

Supporting Data & Process Map(s): See attached top-down process map.
Number of tests administered in 06-07 – Access Services, 630; Testing Center, 2,725
Number of times student appointments or walk-ins were unable to be tested – 86 (probably low) in Fall 07 (5 months; Aug-Dec 2007)