

The Grizzly Testing and Learning Center Financial Plan of Action 2018

The Grizzly Testing & Learning Center (GTLC) is dedicated to fostering student success by providing testing services and peer tutoring in a low stress environment in an accessible and welcoming space.

Students will be supported academically in developing study skills as well as course specific content skills. This support will acknowledge and value the diverse learners represented at Adams State University.

Additionally, students will be provided the opportunity to complete exams in a distraction reduced setting, at convenient and appropriate times. The diverse population of students supported via the above services are provided essential accommodations through a variety of methods as outlined in the following report.

How the department is essential and mission critical?

The Grizzly Testing and Learning Center, at its core, provides three very distinct types of services: testing, accommodations, and tutoring. As each type of services aims to support individual student needs, they are broken down into individual areas for data purposes. It is important to note, however, that there is crossover as they can be interconnected as well.

Testing

Evidence/data.

# of Students and Community served via proctor forms*						
	2013	2014	2015	2016	2017	Average
Spring	287	212	303	271	190	253
Summer	26	133	140	118	110	105
Fall	164	282	235	221	214	223
Total	477	627	678	610	514	581

*Each semester, students, or community members, sign a proctor form which outlines our policies related to testing in our facility. It is important to note that one person can visit for one or more different types of exams: courtesy exams, placement testing, or on-campus course exams.

# of Exams Administered: Courtesy, Placement, and On-Campus Courses						
	2013	2014	2015	2016	2017	Average**
Spring	NA	638	532	506	461	534
Summer	NA	211	196	181	190	195
Fall	634	523	420	469	522	514
Total	634	1372	1148	1156	1173	1212

% Accommodation Exams Administered (On-Campus Exams only)						
	2013	2014	2015	2016	2017	Average**
Spring	NA	50%	38%	43%	47%	45%
Summer	NA	33%	0%	13%	100%	36%
Fall	57%	47%	53%	55%	60%	54%

**Averages for spring, summer, and total do not include 2013 as exam tracking processes were updated FA 2013.

Narrative.

The Grizzly Testing and Learning Center (GTLC) is open year round to provide a variety of times for students and community members to utilize our services. As we provide a variety of proctoring services, it is important to our student body and community that we are available. This is especially important as we are a rural area, and it can be difficult for testers to travel out of the San Luis Valley to their home institutions to take exams, if proctors are required.

GTLC provides proctoring for three different types of exams: courtesy, placement, and on-campus courses. Courtesy exams are exams for other institutions, entities, and ASU Extended Studies. These exams are often for community members, or high school/higher education students who are unable to travel to their home institution due to distance, funding, or other extenuating circumstances. These exams typically require a staff member that is not pursuing an undergraduate degree and agrees to proctor according to the home institutions guidelines. These exams vary in time and resources required (printing versus computer resources). As we are not compensated for the additional resources utilized in this type of exam, we do charge a proctoring fee based on the amount of time needed for the exam. The fee is \$20 for up to three hours and an additional \$10 for each hour after with times ranging from 60 minutes to well beyond 3 hours.

Placement testing is state mandated and done through a variety of methods, both through third party companies and in-house examinations. We facilitate proctoring for on-campus students, as well as process requests for out-of-state students. GTLC does collaborate with the Admissions Office to visit local SLV high schools to administer in their facilities during school hours to ensure students are not placed at a disadvantage for registration due to a missing placement exam. Placement testing helps ensure students are registering for coursework that correspond with their skill levels, which allows them to register sooner to stay on track for graduation. Without these exams, students cannot register for a number of Mathematics or English courses. To ensure that there is no barrier for registration, we offer these exams throughout the year. The only exception to this is during on campus finals week(s) as we are booked for on-campus final accommodation exams. The time needed to complete these exams varies from an average of 20 minutes to 4 hours if both Mathematics and English placement exams are needed. The numbers of these exams varies each year as it is dependent upon the incoming students and their previous test scores (ACT, SAT, etc...).

In addition to courtesy and placement exams, the GTLC offers proctoring services for on-campus students who have excused absences, have been approved by professors, or who have academic accommodations. Exams for students with excused absences or those approved by professors are administered according to the in-class instructions. In comparison, academic accommodations are determined by the Office of Accessibility Services and communicated to the student and professors. Exams administered as part of accommodations vary in their instructions and can require additional support, such as test readers or scribes, interpreters, assistive technology, etc... As part of proctoring accommodation exams, there are times in which

our staff must act as readers and scribes for students with the documented need. Readers stay in the exam room for the duration of the exam and read the exam and any additional material to the student upon request. Scribes also stay in the room for the duration of the exam, hand-writing or typing the answers to questions, verbatim, for students. Non-accommodation exams can range from 15 minute quizzes to 110 minute final exams. Accommodation exams can range from 20 minute quizzes to 275 minutes final exams depending on the course, type of exam, and individual accommodation. All exams require appointments and can be taken anytime between 8 am and 5 pm, Monday through Friday with the approval of the professor or availability of staff to provide accommodation services.

Between these three types of proctoring services, GTLC serves an average of 581 testers per year, with testers visiting during the spring, summer, and fall semesters with an average of 253, 108, and 223 testers, respectively. These testers can take one or more of each type of exam. Regardless, with only five testing rooms, GTLC administers an average of 1212 exams per year, with exams during spring, summer, and fall semesters at an average of 534, 195, and 514 exams, respectively. Of the on-campus course exams administered, an average of 45% of exams are for accommodation purposes in the spring, 36% in the summer, and 54% in the fall semesters.

Further, GTLC has also recently taken on administering up to three administrations of the SAT throughout the year. These exams take place on the weekend, require extensive planning and training, serve up to 50 local students, and are proctored by other personnel outside of GTLC due to CollegeBoard requirements. These exams can take a total of 6 to 7 hours including set up and take down. Additional administrative time is needed for scheduling rooms, selecting and training proctors, and planning test dates.

To ensure these services are maintained, our current staffing is 5 undergraduate students to assist with proctoring duties such as check in, monitoring, etc... and one graduate assistant (GA) who assists with proctoring for both undergraduate, on-campus exams, as well as some courtesy exams. Student employees must go through training before they are allowed access to any confidential information or exams. In addition, they must participate in training throughout each semester to ensure that they are following internal policies and guidelines.

Summary.

The GTLC provides critical services to campus which support the ASU 2020 plan in a variety of ways. We work heavily towards accomplishing Goal 2: Student Success. Placement testing in a timely manner is vital to enhancing advising and ensuring it is timely and accurate and promotes the attainment of student goals (Initiative 2.3). Our student staff is trained to communicate and provide excellent customer service to all students and community that reach out to GTLC providing hands-on experience and opportunities of professional development to help work towards future career goals (Initiative 2.4). We aim create a point of contact for incoming and returning students to begin or continue to be engaged in our services as early as possible. As we provide a variety of resources (tutoring, testing, accommodation services), we assist students in finding the support they need to be successful and engaged academically at ASU (Initiative 2.5). Additionally, by providing testing services to students who have accommodations or who were unable to take the exam in class, we remove an academic obstacle to student success (Initiative 2.6).

Further, by providing testing services to the greater SLV community, we support the ASU 2020 Goal 5: Community Relations. We aim to provide support for all those requesting testing services if it is in our ability to do so to ensure positive community partnerships (Initiative 5.1). These services can interconnect within our department as well as with external departments.

Regardless, we aim to provide information to students and community that will be beneficial to their time at Adams State University in an accessible and friendly manner.

Overall, the GTLC supports the greater ASU mission by educating our students on our resources available to them, by serving their testing needs, and inspiring our diverse populations to work towards their lifelong dreams and ambitions, despite the hurdles they may face in regards to their academic assessment needs.

Accommodation Services

Evidence/data.

# of Students served: Accommodations*						
	2013	2014	2015	2016	2017	Average
Spring	31	31	30	24	28	29
Summer	1	0	0	0	3	1
Fall	33	24	36	28	39	32

% of Accommodation Letters Served*						
	2013	2014	2015	2016	2017	Average
Spring	62%	69%	64%	52%	74%	64%
Summer	20%	0%	0%	0%	60%	16%
Fall	63%	53%	65%	57%	68%	61%

*GTLC does not receive letters of accommodation for all students who qualify. We only receive letters for students who are approved for an accommodation service GTLC provides; these figures represent students served based on the letters of accommodation received at GTLC.

- Also see the “% Accommodation Exams Administered (On-Campus Exams only)” chart under Testing

Narrative.

The GTLC assists the Office of Accessibility Services (OAS) in providing a variety of accommodation services, in addition to those pertaining to proctoring exams. Certain accommodations that we provide are necessary to stay within Federal and State compliance according to ADA law. These services help remove obstacles to student success and level the playing field for students taking courses through ASU and in turn help them be more successful and retain for additional semesters (ASU 2020, Initiative 2.6).

As we work with students in a variety of ways for accommodation services, we help to educate them about self-advocacy practices to ensure that they are receiving the services that will benefit them. As part of our services, we facilitate and manage note taker requests for a variety of courses. This process consists of outreach to professors, hiring and completing paperwork for student note takers, managing/sending notes to students, and follow-up to ensure needs are being met. Depending on the semester and students, we can serve anywhere from 5-8 students for between 10-20 different courses. This can employ 10-20 note takers per semester, who are paid a small stipend through the Office of Accessibility Services.

We also provide a variety of items for check out as part of assistive technology needs. Included in this are LiveScribe pens to replace or in addition to note takers, listening devices for students with hearing limitations, recorders, and reading pens. We also allow students to reserve testing rooms to utilize assistive technology programs such as Kurzweil (text-to-speech) and

DragonSpeak (speech-to-text). In addition to this technology, we also provide additional tutoring services which can be additional time for tutoring or a scribe/reader for tutoring sessions. We also work with the OAS to ensure that any interpreters needed for sessions or exams are scheduled accordingly and that this information is shared with professors and the student receiving the service.

As each student can choose to utilize their accommodations at different points in the semester, or not at all, our number of students supported via accommodations can vary each semester. We also do not receive letters of accommodation for each student that qualifies. GTLC only receives letters for students who qualify for a services provided within the department. Regardless, we serve an average of 64% of the students for which we receive letters or 29 students for in the spring semester, 16% and 1 student in the summer, and 61% and 32 students in the fall. It is important to note that students are not obligated to utilize their letters of accommodation, even if they have received them. Additionally, students may utilize their accommodations for all of their courses, which can be seen again the “% Accommodation Exams Administered (On-Campus Exams only)” chart under Testing. One student can visit GTLC for every exam for each of their classes, in addition to requesting note takers, tutoring, etc... As such, these numbers are not representative of the holistic student experience at GTLC.

Summary.

In regards to accommodation services provided by the GTLC, it is important to remember that our services are not only a method to ensure students have resources available to them to be successful, but that they are also to ensure we are within the ADA laws. We work within the guidelines set forth by the OAS, Family Educational Rights and Privacy Act (FERPA), and those outlined in any course specific instructions. As such, we act as a point of contact for students who are unsure of what they have been allotted as well as for professors who are unsure of how they are to fulfil the accommodations outline in each letter of accommodation.

It is important to note that these letters of accommodation are unique to each student and confidential. As such, only the graduate assistant (with training) and full-time staff have access to copies of these letters. Students, however, can share their accommodations with our undergraduate student staff to ensure that we can schedule exams or tutoring sessions accordingly. Students can choose to utilize part, all, or none of the accommodations listed in letters and they can be utilized at any part of the semester. This can account for a dynamic schedule for exams and tutoring, as well as a fluctuation in the need of note takers, test readers or scribes, and check out of technology.

Tutoring

Evidence/Data.

	FA 13	FA 14	FA 15	FA 16	Average
Number of Tutors	31	22	23	15	23
Number of Students Served	195	139	125	128	147
Starting GPA	1.90	2.79	1.92	2.13	2.19
Ending GPA	2.66	2.73	2.71	2.85	2.74
Retention (Returning to ASU)	86.7%	85.6%	84.0%	90.6%	86.7%
Course Completion (C- or higher)	70%	77%	82%	71%	75%
Visits for One-on-One Tutoring	405	257	372	349	345.75
Visits for Supplemental Instruction	308	312	197	111	232
Total Visits	713	570	569	460	578

	SP 14	SP 15	SP 16	SP 17	Average
Number of Tutors	30	26	22	13	23
Number of Students Served	174	124	127	96	130
Starting GPA	2.61	2.78	2.78	2.68	2.71
Ending GPA	2.67	2.84	2.81	2.88	2.80
Retention (Returning to ASU)	78%	81.5%	72.0%	80.2%	77.9%
Course Completion (C- or higher)	71%	84%	77%	82%	79%
Visits for One-on-One Tutoring	402	282	267	98	262.25
Visits for Supplemental Instruction	269	347	345	251	303
Total Visits	671	629	612	349	565

	SU 14	SU 15	SU 16	SU 17	Average
Number of Tutors	7	3	0	1	3
Number of Students Served	12	3	0	1	4
Starting GPA	2.54	1.5	0	0	1.01
Ending GPA	2.60	2.21	0.00	0.00	1.20
Retention (Returning to ASU)	83.3%	67.0%	0.0%	0.0%	37.6%
Course Completion (C- or higher)	86%	75%	0%	0%	53.7%*
Visits for One-on-One Tutoring	48	8	0	2	14.5
Visits for Supplemental Instruction	8	6	0	0	3.5
Total Visits	56	14	0	2	18

*This number does not include the summer semester in which no student requested tutoring, but does include the semester in which only one student requested but did not complete the course with a C- or higher.

Narrative.

GTLC provides external academic support for on-campus students who have a variety of needs ranging from study skills, confidence boosts, to language learning skills and beyond. Some students receive extra time for one-on-one tutoring as part of accommodations, but students are initially provided the option to receive up to two hours of tutoring per week for each course they request. With accommodation letters, students can receive up to four hours per course per week. As we have a limited number of one-on-one tutors with limited individual availability, we are currently unable to provide unlimited tutoring access.

In addition to one-on-one tutoring, GTLC also offers Supplemental Instruction (SI) support to courses that have been historically difficult for students. SI requires the hired student leader to attend each class period and lab, hold office hours and study sessions for students enrolled in a specific section of the course. The availability of these positions is limited, and the program is resource intensive as the student leader is hired exclusively for one section of one course. However, they cannot work more than 10 hours per week, which includes class and lab attendance. Students enrolled in the course can attend all office hours and study sessions and are not limited to two hours as is the practice with one-on-one tutoring.

In looking at the data for tutoring, we utilize an average of 23 tutors in the fall semesters to serve an average of 147 students. These students see an average GPA increase of 0.55 points from the start of the semester until after final grades have posted. The fall semester, on average, has 578 one-on-one tutoring and SI visits. In looking at fall to fall data, it is important to note that the drastic drop in students served from FA13 to FA 14 was the result of the creation of the

STEM Center for all tutoring in STEM courses. As a result, the GTLC saw a sharp decline in the number of students requesting courses as many were primarily in the STEM area.

In spring semesters, we utilize an average of 23 tutors to serve an average of 130 students. These students see an average GPA increase of 0.09 points from the start of the semester until after final grades have posted. On average, the spring semester has 565 one-on-one tutoring and SI visits. In looking at spring to spring data, we do see a drop in students served for the SP17 semester which would correlate to the availability of NetTutor (online tutoring) campus-wide as well as the increase in tutoring within individual departments. (Additional tutoring within individual departments is not facilitated or tracked by GTLC.)

In summer semesters, we utilize an average of 3 tutors to serve an average of 4 students. These students see an average GPA increase of 0.19 points from the start of the semester until after final grades have posted. On average, the spring semester has 18 one-on-one tutoring and SI visits. The GTLC does do our best to serve students during the summer, but it is subject to tutor availability as well as the length of the course (3 weeks versus all summer). The length of the course can affect our ability to hire a tutor in a timely manner as it can take more than 2 weeks to identify, contact, hire and train a new tutor. In SU14, it is important to note that a Supplemental Instructor was utilized to support a single course. This inclusion of an SI leader for a summer course has not been requested or continued in following semesters due to a change in offered courses, tutor availability, etc...

Further, we collaborate with other tutoring centers on-campus to ensure we are all following similar practices, utilizing similar programs for tracking, and to plan training. This collaboration has helped to curb some of the confusion students felt when alternative centers were created. This collaboration also extends to group tutor training at the beginning of each semester to ensure tutors are provided with the same information to be successful. Training includes a variety of topics which include support for English Language Learners, how to work with students with disabilities, and methods to improve study skills and communication. Training is required each semester before the first appointments can be scheduled. It also helps to create a network of tutors in which they can share their experiences, provide feedback to their peers, help mentor new tutors and push each other to think critically and solve problems.

Summary.

After all STEM courses were moved to the STEM Center, and except for the 2017 calendar year, we typically serve around 125 students for individual or SI courses in fall and spring semesters. However, in combination with increased departmental tutoring and the availability of NetTutor, the number of students requesting tutoring services has declined. Regardless, we typically employ 15-20 student tutors and/or SI leaders per semester who are trained to work with a diverse student body to ensure they have the skillset to best support students. We also encourage tutors and SI leaders to reach out to professors if they have clarifying questions.

The tutoring program has strived to continue to grow and improve on the skills shared by tutors. We emphasize the need to understand course content to be a successful individual learner rather than on homework help. We also collaborate with professors to identify and approve tutors that have the skills they feel are necessary to work with students enrolled in their courses. All tutors are students currently enrolled in coursework at ASU and can act as an additional point of contact for students who need additional assistance.

Overall, the tutoring conducted through GTLC has been a successful resource to new and continuing students. It not only allows students to receive academic assistance to be successful,

but it also empowers tutors and provides them with the skills necessary to share in their field of study and understanding.

Cost and Benefit

Evidence/data.

- Budget: \$96,955 (not including benefits as they are unknown at this time)
- Student employees for FA17: **24** (6 front desk, 1 GA, and 17 tutors/SI leaders)
- Revenue generated as of December 18th, 2017 for Fiscal Year 2017-2018: \$1,710
- Summary of the number of students and community served for Fall 2017 only:
 - Total students and community members served by GTLC for testing services: **214**
 - Total Exams administered: (as of December 21st) **516**
 - Total ASU students served by GTLC for tutoring services: **90**
 - % of on-campus course exams as part of accommodations: **60% (~ 259 exams)**
 - Accommodations Student served: **39**
 - % of accommodation students served based on letters received: **68%**

Narrative.

The overall budget includes the salary of one full-time employee (minus benefits), all student employees, and the operating budget. Student employees are paid through campus employment funds as it can be an added difficulty to pay them through work study funds. This difficulty stems from students having to meet specific criteria to qualify as a tutor and then an added difficulty if they then also need to qualify for work study. Work study would also limit the hours a tutor could work, thus decreasing the hours of tutoring available for students throughout a given semester and a given academic year.

Additionally, the student employee positions are beneficial to students as they learn a variety of skills ranging from critical thinking to communication, which can translate into the classroom or jobs post-graduation (ASU 2020, Initiative 2.4). In addition to being beneficial to the individual student employee, it is also a benefit to students campus wide. Tutors are able to provide a variety of times in which they are available to meet with their peers. These times can be outside of the traditional 8 am to 5 pm timeframe, thus eliminating a barrier to academic success (ASU 2020, Initiative 2.6).

Moreover, the front desk student positions allow the GTLC to be available to students from 8 am to 5 pm, including the lunch hour, Monday through Friday. This flexibility is vital to students who need to schedule exams outside of class time, or have extended time for exams, as well as students who need to communicate in regards to tutoring appointments. These positions and associated coverage provide the support needed for the full-time staff to advocate for additional revenue generating services (such as courtesy proctoring).

In looking at the summary of the fall 2017 semester, although we see a decrease in the overall number of students and community served, we see an increase in the overall number of exams administered in a fall semester. Our numbers were on par with those in 2014, which means that although there are less students and community receiving testing services, they are taking more exams. Again, we see a decrease in the overall number of students seen for tutoring, but there has been an increase in available tutoring services across the board with the implementation of NetTutor and individual departmental tutoring. We saw an increase in the number of students served within our accommodation services both in individual students and

the percentage of students served based on letters received. These fall numbers are at the highest they have ever been since a consistent method of tracking was established in the fall of 2013.

Summary.

As seen with the data provided previously, this budget is being stretched to its limits to provide all the services within the GTLC umbrella and beyond. It is becoming increasingly more difficult with the \$1 rise in minimum wage each year without adjusted funds. We have developed processes that ensure we are being as efficient as possible with our time and resources. However, this has meant that we are not always able to provide a competitive student employment wage when compared to other positions on campus. We currently start positions at \$10.50, which will increase until 2020 with the projected minimum wage starting at \$12/hour.

Regardless, we aim to ensure that students, first and foremost, are served in their needs before we extend further services to the community. As can be seen in our data, we have maintained a large number of students served in terms of testing, tutoring, and accommodation services. GTLC will continue to strive to support our students in any way possible, but will also be cognizant of the budget to ensure there is no unnecessary spending.

Quality of Program and Outcomes

Evidence/data.

Survey Results for Satisfaction of Tutoring					
<i>How satisfied were you with your session?</i>					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
2015	96.0%	1.8%	1.8%	0.4%	0.0%
2016	84.3%	10.5%	3.3%	1.0%	1.0%
2017	90.8%	9.2%	0.0%	0.0%	0.0%
Average	87.6%	9.8%	1.7%	0.5%	0.5%

- See data in charts under “Testing”, “Accommodations”, and “Tutoring”

Narrative.

The GTLC aims to provide quality services to students in every aspect of their visit. In regards to tutoring, we conduct an exit survey after each visit with a one-on-one tutor. As seen within the chart “Survey Results for Satisfaction of Tutoring”, students who answered the question “How satisfied were you with your session?” have identified their sessions, on average, as “Very Satisfied” or “Satisfied” 97.4% of the time. These numbers show that our tutors are conducting session in a meaningful and positive manner.

In addition to the survey results, by looking back at the charts presented under “Tutoring”, we can see that students visiting GTLC, on average increase their GPA, and have an average course completion rate of 75% in the fall semesters and 79% in the spring. The summer semester course completion is low as it includes the summer 2017 semester in which only a single student sought out tutoring and did not complete the course with a final grade of C- or higher. Additionally, we can see that the students that visit GTLC for one-on-one tutoring or SI in the fall return to the next spring semester at an average rate of 86.7%. We can see that the students that visit GTLC for one-on-one tutoring or SI in the spring return to the next fall

semester at an average rate of 77.9%. (The spring retention is based on enrollment in the next fall semester as many students do not enroll in summer courses.)

Further, we can see in the charts under “Testing” and “Accommodations” that GTLC has kept steady numbers in terms of services provided to students despite any changes in enrollment. In many areas, such as number of exams administered, we have started to see an increase as we continue to communicate our services to campus as well as extend services to the community. With increased communication to new and returning students, we have also begun to see an increase in the number of students that enact their accommodation letters and utilize the services we provide. In each instance the program has produced positive outcomes that support the retention of students and their progress towards academic success.

Summary.

Overall, the GTLC has proven to be a program in which students are satisfied with services and their needs being met. Services are effective and efficient to the point that we have been able to consistently support students while seeing an increase in services. It is important to note, however, that in many areas outcomes are not tracked formally. Each semester every aspect of the program is assessed through data collection and processing. GTLC aims to establish an understanding of services both in terms of anecdotes from students and through data interpretation. This information helps inform our decisions to best support students and the ASU 2020 goals.

Conclusion

The Grizzly Testing and Learning Center has proven to be a program that places students first in their pursuit of an academic degree. Our data collection is thorough and comprehensive to best understand student needs and ensure these needs are being met in a consistent and reliable manner. Our processes, although established and followed, are flexible to ensure that if a unique situation arises that we are able to best serve the individual student need as well as the overall campus need.

GTLC has proven to be a resource for new and returning students as well as to the greater SLV community, which heavily supports the ASU 2020 plan. The services provided within the department are utilized campus wide and are often in collaboration with other areas (departments and other support centers). These collaborative endeavors have proven successful in terms of marketing services to students, reduction in duplication of services, as well as an increased understanding of academic support structures for students and faculty.

Our services are utilized heavily each semester and in many areas the demand has begun to increase. Although we do the best we can with what we have, we could better meet the needs of students with an increased number of testing rooms, and with the increase of minimum wage, an increased budget for campus employment. Whether or not these are possible, we will continue to function at an efficient and student-centered manner to best support the individual needs of campus as well as the university’s overall goals through the ASU 2020 plan.