## 2009-2010 ANNUAL REPORT

### Department: Testing Center

1. Please document results of strategies from your 2009-2010 Planning Document using the following template:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended/Other outcomes (not listed in the Planning Document)</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>How did this strategy support the Strategic Plan? The Vision for Students?</th>
<th>If you did not undertake the strategy please explain</th>
</tr>
</thead>
</table>
| **Inform and encourage students to utilize College Level Examination Program (CLEP) testing as a way of gaining college credit** | 1. Discuss and provide CLEP information to prospective and currently enrolled students at informational sessions offered at on-campus and off-campus opportunities: collaborations with Orientation Services, Memphis City Schools and Harding Academy.  
2. Provide follow-up information to those receiving information at the sessions (names and email addresses will be gathered at each session via sign up contest for CLEP study guide with drawings three times a year). | 1. Students will recognize the value of CLEP testing and utilize CLEP testing as needed in progressing through educational plans for their particular major. | Realization gained: Using re-vamped marketing strategies and upgrading hand-outs for “testing out” might be a tool to increase the number of prospective examinees for CLEP. | Anticipated outcomes:  
1. A 5% increase in the number of CLEP tests administered from previous year.  
2. Tracking the number of hits on the Testing Center’s CLEP webpage [http://www.memphis.edu/testing/clep.php](http://www.memphis.edu/testing/clep.php) for increases after promotional activities | Marketing and advertising for CLEP needs to be improved. We will seek better ways to inform students. | One advantage of successful CLEP testing for a student is the ability to reach educational goals (to graduate) more quickly or on time depending on how many courses are gained through “testing out.” Obliquely | Intense efforts were made to achieve the goal of increasing the volume of CLEP testing by 5%, but those efforts were not successful. We did not attempt #2, because of an increase in services offered and accepting a new testing program. added work volume (we began |

Evidence:

1. There were 218 computer based CLEP tests administered during the year FY 07-08. For 2009, there were 206 computer based CLEP tests administered for 2009. This indicates a decrease in the number of CLEP tests administered for this period. This particular outcome was not achieved for this period.
3. Distribute flyers to campus locations used by students on available bulletin boards across campus.
4. Provide CLEP informational packets to new Career and Psychological Counseling Interns (CPCC) and Academic Counseling Center (ACC) Advisors.
5. CPCC interns and ACC advisors will share pertinent CLEP information with students and make referrals to the Testing Center, as needed.

This could support the University goal of student success.

*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.

2. Please include results from programs/services not included in your 2009-2010 Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
</table>

|                        |                   |                                               |                                                                     |

|                        |                   |                                               |                                                                     |
3. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated.

4. What is your BHAG? List evidence that supports that you are making progress toward it.

5. List any awards or other notable accomplishments by the department, individual staff or students:

Vicki Black was recognized for professional contributions at the national conference for National College Testing Association for her volunteer efforts of serving the NCTA Governing Board and the Test Center Certification Committee.

Trenda Smith gave birth in May 2010 to a baby boy, Steven.

6. Photos suitable for publication should be placed in YOUR O Drive and notify Pat of the location.
Data indicates an 11.8% increase in the volume of tests administered from 2008 to 2009.