

**Indiana University
Purdue University
Indianapolis**



**Testing Center Annual Report
2000**

Measurement and Evaluation Services for Students, Faculty, Administrators, and Researchers

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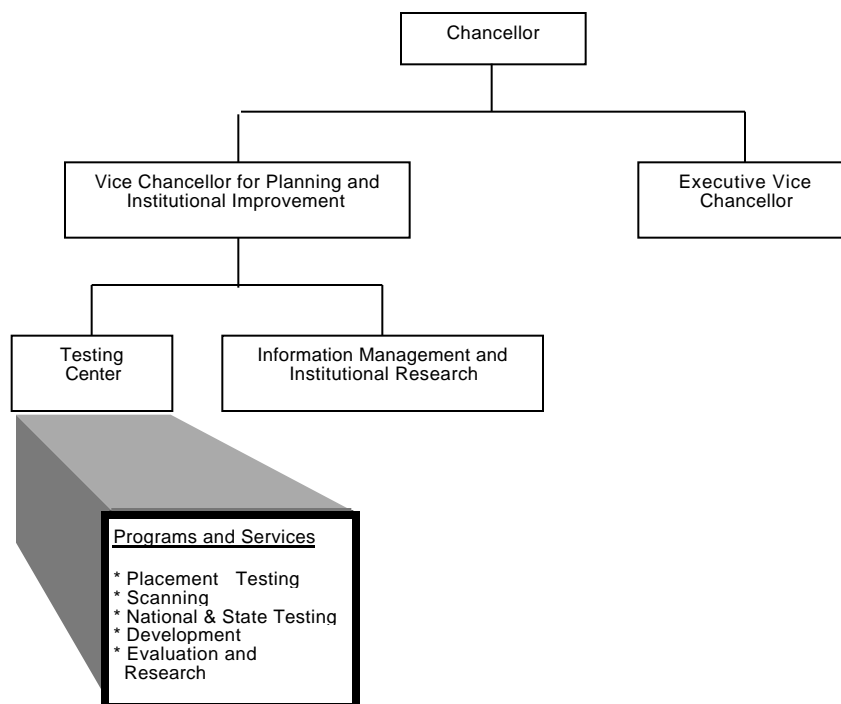
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Section I: Introduction and Executive Summary

Organization, Mission, Vision, Values, and Goals

The Testing Center is a component of the Office of the Vice Chancellor for Planning and Institutional Improvement (PAII). The mission of PAII is to integrate the functions of institutional planning, implementation, and evaluation in ways that will continuously improve IUPUI. Figure 1 below shows the organizational structure and mission areas of the Testing Center.



areas of the Testing Center.

Figure 1. Organization and Mission Areas of the Testing Center

The Testing Center's mission is to provide assessment and evaluation support through the collection and processing of test data, creation of assessment instruments, and the lending of measurement expertise to

constituencies throughout the campus community. Our vision is to provide integrated assessment and evaluation information in ways that will continuously improve IUPUI.

All Testing Center activities incorporate the following values:

- Work meets the needs of the sponsoring academic unit or individual.
- Results are thoroughly analyzed and explained.
- Work is timely, accurate, and reliable.
- Information is readily available to those who need it, secure from those who do not.

Our staff is committed to the following work ideals:

- Professionalism
- Responsiveness
- Thoroughness
- Accessibility
- Friendliness
- Sensitivity to data confidentiality issues

The IUPUI Testing Center's goals are manifested through its five programs which are aligned with the Testing Center's operational objectives, the goals of the Division of Planning and Institutional Improvement, and the aspirations and goals of IUPUI (see bold letters and numerals for links with IUPUI aspirations and goals. The Center's goals include:

1. Working with academic units to facilitate initial student assessment for appropriate course placements and credits by examination.
2. Providing imaging and optical scanning to improve assessment practices on campus and facilitate the work of campus units. This work

includes, but is not limited to administering course instructor surveys to assess student perceptions of faculty instruction.

3. Providing a service and location where students can take independent studies exams as well as state and nationally-administered tests.

4. Developing state-of-the-art assessment technology in support of tracking student achievement.

5. Disseminating the results of applied research and evaluations conducted at the Testing Center or in consultation with the Testing Center staff.

We continually strive to make each program more complete, up-to-date, and responsive to the diverse needs of the University community.

Student Placement Testing Advisory Committee

In the fall of 1999, a Student Placement Testing Advisory Committee (SPTAC) was established to provide guidance in the area of student placement testing. It replaced the functions and activities of the Testing Center Advisory Committee. This structure was maintained throughout the calendar year 2000. The SPTAC is chaired by Dean Scott Evenbeck (University College) with representatives from English (Susanmarie Harrington), Chemistry (David Malik), Math (Jeff Watt), foreign languages (Robert Sutton), University College (Barbara Jackson & Ted Mullen), and the Enrollment Center (Jennifer Pease). The SPTAC is designed to make recommendations for the campus regarding activities related to placement testing, and reports directly to the Dean of the Faculties. Topics addressed at the various meetings held throughout the year included a monitoring of the new COMPASS assessments in math and reading, redesigning of the placement testing brochure, a discussion of

remote testing at sites other than the Union Building, and devising a means for the Testing Center to administer exams in other content areas.

Highlights

While 2000 ended up as another productive year at the Testing Center, it was fraught with fiscal hardship. Beginning with the 00/01 fiscal year, the Testing Center was asked to underwrite the additional costs of the commercial-based COMPASS assessments in math and reading. Last year those costs were reimbursed through a cash allocation from the Executive Vice Chancellor's Office. Even though the Testing Center ended the 99/00 fiscal year in the black, the surplus was not enough to cover the \$22,000 required to administer the new assessments on the IUPUI and Columbus campuses. As a consequence, the departmental secretarial position was left unfilled as a way to cover these additional expenses.

On a more positive note, the Testing Center was funded \$220,000 on a Fund for the Improvement for Post-Secondary Education (FIPSE) grant that began in October. The purpose of this FIPSE funded project is to create national norms for documents commonly found in electronic portfolios. The work is based on research conducted at the Testing Center over the past four years. Once norms are established, the project would then make available, for a time period of five years, automated software that would grade the documents via the World Wide Web. Documents that are planned for this project include four writing genre: reports of empirical research, technical reports, historical narratives, and one to-be-determined category. This type of approach uses the evaluation of human raters as the ultimate criterion, and regression models of writing are based on large numbers of essays and raters. To create the statistical models to evaluate the writing,

multiple institutions from across the country and representing a wide range of Carnegie classifications, have agreed to participate in the project. They will each provide 400-750 documents each that reflect distributions in their current electronic portfolios. The documents will then be evaluated by six raters who will provide ratings in both holistic and trait form. Vantage Technologies, Inc. will provide their Intellimetric parser for both the model building and the implementation of the project.

So far, the institutions that have agreed to participate in the current project include Arizona State University, Syracuse University, Washington State University, IUPUI, Western Michigan University, Western Kentucky University, California State University at Monterey Bay, and Butler University. Other institutions are being solicited to participate in data collection, which will begin in Spring 2001.

In January of 2000, the Testing Center began administering placement tests in math and reading using ACT's COMPASS tests (ACT's ASSET tests are used for paper-and-pencil administrations). The change in the math test was based on the perception that the web-based test under-placed students at the upper end of the ability spectrum. The math faculty examined two commercial systems and concluded that the COMPASS system provided the best overall package in terms of its predictive validity and compatibility with other schools that might refer students to IUPUI. The change in the reading assessment arose, in part, because of the discontinuance of remedial reading courses through the School of Education. Referrals to Ivy Tech based on reading deficiencies would be facilitated by using COMPASS scores since the Ivy Tech System uses this placement testing software. The unfortunate consequence of the adoption was the termination of the high school

testing program since the COMPASS system is restricted to a closed network, and cannot be directly accessed via the participating high schools. Testing in written English remained unchanged.

Also in the Spring of 2000, work began on converting the foreign language placement tests created at the University of Iowa from their original paper-and-pencil form to web-based assessments. A prototype was developed in late spring, approved by the University of Iowa, and programming in earnest began over the summer. In October, the Spanish test went "on-line". It is expected that both the French and German tests will be converted early in 2001. The major advantage of the web-based assessments is that they can be administered as part of the regular placement testing battery for incoming students.

The Placement Testing Exit Survey was modified to reflect both the change to the COMPASS test for math and reading and a desire to create additional performance indicators. Overall student satisfaction with the appropriateness of the math and reading tests improved slightly from their 1999 levels while the same indicators for English remained unchanged. The service indicators for Testing Center staff and testing environment remained very positive.

While demand for scanning services of paper documents continues to increase, the Scanning and Development Offices pursued their transition to web-based services for course evaluations. Several clients experimented with web-based evaluations in 2000 with considerable success. In light of the fact that more faculty are incorporating web-based course tools as part of their instruction, the move of the Student Evaluation of Teaching (SET) forms to the Internet will be a timely step. In November, the Testing Center was approached by University

Information Technology Services (UITs) to determine whether the SET program might be incorporated in OnCourse, Indiana University's web-based communication and faculty tool set. Several meetings are scheduled during 2001 to determine feasibility of this move and to develop a timetable for making this transition.

While enrollments in our national and statewide testing programs remain stable, we anticipate modest increases next year in these programs. For example, the CLEP program recently introduced computer-based tests in a number of curricular areas and will become fully operational in 2001. The Testing Center was designated as an early adoption site and hosted a CLEP workshop in October for post-secondary institutions in the Indianapolis region. We have also negotiated reciprocal agreements with the IUPUI Career Center to use our Consulting Psychologists Press web site for vocational counseling.

The Development area has collaborated on a number of Testing Center innovations this past year ranging from the SET conversion to the creation of new foreign language tests on the World Wide Web. However, one very valuable contribution this past year has to do with their redesign of the Testing Center's web site (<http://assessment.iupui.edu/testing/>). The redesign will customize the "view" a user has for Testing Center information. For example, a student who logs into the site will only see web pages relevant to students. S/he has no need to view information that would be appropriate to a counselor or faculty member.

We hope that the annual report answers the questions you may have about the Testing Center and its structure, mission, operation, and indicators of success. A number of individuals have invested a

significant amount of time to make this document interesting and readable. If you have suggestions or comments, please do not hesitate to contact us. E-mail regarding this document should be directed to:

MShermis@IUPUI.Edu.

Section II: Reports From Program Areas

Placement Testing

Overview of Changes and Improvements in the Placement Testing Program

The present section describes the major changes and improvements made in placement testing policy and procedures for the IUPUI placement testing program including test development, administration, scoring, and reporting processes. In response to faculty requests, technological advances, placement testing exit survey results, and other changes in student admission and enrollment processes, the Testing Center continues to make incremental quality improvements in both test administration procedures and customer service. It is pleasing to note, therefore, that the Testing Center did not encounter serious problems with respect to the quality of customer service in placement testing, as attested by results of the placement testing exit survey presented later in this report.

For the second consecutive year, there was a continued downward trend in the total number of students tested in English, Mathematics, and Reading.¹ In comparison with the estimates for 1999, there was a slight decrease overall in the total counts of students tested in the three test areas. It is likely that the overall drop in the placement test flow reflects changes made in the recruitment, admission, and enrollment process at IUPUI; particularly with respect to the referral of under-prepared students to the newly established community college of Indiana. Also, as the Reading Test scores are no longer used for course placement at IUPUI, there was an approximately 8% drop in the total number of students tested in reading. The Testing Facility proctors,

¹ The total numbers of students who sat for the respective IUPUI placement tests in 2000 are as follows: **English: 5941** (a decrease of 0.9% when compared with the counts for 1999); **Mathematics: 6347** (down by about 0.8% from last year's count); **Reading:**

however, experienced a relatively steady increase in the flow of students taking the respective placement tests, particularly during the months between March and August, with an average of approximately 200 students per week. Figure 2 shows the flow in terms of monthly counts of students tested in 2000.

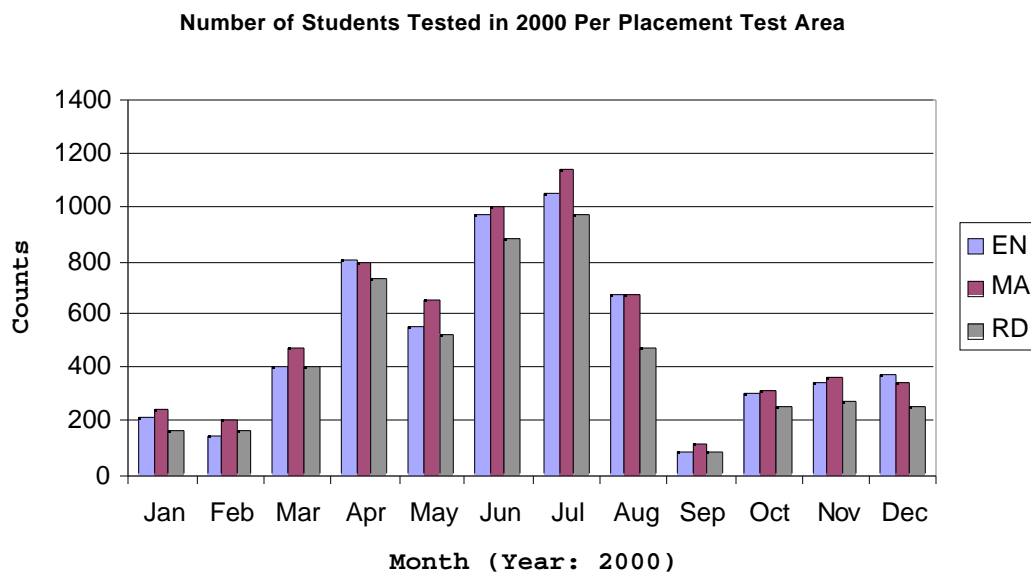


Figure 2. Monthly Counts of Students Tested in 2000 for English, Mathematics, and Reading.

Change in the Placement Tests. In early spring of 2000 the Department of Mathematical Sciences adopted the use of COMPASS Mathematics Placement Tests to be administered to beginning freshmen for summer and fall 2000 semesters. The decision to replace the Web-based IUPUI Mathematics Placement Tests with the COMPASS placement tests followed a series of deliberations aimed at addressing concerns regarding the alleged "under-placement" of students in higher-level mathematics courses at IUPUI (i.e., courses above MATH 111, College Algebra). As part of the deliberations, the mathematics faculty reviewed two of the most popular commercial and nationally-normed

placement tests (namely, The College Board's Accuplacer and ACT's COMPASS) in an effort to find a suitable mathematics placement test to address the concerns about student "under-placement" in higher-level MATH courses at IUPUI. The deliberations culminated in a decision (by the Department of Mathematical Sciences, and shortly followed by the University College, and endorsed by the Student Placement Testing Advisory Committee) to adopt the COMPASS tests to replace the local Web-based mathematics and reading placement tests. However, no changes were made to the IUPUI English Placement Test.

As the COMPASS and ASSET tests are supported by large commercial testing company (ACT), the tests have national norms, and substantially larger items banks than the former IUPUI placement tests in Mathematics and Reading. Also, the Windows-based COMPASS can route students to diagnostic tests (if warranted). According to ACT, the primary purposes of the Windows-based COMPASS software are as follows:

- To allow institutions to tailor-make a computer-based adaptive testing program that will provide immediate feedback to inform course placement decisions and knowledge of student achievement.
- To allow students to take tests by computer in as short a time frame as possible consistent with acquiring sufficient knowledge for valid decision making; and
- To have [students' demographic and placement test] data in a timely fashion for helping students make course selection and placement decisions.

In spite of these advantages, we have yet to conduct empirical studies that demonstrate the predictive validity of COMPASS test scores

(an increase of about 74.5% in contrast with last year's count).

for course placement at IUPUI. The initial validity study is currently underway, and the findings including a detailed description of the COMPASS tests will be presented in the 2000 Placement Test Validity Report.

Following the move to COMPASS and ASSET tests in early spring of 2000, the Testing Center focused its efforts on the implementation of the Windows-based COMPASS placement tests in Mathematics (on January 4, 2000) and Reading (on February 17, 2000). The adoption of COMPASS and ASSET tests necessitated a revision of the test administration procedures in the Testing Facility. Likewise, the IUIS placement testing tables were updated for purposes of reporting placement test results via the Indiana University Testing System (IUTS). Because the COMPASS Mathematics has several content domains, the Testing Center prepared a document to help academic counselors interpret the students' Mathematics Test Results as reported in IUTS.

In late spring of 2000, the Testing Center (in conjunction with the Evaluation and Examination Service at the University of Iowa and the Department of Foreign Languages & Cultures at IUPUI) continued the development work on conversion of the paper-and-pencil Foreign Language Placement Tests (FLPT) in Spanish, French, and German into a Web-based environment. The primary purpose of developing the Web-based placement tests in foreign languages was to facilitate the convenience of students' test reservations and offer individualized test administration of students in the Testing Facility. So far, the conversion to online (Web-based) Spanish placement testing has provided the major advantages of convenience to students (in test scheduling) and increase in the total number of students tested in foreign languages in 2000.

During the relatively busy summer period, important changes focused on making quality improvements in the test administration

procedures for the Windows-based COMPASS and paper-and-pencil ASSET placement tests in Mathematics and Reading. Other important changes or improvements included a revision of the placement testing information sheet/brochure and the placement testing exit survey that is administered in the Testing Facility (UN G015). As the COMPASS and ASSET placement tests are commercial and copyrighted tests, no changes were made to the content or format of the tests. Similarly, no major changes were made to the IUPUI English Placement Test (EN100), other than a review of the test directions for the purpose of improving both the clarity and presentation of the computer-based instructions in the Testing Facility.

For more details regarding the development of Web-based placement tests including the updated Testing Center Web site, see the Testing Center Development Unit's section of this report. Only major highlights of changes or improvements in placement testing are summarized in the next five sub-sections.

Reading. The major policy change for reading is that the Reading Test scores are currently not used for course placement *per se*, as the two courses in reading (EDUC X150 and X152) are no longer offered at IUPUI. However, at the request of the University College and Student Placement Testing Advisory Committee, the Testing Center has continued to administer the COMPASS Reading Test as part of the IUPUI Placement Testing Program, and the students' test results are provided to the Director of Advising at University College for use in facilitating the student advising process. Apparently, the Reading Test is currently being used as a general reading assessment tool or indicator to obtain reading skill levels of beginning freshmen students at IUPUI.

Soon after adopting the computerized adaptive COMPASS Reading Test, the University College faculty selected appropriate passages for

administration to beginning freshmen at IUPUI. As the COMPASS Reading Test uses a computerized adaptive procedure, the total test administration time is shorter, as most students complete the test in less than 45 minutes; thereby increasing the efficiency in the test administration process. As discussed later in this report, the overall placement exit survey results suggest that students are favorably disposed toward the COMPASS Reading Test, particularly with respect to clarity of test directions and perceived accuracy of the test in assessing reading skills. Without appropriate outcome measures, however, it is rather difficult to assess the utility or efficacy of the COMPASS Reading Test as an assessment instrument for college freshmen at IUPUI.

Mathematics. As noted earlier, the major change in mathematics placement testing concerns the decision by the Placement Testing Advisory Committee to adopt ACT's Windows-based COMPASS Mathematics Placement Test to replace the IUPUI computerized adaptive mathematics placement. The change to COMPASS Mathematics Tests took effect on January 4, 2000. The faculty in the Department of Mathematical Sciences made the decisions pertaining to establishment of placement cutoff scores. The most recent revision of the Mathematics placement cutoff was implemented on October 4, 2000. Note that the content or format of the COMPASS Mathematics Placement Tests was not changed; only the placement cutoffs were revised based on empirical data collected from students who tested between January and August 2000. To reflect the changes in placement cutoffs for the respective Mathematics domains, the Testing Center introduced the following IUTS Test-ID's for COMPASS Math Tests: MA601 (Pre-Algebra Test), MA602 (Algebra Test), MA603 (College Algebra Test), and MA604 (Trigonometry Test). The new test codes replaced the initial IUTS Test-ID's, MA401-MA404, respectively. Currently, IUPUI does not offer the Geometry Test.

As is the current practice, the Testing Center staff (working in conjunction with faculty in the Department of Mathematical Sciences) will periodically evaluate the effectiveness of the COMPASS computerized adaptive tests for course placement in mathematics. The results of these ongoing efforts will be reported in the Annual Placement Validity Report, which will be available at the following Testing Center Web site:

<http://assessment.iupui.edu/testing/>.

English Placement Test. Unlike the Windows-based COMPASS tests, the IUPUI English Placement Test is web-based, since its implementation in early July 1998. The format of the exam remains unchanged and as described in the 1998 annual report. However, the Director of Writing (Department of English) updated all the prompts for the English Placement Test in mid-July 2000. Consequently, the weekly rotation of new prompts for the English Placement Test was put into effect beginning the week of July 24, 2000. The new prompts have since been in circulation. Also, the Director of Writing recently reviewed the test directions for the web-based English placement test and focused on improving the clarity, accuracy, and presentation of the computer-based instructions.

The ongoing concern, at least from a psychometric perspective, is the limitation imposed by the current methodology for validating the students' English placement test ratings for course placement at IUPUI. More specifically, the traditional correlation approach yields relatively low validity coefficients for the English placement ratings. Likewise, attempts to use logistic regression and decision theory approaches in validating course placement criteria seem not to ameliorate the use of statistical methods in establishing validity evidence. While the rating scale used by the department has sufficient

variance for a good validity assessment, the fact that the outcome measure is based on grades tends to underestimate the true relationship between the two variables. The placement validity coefficient for a sample drawn from fall 2000 data averaged in the mid-teens (as has been observed for the last several years), but still useful for placement purposes. The Department of English is still investigating alternative measures that might be used as an outcome measure. For instance, the department is evaluating the possibility of using portfolios as an alternative for one writing sample. Interestingly, the exploratory findings from the Project Essay Grade (PEG) study at IUPUI (cf. Mzumara, Shermis, & Fogel, 1998; Shermis, Mzumara, Olson, & Harrington, 1998) seem promising as the validity coefficients between PEG ratings and first-year English course grades were slightly higher than those for the regular placement test results. Of course, the efficacy or utility of the PEG ratings for predictive validity purposes at IUPUI has yet to be determined.

Foreign Language Placement Tests. The major improvements made in 2000 include the development of the Web-based Spanish Placement Test (FL200), which was successfully implemented in the Testing Facility on September 18, 2000. This is essentially a project aimed at developing web-based foreign language placement tests (Spanish, French, and German) in conjunction with the Evaluation and Examination Service at the University of Iowa (the publishers of the Foreign Language Assessment Project (FLAP) tests currently in use at IUPUI). The web-based French Placement Test (FL100) will be implemented in the Testing Facility by mid-January 2001, and implementation of the web-based German Placement Test (FL300) should follow shortly thereafter.

Another significant improvement (prior to implementation of the online Spanish Placement Test) involved the additional test dates for

FLPT. At the request of the Department of Foreign Languages and Cultures, the Testing Center scheduled additional test dates for the IUPUI Foreign Language Placement Tests. The additional test dates were made to avoid the potential problem of having more misplaced students in foreign languages and/or avoid students deferring enrollment in language courses until a later semester. Note that with the development of web-based tests in Spanish, French, and German, these tests will be integrated with the three standard tests in Mathematics, Reading, and English; hence, individually administered at the students' convenience during regular testing hours in the Testing Facility. The development of online FLPT should facilitate ongoing efforts to improve customer service and increase in the number of students tested in each test area.

Validation of Course Placement Criteria at IUPUI

As the annual course placement validity study was still underway at the time of writing the present report, improvements in both the methodology and the findings of the study will be reported in the placement validity report for 2000. As in previous annual placement validity reports, the format of the report will include an executive summary, updated graphs or tables that show the probability of success for a student who achieves a given placement test score, and inclusion of the exploratory results for the Project Essay Grade (PEG) study in written English. Upon completion of the placement validity study, a comprehensive report will be available at the Testing Center's Web site: <http://assessment.iupui.edu/testing>.

Frontline Meetings and Training of Work-study Employees

As for the past few years, ongoing efforts were made last year to address procedural and customer service issues among staff from the

offices of adaptive educational services (AES), admission, enrollment center, orientation services, University College, and Testing Center. Although we did not hold as many joint staff meetings as we had hoped for, the Testing Center placement testing staff held several meetings with the management staff from orientation services and enrollment, particularly to address issues regarding the implementation of the new student information and test scheduling system that will subsequently replace the existing FoxPro scheduling application. Also, the Testing Center met with representatives from AES and reviewed placement testing accommodation procedures for AES students. One of the outcomes of the meeting was a joint training of proctors (work-study students) from the Testing Center and AES.

As standard practice, the topics addressed at the joint meetings included the following: (a) review of admission, enrollment, placement testing, and orientation processes; (b) customer service; (c) use of FoxPro application in placement test scheduling; (d) use of IUTS in reporting of placement test results, particularly the COMPASS Mathematics Tests which yield four content domain scores plus sub-scores for the Pre-Algebra Test; (e) use of admissions screens in placement test scheduling and reporting of placement test results; (f) concerns regarding administration of placement tests in the Testing Facility (e.g., noise, computer malfunctions, scheduled electrical power shutdown to accommodate maintenance work, and other interruptions in test administration, accuracy of test results posted in IUTS); (g) administration of placement testing exit surveys; (h) communication; and (i) other miscellaneous procedural issues. The joint meetings have been productive particularly in ensuring that the frontline staff in the respective offices are in sync in their individual and collective efforts in improving the efficiency and quality of services to students.

At the departmental level, on-the-job training and formal training sessions have continued to be provided to the work-study students in order to facilitate professionalism, thoroughness, and efficiency among the Testing Center staff. A variety of topics (e.g., new placement testing procedures (particularly for the COMPASS and ASSET Mathematics and Reading Tests and the online Spanish Placement Test), test registration or scheduling of students for testing, customer service, generation of placement test reports, test security, confidentiality of information, Testing Center emergency procedures, teamwork, work ethics, sexual harassment, etc.) are usually covered during formal training sessions conducted at least twice per semester. The topics are selected on the basis of the needs of the Testing Center proctors and receptionists and/or on the basis of a placement testing exit survey conducted at the conclusion of placement test administration. The placement testing exit survey was designed to solicit information such as expertise and disposition of the test proctors, examinees' perceptions of the testing situation, examinees computing background, and so on. In addition to providing some suggestions for training topics, information from the exit survey is used internally to monitor proctor specify potential technical innovations that might improve the examinees' test experience.

Furthermore, the regular group meetings of work-study employees have continued to offer the work-study staff an opportunity to present and discuss their concerns and/or suggestions for the improvement of placement testing operations at the Testing Center.

Placement Testing Exit Survey. The placement testing exit survey was designed to measure students' satisfaction with their placement testing experiences, particularly with respect to their perceptions of the overall testing experience, perceived accuracy of the placement tests in

assessing their skills in the respective test areas, expertise and disposition of the proctors, and obtain some demographic information. By taking "soundings" of student satisfaction, the Testing Center staff is able to pinpoint the strengths of the placement testing operation as well as areas that need improvement. More specifically, information obtained from the exit survey is used internally to monitor proctor behavior, suggest topics for staff training, and specify possible technical innovations and recommendations that might improve the efficiency and effectiveness of the placement testing operation. The survey also provides valuable information for external communication purposes with other service units by demonstrating how the placement testing operation fits in with other IUPUI enrollment activities.

The present report represents data from 4,151 respondents, which comprised approximately 55% female and 45% male students. Approximately 64% of the respondents were under 20 years of age. The present results reflect the recent adoption of the Windows-based COMPASS Mathematics and Reading tests. The overall results continue to show increased favorable rates over the previous years' results. For instance, 99.4% of students reported that using computers to take placement tests was *all right* or *very easy*. This indicates an increase of 1 percentage point over the results reported for 1999. With respect to clarity of test directions, 99% of students reported that the directions for English and reading placement tests, respectively, were *quite understandable* or *overly simple*. These results are identical to those reported in the 1999 Annual Report. However, in contrast to last year's results for mathematics, 98% of examinees reported that the directions for the Mathematics Placement Test were *quite understandable* or *overly simple*, which is up by 5 percentage points. (Figure 3 shows the results pertaining to the perceived quality of test directions.)

Perhaps the increased favorable ratings are an artifact of using the new Windows-based COMPASS tests.

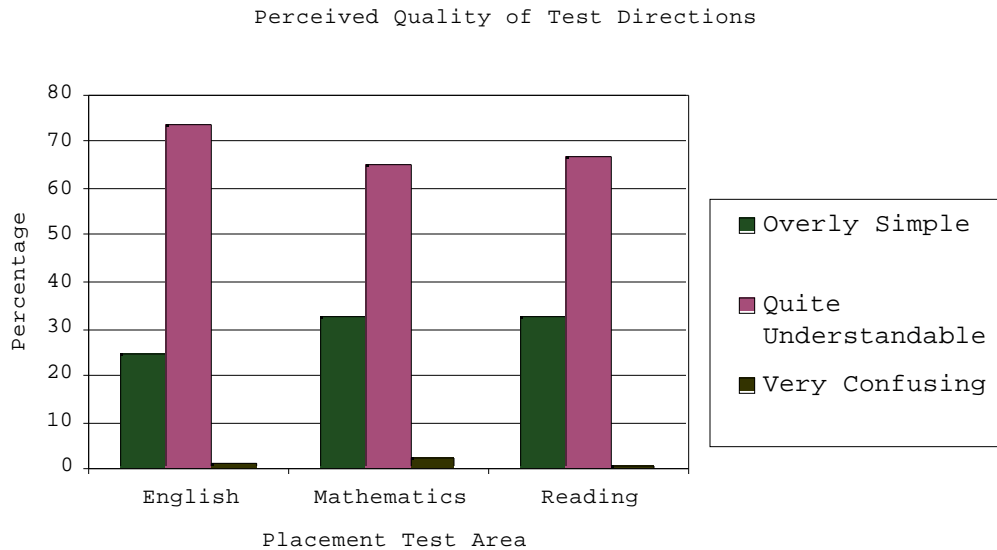


Figure 3. Student Perception of the Quality of Test Directions for the IUPUI Placement Tests

Also, 99.5% of students reported that the Testing Facility staff and proctors were *courteous* or *very courteous* during placement test administration. Regarding technical knowledge of staff, 99.4% of students reported that the Testing Facility staff had *sufficient* or *extensive computer knowledge* that facilitated quality service in placement testing. Similarly, 99.9% of respondents reported that the behavior of Testing Facility staff was *all right*, *courteous*, or *very courteous*.

Overall, the results of the present exit survey suggest that most students have a very favorable disposition towards the Testing Center's computerized placement testing program. A somewhat remarkable and pleasant finding, however, was that only approximately 6% (in contrast to last year's 33%) of the students found the reading exam to be too

demanding, whereas about 89% (up from 65% last year) felt that the COMPASS Reading Placement Test was an accurate measure of their reading skills. The remaining 5% (or 189 out of 3780 students) reported that the Reading Placement Test was a *waste of their time*, which is up by 3 percentage points. With respect to mathematics, approximately 16% (i.e., down by 19 percentage points from last year's 35%) of the respondents felt that the Mathematics Placement Tests were too demanding; and 79% (i.e., an increase of 17 percentage points from last year's 62%) of students reported that the Mathematics Tests accurately measured their present mathematics skills. Approximately 5% (or 188 out of 3895 students), in contrast to last year's 2%, reported that the Mathematics Placement Tests were a *waste of their time*. Regarding the English Placement Test, approximately 12% of the students perceived the test to be too demanding; whereas 86% of the respondents said that the writing test was an accurate measure of their present writing skills. Only approximately 2% of the students reported that the English Placement Test was a *waste of their time*. The results for writing are essentially the same as those reported in the 1999 Annual Report. Figure 4 shows a summary of the students' perception regarding the accuracy of the placement tests in assessing knowledge in the respective test areas.

Regarding students' experience in using computers, the present survey results suggest that less than 1% (or 25 out of 4068) of the respondents had no computer experience at all. In contrast, approximately 46% (up from last year's 39%) of the survey respondents reported having a great deal of computer-related experience. The present results continue to show an upward trend in the number of students who are fairly experienced in using computers. With respect to facility or ease in using computers for placement testing, nearly 99% of

the survey respondents reported that using computers was *all right* or *very easy*, indicating an increase of 1 percentage point from the results reported in the 1999 Annual Report.

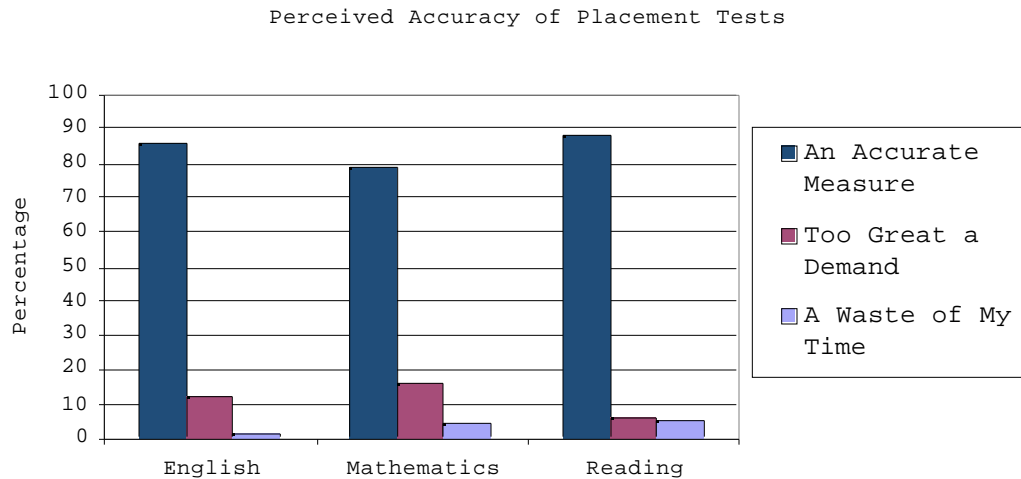


Figure 4. Student Perception of the Accuracy of Placement Tests.

In contrast, only 0.6% of the respondents reported that use of computers was *very confusing*. Again, the present findings suggest a modest improvement over the results reported in the previous annual report, which suggests a noticeable change in the demographic characteristics of the student population from year to year. Consequently, when asked if the respondents would recommend computerized testing to other students (based on their placement testing experience), a majority of students (89%) reported they *agree* or *strongly agree*, about 10% said *maybe*, and only 1.3% *disagreed* or *strongly disagreed* with the statement.

The Testing Center is in a continuous process of improving the efficiency and effectiveness of the placement testing operations, partly based on student satisfaction studies. Most recently, the exit survey has been revised so as to improve both the content and quality of information collected. The preliminary results of the pilot test are

quite promising in providing much more valuable information that should facilitate the quality improvement process and accomplishment of the goals and mission of the Testing Center.

Scanning

This section of the report addresses the activities of the Scanning Office. This was a good year in terms of increasing overall volume, especially in the area of image scanning. Moreover, the office worked on a number of joint projects with the Development Office to move some of the traditional paper-and-pencil activities to the World Wide Web. One project, the conversion of the Student Evaluation of Teaching (SET), was so successful that the developers of OnCourse asked this group to help bring a version of SET to the new campus-wide distance education software.

LXR•Test Grading

There were 49,774 forms scanned in 2000, which was down about 3,000 from the previous year. Some of this decline can be attributed to the Kelly School of Business Accounting Department's decision to use a different testing format. The School of Dentistry, Allied Health, Law School, School of Physical Education, SPEA, TCEM, and the Sociology Department continue to use the service. New clients this year were the Department of Biology and the School of Social Work. Figure 5 gives a break down of LXR volume by month.

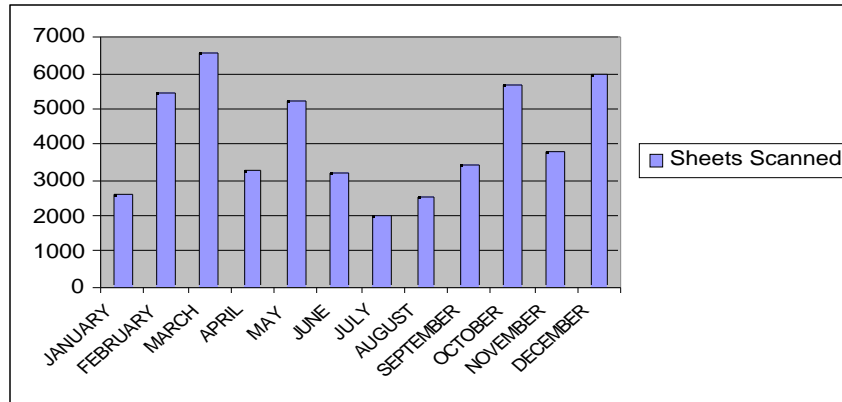


Figure 5. Scanning Volume by Month for LXR*Test.

From the 982 tests that were graded, Scanning Services generated an income of \$7,466.10.

Student Evaluation of Teaching/Courses

The Testing Center Scanning Office continued to service the following departments, SPEA (all campuses), School of Engineering and Technology, School of Nursing, Physical Education, TCEM, School of Law, School of Journalism, School of Social Work, and all courses on the IU Kokomo campus. The Scanning Office created a custom form for the School of Allied Health, of which 1,700 were printed. There have been no forms scanned to date.

In the Spring of 2000 the Scanning Office, in conjunction with the Testing Center Development Team, began work on Student Evaluation of Teaching Online. A prototype was created and beta tested by the School of Nursing. In December of 2000, Scanning Services began working on a project with IUPUI Community Learning Network to provide an evaluation mechanism for their distance learning courses. This project will be up and running in early January 2001. Testing Center Scanning Services also began discussions with Jay Fern, Manager of Online Learning Technologies to get our evaluation software linked to OnCourse™.

There were 3,360 forms printed for School of Social Work, which generated \$1008.10. Scanning Services has scanned to date (I.U. Kokomo and School of Social Work combined) 6,883 forms, which has generated income of \$1,032.45. There was \$1,540.00 generated from data analysis work.

Scanning Services has continued providing service to SET clients. This year there were 73,982 SET forms printed and 46,264 forms scanned. SET generated income of \$18,036.90. Overall income generated from Student Evaluation of Teaching/Courses was \$22,118.45.

Custom Forms Design and Miscellaneous Scanning Jobs

The Testing Center Scanning Office created six custom forms in 2000 for the following clients: IMIR (Freshmen Survey), Orientation Services (Orientation Exit Survey), School of Medicine (OSCE, Triple Jump), Continuing Studies (Indiana Tax Practitioner), and Star Alliance, Inc. (I-Star). In addition, Star Alliance, Inc. also used Scanning Services to do their existing data entry. \$5,409.00 income was generated. There were 1,277 Indiana Tax Practitioner Forms printed for School of Continuing Studies and 791 of these forms were scanned. Income of \$501.75 was generated.

The School of Medicine approached the Testing Center Scanning Office about developing an interactive web-site for their OSCE exams. This job used a combination of custom designed forms that were scanned and then the data was read into the web-based database, and data that was hand entered into the web-based database. Income generated was \$4,205.40. The School of Medicine also requested the Scanning Office to create and scan the Triple Jump form. This brought in an additional \$449.25. Overall total income generated from School of Medicine was \$4,654.65.

Miscellaneous scanning services were also provided for the following: Faculty Council Ballot, Respiratory Therapy Clinical Site evaluations, Engineering & Technology Faculty Ballot, Information Management & Institutional Research (IMIR), and University College, generating an additional income of \$2,339.55. Overall, scanning services generated \$12,904.95 from these custom and miscellaneous jobs.

Image Scanning

IU Department of Urology became the Scanning Office's first real document scanning client in the summer of 1999. In 2000 there were 170,634 documents scanned, creating an income of \$20,244.00. The Scanning Office will continue to scan documents for the Department of Urology in 2001.

There have been various departments requesting information regarding the image scanning operation. Most recently there have been discussions with Brenda Hunter of the IUPUI Payroll department. Tests are being run on some of the Payroll documents to see how best to proceed. The payroll department is interested in images burned to CD-ROM. This job would go toward reducing the outstanding debt to the BARF group. It is expected that scanning -for this project will begin in early Spring 2001.

A complete enumeration of services is listed in Appendix I.

National and State Testing Programs

As a service to the university, the Testing Center has continuously supported testing for admissions to programs, as well as, certification testing (i.e. PRAXIS) for licensure. More information about external testing including scheduled test dates can be found at the IUPUI Testing Center web site at

<http://assessment.iupui.edu/testing/external.html/>.

Beginning in December, students started registering to take tests using the web. Although only a few students have used this site as of to date, it will make registering for tests much easier for students, as well as staffing in our office.

National Testing

These tests are given on national tests date, or as with some of the tests, as institutional tests (i.e. SAT) that our office provides. Approximately 6,000 students tested in the year 2000 at the IUPUI Campus. Tests administered under this program include the following:

SAT 11 times

LSAT 3 times

ACT 5 times

Praxis (PPST, NTE, Core Battery) 5 times

AMP 30 times

CLEP 11 times

MAT monthly

DANTES as needed (102 times)

During the Fall of 2000, the Testing Center hosted a workshop for the College Board on computerized testing. Beginning July, 2001 CLEP will offer only computerized testing all of their tests. This will increase the number of students testing for CLEP, since we will offer CLEP testing from 8 - 5 on M - F, instead of only 11 times per year. Last year we tested over a hundred students with a net of \$1224; however, we did have to pay extra staffing to give the test. Since we will be giving these tests in the lab, while other testing is offered, we will no longer have to pay for additional staffing. This will increase our net margin and allow us to help defray operating expenses.

Testing on the World Wide Web

In 2000, the IUPUI Testing Center tested 60 students for the Kelley School of Business and the Division of Continuing Studies for the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI), a popular personality assessment often used in conjunction with vocational counseling. During the summer of 2000, we began testing students for the Career Center, and have tested over a hundred students since that time. Since these tests can be taken over the web, we can send the results to the Career Center as soon as we are notified that the tests were taken. The IUPUI Testing Center has tested over 2200 on the web since we started using this version in 1997.

In the summer of 1999, we established our Testing Center on the World Wide Web for tests taken as Distance Learning classes. This will allow students from other university to take their tests on the web at our institution. This will provide the student with a secure environment and a location close to where the student lives. The web site address is: <http://testing.byu.edu/consortium/usmap.asp>.

Independent Studies Testing

In 1994, the administration of independent studies exams was computerized and initiated in the MTF lab. The External Testing Program has continued to give the Independent Studies exam from IU as well as from other campuses in the MTF lab. In 2000, approximately 744 of these exams were administered. This operation generated \$9,672 in income last year, which helps to support the Testing Center. The breakdown of tests per month is summarized in Figure 6.

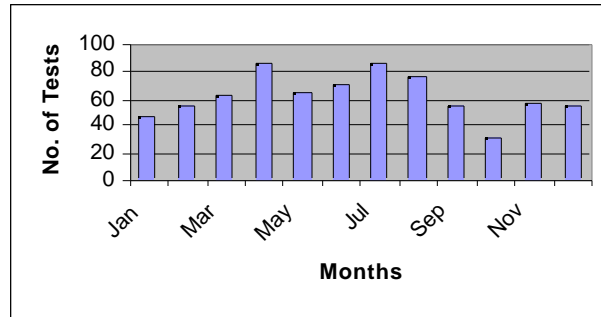


Figure 6. Number of independent studies tests taken during 2000.

A complete enumeration of services is listed in Appendix I.

Development

Development refers to two components of Testing Center activity. One component focuses on test development and is staffed by a graduate student research assistant. The second component centers on the development of computer-based tests, supplemental multimedia, and data collection mechanisms. This section is staffed by one FTE programmer and several work-study students.

The Development Office had six main areas of emphasis during the 2000 year. These included refinements and expansions of existing technologies with the utilization of the Project Essay Grader software as highlighted in a study examining middle-school use of the system. Moreover, the SET system was further expanded with more refinements and a programming modification to allow for incorporation within the School of Medicine's OSCE Student Grading System. Furthermore, during the 2000 year, the Development Office has undertaken the transition to the Windows 2000 environment for computers in the lab and administrative areas. The Testing Center website was redesigned for ease-of-use, and the development team initiated the move of the Foreign Language Placement Tests to the web environment.

SET

The Development Office had begun the conversion of the paper-and-pencil Student Evaluation of Teaching back in the fall of 1999. During the 2000 year, this was put into implementation for a limited number of courses. Clients using the software included Clarion Health and Distance Education for a combined total of over 2000 evaluations. Current work on this project includes building user-friendly evaluation creation tools and integration into the OnCourse environment.

Department of Medicine--OSCE

The Department of Medicine first contacted the Testing Center about possible scanning for their OSCE Test in early 2000. At this time, it was determined that the SET application could deliver a reasonable framework to prove a Grading and Reporting System for the OSCE classes. The project would allow raters at each 'station' to grade the student based on their performance, and a reporting mechanism would allow the student to see how well they did at each station along with class means and chartings.

Project Essay Grade

Project Essay Grade was expanded in the 1999 - 2000 year to include several non-holistic ratings such as Content, Creativity, Mechanics, Organization and Style. With the ability to look at more than one type of rating, the Development Office could design interfaces to the PEG software that would allow it to evaluate multiple trait models. The ratings model used by two Michigan school districts in the 6+1 Traits™ of Writing as designed by the Northwest Regional Educational Laboratory focusing on Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. For more information of this see: <http://www.nwrel.org/eval/writing/about.html>.

Windows 2000

A minor point, but in keeping up with the current pace of technology, the Development Office has upgraded all testing computers within the Testing Lab to Windows 2000. This ensures that all new software will be compatible as well as increasing stability.

Website Redesign

As one of the first departments on campus to adopt the Internet as a means to disperse information to the public, first through Gopher and FTP, and then with the World Wide Web, it was noted that the Testing Center's site was due for an overhaul. The site was redesigned with ease of use and the '3 Click' rule; however, the amount of information had made the old structure cumbersome. The decision was made to redesign the site with added focus on the 'Customer'. Upon entry, the customer is given the choice of looking at the site as a Student, Faculty Member or a Counselor and then given more choices depending on their preference. This 'handholding' approach allows those looking for information to quickly find it although 'Expert' viewers can still click directly on the choices they wish to go to.

Foreign Language Testing

As a service to incoming students and the Foreign Language Department, it was decided that the Development Office would digitalize the foreign language battery of tests. The tests designed by the University of Iowa were conceived as a paper-and-pencil test with cassette audio recordings. With the University of Iowa's blessing, these tests were converted to a web-based environment and the audio was rerecorded for clarity. In the fall of 2000, the Spanish Test was designed. This allowed for several improvements: in the past, the Testing Center had been forced to schedule one or two days a month,

often conflicting with students schedules. The Computerized Foreign Language Test now allows students to schedule at anytime the Testing Center is open. Secondly, the paper-and-pencil versions of the test could take up to two weeks for grading. The Computerized Foreign Language Test is graded immediately and the scores are uploaded the day of the test.

While only awaiting final approval, the French test will be the second test implemented. The German test will follow soon thereafter.

Future Directions

The Development Office is always looking ahead to new technologies for time and labor savings. The Student Evaluation of Testing project will be refined to the point of allowing Educators and their Staff design and develop custom forms for both paper and computer related technologies as well as allow for viewing the resulting data. The Development Office will be working closely with the folks from OnCourse to ensure compatibility and interconnectedness. The Development Office will also be working with these same individuals on such topics as integrating PEG ratings and working to develop a portfolio system.

Section III: Teaching, Research, and Service

In this final section, we list some of the external activities that speak to our contributions beyond the student service mission of the Testing Center.

Teaching:

Mark Shermis taught two courses for the Department of Psychology: Clinical Rehabilitation Psychology Assessment I (Psych I664) and Clinical Rehabilitation Psychology Assessment II (Psych I669).

Doctoral Committees:

Terry Barker (Indiana University), member (Mzumara)
Lisa Anderson (IUPUI), member (Shermis)

Master's Committees:

Danielle Lombard (IUPUI), member (Shermis)
Marc Fogel (IUPUI), chair (Shermis)
Stacey Woodrome (IUPUI), member

Research/Scholarship:

Articles/Chapters/Books Published:

1. **Shermis, M. D.**, Mzumara, H. R., Olson, J., & Harrington, S. (in press). On-line grading of student essays: PEG goes on the World Wide Web. Assessment and Evaluation in Higher Education.
2. **Shermis, M. D.**, Rasmussen, J. L., Rajecki, D. W., Olson, J., & Marsiglio, C. (in press). All prompts are created equal, but some prompts are more equal than others. Journal of Applied Measurement.
3. **Shermis, M. D.**, Mzumara, H. R., & Bublitz, S. T. (in press). Controlling testing and computer anxiety: Test performance under CAT and SAT conditions. Journal of Educational Computing Research.
4. Harrington, S., **Shermis, M. D.**, & Rollins, A. (2000). The influence of word processing on English placement test results. Computers and Composition, 17, 197-210.

(under review)

1. **Shermis, M. D., Koch, C. M., Page, E. B., Keith, T. Z., & Harrington, S.** (1999). Trait ratings for automated essay grading. Manuscript under review with Educational and Psychological Measurement.
2. **Shermis, M. D., & Averitt, J.** (April, 2000). Where did all the data go? Internet security for web-based assessments. Manuscript under second review with Organizational Research Methods.

Unpublished Reports:

1. **Mzumara, H. R.** (2000, July). A Work/SITE Alliance: Community Based GIS Education. Evaluation Report for the NSF/ATE grant for the Work/SITE Alliance Project at Henry Ford Community College, Dearborn, MI.
2. **Shermis, M. D., Mzumara, H. R., Kiger, B. S., Marsiglio, C. & Ryan, D. M.** (2000, January) The Testing Center Annual Report 1999. Indianapolis, IN: IUPUI Testing Center.

Papers:

1. **Shermis, M. D., & Averitt, J.** (April, 2000). Where did all the data go? Internet security for web-based assessments. Paper presented at the annual meetings of the National Council on Measurement in Education, New Orleans, LA.

Presentations:

1. Chism, N., & **Shermis, M. D.** (2000, January). What are students really learning? Meaningful assessment strategies. Presentation given for the "Faculty Dialogues" program, Indiana University Purdue University Indianapolis, Indianapolis, IN.
2. **Shermis, M. D.** (2000, January). Essay grading by computer: Promising research results for performance assessments. Presentation given at the University of Delaware, Newark, DE.
3. **Shermis, M. D.** (2000, February). Electronic Portfolios @ IUPUI. Presentation given at Indiana University Purdue University (Business Faculty) Indianapolis, Indianapolis, IN.
4. **Shermis, M. D.** (2000, March). Automated trait and holistic scoring of essays by computer. Presentation given at annual meetings of the Michigan School Testing Conference, Ann Arbor, MI.

5. **Shermis, M. D.** (2000, March). Automated trait and holistic scoring of essays by computer. Presentation given at the Program Review and Assessment Committee, IUPUI, Indianapolis, IN.
6. **Shermis, M. D.** (2000, April). Automated trait and holistic scoring of essays by computer. Presentation given at Indiana University Kokomo.
7. **Shermis, M. D., & Mzumara, H. R.** (2000, April). Strengthening basic skills of secondary students through testing via the World Wide Web. Presentation given at Indiana University Kokomo.
8. **Shermis, M. D., & Mzumara, H. R.** (2000, April). Strengthening basic skills of secondary students through testing via the World Wide Web. Presentation given to Project SEAM, Indianapolis, IN.
9. Chism, N., & **Shermis, M. D.** (2000, June). What are students really learning? Meaningful assessment strategies. Presentation given for the "Faculty Dialogues" program, Indiana University Purdue University Indianapolis, Indianapolis, IN.
10. **Shermis, M. D.** (2000, June). Essay grading by computer: Promising research results for performance assessments. Presentation given at Indiana University Purdue University Indianapolis, Indianapolis, IN.
11. **Shermis, M. D.** (2000, October). Testing with technology. Presentation given at Indiana University Purdue University Indianapolis, Indianapolis, IN.
12. **Shermis, M. D., & Daniels, K.** (2000, November). Automated essay grading for electronic portfolios. Presentation given at the ninth annual Assessment Institute, Indianapolis, IN.
13. Mzumara, H. R. (2000, November). Placement testing to facilitate course enrollment and student retention at IUPUI. Presentation given at the ninth annual Assessment Institute, Indianapolis, IN.
14. **Shermis, M. D.** (2000, November). Testing with technology. Presentation given at Butler University Indianapolis, Indianapolis, IN.
15. **Shermis, M. D.** (2000, December). Automated essay grading for electronic portfolios. Presentation given at Roosevelt University, Chicago, IL.

Exhibitor:

Mzumara, H. R. (2000, November). Exhibitor/Participant in the Best Practices Instrument Fair at the 2000 Assessment Institute, Indianapolis, IN.

Workshops:

1. **Shermis, M. D.** (2000, February). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Boston, MA.
2. **Shermis, M. D.** (2000, March). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.
3. **Shermis, M. D.** (2000, March). Psychology review. Presentation given for the Association for Advancement of the Behavioral Sciences, Philadelphia, PA.
4. **Mzumara, H. R.** (2000, October). Evaluating and Grading Student Progress. Workshop for Faculty & Staff Development at IUPUI, Indianapolis, IN
5. **Shermis, M.D., Daniels, K., Marsiglio, C., Mills, D. T., & Choban, G.** (2000, November). Web applications in assessment. Workshop given at the ninth annual Assessment Institute, Indianapolis, IN.

Grants in Progress:**Grants Received:**

1. **Shermis, M. D.,** (2000). Automated Essay Grading for Electronic Portfolios. Washington, D.C.: Fund for the Improvement of Post-Secondary Education (Proposal funded 8/00, \$218,000).

Mzumara, H. R. (2000) Collaborative Grant with Clarian Health Values Fund, Advancement of Knowledge (Education)/IU School of Nursing: Evaluation of the Clinical Nursing Practice Capstone Course at IUPUI (10% FTE/Year: 1999-2002)

Mzumara, H. R. (2000) Collaborative Grant with the School of Science Evaluation of NSF-funded WebScience/Just-in-Time Teaching in Science and Mathematics Education at IUPUI (10% FTE/Year: 2000-2002)

Grants Under Review:**Graduate/Undergraduate Students Supported:**

Marc Fogel (M.A. student in psychology)

Jason Averitt (M.A. student in psychology)
 Katie Daniels (M.A. student in psychology)
 Brittany Hypes (M.A. student in psychology)

Consulting Engagements:

Mzumara:

Departments of Physics, Biology, Chemistry, and Mathematical Sciences, IUPUI. Evaluation of NSF-Funded WebScience/Just-in-Time Teaching (JiTT) project at IUPUI.

IU School of Nursing/Clarian Health Values Fund: Advancement of Knowledge (Education), Evaluation of IU School of Nursing's Clinical Nursing Practice Capstone Course.

Enrollment Center and Office of Orientation Services, IUPUI. Consulting for placement test scheduling and use of FoxPro scheduling application.

IU School of Medicine. Consulting for Student Evaluation of Teaching and Courses.

Department of Mathematical Sciences, IUPUI Indianapolis and Columbus campuses. Generating FOCUS query reports (semester audits and rosters).

Department of English, IUPUI. Generating FOCUS query reports (Daily-counts of students scheduled for placement testing, semester audits and rosters)

Shermis:

Indiana Commission on Legal Education Advisory Group (Member)

Furthering High School-College Interactions (Lilly III grant) (Member)

St. Luke's United Methodist Church Adult Education Commission (Co-Chair)

Educational Testing Service, Princeton, NJ. Consulting for the CLEP Examinaton in Psychology (Member)

Tru-judge, Inc., Chapel Hill, NC. Consulting for computerized essay grading (Consultant)

Proposals/Manuscripts Reviewed:

Journal Reviewer

Journal of Educational Measurement (Shermis, 1 manuscript)

Conference Reviewer

American Educational Research Association (Mzumara, Shermis;AERA)

National Council on Measurement in Education (Shermis; NCME)

Book Reviewer

The Joint Committee (2000) The Student Evaluation Standards (Mzumara;
The Evaluation Center, WMU)

Professional Associations:

Kiger:

Member, Midwest Professional Association of College Testing

Mzumara:

Member, American Educational Research Association
Member, American Evaluation Association
Member, American Statistical Association
Member, National Council on Measurement in Education
Member, National College Testing Association (NCTA)

Shermis:

Member, American Educational Research Association
Member, National Council on Measurement in Education
Member, American Psychological Association
Member, American Evaluation Association
Member, Phi Delta Kappa
Member, American Statistical Association

Committees:

National Committees

Shermis:

Past-President, AERA SIG on Measurement Services

Mzumara:

Member-at-large, AERA SIG on Measurement Services

University-wide Committees

Mzumara:

Enrollment Center Steering Group/Entry Process Action Team
Testing Center Advisory Committee
Campus-wide Frontline Group, member

Shermis:

Academic Affairs Committee
Academic Policy and Planning Committee
Administrative Council

Program Review and Assessment Committee
Testing Center Advisory Committee

Department of Psychology Committees (Shermis)

Methodology Group
Clinical Rehabilitation Group

Training:

Conferences

Mzumara:

2000 Assessment Institute, Indianapolis, IN (November 5-7, 2000)

1999-2000 NSF/MTS Internship in Program Evaluation, Kalamazoo, MI: The
Evaluation Center, Western Michigan University

2000 AERA/NCME Annual Meetings, New Orleans, LA (April 24-27, 2000)

Shermis:

American Educational Research Association (New Orleans, LA)
National Council on Measurement in Education (New Orleans, LA)
American Psychological Association (San Francisco, CA)
Assessment Institute (Indianapolis, IN)
California School of Professional Psychology ("Ethics Review")
Michigan School Testing Conference (Ann Arbor, MI)
IN)

Licenses Obtained

Shermis:

Psychologist, State of California (16626)

Appendix I: TESTING CENTER SERVICES

TESTING CENTER SCANNING SERVICES

SCANNING SERVICES OFFICE:

SET CLIENTS

The following clients use the Testing Center Scanning Services to scan and process their Student Evaluations.

School of Public & Environmental Affairs (SPEA): Print = 25,327; Scanned = 15,791

- IUPUI Campus
- Bloomington Campus
- Columbus Campus
- Fort Wayne Campus
- Kokomo Campus
- Northwest Campus
- South Bend Campus

IUPUI School of Engineering and Technology: Print = 13,703; Scanned = 8,426

- Construction Technology (CNT)
- Computer Technology (CPT)
- Electrical Engineering Technology (EET)
- Manufacturing Technology (MET)
- Mechanical Engineering (ME)
- Technical Communications (TCM)
- Organizational Leadership and Supervision (OLS)
- Biomedical Engineering (BMET)

IUPUI School of Nursing: Print = 14,889; Scanned = 9,147

- Adult Health Department
- Environments for Health Department
- Family Health Department

IU Law School: Print = 6,523; Scanned = 4,222

- IUPUI Campus

IUPUI School of Physical Education (HPER): Print = 5,622; Scanned = 3,562

- IUPUI Campus

IU School of Social Work: Print = 3,360; Scanned = 2,280

- IUPUI Campus
- Bloomington Campus
- North West Campus
- South Bend Campus
- IU East Campus

IU Kokomo Campus: Scanned = 2,223

- Undergraduate Course Evaluations

School of Dentistry: Print = 1,187; Scanned = 815
Oral Biology
Oral Facial Development
Dentistry Administration

School of Journalism: Print = 708; Scanned = 449
IUPUI Campus

Tourism Convention and Event Management (TCEM): Print = 912; Scanned =
666
IUPUI Campus

Herron Art School: Print = 4,930; Scanned = 3,070

IUPUI School of Allied Health: Print = 1,882; Scanned = 116
(Not all of the scanning numbers are available at this time.)

For the year 2000 Scanning Services printed some 79,043 forms and
scanned in the neighborhood of 50,773 forms. We also did about 55 hours
of data analysis. Student Evaluations generated about \$21,837.50.

LXR CLIENTS; The following clients use the Testing Center Scanning
Services to scan and process various tests given throughout the
semester.

School of Allied Health
Occupational Therapy Program
Physical Therapy Program
Respiratory Therapy Program

Sociology Department
IUPUI Campus

Kelly School of business
IUPUI Campus

School of Dentistry
Oral Biology
Oral Facial Development
Dentistry Administration

SPEA
IUPUI Campus

Law School
IUPUI Campus

Tourism Conventions & Event Management
IUPUI Campus

Biology Department
IUPUI Campus

School of Social Work
IUPUI Campus

Testing Center Scanning Services scanned 49,774 forms. From the 982 tests that were graded Scanning Services generated an income of \$7,466.10

IMAGE SCANNING

The following clients use the Testing Center Scanning Services to image scan and archive their documents.

IUPUI School of Urology

The Testing Center Scanning Services has scanned to date in the neighborhood of 170,634 documents. Scanning Services generated an income of \$20,244.00

MISCELLANIOUS CLIENTS:

The following organizations have used the Testing Center Scanning Services to scan and process various data sets. For the following clients we printed 7,885 forms and scanned 6,404 forms. Testing Center Scanning Services also provided data entry for Star Alliance Inc, which generated an additional \$5,409.00.

In all there was a total of \$12,905.00 generated.

Star Alliance Inc.
IU School of Medicine
University College
School of Public Health
Faculty Council Ballot
Orientation Services

EXTERNAL TESTING:

DANTES

102 tests administered in 2000
Purpose: College Credit

Medical College Admission Test (MCAT)

480 tests Administered in 2000
Purpose: Admission Tests

ACT

606 tests administered in 2000
Purpose: Admission Tests

MPRE

300 tests administered in 2000
Purpose: Law Students

Certifying Board of Dietary Managers

117 tests administered in 2000

Purpose: Certification

ETS

PRAXIS

2385 tests administered in 2000 (decline from last year due to CORE battery no longer needed for licensing.)

Purpose: Licensure (Education)

College Board

SAT

39 tests administered in 2000

Law School Admission Council

LSAT

343 tests administered in 2000

Purpose: Admission Tests

IU Bloomington

747 Tests administered in 2000

Purpose: Independent Studies Exam (Course Credit)

CPP

Strong Interest Inventory Test

220 Tests administered in 2000

Purpose: Career Testing

Myers Briggs

75 Tests administered in 2000

Applied Measurement Professionals

AAOMS - 25

AOTA - 26

CCS - 44

CDE - 68

CDR - 3

CRC - 49

CBMT - 4

CRA - 12

CSE - 200

NSCA - 133

RAC - 19

WRRT - 120

CRTT - 120

NCA - 24

WOCN - 47

*These are all certification tests.

American Board of Otolaryngology

12 Tests administered in 2000

Purpose: Training Exam

Columbia Assessment Services, Inc. (CES)

American Council of Exercise

120 Individuals in 2000

Purpose: Certification

National Council for Interior Design Qualification (NCIDQ)

35 People tested

Purpose: Certification

The Psychological Corporation

Miller Analogies Test

8 tested in 2000

Purpose: Admissions Tests

Professional Examination Service

Occupational Therapist

193 tested in 2000

Purpose: Certification

Heriot Watt University & Warwick University

22 tested