

Testing Center



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

2019 Kaua'i Community College ARPD

Program: Testing Center

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

Kaua'i Community College's Testing Center supports student and community member success by providing academic and professional examination services both internally to faculty, staff, and students and externally to Kaua'i's community members and visitors. The Testing Center is committed to maintaining facilities and services in the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment for its users.

Part I. Program Description

Date of Last Comprehensive Review	2018
Date Website Last Reviewed/Updated	2018
Target Student Population	Any student, regardless of home campus or university/school (part of UH System or outside of UH System)
External Factor(s) that Affected the Program or Unit	Professional certifications and exams for students, community members, and visitors.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys. Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not

2019 Kaua'i Community College ARPD

Program: Testing Center

provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

#	Student and Faculty Information	2016-17	2017-18	2018-19
1	Annual Unduplicated Student Headcount	1,724	1,752	1,860
2	Annual FTE Faculty	65	68	70
2a	Annual FTE Staff	97	97	97
3	Annual FTE Student	686	675	677

#	Demand Indicators	2016-17	2017-18	2018-19
4	Number of placement test sessions administered per year per student FTE	1.1	0.9	0.8
5	Number of Distance Learning tests administered per year per student FTE	1.4	1.5	1.7
6	Local campus tests proctored per year per student FTE	3.7	4.4	4.0

#	Efficiency Indicators	2016-17	2017-18	2018-19
7	Number of test sessions administered per FTE testing center staff	4,071	4,185	3,512.8^
8	Annual operational testing center budget allocation per number of test sessions administered	\$0	\$0	\$0

2019 Kaua'i Community College ARPD

Program: Testing Center

#	Effectiveness Indicators – Satisfaction measurements using Common Survey Questions	2016-17	2017-18	2018-19
9-1	The hours at the Testing Center meet my needs	92%	90%	92%
9-2	The atmosphere at the Testing Center is conducive to testing	95%	94%	95%
9-3	The services at the Testing Center are satisfactory	96%	96%	95%
9-4	My test was administered in a timely and efficient manner	98%	97%	97%

^An assistant proctor and a student worker were added to the TC near the end of the fiscal year. This change allowed the TC to dispense with the lunch closures. It also provided much more flexibility in appointment start times for students with accommodations for longer time limits and for those requiring a separate testing environment when allowed a reader or a scribe.

DEMAND AND EFFICIENCY

Overall Demand:

Overall demand for testing services remains high and relatively on par with Student FTE over the past three years. The total number of tests administered in 2018-2019 was 4,316, compared to 4,603 in 2017-2018, and 4,275 in 2016-2017. Student FTEs have remained relatively stable (FY17: 686, FY18: 675, and FY19: 677).

Placement Demand:

Demand for placement testing in the TC continues to decrease despite Student FTE remaining relatively stable. The majority of the change is due to the decrease in Accuplacer demand, more than likely a result of implementing alternate placement measures. However, the rate of decline since last year is much less than the previous (-8% vs. -19%). Thus, demand in placement is still deemed healthy. Placement tests administered declined over the past three years (FY17: 755, FY18: 615, and FY19: 563).

Outreach placement testing conducted by KCC's counselors at the high schools was, historically, not included in the TC's placement testing numbers. As of 2017-2018, they are being reviewed but are not included in our Placement Demand figures. Although the TC does not administer these tests, the TC supports the counselors by providing training, working with high school IT either directly or indirectly, creating testing vouchers, and providing technical support to counselor on exam day. Although outreach placement testing accounted for 37.6% of all Accuplacer tests administered in FY18, it only accounted for 22.4% in FY19. Again, outreach placement numbers are not reflected in our Placement Demand, but reported separately as a point of review.

Demand for TEAS placement testing continues to increase. We began offering TEAS in 2016 as part of new requirements to apply for KCC's Nursing program. For our Nursing program,

2019 Kaua'i Community College ARPD

Program: Testing Center

students are allowed to attempt the TEAS a total of three times during one calendar year. This increase is expected to level out over time as TEAS is currently offered to only UH students regardless of where they apply. We have given TEAS to non-UH students in the past, but only as a remote proctor using the Non-UH campus's test bank. Our TEAS baseline was set in 2016-2017 when 43 tests were administered to 33 individuals, averaging 1.3 attempts per individual. The number of sessions increased 60.5% in FY18 to 69 sessions to 48 individuals (a 45.5% increase), averaging 1.44 attempts per individual. This year, the number of test sessions increased 36.2% from last year to 94 sessions administered to 62 individuals (a 29.2% increase over last year), averaging 1.52 attempts per individual.

Distance Learning Demand:

As expected, demand for services in DL continues to increase as online and distance learning continues to be pushed, especially as our campus and UH as a whole increases its DL offerings and online degrees. Demand in this area remains healthy.

Distance education tests has increased over the past three years (FY17: 951, FY18: 1,027, and FY19: 1,133). The greatest increase in DL testing demand by Kaua'i CC DL courses was in the 2018 academic year, which saw a 51.3% increase in demand. The current change is much more modest, but continues to show an increase in demand (16.3%) by our KCC DL courses. Overall UH DL demand increased about 20% since the 2017 academic year. Testing demand at Kaua'i CC increased 16.3% from 2018 to 2019, compared to 6.2% for other UH campuses during the same time period.

As third-party proctoring services such as Proctor U refine their operations and more DL courses move away from paper assessments, additional students may move toward at-home proctoring and the increase could plateau sooner than expected. Currently, Proctor U does not proctor paper exams.

Local Campus Demand:

This measure includes all other exams given in the TC that are not included in the Placement or Distance Learning measures. As such, it includes exams for face-to-face courses and professional certifications. Though this measure declined considerably from AY 2018, it has increased since AY 2017 (4.9%) even as Student FTE has decreased (-1.3%) Demand in this area remains healthy. Local campus tests administered was 2,569 in FY17, 2,961 in FY18, and 2,695 in FY19.

Professional certifications help our community members find jobs and advance in their fields. This past year, the TC administered 419 professional tests to 205 individuals. Although there were some repeated attempts, most were single attempts in subtests of their certifying agency or board.

2019 Kaua'i Community College ARPD

Program: Testing Center

Demand for testing through the PearsonVUE network, which includes many certifying boards and agencies representing a variety of professions, as discussed in our 2018 CPR, continues to increase. It increased 46.6% from AY2017 when we administered 103 tests to 151 tests administered this year.

Although testing for Praxis increased over last year, demand is still significantly lower (-37.9%) than it was in AY 2017 when we administered 87 exams.

Testing for the State of Hawaii-Department of Public Safety (SOH-PSD) declined dramatically since last year as they have removed one testing item and are no longer asking us to give their paper Civil Service exam as they did in AY 2018. I expect demand to remain in the 15-30 exams range if they continue this trend.

This year we started a pilot project with Kaua'i Police Department to administer a math test for them. It is not certain if they will continue to use our services for this purpose.

In FY19, the TC administered 165 exams to our Automotive Service professionals through ASE, 54 Praxis exams, 30 exams for the State of Hawaii – Department of Public Safety, 11 exams to our KCC Medical Assistant students, seven exams for Kaua'i Police Department, and one exam to one of our Airport Executives.

EFFECTIVENESS

Satisfaction with Testing Center services remains high and healthy. The overall satisfaction average was 94.8%, an increase from 94.3% in 2017-2018. Ninety-two percent of respondents stated that the hours met their needs, 95% felt the atmosphere was conducive to testing, 95% thought services were satisfactory, and 97% said tests were administered in a timely and efficient manner.

3. Program Student Learning Outcomes

- a) List of the Program SLOs/SAOs
- b) Program SLOs/SAOs that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the SLOs.
2. Indicate LSOs that were assessed in the year of this APRU.

2019 Kaua'i Community College ARPD

Program: Testing Center

3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

2019 Kaua'i Community College ARPD

Program: Testing Center

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Accommodated Testing Access	July 2019	Demand decreased from last year. (N=106 from 155 last year)	Electronic reader software used when possible. Part-time assistant proctor started in April 2019. Helps provide accommodated testing room and proctoring for interactive accommodations in VCSA office.	7/31/2020

2019 Kaua'i Community College ARPD

Program: Testing Center

<p>Professional Certification Access</p>	<p>July 2019</p>	<p>Demand continues to increase (N = 412 to 419)</p> <p>The repurposing of one machine from general use to professional testing may be necessary.</p> <p>Providing a separated testing space for Professional testing could possibly improve satisfaction as TC could still answer phone calls. Right now, calls must go direct to message during some professional test administrations.</p>	<p>Previously, exam starts were staggered depending on type of exam and complexity of check-in.</p> <p>Addition of part-time assistant proctor and student worker in April 2019 has provided more opportunities for scheduling and availability for academic testing.</p>	<p>7/31/2020</p>
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2019 Kaua'i Community College ARPD

Program: Testing Center

<p>Satisfaction</p>	<p>Fall 2019</p>	<p>Users are generally satisfied with TC services and atmosphere.</p> <p>Satisfaction could decrease as purpose of OSC lobby changes and its use increases.</p>	<p>Part-time assistant proctor and student worker added April 2019 which allowed TC to remain open through some lunches.</p> <p>Both needed to be trained so lunch closures were still observed until finals week when we dispensed with the lunch closure.</p> <p>For Fall 2019, the TC remains available all day except when there are special reservations or staff shortage.</p> <p>TC staff, when possible, setup at the Counseling window when the TC has special use. This allows students to make appointments with TC staff instead of needing to leave a voicemail or appointment request slip.</p>	<p>10/1/2018</p>
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4. Action Plan

Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

Action Plan	Anticipated Outcome	Actual Outcome
Develop a consistent strategy to gather and evaluate alternative placement measures.	Shortened time between student acceptance and meeting with a counselor.	Workgroup is started to address this issue.
Upgrade OS of TC machines to Win10	Continued ability to administer most tests we currently administer	Currently working with IT to accomplish this goal.
Make CLEP more visible	More students are aware of other options to complete their degrees	UH System has started to push CLEP as a system. VCAA recently started a workgroup to address this.

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

None

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Support reduced cost and time to degree completion and desired increase in enrollment of	HGI-7F HPMS-14 E-19	Students will respond that they understand the purpose of placement testing or alternate	The placement test can seem like a barrier to some. Evaluating alternate placement	Complete a survey	2020

2019 Kaua'i Community College ARPD

Program: Testing Center

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
working adults.		placement measures.	measures (APM) they already have or reviewing the purpose of placement testing with those who do not have APM could help us gain a few more new or returning students		
CLEP Awareness	Same as above	Have at least one (1) student take a CLEP test and apply it towards completing their KCC or UH degree.	Students will finish their degree or finish it sooner. Possibly attract non-traditional students who are already working in the field but need to complete a degree for advancement.	Number of students who take CLEP and say they will send their results to Kaua'i CC. Sample of students surveyed respond "yes" when asked if they are aware of CLEP.	Through 2021

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

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*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide

2019 Kaua'i Community College ARPD

Program: Testing Center

your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.

The TC is working with IT to meet OS security requirements by updating to Windows 10 from Windows 7.