Annual Review of Program
Kauai Community College - Testing Center - 2017

Program Description

Testing Center Mission Statement: Kauai Community College's Testing Center supports student and community success by providing academic and professional examination facilities both internally to faculty, staff, and students and externally to the Kauai community. The Testing Center is committed to maintaining the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment.

The TC was created as a joint effort between Student Services and Academic Support Services. With Kauai CC's 2016 reorganization, it was moved under the Office of Continuing Education & Training (OCET). It is staffed by one person with an additional 0.05 FTE of as-needed help from OCET staff who also help provide services in the TC when regular staff is away. Student Counseling continues to handle appointment scheduling and paperwork for placement testing.

Types of Testing

Academic, Placement, and Credit by Examination (CBE) Testing. Since its inception as a separate office in 2009, the TC has administered placement tests and academic tests for on-campus courses, tests and proctored activities for UH distance learning courses, and academic course tests from schools and universities outside the UH System, which are referred to as Non-UH testing. ACT discontinued their Compass placement testing program in December 2016. The UHCC System and UH-West Oahu replaced it with the CollegeBoard's Accuplacer placement testing system. We started using Accuplacer at KCC in December 2016.

In 2013 we completed our contract with CLEP in an effort to encourage working community members to return to school and complete a degree. It was confirmed at that time, that Kauai CC accepts CLEP scores following UH Manoa's CLEP acceptance rules. These may be found on their Admissions Policies page under College Level Examination Program (CLEP)[1]. Our first CLEP exam was administered fall 2014. Although Kauai CC does not accept DSST[1] scores (another CBE / prior learning assessment tool), the TC administers the test for community members attending schools that do accept DSST scores.

Professional Testing. Services were expanded to include professional certifications in spring 2012 with the addition of our contract with the National Institute for Automotive Service Excellence (ASE). We were contacted about this new agreement as ASE phased out paper examinations and would only administer their exams via computer. We also started administering the National Restaurant Association's ServSafe certificates that same year.

In 2014, the TC saw further expansion of services with the inclusion of Praxis and PearsonVue testing. We added Praxis testing in summer 2014 when they phased out

their paper exams. Though Praxis exams are used for entry into Education degree and certification programs, many are used for state licensure by educators already working in the field or looking for employment. Thus, it's classified as a professional exam for our data purposes. A contract with PearsonVue was also completed in 2014. This contract includes about 80 different vendors with certifications for early childhood educators, emergency medical technicians or those needing EMT certification including lifeguards and firemen, graphic artists, arborists, IT professionals, Hawaii Insurance license candidates, and many more.

The Kauai Community College Testing Center is the only certified ASE, NCCT, CLEP[3], DSST, Praxis, and PearsonVue Authorized Test Center[2] serving the entire community of Kauai.

1. Links are current as of 11/15/17. <<http://manoa.hawaii.edu/admissions/policies.html#mini-six>> | <<http://getcollegecredit.com/about>>
2. For all of the PearsonVue exams administered at least once at KCC, only one of the vendors shows another site on Kauai. Practically speaking, we are the only PVTC serving Kauai's Professionals.
3. CLEP is available at PMRF, but not for all of Kauai.

Part II. Analysis of the Program

Testing Seats/Locations: The TC maintains 32 seats for regular testing. One of these is a hand-cranked adjustable-height accessible table and has Natural Reader text-to-speech software installed for students allowed a reader. Natural Reader is also installed on another machine in the TC.

One computer reserved specifically for PearsonVUE testing which requires a special setup and access to a cache proxy/administration station.

Due to the TC's all-in-one -room layout, not all accommodations for students with disabilities can be handled in the TC. We work with the University Center (UC) to provide a separate space for students allowed readers, when using the reader software is not feasible, or those allowed scribes. There are certain students who are granted accommodations for natural lighting, no carpet, or such and are allowed to test in the UC. The UC has a testing room in its office and they help proctor students in that room.

Non-Testing Machines: The expanded services for PearsonVue, CLEP, and PRAXIS each required the addition of a Cache Proxy/Administration station. For PearsonVUE, a cache proxy/admin station was purchased using Perkins funds to support our Cisco and ETRO students. (Before we opened, they had to fly to Oahu for industry certification). Fortunately, CLEP can be run from the same machine. When we started administering PRAXIS in July 2014, ETS sent us all of the equipment necessary to create their testing environment.

Data Changes: Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources. Additional information about data sources and issues may be found in the Comments section after the Resource Implications.

> **Data sources:** July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. Data for ASE, PRAXIS, and PearsonVUE are from the respective outside sources.

> **New data, not reported:** Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.

<u>Demand/Efficiency</u>: During this reporting year, a total of 4,275 exams were administered to 1,347 different people. Overall demand for testing services this year compared to last showed a decrease of 12.1%, not quite reflecting the 3.1% decrease in student FTE. However, when compared to the change from 2015 to 2017, overall testing demand has only decreased by 4.9% while student FTE has decreased by 9.4%, which implies that overall demand for testing is still healthy.

Overall Demand (Tests Administered vs. Student FTE)
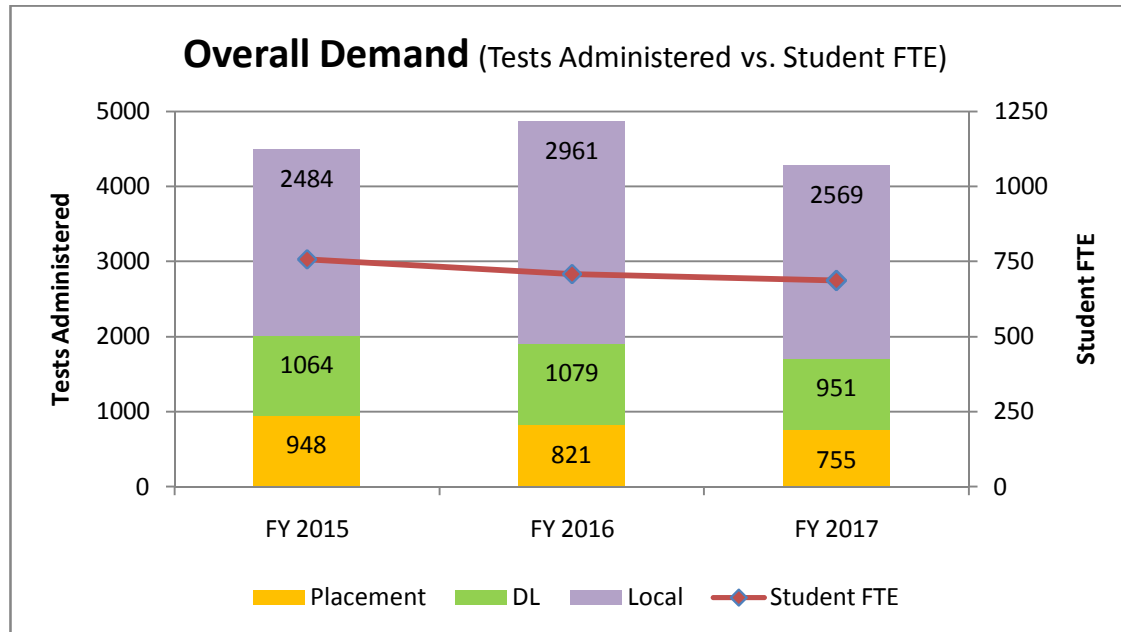
	FY 2015	FY 2016	FY 2017
Total Tests Administered	4,496	4,861	4,275
Student FTE	757	708	686

Placement Testing Demand: During this reporting year, the TC administered 755 placement tests to 679 individuals. Although placement testing had the smallest drop in demand from 2016 to 2017 (-8.0%), it had the largest drop when compared to 2015 (-20.4%). This decrease, however, was expected since additional methods of course placement have been implemented. Some of these methods include cumulative high school GPA, self reported ACT/SAT scores, 12th grade Math/English course, HiSET Math/Language Arts-Writing, and others.

Placement Testing Categories, Tests Administered (FY 2017)
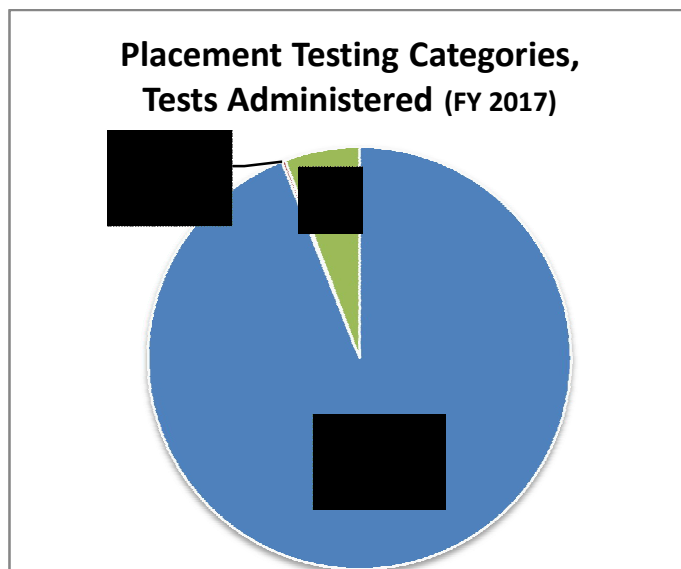
This reporting year the Nursing program began using the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS[1]) assessment as part of their program application process. It is also available to any current UH students applying to any of the UH Nursing programs. The TC administered TEAS 43 times to 33 individuals.

Distance Learning (DL) Testing Demand: This year, the TC administered 951 distance learning exams to 267 individuals. This number is comprised of testing for the University of Hawaii, including DL courses originating from Kauai CC, and for schools outside of the UH System, referred to as Non-UH. In the following chart, the UH DL exams are separated by those originating from Kauai CC, labeled UH – Kauai CC DL, and those from other campuses.

Distance Learning Categories, Tests Administered (FY 2017)
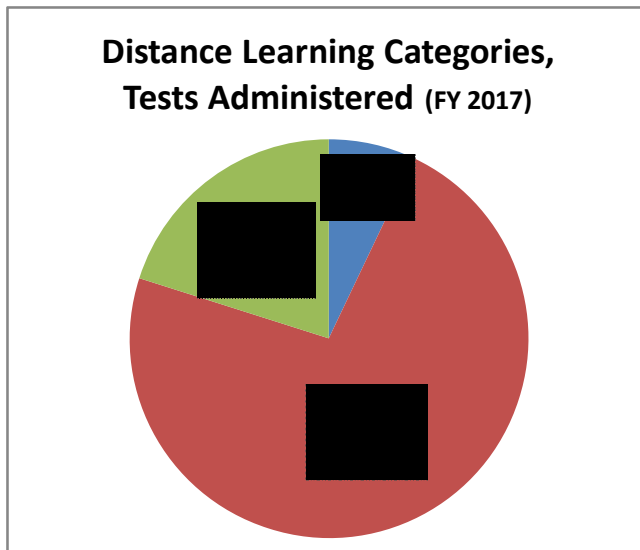
Distance Learning - Unique Individuals, by Category (FY 2017)

In only one DL category	Individuals
Non-UH only	37
UH – Kauai CC DL only	57
UH – Other Campuses only	152
Total	246

| In multiple DL categories	Individuals
Non-UH & Other UH	2
Other UH & Kauai CC DL	19
Total	21

The Non-UH number also includes CLEP (three exams to three individuals) and DSST (one exam to one person) since these scores were sent to Non-UH schools.

Demand for Distance Learning (DL) testing services had the second largest decrease (11.9%) out of all of the ARPD demand categories since the 2016 reporting year and so too in comparison to 2015 numbers. The change from 2015 to 2017 (-10.6%) closely resembles the drop in student FTE (-9.4%) over that same period. Due to this close resemblance, Distance Learning demand and services are still deemed healthy.

Distance Learning Demand (Tests Administered vs. Student FTE)

	FY 2015	FY 2016	FY 2017
UH	983	995	884
Non-UH	81	84	67
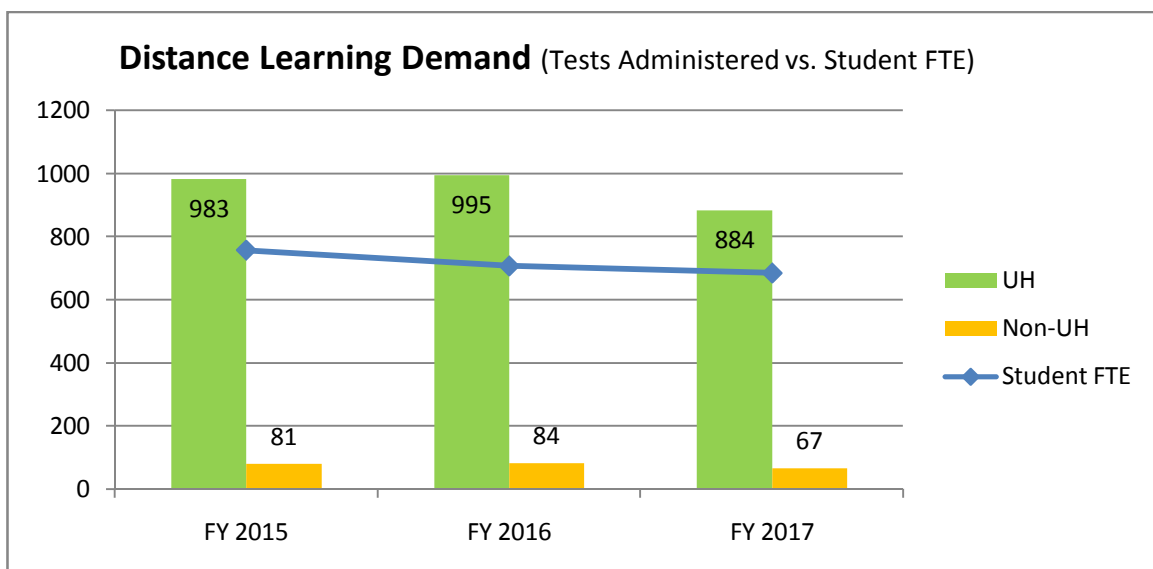
[1] Link is valid as of November 27, 2017. <https://www.atitesting.com/solutions/pre-program/TEAS-Discover.aspx>

Local Campus Testing Demand: This measure was redefined in 2014 to include all exams <u>not</u> included in Placement or Distance Learning Demand. For Kauai CC, this number includes campus testing (not including exams administered for DL courses originating from Kauai CC) and professional testing. Although this area saw the largest drop in demand (-13.2%) since 2016, demand since 2015 has actually increased (+3.4%). Because of this, this area is still healthy. For this reporting year, a total of 2,569 local campus exams were administered to 587 different individuals.
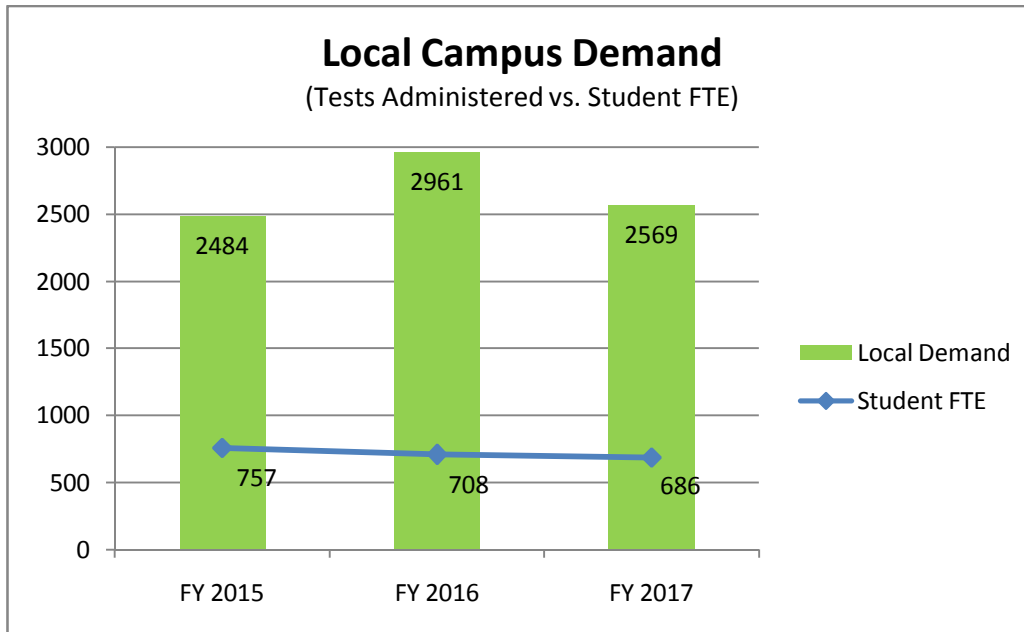
As previously mentioned, professional testing is included in the Local Campus demand number. These certifications help our Kauai Community members find jobs, advance in their fields, and some have even mentioned getting pay raises with each new certification they attain. All of these professional tests run concurrently with academic testing and they do not detract from time available to our students. The TC receives a little remuneration for most professional tests.
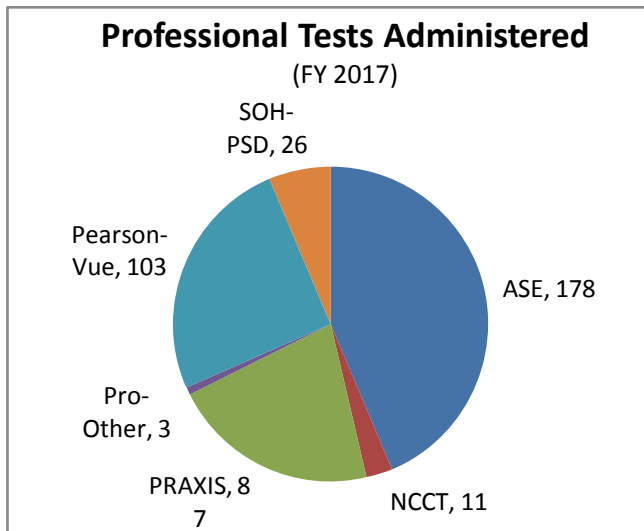
Local Testing - Unique Individuals, by Category (FY 2017)

In only one local category	Individuals
KCC only	392
Professional only	183
Total	575

In multiple local categories	Individuals
KCC & NCCT (MEDA)	8
KCC & PRAXIS	1
KCC & PearsonVue	2
KCC & Pro-Other	1
Total	12

Professional tests administered at Kauai CC this reporting year included exams for:

- Automotive Service professionals (ASE)
- Kauai CC's Medical Assistant students (NCCT)
- Future teachers and teachers already in the field (PRAXIS)

- The State of Hawaii – Dept. of Public Safety (SOH-PSD)
  - Deputy Sheriff Recruits
  - Adult Correction Officer Recruits
- Various professions through PearsonVue
  - County of Kauai Firemen recruits and Lifeguards (NREMT)
  - Emergency Medical Technicians and Paramedics (NREMT)
  - IT professionals (Microsoft, Cisco, CompTIA, and more)
  - Hawaii Insurance professionals (Hawaii Insurance)
  - Fitness professionals (ACSM)
  - Childcare professionals (CDA Exam Council for Professional Recognition)
  - Certified Fundraising Executive (CFRE)
  - Nurses (Excelsior College – Upper division health/nursing courses)
- Professional Math tutors (ad-hoc for Kauai CC)
- Certified Health Ed Specialist (ad-hoc through NCHES)

Obstacles to Improved Services: Our largest obstacles to improving services for our diverse student population are the TC's location and layout and our lack of additional regular staff support. Priority in the TC has always been our academic courses and students. Professional testing and Non-UH testing is provided as a service to our students and community members and is offered concurrently during regular TC hours. Though the TC is remunerated for these tests, it is not clear how the TC can tap into these financial resources.

Staffing: Additional staffing, even part time staffing, would allow the TC to remain open for the full duration of the day--without the daily lunch closure. With regular extra staffing, we could also accommodate drop-in testing more readily, especially for students needing extra time to complete an in-class exam.

This would also provide additional start times for student with time accommodations. Due to the length of their accommodated time limits (1.5x or 2x regular exam time), students allowed 3-4 hours for their exams have very limited choices for start times. Although 3-3.5 hour testing windows are available with early starts for the morning or afternoon session daily, 4-hour testing windows are only available on Tuesday mornings and afternoons, and Thursday afternoons.

Although the TC now falls under OCET, staff helps in the TC only when the TC Coordinator is either sick or away. There is still no regular extra coverage in the TC. A number of other UH TCs have student employees. A student employee could be one avenue for additional coverage.

Location and Layout: Although the TC was supposed to move to a room in OCET which would provide a larger general testing space, a coordinator's office, and another separate room for professional testing, that may no longer be the case. So this analysis and the subsequent action plan are in regard to the TC's current location in OSC 103.

Some pluses to the current location:

- Vicinity to the Business Office
  - Students or community members taking Non-UH tests or ad-hoc professional tests do so for a per hour fee that is not prorated. Payment is made at the Business Office after the student completes their test because of this. We ask them to bring their receipt back to show proof of payment before their test is mailed out or verified/certified. Being near the Business Office makes this process more convenient for the examinee, easier for us to give them directions to the office, and allows us to return or verify their examination materials sooner.
  - Sometimes the only time the TC Coordinator can return on-campus exams is while students are still testing. Being near the Business Office allows this to be done quickly.
- Vicinity to Student Counseling
  - Student Counseling makes the placement testing appointments and checks students in for their placement tests. Being near the Student Counseling Office makes finding the TC that much easier.

- o There are also rare occasions when student Banner IDs need to be checked or a student says they should only be taking English or Math, not both. Being near the Student Counseling Office makes correcting this much quicker since they know course prerequisites and have access to their previous placement scores.
  - o When the TC is used for full-class computerized testing, with SCO permission, TC staff has worked at one of their window seats. This makes it easier for students wanting to make testing appointments.
- Many acoustic issues have been addressed.
  - o Acoustic wall barriers were installed on wall between the TC and the bathroom hallway as an external treatment on the TC side of the wall. Prior to this treatment, conversations in the hallway could be clearly heard at every seat on that wall. Now, it is mainly near the door.
  - o Another acoustic wall barrier was installed in the Student Counseling Office break room as an internal treatment between the original wall and a new drywall overlay. Prior to this installment, the paper towel dispenser and conversations could be clearly heard along that wall and from the admin station. Now, most conversations are audible but indiscernible.
  - o An acoustic barrier was installed on the metal door between SCO and the TC making conversations that were once clearly discernible at the far end of the room almost indiscernible at the admin station which is near that door.
  - o Carpet tiles were installed to help reduce noise and echo in the TC.

Main drawbacks to the current location:

- The all-in-one room layout.
  - o Conversations at the admin station, no matter how quietly whispered, are often distracting to those testing. These include phone calls, students dropping in to make appointments, asking questions, or checking in and out, faculty dropping in to drop off or pick up tests or to ask questions, and TC staff giving students instructions for their exams.
    - ▪ Depending on the presumed complexity or length of the conversation, TC staff may step outside to converse. Sometimes this is not feasible as access to the computer may also be needed.
    - ▪ Although noise cancellation headsets are provided at all but one station, not everyone likes to use them.
  - o Students requiring a reader or amanuensis cannot test in the TC while other tests are administered. The TC works with the UC/Institutional Effectiveness office, which has a testing room, to accommodate these students. Their secretary usually proctors for us and has been extremely flexible with her schedule. Having a separated space within the TC would provide additional testing windows and make scheduling a bit easier.
    - ▪ Reading software installed in the TC allows some students with reading accommodations to test in the TC, but does not work well for all types of tests, especially math or exams which include Hawaiian words.
  - o Professional testing standards are not quite up to par since the check-in area is supposed to be separate from the testing area. Currently, we work around this by providing noise cancellation headsets at all stations being used for professional testing that day, having all phone calls go directly to voicemail, and waiting to use the printer/scanner until professional testing is done. Sometimes, we use a small fan for additional white noise. (Voice messages are checked throughout that testing period.)
- There are still acoustic issues
  - o Acoustics barrier at the main glass door are almost non-existent.
    - ▪ An acoustic floor sweep was installed to close the nearly 1/2" gap at the bottom of the TC glass door. This has made a difference in noise transfer through the doorway. Due to the nature of the metal and glass door construction, conversations are still quite discernible through the door.

Other issues:

- The multi-function color LaserJet in the TC is aging and needs to be replaced soon. It is also not very efficient in terms of toner use. Replacement with a networked multi-function black-and-white duplex laser printer would be ideal. Most paper DL exams are scanned then returned by email. Some are still mailed back, but a scan is kept for the semester in case the original gets lost in the mail. Copies of completed forms and exams (under special circumstances) also need to be made in the TC. TC staff has permission to use the SCO and Business Office copiers to make some copies.

Part III. Action Plan

1) Hire a student worker or part-time staff for at least 10 hours per week to provide additional regular coverage in the TC. This would allow for drop-in testing to better help our instructing faculty, better testing services and options for students with time accommodations, and overall better services and availability for all TC users.
2) Work with Facilities and Maintenance to figure out options to create:
    a. A separated space within the TC for students allowed a reader or scribe.
    b. A separated office / check-in space for TC staff.
        i. It was previously suggested that
            1. A door be put in between the TC and the two-way glass windowed office at the far end of the TC. This room could be used as either an additional private testing area and/or staff office.
            2. A double-paned two-way glass window be put in the wall between the TC admin area and the SCO front desk area. TC staff would occupy the SCO front desk area.
            3. SCO front desk be moved to the office adjacent to Admissions and Records, previously occupied by the Marketing Coordinator. A counter and window would be installed in the wall to the lobby and a door would be installed between that room and the SCO copy room.
    c. A desk with an acoustic barrier that provides both visibility and acoustic control.
        i. Half stack or amp sound barrier shields on the admin desk between the main testing area and the admin area may be a feasible temporary option to address the distractions from everyday communication at the admin desk.
3) Work with Facilities and Maintenance to further look into feasibility of PrivacyShield Ceiling Tile Barriers and Light Hoods to create a sound barrier. This setup claims to provide a sound barrier from the rest of the room while not affecting air flow. As shipping is 1/3 the cost of this option, further research should be done. For a 12'x12' space, cost to Hawaii is almost $1600. This, of course, does not include installation labor.
4) Order a new multi-function networked black duplex laser printer with scanner and copier capabilities (fax not required).

Part IV. Resource Implications

1) I will need to work with my supervisor, HR, and counterparts at other TCs to determine what the costs for this are.
2) For a. & b. Unknown at this time as future location for the TC is still not set.
    c. Approximately $400 with shipping
3) For a 12x12 room, approximately $1600 with shipping just for materials. Will need to work with F&M to see if this is possible.
4) From $500-$800 depending on what is being used on campus and will be approved by ITAC.

Other Comments

Data Changes: Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources.

Data sources: July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Because the sheet was shared, the TC would backup the current day's sheet to an external one for historical/reporting purposes at the end of each testing day. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. (No placement testing on 10/11/16). Data for ASE, PRAXIS, and PearsonVUE are from the respective outside sources.

Data Issues: One of the main challenges with the TC's transition to MySuccess is that we couldn't add new people to the scheduling system. In order to add a new person, we needed to go through our MySuccess liaison, who then needed to go through the system coordinator. As we normally get over 150 out-of-system candidates and not knowing how long this process would take, I asked our liaison to create a few generic usernames for the various tests administered by the TC. These include generic names for ASE, CLEP, NonUH, PearsonVUE, PRAXIS, SOH-PSD, and ServSafe, all ending with "Candidate, Kauai CC". Detailed information such as candidate name, contact info, school/provider, exam name, and such were included in the detailed description for each generic appointment, which allowed us to separate them out individually for reporting purposes.

Not being able to add new people to the scheduling system was also an issue for prospective students who did not have a banner ID yet. The generic "Student, Kauai CC Prospective" account was created to help with scheduling these students. Though helpful in making placement testing appointments using Group sessions in MySuccess, this also became a reporting issue as only one instance of the generic account could be used in a session. Thus, all of the students without banner IDs would have their name, IDs, and relevant test information listed together on the single generic account. Once the prospective student was assigned a banner ID, Student Counseling staff would update the group session by (1) adding the student to the group session using their respective banner ID and (2) removing that student from the generic listing. Some of these generic appointments still had multiple students in them.

As of FY 2018, a new "Prospective Student" option has been added to MySuccess allowing a more streamlined front-end approach for temporary additions until a permanent banner ID is assigned. (Prospective students are booked individually, not generically, and the IDs are now updated on the back-end.)

Throughout the first few months of this transition, we worked with our MySuccess liaison to add, remove, and change categories to meet our reporting purposes. Accommodations in our scheduling system weren't marked when we first started using MySuccess because the system would send a reminder to the student showing the accommodations note. Once we moved this tracking to the SpeedNotes tab, which isn't included in the reminder email, it is being actively tracked again.

Combined data: All of the data from these sources were combined into one working data file. A new column "Student Names – FIXED" was added to the working file to hold names after pulling data from the detailed description for all appointments using generic accounts, SARS, and the Google Sheets file.

Although appointments for ASE, PRAXIS, and PearsonVUE are included in our scheduling system for daily usage reasons, review of our scheduling numbers versus official numbers from respective agencies showed enough of a discrepancy that all of the ASE, PRAXIS, and PearsonVUE scheduling numbers were removed from the working data file and replaced with the official data from the outside agencies. Some of the discrepancies included placeholders for PRAXIS openings which weren't used, separate test sessions blocked as a single session, and missing appointments (in MySuccess).

Extra effort was taken to remove differences in names and IDs that would add false counts to our unique users headcount and to update IDs for generic accounts (ASE, Praxis, etc) if the person was both a student and someone taking a specialized test.

All cancelled and no-show appointments were removed. All generic accounts that were simply placeholders (no information in description or comments) were also removed.

New data, not reported: Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.

Program Student Learning Outcomes

For the 2017 program review year, some or all of the following P-SLOs were reviewed by the program:

A) Expected Level of Achievement

The Testing Center (TC) created three service outcomes in 2012. The service outcomes were implemented in 2013 and baseline measurements were set using FY 2012 data. Use of the PSLO markers created in 2013 were fairly stable through 2016 and showed expected growth in ADA access and professional testing. Although, we continue to see an upward trend in these areas, the switchover to MySuccess necessitates closer review of these markers to make sure they are being used correctly and consistently so future data is meaningful.

B) Areas Assessed

Outcomes include

1. Supporting students, instructional faculty, and academic advising faculty by providing ADA-compliant access to course-related and placement testing;
2. Supporting professional and workforce development by providing professional certification examination facilities; and
3. Providing a safe and secure testing environment in the highest compliance with academic and professional testing standards.

C) Assessment Strategy/Instrument

Data for outcomes 1 and 2 were pulled from the retired SARS scheduling system, mySuccess, and outside professional certification sites as discussed in the Other Comments section of the main program review and repeated at the end of this PSLOs section. Data for outcome 3 is pulled from our student satisfaction survey.

D) Results of Program Assessment

Outcome 1: ADA Access - Tests Administered to Students Covered Under the ADA/FTE Students

Defn: *The number of tests administered to students with documented accommodations forms per year per student FTE for that year.*

This outcome was created in an effort to support the UHCC/KCC strategic goal to eliminate access and success gaps (SG 5). A marker to help track this outcome was added to our scheduling system in 2013. Staff use of the marker has improved over time. Tracking still relies on either student self-disclosure when making their appointment and/or faculty disclosure when submitting a student's exam.

P-SLO Outcome 1 - ADA Access

ADA Tests/FTE Student
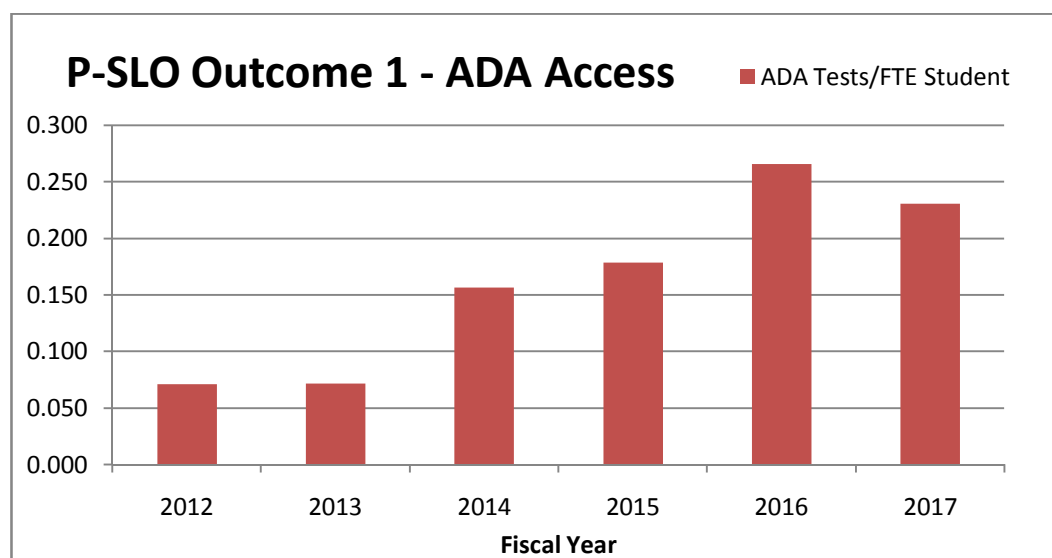
Fiscal Year	2012	2013	2014	2015	2016	2017
ADA Tests Administered	55	57	127	135	188	158
FTE Students	780	802	814	757	708	686
ADA Tests/FTE Student	0.071	0.071	0.156	0.178	0.266	0.230

Overall, data shows an increasing demand in testing support and access for students covered under the ADA. This P-SLO remains healthy.

Although there was a slight decrease in 2017, this may be simply due to less demand but it may also be due to the implementation of the new MySuccess scheduling platform. During the transition, the markers for Accommodations were moved from where they were set up originally to another area to make tracking easier. Unfortunately, the markers for type of service requested were not included. Thus, data for types of accommodations requested is not as reliable this reporting year.

As reported in the past, most requests continue to be for extended time. The second most frequent request was, again, for a separate location either for fewer distractions or when a student needs a reader or scribe. As we've been doing since the start, we continue to use a testing room in what was formerly the University Center. Only one student may test at a time in that room. With the reorganization, the TC's access to that room and support from the University Center is disappearing.

If location requests continue to rise, we may need to consider different solutions in the TC such as a separated soundproof testing booth that is ADA compliant and can fit two people for those needing a reader or scribe and/or carrel desks to reduce visual distractions for those that only require a lower distraction testing location.

As mentioned previously, it is uncertain whether the TC will move to a larger location in OCET that already has separated rooms within it, if it will remain in the current location with or without modifications or expansions, or whether it will move to a different location.

For better service to all entities—students covered under the ADA, people seeking professional certification, and students taking academic courses from UH or other school—it is important that the TC have additional space to accommodate all of these different accommodations and functions.

Outcome 2: Professional Certifications - Numbers Represent Students and Community Members

Defn: *This measurement includes the number of professional tests administered per year for students and community members*

This outcome was created in an effort to support the UHCC/KCC strategic goals to increase lifelong learning and professional development opportunities for community members (SG 10) and to increase job placement for KauaiCC students (SG 8).
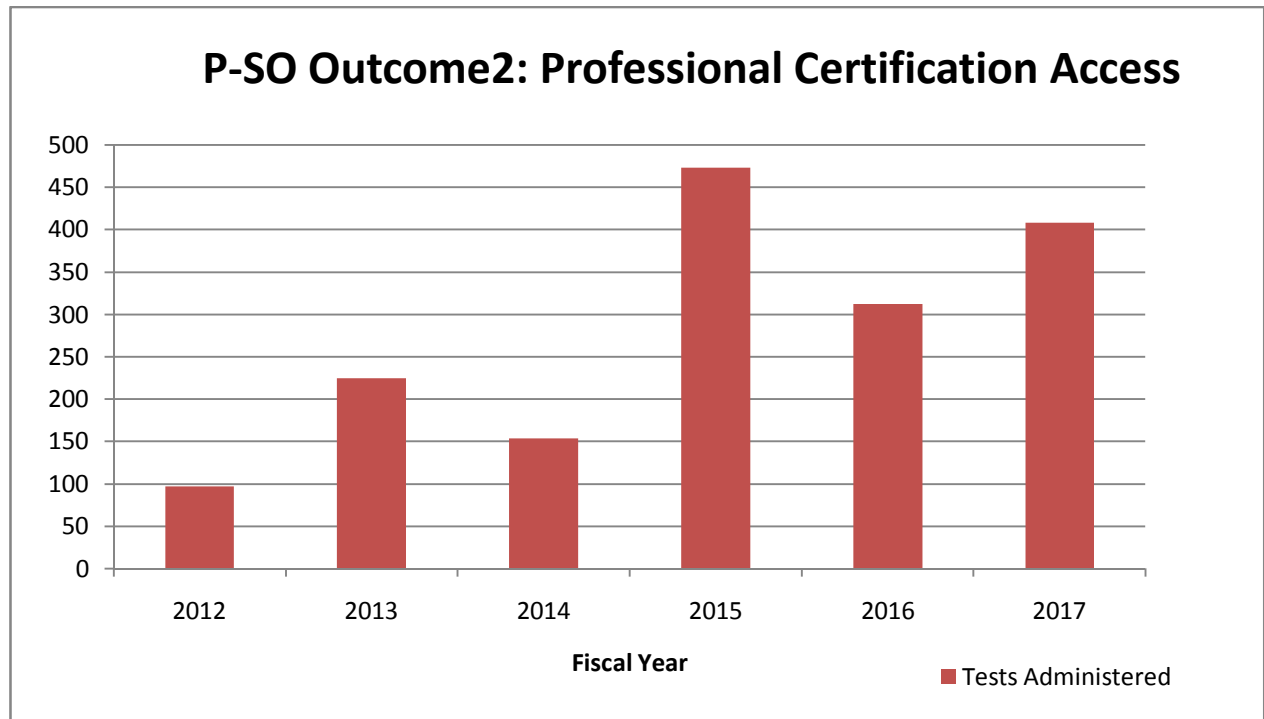
FY	Total	ASE[i]	Airport Fire[ii]	ServSafe[iii]	CNA[iv]	SOH-PSD[v]	PRAXIS[vi]	PearsonVue[vii]	NCCT[viii]	Other
2012	97	77	20	n/a	n/a	n/a	n/a	n/a	n/a	0
2013	224	198	10	1	10	n/a	n/a	n/a	n/a	5
2014	153	113	n/a	5	34	1	n/a	n/a	n/a	0
2015	473	270	n/a	0	n/a	17	90	64	24	8
2016	312	150	n/a	0	n/a	16	61	65	10	10
2017	408	178	n/a	0	n/a	26	87	103	11	3

Though the numbers fluctuate between consecutive years, the trend in the number of professional certifications administered shows overall growth in this area. This P-SO remains healthy.

Over the years, there have been changes in types of professional certifications offered at Kauai CC's TC. The fluctuation between consecutive years is interesting and, up to 2016, mainly revolved around fluctuation in ASE demand. The fluctuation in ASE demand accounted for the decrease in 2014 from 2013 and for about ½ of the increase in 2015. The considerable drop in demand in 2016 was, again, mostly due to change in ASE demand. The other main players in the huge jump from 2014 to 2015 were the completion of our contracts with PearsonVue and Praxis, and the new NCCT certification requirements for in-service medical assistants[2].

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[2] 2015 is the only fiscal year that NCCT certification was available to community members. Since then, only students in the MEDA program may take their NCCT certification in the TC.

All of these professional testing administrations are run concurrently with other testing (Mondays through Fridays during slightly shifted TC hours for some of them). The check-in process for professional exams takes longer than regular exams because it includes things like checking two IDs, pocket turn-out, storing personal belongings, checking eye glasses, capturing candidates' photos and electronic signatures.

Some, like the NCCT Certification, also include reading a standardized script to candidates before starting their administration. In addition, PearsonVUE and Praxis both require that no phones or printers be in the testing area. During these exams the printer is turned off and phone calls are sent directly to message so the phone doesn't ring. This sometimes means the TC is without phone use for five-hours, which is the length of the longest Praxis test.

All of these additional steps and requirements may add to student frustration in using the TC--added wait time when checking in for their exams and added hurdles in scheduling a testing appointment. To counter this, the TC schedule is usually adjusted to allow time for the complicated check-ins and script reading before regular testing begins. This often equates to a 20- to 40-minute delay in availability for regular testing. Having additional staff available would help remedy this delay and help the TC provide better service overall.

Outcome 3: Testing Candidate Satisfaction Results

Defn: This outcome measurement includes candidate satisfaction regarding services and atmosphere and any inspection reports. It was created in an effort to make sure the TC continues to uphold its own mission with its commitment *"to maintaining the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment."*

Measurements were changed from a 5-point scale to one that indicates satisfaction (satisfied or very satisfied) in AY2013. Numbers for the fall 2012 survey were divided by five (5) to obtain a percentage to compare with following year.
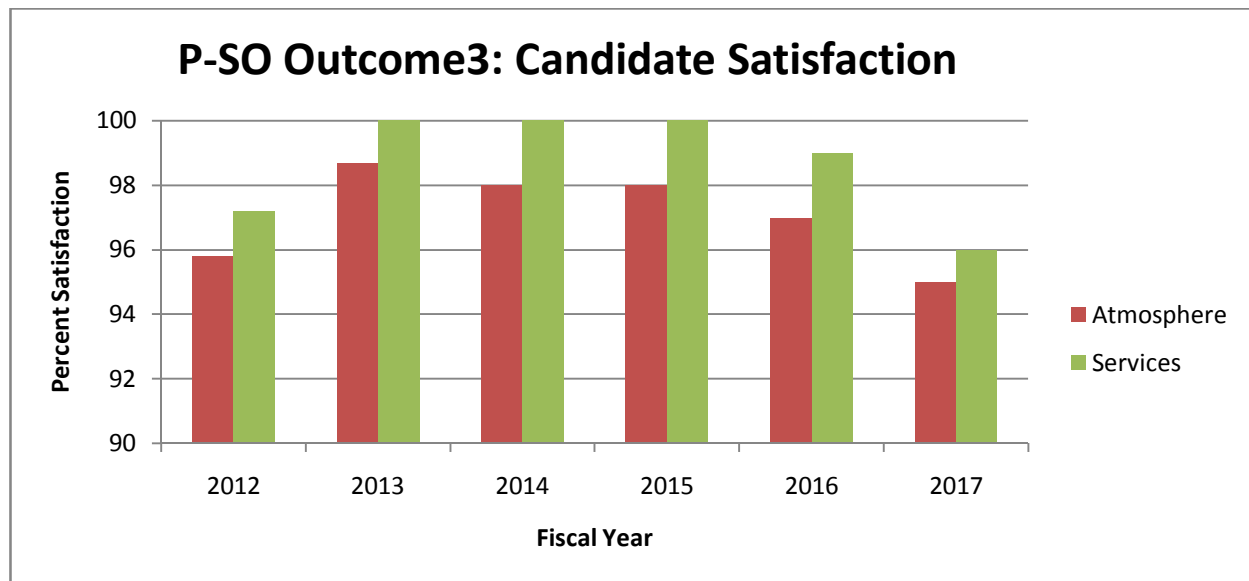
Fall Survey	2012	2013	2014	2015	2016	2017
Atmosphere is conducive to testing	95.8	98.7	98	98	97	95
Services are satisfactory	97.2	100	100	100	99	96

Although satisfaction with TC testing atmosphere and services is starting to dip, overall satisfaction remains over 95%. This P-SO remains healthy.

In FY 2016, the additional University Center help to cover one evening a week started to disappear. Since Spring 2016, only one evening a week has been available to students who work or have other responsibilities during the day. Starting in February of that semester, OCET staff helped to cover two (2) hours per week on Fridays until regular staff came in to cover the afternoon. This two hours per week help disappeared in Fall 2016. Staff from OCET still help to cover the TC, but only when regular staff is either sick or away. No additional hours are provided to students.

However, on days the TC was reserved for private use, regular staff would take lunch during the reserved time so more open hours were available to students. When the room was reserved in early morning, staff would occupy one station at the Counseling Office front desk so students could still make appointments.

Additional staffing could help to maintain or improve satisfaction with service and atmosphere in the TC. A separation of space between the administration station and the testing area could help improve satisfaction with atmosphere.

E) Other Comments (Repeated from main section of APRU)

Data Changes: Changes in our scheduling system from SARS to MySuccess posed a number of challenges in tracking our data this reporting year, requiring us to include data from various sources.

> **Data sources:** July 2016 data is from SARS, our old scheduling system. Data from August 2016 are from the Starfish MySuccess system which we transitioned to in August 2016. Placement testing appointments from August 2016 until October 10, 2016, were stored in a separate Google sheet shared by Student Counseling and the TC. Because the sheet was shared, the TC would backup the current day's sheet to an external one for historical/reporting purposes at the end of each testing day. Starting October 12, 2016, appointments for placement testing were moved into MySuccess using Group Sessions. (No placement testing on 10/11/16). Data for ASE, PRAXIS, and PearsonVUE are from the respective outside sources.

> **Data Issues:** One of the main challenges with the TC's transition to MySuccess is that we couldn't add new people to the scheduling system. In order to add a new person, we needed to go through our MySuccess liaison, who then needed to go through the system coordinator. As we normally get over 150 out-of-system candidates and not knowing how long this process would take, I asked our liaison to create a few generic usernames for the various tests administered by the TC. These include generic names for ASE, CLEP, NonUH, PearsonVUE, PRAXIS, SOH-PSD, and ServSafe, all ending with "Candidate, Kauai CC". Detailed information such as candidate name, contact info, school/provider, exam name, and such were included in the detailed description for each generic appointment, which allowed us to separate them out individually for reporting purposes.

> Not being able to add new people to the scheduling system was also an issue for prospective students who did not have a banner ID yet. The generic "Student, Kauai CC Prospective" account was created to help with scheduling these students. Though helpful in making placement testing appointments using Group sessions in MySuccess, this also became a reporting issue as only one instance of the generic account could be used in a session. Thus, all of the students without banner IDs would have their name, IDs, and relevant test information listed together on the single generic account. Once the prospective student was assigned a banner ID, Student Counseling staff would update the group session by (1) adding the student to the group session using their respective banner ID and (2) removing that student from the generic listing. Some of these generic appointments still had multiple students in them.

> As of FY 2018, a new "Prospective Student" option has been added to MySuccess allowing a more streamlined front-end approach for temporary additions until a permanent banner ID is assigned. (Prospective students are booked individually, not generically, and the IDs are now updated on the back-end.)

> Throughout the first few months of this transition, we worked with our MySuccess liaison to add, remove, and change categories to meet our reporting purposes.   Accommodations in our scheduling system weren't marked when we first started using MySuccess because the system would send a reminder to the student showing the accommodations note. Once we moved this

tracking to the SpeedNotes tab, which isn't included in the reminder email, it is being actively tracked again.

Combined data: All of the data from these sources were combined into one working data file. A new column "Student Names – FIXED" was added to the working file to hold names after pulling data from the detailed description for all appointments using generic accounts, SARS, and the Google Sheets file.

Although appointments for ASE, PRAXIS, and PearsonVUE are included in our scheduling system for daily usage reasons, review of our scheduling numbers versus official numbers from respective agencies showed enough of a discrepancy that all of the ASE, PRAXIS, and PearsonVUE scheduling numbers were removed from the working data file and replaced with the official data from the outside agencies. Some of the discrepancies included placeholders for PRAXIS openings which weren't used, separate test sessions blocked as a single session, and missing appointments (in MySuccess).

Extra effort was taken to remove differences in names and IDs that would add false counts to our unique users headcount and to update IDs for generic accounts (ASE, Praxis, etc) if the person was both a student and someone taking a specialized test.

All cancelled and no-show appointments were removed. All generic accounts that were simply placeholders (no information in description or comments) were also removed.

New data, not reported: Counselors sometimes outreach placement testing at the high schools for potential Early College and Running Start students. In the past, this data was not included in the SARS scheduling system, thus not reported in our ARPD. Student counseling now includes that information in MySuccess as a group session, noting the outreach location. Those numbers have been removed from our reporting data as it was not previously reported and the TC is not involved in those sessions.

F) Next Steps

All outcomes continue to be fine for now. We should look at addressing the location, layout, and staffing issues that have been an issue since the TC's inception as a separate office.

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[i] ASE – National Institute for Automotive Service Excellence Certifications.

[ii] Airport Fire – State of Hawaii Department of Transportation – Airports, Fireman promotions testing.

[iii] ServSafe - National Restaurant Association ServSafe Certifications.

[iv] CNA – Certified Nurse Aide exam.

[v] SOH-PSD – State of Hawaii Department of Public Safety, Deputy Sheriff & Corrections Officer hiring testing.

[vi] PRAXIS - Used for admission into teaching programs and for teacher licensing and certification processes.

[vii] PearsonVUE – One of the leading providers of computer-based testing across various industries.

[viii] NCCT – National Center for Competency Testing, used at Kauai CC for Medical Assistant certification.