

**Kaua`i Community College
Five Year Comprehensive Program Review (CPR)**

At a minimum, each program or unit CPR shall include measures described in UHCCP 5.202. Additional measures may also be used for program or unit assessment.

Program Name Testing Center

Assessment Period: (e.g., 2016-2021) 2013-2018

Program or Unit Mission Statement (UHCCP 5.202)

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.

College Mission Statement (UHCCP 5.202)

Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua`i ma ke `ano he kahua e
ho`oulu, ho`ā, a ho`oikaika `ia ai ka `ike a me ka na`auao o nā
kānaka a`o aku a a`o mai no ka ho`owaiwai `ana i ke kaiāulu a
me ka honua.

‘O ke kahua ma mua, ma hope ke kūkulu.

First comes the foundation, then comes the building.

(‘Ōlelo No`eau, number 2459)

Kaua`i Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua`i.

Part I. Executive Summary of Program Status

Summary of previous CPR and/or Annual Program Review (APRU) recommendations by Cabinet, College Council, the Division/Unit Chair, Advisory Board, or other reviewing entity.

To date, the Testing Center has not received any recommendations.

Describe program or unit changes made as a result of these recommendations.

Not applicable.

Part II. Program Description (UHCCP 5.202)

Brief History of Program	<p>The Testing Center was created as a joint effort between Student Services and Academic Support Services in 2009 to create a better testing environment for users.</p> <p><u>Before opening TC in current setup.</u> Prior to 2009, most testing was conducted in the Learning Center (LC) which included tutoring, group studying, computer and printer use, and other activities in a one-room environment that housed four (4) regular staff members with various duties. One of these staff positions was assigned half-time to testing and received clerical support from Media Services. With this arrangement, LC staff was able to offer a number of weekly evening hours for testing and other activities.</p> <p>In the LC, 10 computers in the open lab area could be reserved for placement testing. Five carrels nearer the staff area were set aside for testing only. Three of these were reserved for paper tests and two had computers for tests requiring them. The aforementioned clerical support staff member handled most of the distance learning (DL) exams, including printing, copying, and returning exams, and much of the email for DL testing. Although this staff member was not in the Learning Center, the two entities were in the same building.</p> <p>Before opening the One Stop Center, placement testing was administered in both the Learning Center and in Student Services, which was previously located in the Campus Center. Student Services handled scheduling and paperwork for placement testing and continues to do so to date.</p> <p><u>Since opening the TC.</u> At its start in 2009, the TC only administered placement tests and academic tests for campus courses, UH distance learning courses, and non-UH courses. 30 computers were available for testing.</p> <p>Two additional machines were added by request as the headcount for</p>
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	<p>full-class testing in the TC went up to 32 per session for one course. A table already in the TC was repurposed for those machines.</p> <p>Another computer with reading software and an adjustable height desk were added later to provide better service to students receiving accommodations. Machine count for student was up to 33 machines.</p> <p>At one point, there were 34 students testing at once in the TC and the final student tested on the proctor machine. This was the highest request in the TC's history and only lasted for one year.</p> <p>The TC continues to get requests for 30-31 seats. Only 32 machines remain available for academic testing as one station is strictly reserved for professional testing, mainly Pearson VUE.</p> <p><u>Adding Professional and other Testing.</u> In 2011, it was brought to my attention that the ASE certifications, until then offered only as paper exams, was moving to computer-based testing and retiring their paper exams. It took a year to clear the contract through our administration and UH General Counsel and our first regular professional testing began in 2012. Since then we've added DSST, CLEP, ServSafe, PRAXIS, Pearson VUE, and others as listed below.</p> <p>The professional testing requires stricter check-ins, including photo capture, digital signature, and sometimes verbatim scripts, adding to the complexity of starting exams and wait time for other TC users.</p> <p><u>Reorganization.</u> In hopes of providing additional space for the TC with consideration that the TC generates revenue, the TC was moved under the Office of Continuing Education & Training (OCET) as part of Kauai CC's 2016 reorganization. It is staffed by one person with an additional 0.10 FTE of as-needed help from OCET staff who help provide services in the TC when regular staff is away. OCET staff also helps proctor students with accommodations which may not be feasible to administer in the TC, such as those needing scribes or a human reader—not electronic. Student Counseling continues to handle appointment scheduling and paperwork for placement testing. The location uncertainty has been one of the largest roadblocks in planning.</p> <p>The TC is now in the process of moving back under Student Services. Location will probably remain in the same location. During the transition, OCET has agreed to continue providing backup and accommodations support for the TC.</p>
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Number of Faculty and Staff	Faculty (FT): 0 Faculty (Lecturers): 0 Staff: 1.10 ¹
Date Website Last Reviewed/Updated	May/June 2018
<i>For Non-Instructional Programs ONLY</i>	
Community Partnerships, Advisory Committees, etc.	<p>The Testing Center created partnerships with test vendors to provide our students and community members more educational and career advancement opportunities on Kaua‘i. Although some of these partnerships were necessitated as vendors moved away from paper instruments and adopted electronic delivery systems, some were previously only available on O‘ahu or elsewhere.</p> <p>The TC has partnered with:</p> <ul style="list-style-type: none"> • State of Hawai‘i Department of Transportation-Airports, Fire • State of Hawai‘i Department of Public Safety-Recruitment, Adult Corrections Officers • State of Hawai‘i Department of Public Safety-Recruitment, Deputy Sheriffs • National Institute for Automotive Service Excellence (ASE) • National Restaurant Association’s ServSafe program • Educational Testing Service’s PRAXIS program • Pearson VUE’s Authorized Test Center program • College Board’s CLEP program (credit-by-exam) • Prometric’s DSST program (credit-by-exam) • National Center for Competency Testing’s certification program, Medical Assistants • ESCO Group’s HVAC Excellence certification program <p>Currently, the TC does not have an advisory committee</p>

¹ Additional support in the TC is only provided when regular staff is away or sick and when it is not feasible for a student with accommodations to test in the Testing Center.

Part III. Analysis of Quantitative Indicators

Include the five years of 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 provided as ARPD (Administrative Service programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

Program Quantitative Indicators

Student and Faculty Information		Program Year				
		13-14	14-15	15-16	16-17	17-18
1	Annual Unduplicated Student Headcount	1,828	1,749	1,683	1,724	1,752
2	Annual FTE Faculty	74	73	73	65	68
2a	Annual FTE Staff	89	91	91	97	97
3	Annual FTE Student	814	757	708	686	675

Demand Indicators		Program Year					Demand Health Call
		13-14	14-15	15-16	16-17	17-18	
4	Number of placement test sessions administered per year per student FTE	1.3	1.3	1.2	1.1	0.9	Healthy
5	Number of Distance Learning tests administered per year per student FTE	1.4	1.4	1.5	1.4	1.5	
6	Local campus tests proctored per year per student FTE	3.3	3.3	3.8	3.7	4.4	

Efficiency Indicators		Program Year					Efficiency Health Call
		13-14	14-15	15-16	16-17	17-18	
7	Number of test sessions administered per FTE testing center staff	4,371.6	3,993.7	4,547.2	4,071.4	4,184.5	Healthy
8	Annual operational testing center budget allocation per number of test sessions administered	\$9	\$0	\$0	\$0	\$0	

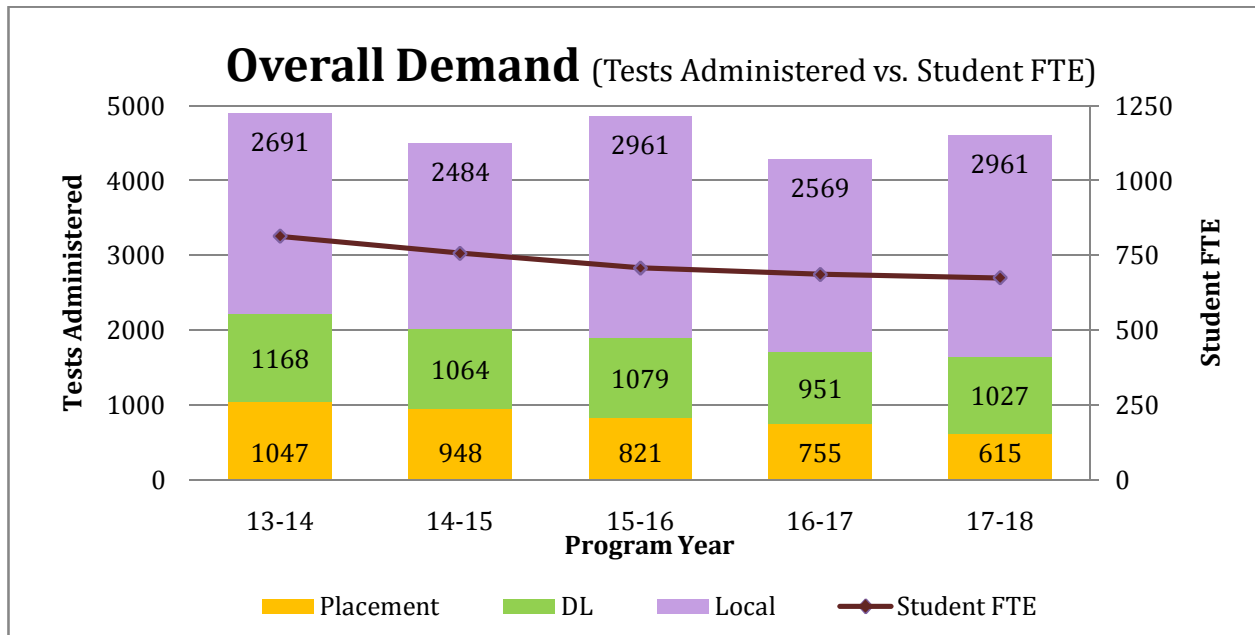
Effectiveness Indicators		Program Year					Effectiveness Health Call
		13-14	14-15	15-16	16-17	17-18	
Satisfaction measurements using Common Survey questions							
9-1	The hours at the Testing Center meet my needs	97.4%	96%	94%	92%	90%	Healthy
9-2	The atmosphere at the Testing Center is conducive to testing	98.0%	98%	97%	95%	94%	
9-3	The services at the Testing Center are satisfactory	100.0%	100%	99%	97%	96%	
9-4	My test was administered in a timely and efficient manner	100.0%	98%	98%	98%	97%	

The Overall Program Health is Healthy.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories?

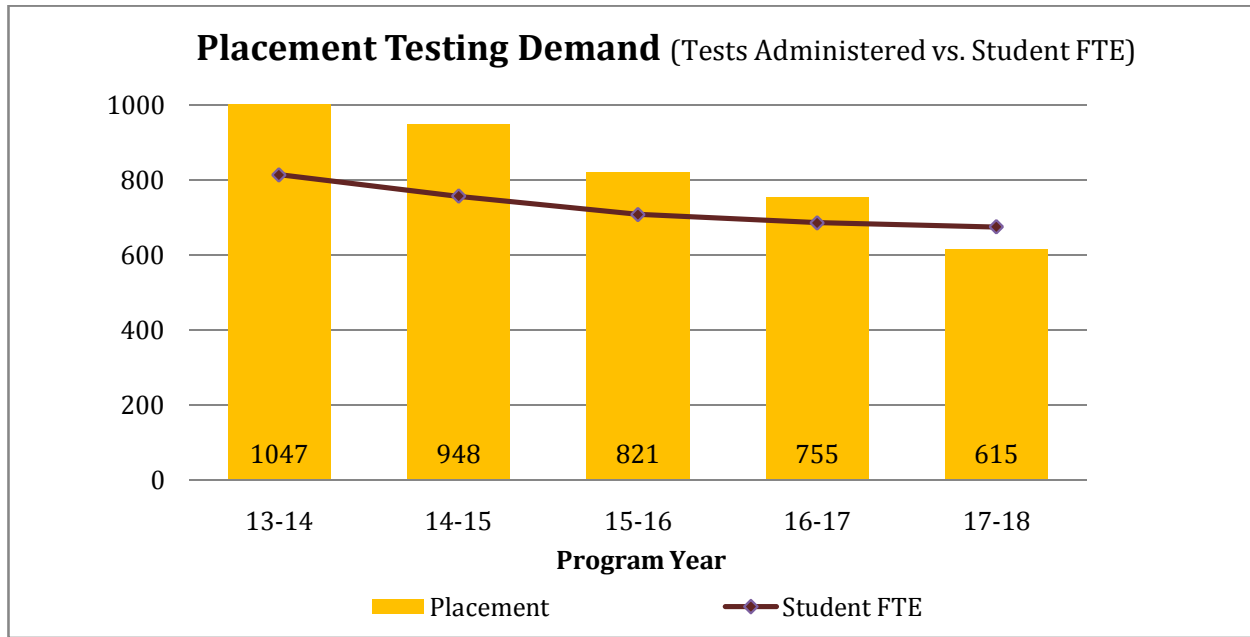
Based on this analysis, what are the program’s strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

Demand/Efficiency: Overall demand for testing services over the past five years has decreased only slightly (-6.2%) when compared to the -17.1% decrease in Student FTE. In this sense, overall demand remains relatively stable and healthy.



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Tests Administered	4,906	4,496	4,861	4,275	4,603
Student FTE	814	757	708	686	675

Placement Testing Demand/Efficiency: The reduced demand for placement testing in the TC (-22.8%) is a significant factor in overall demand change. It is the one demand area that shows more decline than student FTE decline over this five year period. Adopting more multiple placement methods over the last few years contributed to a large part of this change in demand. Another possibly significant factor is increased outreach testing in the high schools to support Early College efforts. This increase means fewer high school students are taking their placement tests in the TC. I can only conjecture about outreach testing’s significance as I have not looked at these numbers in the past. Outreach testing is discussed separately below.



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Tests Administered	1,047	948	821	755	615
Student FTE	814	757	708	686	675

Outreach testing is conducted by the counselors, so that number was never included when reporting TC placement testing demand. The TC does, however, play an indirect role in outreach testing as it provides technical and training support to counseling staff before they go out and technical support by phone during their outreach administrations. As outreach testing and Early College enrollment increases, this may be an interesting number to look at separately from our required Program Quantitative Indicators.

If outreach testing were included for this program year, it would account for 37.6% of all Accuplacer test sessions and 34.4% of all placement tests.

Placement Testing Demand	2017-2018	2016-2017
Non-UH	10	2
TEAS Placement Testing	69	43
Accuplacer (in TC)	536	710
Total, as reported	615	755
Accuplacer (outreach)	323	not collected
Total, with outreach	938	

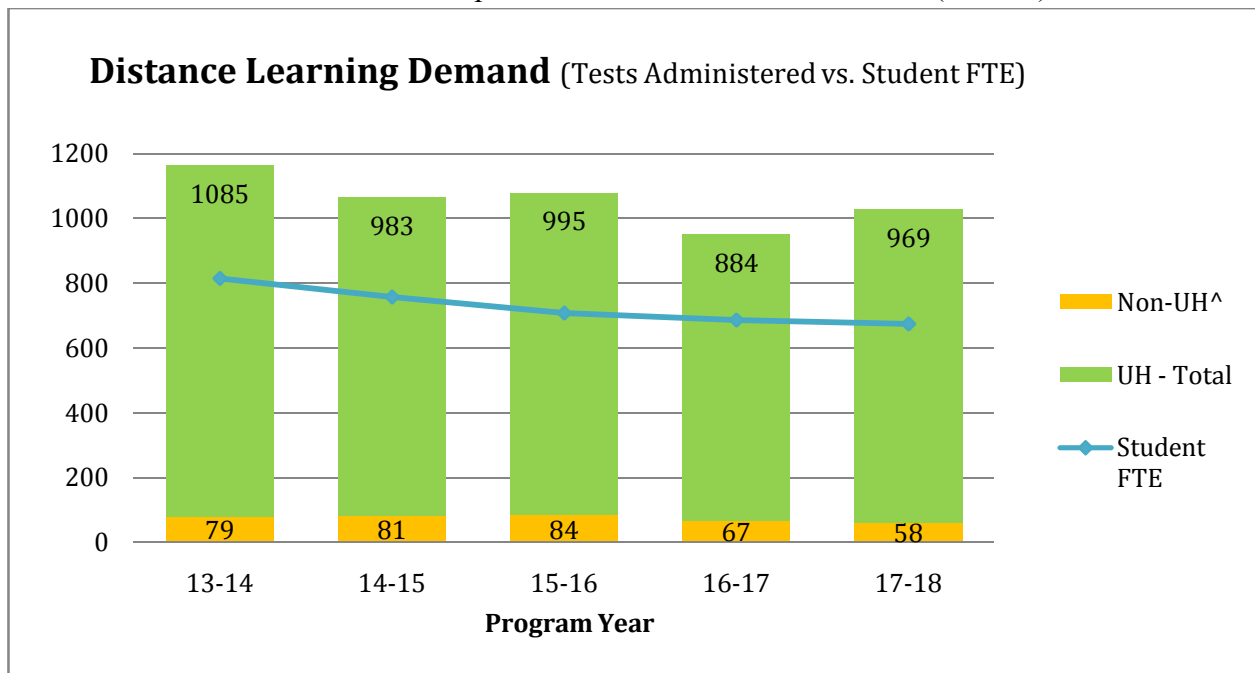
ATI TEAS Placement Testing: As of 2016, the TC began administering the ATI **Test of Essential Academic Skills (TEAS)** assessment² as part of the Nursing program’s application requirements. Students are allowed to take the TEAS assessment a total of three (3) times during one calendar year. Although the TC’s partnership with ATI to administer TEAS started with our

² The ATI TEAS assessment has an associated administration fee.

Nursing program, the test is available to all enrolled UH students, regardless of which UH campus they apply to. This makes it a little more interesting to predict demand, but I believe it will continue to increase for the next few years before leveling out. Eventually, offering it to any prospective student applying to any school would help continue to increase placement demand and advancement of Kauai’s community members. So far there are only two years of data to report, but it shows that demand has increased.

TEAS Testing Demand	2016-2017	2017-2018	Change	% Change
Test sessions	43	69	+26	37.7%
Individuals	33	48	+15	31.3%
Attempts/Individual	1.30	1.44	+0.13	9.4%

Distance Learning (DL) Testing Demand/Efficiency: Demand for DL testing services has decreased over the past five years. However, the decline (-11.8%) over that period belies an actual increase in demand when compared to the decline in student FTE (-17.1%).



^Non-UH data includes exams administered to students taking courses outside the UH System, CLEP, and DSST tests; it does not include Non-UH placement testing.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total DL Tests Administered	1,164	1,064	1,079	951	1,027
Student FTE	814	757	708	686	675

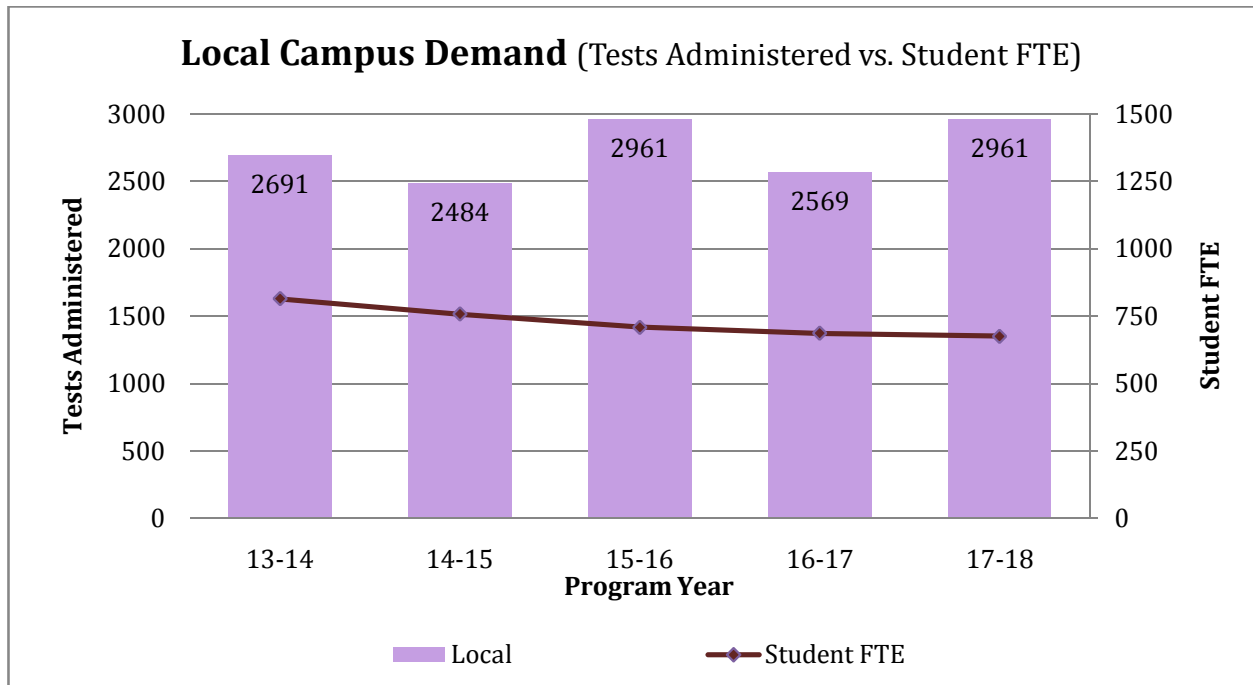
Data separating KCC’s DL courses from other UH DL courses was not examined until the 2016-2017 reporting period. As KCC continues to increase its DL offerings and as standards for identifying students enrolled in DL courses evolve, the TC may see increased demand for

services in this area. A quick comparison of exams administered for KCC DL courses for this and last reporting year shows a huge leap in demand (51.3%). For this year, demand from KCC’s DL courses accounts for 29.8% of all demand for UH DL proctoring services, a decent increase from last year’s 21.6%.

UH DL Testing Demand	2016-2017	2017-2018	Change	% Change
Other UH campuses	693	680	-13	-1.9%
KCC DL	191	289	+98	51.3%
TOTAL	884	969	+85	9.6%

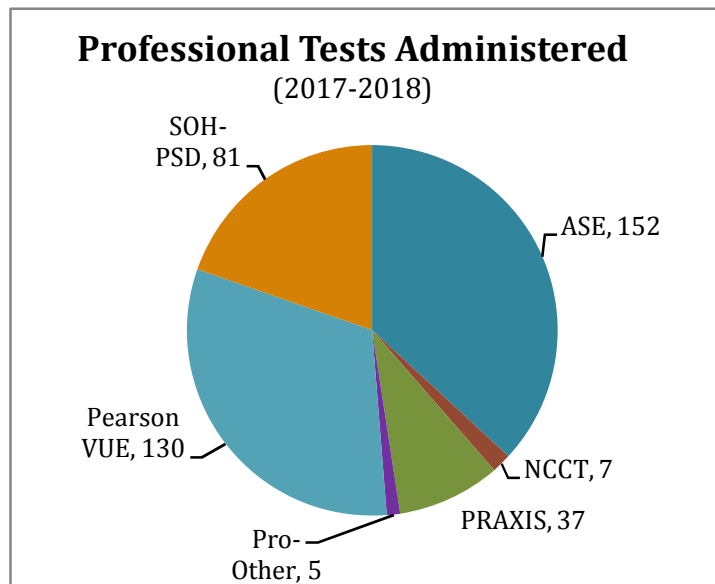
As third-party proctoring services such as Proctor U refine their operations and more DL courses move away from paper assessments, additional students may move toward at-home proctoring and the increase could plateau sooner than expected. Currently, Proctor U does not proctor paper exams.

Local Campus Testing Demand/Efficiency: This measure was redefined in 2014 to include all exams administered in the TC and not included in Placement or Distance Learning demand. Local Campus Testing demand includes campus tests and professional tests administered in the TC and excludes tests administered for DL courses originating from Kaua‘i CC. Demand in this area has increased modestly over the past five years (10.0%).



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Local Campus Tests Administered	2,691	2,484	2,961	2,569	2,961
Student FTE	814	757	708	686	675

Professional certifications help our community members find jobs and advance in their fields.



In total, 412 professional tests were administered in program year 2017-2018. Since Mānoa's School of Education dropped their Praxis requirement for their applicants, demand for Praxis expectedly saw a sharp decline (37 this year vs. 87 last year). Even so, demand increases in other areas such as Pearson VUE (130 vs. 103) and SOH-PSD (81 vs. 26) compensated for that decrease.

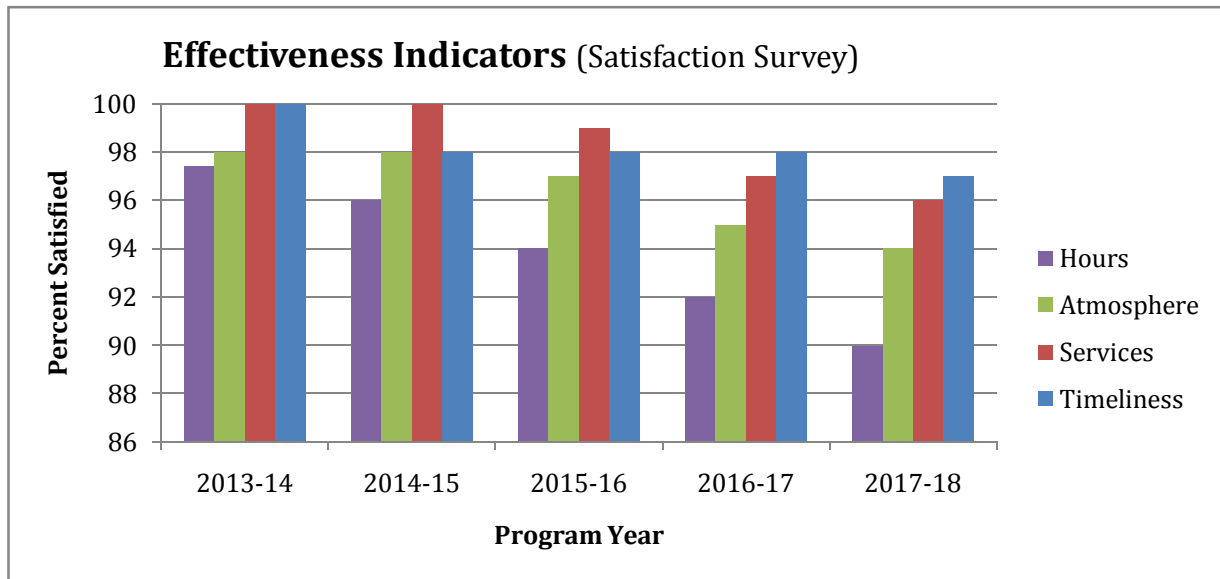
Professional certifications administered during this five-year

review include exams for:

- Automotive Service professionals (ASE)
- Our students in the Medical Assistant (MEDA) program (NCCT)
- Local DOE educators, substitutes, and prospects pursuing their education degrees outside the UH system (Praxis)
- The State of Hawai'i
 - Dept. of Public Safety (SOH-PSD)
 - Deputy Sheriff Recruits
 - Adult Correction Officer Recruits
 - Dept. of Transportation – Airports, Fire
 - Firemen promotions
- Various professions through Pearson VUE
 - County of Kaua'i Firemen recruits and Lifeguards (NREMT)
 - Emergency Medical Technicians and Paramedics (NREMT)
 - IT professionals (Microsoft, Cisco, CompTIA, Juniper, IBM, DELL, and more)
 - Hawai'i Insurance professionals (Hawai'i Insurance)
 - Fitness professionals (ACSM, NSCA)
 - Professionals in Education (Evaluation Systems, NBPTS, NES)
 - Childcare professionals (CDA Exam Council for Professional Recognition)
 - Pharmacy technicians (PTCB)
 - Arborists (ISA)
 - Food Service professionals (National Registry of Food Safety Professionals)
 - Nurses (Excelsior College – Upper division health/nursing courses)
 - Personal Finance professionals (American College)

- Certified Fundraising Executive (CFRE)
- Professional Math tutors (ad-hoc for Kauai CC)
- Medical Technologists (ad-hoc through American Assn of Bioanalysts Board of Registry)
- EGSA Technicians (ad-hoc through Electrical Generating Systems Association)
- Certified Health Ed Specialist (ad-hoc through NCHES)
- And other ad-hoc professional exams

Effectiveness: Satisfaction with TC hours took the largest hit over this five-year review (-7.6%) and overall satisfaction has also dipped (-4.7%). However, with an average rating of 94.3% over all indicators for the latest program year, effectiveness is still deemed healthy.



Fall Survey (% satisfied ³)	2014	2015	2016	2017	2018
Hours meet my needs	97.4	96	94	92	90
Atmosphere is conducive to testing	98	98	97	95	94
Services are satisfactory	100	100	99	96	96
My test was administered in a timely and efficient manner	100	98	98	98	97
Overall Average	98.9	98.0	97.0	95.5	94.3

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2).

Develop a schedule for PSLO assessment over the next five years so that within the review period, all PSLOs will have been assessed (UHCCP 5.202).

³ Satisfaction is measured by summing marks of satisfied or very satisfied for each indicator and dividing by all responses for that indicator.

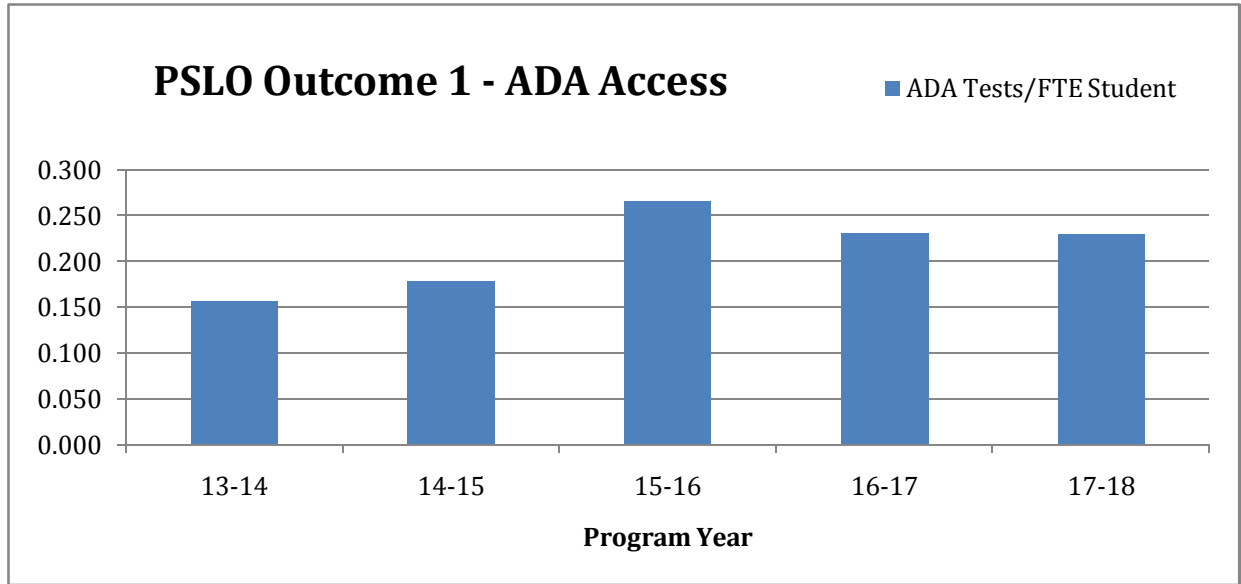
1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
1. ADA (Accommodated) Access	July 2018	<p>Access/demand increased over this five-year review.</p> <p>Location is still an issue for students with interactive accommodations.</p> <p>Should look into more assistive technology devices and work with DSO for shared use.</p>	<p>Electronic reader software used when possible.</p> <p>Direct support from OCET to schedule student and room as well as proctoring student.</p>	<p>This PSLO will transition to SLOs created in October 2018 for next reporting period.</p> <p>July 2019</p>
2. Professional Certification Access	July 2018	<p>Demand has increased over this five-year review.</p> <p>Additional staffing or separated service/testing areas could increase satisfaction with services.</p>	<p>Appointments are staggered depending on number and complexity of check-ins.</p> <p>Standardized scripts were recorded to help when room already occupied.</p>	July 2019
3. Satisfaction	Fall 2018	<p>Although numbers are declining, users are generally satisfied with TC services and atmosphere.</p> <p>Satisfaction could decrease as services increase and as OSC lobby use increase.</p>	<p>When possible, adjusted staff breaks to provide more available hours for users.</p>	<p>May or may not keep this PSLO as the TC will transition to SLOs created in October 2018 for next reporting period.</p> <p>Otherwise, Fall 2019</p>

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.



Program Year	2013-14	2014-15	2015-16	2016-17	2017-18
ADA Tests Administered	127	135	188	158	155
FTE Students	814	757	708	686	675
ADA Tests/FTE Student	0.156	0.178	0.266	0.230	0.230

Overall, data shows an increased demand in testing support and access for students covered under the ADA over this five-year review. This P-SLO remains healthy.

As discussed in the TC’s 2017 APRU, the slight decrease in 2017 from 2016 could be attributed to the TC’s transition to the MySuccess scheduling platform and loss of tracking markers. Support this year mirrored 2017’s and over this five-year review, demand has increased.

Most requests handled in the TC continue to be for extended time and a separated, lower-distraction location. There are a few students who are allowed a reader (human or electronic) and/or a scribe. Although the TC is still allowed use the testing room in what was formerly the University Center, staff from the TC or OCET⁴ needs to proctor the student. Since 2017 staff from OCET helps reserve OCET space, schedules students with interactive accommodations (human reader or scribe), and proctors them. This change has been very helpful as the student

⁴ As part of the 2016 re-org, the TC falls under OCET.

can work directly with the person who will proctor them, instead of going through the TC each time.

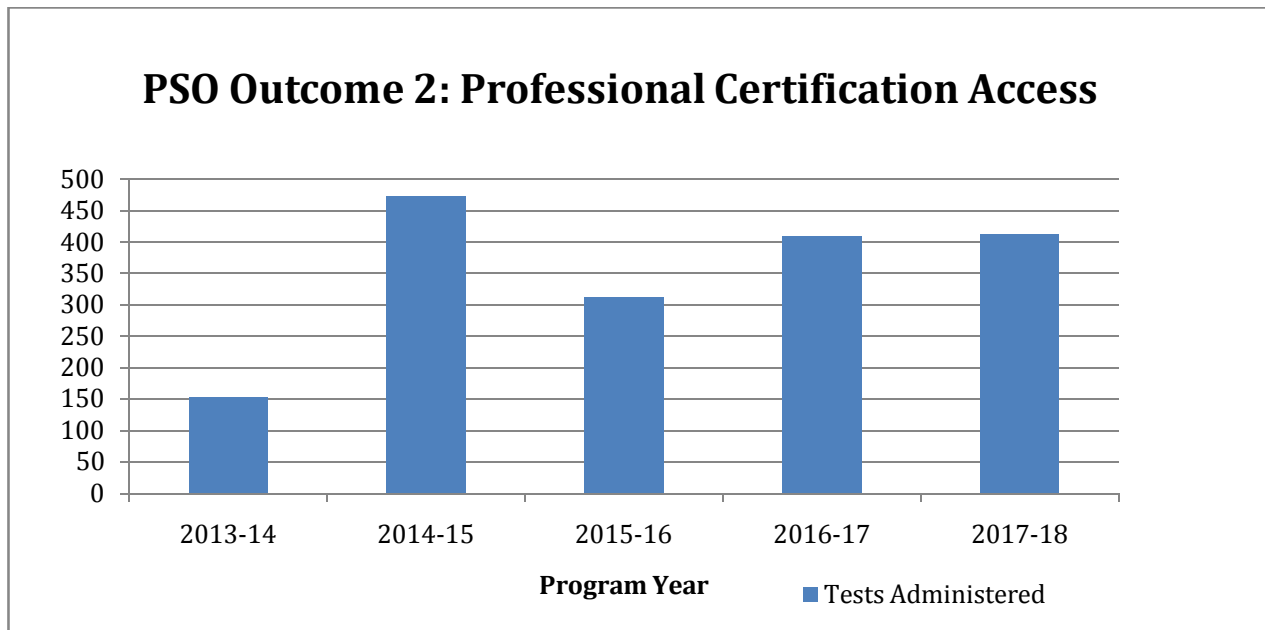
If location requests continue to rise, we may need to consider different solutions in the TC such as a separated soundproof testing booth that is ADA compliant and can fit two people or assistive technology devices for those needing a reader or scribe and/or carrel desks to reduce visual distractions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

For better service to all entities—professional, academic, and accommodated testing—it is important that the TC have additional space to accommodate these different functions. We could also work with the Disabilities Services Office to look into assistive technology devices that could help make the current space more useable for all.

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 Kaua'i CC students (SG 8).



Program Year	Total	ASE ⁱ	ServSafe ⁱⁱ	CNA ⁱⁱⁱ	SOH-PSD ^{iv}	PRAXIS ^v	Pearson VUE ^{vi}	NCCT ^{vii}	Other
2013-14	153	113	5	34	1	n/a	n/a	n/a	0
2014-15	473	270	0	n/a	17	90	64	24	8
2015-16	312	150	0	n/a	16	61	65	10	10
2016-17	408	178	0	n/a	26	87	103	11	3
2017-18	412	152	0	n/a	81	37	130	7	5

Though the numbers fluctuate between consecutive years, the trend in the number of professional certifications administered shows overall growth in this area over this five-year review. 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 2015-16, mainly revolved around fluctuation in ASE demand. The fluctuation in ASE demand accounted for about ½ of the increase in 2014-15 from 2013-14. The considerable drop in demand in 2015-16 was, again, mostly due to change in ASE demand. As ASE certifications must be renewed every five years, this next program year could show another spike in ASE demand. The other main players in the huge jump from 2013-14 to 2014-15 were the completion of our contracts with Pearson VUE and Praxis, and the new NCCT certification requirements for in-service medical assistants⁵.

Although Praxis demand has dropped considerably, as previously discussed, Pearson VUE's adding Hawai'i Insurance to its list of vendors available at KCC has helped to offset that drop.

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 outside the testing room, 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, Pearson VUE 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. Due to these complexities, exams are available as such:

Test	Availability (restrictions and requirements)
Pearson VUE	T/R –4 hrs each day; sometime 8 hrs on Tuesdays <i>Additional days/time are added depending on staff availability and other TC activities.</i> (No phones/printer use in TC; complicated check-in)
Praxis	Three times per month during Praxis testing windows–5 hour block at maximum. (No phones/printer use in TC; complicated check-in)
ATI TEAS Placement ⁶	T/R—4 hour block (Fee payments; complicated check-in; standardized script)
NCCT	Once per year (by request), on MEDA program requested date

⁵ 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.

⁶ For reporting purposes, ATI TEAS assessments fall under placement testing. However, it's included here since it's offered on a limited basis due to the time and complexity of starting this exam and its lengthy time limit.

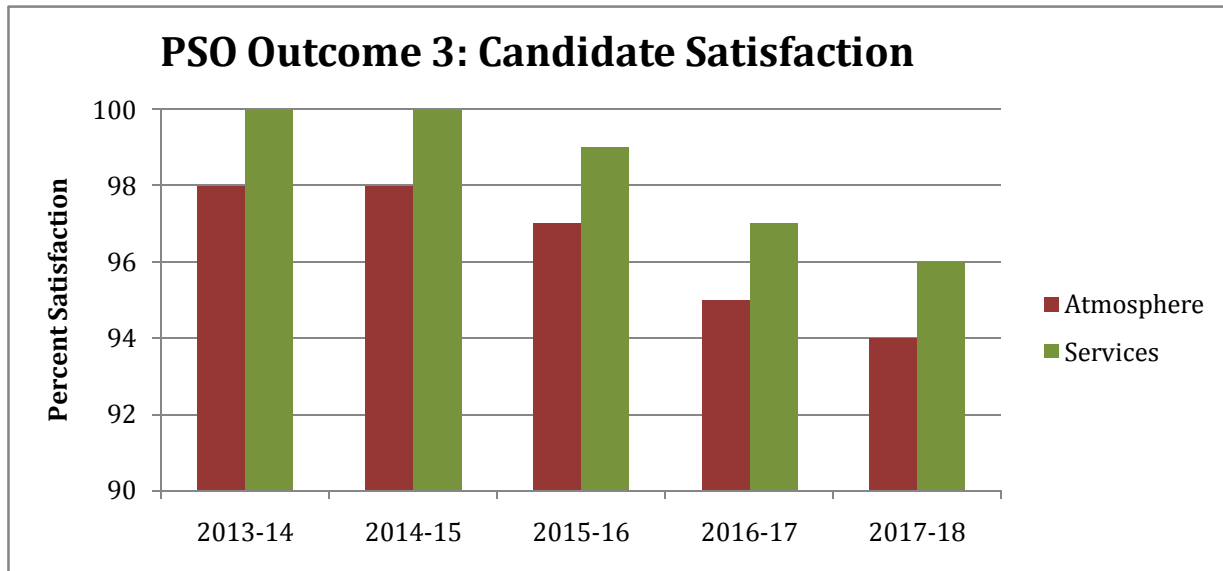
	(Complicated check-in; standardized script)
SOH-PSD	A few times per year (by request) (Complicated check-in)
Others	Daily

The standardized scripts for both NCCT and ATI TEAS were recorded so students can start as they come in. Both of these assessments require the student complete certain actions between sections of the script which leads to confusion for some. As a one-person office and with other operations running concurrently, this can lead to additional wait time to begin exams and lower satisfaction rates, especially when there are a lot of candidates. The next step is to create a webpage for them to follow along with.

All of the additional steps and requirements for specialized testing may add to other students' frustration in using the TC--added wait time when checking in for their exams and added hurdles in scheduling a testing appointment. To lessen the wait time, the TC schedule is usually adjusted to allow time for the complicated check-ins and script reading before regular testing begins. This equates to a 15- 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.”*



Fall Survey (% satisfied)	2013-14	2014-15	2015-16	2016-17	2017-18
Atmosphere is conducive to testing	98	98	97	95	94
Services are satisfactory	100	100	99	96	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 was removed. 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 helps cover the TC, but only when regular TC staff is either sick or away. No additional hours are provided to TC users by other offices on a regular basis. However, staff from OCET help with scheduling and proctoring students with accommodations, as discussed in P-SLO Outcome 1, above.

To counter some of the lost hours, I adjust my lunch break to coincide with mid-morning or early afternoon private use TC reservations. This helps provide an extra hour for regular testing on those kinds of days. When the TC was reserved for early morning, I would occupy a station at the Counseling Office front desk so students could easily make appointments. Over the last two program years, I have adjusted my schedule during finals week to provide some later hours each day, instead of just one day per week.

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.

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Course Prefix and Number	Date Last Reviewed	Next Review Date
**Not applicable to TC services		

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

Survey Type	Date Administered	Date of Next Survey	Results
Satisfaction Survey	Fall 2018	Fall 2019	89 students completed survey over two months. Satisfaction results ⁷ show a slight decline over all measures, as

⁷ Items marked “satisfied” or “very satisfied” make up the “yes, satisfied” category. Satisfaction is then measured by summing “yes” marks for each indicator and dividing by all responses for that indicator.

			<p>reported in the Program Quantitative Indicators. However, overall satisfaction still remains high and healthy.</p> <p>Although only a few left comments, the majority were in regards to wanting additional hours (3) or fewer distractions (2).</p>
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Part VII. Financials

Provide your program or unit’s budget for each year of this review.

Fiscal Year	Budget
2013 - 2018	<p>**The TC has not reported this data as it does not have access to financial data other than advance deposit receipts from the Business Office for testing services rendered.</p> <p>TC deposits were included in an account used by several other units prior to a separated account being created on 7/01/2017.</p> <p>Previously, the TC was allotted \$200 annually for supplies.</p>

Deposits for Testing Services Rendered^

Fiscal Year	Total Deposits
2013-2014	**not tallied
2014-2015	**not tallied
2015-2016	\$6,356.75
2016-2017	\$7,253.25
2017-2018	\$8,472.00

^Amounts are tallied from printed advance deposit receipts received from Business Office. Some actual deposits may be missing from these tallies.

Although these deposits are tiny in the larger scope of campus financials, funds from deposits could be used to improve TC services or offset replacing some of the aging equipment. In the past, the TC has worked with IT to exchange equipment to be deployed elsewhere.

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

The biggest challenges during this review period were, and continue to be, the addition of more professional testing with complex/time-consuming check-ins, the 2016 re-org and ownership of the TC, and staffing issues.

Adding more professional testing.

- Pearson VUE was originally added to support our Cisco Network Academy, for which a Perkins Grant awarded to the program helped purchase some of the initial technology equipment. Though only a handful of KCC students actually came through to take Cisco tests, community use in a variety of fields has steadily grown over the years.
- Praxis was added on behest of UH Mānoa’s School of Education for their teaching programs as Praxis was retiring paper tests and adopting computer-based testing. UHM’s recent removal of Praxis requirements for admission is probably responsible for most of the drop in Praxis demand. Community members, especially teachers or substitutes already working in schools, continue to come in for Praxis testing as the Hawaii Teachers Standard Board updates their requirements.
- SOH-PSD testing was added by the UHCC system in an MOA as PSD moved towards computer-based tests (CBT). The MOA implicated all of the TCs and provides only modest remuneration. What started off as running one video-streaming heavy test for them evolved to include three additional CBTs and three paper tests, then eventually their written Civil Service exam. Demand depends on their number of applicants that make it to the TC. This coming year, it seems like they will administer their Civil Service exam themselves and I have learned that they no longer use the video-streaming CBT.

Location/layout issues: The 2016 re-org was supposed to provide a new location for the TC with better layout and additional staff support. Though additional support does come from OCET, it was found that the location change did not pan out as quite a few changes were needed in that space as well. It was later decided that the TC should be moved under Student Affairs. The location and consequent expanded layout is still uncertain.

Staffing issues: As the TC works to expand services and change layout, additional staff will be needed. With more users in the TC, additional eyes and another witness to events will help maintain testing integrity. Separated service areas will need additional staffing. Additional staffing will allow TC to increase available hours and/or eliminate the lunch closure.

Though a student worker position was approved last reporting period, it is only now in the process of being filled.

Provide the program or unit’s current resources.

Category	What is needed?	Justification
PERSONNEL		
Positions (Faculty)		
Positions (Staff)	0.25 – 0.5 FTE Staff	As back-up to the TC Coordinator, this staff member would need to learn about all of the different exams administered in the TC and

		<p>become certified to administer some of them.</p> <p>I usually limit exams to academic only (KCC, DL, and some Non-UH) whenever I go on vacation to make it easier for my backup. However, this doesn't work when I'm sick or there's an emergency that calls me away.</p> <p>The best way to be comfortable in this role is to work in the TC regularly.</p>
OPERATING		
Supplies	\$350	<p>Replace toner cartridges (1 B/W, 3 color) Even though most printing is done in B/W, some color is used for grays. Once toner gets too low, printer stops printing.</p>
Equipment	\$200 (by 2020)	<p>One rolling office chair to replace old non-rolling chair which is starting to become a safety issue.</p>
Space/Facilities	<p>Separated/shared space for Coordinator office and ADA accommodations that include interactive oral communication.</p> <p>Separated/shared space for student work or TC front office operations</p>	<p>A space for coordinator to work on activities requiring fewer interruptions. This space could also be shared with a student with accommodations for a human reader or scribe.</p> <p>Separating the front end operations such as scheduling and check-in from the testing room would provide a better testing environment for all users. This could be a shared space.</p>
TECHNOLOGY		
Hardware	<p>Black and white laser printer/scanner/copier with duplexer (in 2020 or 2021)</p>	<p>Current multi-function color printer is now 10 years old. It drops and wastes toner on each print and cannot print double-sided automatically (must feed manually).</p> <p>Some DL courses still use paper exams which need to be printed and copied, then scanned and emailed back. Without this machine, I must leave the TC unattended during testing to use a copier or scanner in another office for timely return. Printing to a machine in the TC enables higher handling security.</p>
Software	<p>Update OS to Windows 10 and MS-Office to 2019</p>	<p>Microsoft is ending support for Windows 7 in 2020, so IT is upgrading machines to Windows 10.</p>

	(by 2020)	To support courses with proctored production assessments, MS-Office should be updated to 2019.
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Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Hire a student worker or part-time staff for at least 10 hours per week.	Improved testing services as evidenced by increased satisfaction on TC survey.	None hired during reporting year. Student worker position is advertised.
Work with F&M to better configure the Testing Center or renovate.	Improved testing services as evidenced by increased satisfaction on TC survey.	None yet, as actual physical location of TC and ownership on KCC Organizational Chart were still uncertain during reporting year.
Work with F&M to look into feasibility of PrivacyShield Ceiling Tile Barriers and Light Hoods to create a sound barrier	Better satisfaction with testing atmosphere	At least one of our contracts did not allow this type of setup. Since physical location was still uncertain, it was not pursued further.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. 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, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide 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
1. Support reduced cost and time to degree	HGI-7 HPMS-14	By 2021, have at least one (1) student take	By 2021, have at least 1 student	Number of students who take CLEP and	Thru 2021

<p>completion and desired increase in enrollment of working adults by educating the campus and community about CLEP opportunities</p>	<p>E-19</p>	<p>CLEP test(s) to earn general education credits to complete their KCC degree.</p> <p>Increase awareness of PLA opportunities through CLEP through increased marketing.</p>	<p>take CLEP test(s) to earn general education credits to complete their KCC degrees</p> <p>Students will finish their degree or finish it sooner</p>	<p>say they will send their results to Kauai CC</p> <p>Number of new students surveyed respond “yes” when asked if they are aware of CLEP.</p>	<p>Implement by 2020</p>
<p>2. Support job attainment or advancement and life-long learning by providing on-island professional certification testing</p>	<p>HII-8 HII-10</p>	<p>196 individuals sat for professional exams in 2017-2018.</p> <p>Benchmark for job attainment/advancement not yet set as survey question must be added to existing satisfaction survey.</p>	<p>Number of individuals sitting for professional exams will increase by 2% each year until 2021.</p> <p>Candidates sitting for professional exams who respond “yes” to a survey question about job attainment/advancement will reach 25% by 2021</p>	<p>Count of individuals sitting for professional exams.</p> <p>Candidates sitting for professional exams who respond “yes” to a survey question about job attainment/advancement</p>	<p>Thru 2021</p> <p>Implement by 2020</p>
<p>3. Support the desired expansion of DE offerings by providing resources and possible training opportunities regarding DL proctoring to DE</p>	<p>MTLE-12</p>	<p>Establishing a new benchmark</p>	<p>By 2023, 50% of all faculty offering DL courses will respond “yes” when asked if they felt</p>	<p>Faculty who respond “yes” on survey when asked if they felt comfortable with UH DL proctoring requests</p>	<p>Implement by 2022</p>

instructors			comfortable sending proctoring requests to other UH campuses		
4. Support the desired increase in enrollment of international students	E-21	Currently, there is no benchmark as the TC is not cleared to administer TOEFL	Students taking TOEFL to attend KCC will increase to 4 by 2024	Number of students taking TOEFL and responding "yes" when asked if they will use scores to help enroll at KCC	Implement by 2021

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

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

With location and layout still uncertain, I have no resource requests for Year 1. Here are initial plans to get started on goals not yet requiring financial resources.

Program Goal	1 – Increase awareness of CLEP opportunities to support HGI-7, HPMS-14, and E-19.
Resource Requested*	None for Year 1.
Cost and Vendor	CLEP provides brochures.
Annual Recurring Cost	
Useful Life of Resource	
Person(s) Responsible and Collaborators	TC Coordinator Admissions & Records, Marketing, Counseling
Timeline	Summer/Fall 2019 - Work with A&R to verify steps and cost(s) to get credit with CLEP scores. Fall 2019 - Work with Counseling to offer CLEP information to students thinking about stopping out due to cost/time constraints.

	Spring 2020 - Work with Marketing and Counseling to help disseminate information.
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***An approved ITAC Request Form must be attached for all technology requests**

Program Goal	3 – Support job attainment or advancement and life-long learning by providing on-island professional certification testing to support HII-8 and HII-10.
Resource Requested*	None for Year 1.
Cost and Vendor	
Annual Recurring Cost	
Useful Life of Resource	
Person(s) Responsible and Collaborators	TC Coordinator VCSA, VCAA, General Counsel (contract review)
Timeline	Summer 2019 – Create additional survey question for professional exams and add to current satisfaction survey. Review professional contracts and technical specs to see what changes need to be made. Fall 2019 – Start using updated survey with professional candidates so data can be reported in 2020. Spring 2020 – Pursue contract with Prometric testing to expand variety of professional exams available on Kaua‘i.

***An approved ITAC Request Form must be attached for all technology requests**

ⁱ ASE – National Institute for Automotive Service Excellence Certifications.

ⁱⁱ ServSafe - National Restaurant Association ServSafe Certifications.

ⁱⁱⁱ CNA – Certified Nurse Aide exam.

^{iv} SOH-PSD – State of Hawaii Department of Public Safety, Deputy Sheriff & Corrections Officer hiring testing.

^v PRAXIS - Used for admission into teaching programs and for teacher licensing and certification processes.

^{vi} Pearson VUE – One of the leading providers of computer-based testing across various industries.

^{vii} NCCT – National Center for Competency Testing, used at Kauai CC for Medical Assistant certification.