2020
ANNUAL REVIEW OF PROGRAM DATA

Testing Center

UNIVERSITY *of* HAWAI'I®

KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

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

What is the target student or service population?

The Testing Center's target students and service populations are:

- KCC & University of Hawai'i students
  - Incoming students – placement testing
  - Current students
    - Students in distance learning courses
    - Students needing to make-up or retake exams
    - Students with approved testing accommodations
    - Full classes needing computers to complete exams
  - Graduates and graduating students
    - Professional certification for course completion
    - Professional certification for career advancement
    - GRE
- Students enrolled in other schools, colleges, or universities (non-UH), including Kaua'i-based students and visitors
  - Placement testing
  - College/university course exam proctoring
  - Middle and high school independent study course programs
- Students seeking credit by examination
  - CLEP
  - DSST
- Kaua'i professionals
  - Professional exams for insurance professionals, automotive service professionals, State of Hawai'i deputy sheriffs and correctional officers, emergency medical technicians, teachers/educators, pharmacy technicians, IT professionals, and more.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Due to the global Coronavirus pandemic, there has been an extreme shift in Testing Center use and services. Since mid-March 2020, services were cut back to only provide services to currently enrolled or accepted University of Hawai`i students. Many courses, including distance learning courses, also modified their assessment tools demanding much less support from testing centers. Comparisons to previous years' data will be difficult to meaningfully analyze for such reasons.

Placement Testing:
Although a decline in placement testing was expected as alternative placement measures are further adopted and more placement testing was being conducted in the high schools by our outreach counselors and high school early college liaisons, it probably would have only been between 10%-15% less than the previous year.

In-person placement testing ended March 27, 2020. This would have included TEAS testing for Nursing program applicants which was scheduled to run until April 30, 2020, their applications being due on May 1.   Compared to the 563 placement tests administered by the TC in AY2018-2019, there was a huge decline to only 243 placement tests administered in AY2019-2020, a 57% decline over the previous year. The shift to using other placement assessment instruments (alternative placement measures, outreach and early college administrations in the high schools, UHCC EdReady, and self-guided surveys) and the emergency shutdown of Accuplacer use decreases the number of placement exams the TC administers. Although the TC doesn't administer as many placement tests as before, duties have shifted to support of the other methods. Some of these include creating vouchers and support documents for administrations at the high schools, creating UH IDs as needed for students sitting for Accuplacer, entering UHCC EdReady scores into Banner, receiving and reviewing some of the Alternate Placement Measures forms submitted separately from student applications and entering pertinent scores into Banner.

Next year's placement numbers depend on changes in enrollment, health and safety measures, and changes in assessment availability. Use of UHCC EdReady scores, expanded use of alternative measures and self-guided surveys, and using expired Accuplacer scores beyond Spring 2021 may further decrease the number of sessions administered by the TC. As with Accuplacer and testing at the high schools, our role would shift from direct administration of placement tests to providing support for these other assessments.

Distance Learning Testing:
Again, there was a drastic decline in demand due to the Coronavirus pandemic. As discussed earlier, most courses, including distance learning courses, changed their assessment tools to require little to no proctoring drastically affecting demand. UH closure to the general public also drastically affected non-UH testing demand.

Distance Learning (DL) numbers include all tests administered for UH DL courses, courses from schools outside of the UH System (non-UH), and credit-by-examination (CBE) tests such as CLEP and DSST.

Overall demand for DL services decrease 32% from 1133 in AY2018-2019 to 766 this year. Testing for UH DL courses dropped from 1058 exams in AY2018-2019 to only 732 exams this

year, a 31% decrease in demand.   There was also a 55% decrease in Non-UH/CBE demand this year over last, going from 75 tests last year to only 34 this year. Again, it's difficult to truly compare these numbers to any previous years due to the current pandemic's effects on the TC's availability to the general public. While the TC was open this reporting period, we supported 239 UH students enrolled in 138 different UH DL courses (courses counted by semester), administering 732 exams. Of those, 245 exams were for 97 students enrolled in 15 different Kaua`i CC DL courses. Of the 34 other DL tests administered for non-UH/CBE, the TC helped 19 students enrolled in 24 different courses at 16 different schools, and four people who took CLEP tests.

Distance Learning Testing highlights for this year (courses counted by semester and not separated by sections):
- University of Hawai`i (numbers include KCC DL courses)
    - 239 students supported
    - 138 different courses supported
    - 732 exams administered
- Kaua`i CC DL courses only
    - 97 students supported
    - 15 different courses supported
    - 245 exams administered
- Non-UH courses
    - 19 students enrolled at 16 different schools supported
    - 24 different courses supported
- Credit by Examination
    - 4 people supported

Local Testing:
Local testing includes all tests other tests not included in the two previous groups. This includes testing for KCC in-person courses and professional testing. Again, changes in access to the general public and to ensure the health and safety of staff and students, demand in local testing dramatically declined from the previous academic year.

Local testing demand dropped from 2695 exams in AY2018-2019 to 1713 exams in AY2019-2020, a 36% decrease in demand. During the time the TC was open, 1429 academic tests were administered in the TC to 288 students. Most of these were for classes that reserved the TC for private full-class computer-based testing. There were 1041 tests taken in the TC by 133 students in 11 different courses as private full-class testing. The remaining 388 academic tests were administered to 198 students in 67 different courses.

Local Testing highlights for this year (courses counted by semester and not separated by sections):
- Academic testing
    - 288 students supported
    - 75 different courses supported
    - 1429 exams administered in the TC
- Professional testing
    - 157 people supported, 352 exams administered

- 42 automotive service professionals (148 exams)
- 3 early childhood professionals (3 exams)
- 1 fitness professional (1 exam)
- 49 insurance-related professionals (81 exams)
- 14 healthcare related professionals (14 exams)
    - 11 of these were KCC students with this professional certification as a course capstone.
- 5 IT professionals (7 exams)
- 1 public works professional (1 exam)
- 34 education professionals (43 exams)
- 8 public safety professionals (54 exams)

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

From July 1, 2019 to March 23, 2020, the TC had 0.50 FTE administrative support personnel and up to 0.50 FTE student employee support. Having the additional coverage allowed the TC to dispense of the lunch hour and meeting closures. This provided better access to students, especially those with accommodations for extended time who previously had an extremely limited time window to begin an exam <u>and</u> receive full extended time accommodations when allowed 3-4 hours for an exam. This extra coverage also allowed better access to all students since staff was able to cover both the TC for regular testing or tests with time/location only accommodations and cover a separate testing location for students with accommodations for a reader or helper that required verbal communication. Without this extra support, hours and proctoring availability were much more restrictive.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
    a. Access for accommodated testing, last assessed July 2020
    b. Access for professional certification, last assessed July 2020
    c. Satisfaction with services, last assessed Fall 2020
c) Assessment Results.
    a. As with all of our other numbers, the demand for test services for students with accommodations has fallen significantly. However, for the period from July 1, 2019, to March 23, 2020, students with accommodations had more flexible access as discussed previously. Demand decreased significantly from last year's 106 exams to only 51 this year. This number fluctuates as the number of students with accommodations goes up or down each semester. I haven't looked at actual headcounts in the past, but that might be a help going forward to devise action plans

in this area. Though the switch to online course delivery like in all other areas, has affected this area.

b. Professional testing had been slowly increasing over the last few years, from 408 in 2016-17, to 412, then 419 last year. This year I expected the number to continue increasing as having additional staff allowed me to open more concurrent seats for professional testing with little to no impact on academic testing support and services overall. This area is mainly for the general public which we were closed to from mid-March, losing one quarter of the year in review. Compared to the 30%-55% decrease in other areas, professional testing only decreased by 16% from last year suggesting some growth in the first three quarters of AY2019-2020. Professional testing is one area of revenue generation by the TC, albeit a small amount. Candidates, however, are usually general public and access to the campus is still mostly closed off to them.

   At the start of 2020, the TC was also pursuing a contract that would widen the scope of professional tests available to our students and community and would generate additional revenue. That has been put on hold due to the pandemic and public health concerns.

c. A satisfaction survey was conducted over October this Fall 2020 semester. The TC collected 77 responses and almost 100% satisfaction in all areas. (*A response of agree or strongly agree is counted as satisfied.)* A nice improvement over last year, but this could be due to generosity of the students coming in during this pandemic and fewer responses.

Fall satisfaction survey (% satisfied)

- o   I find that the hours at the TC meet my needs: 99 this year versus 92 last.
- o   The atmosphere at the TC is suitable for testing: 100 this year versus 95 last.
- o   I am satisfied with the services at the TC: 100 this year versus 95 last.
- o   My test was administered in a timely and efficient manner: 100 this year versus 97 last.

d) Changes that have been made as a result of the assessment results.

   a. Most of the recent changes have been due to the pandemic, some fortunate and some not.
      i. Extra testing staff is no longer available
      ii. Remote testing is available on a limited basis
      iii. Dividers were installed between tables, providing more privacy for uses and a visual and physical reminder to socially distance users
      iv. Through the Title III grant, changes to the TC's physical layout is slated to be completed this grant year, which will include a separate office connected to the TC for coordinator use and for accommodated testing as needed and a few other changes to improve the testing atmosphere for TC users.

The TC has not yet switched over to the new SOs introduced in last year's APRU, so existing PSLOs/PSOs were addressed here.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

As stated in last year's action plan, all computers in the TC were upgraded from Windows 7 to Windows 10 by IT in December 2019. This was a necessary change so the TC could continue to administer a number of tests that would have shut down our access without the update. No further action required at this time. This action met KCC's priority goal 13 and helped directly support goal 10 and possibly goals 12, 8, 7, 4, and 1.

Although a workgroup was started last year to better address using alternative placement measures (APM) that were already established in hopes to remove/reduce the time between acceptance and meeting with a counselor, the pandemic forced us adopt them sooner than we would have. It also brought about the use of UHCC EdReady usable at all UHCC campuses and self-guided placement surveys usable at our campus only.

Better use of APMs was also being pursued because some see the Accuplacer placement test as a barrier or something to be feared instead of an instrument to get them on their desired path. The biggest hurdles were figuring out how APMs were gathered, understanding what they were (by those that weren't familiar with them, myself included), how to gather them better, and how to operationalize gathering and implementing them. More work in operationalizing collection and use of APMs should be done this year to ensure more streamlined onboarding for future students. This action supports KCC's priority goals 17, 19, and 20.

A workgroup to address CLEP visibility and use was started by the VCAA last year. However, I have not yet administered CLEP to any Kaua`i CC students. This action would support KCC's priority goals 20, 14, and possibly goals 6 and 1.

Goal: Reduce the cost of education for students and increase enrollment of working adults (goals 14 and 20) by increasing awareness of CLEP.
Activity 1: Find out status of VCAA's CLEP working group to see next steps to implement this goal. It could be used as a marketing tool—saves time to get AA or AS degree. Could possibly save

money, depending on administration and evaluation fees. The TC charges a $50 administration fee for CLEP tests.

Unit of measure, benchmark, and goal: At least one KCC student or potential student will sit for CLEP on Kauai with intent to use CBE result at KCC by the end of AY2022. At least two UH students will respond "yes" when asked if they are aware that CLEP is available at KCC.

Goal: Increase life-long learning and professional development opportunities for community members, support increasing the STEM workforce, and support increased job placement for KCC students (goals 10, 9, and 8) by providing professional certification opportunities on Kaua`i.

Activity 1: Devise a plan to safely reopen professional testing for Kaua`i residents, starting with any Kaua`i-based students or staff currently enrolled in UH courses or employed by UH or its entities.

Unit of measure, benchmark, and goal: The TC is allowed to reopen to a limited population for professional testing during the pandemic.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

At this point it's extremely difficult to tell where things will go until there is a safe and reliable screening method and vaccine. The changes to the TC layout will be and interesting adjustment as well.

The next CPR will be in 2023 or 2024.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

☒ **I am NOT requesting additional resources for my program/unit.**