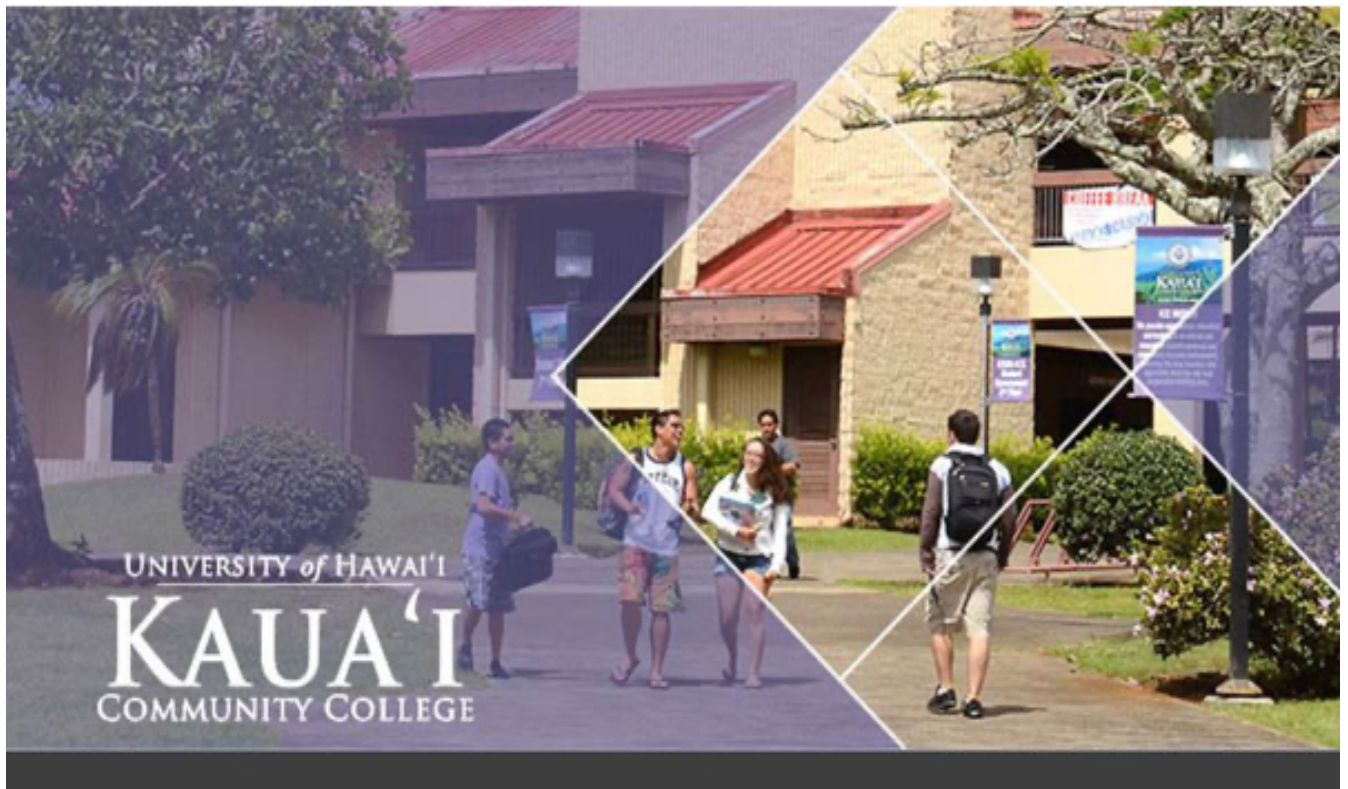Comprehensive Program Review
2023

UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE

Testing Center

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: 2019-2023

Program or Unit Mission Statement
Kauaʻi 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 Kauaʻi'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
Kauaʻi Community College (KCC) is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.
How does your campus program or unit support the college mission?

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.

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

Part II. Program Description (UHCCP 5.202)

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.

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).

Distance Learning Testing highlights for this 2022-2023 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

Over the past 4 years, there is steady decline in students using this service that coincides with the decline in the overall college population

Program Quantitative Indicators

Demand Indicators		Program Year				
		18-19	19-20	20-21	21-22	22-23
4	Number of placement test sessions administered per year per student FTE	.9	.9	.85	.79	0.9
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	4.4	4.0	4.1	4.2	3.9

Efficiency Indicators		Program Year				
		18-19	19-20	20-21	21-22	22-23
7	Number of test sessions administered per FTE testing center staff	2455	2400	2564	2432	2234
8	Annual operational testing center budget allocation per number of test sessions administered	$0	$0	$0	$0	$0

The program experienced some setbacks in 2021 due to the COVID pandemic and needed to revise its assessment efforts. In the 2023-2024 Academic Year, student services moved to a broader survey that would be administered to the entire student population. The survey would differentiate between the students who took face to face courses and those that took only online courses. This was done to help determine if student services programs were meeting the needs of all students, regardless of their delivery. The following are highlights from the Spring 2024 survey, administered to students enrolled for the Spring semester.

Spring 2024	Strongly Agree and Agree	
Question	At least one In Person Class	All online courses

The Testing Center offers a variety of times to meet my needs when taking a course.	50%	31%
The Testing Center accommodates my test taking environment.	55%	31%
The services offered by the following programs contribute to the academic success of students.	83%	100%
The times offered by the following programs meet student needs.	86	100
The modality (online, in-person) of services provided by the following programs meet my needs.	83	100
How satisfied are you with the following programs? (Testing Center)	83	100

Part IV. Assessment Data (EP 5.202)

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

Assessment Results.

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.

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.

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. Here is a summary of a few points

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

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 users 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.

As mentioned earlier, the TC made some changes on how assessment is being done to ensure the questions are better tailored to helping the program make adjustments as needed. Over the course of the next year TC will work with the Vice Chancellor for Student Affairs office to create a new assessment tool and timeline.

Part VI. Survey Results

This survey was recently created and administrated in the Spring 2024 semester. TC will build upon this efforts anf collaborate with other student affairs units to meet students needs.

Spring 2024	Strongly Agree and Agree	
Question	At least one In Person Class	All online courses

The Testing Center offers a variety of times to meet my needs when taking a course.	50%	31%
The Testing Center accommodates my test taking environment.	55%	31%
The services offered by the following programs contribute to the academic success of students.	83%	100%
The times offered by the following programs meet student needs.	86	100
The modality (online, in-person) of services provided by the following programs meet my needs.	83	100
How satisfied are you with the following programs? (Testing Center)	83	100

Part VII. Financials

The TC has an operating budget of $1200/year for supplies for the program. As needed the program will request funds to update computers and software. At this time the budget is not available due to the cost differentials with technology each year.

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

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.

Part IX. Analysis of Program

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.

*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).

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