

ACADEMIC SUPPORT: TESTING



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Testing and Learning Center (TLC) provides the UHMC campus community with a variety of testing, tutoring, and learning support services & resources. We work in collaboration with faculty, counseling, and other academic and student support services to support student success, one of the themes in our UHMC Strategic Directions 2015-2021. Testing is one component of TLC and includes placement testing, distance learning testing, makeup and disabilities testing, community and certification exam proctoring.

Testing & Learning Center (TLC) Service Outcomes

- Assist students in passing their courses
- Assist students in understanding course material
- Refer students to other campus support services as seamlessly as possible
- Provide access to relevant study and learning assistance materials and resources
- Provide a supportive physical location where students can receive tutorial assistance, access learning resources, study, and feel welcomed
- Meet the testing needs of the students, faculty, and the Maui community
- Provide quality testing conditions – including a physical environment that is conducive to all aspects of testing including check in and check out process as well as the “testing” environment and equipment

What is the target student or service population?

The TLC provides services for all students enrolled in UHMC courses. The testing center also provides community and certification testing options for the Maui community. The TLC was open 56 hours a week during the fall and spring semesters (except for April) and 40 hours a week during summer (once we reopened in May). We close on holidays. Testing services are only available Monday- Friday.

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). The quantitative indicator table and charts are in the appendix.

Demand - Testing sessions decreased by 36% since AY 2017-2018. The bulk of the decrease (32.7%) happened in AY 2019-2020. In response to the pandemic, UHMC stopped DL testing for DL courses originating on the UHMC campus because of safety and capacity. This resulted in a 35% decrease in DL testing sessions and a 45% decrease in UHMC make up and disabilities proctoring. Placement testing has been steadily declining, 38%, over the last three-years. With the onset of Multiple Measures for placement into math and writing courses fewer students are taking the placement test, so the decline is indicative of a successful system campaign to move away from high stakes placement testing. With that said, Accuplacer is mostly used by our Early Admit students, and TLC’s testing coordinator provided 164 Accuplacer remote proctoring sessions between March 9th – June 12th to accommodate prospective

students enrolling in fall 2020 courses. There was only a 19% decrease in Accuplacer testing sessions from the previous year because the testing coordinator converted to remote proctoring. There was also a 35% decrease in community and certification proctoring which grew by 9% the previous year. The decrease is attributed to the pandemic which resulted in an initial shut down, and then reduced seating capacity once in person testing resumed.

Efficiency –TLC has a 1.0 FTE APT B testing coordinator who manages the testing center and student proctors. The testing coordinator and student assistants proctored and processed 4,760 test sessions and generated \$25,623 in revenue which is a 1 percent increase over the previous year’s revenue despite the pandemic’s impact on testing. Revenues have continued to slightly increase over the last three years. Still our efficiency decreased from last year because we administered fewer tests as quantitative indicator # 8 shows in the table on page 4.

Effectiveness – TLC sends a survey to students who use the center services. Overall, respondents indicate our hours, administration, and atmosphere are satisfactory. The testing center adheres to National Postsecondary Test Center Standards and meets criteria for different kinds of certification and admissions testing. Please see more discussion under student/service outcomes on page 5.

2020 UH Maui College ARPD
Program: Testing & Learning Center

Quantitative Indicators

#	Student and Faculty Information	2017-18	2018-19	2019-20
1	Annual Unduplicated Student Headcount	3,983	3,818	3,740
2	Annual FTE Faculty	126	123	119
2a	Annual FTE Staff	151	167	166
3	Annual FTE Student	1,685	1,540	1,497

#	Demand Indicators	2017-18	2018-19	2019-20
4	Number of placement test sessions administered per year per student FTE	1.0	.85	.70
5	Number of Distance Learning tests administered per year per student FTE	1.7	1.9	1.3
6	Local campus tests proctored per year per student FTE	1.5	1.7	1.1

#	Efficiency Indicators	2017-18	2018-19	2019-20
7	Number of test sessions administered per FTE testing center staff	.015	.015	.010
8	Annual operational testing center budget allocation per number of test sessions administered	\$17	\$18	\$28

#	Effectiveness Indicators – Satisfaction measurements using Common Survey Questions	2017-18	2018-19	2019-20
9-1	The hours at the Testing Center meet my needs	96%	96%	89%
9-2	The atmosphere at the Testing Center is conducive to testing	100%	100%	100%
9-3	The services at the Testing Center are satisfactory	100%	100%	93%
9-4	My test was administered in a timely and efficient manner	100%	100%	89%

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.

Service Outcome	Activities and Outputs	Data
Meet the testing needs of on-campus and distance learning students as well as the community	<ul style="list-style-type: none"> Website with testing forms and information. # of new testing contracts Test processing procedures Proctoring procedures Proctoring training curriculum Test security protocols Testing policies and procedures # of proctor certifications TLC proctors have 	<ul style="list-style-type: none"> Student feedback Faculty feedback Community feedback Usage data Revenue
Provide quality testing conditions – including a physical environment that is conducive to all aspects of testing including check in and check out process as well as the “testing” environment and equipment.	<ul style="list-style-type: none"> Up to date hardware and software Nat'l Postsecondary Test Center Standards 	<ul style="list-style-type: none"> Student Feedback Community feedback

- c) Assessment Results.
d) Changes that have been made as a result of the assessment results.

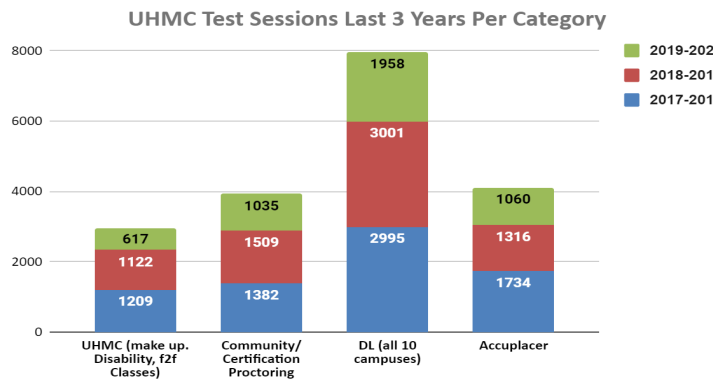


Chart 1

Chart 1 shows the usage data for the last three years. The UHCCs launched EdReady in June 2020 as an online placement tool to substitute for Accuplacer during the pandemic. By switching over to EdReady, the testing coordinator was able to stop remote proctoring and focus on opening the testing center in May/June 2020 with social distancing and CDC protocols.

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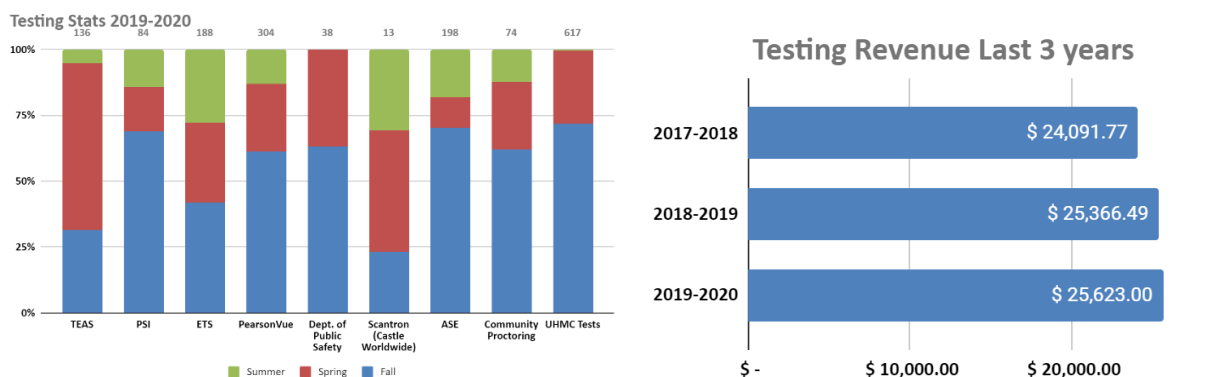


Chart 2 shows types of tests given during 2019-20. Many UHMC programs require testing either to get into the program or for certification at the end of a program or both. Many members of the community must have certification to practice their profession and those requirements are not changing during the pandemic. However, the test center's capacity has been greatly reduced.

Chart 3 shows the impact the pandemic had on testing, and those declines are sure to continue through AY 2020-2021.

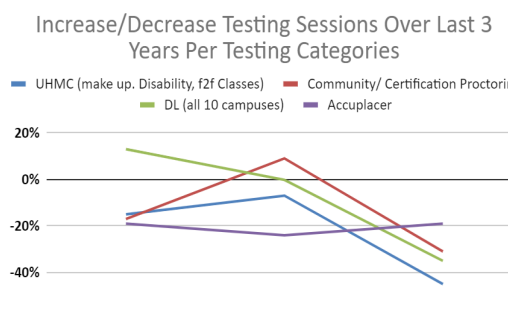


Chart 4

Chart 4 shows the revenue generated through proctoring over the last 3 years. As community and certification proctoring has grown so have our revenues. The goal has been to onboard 2 new tests each year and the testing coordinator has met or exceeded this goal for the last several years including AY 2019-20 in which she onboarded 3 new tests¹. Onboarding requires the testing coordinator pass a proctoring certification exam as well as making sure the center meets technical requirements for delivering the test. We use the revenue to pay for TLC supplies, placement tests², computers, software,

¹ New test vendors - SERV Safe, ProV, and NCCT

² EdReady is currently paid by the UHCC system and TLC's expectation is that this learning/placement resource will continue for AY 2021-22.

and staff assistance. Major expenses from this past year were 1) copy contract and machine, 2) Accuplacer units, and 3) personnel costs to meet tutoring and testing needs for students and community. We are expecting to see a more severe revenue loss in the next year because of the pandemic and reduced capacity for testing.

TLC staff continued to work with campus and community partners to meet testing needs. Campus partnerships include nursing and automotive. For example, the testing coordinator worked with the automotive program coordinator to provide ASE testing to 30 automotive students, and the director secured funds to pay the TEAS test registration fee for students applying to the UHMC nursing program. Off campus partnerships include Maui Fire Department, Kapiolani's EMS program, and Bayada Health Care. The testing coordinator also works with counseling and the system office to keep placement information for math and English current. This past year, TLC's testing coordinator worked with other UHCC testing coordinators to develop a revised proctoring form. The TLC testing coordinator and director worked with UHCC system office and campus to launch EdReady.

We are anticipating continued declines in testing center usage and revenues because of the social distancing requirement in the short term. However, we expect the demand for testing grow in the long term. A report³ published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*, identifies 113 credentials linked to 253 high wage occupations in Hawaii. Most of the credentials listed require testing at a testing center.

4. Action Plan

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

TLC's Testing Action Plan for AY 2020-2021

Activity	Person(s) Responsible	Timeframe
Continue to monitor the situation and adjust accordingly so we can provide testing services to meet campus and community need during and post pandemic.	Testing coordinator & director & deans	AY 2020-2021
Expand to L02 which is connected to the testing center to increase capacity in short and long term (please see footnote #2)	Testing coordinator, director, deans	AY 2020-2021
Meet the credentialing needs for our community workforce (please see footnote #2)	TLC testing & coordinator	AY 2020-2021
Monitor the budget and discuss options with the testing coordinator and deans.	TLC director	AY 2020-2021
Work with the other academic support units to make services more streamlined and accessible to students	TLC staff, Library, IT	AY 2020-2021
Offer remote test preparation workshops and coaching sessions to help students pass their tests and courses.	TLC director & testing coordinator	AY 2020-2021
Work with the campus deans, to implement UHMC check in process, order cleaning supplies, and assist with cleaning to main safety.	Testing coordinator & director	AY 2020-2021

³ <https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/>

5. Resource Implications

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

TLC is requesting L02 to increase testing capacity.