ANNUAL
REPORT OF PROGRAM DATA
2022

UNIVERSITY *of* HAWAI'I
MAUI
COMMUNITY COLLEGE

Testing

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Testing Center at UHMC aims to provide testing services to UHMC and UH students and the larger Maui Community. Testing services supports UHMC degree programs by proctoring admittance, certification, and licensure exams for students at various points in their respective educational path.

What is the target student or service population?

UHMC test center provides test proctoring for several target groups:

- UH distance learners living in Maui taking courses from another college in the UH system;
- UHMC students who need make-up or accommodations for testing;
- UHMC programs that require admittance, certification, licensure as part of program requirements;
- Community/County members who need certification or licensure to gain and maintain employment.

2. Analysis of the Program/Unit

Demand - The number of proctoring sessions has decreased since AY 2019-20 by 61%. As Table 1 shows, there were 4,670 proctor sessions in AY 2019-20 compared to 1,822 proctor sessions in AY 2021-22. There was an increase in the number of proctoring sessions from AY 2020-21 to AY 2021-22. Following is the breakdown of proctoring sessions for the last three years.

Table 1

UHMC Test Sessions Last 3 Years Per Category			
	2019-2020	**2020-2021**	**2021-2022**
Community/ Certification/ licensure Proctoring	1035	1061	1504
UHMC (make up. Disability, f2f Classes)	617	30	147
DL (all 10 campuses)	1958	58	171
Placement Testing (Accuplacer)	1060	0	0
Totals	**4670**	**1149**	**1822**

UHMC has not proctored the Accuplacer placement test since June 2020. Instead we use multiple measures like GPA and EdReady Learning Path to transition students into math & English courses. Proctoring sessions for distance learning, make up testing, disability, f2f classes increased from academic year 2020-21 to 2021-22, but are still below the number of sessions proctored prior to the

pandemic. It is likely the demand for proctoring in these areas will stay low as part of a shift at UHMC towards more equitable college placement and course assessment practices for students.

The only category of proctoring to see a steady increase during the last three academic years is community/ certification/ licensure. Table 2 shows the breakdown of proctoring sessions in the certification/licensure category.

Table 2

Type of Test	2019-2020	2020-2021	2021-2022
Community Proctoring	74	18	24
ASE (Automotive)	198	260	304
Scantron (Meazure)	13	13	16
Dept. of Public Safety	38	21	48
PearsonVue (various certifications)	304	239	263
ETS (TOEFL, GRE, PRAXIS)	188	125	62
PSI (various certifications)	84	252	388
TEAS (nursing program admittance test)	136	133	232
FAA			75
TSA			9
HVAC - EPA 608			33
Totals	**1035**	**1061**	**1504**

The demand for certification, licensure, and credentialing continues to grow. The testing coordinator is scheduled to administer tests for four new vendors by the end of December 2022, and has more new vendors in-process. Adding vendors requires data governance approval; test center approval from vendor; proctor certification; procurement of specific materials according to vendor requirements, and scheduling with vendor, faculty, students, or community to meet the need.

Efficiency –UHMC has a 1.0 FTE APT B testing coordinator who schedules, proctors, onboards, and manages the testing center. In the past, prior to the pandemic, the testing center was located with tutoring services in The Learning Center (TLC). There were several staff positions and student assistants helping to run TLC which prioritized placement and distance learning proctoring as well as tutoring for the campus. In spring 2021, tutoring services including the tutor coordinator, peer tutors, and TLC director relocated to the Library. As the demand for testing decreased, the campus redirected resources accordingly.

Effectiveness - Testing services rely on satisfaction questionnaires sent by the Test Vendors directly to exam completers as part of the vendor's quality control process. The reviews from these processes suggest the center accommodates the testing needs of the community; the facility is conducive for greeting testers, checking them in, and taking the exam; the test center and test stations continue to meet the vendor requirements; the proctor is up to date on certifications. The

testing coordinator works directly with the vendors on scheduling since testers register and reserve a seat through the vendor not TLC for most tests. There are exceptions to this like for the ASE certifications, technicians schedule directly with the testing coordinator.

Testing Quantitative Indicators

#	Student and Faculty Information	2019-20	2020-21	2021-22
1	Annual Unduplicated Student Headcount	3,740	3,612	3,333
2	Annual FTE Faculty	119	109	98
2a	Annual FTE Staff	166	162	153
3	Annual FTE Student	1,497	1,393	1214

#	Demand Indicators	2019-20	2020-21	2021-22
4	Number of placement test sessions administered per year per student FTE	.70	0	0
5	Number of Distance Learning tests administered per year per student FTE	1.3	.04	.14
6	Local campus tests proctored per year per student FTE	1.1	.76	1.3

#	Efficiency Indicators	2019-20	2020-21	2021-22
7	Number of test sessions administered per FTE testing center staff	10.2	4.2	6.9
8	Annual operational testing center budget allocation per number of test sessions administered	$28	$54	$40

#	Effectiveness Indicators – Satisfaction measurements using Common Survey Questions	2019-20	2020-21	2021-22
9-1	The hours at the Testing Center meet my needs	89%	NA	NA
9-2	The atmosphere at the Testing Center is conducive to testing	100%	NA	NA
9-3	The services at the Testing Center are satisfactory	93%	NA	NA
9-4	My test was administered in a timely and efficient manner	89%	NA	NA

# 3. Program Student Learning Outcomes or Unit/Service Outcomes

a) **Testing Service Outcomes that have been assessed in the year of this Annual Review.**
   a. Meet the testing needs of UHMC and the Maui community by providing distance learning and certification/licensure proctoring services
b) **Assessment Results:**

Chart 1 shows how usage has shifted over the last three academic years. As previously stated, placement testing (Accuplacer) was replaced with EdReady Learning Path. Also, the decline in DL will likely continue based on UH policy guiding assessment practices in online courses.

UHMC Test Sessions Last 3 Years Per Category
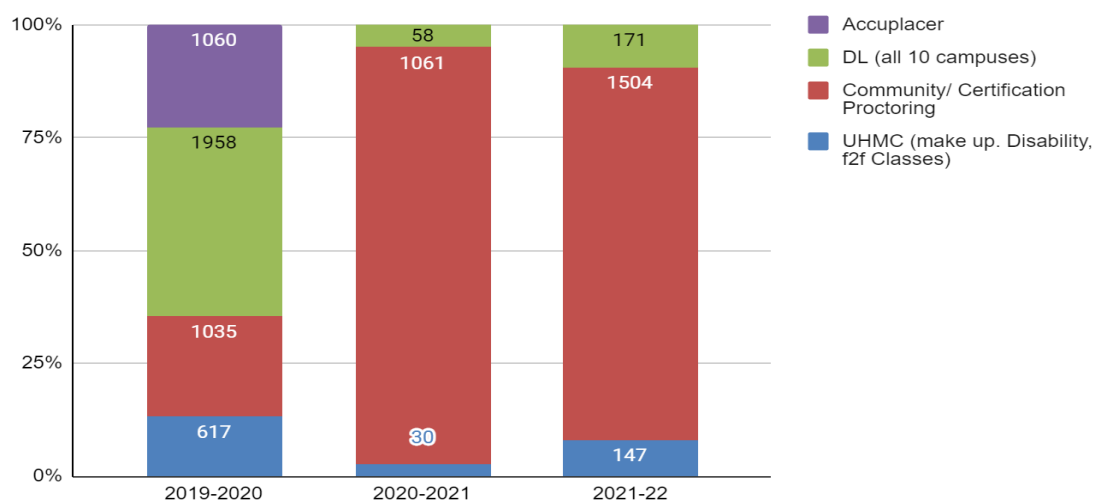
c) **Changes that have been made as a result of the assessment results**.

1. Since proctoring needs have decreased overall since the pandemic started, TLC relocated its tutoring coordinator, director, and peer tutors to the library. Previously, these personnel with the testing coordinator operated walk-in testing services for DL and placement (Accuplacer).
2. The testing coordinator continues to manage testing services in TLC building.
3. Proctoring is scheduled; there is not a need for walk-in services.
4. Testing coordinator is growing the certification and licensure proctoring services area to support the needs of the UHMC degree programs and the Maui community members and employers.

4. Action Plan

Continue to monitor proctoring needs of the campus and community and respond accordingly.

5. Resource Implications

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

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ **I am requesting changes to the SOC codes/occupations listed for my program/unit.**