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University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

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PREVIEW

College: Kauai Community College Program: Testing Services

Program did not provide date of the last comprehensive review.

Program Description

Testing Center Mission Statement: *Kauai Community College's Testing Center supports student and community success by providing academic and professional examination facilities both internally to faculty, staff, and students and externally to the Kauai community. The Testing Center is committed to maintaining the highest compliance with professional testing standards and practices, safeguarding confidentiality of records and exams, and creating an optimal testing environment.*

The TC was created as a joint effort between Student Services and Academic Support Services. It is staffed by one person with an additional 0.138 FTE of regular help from the University Center (UC). Staff from Computer Services, Media Services, University Center, and Student Services helps to provide services in the TC when regular staff is away. As part of the joint effort, Student Counseling & Advising handles appointment scheduling and paperwork for students taking COMPASS placement tests.

Since its inception as a separate office in 2009, the TC has administered Compass placement tests and academic tests for on-campus courses, UH distance learning courses, and academic courses from other schools and universities. In 2013 we completed our contract with CLEP in an effort to help encourage working community members return to school to complete a degree. Our first CLEP exam was administered fall 2014.

Services were expanded to include professional certifications in spring 2012 with the addition of a contract with the National Institute for Automotive Service Excellence (ASE). We were contacted about this new agreement as ASE phased out paper examinations and would only administer their exams via computer. We also started administering the National Restaurant Association's ServSafe certificates that year.

2014 saw further expansion of services with the inclusion of Praxis and PearsonVue testing. We added PRAXIS testing in summer 2014 when they phased out their paper exams. Though Praxis exams are used for entry into Education programs, many are used for state licensure by educators already working in the field or looking for employment. Thus, it's classified as a professional exam for our data purposes. A contract with PearsonVue was also completed in 2014. This contract includes about 80 different vendors with certifications for early childhood educators, emergency medical technicians, graphic artists, arborists, IT specialists, and many more.

Kauai Community College Testing Center is the only certified ASE, NCCT, CLEP, Praxis, and PearsonVue testing site serving the community of Kauai.

Part I. Quantitative Indicators

Overall Program Health: **Healthy**

Student and Faculty Information		Program Year			
		12-13	13-14	14-15	
1	Annual Unduplicated Student Headcount	1,801	1,828	1,749	
2	Annual FTE Faculty	72	74	73	
2a	Annual FTE Staff	93	89	91	
3	Annual FTE Student	802	814	757	

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
4	Number of placement test sessions administered per year per student FTE	1.5	1.3	1.3	Healthy
5	Number of Distance Learning tests administered per year per student FTE	1.1	1.4	1.4	
6	Local campus tests proctored per year per student FTE	2.8	3.3	3.3	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
7	Number of test sessions administered per FTE testing center staff	3,834.2	4,371.6	3,993.7	Healthy
8	Annual operational testing center budget allocation per number of test sessions administered	\$0	\$9	\$0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
Satisfaction measurements using Common Survey questions					
9-1	The hours at the Testing Center meet my needs	96.2%	97.4%	96%	Healthy
9-2	The atmosphere at the Testing Center is conducive to testing	98.7%	98.0%	98%	
9-3	The services at the Testing Center are satisfactory	100%	100.0%	100%	
9-4	My test was administered in a timely and efficient manner	100%	100.0%	98%	

Last Updated: November 9, 2015

Glossary

Part II. Analysis of the Program

The TC maintains 33 seats for testing, of which one is a hand-cranked adjustable height accessible table. The expanded services for PearsonVue and CLEP each required the addition of a Cache Proxy/Administration station. Fortunately, these two exams can be run from the same station. However they cannot run at the same time. Due to compatibility issues, another PC based machine running older versions of java, flash, and Internet Explorer was added as a delivery station for these exams.

Demand/Efficiency: Overall demand for testing services declined 9% this year which coincides with the 7.5% decline in annual FTE students. A total of 4,496 tests were administered to 1,618 different people during this reporting year.

Distance Learning (DL) demand for testing services, which includes exams administered for UH campuses as well as schools outside the UH system, saw a 9% decline in exams administered and a 1% increase in the number of different students helped. We administered 983 exams to 295 different students taking UH DL courses. Although there was a 10% decline in demand for UH campus DL courses, there was only a 1% decline in the number of unique students taking these tests. This is probably due to fewer exams per course administered at our center.

We also administered 81 exams to 43 different students taking courses from schools outside the UH system. Though the number of Non-UH

exams administered increased by only a modest 2%, the number of different students helped increased by 16%.

Although our CLEP agreement was in place in 2013, our first administration wasn't until this past fall. During this reporting period, four (4) exams were administered to three (3) different people. All of the transcripts were sent to non-UH schools so the CLEP numbers are included in the Non-UH numbers above.

Local Campus demand was redefined in 2014 to include all sessions not included in the placement tests or DL tests number. For us, this includes KCC course exams and professional exams. Although there was an 8.3% decrease in overall demand in this area, there was also a 14.2% increase in people served. In all, 2,484 exams were administered to 738 different people, of which six people took both KCC course exams and professional exams.

While test administrations for KCC courses decreased by 25.7%, the number of different students served only decreased by 7.2%. This is mainly due to fewer reservations and smaller class sizes for full class reservations. In this reporting year 519 different students took 2,019 tests for KCC courses with the TC. The most dramatic change in demand for services was in professional testing. Both the number of different people served and the number of tests administered for professional testing increased by over 64%. There were 228 different people who took 465 professional certification exams this reporting year.

Part III. Action Plan

No content.

Part IV. Resource Implications

No content.

Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1 <input type="checkbox"/> Yes	KCC Testing Center supports instructional and academic advising faculty by providing ADA-compliant access to course-related and COMPASS tests.	
2 <input type="checkbox"/> Yes	KCC Testing Services supports professional and workforce development by providing professional certification examination facilities that meet requirements as set forth by test originators and professional agencies.	
3 <input type="checkbox"/> Yes	KCC Testing Services provide and maintain a safe, secure testing environment in the highest compliance with professional testing standards and practices.	

A) Expected Level Achievement

Academic Support - Testing Center

The Testing Center (TC) created three service outcomes in 2012. The service outcomes were implemented in 2013 and baseline measurements

were set using FY 2012 data. We are still assessing where these levels of achievement should be.

B) Courses Assessed

Outcomes include

1. Supporting students, instructional faculty, and academic advising faculty by providing ADA-compliant access to course-related and placement testing;
2. Supporting professional and workforce development by providing professional certification examination facilities; and
3. Providing a safe and secure testing environment in the highest compliance with academic and professional testing standards.

C) Assessment Strategy/Instrument

Data for outcomes 1 and 2 is pulled from our SARS Grid scheduling database. The marker "USE-HELP" was created to help track appointments with ADA access. The marker "TT-Z_PRO" was created to help track professional certification appointments. We are also able to access certification reports from some of professional certification vendors. Data for outcome 3 is pulled from our student satisfaction survey.

D) Results of Program Assessment

Outcome 1: ADA Access - Tests Administered to ADA Students/FTE Students

Measurement includes the number of tests administered to students with documented accommodations forms per year per student FTE for that year.

Because ADA access numbers were not tracked in FY 2012, an estimate was created by crosschecking IDs provided by the Disabilities Services Office against IDs in our appointment system. A new marker was added to our scheduling system in 2013 to track this outcome. Staff use of the marker has improved over time, but it still relies on either student self-disclosure when making their appointment and/or faculty disclosure when submitting their exam. As the outcomes show, requests for testing accommodations are increasing.

Most of these requests were for extended time; however, the second most frequent request was for a separate location. Location accommodations were usually for fewer distractions, needing someone to read or transcribe for them, or natural lighting. Currently, we've been using a testing room in the University Center which can accommodate one student testing at a 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 and/or carrel desks to reduce visual distractions. We may even need to consider relocating to a larger space with offices that could be used in this way.

FY 2012: 55 tests with accommodations / 780 FTE = 0.0705

FY 2013: 57 tests with accommodations / 802 FTE = 0.0710

FY 2014: 127 tests with accommodations / 814 FTE = 0.1560

Outcome 2: Prof. Cert. - Numbers Represent Students and Community Members

This outcome measurement includes the number of professional tests administered per year for students and community members. Though numbers are increasing, there was a slight decline in professional exams administered in FY 2014. As expected, the completion of new contracts in 2014 and 2015 increased service requests in FY 2015. Some of the new contracts were completed due to phase out of paper exams to computer-delivered only exams (Praxis) or new in-service certification requirements (Medical Assistant). Demand for professional certification should steadily increase as more professional fields or test-vendors move in these directions.

With different vendor platform requirements and more stringent check-in processes for professional exams, we may need to rethink our current setup and staffing. Depending on the increase in this area, we may need to consider space issues similar to ADA access (soundproof interior room, carrel desks, or moving the TC to a larger location with offices and a check-in area).

The check-in process for professional exams takes longer than regular exams because it can include things like checking two IDs, pocket turn-out, eye glasses check, candidate photo capture, electronic signature, metal wand, or such. These checks increase line-wait time for our students. Some also include a standardized script be read before administration. And most require that no phones or printers be in the testing area. Currently, we try to schedule students strategically to decrease their line-wait time and to allow for other exam requirements. During these exams the printer is turned off and the phone set to message mode so it doesn't ring. If satisfaction falls due to wait time, we may need to consider additional staffing.

FY2012 - 97 exams administered (77 ASE, 20 Airport Fire)

FY 2013 - 224 exams administered (198 ASE, 10 Airport Fire, 1 ServSafe, 10 CNA, 5 others)

FY 2014 - 153 exams administered (113 ASE, 5 ServSafe, 34 CNA, 1 Dept. of Public Safety)

FY 2015 (unofficial) - 476 exam administered (270 ASE, 93 Praxis, 63 PearsonVue, 25 Medical Assistant, 17 Dept. of Public Safety, 8 others)

Outcome 3: Testing Candidate Satisfaction Results

This outcome measurement includes candidate satisfaction regarding services and atmosphere and any inspection reports. Measurements were changed from a 5-pt scale to one that indicates satisfaction (satisfied or very satisfied) in AY2013. With increased use and stricter contract requirements, we may see a decline in satisfaction. If a sharp decline happens, we may need to conduct a more specific survey to understand why.

Atmosphere is conducive to testing - F'12 is 4.79, F'13 is 98.7%, F'14 is 98.0%

Services are satisfactory - F'12 is 4.86, F'13 is 100%, F'14 is 100%

There are no external inspection reports as of this writing.

E) Other Comments

n/a

F) Next Steps

All outcomes are fine for now, however we should consider moving to a larger location which includes separated rooms to meet different functions. This would solve the space/noise issue of having the proctor in the same space as testing that we've tried to mitigate over the last few years. It would offer more options to our students such that there could still be a few seats available for other exams during full-room reservations. Currently, they are scheduled around full-room reservations.

It would also help with how often we offer exams that require a separate setup, such as Praxis. Because Praxis moved to computer-based testing only and their testing system requires machines to run older versions of flash, java, and Internet Explorer all connected to a Cache Proxy machine, Educational Testing Service (ETS) sent machines and in-room networking equipment for us to run their exam. Each administration window involves the setup and breakdown of a mini-networked testing area inside the TC and the loss of 7 tables (14 seats) for other exams due to spacing requirements when Praxis is fully booked. Having a separated space for that exam and other professional exams would allow us to offer those tests more often and continue to provide service to our students by phone without loss of seats.

We will also need to consider additional staffing for the TC in the future.

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