# Academic Support Services
# Testing Services

**2019**
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
MAUI COLLEGE

# 1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs).

The Learning Center[1] (TLC) provides the UHMC campus community with a variety of services including placement testing, distance learning testing, makeup and disabilities testing, community and certification exam proctoring; face to face, in-class, and online tutorial assistance for courses; study management tutorial assistance; learning strategy and study skill face to face and online workshops and resources; computer assisted instruction for grammar, writing, reading and math advancement; a physical location where students can study and receive tutorial assistance; a computer lab, laptop rental program, and computer and Laulima tutorial assistance; outreach for the campus early alert progress survey; technology support for MySuccess including backend student and academic support coordination for all agreed upon progress surveys. We strive to provide quality services and resources and work with the rest of our campus community to support student success.

TLC Service Outcomes

- Assist students in passing their courses;
- 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;
- Provide relevant training to tutors and other learning assistant professionals to help them thrive in their jobs;
- Develop stronger partnerships with faculty and other support program staff to strategize learning assistance that helps UHMC students and instructors;
- 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.

# 2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys (located in the Appendix). Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included.

The program is healthy

**Demand** - TLC testing sessions decreased by 5% since AY 2017-2018. Placement testing and UHMC makeup and disability testing both decreased while distance learning and community and certification proctoring increased from the previous academic year. 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. The decrease also mirrors UHMC enrollment which decreased by 4% from the previous academic year and affects the number of students needing makeup and disabilities testing. The largest growth was in community and certification proctoring which grew by 9% from the previous year.

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[1] TLC is not the only place on campus that provides tutoring and testing services. The data in this report only reflects TLC testing services.

**Efficiency** - TLC testing and learning assistance operations are fully integrated. Our staff and student help proctor and process Placement, UHMC, and DL exams, answer phones, assist with reception, participate in FYE and Student Life events, assist with creating learning resources, and provide tutorial and Laulima assistance to students. Combined TLC had 10,296 face to face transactions[2] of our various services in AY 2018-2019. 67% of those transactions were for testing.

**Effectiveness** – Student feedback indicates high levels of satisfaction with testing center and proctoring services.

# 3. Program Student Learning Outcomes

a) List of the Program SLOs/SAOs
b) Program SLOs/SAOs that have been assessed in the year of the Annual Review of Program Data.

| TLC Service Outcomes (testing) | Activities | Outputs | Assessment Method |
|---|---|---|---|
| Meet the testing needs of on-campus and distance learning students as well as the community | X | • # of new testing contracts<br>• Test processing protocols/ workflow<br>• Proctoring protocols/ workflow<br>• Proctoring training curriculum<br>• Test security protocols<br>• Website<br>• Testing policies and procedures | • **Student feedback**<br>• Faculty feedback<br>• Community feedback<br>• **Usage data**<br>• **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. | X | • Up to date hardware and software<br>• Nat'l Postsecondary Test Center Standards | • Student Feedback<br>• Community feedback |
| Develop stronger partnerships with faculty and other support programs to strategize learning assistance that helps students and instructors. | X | • Proctoring forms<br>• Early Admit testing workflow<br>• Disabilities services MySuccess workflow<br>• Maintenance of UHMC placement measures advising sheets<br>• Membership on campus committees and groups<br>• Accuplacer management task list<br>• Other pathways into college: PLA, EdReady Placement<br>• Membership on system committees that lead to better placement options and practices. | • Faculty feedback<br>• # of national and state tests associated with programs and jobs<br>• # pathways into college |

2 Data from TLC check in system. Some students forget or don't know to sign in so are not included in the number, but still received services from us.

c) Assessment Results

**Testing Usage and Revenue Trends[3]  for AY 2018-2019**
*From AY 2017-2018 to AY 2018-2019*
- Accuplacer testing decreased by 24%
- Distance Learning testing increased by <1%
- UHMC Make Up and Disability Testing decreased by 7%
- Community Proctoring increased by 9%
- Testing revenue decreased by 2%

*From AY 2016-2017 to AY 2017-2018*
- Accuplacer testing decreased 19%
- Distance Learning testing increased by 13%
- UHMC Make Up and Disability Testing decreased by 15%
- Community Proctoring decreased by 17%
- Testing revenue increased by 10%

d) Changes that have been made as a result of the assessments

TLC testing coordinator manages the testing program including scheduling, processing and proctoring exams, training staff and student proctors, working with faculty, and troubleshooting testing issues. In 2016, TLC hired a special funded staff position to assist with TLC front desk operations including proctoring. The special funded staff position's responsibilities are shared between our testing and learning assistance operations; however, the majority of our front desk, face to face transactions are for testing.

For the past several years, TLC has been working to increase our certification exam contracts. These generate modest revenue for us, and more importantly, provide local access to necessary workforce certification and recertification exams for our Maui community. These certifications may be related to our degrees, for example, we provide ASE certification for automotive professionals and we have an automotive AAS degree, but we also provide certification for many professionals in disciplines of which UHMC provides no degrees like real estate and EMT. We have added new tests each year since AY 2013-2014. In AY 2018-2019, we added GRE and TOEFL exams. We also provided proctoring services for Maui residents pursuing online degrees from mainland institutions. Community and Certification proctoring grew the most from the previous year.

Distance Learning (DL) grew very slightly from the previous year. The largest percentage of our testing transactions are for DL. Placement testing decreased by 24%. In light of the Time to Degree policy and using multiple measures for placement, this is good news. Recent data from the UHCC system office indicates high school GPA as having a high level of predictability of student success, so we try to steer students to this option of placement. Make up and disabilities testing also decreased from the previous year which is somewhat expected as the overall enrollment has continued to decline.

TLC continues to prioritize the college's enrollment management strategies. A UHMC priority over the last several years has been growing UHMC's Early Admit program. Most of the high school students applying to early admit programs use the placement test as part of their admittance criteria. Our testing coordinator also

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3  Data from TLC records and KFS

set up a system for the high schools to proctor the placement test so transportation is not a barrier for interested students.

We have been working with the UHCC system office and math and writing faculty on using EdReady for Placement as well as other alternative ways to onboard students into college level courses like prior learning assessment. These pathways may help smooth the transition into 100-level math and writing courses, and bridge college readiness gaps or motivate students by recognizing prior learning experiences that we can award credits towards a degree.

4.      Action Plan

Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

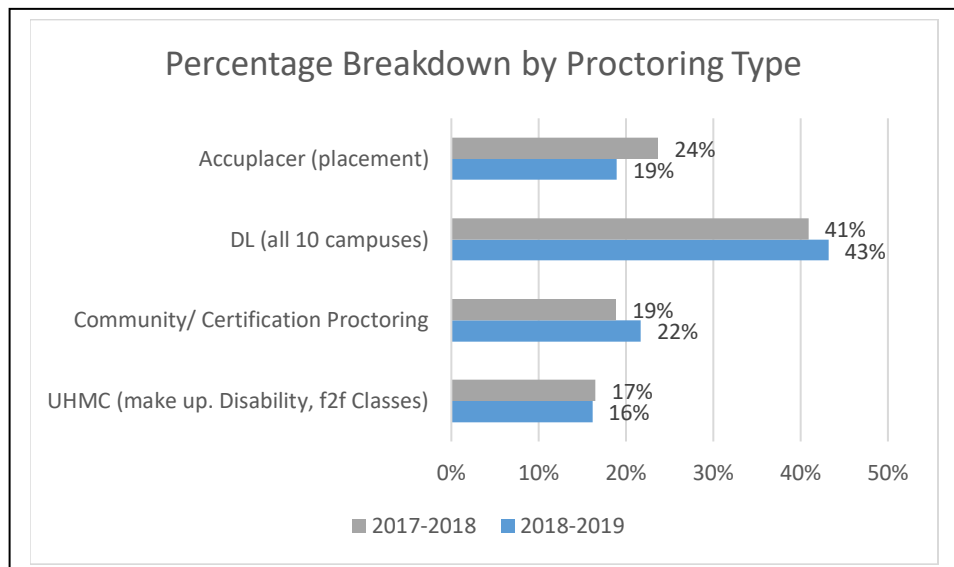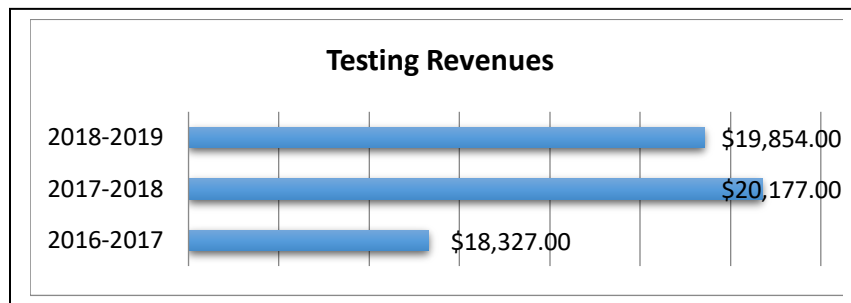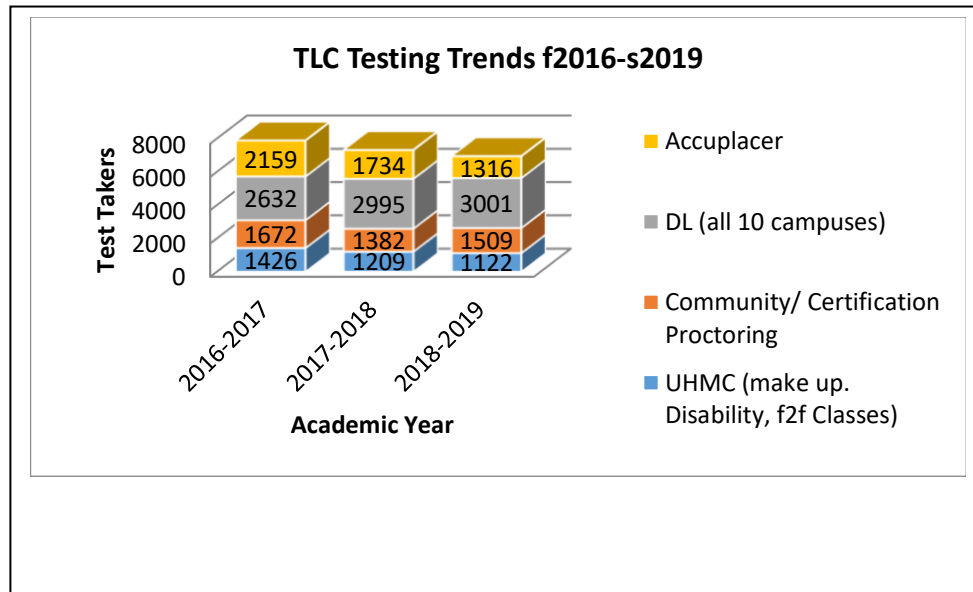| Activity | Person(s) Responsible | Timeframe |
| --- | --- | --- |
| Provide testing services to meet campus and community need. | Testing coordinator | AY 2019-2020 |
| Train proctors | Testing coordinator | AY 2019-2020 |
| Replace out of date testing computers | TLC Director and Tech/Tutor Coordinator, and Testing Coordinator | AY 2019-2020 |
| Work with campus programs to bridge college readiness using strategies like EdReady, PLA and IS - College Success | TLC Director | AY 2019-2020 |
| Partner with willing faculty teaching courses with historically high fail rates to test in testing center and provide a structured learning review on test day. | TLC Director, Testing coordinator, Tutor coordinator | AY 2019-2020 |

# 5. Resource Implications

(physical, human, financial) Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included.

We currently have a special funded APT A position that has been instrumental in helping us grow and meet the student need for testing and learning assistance. We are open 6 days a week and she has been very effective at keeping our front desk operations running smoothly, and helps us to remain open for more hours than other campus support labs. If we do not have the APT A position, we will need to rebalance responsibilities which may happen naturally as the campus comes up with a new approach to some of the features in MySuccess like Early Alert. If nothing changes, we are requesting funds for a special-funded APT A position to provide flag and referral outreach, assist with front desk service transactions, and with student assistant floor supervision.

# Appendix: Charts

### TLC Testing Trends f2016-s2019



### Testing Revenues



| Year | Revenue |
|------|---------|
| 2018-2019 | $19,854.00 |
| 2017-2018 | $20,177.00 |
| 2016-2017 | $18,327.00 |

### Percentage Breakdown by Proctoring Type



| Proctoring Type | 2017-2018 | 2018-2019 |
|------|------|------|
| Accuplacer (placement) | 24% | 19% |
| DL (all 10 campuses) | 41% | 43% |
| Community/ Certification Proctoring | 19% | 22% |
| UHMC (make up. Disability, f2f Classes) | 17% | 16% |

## Appendix: Quantitative Indicators

| # | Student and Faculty Information | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| 1 | Annual Unduplicated Student Headcount | 4,020 | 3,983 | 3,818 |
| 2 | Annual FTE Faculty | 132 | 126 | 123 |
| 2a | Annual FTE Staff | 141 | 151 | 167 |
| 3 | Annual FTE Student | 1,733 | 1,685 | 1,540 |

| # | Demand Indicators | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| 4 | Number of placement test sessions administered per year per student FTE | 1.8 | 2.3 | 2.9 |
| 5 | Number of Distance Learning tests administered per year per student FTE | 1.5 | 1.3 | 1.3 |
| 6 | Local campus tests proctored per year per student FTE | 1.3 | 1.5 | 1.5 |

| # | Efficiency Indicators | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| 7 | Number of test sessions administered per FTE testing center staff | 2.8 | 2.6 | 2.8 |
| 8 | Annual operational testing center budget allocation per number of test sessions administered | $9 | $10 | $11 |

| # | Effectiveness Indicators – Satisfaction measurements using Common Survey Questions | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| 9-1 | The hours at the Testing Center meet my needs | 96% | 96% | 96% |
| 9-2 | The atmosphere at the Testing Center is conducive to testing | 96% | 100% | 100% |
| 9-3 | The services at the Testing Center are satisfactory | 100% | 100% | 100% |
| 9-4 | My test was administered in a timely and efficient manner | 100% | 100% | 100% |