The Learning Center: Testing

ANNUAL
REPORT OF PROGRAM DATA
2021

UNIVERSITY *of* HAWAI'I®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Learning Center (TLC) provides the UHMC campus community with a variety of testing, tutoring, and learning support services & resources. We collaborate 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 services include placement, distance learning make-up, disabilities, community, and certification exam proctoring.

What is the target student or service population?

TLC provides test proctoring services for UH distance learners living in Maui pursuing degrees from other UH and HCC campuses; UHMC students who need make-up or accommodations for testing; community/county members who need certification or licensure to gain and maintain employment. The TLC was open 35 hours, starting July 1, 2020, through June 30, 2021.

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).

Demand - Testing sessions decreased by 63% since AY 2018-2019 due to the pandemic. Although the testing center was open, we reduced hours and limited capacity because of social distancing requirements. UHMC stopped DL testing for DL courses originating on the UHMC campus because of safety and capacity issues in response to the pandemic. The result was a 97% decrease in DL testing sessions and a 95% decrease in UHMC make-up and disabilities proctoring from AY 2019-20 to AY 2020-21. The UHCC's adopted EdReady Learning Path in place of Accuplacer and Writeplacer. One thousand four hundred twenty-eight students used EdReady for placement from July 2020-June 30, 2021. Community proctoring and certification test proctoring increased by 2.5% since AY 2019-2020.

Efficiency –TLC has a 1.0 FTE APT B testing coordinator who manages the testing center. The center proctored 1,149 tests total and generated $17,038.63 in revenue. Efficiency decreased from last year because we administered fewer tests, as quantitative indicator # 8 shows in the table on page 3.

Effectiveness -Normally, we send an end-of-semester TLC Satisfaction Survey to get feedback on in-person TLC services like DL testing. We use a kiosk check-in system, so students indicate the reason for using the center. In AY 2020-21, we replaced our regular check-in kiosk with a covid check-in process and did not send this survey.

Testing Quantitative Indicators

#	Student and Faculty Information	2018-19	2019-20	2020-21
1	Annual Unduplicated Student Headcount	3,818	3,740	3,612
2	Annual FTE Faculty	123	119	109
2a	Annual FTE Staff	167	166	162
3	Annual FTE Student	1,540	1,497	1,393

#	Demand Indicators	2018-19	2019-20	2020-21
4	Number of placement test sessions administered per year per student FTE	.85	.70	0
5	Number of Distance Learning tests administered per year per student FTE	1.9	1.3	.01
6	Local campus tests proctored per year per student FTE	1.7	1.1	.29

#	Efficiency Indicators	2018-19	2019-20	2020-21
7	Number of test sessions administered per FTE testing center staff	.015	.010	0.3
8	Annual operational testing center budget allocation per number of test sessions administered	$18	$28	$54

#	Effectiveness Indicators – Satisfaction measurements using Common Survey Questions	2018-19	2019-20	2020-21
9-1	The hours at the Testing Center meet my needs	96%	89%	NA
9-2	The atmosphere at the Testing Center is conducive to testing	100%	100%	NA
9-3	The services at the Testing Center are satisfactory	100%	93%	NA
9-4	My test was administered in a timely and efficient manner	100%	89%	NA

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	• Website with testing forms and information. • Test security protocols • Testing policies and procedures • EdReady campus management	• 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.	• Up to date hardware and software • National Postsecondary Test Center Standards • **Purchased & installed new camera surveillance**	• Student Feedback • Community feedback
Develop stronger partnerships with faculty and other support programs to strategize learning assistance that helps students and instructors.	• DL committee membership • Partnered with Automotive Department to offer ASE Entry-Level exams • Partnered with ELWD to provide Pharm Tech testing • Partnered with counseling on TEAS testing • Partnered with KCC EMT program and administered Accuplacer exam • Partnered with KCC EMT program to locate a testing site	• # of licensure and certification exams proctored

	• Partnered with DPS Oahu to administer their exams on Maui -UH System is working on a new contact with DPS • Partnered with MFD for EMT testing • Partnered with disability services to provide testing accommodations	

c) Assessment Results.

d) Changes that have been made as a result of the assessment results.

Chart 1 shows the # of test sessions per category. EdReady users increased compared to Accuplacer tests given the previous two years. Certification testing increased slightly from the prior year. We expect it to return to pre-pandemic numbers by 2022-2023 as capacity returns to normal and

UHMC Test Sessions Last 3 Years Per Category

UHMC Test Sessions Last 3 Years Per Category

licensure, certification, credentialing, and micro-credentialing requirements increase. DL and make-up testing decreased significantly, and may not return to pre-pandemic levels.

Chart 2 shows the types of testing during 2019-20 and 2020-21. ASE (automotive) and PSI (real estate licensure) testing increased the most during this last year. We are in the process of becoming an FAA test site and plan to increase the number of tests and vendors we work with to accommodate community and workforce needs. We continue to work with faculty program coordinators and ELWD coordinators to identify and meet the testing needs.
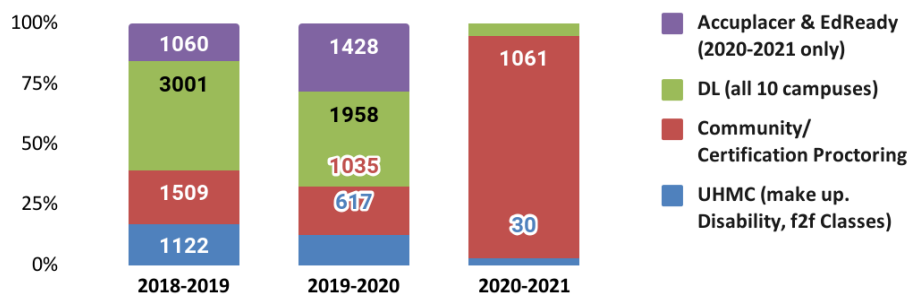
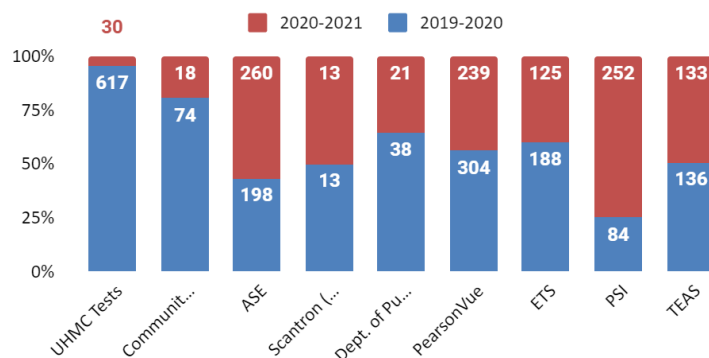

Types of Tests for Last 2 Years

Chart 3 shows the revenue generated through proctoring over the last 3-years. Typically, we use the income to pay for TLC supplies, computers, software, learning support programs, cameras, and staff assistance.

Testing Revenue For Last 3 Years

2018-2019	$25,366.49
2019-2020	$25,623.00
2020-2021	$17,038.63

The UHCCs launched EdReady[1] in June 2020 as an online placement tool to substitute for Accuplacer during the pandemic. Although students engage with EdReady online, the testing center continues to manage and assist students with accessing the assessment and answering questions they may have. The following table shows the results.
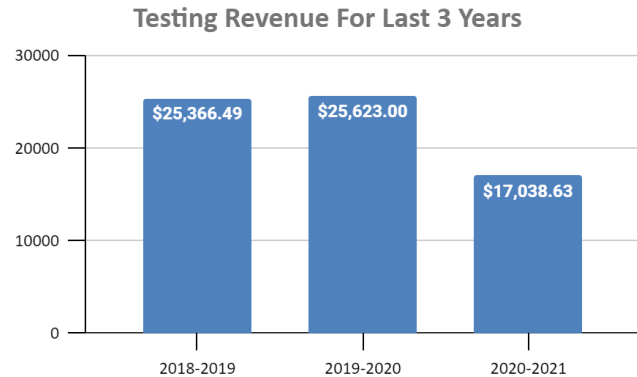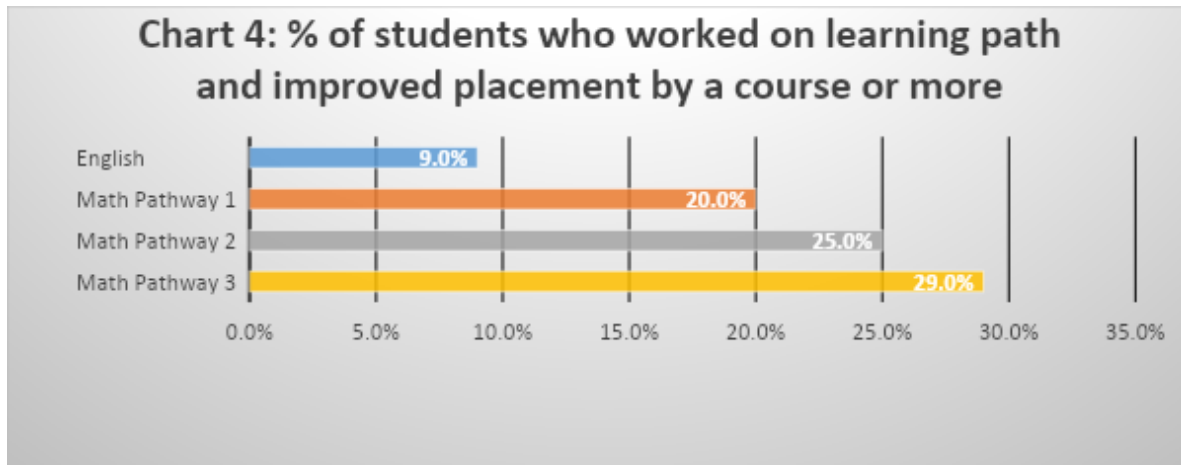
EdReady July 1, 2020 - June 30, 2021 Placement Results

Math Pathway 1	Percentage	Total
Math 75X	24%	85
Math 100+78, 115+78, BUSN 189, QM 107C or CULN 100	9%	33
Math 100,111, 115	67%	239
	100%	357
Math Pathway 2	**Percentage**	**Total**
Math 75X	7%	15
Math 82	22%	45
Math 103 + 88	11%	22
Math 103	60%	120
	100%	202
Math Pathway 3	**Percentage**	**Total**
Math 75X	24%	30
Math 103	10%	12
Math 119, or 135	11%	14
Math 140 or 203	19%	24
Math 241	36%	44
	100%	124
English	**Percentage**	**Total**
English 90V	**Less than 1%**	4
English 19	**Less than 1%**	2

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[1] EdReady is currently paid by the UHCC system and TLC's expectation is that this learning/placement resource will continue for AY 2022-23

English 22	10%	72
English 100	90%	667
	100%	745

EdReady offers a learning path so users can practice their math, reading, and writing skills and place them into a higher-level course in Math and Writing. Chart 4 shows the percent of students who worked on their EdReady learning path and were placed into a higher-level course.

Chart 4: % of students who worked on learning path and improved placement by a course or more

English	9.0%
Math Pathway 1	20.0%
Math Pathway 2	25.0%
Math Pathway 3	29.0%

EdReady is a UHCC system tool. The system pays for it, so far, at the recommendation of the Cognitive Placement Committee and with significant input from Math and English faculty advisory groups.

DL testing decreased by 97% because of the pandemic. Since some students may be unvaccinated and unable to test at a UH testing center beginning spring 2022, DL testing needs may be minimal in the future. A recent inquiry of UHMC faculty teaching asynchronous courses in spring 2022 indicated a low demand for proctoring services. Make-up testing also decreased for the same reason.

4. Action Plan

Guiding ʻŌlelo Noʻeau: ʻAʻohe pau ka ʻike i ka hālau hoʻokahi
ʻIntegrated' Year Plan
The planning for this ARPD asks us to depict a 5-year academic support plan. In five years, we envision an academic advancement center for our students of Maui Nui to integrate and showcase educational excellence strategies from entry to a career. Through a sense-of-place and belonging, we will scaffold our students' capacity to overcome barriers in, personal, academic, career, emotional wellness, information literacy, technology, and achieving degree outcomes. As Hawaiʻi

being our foundation for learning, we will foster partnership, fellowship, stewardship, and engagement with our students, faculty, staff, support services, and community to develop contributing members for Maui Nui and Hawaiʻi Nei.

Specific 5 Year 'Integrated' Service Outcomes:

1. Foster a sense-of-place and belonging based in Indigenous Hawaiian language, history, culture, and values.
2. Students, faculty, professional staff, mentors, and tutors collaborate and support each other's continued development, creativity, and scholarship.
3. Develop student employees with professional skills, leadership, effective communication, problem solving, mentoring, and advocacy.
4. Just-in-time support for our students at critical transitional moments of their academic journey from hua to hoʻi.
5. Stimulate intellectual curiosity and facilitate learning, research, and information literacy within the academic community.
6. Develop and implement new programs to meet the professional needs of the community to improve employment options and enrich our communities through licensure, certifications, and micro-credentials.
7. Celebrate learning excellence through showcasing our student's achievement, ingenuity, leadership, and creativity.
8. Foster, support, and promote excellence in teaching and learning in face to face, online, hybrid and web-enhanced courses and programs.

Following is an action plan for the next 1-3 years: AY 2021-22, AY 2022-23, and AY 2023-24

Activity	Person(s) Responsible	Timeframe
Relocate tutoring and testing academic support services to The library building and form an academic support department with a department chair.	TLC, Library, Hoʻokohua faculty and staff	AY 2021-22
Continue to add test vendors and specific certifications and licensure exams to address community and employment needs.	Testing coordinator	AY 2021-2022 & ongoing
Continue partnering with program coordinators to determine and offer relevant certification to improve employability	Testing coordinator	AY 2021-2022 & ongoing
Manage UHCC EdReady for the campus and implement placement changes as determined by campus and system	Testing coordinator	AY 2020-2021 & ongoing
Meet the needs of DL and make-up testing	Testing coordinator	AY 2020-2021 & ongoing
Monitor and adjust to changing Covid protocols	Testing coordinator	AY 2020-2021 & ongoing

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

5. Resource Implications

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

We have been working with the deans to make academic support more efficient and effective. The Learning Center staff and services will relocate to the more centrally located library. We are not requesting resources.

- ~~I 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.**