HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

Hale Kea Advancement and Testing Center Testing

November 15, 2015

Review Period
July 1, 2014 to June 30, 2015

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/

Unit Description

 Please provide a brief description of your Unit. Include your Unit Mission statement.

The Hale Kea Advancement and Testing Center, established in 2004 on the Manono Campus, provides testing services, hosts an electronic classroom, a computer lab with printer access, and offers writing/math tutoring services, upon request. The Center serves HawCC students but is open to students in the UH System taking distance education courses that need proctored tests. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager in a temporary position), and four clerks.

HKATC services include:

- HawCC Placement Testing

- Distance Education test proctoring (UH system and Non UH)

- Extended time for students with disabilities

- Make-up and special testing

- General study/computer lab

- Tutoring (Writing and Math areas)

- Electronic classroom for instruction and college use

The mission of The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, access to technology, support for successful learning, and testing services.

Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness.

Overall Health
Overall Health for ARPD Indicators: Cautionary

Demand Health	Efficiency Health	Effectiveness Health
Demand – Unhealthy **Weaknesses:** • Number of Placement Testing sessions administered per year per student FTE for AY 15 was 98% which is considered **cautionary** on the scoring rubric. • Number of Placement tests increased 27% from 1410 (2013-2014) to 1786 (2014-2015). • Number of Distance Learning Test sessions administered per year per student FTE for AY 15 was 142%, placing it in the **unhealthy** category. DE testing rose 6% from the previous year (136%) which places it 32% over the unhealthy limit. This continuous increase indicates that the demand for DE is escalating each year. • Local campus test proctored per year per student FTE for AY 15 was 22% placing it in the **unhealthy** category. There	**Efficiency – Healthy** **Strengths:** • The number of test sessions administered per FTE testing center staff was 1587, a 28% increase compared to 1,242 test sessions from the previous year scoring it in the **healthy** category. **Weaknesses:** • Total testing services expenditure came out to $27.00 to administer each test session for AY15. This is the same amount as the previous year, keeping it in the **cautionary** range. • To administer the 28% increased test sessions, two professional staff must work overtime and come in even when sick to administer testing services. This is especially true at peak times during the semester (mid-term, finals, etc.). Because there are special testing protocols to follow, the responsibility	**Effectiveness – Healthy** **Strengths:** • Satisfaction measurements using common survey questions given to students received an average of 100% in the Strongly agree- Agree category placing it in the **healthy** category. • The Hours at the Testing Center meet my needs received a rating of 100% • The atmosphere is conducive to testing received a rating of 100% • The services are satisfactory received a rating of 100% • Test were administered in a timely and efficient manner received a rating of 100% **Weaknesses:** • Due to lack of adequate staff, phones often go unanswered and students are not always given the help they need.

was a slight decrease of 2% from 477 (2013-2014) to 391 of the previous year. This category includes make-up and special testing. • Continued increase and overwhelming demand for Placement and DE testing services may result in compromising HKATC's resources, services, and facilities, as well as the health and well-being of the professional staff. See Section VI C for Testing Data See Section VI A forTesting Rubric	lies heavily on these two staff members.	

All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

Increased Placement (27%) and DE (6%) testing demands for AY15 are alarming. In particular, the increase in the number of DE testing sessions administered per student FTE for AY 15 (142%) is continuous and resulted in the highest, 32%, over the unhealthy limit. Demand for testing services will continue to escalate, especially since the following requirements were instituted: authentication policy for Distance Education testing

requiring ID verification and mandatory COMPASS placement testing policy required for orientation. Even with declining enrollments, Placement and DE testing continue to rise.

Although the total number of test sessions administered increased by 28% was noted as a strength in the efficiency category, this overwhelming demand is considered a weakness when it compromises HKATC's resources, services, facilities, and personnel. In addition, to accommodate the increase demand for services, the staff must also carefully manage the scheduling for testing request since only 20 computers are available for this use. Twenty computers in the testing room are not sufficient when HKATC is required to administer placement tests to all incoming students/retests for current students, provide make-up and special needs testing for the entire campus, and administer DE tests for the entire system. Staff members reported high levels of stress and burn out. To support HKATC, a TLC staff member was temporarily scheduled two days a week during the spring of AY 15 to assist with testing and daily operations.   In March 2015, one of the professional staff members suddenly resigned, leaving HKATC with one professional staff member, a casual hire, and the TLC staff assisting temporarily so services can resume.

As recommended by CERC reviewers in 2012, hiring of an additional APT was documented as a top priority Unit Action Plan in AY 13 and AY 14 program reviews. In addition, requests for a permanent APT position (currently there is a full-time temporary staff) and another third professional staff position were submitted to the Office of the Vice President for Community Colleges (OVPCC) via VCAA Onishi and the results of the requested positions are still pending.   An additional APT position will again be requested in this AY 16 review.

In AY 13, a Scheduler for testing appointments was purchased and is still in use while awaiting the implementation of Starfish.   An Action Plan to have Starfish implemented at HKATC was scheduled for spring 2015, but has been postponed to the fall 2015 semester. It is hoped that the Starfish management system, used for checking in students, for its testing features, and for keeping track of data needed for reporting purposes, will provide support for the staff in carrying out the services at HKATC.

In the past, HKATC had control of scheduling testing in the electronic classroom when it was not in use for classes. This allowed the flexibility of using the room to accommodate testing during peak times.   However, until fall 2014, the scheduling of the electronic classroom became the responsibility of the POM division, making it difficult for HKATC staff to use the room during high demand testing times because of scheduling conflicts. Plans to dedicate the electronic classroom for HKATC's testing needs have been requested in the AY 13 program review and has become a reality for spring 2015. Having the electronic classroom available as an extra testing site will alleviate testing demand times and allow staff to accommodate more testing requests.

OTHER DATA AFFECTING THE UNIT

TLC/HKATC provides an open access computer lab for students. The check-in/check-out system at TLC/HKATC front desks were used to provide data on the number of students using open access computer resources. In addition, CCSSE surveys and student evaluation surveys were conducted at the end of the fall semesters by TLC coordinator and HKATC manager to assess frequency, satisfaction, and importance of using computer labs.

Overall Health
Overall Health for Computer Lab Usage: Healthy

Demand Health	Efficiency Health	Effectiveness Health
Demand – Healthy **Strengths**: • 23% of TLC students used computers per student contact, placing in the **cautionary** range. • 81% of HKATC students used computers per student contact, placing in the **healthy** range. **Weaknesses:** • Heavy demand of lab usage (24,360 student contacts) for HKATC. • Heavy demand of students using computers (19,804) for HKATC. • Heavy demand for lab/computer usage jeopardized and caused the efficiency health call to drop to an unhealthy score for HKATC. • Heavy demand leading to accelerated aging of equipment (computers and printers) for HKATC.	**Efficiency – Cautionary** **Strengths:** • Benchmark set by the scoring rubric placed the number of TLC students (68) using computers (40) available to score in the **healthy** category **Weaknesses:** • Benchmark set by the scoring rubric placed the number of HKATC students (762) using computers (26) available to score in the **unhealthy** category. The range for the unhealthy rating is 300 to 500. This indicates that this ratio is **very unhealthy**. • 26 computers in HKATC computer lab are not sufficient to service all of students at the Manono Campus.	**Effectiveness – Healthy** **Strengths:** • CCSSE survey indicated an average mean score of 2.4 (average 2.07, 2.46, 2.54) rating (somewhat/sometimes) for Frequency, Satisfaction, and Importance of using computer labs rating it in the **healthy** category.

(See Section VI C for Computer Lab Usage)
(See Section VI A for Computer Lab Rubric)

Since HKATC is the only site for computer usage and printing for all students on the Manono Campus, students flock to the Center for these services. Given Student FTE (1817) per amount of computers (26) available at HKATC, each computer serviced 762 duplicated students for 2014-2015. According to the scoring rubric, a healthy score would be one computer per 80 contacts. Usage is exceeding approximately 10 times what is considered healthy. At times it was not uncommon for every computer to be in use, with students waiting for computers to become available. When this happened, a general announcement was made letting computer users know other students were waiting. If necessary, students using computers for non-course work

purposes were asked to let other students use the computers for academic purposes. Other sources for computers on the Manono Campus should be established.

For AY 15, HKATC's overall computer usage is still in demand. Students are directed to HKATC by the Financial Aid office to complete aid forms (e.g., FAFSA, private scholarships, online exit interviews, etc.); by Admissions and Records office (to check class availability, check registration status, track academic journey in STAR, etc.); by Counseling (to complete online orientations and to register for classes); by the Business office (to make payments); and by instructors for tutoring and various purposes (e.g. to complete sexual harassment training, complete eCafe, etc.). Students are commonly unable to complete these tasks on their own and HKATC staff must assist them.

Hale Kea staff assist in the adjacent electronic classroom. Up until fall 2014, the room was usually tightly booked for semester-length courses, workshops, meetings, and presentations. Many users are underprepared to use the electronic equipment, so Hale Kea staff is called in to troubleshoot. In addition, the noise from the classroom bleeds into the testing room and study areas, disturbing students.

Because HKATC does not charge for printing, there are often lines for printing, and Hale Kea staff must police the waiting students to ensure fairness. Often students resent being asked to move off printing computers and tempers flare. Additionally, an increasing number of UHH students come to the center to take advantage of the free printing services. A rough estimate for supplying printing services at HKATC for one semester is $6,400 and Student Life also donates 10 cases of paper per semester to support this free printing. Charging students for printing was an Action plan for AY14 and during the summer of 2015, the Pay for Printing system was implemented. Results and effectiveness of the Pay for Printing system will be evaluated and reported on the next 2016 program review.

Regarding instructional styles, many instructors no longer duplicate and distribute course handouts, and instead expect students to print these documents- including syllabi, handbooks, and PowerPoint presentations which can be many hundreds of pages in length. Additionally, many classes are "hybrid" meaning that along with face-to-face class work, students are required to spend time communicating with classmates or completing assignments via Laulima. HKATC staffs frequently assist students needing help with Laulima or others who are not computer literate.

Even with two professional staff members, one temporary TLC staff member, and student workers, HKATC's overall health, although scoring in the healthy range, is in jeopardy when it comes to handling the demand as it escalates. There are issues concerning overcrowding, the cost of printing services, noise level, assisting the adjacent electronic classroom, and students needing assistance from staff with technological problems. Therefore, establishing an additional APT position is critical to the operations of HKATC.

Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.

The following Action Plans support the College's Mission by providing services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, testing services, access to technology and support for successful learning.

HKATC's **Unit Action Plan #1** request, (since AY 12), to have a third APT Band A position will again be pursued. As previously documented in this review and in subsequent reviews, HKATC is extremely overextended with increasing testing demands combined with increasing computer usage. The demand for HKATC services are evidence that the request to establish a full-time APT position is critical in providing resources and services to promote student success. In addition, this was a recommendation from the CERC in AY 12. This action plan specifically targets the following four areas in the HawCC's Strategic Directions 2015-2021:

HGI1: "Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance" by using multiple measures for college placement.

HGI2: "Implement structural improvements that promote persistence to attain a degree and timely Completion" by providing wrap around services.
"Utilize Summer Term to promote college readiness and degree completion" by providing free retesting for math booth camp students.

HPMS1: "Employ best practices in management, administration and operations" by maximizing efficient use of facilities and classrooms and increase utilization of software such as STAR, STARFISH, and Laulima.

HPMS2: "Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system" by expanding student-centered distance learning testing and by using STARFISH data to improve operating efficiencies and effectiveness in student support services.

Action Plan #2 to implement Starfish as a management system is a carry- over from AY 13. Currently, Starfish is being piloted at HKATC for checking in students and for keeping track of data needed for reporting purposes. As the staff becomes more comfortable with the system, the potential to use it as a testing management system, where students can make their own appointments, will be explored. We look forward to utilizing the many different features that Starfish has to offer to make both TLC and HKATC operations run efficiently and effectively. Specifically, this action plan targets HawCC's Strategic Directions 2015-2021 HPMS1: "Maximize efficient use of facilities and classrooms" and "Increase utilization of available software and database such as Destiny One, STAR, STARFISH, KFS, Curriculum Central, and Laulima."

Action Plan #3 concerns the phasing out of COMPASS as a placement test for all students. December 2016 will be the end date of when COMPASS can be used as a placement and discussion is underway of finding an alternate instrument to replace it. In addition, there is a system-wide movement based on UH Strategic Directions 2015-2021 to restructure the placement process. The decisions made will impact HKATC's testing operations and focus; therefore, 2015-2016 will be a year of transition for the college. Specifically, this action plan targets HawCC's Strategic Directions 2015-2021 HGI Strategy 1: "Utilize multiple measures including Smarter Balance and ACT scores for college placement." and HGI2: "Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spent in developmental education."

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawaiʻi Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. HAWCC Strategic Plan

The following are budget expenses for both TLC and HKATC:

1. Currently, expenses for Pay for printing have already been budgeted for 2015-2016.
2. HKATC uses Appointment Plus which is a software that schedules testing appointments. At this time, HKATC plans to continue using Appointment Plus on a month-to-month basis until the staff becomes more familiar with STARFISH capabilities. This item has been included in the allotted budget for 2015-2016 and the contract can be renewed or discontinued when a decision is made.
3. Replacing old computers are done on a cycle determined by Academic Computing Unit. Other computer equipment, software, and supplies have already been budgeted for 2015-2016.
4. Hiring of a Biology tutor for the STEM Center has already been budgeted for 2015-2016.
5. Establishing an APT position for HKATC as a budget ask will be reported in detail in the 3-year Comprehensive Review, which has been submitted for this AY 16 period.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.

Please see TLC/HKATC's 2013-2015 Comprehensive Review Report for a complete analysis of significant changes made to its unit since its last review.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://www.hawaii.hawaii.edu/program-unit-review/docs/2011_tlc_comprehensive_unit_review.pdf

Part VI. Unit Outcomes

For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.

TLC/HKATC Unit Outcomes (UOs)

Unit Outcomes
1.Students who receive tutoring will pass their tutored courses (System-wide SLO)
2.TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors

| 3.TLC/HKATC will provide computer access for students. |
| 4.TLC/HKATC will provide the College and community with testing services |

A) Assessment Strategy/Instruments

Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

Unit Outcome 3: TLC/HKATC will provide computer access for students.

As a strategy, TLC/HKATC planned to establish Starfish as a management system for checking in students, for keeping track of data for reporting purposes, and for keeping track of days and times of heavy usage. Data was to be collected by TLC/HKATC during 7/1/14 to 6/30/15 for reporting purposes. In addition, the Pay for Printing system was selected to be implemented at HKATC to alleviate the heavy computer lab usage. The following rubric was designed to determine the health calls for Demand, Efficiency, and Effectiveness of TLC/HKATC's computer lab usage.

TLC/HKATC Computer Lab Usage RUBRIC

Area	Benchmark	Scoring
Demand **Number of students using computers per student contact** **TLC**	 30%-40% Healthy 20%-29% Cautionary 10%-19% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy
HKATC	80%-90% Healthy 70%-79% Cautionary 60%-69 Unhealthy	1 = Cautionary 0 = Unhealthy **Average the two scores together and use the scoring rubric to determine the final "Demand" Health call score:** **1.5 – 2.0 Healthy** **0.5 – 1.0 Cautionary** **0.0 – 0.4 Unhealthy**
Efficiency **TLC** **Number of students using computers per computer availability** **HKATC** **Number of students using computers per computer availability**	50-70 Healthy 70-90 Cautionary 90-110 Unhealthy 80-100 Healthy 100-300 Cautionary 300-500 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy 1 = Cautionary 0 = Unhealthy **Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score:** **1.5 – 2.0 Healthy** **0.5 – 1.0 Cautionary** **0.0 – 0.4 Unhealthy**

Effectiveness **CCSSE Survey Results**	2.0 – 3 Healthy 1.0 - 1.9 Cautionary 0.0 – 0.9 Unhealthy	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy**
Overall Health	**Average health call score from Demand, Efficiency, Effectiveness**	**1.5 – 2.0 Healthy** **0.5 – 1.0 Cautionary** **0.0 – 0.4 Unhealthy**

Unit Outcome 4: TLC/HKATC will provide the College and community with testing services

Several strategies were planned by TLC/HKATC for achieving this unit outcome. The first was to implement Starfish as a testing management system, the second was to have control over the electronic classroom for testing, and the most important was to have the APT position approved and filled.   Data was to be collected from 7/1/14 to 6/30/15, as set by ARPD, for reporting purposes. The following rubric was designed to determine the health calls for Demand, Efficiency, and Effectiveness of TLC/HKATC's testing services.

<div align="center">

HKATC TESTING RUBRIC

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Area	Benchmark	Scoring
Demand **Number of placement test sessions administered per student FTE per year** **Source: #4**	**80% - 90%** **Healthy** **70%-79%; 91%- 100% Cautionary** **60%-69%; 101%-110% Unhealthy**	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy**
Number of Distance Ed test sessions administered per student FTE per year **Source: #5**	**80% - 90%** **Healthy** **70%-79%; 91%- 100% Cautionary** **60%-69%; 101%-110% Unhealthy**	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy**
Number of Local campus tests proctored per student FTE per year **Source: #6**	**45% - 55% Healthy** **35% - 44% Cautionary** **25% - 34% Unhealthy**	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy** **Average the three scores together and use the scoring rubric to determine the final "Demand" Health call score:** **1.5 – 2.0 Healthy** **0.5 – 1.0 Cautionary** **0.0 – 0.4 Unhealthy**
Efficiency **Number of test sessions administered per student FTE per year** **Source: #9**	**1300 or higher Healthy** **1200 – 1299 Cautionary** **1100 – 1199 Unhealthy**	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy**
Annual operational budget per test administered **Source: #8**	**$15 – 25 Healthy** **26 – 35 Cautionary** **36 – 45 Unhealthy**	**2 = Healthy** **1 = Cautionary** **0 = Unhealthy**

		Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
Effectiveness **Satisfaction measurement using common survey questions** Source: 9.2, 9.3, 9.4, 9.5	90% - 100% Healthy 80% – 89% Cautionary 70% – 79% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Overall Health	Average health call score from Demand, Efficiency, and Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

HALE KEA ADVANCEMENT AND TESTING CENTER EVALUATION

This survey is administered at the end of every Fall semester by the HKATC's Center Manager.
Please circle your response.

1. The hours at the Testing Center meet my needs.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

2. The atmosphere at the Testing Center is conducive to testing.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

3. The services at the Testing Center are satisfactory.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

4. My test was administered in a timely and efficient manner .
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

B) Expected Level of Achievement
For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

Unit Outcome 3: Using TLC/HKATC Computer Usage Rubric (See Section VI A for rubric), the expected level of achievement for this unit outcome is to score **Healthy** in the **Overall Health** category (average of the Demand, Efficiency, and Effectiveness indicators).

Unit Outcome 4: Using HKATC Testing Rubric (See Section VI A for rubric), the expected level of achievement for this outcome is to score **Healthy** in the **Overall Health** category (average of the Demand, Efficiency, and Effectiveness indicators).

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

Unit Outcome: 3. TLC/HKATC will provide computer access for students.

Computer Lab Usage
TLC/HKATC Demand Indicators for 2013-2015 AY

		2013-2014	**2014-2015**
Demand	Number of Students using computer per Student contacts - **TLC**	3720/13691 **27%**	2745/11660 **23%**
	Number of Students using computer per Student contacts - **HKATC**	21954/26303 **83%**	19804/24360 **81%**
Efficiency	Number of Students using computer per Computer availability – **TLC**	3720/40 **93**	2745/40 **68**
	Number of Students using computer per Computer availability – **HKATC**	21954/26 **844**	19804/26 **762**
Effectiveness	**CCSSE mean:** Frequency of computer labs use Satisfaction with computer labs Importance of computer labs	**2.07** **2.46** **2.54** **Ave. 2.4**	

TLC: Demand = 23% - Cautionary, Efficiency 68 - Healthy

HKATC Demand = 81%- Healthy, Efficiency 762 - Unhealthy

CCSSE Results = 2.4 average mean score

Since HKATC is the only site for computer usage and free printing for all students on the Manono Campus, the health call for Efficiency remained Unhealthy for AY 15. The strategy to implement Pay for printing software has started in fall 2015 semester and it is anticipated that the number of students coming in for computer usage and printing will decrease. Charging students for printing was an Action plan since AY 14; therefore, it is gratifying to see it come to fruition. Although TLC scored Cautionary for demand, there are other computer labs open on the UHH campus for student usage so it is not as critical as the Manono campus. Based on the rubric, TLC and HKATC have met their benchmark for this strategy with an overall **"Healthy"** rating in providing computer access for students.

Unit Outcome: 4.TLC/HKATC will provide the College and community with testing services.

HKATC Testing Demand Indicators for 2013-2015 AY
Number of Test Administered per Student FTE

HKATC Test/Student FTE	HKATC 2013-2014	HKATC 2014-2015	% Increase or decrease
Placement tests	1410/1976= 71%	1786/1817= 98%	27% increase
Distance tests	2701/1976= 136%	2585/1817= 142%	6% increase
Local Make-up tests HKATC/TLC	477/1976= 24%	391/1817= 22%	2% decrease

Placement exams sessions administered per student FTE (1817) was 98% which scored it in the cautionary range. For Distance Education, the percentage score of 142% placed it well above the unhealthy range. Local tests fell below the 45% range at 22%. This score has fluctuated based on a semester to semester demand of certain classes and instructors. Local test fell short of the target of 45%. The average of all three tests administered, using the testing rubric, ranked **Demand in the Unhealthy** category.

HKATC Testing Efficiency Indicators for 2013-2015 AY
Total Number of Test Administered per FTE Center Staff

HKATC Total Test/FTE Center Staff	HKATC 2013-2014	HKATC 2014-2015	% Increase or decrease
Total tests	4588/3.7 = 1240	4762/3 = 1587	28% increase

Efficiency was calculated by the number of test sessions administered (4762) per FTE testing Center staff (3). The number came out to 1587 which placed it in the healthy category. The cost of the operational budget was $27.00 per test administered which placed it in the cautionary category. The average of tests administered and the operational budget, based on the testing rubric, ranked **Efficiency in the Healthy** category. **Effectiveness was Healthy** based on the 100% ratings for the UHCC common survey questions on testing services.   After averaging the scores received from the demand, efficiency, and effectiveness indicators, the Overall Health was **Cautionary**. TLC and HKATC did not meet their benchmark for this strategy in providing testing services for students.

Satisfaction measurements using System-wide common survey questions		
Hale Kea Advancement and Testing Center Evaluation	2013-2014	2014-2015
The services at the Testing Center are satisfactory.	100%	100%
My test was administered in a timely and efficient manner.	98%	100%
The services at the Testing Center are satisfactory	98%	100%
My test was administered in a timely and efficient manner	98%	100%

D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

N/A

E) Next Steps

Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.

1. HKATC/TLC would like to use STARFISH for data and utilize its features to its fullest potential to help with the effectiveness and efficiency of the centers' services.
2. Look for alternate ways of alleviating the heavy demands of Distance Education testing.
3. Work with the Assessment Coordinator in reviewing assessment tools and rubrics in measuring the effectiveness and efficiency of services.
4. Be involved in the system-wide movement to restructure the placement process.