Assessment: Assessment Unit Planning

Program Review 2014-15

YC - DSP&S Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : DSPS provides support services and academic accommodations to ensure access for students with disabilities consistent with the educational offerings and mission of Yuba College. The program helps the college and District steward institutional resources with increasing effectiveness and efficiency. DSPS has also developed partnerships with Yuba And Sutter counties to enhance educational resources and student opportunities.

Executive Summary (Include a list of team members): Executive Summary: DSPS acts as a vehicle to facilitate academic accommodations for students with disabilities at Yuba College. Academic accommodations are an essential component of educational planning for students with disabilities and their subsequent success. DSPS has been ensuring access for students despite cuts in its allocation from the State (over 50%) between 2008-2013. The loss of two faculty and two classified positions have severely compromised DSPS ability to generate needed services and specialized courses. As such the department has seen a drop in numbers of students served and less FTES that are generated. This loss equates to decreased funding for DSPS programming. On a positive note, DSPS faculty and staff work well with the high percentage of YC Adjuncts and new faculty as DSPS is essential for ensuring the timeliness and efficiency of accommodations and services. This academic year it is anticipated that funding is beginning to be restored to DSPS though State funding is rarely in place by the end of November of every fiscal year. After reviewing Program Review with staff and faculty the most imminent need is to address the recommendation for re-hiring lost positions (For example One FTE Adapted PE and one FTE DSPS Counseling Faculty to replace the lost Learning Disability Specialist/Instructor position, and one FTE Learning Disability Specialist). Replacing these key positions better enable Yuba College to meet it's regulatory responsibility for ensuring access and generate needed revenue through the teaching of specialized courses and provision of services for students with disabilities. Replacing lost positions will also enable the Marysville campus the opportunity to expand its support to Sutter County Campus.
01SP. Department Goals (Click '?' for Prompt): DSPS department goals align with college goals with our mutual interest to improve the quality of student experience as well as to provide our students the opportunity to complete their educational goals in a timely manner. The latter goal relative to "timeliness" is a driving philosophy for the departments provision of services as mandated by State and Federal disability laws.
02SP. Facilitate Learning & Collaboration (Click '?' for Prompt): The following support classes are offered through DSPS as a means of ensuring equal access to other instructional programs: Learn 115 (Academic Strategies), Learn 155 Beginning Assistive Computer Technology), Learn 156 (Intermediate Assistive Computer Technology) Learn 251 (Academic Evaluation), PE 3 (Adapted Physical Education General), PE 4 (Low Impact Fitness), PE 6 (Adapted Total Fitness), PE 7 (Adapted Weight Training and Fitness), PE 9 (Adapted Weight Training and Recreational Activities),and PE 10 (Adapted Yoga and Cardio Fitness). Specialized courses offered by DSPS are developed to ensure the continuing success of students in other course work through the provision of individualized programming for holistic well being essential for academic achievement. DSPS has adopted internal policies and procedures for the provision of student services including DE. See attached documents.
03SP. Student Contacts (Click '?' for Prompt): In academic year 2014-2015 DSPS made contact with students well over 4000 times. SARS grid and the new Tutor Trac system compiled 3,969 contacts and does not include students who are assisted outside of Building 1800. These are students who receive services in the classroom, tutoring centers, and in Adapted PE where equipment, sign language interpretation, and instruction are provided.
04SP. Input to Improve (Click '?' for Prompt): DSPS holds monthly department meetings and collects student surveys as one measure of feedback. This instrument is a short three question survey that students are asked to complete after they meet with a specialist for assistance. Other measures are the evaluations students complete when the college evaluates faculty each year and the exit survey successful students with disabilities complete after graduation.
05SP. Course Outlines (Click '?' for Prompt): DSPS has current course outlines for the Learn courses taught. It is anticipated that Learn 174 will be updated by our DSPS LD Specialist if hired this year in order to capture specialized funding for DSPS through the

State. This update would be a technical revision to the Learn 174 course outline that includes the phrase "learning disabilities and/or differences" in the course description. The Adapted PE courses fall under Physical Education and Athletics department which are currently taught by adjunct faculty. DSPS hopes to improve their relationship with Physical Education and Athletics in order to plan for expanded Adapted PE offerings.

06SP. Collaboration (Click '?' for Prompt): The academic accommodations and support services offered through DSPS act as a means of ensuring equal access to other instructional programs and include the following: testing proctoring, disability-related advising, computer lab/study areas, priority registration, equipment loan, advocacy, assistive computer technology software and training, assistance with educational plans, petitions, priority registration and learning disabilities evaluation. DSPS also acts as a vehicle to assist the entire college with its responsibilities for disability compliance within its computer labs and Section 508 mandates which addresses electronic and informational technologies, to recommendations for access into instructional programming in CTE.

07SP. Catalog Currency (Click '?' for Prompt): Yes, it reflects DSPS department philosophy and services rendered. We have not listed SAO measures at this time. As DSPS SAO's data improves with each cycle, an update of of the DSPS catalog description would be fitting as it relates to what students experience, receive and/or understand as a result of participating with the services provided in DSPS.

08SP. Student Progress (Click '?' for Prompt): DSPS provides input at the IEP meetings of students who are planning to attend Yuba College after graduation. We also have given presentations and tours to student groups visiting YC where assistive technology is demonstrated and the differences between high school special education and postsecondary services is emphasized. Partnerships with CalWORKs Yuba and Sutter counties have been established where potential students take a class for academic evaluation and are provided with reports recommending potential for postsecondary participation. DSPS tracks student contacts each year and completes an end of the year report and a second report for MIS data that is collected by the CA Community College Chancellors Office (CCCCO). Three surveys are completed by students each year; one for services of students who are deaf or hard of hearing, a second one for student appointments, and a third one that is completed by successful students with disabilities who graduate.

09SP. DE Students (Click '?' for Prompt): DSPS has adopted internal Policies and Procedures for students who request services and are unable to come to campus. There is not a policy in place for student services nor is there a board policy for the District relative to Section 508 which weakens DSPS ability to advertise accessibility services across campus in all of its computer labs. DSPS provides electronic and information technology in its facility however has been unable to rehire a position to specifically address the usability of many online course offerings though, our college LMS Canvas has been heralded for its accessibility components. Regular effective faculty initiated contact has been difficult for DSPS to maintain with only a three day a week faculty presence this last year and into this year.

10SP.Disproportionate Impact(Click '?' for Prompt): DSPS has made a request for Equity funding for two positions that are expected to enhance the departments ability to better serve students with disabilities who are significantly disproportionately impacted as evidenced by recent college data collected. While MIS data from the Chancellor's office reflects 749 students who have identified themselves as students with disabilities at Yuba College, DSPS routinely serves about half that number each semester. The addition of more faculty and staff will enable DSPS to return to its pre-2008 staffing figures and it is anticipated students will have more opportunities for success beyond simple access for learning opportunities. For example; the proposed Learning Disability Specialist would work with both Student Services and Instruction to identify target populations who exhibit behaviors associated with lower postsecondary persistence through LD screening and assessment. This professional would also contribute to academic intervention strategies by conducting workshops on Universal Design, teach courses for basic skills, and provide feedback to Success constituents.

11SP. Mapping (Click '?' for Prompt): Yes

12SP. Core Competencies (Click '?' for Prompt): DSPS has surveyed both successful student graduates and also ask current students to fill out a short survey each time they meet with a counselor or LD Specialist. The student surveys administered and focus group with graduates relative to student learning outcomes over the last two years indicate that classes, accommodations, and support services are considered exceedingly beneficial to students for access, independence and goal completion in terms of graduation, transfer, and or the achievement of a certificate. These results are consistent with Student Service competencies as DSPS strives to assist students to engage with other on campus, their community, and in a global society through self advocacy, and various means of electronic and information. Increasingly. The Student Service core competencies to "...promote student engagement through contact with students that includes academic planning, advisement for self regulation and use of campus resources" has also been examined by a short three question survey that students fill out after they have met with faculty specialists DSPS is learning from tracking student program outcomes that equal access to curricular and college activity fosters increased participation and opportunity for success. The above and beyond services provided by DSPS are highly consistent with the tenants of Student Equity as well.

13SP. Professional Development (Click '?' for Prompt): Ongoing Counselor's meetings and in-service workshops including early alert. Participation in teleconferencing with the CCCCO and webinars for assistive technology. Monthly DSPS Region 2 meeting attendance, collaboration with local agencies such as Yuba and Sutter One-stops and the Department of Rehabilitation. Student

success has been enhanced relative to better access to local agencies, increased fiscal resources, better educational technology learning, and strategies associated with Student Equity workshops.

14SP. Reflection (Click '?' for Prompt): This program review will act a s a springboard for future planning associated with increased services and opportunities for student contact with qualified content expertise in the area of disability services. We have already revised the exit survey this year and will upload these in the "documents" section of this program review. The revised Graduate Survey is the result of examining student responses that answered some questions on this instrument with little feedback or redundant responses from similar questions in the survey.

Are you ready to submit your final program review?: Yes

Program Recommendation: Update educational software

Four key software programs provided as academic accommodations need to be updated to the latest versions: Dragon Naturally Speaking, Kurzweil 3000, ZoomText, and JAWS. Software that scores academic assessment instruments needs to be installed and interfaced with the Chancellor's Office database. The number of Kurzweil 3000 licenses needs to be increased to accommodate the number of students using the program.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 11/01/2013
Supporting Evidence : F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)? DSPS has a computer lab with 16 computer stations and 5 study/test proctoring rooms with computer stations. Four of the computers in the lab are not functioning at all at this time and there are several minor computer issues that need to be addressed. The need to have assistive technology addressed is particularly imperative given the loss of our Alt Media and Technology position that has not been replaced; DSPS also has various stations around campus including the following locations; EOPS lab, Math lab, Librry Center, CSC, WLD Center, and ESL classroom. Federal law (Section 508) mandates accessibility of all labs on campus. The maintenance and purchase of accessible hardware/software is currently under Information Technology and DSPS does not know the current status of computer lab accessibility on all campuses.
One IT employee was sent to the CCCCO High Tech Center Training Unit to receive specialized training on ACT hardware/software. In addition, the Sutter Center has an ACT computer station available to students as does the Lake County Campus. However, the only training or assistance for ACT available at this time is on the Marysville campus and provided by DSPS staff.
The Learn 155 and Learn 156 classes are taught in the DSPS computer lab because of the configuration of the classroom, and accessibility of all the computer stations, and the availability of the specialized software taught as part of the curriculum.

The four key software programs provided as academic accommodations need to be updated to the latest versions--Dragon Naturally Speaking, Kurzweil 3000, ZoomText, and JAWS.

Evaluation for learning disabilities utilizes standardized measurement instruments that require specialized software to score and create reports. At present, only one office computer has the appropriate scoring programs installed and connected to the Chancellor's Office database. This puts the LD Specialists in a troublesome situation in that they are dependent solely upon one older computer to score the tests and upload information to the Chancellor's Office database. There is a strong need to have the software available on a minimum of two additional office computers regularly used by the learning disabilities specialists.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related). Several replacement items such as keyboard/mouse support units, headsets with mics, and ergonomic keyboards are needed in the DSPS lab. DSPS owns five Williams Sound Systems for use by students who are hard of hearing. One of these is not working properly and one is on loan to WCC.

Evaluation Plan: Surveys of student satisfaction with availability of accessible stations and assistive technology training.

Plan of Action

Equipment - Historically the DSPS Director has purchased and maintained all student computers in the DSPS building and assistive computer technology. However, the revolving computer program will continue to routinely replace computers with DSPS software in the DSPS lab and other locations on campus. The DSPS Director and staff will be responsible for addressing ongoing technology needs, exploring additional technological resources for students with disabilities, and tracking the need for updating computers with state-of-the-art technology. (Active)

Budgetary Impact: The DSPS Director and the Director of IT will be responsible for implementation and determination of budgetary impact and funding.

Status

Reporting Year: 2014-2015 10/13/2015

Recommendation Progress: Recommendation Needs Improvement/Attention

The recent hire of a new IT director will enable DSPS to collaborate for addressing computer labs on campus

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - DSP&S Program Review
YC Goal 3 - Expand and update computer hardware, software, and Assistive Computer Technology (ACT) in labs at Clearlake Campus and Sutter Center. Expand training offerings, first through periodic workshops and, as the demand necessitates, develop and offer Learn 155 and Learn 156 classes at both sites.

Program Recommendation: Faculty position

Replacement for DSPS Faculty positions. Current need for DSPS Counselor relative to SSS3 initiative from the State and one FTE Adapted Physical Education Instructor.

Recommendation Priority: 3. High Priority

Year(s) Requested: 2013-2014

Request Date: 02/03/2012

Supporting Evidence : Currently there is one full time faculty position (Learning Disability Specialist) which includes some instructional duties. However, the position's primary direct student contacts consist mostly of disability-related advising, evaluating disability documentation, determining academic accommodations, learning disability assessment, and advocacy. The recent loss of the full time Learning Disability Specialist/Instructor has not been refilled. The replacement of this position is a critical need for both the DSPS department and the Learning Assistance instructional program. The following data from SARS Grid shows the impact of the loss of the LD Specialist position:

2011-2012 Total student appointments with faculty 1,269

2012-2013 Total student appointments with faculty 780

DSPS has long been in need of counseling personnel to provide for the academic, vocational, and personal advisement of students with disabilities. Recent events relative to economic downturn, the return of wounded warriors, and the historically low percentage of students with disabilities who do not complete their post-secondary education and transition into the workplace further necessitate the need for counseling personnel. After the review of data, program needs, and State initiative for Student Success, DSPS has determined that the best Faculty position is a DSPS Counselor with potential for itinerant assignment in cooperation with general counseling.

The second position is the need for DSPS to replace one full time Adapted Physical Education Instructor lost in 2011. In 2005 monies from the Sate came to fruition for the construction of an Adapted Physical Education facility. A comprehensive Adapted PE program has the potential to generate needed revenue for DSPS and the provision of a link with the community for persons seeking an avenue for exercise that is tailored to their individual needs. Adapted PE is an area of instruction with potential to capture students with disabilities in pursuit of of core requirements for graduation, community members seeking to continue their exercise regime after physical therapy for a variety of conditions, and student athletes. The State generously reimburses College effort for the

provision Adapted Physical Education programming which enables the institution to purchase equipment and other high costs associated with services for students with disabilities such as sign language interpreters, and faculty salaries and benefits.

Evaluation Plan: Evaluate the efficiency and completion of SSS mandates (Ed plans, orientation, and assessment) and increase in the number of students served.

Plan of Action

Staffing - Faculty - Submitted a DSPS Counselor request to YC Faculty Staffing Committee (Active)
Budgetary Impact: District paid position to replace loss of DSPS Faculty June 2012.
Timeline/Responsible Party: 1. Create DSPS Counselor position consistent with current State policies for minimum qualifications by Fall 2013.
2. Submit completed Faculty Staffing request
Perkins Eligible: No
DE Related: No
HSI Related: Yes

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

Program Recommendation: Replacement hire of Administrative Secretary

There is an immediate need to backfill the Administrative Secretary position to ensure daily operations of the front office and timely arrangement of academic accommodations.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 11/01/2013
Supporting Evidence : Does this program have adequate technical/clerical staff to support a high quality program? No. The recent losses of the Administrative Secretary and Alternative Media Specialist positions have significantly thwarted the department's ability to provide academic accommodations and support services in a timely manner. Since the loss of both these positions, clerical help has been hired for temporary periods of time only. Both these positions require specialized skills and knowledge to work effectively within the department. As a result, training and supervising temporary staff usually places additional demands on the permanent staff for extended periods of time and the turnover (by default when hiring temporary staff) further taxes the resources of the department.Perhaps more importantly, the loss of an Administrative Secretary equates to a significant loss of students served given the critical essential functions of this position (MIS Data, accommodation facilitation, and monitoring of Departmental operation). The budgeting for DSPS services is highly complex and requires substantial knowledge and time to reconcile.
Evaluation Plan: To review data of student participation and budgetary health. When academic accommodations and auxiliary aids are provided in a timely manner students are able to participate more fully in their program of study.

Plan of Action

Staffing - Technical/Clerical - DSPS will continue collaboration/negotiation with other divisions on campus, specifically, distance education and information technology to discuss the possibilities of creating a hybrid position (faculty or classified). This position would provide leadership, expertise with upgraded skills and education to include more global (campus-wide or district) responsibilities including:
a) supervision of alt media services; b) consultation regarding lab renovations and new building construction; assistance with accessible coursework development; and consultation/training to insure accessibility to online instruction. Until the new hire, the position will be managed by temporary re-assignment of DSPS staff and/or contracted help. Forward to College Council and/or Faculty Staffing Committee for approval. (Active)

Budgetary Impact: The DSPS Director and Deans will be responsible for implementation and determining budgetary impact and funding.

Status

Reporting Year: 2014-2015 11/18/2015
Recommendation Progress: Recommendation Achieved/Completed
Hired an Administrative Secretary at 80%.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - DSP&S Program Review
YC Goal 3 - Expand and update computer hardware, software, and Assistive Computer Technology (ACT) in labs at Clearlake Campus and Sutter Center. Expand training offerings, first through periodic workshops and, as the demand necessitates, develop and offer Learn 155 and Learn 156 classes at both sites.

Program Recommendation: Assistive Computer Technology Expansion at Clearlake Campus and Sutter Center

Expand availability of assistive computer technology and training opportunities to staff and students at Clearlake Campus and Sutter Center.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 02/03/2012
Supporting Evidence : The Sutter Center has an ACT computer station available to students as does the Lake County Campus. One IT employee was sent to the CCCCO High Tech Center Training Unit to receive specialized training on ACT hardware/software and is currently responsible for computer function and software. Federal law (Section 508) mandates accessibility of all labs on campus. However, the only training or assistance for ACT available at this time is on the Marysville campus and provided by DSPS staff. Periodic workshops have been offered for Clear Lake staff by DSPS. A Workshop was held at the Sutter County Campus during the summer, 2013. The goal of DSPS is to promote the use of and training for assistive technology on Lake and Sutter sites consistent with State and Federal mandates for Electronic and Information Technology accessibility.
Evaluation Plan: Student satisfaction survey and tracking of increased use of assistive technology.

Plan of Action

Equipment - The DSPS Director and the Dean of the Clear Lake campus will collaborate and assess when it will be financially feasible to expand technology at the campus. Historically, the campus has offered limited instruction in ACT as individually needed by students. Currently, there is only one computer station fully equipped with ACT and it is not located in a computer lab. The Marysville campus has a robust program of instruction in ACT which has been developing since the mid 1990?s. Each semester, ACT classes are filled and taught in a sophisticated, hi-tech lab located within the DSPS building. DSPS also works directly with the DOR and other community agencies in offering training in specific computer programs, such as Kurzweil 3000 and Dragon Naturally Speaking. Best practices taught at the CCC High Tech Center Training Unit (HTCTU), as well as the experience of DSPS faculty throughout the state who provide instruction in ACT, indicate that students should be placed in a classroom environment for at least one semester in order to obtain the skills necessary for them to improve the knowledge and facility that is required for academic/employment independence and competence. The DSPS Director and the Dean of the Clear Lake campus will be responsible for implementation of ACT

coursework and determination of budgetary impact and funding. (Active)

Budgetary Impact: The DSPS Director and the Dean of the Clear Lake campus will be responsible for implementation of ACT coursework and determination of budgetary impact and funding.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - DSP&S Program Review
YC Goal 3 - Expand and update computer hardware, software, and Assistive Computer Technology (ACT) in labs at Clearlake Campus and Sutter Center. Expand training offerings, first through periodic workshops and, as the demand necessitates, develop and offer Learn 155 and Learn 156 classes at both sites.

Program Recommendation: Learning Assistance Courses

Revision and devolopment of Learning Assistance courses to address the workforce readiness needs of students, promote independent learing, and in preparation for vocational education programs.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 11/01/2013
Supporting Evidence : Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data. At present, Counseling and DSPS is requesting to have access to data showing success and retention rates for the newly created English 105 course. Upon evaluation of the data, DSPS may collaborate with Counseling and Vocational Education programs to address the need for workforce readiness coursework and/or additional developmental offerings. This recommendation is directly related to our YC mission to address the Basic Skills needs of students to become both College and Career prepared. Currently the Learning assistance courses are filled to capacity indicating student enrollment demand and interest.
All Learning Assistance courses associated with DSPS have current CORs. The teaching methodologies employed in the Learn classes represent current trends including principles of Universal Design, multi-modal presentation, use of educational/assistive computer technology, and other practices used in the field.
Evaluation Plan: The teaching methodologies are assessed by the students through end-of-the-semester surveys. Recent student surveys have measured students' progress in attaining basic computer skills as well as satisfaction with other LEARN classes.

Plan of Action

Curriculum/SLO - DSPS and LA faculty will meet with English faculty to discuss and consider practical options to address the loss of basic skills courses. In addition, the is ongoing student need for specific instruction in spelling and phonics that has been offered only in workshop format on a time and space limited basis. (Active)

Budgetary Impact: The DSPS Director and Dean of Language Arts will be responsible for implementation and determination of budgetary impact and funding.

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

YC - DSP&S Program Review

YC - DSP&S Program Review
YC Goal 7 - Collaborate with Adapted Physical Education (APE) faculty in developing a more streamlined process for referral of APE students to DSPS for support services, revision of Course Outlines of Record, and expansion of coursework

Program Recommendation: Adapted Physical Education

Collaborate with PE faculty in developing additional Adapted PE classes.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 11/01/2013
Supporting Evidence : In addition to periodic course revisions, discussion has begun to explore other potential PE courses that would incorporate the needs of students with disabilities for physical and motor fitness and recreational opportunities. This is partly in response to the new class repetition policy and the need of students to continue adapted physical classes as a means of addressing specific physical limitations and to promote overall well-being. The significant evidence of this recommendation is tied to increased funding for DSPS when Specialized courses are offered. PE 9 (Adapted Weight Training and Recreational Activities),and PE 10 (Adapted Yoga and Cardio Fitness).
Evaluation Plan: Monitor course enrollment and SLO assessment for Adapted Physical Education courses.

Plan of Action

The DSPS Director will work with the Dean of Physical Education to clarify responsibilities of new full-time hire with regard to the development and expansion of the APE program to more accurately meet the needs of the community. Forward to the Faculty Staffing Committee for consideration. (Active)

Budgetary Impact: The DSPS Director and Dean of Physical Education will be responsible for implementation and determining budgetary impact and funding.

Related Goals

Institutional Learning Outcomes
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - DSP&S Program Review
YC Goal 7 - Collaborate with Adapted Physical Education (APE) faculty in developing a more streamlined process for referral of APE students to DSPS for support services, revision of Course Outlines of Record, and expansion of coursework

Program Recommendation: Test Proctoring Services

Seek assistance in provision of test proctoring and explore options for campus-wide test proctoring center.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 11/01/2013
Supporting Evidence : The DSPS program continues to enroll new students and one of the most common accommodations provided for students test proctoring.. There are so many students requesting this accommodation for midterm and final exams, that each semester DSPS staff searches for additional space to use in order to serve students. Additional classrooms, space in the College Success Center, and faculty offices have been used for test proctoring. This is an ongoing issue that needs to be addressed. DSPS staff and Testing Center staff continue to discuss possibilities for a future college wide testing center that would include test proctoring with accommodations. A collaboration with Testing Office has resulted in a one time joint venture in proctoring final exams for Fall of 2012. However, a long term solution needs to be developed. DSPS continues to "lose" test proctoring rooms for other purposes resulting in fewer students being served in that capacity.Over the last couple of years there has been fewer test proctored by DSPS. In 2011-2012 DSPS proctored 1,006 tests and 917 tests were proctored in 2012-2013.
DSPS strongly recommends the development of a campus-wide test proctoring center and would provide accommodations for DSPS

students, extra time for ESL students, administer make-up exams, and test facilitation for Faculty. DSPS is willing to provide some staff and space for this project contingent upon institutional support specifically proctoring staff, equipment, and IT support. DSPS needs to continue to address ongoing test proctoring limitations given current DSPS staffing and available space.

Evaluation Plan: Seek Faculty input on value and/or necessity for a campus wide test proctoring center.

Plan of Action

Facilities - Ways will continue to be examined to secure extra test proctoring space and perhaps relinquish coordination and management of test proctoring to the Testing Office once it is remodeled. In the interim, DSPS will continue to use classrooms, offices, etc., for test proctoring services during heavily impacted times (midterm and final exams). (Active)

Budgetary Impact: The DSPS Director, the Director of the Testing Office, and the Dean of Distance Education will be responsible for implementation and determination of budgetary impact and funding.