Accommodated Testing Services at CU Boulder

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Disability Services

Office of Diversity, Equity and Community Engagement (ODECE)

University of Colorado Boulder

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1 INTRODUCTION

Disability Services at the University of Colorado Boulder is a department within the Office of Diversity, Equity and Community Engagement (ODECE). Since 1973, Disability Services has served the campus community by providing a base of expertise in the provision of academic accommodations to students with disabilities.

In 1996, the Director of Disability Services Ruth Fink wrote a position paper (Appendix I) summarizing the status of accommodated testing. Prior to that time, Disability Services had provided the testing environment for students with disabilities. As a result of the position paper, faculty were tasked with providing the testing environment for students with accommodations. Dr. Fink provided sound reasoning for the benefits of that decision and stated that the number of exams proctored (seats) in recent semesters was between 250 and 379.

Since that time, the number of students registered and receiving basic test accommodations, including extended time of 1.5x and 2.0x, has risen steadily. In fall 2016, the number of exams (seats) eligible for extended time accommodation was 2,953 (Appendix F). To address this increase of accommodated tests, the Faculty and Staff Advisory Committee (FSAC) subcommittee on Access has proposed that a university testing center to serve the entire academic community be created (Appendix E).

The purpose of the research reported in this document is to outline the practices of other institutions in the PAC 12 and other similar-sized institutions (Appendix G). The intention is for this data to inform decision-making in the design and size of a proposed university testing center. Recommendations for a Centralized Accommodated Testing Center are provided.

2 CURRENT STATE OF ACCOMMODATED TESTING

Faculty provide students their testing accommodations, including 1.5x extended time or a distraction-reduced environment, unless there are extenuating circumstances (Appendix I). If a student has a more involved accommodation, such as double time or the use of a reader, scribe, or assistive technology, the tests are often scheduled at Disability Services. Ensuring effective accommodation for testing often requires intensive communication between the student, faculty and Disability Services because there is no clear resource to assist in the provision.

According to a proposal created in fall 2016, the Faculty and Staff Advisory Committee, subcommittee on Access stated, “Accommodations, as important as they are, place a significant burden on the faculty required to administer them. Faculty face significant challenges in finding and scheduling space for accommodated exams, as well as scheduling time, usually their own but occasionally that of others, to proctor the exam.” The proposal states “In the fall 2016 semester, nearly 3,000 seats across 921 courses are occupied by a student with a disability that requires testing accommodations (Appendix E). A conservative assessment of four courses per student with three tests per semester works out to 12,000 tests administered with accommodations per semester. These accommodations, in addition to being legally required, enable students with disabilities to succeed as students, shows the value the university places on them as individuals, and makes it possible for them to continue their studies.”

3 RESEARCH

In January 2017, Disability Services made contact with CU Boulder's peer PAC 12 and other similarly sized institutions to review the current state of accommodated testing services at each institution. A synopsis of the research completed is presented here for background and information (Appendix G). Six universities responded to our inquiry that have at least 650 students eligible for testing accommodations; University of Washington, University of California Los Angeles, University of Arizona, University of Oregon, University of Wisconsin – Madison, and Indiana University. The results presented in this document are from these universities.

Three of the six universities utilize a system similar to CU Boulder where the Disability Services office provides accommodated testing for intensive accommodations only and faculty provide the testing environment for students with 1.5x extended time and distraction-reduced environments. The remaining three universities have the option for all accommodated testing in their center. All six universities provided testing for students with Temporary Medical Conditions and Injuries.

One of the six universities, the University of Oregon, has a University Testing Center, which is not run by the Disability Services office. They reported that 50 – 75% of their accommodated exams are proctored at the University Testing Center and that the rest of the exams are scheduled in meeting rooms across campus. Their Center also does exams for outside vendors (ACT, GRE, TOEFL, etc.), placement testing and make-up exams for faculty when possible.

Each of the six universities has a unique approach to accommodated testing. Most of the institutions utilize a combination of space in the Disability Services offices and in many locations across campus. Hours of operation are usually 8:00 – 5:00 with extended hours during finals. Tests are most often scheduled per exam, anytime of day requested, while finals are more frequently scheduled to start at specific times (i.e., 8:00, 11:00, 2:00, and 5:00) to cut down on distractions.

The University of Arizona reported that their testing center uses the entire floor of a medical building on campus. They have 10 rooms in total, with the largest room holding 47 seats, and they proctor up to 200 exams per day. The University of Washington has 11 rooms in total, with 10 separate rooms with one seat each and one large room that holds 40 seats. They have carrels in rows to assist with limiting visual distraction and provide students with noise-cancelling headphones in order to provide the distraction-reduced environment accommodation.

In four of the six universities, Disabilities Services operates the testing center. The number of testing coordinators and administrators varies and most utilize student workers to do the actual proctoring of exams.

UCLA has limited space at their office for testing and administers tests all over campus, which adds to the staffing needs in scheduling space. UCLA has four full-time staff devoted to test proctoring including an Assistant Director, full-time Coordinator, and two additional staff. They have a pool of about 25 proctors and they do not employ student workers.

The University of Arizona has an Accommodation Consultant, an Administrative Assistant, and 13 student workers who proctor 2 – 3 at a time. As previously noted, they have 10 rooms in total and proctor up to 200 exams per day.

The University of Wisconsin-Madison has one Coordinator and 35 student proctors. While they are going in the direction of all students with testing accommodations being eligible to take exams at their testing center, they

currently only proctor those with intensive accommodations. They reported proctoring 800 exams per semester in their center.

Some institutions have written procedures for accommodated testing while other have unwritten procedures. All of the institutions have options for delivery and return of exams, including electronic submissions and returns, faculty delivery and pick-up, sealed envelope with accommodated student delivery and return, and sealed envelope with student worker delivery and return. These options are generally available in any combination of delivery and return. Some institutions are attempting to get more electronic submissions and returns, but are getting pushback from faculty.

Most centers do not utilize cameras for monitoring exams and more than one institution indicated that faculty were opposed to cameras because it would be inequitable compared to other students' testing environments. Some of the larger rooms were equipped with carrels and noise-cancelling headphones. Some centers also had height adjustable tables and adjustable, padded office chairs.

Some institutions used the testing space when available for creating alternate format of text or scanning, but most did not use the testing areas as multi-use spaces. The testing spaces were most commonly in close proximity or in the Disability Services office.

All of the institutions indicated that the numbers of tests provisioned have increased significantly. They use all types of technology for testing, largely based on the approved accommodations of the students. Some institutions have moved to using Kurzweil and other electronic readers only, instead of a live person, due to problems with readers in the past. A recommendation from the University of Washington was that we look not only at the current needs, but rather plan for the future in the size and design of a testing center.

4 RECOMMENDATION

The following recommendation is based upon peer institution best practices research and how such a center may best provide accommodated testing for students with disabilities on the CU Boulder campus.

Creation of a Centralized Accommodated Testing Services Center

This would require the following:

1. 10,000 square feet of ***dedicated*** space for testing services during the academic year (Appendix A)
2. 3,000 square feet of ***shared*** space to administer tests during high impact times (Appendix A)
3. $335,000 in new annual operating funds (Appendix B)
4. $113,000 in new one-time benefits funding (Appendix B)
5. $375,000 in new one-time project development funding (Appendix B)

5 APPENDICES

APPENDIX A

Space Utilization Plan

Dedicated Space – 10,000 square feet

Large Testing Room with 50 seats (1 room) – Used during all operating times, except when classes are not in session.

- Estimated 4,000 square feet
- Individual carrels for each seat
- Primary testing area for students with extra time accommodations.
- Could be used for group testing for faculty members for large courses

Small Group Testing Room(s) with 15-20 seats (2 rooms) – Used primarily during the Fall and Spring semesters. *This space could be shared space during low-impact times such as summers, breaks, and beginning of semesters.*

- Estimated 1,500 square feet per room (Estimated 3,000 square feet total)
- Individual carrels for each seat with flexibility in design to allow for easy disassembly for non-testing use
- Primarily testing area for students with extra time and distraction reduced environment accommodations during Fall and Spring semesters
- Room(s) should be attached to the ATSC by doors so that no additional labor is needed to administer testing
- Room(s) should be attached to a corridor so entrance through ATSC is not required in non-testing periods.

Individual Testing room(s) with 1 seat plus Proctor (10 rooms) – Used during all operating times, except when classes are not in session.

- Estimated 80 square feet per room (Estimated 800 to 1,000 square feet total)
- Standard set up desk and two chairs
- Primary testing area for students with intensive testing accommodations (those currently served at DS)

Administrative Space

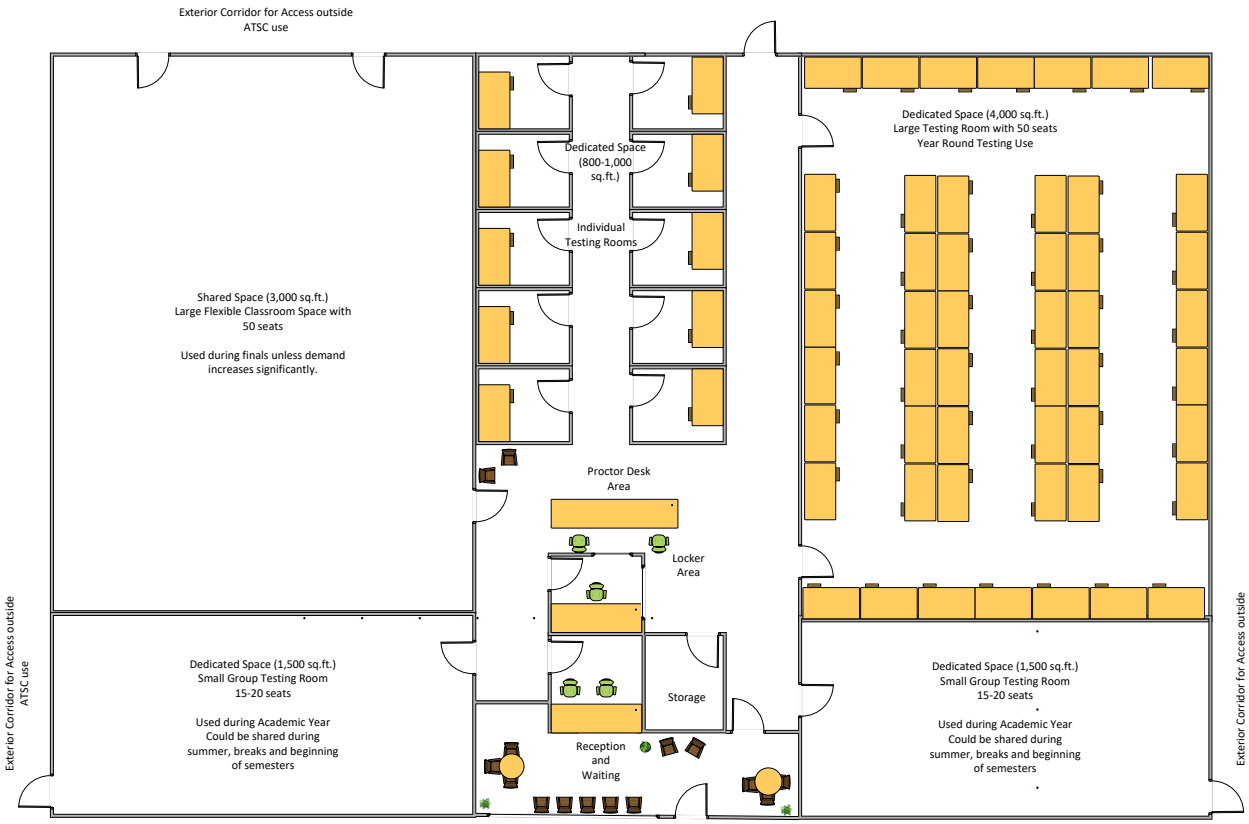
- Estimated 1,500 -2,000 square feet
- Reception Desk
- Waiting area

- Locker area to secure student property
- Offices for Senior Program Manager and Program Manager - Logistics
- Storage room
- Proctor Desk Area (For staging, monitoring and processing exams)

Shared Space – 3,000 total (Managed by the ATSC)

Large Flexible Classroom Shared Space with 50 seats (1 or 2 rooms) – Only used during finals unless demand increases significantly. Anticipated demand will increase over time. These spaces should be adjacent to the administrative space to reduce operational costs as testing numbers increase.

- Estimated 3,000 square feet
- Traditional classroom set up but with flexible tables and chairs so they may be arranged for optimal testing
- Room should have a moveable divider to cut space in half when used for testing
- Room(s) should be attached to the ATSC by doors so that no additional labor is needed to administer testing
- Room(s) should be attached to a corridor so entrance through ATSC is not required in non-testing periods.



Appendix B

Budget Plan

Estimated One-Time Project Development Costs Projection

Full-Time Year Round Positions	
Furniture and Fixtures	150,000
Computers, Scanners and Laptops	15,000
Software Licenses	10,000
Construction Costs	200,00

Total Estimated Project Development Costs **375,000**

Annual Budget Projection

Payroll

Full-Time Year Round Positions	
Senior Program Manager - ATSC	75,000
Program Manager - Logistics	54,996
Administrative Assistant	39,996
Lead Proctor (Float/Admin)	38,400
Part-Time Academic Year Positions	
Proctor (7am-1pm)	18,360
Proctor (12pm-6pm)	18,360
Proctor (4pm-10pm)	18,360
Part-Time On-Call Positions	
Intensive Accommodations Proctor Pool	36,720 -

Total Annual Payroll Costs **300,192**

One-Time Benefits Charge **113,000**

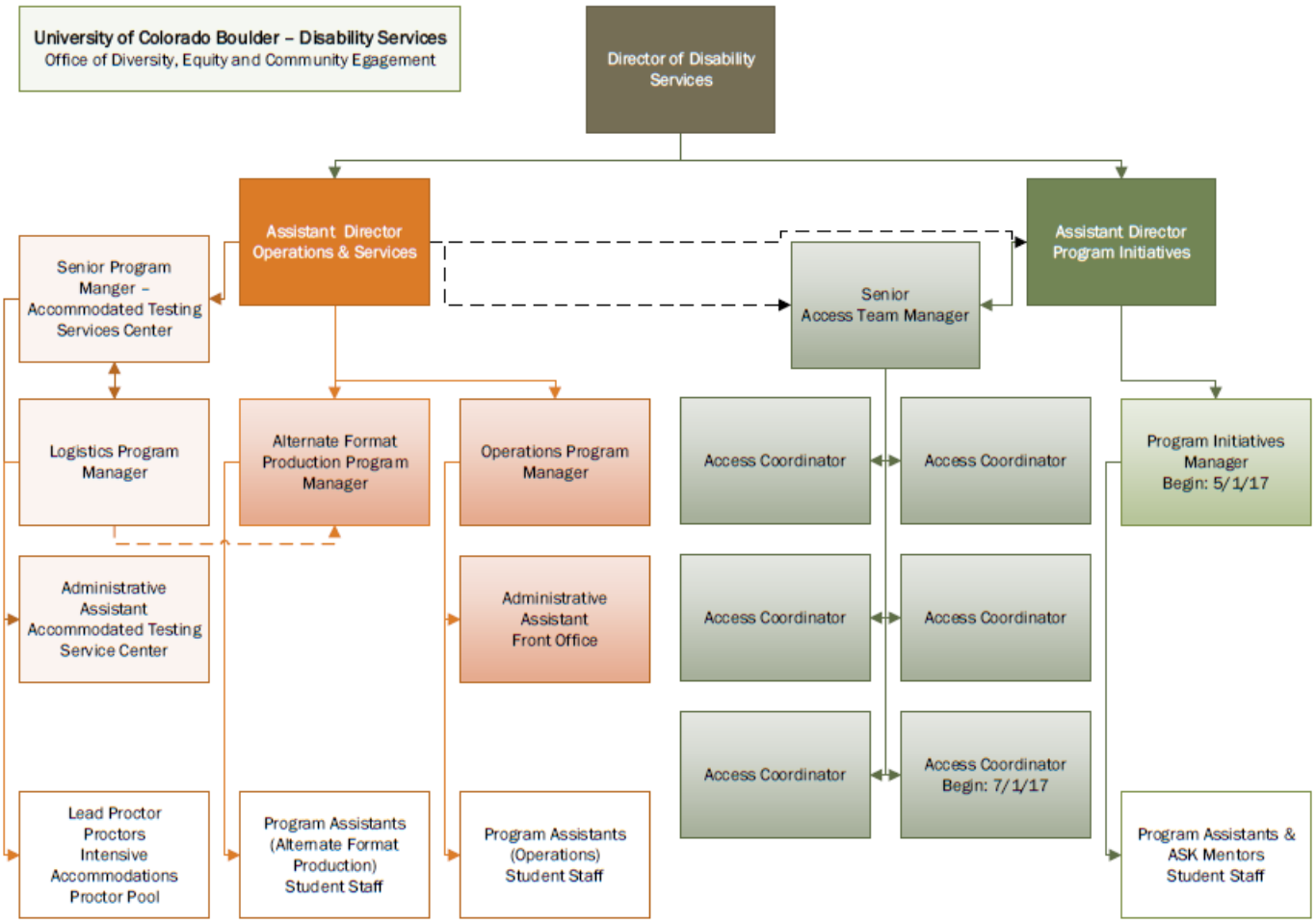
Operating Expense Projection

OFFICE SUPPLIES	2,700
CONFIDENTIAL SHREDDING	480
TELECOMM SERVICES	960
POSTAGE	795
PRT/PUB/REPRO SERVICES	2,500
COPY MACHINE RENTAL	4,200
IT SOFTWARE LICENSES	5,000
PERIPHERALS < $5000	3,400
SUBSCRPTS/BKS/PERIOD/SCORES	300
BUILDING MAINT AND REPAIR	1,200
FURNITURE < $5000	1,000
OFFICIAL FUNCTIONS	3,000
TRAINING FEES	400
CONFERENCE REGISTRATION FEES	4,000
TRAVEL GENERAL BUDGET	5,000
Total Operating Expense	**34,935**

APPENDIX C

Organizational Structure and Staffing Plan

Organizational Chart



Staffing Structure

Full-time year round positions

- Senior Program Manager – Accommodated Testing Services Center
- Program Manager – Logistics
- Administrative Assistant
- Lead Proctor

Part-time academic year positions

- 30 hours per week each, 90 hours a week total
- Staffed only during the Fall and Spring semesters
- 3 Proctor shifts (morning, afternoon and evening)

Part-time on-call positions (as needed)

- Planned 60 hours per week total during the academic year
- Intensive Accommodations Proctors (Readers, Scribes, etc.)

Staff Roles and Responsibilities

Senior Program Manager – Accommodated Testing Services Center

This position oversees the Center, including the scheduling, preparation and administration of exams, and the reporting of statistics every semester. This position recruits, on-boards, manages and supervises the other full-time staff at the Center and maintains an atmosphere conducive to test taking. This position revises and maintains the process and procedures for all accommodated test taking on campus and makes recommendations for improving the testing process for students and faculty. This position will oversee communication with faculty, DS staff and others, in order to determine which aspects of the Center are working well and which aspects need improvement.

Program Manager – Logistics

This position oversees the daily scheduling of exams and is the main point of contact for students and faculty when situations out of the norm arise. After the Administrative Assistant schedules individual tests, this position will address any immerging issues with students and faculty. This position oversees the daily collection of proctoring data and compiles monthly, semester, and annual reports.

Administrative Assistant

This position receives test-proctoring requests and enters them into the calendaring system. This position checks student accommodation approvals in CU-SIS and adds this information to the calendaring system. If questions arise through this process, this position flags the case, which is forwarded to the Logistics Program Manager to trouble-shoot and resolve. The Administrative Assistant and Lead Proctor work closely to ensure a smooth testing experience for students and faculty.

Lead Proctor

This position processes individual exams, preparing them for administration to students. This position ensures that exams have been received and are ready to go in the correct format on the exam date, including arranging for alternate format or assistive technology. This position ensures that students follow the CU Honor Code and leads problem-solving efforts if a problem arises, notifying the Logistics Program Manager about honor code violations. When exams have been completed, this position ensures that they are returned to faculty according to established process. This position ensures that daily proctoring data is entered into an established collection point. The Administrative Assistant and Lead Proctor work closely to ensure a smooth testing experience for students and faculty.

Part-time staff will work during fall and spring semesters only. During summer, the Lead Proctor will assume most proctoring duties directly and the Administrative Assistant and Logistics Program Manager will proctor when needed.

APPENDIX D

Center Operation Plan and Guidelines

Hours

- Monday – Friday
- 7:30am – 9:30pm
- Total operational hours for testing - 12 hours per day

Exam Administration Times

- Fall and spring semesters: Monday-Friday, 8:00am-9:00pm.
- All other semesters: Monday-Friday, 8:00am-5:00pm.

Eligibility for Testing in ATSC

- Students with testing accommodations approved by Disability Services.
- Students with Temporary Medical Conditions with testing adjustments granted through Disability Services.

ATSC Guidelines

- Students and faculty should partner to make a determination whether a test should be taken in the classroom or at the ATSC.
- Students are responsible for requesting a date and time for an exam administration 5 business days in advance of test.
- Students are responsible for reminding professors to send exams prior to testing appointment.
- Students and/or faculty wishing to cancel a scheduled exam need to communicate with ATSC as soon as possible to allow ATSC to allocate space to another student.
- Students who do NOT show for scheduled exams are referred to their assigned Access Coordinator in Disability Services.
- The ATSC will communicate to faculty when a student misses a scheduled exam.
- Personal items (including cell phones, computers, tablets, purses, backpacks, food, etc.) will not be allowed in the testing area. A secured locker will be provided to the student, if needed.
- Items such as notes, books, and calculators will not be allowed in the testing area, unless confirmed by the professor on this form prior to the exam.
- Students should expect proctors in the testing area. Students should expect to be observed in person and/ or by video recording.
- Proctors are authorized to check materials that the student has in her/his possession at any time during the test.
- The student will not be able to leave the examination area during the exam unless stated in her/his accommodations or approved by ATSC staff.
- Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or the student's DS accommodations.

- If a student is suspected of academic dishonesty during an exam, ATSC will inform the professor who will determine the consequences. The faculty member will determine any consequences including whether the student is reported to the Honor Code Office.

APPENDIX E

Testing Center Proposal
Faculty and Staff Advisory Committee (FASC) to
ODECE (Office of Diversity, Equity, and Community Engagement)
Subcommittee on Access
Fall 2016

Introduction

The FSAC Subcommittee on Access would like to propose a testing center to serve the entire CU community. Testing accommodations for students with disabilities play a pivotal role in success and persistence for students with disabilities, for whom appropriate accommodations make it possible to succeed in their academic pursuit. Accommodation is also a legal obligation, and as it is currently structured, represents a significant burden on campus faculty and students. As competition for students increases, the availability of coordinated accommodations also improves our campus reputation, and the likelihood that admitted students will commit to CU. The following proposal addresses the need, anticipated use, costs, and potential locations for such a center.

Need

Currently, nearly 3000 seats across 921 courses are occupied by students with a disability that requires testing accommodations. A conservative assessment of 4 courses per student with 3 tests per semester works out to at least 12,000 tests administered under special accommodations per semester. These accommodations, in addition to being legally required, enable students with disabilities to succeed as students, and contribute to a feeling that the university values them as individuals, and makes it possible for them to continue their studies. Accommodations, as important as they are, place a significant burden on the faculty required to administer them. Faculty face significant challenges in finding and scheduling space for accommodated exams, as well as scheduling time, usually their own but occasionally that of others, to proctor the exam.

Anticipated Use

While faculty would not be required to send students to a testing center for accommodated exams, we expect that many would choose to do so. An unrelated usability study in the library two years ago found that many faculty and graduate students thought that the University Testing and Assessment Center would provide this service, and all said they would make regular use of such a center if it existed. Given the estimated volume of accommodated tests, even a partial uptake of testing services would result in thousands of tests administered with appropriate accommodations on behalf of our faculty. As a small example, the CU Department of Psychology and Neuroscience data from Fall semester 2012 showed that an average of 30 exams per week (range 20-40) were accommodated during that single semester.

Peer Institutions

Peer institutions as large as CU offer a testing center for the purposes we propose, including: University of Oregon, University of California - Los Angeles, University of Southern California, University of Utah, University of Michigan, University of Kansas, Ohio State University, University of Wisconsin - Madison, and Colorado State University - Fort Collins. Compared to our peers, our ability to accommodate testing needs is deficient.

Cost

It would be erroneous to consider that we do not currently pay for the testing services we propose. Currently the cost of providing accommodations for testing employs the most expensive possible model, in which highly paid faculty are personally administering most of these tests. It is the corollary to basic health care being provided via the hospital emergency room. Costs go down for everyone if the provision is moved to a more cost-effective model. We are proposing a testing center staffed by a Testing Center Assistant Director (full time exempt professional - $75K Annual salary) and 10 half-time test proctors ($150K Annual) , plus annual operating costs of approximately $25K Annually, in addition to construction costs. Not only would this model redistribute the work more appropriately but it would provide a significant cost savings over how we currently provide these accommodations.

Proposed Physical Locations

The campus is currently constructing a building focused on student success. There could be no better fit for a testing center than the building currently under construction. While the center would be useful to students and faculty if it were placed in any central location, the new building above the Euclid parking garage would be ideal. As space is currently being assigned in this building, the subcommittee feels this is the perfect time to invest in creating the proposed center. The physical space requirement would not be excessive, and would need to consist of one suite consisting of two moderately sized rooms that could accommodate up to 30 people, six small rooms that could accommodate 4 to 10 people each, and 4 individual rooms, as well as 2 offices (one for a Testing Center Coordinator, one for Graduate Students and Proctors). Additionally, two small storage rooms would be needed to secure technology and examinations.

Conclusion

Accommodations for testing are not merely a legal requirement, they are a fundamental element of supporting student success and retention, two of the primary strategic priorities for the entire campus. These accommodations that are essential for thousands of students are currently being provided at CU in the most expensive possible manner. The access subcommittee of FSAC proposes the creation of Testing Center serving the entire campus to meet this need.

APPENDIX F

Extended Time Accommodations by Seat and Discipline – Fall 2016

1.5x & 2.0x, Fall 2016	
Department	**Student Volume**
PHYS	137
MATH	120
CHEM	116
PSYC	115
COMM	108
SOCY	108
ECON	99
EBIO	93
ANTH	83
WRTG	79
GEOG	72
PSCI	72
IPHY	70
APPM	68
BCOR	67
MCEN	65
CSCI	63
HIST	63
ATLS	60
ENGL	55
ENVD	55
APRD	51
GEOL	51
PHIL	50
ASEN	46
ASTR	45
ATOC	38
CHEN	33
CVEN	33
EDUC	33
ECEN	31
MUEL	29
GEEN	28
GRMN	8
MDST	8
MCDB	28

Department	Student Volume
CLAS	26
ETHN	26
FNCE	26
ARTS	25
THTR	25
ARTH	24
DNCE	24
COEN	23
FILM	23
SLHS	23
ENVS	22
JRNL	22
SPAN	22
BUSM	20
CMCI	20
LING	20
ACCT	15
RLST	14
BADM	13
MKTG	13
MUSC	13
NRSC	13
BASE	12
FREN	12
IAFS	12
ITAL	11
WMST	11
PMUS	10
EMEN	9
MGMT	9
RUSS	9
EMUS	8
AREN	7
HUMN	7
CHIN	6
HUEN	6

Department	Student Volume
LDSP	6
REAL	6
STDY	6
HEBR	5
JWST	5
ARAB	4
CAMW	4
INVS	4
JPNS	4
MBAX	4
COMR	3
ESBM	3
EVEN	3
INFO	3
MSEN	3
SCAN	3
AIRR	2
ARSC	2
CESR	2
CMDP	2
FARR	2
FRSI	2
LATN	2
BSLW	1
EHON	1
ENST	1
HONR	1
INBU	1
LEAD	1
LIBB	1
NAVR	1
NRLN	1
SSIR	1
TLEN	1
TMUS	1
Total	**2280**

APPENDIX G

Institutional Research

To view the institutional research, go to the following link:

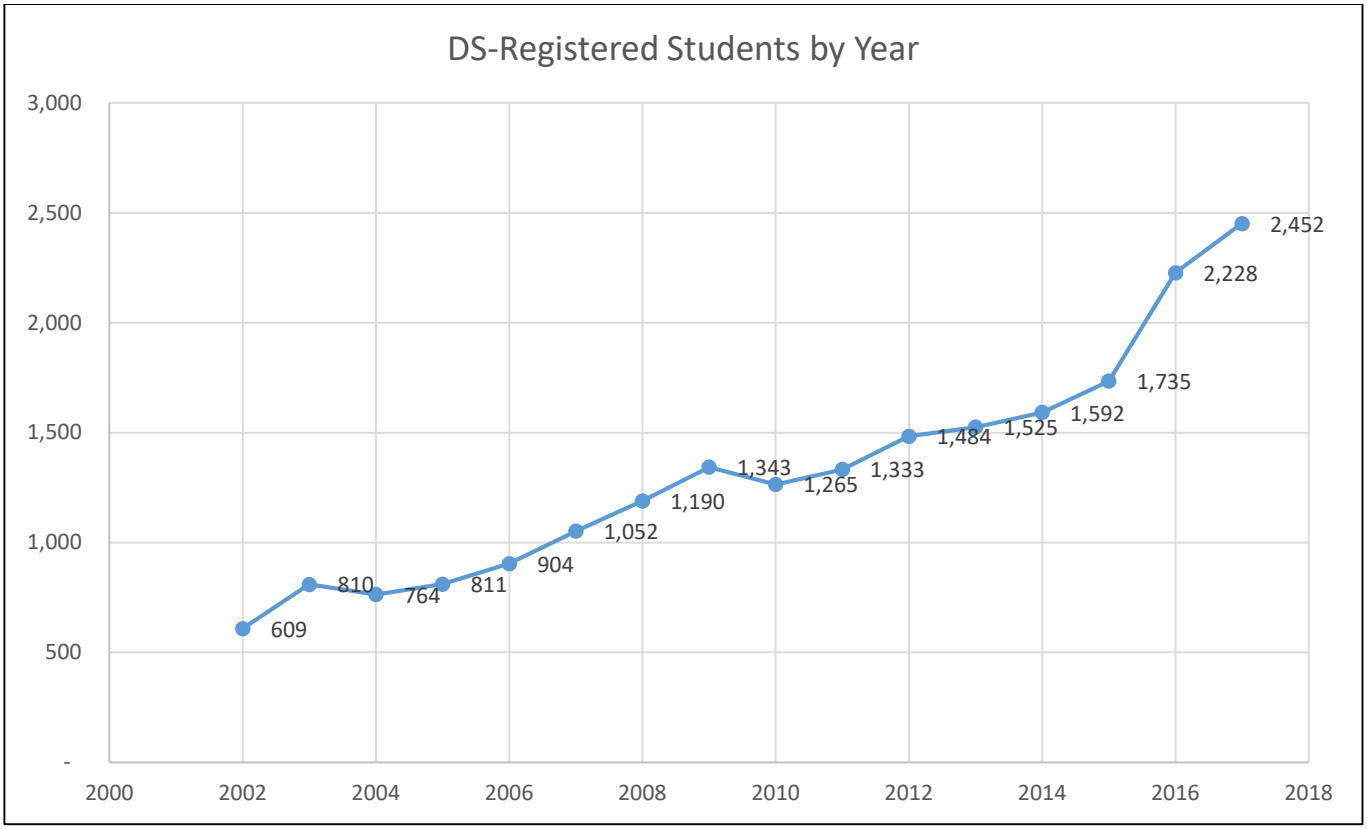
hyperlink

Research is presented in the following categories:

- Institutional Information
- Administration and Staffing
- Operations
- Space Allocation and Hours
- Testing Statistics
- Costs and Wrap Up

APPENDIX H

Annual Student Registration Numbers for Disability Services



APPENDIX I

*Format edits for readability

Test Proctoring Services/Accommodations
at the University of Colorado, Boulder
A Position Paper
by
Ruth J. Fink, Ph.D., Director, Disability Services
(Unpublished) May, 1996

Introduction

The decision has been made that Disability Services in the division of Student Affairs will no longer assume primary responsibility for test proctoring services, a legally mandated auxiliary aid for students with disabilities who may need extended time on examinations. Extended time (usually for reasons of documented cognitive processing difficulties) is a mandated academic access issue, not a "nice thing to do in Student Affairs." The purpose of this paper is to (1) provide a brief legal background on the evolution of disability law; (2) the rationale and reasoning behind professors in Academic Affairs administering and supervising alternative testing accommodations; (3) suggestions for how this can be implemented with minimal impact to students with disabilities and with the assistance of Disability Services staff and (4) current numbers and statistics regarding accommodations over the past two years. This information is provided to support the decision to shift test proctoring responsibilities to the professors who teach the classes.

Brief Legal Background

In the last twenty years, qualified students with disabilities have exponentially enrolled in postsecondary institutions across the country. In 1978, 2.6% of all first-time, college freshmen reported one or more disabilities. By 1994, the proportion had grown to 9.2% (Post secondary Education Opportunity, 1996). Steeped in the Civil Rights movement and legislation regarding racial, ethnic and gender discrimination (The Civil Rights Act of 1964 and the Title IX regulations that prohibited discrimination on the basis of gender), the Rehabilitation Act of 1973 states:

> "...no otherwise qualified individual with a disability in the United States...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." (29 U.S.C. 798).

This wording promised equal access to universities (and other entities) for a population of disabled individuals which previously had been served primarily at the convenience of others, too often from a "charity" perspective. Unlike other disenfranchised populations, who gained almost immediate formal recognition of their civil rights, Section 504 passage of the 1973 Rehabilitation Act was only the beginning of a long struggle for people with disabilities.

It was several years before this population realized the actual benefits of Section 504 which promised both equal access to education and dignity in the pursuit of the basic rights of safety and independence as well as the individual's status as a person, first and foremost, whose right to life, liberty and the pursuit of happiness is guaranteed by law. Subpart E of Section 504 specifically addresses the rights of people with disabilities in federally funded institutions of postsecondary education. These include public and private institutions that receive federal grants or contracts and institutions with students who attend school with the help of guaranteed student loans and other forms of federal assistance (Kroeger and Schuck, [Ed.], 1993).

Another important landmark for individuals with disabilities occurred when then-President Bush signed into law, the Americans with Disabilities Act (ADA) on July 25, 1990. This law extends the mandate for nondiscrimination on the basis of disability into the private sector and the nonpublic federal section (state and local government). The ADA is considered to be the most sweeping piece of civil rights legislation passed in more than 25 years and covers employment and public accommodations as well as higher education. Section 504 remains in effect, along with the ADA--the ADA is likely to have its greatest impact on higher education by reaffirming the principles of Section 504 and increasing awareness of the existence and needs of the people in our society with disabilities. We need to acknowledge that people with disabilities are more like other people than they are different. Likewise, students with disabilities at the University of Colorado are more like nondisabled students than they are different.

The Responsibility of Test Proctoring: An Academic Access Issue and an All-University, Shared Responsibility

The decision to turn test proctoring /extended time examinations over to Academic Affairs and the professors who teach the classes (and who also devise and grade the exams) was based on many factors. First from the literature on retention studies, we know that the top four positive factors for retention in a study of 947 two- and four-year institutions were identified as (1) a caring faculty and staff; (2) high quality teaching; (3) adequate financial aid and (4) student involvement on campus (Beal and Noel, 1980, in Kroeger and Schuck, 1993). Tinto (1987, in Kroeger and Schuck, 1993) hypothesized that students leave college when they "are no longer socially and academically integrated with others in the educational community and when they no longer share the dominant institutional values" (p. 48, in Kroeger and Schuck, 1993). This particular model of student retention posits that both formal and informal interactions between student and faculty and between student and peers are important variables in student success for both students with disabilities and nondisabled students. Such a model also serves to make all students feel welcome and involved Students who feel marginalized, ignored and unaccepted are less likely to be successful and are more likely to drop out. Students with disabilities who are required to go to a "special place" (Disability Services) for test accommodations are at risk for feeling marginalized and different. If the professor can accommodate the student within the immediate teaching/testing environment, then the student has the opportunity to experience the "caring faculty" factor described by Beal and Noel (1980, in Kroeger and Schuck, 1993) above.

The full development of intellectual competence is a primary goal of higher education according to several studies (Ryan and McCarthy, 1994). Student development theories can be instructive in delineating the importance of faculty roles in intellectual development of students with disabilities. Chickering (1969) has stated that faculty and staff can have maximal impact on the development of intellectual competencies in students with disabilities by the encouragement and support they offer in addition to support services by disability services staff. Institutions have a responsibility to assist students with disabilities in developing independence by providing the information, encouragement and accommodations and/or academic adjustments they need (and which are legally mandated) in order to have equal access and become their own best advocates within the system. This should not be the sole responsibility of Student Affairs and Disability Services. Rather, this should be a "shared responsibility" of the

entire faculty, staff and university community. Richard Harris (1984), Director of Disability Services at Ball State University has "referred to his staff of 2500," the approximate number of faculty and staff on the Ball State University Campus (in Kroeger and Schuck, 1993) whom he considers his "assistants". He further states:

> "One of the most important functions of the disability service providers is to act as facilitator and training-agent for the faculty and staff (and student body). We need to help those individuals assume their rightful responsibility and opportunity to serve disabled students just as they do any other student. If the student becomes overly dependent on our office and does not learn to deal with the bureaucracy...then we have done the student a disservice. Moreover, the message that we may give to faculty, staff and professionals when we indicate that "we'll take over for this student" or "we'll handle this for/with the student" says that perhaps that disabled student is not adequate to the task. We end of reinforcing the very stereotypes we are trying to eradicate!" (Harris, 1984, p. 13).

We also end up being a "rescuer" of both the student and the professor rather than empowering both individuals to do what they each purportedly do best: learn to be a self-advocate and to be responsible for his/her own learning (student) and teach all students, including students with disabilities (professor).

The increasingly important issue of diversity in higher education cannot be emphasized enough. Universities and colleges must be inclusive of students with disabilities, gay, lesbian and bisexual students, nontraditional students, veterans, foreign students as well as students of ethnic, racial and religious minorities. A commitment to serve all of these diverse students must emanate from the highest levels of administrative hierarchy. Attitudes toward individuals with disabilities can be positively or negatively influenced by procedures, policies and initiatives from both academic affairs and student affairs. Positive portrayals of individuals with disabilities should be part of diversity training on all university campuses and inclusion of disability issues should be required in all unit/departmental diversity plans. When this can happen, and faculty and staff can be part of this planning and implementation process, increased sensitivity to disability issues is likely to occur among all faculty and staff with a resultant sense of a shared responsibility for educating students with disabilities.

Professors providing their own test accommodations and extended-time test proctoring are providing their students multiple advantages which the Disability Services staff cannot provide. First, the student often benefits by having the professor present during the test so that questions can be asked and answered. Second, the student benefits by hearing the questions and concerns (and responses) of other students; the student taking the test in the classroom may get clarification, get things further defined—the disability services provider often can do none of that for the student. Third, the test is unlikely to be lost or stolen if it stays with the professor. Fourth, academic integrity is maintained according to the professor's standards; any suspected cheating attempts can be dealt with by the professor directly. While very few exams have been lost in Disability Services over the last several years, when that does occur, it is a major catastrophe for both the student and Disability Services staff as well as the academic unit. Likewise while the suspected cheating issue has been minimal, it too, causes great consternation and is always turned over to the professor who must try to solve it based on second and third hand information.

The final point in this section entails the fact that academic accommodations/auxiliary aids such as extended time on exams and test proctoring are largely Academic Affairs/academic access issues, not pure Student Affairs issues. Test proctoring is not a "nice thing to do in Student Affairs;" rather, it is a legally mandated service which is a direct academic access issue and which in turn is directly related to the academic portion of a student's education. Student Affairs and Disability Services involvement should rightly entail providing the training and technical support to faculty in order that they can supply this auxiliary aid comfortably.

Suggestions for Implementation of Test Proctoring Services in Academic Affairs

The following plan incorporates some of the policies or procedures found at various institutions nationwide relating to test accommodations and was compiled by a committee in Disability Services consisting of Terri Bodhaine, Cindy Donahue, Helen Peterson and Terry Welty:

Possible role of the Office of VCAA:

Ensure implementation of the academic adjustment of test accommodations for students with disabilities as legally mandated. The more common test accommodations are extended time, quiet setting, use of a reader and/or scribe, and use of a word processor.

There are at least two options that the VCAA could implement that would accomplish this task:

1. Develop a campus-wide Testing Center in a specific location with specific staff. This option also responds to other populations who use test proctoring services on campus. (It should be remembered that accommodations for students with disabilities are legally mandated.)

OR

2. Delegate appropriate personnel within each of the Academic Departments to ensure that test accommodations are provided, with the support and advocacy from the VCAA.

The VCAA office might wish to consider the following suggestions in implementing a successful transition of the test accommodations' services:

1. Formulate a Bipartisan Campus-Wide Advisory Board/Committee including representatives from campus faculty and staff, Disability Services (DS) , students with disabilities, University Counsel and VCAA;
2. Encourage each Academic department to appoint a liaison to work with DS and the Advisory Board mentioned above;
3. Provide publicity to the campus about the responsibilities and expectations of faculty and staff; invite DS to departmental faculty/staff meetings to present inservices on test proctoring accommodations;
4. Lend support for collaborative efforts within the university community in providing test accommodations.

Possible Role of Disability Services:

1. Maintain the responsibility of determining the appropriate test accommodations (academic adjustments/auxiliary aids) for students based on documentation. Provide letter for students to support accommodations based on official documentation and to verify authenticity of the disability documentation. (note: the student has a right to privacy concerning the details of the disability; all documentation is considered private and confidential and would be kept in the confidential files of Disability Services.)

2. Provide support to the VCAA office regarding the transition of test accommodations through the following suggestions:
    - Facilitate discussion of the transition among DS, VCSA and VCAA;
    - Assist with the development of a Testing Center or with the transition of test accommodations being provided by academic departments. Provide initial and ongoing training and support, including New Faculty Orientation;
    - Serve as ongoing consultants to the Testing Center or Academic Departments to help ensure appropriate implementation of legally mandated test accommodations (academic adjustments);
    - Provide workshops for students about self-advocacy for obtaining appropriate test accommodations (academic adjustments);
    - Provide workshops/training to administrators, faculty, and staff about the institution's responsibility to provide legally mandated test accommodations (academic adjustments);
    - Develop handouts of "rights and responsibilities" for students and faculty/staff;
    - Advise Affirmative Action and the Advisory Board of the need to implement and refine grievance procedures;

Current Numbers and Statistics of Students Utilizing Test Proctoring Services

Attached are charts and tables that delineate the number of students with disabilities utilizing test proctoring services during the past two academic years as well as the 10 departments which have had the most students utilize this service in Disability Services. Also the percentage of students using additional specific auxiliary aids (word processors, readers, scribes, etc.) is noted. It will be observed that the number of students using this service has ranged between 85 and 100 for each semester and that the number of exams proctored ranges between 250 and 379 (range is wider when 5 years is considered). The departments with the most students using test proctoring services are: Psychology, Sociology, Business, EPOB, History, Physics, Chemistry, Communications, Math and Kinesiology.

Summary

This document has provided a brief legal background on the evolution of disability law and its effect on higher education institutions in providing equal access to qualified students with disabilities. Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act were delineated as important milestones in the civil rights of individuals and students with disabilities.

Second, test proctoring was discussed in the context of an academic access issue and a shared responsibility for faculty, staff and the entire institution. Retention studies, student development theories delineating the faculty roles of student intellectual development, empowerment of both students with disabilities and faculty, diversity issues, the advantages to students of faculty providing test accommodations and the fact that test accommodations are an academic access issue rather than a student affairs issue were identified as supporting factors for faculty members to provide test proctoring services to students with disabilities requiring this accommodation.

Third, suggestions for implementing test proctoring services in Students Affairs were listed with significant assistance from Disability Services staff. Finally, a compilation of numbers of students utilizing test proctoring services in the last several years at the University of Colorado was presented so readers could ascertain the extent and types of support needed for students with disabilities.

The information presented in this paper purports to support the decision to shift the full responsibility of test proctoring for students with disabilities, to Academic Affairs, the academic units and the faculty members who teach the courses in the spirit of a "shared responsibility" for all students at the University of Colorado.

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