



**Wharton County
Junior College**

**Proposed Agenda Item
Board of Trustees Meeting**

Complete this form and submit it to the Office of the President by 5:00 pm on the eleventh day before the following Tuesday meeting of the Board of Trustees. If this form does not provide enough space, you may use an expanded version *as long as you follow the format specified below.*

Date of Board Meeting: May 15, 2018 Date of This Proposal: May 4, 2018

SUBJECT:

Approve the transfer of **\$38,810.00** from the Plant Fund for the renovation of the testing centers on the Wharton, Richmond and Sugar Land campuses to create reduced distraction testing spaces for students with Americans with Disabilities Act (ADA) accommodations.

RECOMMENDATION:

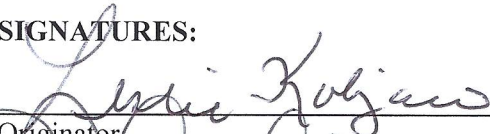
Approve the transfer of **\$38,810.00** from the Plant Fund for the renovation of the testing centers on the Wharton, Richmond and Sugar Land campuses to create reduced distraction testing spaces for students with ADA accommodations

BACKGROUND/RATIONALE: The testing centers can only provide an adequate environment for students, who receive ADA accommodations, by shutting down the entire center for a student to test. This is a very inefficient use of space and time. With the renovation of the testing centers to create reduced distraction spaces for the students with accommodations, the centers can provide services to multiple students at the same time and create significant efficiencies. The project plan is attached to this item.


Estimated Cost and Budgetary Support: \$38,810.00 Transfer from the Plant Fund.

RESOURCE PERSON(S) [name(s) and title(s)]:

SIGNATURES:



Originator



Cabinet-Level Supervisor

5/4/18

Date

5/9/18

Date

PRESIDENT'S APPROVAL:



5-4-18



**Wharton County
Junior College**

Project Overview for Addition of ADA Distraction Free Space in the Testing Centers

Date of Submission: June 26, 2017/Resubmission October 2017/April 2018

Submitted by: Leslie Kolojaco

Date reviewed by VP Team:

Recommendation of VP Team:

[Handwritten signatures and initials] BDK *[Handwritten initials]* 4-12-18 *[Handwritten initials]*

Date of submission to President: 4-12-18

Action by President: Betty A. McLeod 4-12-18

Approval/Disapproval/Revision Needed/Other

I. Background/Summary of Project

A. Statement of the Problem

In the past six years, the number of WCJC ADA (Americans with Disabilities Act of 1990) students receiving testing accommodations has more than doubled, from 78 identified ADA students in 2010 to 191 students in Fall 2016. Accordingly, from one year to the next, the number of accommodated tests administered in the WCJC Testing Centers increases; for example, during the FY 2016-2017 school year, ADA students took, through June, 830 accommodated exams in the WCJC Testing Centers, up from 600 total administrations in FY 2015-2016. As a result of the continuing increase in identified ADA students requiring accommodated testing, challenges have arisen with testing environments for ADA students at all campuses.

Primarily, the Wharton and Richmond campuses lack a dedicated space for distraction-free testing, an accommodation often required for ADA students with ADHD or who are on the autism spectrum, or for students whose disability requires equipment or manifests in behaviors that may be a visual or sound distraction in a testing environment. At the Wharton campus, these students test in the Advising/Counseling space in the PSC using staff offices that are temporarily empty. During heavy testing periods like finals week, staff members have been asked to vacate their offices so that students may test. In the same area, a storage room is also used for distraction-free testing, but because of its location, testers experience noise distractions from downstairs and from outside the building. Likewise, in Richmond, students test in empty staff offices or classrooms, wherever space can be found in the moment.

Because Wharton and Richmond ADA students are testing in empty offices, storage rooms, or classrooms, test security is an issue and the possibility for academic dishonesty in these environments has become a focus of faculty concern and discussion. Vigilant monitoring of a tester in an office, closet, or classroom is not possible due to the unavailability of staff to constantly monitor the tester within the room or through windows or cameras. Although the Sugar Land Testing Center is better designed for ADA testing, with two distraction-free rooms within the Testing Center, these ADA rooms lack windows through which Testing staff can monitor a student, so cameras are necessary in both rooms.

In addition, computerized testing has become more prevalent, and both the Wharton and Richmond campuses lack a distraction-free environment with an up-to-date, fully functional computer on which students can take the TSIA, TEAS, GED, CLEP, or Accuplacer College Level Math tests. At Sugar Land, one ADA room is also in need of a computer.

This project overview addresses the ADA testing issues at the three campuses: providing dedicated testing environments which offer no visual stimuli or noise distractions in Richmond

and Wharton; adding monitoring features such as windows and cameras; and installing up-to-date computer equipment in the distraction-free ADA rooms.

B. Overview of Anticipated Solution

In order to better serve ADA students at the Wharton campus, Library 203, which adjoins the Wharton Testing Center and is accessible through an existing door in the shared wall, will be converted into ADA testing rooms. This large space, previously used as an office for the Dean of Vocational Instruction, will be divided into four rooms, approximately 77 square feet each, using fabric-covered modular walls. Each room will contain a desk customized for the space, a chair (available from current Testing Center furniture), and a computer system (CPU, mouse, keyboard, and monitor) and will be monitored with a security camera, which will feed into the existing camera surveillance system in the Testing Center. The door to each room will be glass, and the wall panels bordering the doors will be glass stackers to allow for better observation of testers. In addition, observation windows will be added to the solid wall between the Testing Center and room 203 to ensure that Testing Center staff can constantly monitor all activity in the ADA rooms.

Due to the lack of an elevator to the second floor of the Library, wheelchair-reliant and mobility-challenged individuals with ADA accommodations will continue to test in the PSC with the Coordinator of Disability Services.

In order to transition, Library 203 will need:

1. Installation of AIX matrix (modular walls, glass doors, glass stackers, and connected desk)
2. Installation of computer system in each room (electrical wiring and internet ports already exist)
3. Installation of 4 security cameras, tied into current system; upgrade hard drive to record; larger monitor added at proctor station for the feed from the additional cameras
4. Installation of observation windows in the solid wall between Testing Center and 203

At the Richmond campus, two ADA rooms, created using fabric-covered modular walls, glass doors, and glass stackers, will be added to the existing testing room, TC-124A. Together, the two rooms will contain a total of approximately 95 square feet of space. The larger of the two rooms will be wheelchair accessible and will allow for the required 5' turnaround radius for a wheelchair. The remaining space will be a second, smaller room, a little less than 40 square feet (Per architect Debra Holder, the only requirement of a seating area is that it contains 42" X 42" of space). The rooms will adjoin each other and will be located in the back corner of the current testing room. Five tables, with a total of ten seats, used for paper-pencil testing, will be displaced with the addition of the ADA rooms, leaving eleven tables, with a total of 22 seats, which provide sufficient space for paper-pencil testing. Each room will contain a desk

customized for the space, a chair (available from current center furniture), and a computer system (CPU, mouse, keyboard, and monitor) and will be monitored with a security camera, which will feed into the existing camera surveillance system in the Testing Center. In addition, 5 4' X 5', 1" thick acoustic panels will be purchased and installed on the 31' X 10' back wall of the Richmond center to buffer the sound that emanates from the Continuing Education suite, which shares that wall.

In order to transition, Richmond TC-124B will need:

1. Installation of AIX matrix (modular walls, glass doors, glass stackers, and connected desk)
2. Installation of network cabling and ports for each room
3. Installation of computer system in each room (electrical wiring already exists)
4. Installation of 2 security cameras, tied into current system; upgrade hard drive to record; larger monitor added at proctor station for the feed from the additional cameras
5. Installation of 10 acoustic panels on the back wall.

At the Sugar Land campus, each existing ADA room will be equipped with a security camera, which will feed into the existing camera surveillance system in the Testing Center. A computer will be added to the ADA room that is currently without. Testing has a table and chair that will be sufficient for use in this room. A work order will be submitted to UH to flip the electrical outlet located on the outer wall of the room to the inner wall, as was done before at no cost to WCJC for the existing ADA room.

In order to transition, the ADA rooms in SGL-129 will need:

1. Outlet on outer wall "flipped" (as described above) for one ADA room
2. Installation of computer system in one room; network cabling and outlet exists
3. Installation of 2 security cameras, tied into current system; upgrade hard drive to record; larger monitor added at proctor station for the feed from the additional cameras

C. Cost of Implementation

All related costs will come from the plant fund.

Wharton Campus	
AIS matrix for ADA Testing Area (includes all modular components of outer structure, doors, connecting desk component, and installation)	\$15,868.41
4 computer systems: CPU, keyboards, monitor, mouse	\$3,040
4 fixed dome cameras; cable drops; hard drive with record feature; installation and training	\$2,706
1 32' monitor for added surveillance display	\$349.49
Windows for wall between center and 203	\$1,500
Total	\$23,463.90
4 Chairs available from current Testing Center furniture	

Richmond Campus	
AIS matrix for ADA Testing Area (includes all modular components of outer structure, doors, connecting desk component, and installation)	\$7,984.82
2 computer systems: CPU, keyboards, monitor, mouse	\$1,520
Network cabling and addition of two drops	\$336
2 fixed dome cameras; cable drops; hard drive with record feature; installation and training	\$1,593
1 32' monitor for added surveillance display	\$349.49
10 acoustic panels, 1.25" thick, dove gray	\$858.18
Total	\$12,641.49
2 Chairs available from current Testing Center furniture	

Sugar Land Campus	
1 computer system: CPU, keyboard, monitor, mouse	\$760
2 fixed dome cameras; cable drops; hard drive with record feature; installation and training	\$1,593
1 32' monitor for added surveillance display	\$349.99
Total	\$2,702.99
Chair and table available from current Testing Center furniture	
Funds will be transferred from the Plant Fund for this project	

Project Total: \$38,808.38

I. Plan for Implementation

A. Identify Stakeholders

The following staff, departmental areas, and businesses have been identified as key participants in the ADA Testing Rooms Project:

- Coastal Office Solutions: Design, procurement, and installation of AIS matrices; the Coordinator of Testing Services will contact company to order all components and schedule installation.
- Intelligent Cabling Solutions: Design, procurement, installation of and training for surveillance system; includes cameras, cabling, hard drives, and monitors; Install additional cabling for the Internet connections; the Coordinator of Testing Services will contact company to order all components and schedule installation.
- Coordinator of Testing Services: Develop and communicate procedural and scheduling plan for ADA students' use of rooms; oversee and monitor Testing staff's implementation of these procedures and plans; develop plan for Testing staff's use of the recording feature of the surveillance system and create signage to alert students that they are being recorded; create and submit PO's for equipment and furniture

- Testing Technicians, and Part-Time Testing Assistants: Implement plans for use and scheduling of the ADA rooms and communicate instructions to students; monitor students' use of the ADA rooms; appropriately utilize the recording feature of the surveillance equipment
- Disability Services Coordinator and Director of Advising and Counseling: Determine for which students the accommodation of distraction-free testing is appropriate and communicate students' accommodations to students and Testing staff
- Faculty: Provide Testing staff with formatted directions and materials for students who have the distraction-free testing accommodation
- ADA students: Utilize the ADA rooms in an academically responsible and honest manner
- Director of Facilities Management: Direct staff to remove existing non-relevant furniture and office items from Library 203 and from the ADA room area in TC-124B; direct staff to install any electrical wiring necessary for the project; install acoustic panels
- IT staff and Technicians: Order and set up computer systems, including connecting computers to current network printers
- UHSL Maintenance: Flip existing electrical outlet on the shared wall between the current SL ADA room (131B) and the testing room so that the outlet is on the 131B interior wall; work order will go through the WCJC SL Campus Director.
- VP of Technology: Provide guidance and oversee IT staff
- VP of Student Services: Provide advocacy and guidance for the ADA Testing Rooms Project and oversight for the Testing staff's and students' appropriate use of rooms

B. Explain Project Deliverables

- Increased test security and monitoring capabilities, resulting in improved faculty confidence in and satisfaction with ADA test delivery
- Improved schedule predictability and testing environment for ADA students
- Better compliance with ADA and Section 504 laws, leading to higher student and parent satisfaction with WCJC's services
- More opportunities for ADA students' access to existing and emerging computerized testing in an accommodation-appropriate environment

C. Develop a Timeline

The timeline is an estimate and is contingent upon the availability of all stakeholders involved in the project's approval, purchasing, and installation.

- Project document submitted approved by admin and BOT – April 2018
- Equipment and construction materials ordered – April 2018

- Installation of Library 203 and TC-124 AIS matrix (modular walls, glass doors, glass stackers, connecting desk) and acoustic panels (Richmond); estimated time one week at each campus – May 2018
- Installation of Library 203, TC-124, and SGL-129 surveillance system; estimated time one day at each campus – May/June 2018
- Installation of network cabling at TC-124; timeframe is contingent on vendor availability – May/June 2018
- Installation of computer systems in Library 203, TC-124, and SGL 129 – June/July 2018
- Installation of observation windows in wall between Library 203 and Wharton Testing Center – June/July 2018
- Begin using rooms for ADA testing – August 2018

D. Criteria for Success

- Improved testing environment for ADA students
- Improved scheduling services for ADA students
- Improved faculty confidence in the integrity of ADA services at all campus Testing Centers

E. Plan of Action for Improvement/Revisions

- Note and review student's comments about ADA services and discuss and compose policy improvements
- Note and review faculty's comments about ADA services and discuss and compose policy improvements
- Note and review Testing staff's comments about ADA services and discuss and compose policy improvements