**Unit Strategic Plan**

**2017 - 2019**

Every two years, during spring semester, programs/departments/service units are asked to develop Unit Strategic Plans. These plans need to be closely aligned with the Institutional Action Priorities, the College’s Long-Range Goals, and the College’s five-year strategic plan. The Strategic Plans incorporate and reflect the operation of that unit at all campuses. Each unit’s budget needs to reflect the fiscal implications associated with the unit’s identified goals and objectives.

**Name of Program/Department: ADA Accommodations Office**

**Mission Statement (for the program or department):**

The purpose of the Jefferson State Community College ADA Office is to ensure equal access to classroom material by providing appropriate and reasonable accommodations to self-identified students with disabilities so they may have equal opportunities to develop and demonstrate their academic skills, while maintaining the academic integrity of the College programs; and to disseminate information concerning ADA /504 compliance and accessibility matters to students, prospective students, faculty, staff, and interested community members.

**Summary of Access, Productivity and Effectiveness (Including, but not limited to, program load, success rate, retention rate, completion rate, employer surveys, student surveys):**

The review of data derived from Argos in Banner quantifies the outcomes of the ADA Accommodations Office. The effectiveness of the unit’s mission will be dependent on the analysis of the data. ADA student surveys conducted during the 2015-2016 college year report that the vast-majority of students strongly agree or agree that the ADA Office was effective in providing accommodations and services. Institutional-wide surveys report that 98.7% of students are very satisfied, satisfied or neutral concerning services available for students with disabilities. The number of students served in the ADA Accommodations Office for the past three years range from 636 in 2013-2014, 571 in 2014-2015, and 667 in 2015-2016 serving the Jefferson, Shelby-Hoover, St. Clair-Pell City and Chilton-Clanton campuses. An L-19 was added to help coordinate the daily activities of the unit on the Shelby-Hoover campus.

The ADA staff has been able to meet all requests for accommodations and services within a reasonable time frame (from the time of the request to delivery of services).

**Internal Conditions:**

1. **Technology**

The rapidly changing world of technology will require the College to maintain current and updated accessible software and assistive technology for use by students with disabilities at all campus locations (Jefferson, Shelby-Hoover, Chilton-Clanton and St. Clair-Pell City).

1. **Budget**

Annual reviews of the unit will determine future budget needs and appropriate requests will be made as needed. The number of requests for Captioning Access in Real Time (CART) providers and sign language interpreters continues to be robust and budgeting for these services fluctuates as needed; to help with these costs the college bills the Alabama Department of Rehabilitation Services (ADRS) for fifty percent repayment of ADRS clients who use these services at the college. Additionally, costs have been incurred for making online content in Distance Education accessible. Distance Education is currently investigating the acquisition from their budget of an appliance that will reduce the ongoing costs of creating accessible online content through products much like Blackboard Ally and DocSoft. The current ADA budget for professional memberships, annual subscriptions and office supplies is currently sufficient to meet the needs of the unit. Future needs will pertain to the replacement of existing hardware and software located on all four campuses providing accessible technology in open labs for students with disabilities.

1. **Staffing**

An L-19 staff member was hired in 2016 for the Shelby-Hoover campus ADA Office to offset the ever- increasing ADA student enrollment there and to assist with the daily operations of the unit. The director can expend more time towards coordinating student services for the ever- expanding needs of all four campus locations and any corresponding administrative duties. Currently the largest ADA student population served is on the Shelby-Hoover campus. Staffing is adequate to meet the needs of the students at present but must be monitored closely with increased enrollment of ADA students on each campus.

1. **Resources**

The Learning Resource Centers assists the unit and academic departments by providing test proctoring assistance to students with disabilities at the Jefferson and Shelby campuses. During the 2015-2016 year, the Learning Resource Center proctored over 136 tests for faculty members of ADA students. Campus Coordinators on the St. Clair-Pell City and Chilton-Clanton campuses, as well as the Learning Resource Centers collaborate with the ADA Office to provide test proctoring for students with disabilities on their respective campuses.

1. **Enrollment**

The number of students (no duplicates) registered with the ADA Office for the past three years are: 346 in 2013-2014 and 320 in 2014-2015 and 328 in 2015-2016. The total number of students served (duplicates) for one or more semesters during the academic year for the past three years are: 636 in 2013-2014 and 571 in 2014-2015 and 583 in 2015-2016

1. **Facilities**

The ADA Office at the Shelby-Hoover Campus relocated from Room 102 of the General Studies Building to Room 106 to make room for other departments in Enrollment Services. The move created a need for ADA Office test proctoring space which was not available near the new ADA Office location in room 106. Currently the test proctoring computer and the test proctoring function is housed in the Learning Resource Center on the Shelby-Hoover campus. With the acquisition of an L-19 on the Shelby-Hoover campus office space is limited within one approximately 8’ X 10’ space. This creates difficulty in meeting with students in a confidential manner. The director will continue to consult with the Dean of Enrollment Services for alternative or additional space to adequately meet the needs of ADA students. Office space at the Jefferson Campus remains adequate to meet the needs of the unit by providing administrative as well as test proctoring space for students.

1. **Equipment**

Due to the administrative needs of the Shelby-Hoover ADA Office a replacement desktop computer was purchased upon the recommendation of Technology Services. The ADA director’s laptop computer used at all four campus locations was also replaced. At the recommendation of Technology Services, the director’s former laptop was reserved for use by students in the classroom. The need for a classroom laptop can occur when students with hearing impairments require remote interpreting or CART services. With the relocation of the ADA Office from the General Studies Building, Room 102 to GSB Room 106, space for additional technology is minimal. Because of space constraints the ADA test proctoring computer is housed in the Learning Resource Center. The unit will make appropriate equipment and software requests on an as needed basis.

**External Conditions (such as state funding, accrediting agencies, advisory committees, ACCS policy changes):**

The ADA Office follows the guidelines set forth by the ADA Amendment Act, Section 504 of the Rehabilitation Act of 1973 and the National Association on Higher Education and Disabilities (AHEAD).

**2014-2015 Accomplishments:**

* To provide advanced awareness to prospective students, parents and high school professionals about the unit and the services that it provides the Director was a guest speaker and/or presenter at high school-to-college transition fairs, workshops and orientation sessions:

1. Four Lakeshore College Prep Transition Programs sponsored by ADRS
2. One Transition Fair sponsored by Alabama Department of Rehabilitation Services attended by many local high schools with a large student attendance
3. Seven New Student Orientation sessions to welcome and inform new incoming Jefferson State students to the upcoming academic year

* The unit purchased a new test proctoring computer for the Shelby Campus for use by students with print or vision related disabilities.
* In collaboration with Technology Services multiple new Argos reports produced from Banner were developed for tracking ADA data electronically
* ADA brochures, webpage, Student and Faculty Handbooks, and the Catalog received updates in 2015
* The Director attended the 2014 and 2015 National AHEAD Conventions.
* Thirty students registered with the ADA Office received Certificates, Advanced Certificates or Diplomas during the 2014-2015 academic year.
* The ADA Director reached out to administrators, faculty members, department heads and program coordinators to collaborate in providing services to students. Due to the initiative, the Director intervened in assisting with problem solving of student issues.

**2015-2016 Accomplishments:**

* Collaborated with the Instructional Administrative Council to develop a systemized checklist for faculty in appropriately providing accommodations for ADA students
* Joint presentation for faculty and staff in collaboration with Distance Education on providing accommodations in online platforms “Blackboard and Online Accommodations”
* At Jefferson State hosted the state-wide AL Association on Higher Education and Disability Workshop for high school guidance counselors and other professionals presenting on transitioning ADA students from K-12 to the college environment.
* Developed in conjunction with Distance Education a system whereby online course content is made accessible through captioning for students with hearing impairments
* Panel presenter at Lakeshore Rehabilitation College Prep Programs held throughout the summer sponsored by the AL Department of Rehabilitation Services Department.
* Developed a system on the Shelby Campus for test proctoring of ADA nursing students in collaboration with the Learning Resource Center and the Nursing Program
* Implemented a project in conjunction with IT to develop a systematic approach in providing ADA compliant software in open computer labs throughout the four campuses of Jefferson State
* Updated ADA brochures and business cards to reflect new Jefferson State promotional logo and color scheme
* Attended the 2015 and 2016 National Association on Higher Education Annual Conferences, the 2015 AL Counseling Association Conference, and the 2016 ACCSHRMA Diversity Conference
* Presented in New Student Orientations (7) and a local community spring transition fair (1): thereby, promoting the services available through the ADA Accommodations Office at Jefferson State
* Facilitated the ADA Accommodations Office Advisory Council meeting discussing best practices for implementing effective ADA services in collaboration with faculty and staff
* Twenty students registered with the ADA Office received Certificates, Advanced Certificates or Diplomas during the 2015-2016 academic year.

Considerations for Development of Unit Strategic Plans:

1. ***What can be done to improve the operation of the unit****?*

The college must continue to implement technological improvements to better serve students with disabilities on every campus. An electronic data management system and online applications for ADA services should be explored. It is recommended that all faculty/staff be required to complete the online ADA training available on JEFFNET, and to review the ADA Faculty/Staff Handbook available through Blackboard and on the ADA Office website on an annual basis. This would ensure that faculty/staff are knowledgeable of ADA/504 policies and can implement and process those polices effectively and efficiently. The college must also encourage Instructors creating online course offerings to make every effort to ensure that the content is accessible to students with disabilities. It is strongly encouraged that the unit staff continues to attend national, state, and local conferences. These conferences provide the opportunity to network with other colleges and universities and remain updated with current laws, regulations, and best practices.

1. ***What are the desired Student Learning Outcomes/Program Learning Outcomes/Service Unit Outcomes for each unit?***

Students with disabilities will be aware of the services available by the ADA Accommodations Office. Information about academic accommodations will be provided to faculty, staff, students, prospective student’s parents and appropriate professionals and outside agencies. Students who have the required documentation will receive reasonable and appropriate accommodations. Accessibility to classroom material will be supported by providing information, assistive equipment, scribes, readers, note takers, sign language interpreters, Captionists and test proctoring. Confidential records will be maintained for all self-identified students with disabilities.

1. ***What equipment/resources are needed to accomplish the unit’s goals and objectives?***

Equipment and resources needed to accomplish the unit’s goals and objectives relate to quality personnel, office space on the Shelby-Hoover campus, electronic records/applications, accessible technology and assistive equipment. As modern technology emerges the unit will request updated versions to meet the needs of the students with disabilities and the unit.

1. ***Are there any goals or objectives that were not completed from previous years that should be included in the new plan?***

The objectives and goals of this unit are defined by the ADA Amendment ACT and Section 504 of the Rehabilitation Act of 1973; specific needs of students who require academic accommodations and/or services are address as needed. The unit will also continue to assess utilization of an electronic system for record keeping and applications for ADA students.

1. ***Can the performance of the unit be addressed by professional development*?**

Attendance at state, regional and national conferences is pertinent to keeping abreast of current case law, regulations, trends and changes within the American with Disabilities Amendment Act and Section 504 of the Rehabilitation Act of 1973.

**Unit Goals (plans for the unit for the next two years):**

1. **Objectives – the activities through which the goal will be achieved. Each Unit Goal should have at least one objective.**
2. **Method of Assessment – how the unit will determine if the objective has been met.**
3. **Additional Funding Requests – provide an estimate of the cost of achieving the objective. Also, include a description of how these funds will be used to accomplish the objective.**

**2017-2018**

**Goal 1: Students with disabilities will be aware of the services available by the ADA Office.**

1. Objectives

Distribution of ADA Accommodations Office Information: ADA Accommodations Office brochures and posters will be placed in heavy traffic areas around campus such as Enrollment Services, GED and Student Center. Information about the ADA Office is also available in the Catalog and Student Handbook and on the ADA webpage.

Information on services will also be distributed by the ADA Accommodations Office when representing the college at transition fairs, presentations, and workshops.

1. Method of Assessment

Review of responses on ADA application student survey question regarding student awareness of the ADA Office and its services.

1. Additional Funding Requests

There is no additional funding needed outside of the current budget.

**Goal 2: Information about academic accommodations will be provided to faculty, staff, students, prospective students, parents and appropriate professionals and outside agencies.**

* Objectives

1. Faculty and Staff ADA Awareness: Through workshops, conferences, online memos, consultations and JeffNet training faculty and staff will receive information about disability accommodations and services.
2. Community and Student ADA Awareness: Through presentations, conferences, posters, and various publications and ADA Accommodations Office online content current students, prospective students, parents and appropriate professionals will receive information about disability accommodations and services.
3. ADA Staff Professional Development: Keep updated on the changing trends regarding post-secondary disability services and laws pertaining to the ADA Amendment Act and Section 504 of the Rehabilitation Act of 1973.

* Method of Assessment
  1. Number of conferences with faculty and staff and attendance at workshops, conferences and transition fairs.
  2. Work closely with The Alabama Department of Rehabilitation Services, Lakeshore Rehabilitation, the Alabama AHEAD members and local school counselors, to help students with disabilities facilitate the efficient transition from the K-12 system to the post-secondary arena. By monitoring the number of individuals that come in to the office with the use of a sign in system. Student survey results are used to determine student satisfaction.
  3. Attending local, state and national conferences relative to the changing laws and trends in post-secondary disability support services and to network with other disability support services to share and remain updated on current information (ie: Alabama AHEAD and the National AHEAD). Stay current with memberships and subscriptions to disability support related services.

Additional Funding Requests:

* Funding estimated to print brochures and publications for objective 1a = $2,000.00
* Funding estimated to attend local transition fairs for objective 1b = $2,000.00
* Funding estimated to attend conferences for objective 1c = $4,000.00
* Funding estimated for memberships/subscriptions relative to disability support services for

objective 1c = $2,000.00

**Goal 3: Students who have the required documentation will receive reasonable and appropriate accommodations.**

1. Objective

Students will receive reasonable and appropriate academic accommodations related to the functional impact of their disability.

1. Method of Assessment

Data is reviewed during the academic year allowing the unit to compare the number of students with required documentation requesting accommodations to the number of students provided accommodations.

1. Additional Funding Requests

There is no additional funding needed outside of the current budget.

**Goal 4: Accessibility to classroom material will be supported by providing information, assistive equipment and software, scribes, readers, note takers, sign language interpreters, Captionists and test proctoring.**

1. Objectives

Through support services provided by the ADA Accommodations Office accessibility to classroom material and communication is enhanced.

1. Method of Assessment

* Number provided of interpreters/Captionists, scribes, note-takers, assistive equipment, readers, proctored tests, and assistive technology.
* Assessment/Inventory of assistive equipment and technology.

1. Additional Funding Requests

* Funding estimated for sign language interpreters, scribes/readers and Captionists = $50,000.00
* Funding estimated to purchase Learning Ally Audio Textbook membership = $1,000.00
* Funding estimated to purchase updated accessible software for the Jefferson, Pell City, Clanton and Shelby campuses = $2,000.00

**Goal 5: Confidential records will be maintained for all self-identified students with disabilities.**

1. Objective

Records will be accessible only by authorized individuals with no records lost or viewed by

unauthorized individuals.

1. Method of Assessment

Records will be secured in the ADA Office with an annual internal audit of ADA records.

1. Additional Funding Requested

No additional funding is needed for this goal

**2018-2019**

**Goal 1: Continue to provide information at all campus locations to maximize awareness of the services available by the ADA Office.**

1. Objectives

Continue to provide information:

1a.Maintain and monitor the supply of ADA brochures and posters in heavy traffic areas at all campuses such as Enrollment Services, GED and Student Center and update the ADA website and Catalog and Student Handbook as needed.

1b. Due to dually enrolled students we will continue to research and reach out to the local high schools to ensure that they are aware of ADA services for their students.

1. Method of Assessment

2a. Continue to monitor and review responses on ADA applications regarding student awareness of the ADA Office and its services.

2b. Monitor the requests from high school students, guidance counselors, and parents to maintain awareness of the ADA Office and the services available.

1. Additional Funding Requests

There is no additional funding needed outside of the current budget.

**Goal 2: Information about academic accommodations will be provided to faculty, staff, students, prospective students, parents and appropriate professionals and outside agencies.**

1. Objectives
   1. Expand Faculty and Staff ADA Awareness: Continue to provide information about disability accommodations and services through online memos, Blackboard, conferences and workshops.
   2. Explore innovative approaches to community outreach: Evaluate latest ways to reach professionals, local community members, and high schools about the services of the unit.
   3. Explore new methods of achieving Professional Development: Keep updated on the changing trends regarding post-secondary disability services and laws pertaining to the ADA Amendment Act and Section 504 of the Rehabilitation Act by participating in national list serves specifically designated for post- secondary disability support providers, and continue to attend relative professional development opportunities.
2. Methods of Assessment
   1. Continue to provide presentations and consultations with faculty and staff; attendance at workshops; surveys regarding quality and appropriateness of workshops.
   2. Continue to work closely with The Alabama Department of Rehabilitation Services, the Alabama Association on Higher Education and Disability (AL AHEAD) members, Lakeshore Rehabilitation Services, and local school counselors to effectively transition students from K-12 to the post-secondary arena. Annually review office procedures to seek more effective methods of providing information to prospective students with disabilities.
   3. Renew membership to the list serve forum where disability support providers network regarding post- secondary service trends, changes in laws, and accessibility. Staff will attend the annual Alabama AHEAD and National AHEAD Conventions. Continue memberships and subscription to disability support related services.
3. Additional Funding Requests

• Funding estimated to attend local transition fairs for objective 1b = $2,200.00

* Funding estimated to attend conferences for objective 1c = $4,500.00
* Funding estimated for memberships/subscriptions relative to disability support services for 1c = $2,500.00

**Goal 3: Students who have the required documentation will receive reasonable and appropriate accommodations.**

1. Objective

Continue to provide reasonable accommodations and services in a timely manner.

1. Method of Assessment

Comparison of students with appropriate documentation requesting accommodations and services with the number of students provided accommodations.

1. Additional Funding Requests

There is no additional funding needed outside of the current budget.

**Goal 4: Accessibility to classroom material will be supported by providing information, assistive equipment and software, scribes, readers, note takers, sign language interpreters, Captionists and test proctoring.**

1. Objectives

Continue to support accessibility technology and software in the classroom and provide enhanced communication methods.

1. Method of Assessment

* Numbers provided of assistive equipment, interpreters/Captionists, scribes, note takers, readers, proctored tests and assistive technology.
* Assessment/Inventory of technology and assistive equipment.

1. Additional Funding Requests

* Funding estimated for sign language interpreters and Captionists = $55,000.00
* Funding estimated to purchase Learning Ally Audio Textbook membership = $1,000.00
* Funding estimated for updating accessible technology hardware/software for Jefferson, Shelby, Clanton, and Pell City campuses. $4,000.00

**Goal 5: Continue to maintain confidential records for all self-identified students with disabilities.**

1. Objective

Review record keeping methods implemented to ensure that records will continue to be accessible only by authorized individuals with no records lost or viewed by unauthorized individuals.

1. Method of Assessment

Evaluate security of records by conducting an annual internal audit of ADA records.

1. Additional Funding Requested

No additional funding is needed for this goal.