**Unit Strategic Plan**

**2021-2023**

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 Accommodations Office is to ensure equal access to classroom material by providing appropriate and reasonable accommodations to self-identified students with disabilities. The mission of the office allows students an equal opportunity to develop and demonstrate their academic skills, while maintaining the academic integrity of the College programs; and to disseminate information on 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):**

Information derived from Banner and ADA Accommodation Office internal reports determine the effectiveness of strategic outcomes with the unit’s mission dependent upon the analysis of the data. With the migration of Banner for OneACCS, and the implementation of an internal ADA Accommodations office data system, multiple forms of ADA data are easily obtained. The unduplicated number of students served through the ADA Accommodations Office for the past three years range from 358 in 2018-2019, 361 in 2019-2020, and 286 in 2020-2021, serving the Jefferson, Shelby-Hoover, St. Clair-Pell City and Chilton-Clanton campuses as well as GED sites and testing centers. Student surveys available on the ADA office’s website are monitored and reveal that students strongly agree or agree the ADA Office is effective in providing accommodations and services. Due to a robust interactive ADA webpage and the use of Zoom for student meetings, the unit has been able to effectively meet all requests for accommodations and services within a reasonable time frame, even during a global pandemic.

**Internal Conditions:**

1. **Technology**

To improve accessibility in distance education, a DocSoft appliance was purchased by the College to aid in the ongoing effort of ADA compliance. A contract with CaptionSync, AST-Automated Systems Technology was renewed providing closed captions in online education. A software product, Fusion was purchased by the College to be placed on computers in open computer labs, the ADA office, testing and GED centers. Fusion is a combination of text enlargement, a screen reader, and is complete with student learning tools. It also offers free JAWS reader software that students may download at home. To increase awareness and equal access to ADA services from all college locations, the unit offers an interactive website which enables students to apply for services, request accommodation letters, and to download forms required for the implementation of services. Additionally, the ever-evolving world of technology will require the College to maintain updated accessible software and assistive technology for use by students with disabilities at all Jefferson State sponsored locations.

1. **Budget**

Annual review 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 is continuous with budgeting for these services fluctuating as needed; to help with these costs the College bills the Alabama Department of Rehabilitation Services (ADRS) for fifty percent repayment of ADRS clients utilizing these services. Additionally, continuing costs are incurred for making online content in Distance Education fully inclusive and accessible. The unit was approved for and hired an L-19 ADA Alternate Format Technology Assistant to aid faculty members in creating closed captions for online content, creating accessible documents, obtaining books in alternate formats, as well as assisting with other duties within the ADA office. The current ADA budget for professional memberships, annual subscriptions and office supplies is currently adequate to meet the needs of the unit. Future needs will pertain to adequate technology staffing and to the replacement of existing hardware and software providing accessible technology for students with disabilities, as well as equipment needs for students within specific disability populations.

1. **Staffing**

Mirroring national trends students with disabilities in higher education continues to increase. The requirements for technological resources and the parameters for maintaining ADA compliance both in on-campus and distance learning grows greater each year. The director is a certified rehabilitation counselor qualified to offer professional rehabilitation services by the Commission on Rehabilitation Counselor Certification currently through the year 2026. The ADA director is responsible for providing services and consultations at all campus locations in traditional and workforce education including 18 GED and 4 testing centers. The director coordinates ADA compliance for students with faculty and staff and regularly collaborates with Distance Education to help assure online ADA compliance. The director’s role is to review ADA applications, conduct thorough intake appointments, and reviews professional documentation from physicians, learning disability specialists, psychologists, physical therapists, as well as those from other professionals. The director is frequently a speaker for high school transition fairs and regularly collaborates with community agencies such as the AL Department of Rehabilitation Services for documentation, events, and programs. Along with corresponding administrative duties and responsibilities, the director is involved with state-wide professional affiliations furthering the name of the College within the greater Birmingham community and the state of Alabama. Proper staffing must be evaluated with increased complexity of ADA compliance concerns on each campus, service location, and online.

1. **Resources**

The Learning Resource Centers assist the unit and academic departments by providing test proctoring to students with disabilities at each campus location. During the 2018/2019-2019-2020 reporting period, the Learning Resource Center along with the ADA office proctored approximately 609 tests for faculty members of ADA students. Librarians are frequently qualified to provide professional proctoring services at JSCC and within the larger public library systems across the country.

1. **Enrollment**

The number of students (no duplicates) registered with the ADA Accommodations Office who are actively receiving services for the past three years are as follows: **358** in 2018-2019, **361** in 2019-2020, and **286** in 2020-2021. The number of new students registering for services each year is steadily rising and increased 30% during the 2019-2020 academic year before the pandemic began and is consistent with national trends.

1. **Facilities**

The ADA Office at the Shelby-Hoover Campus was relocated moving from the Learning Success Center, Room 120 of the General Studies Building to the Learning Resource Center, Room 122. The move was prompted to make room for other departments in Enrollment Services. The new ADA office location in the Learning Resource Center has provided enhanced privacy necessary for offering confidential ADA services for students and with the installation of a glass window in the door, added safety. Currently, the Jefferson campus ADA office space is adequate for administrative space in addition to test proctoring space for students. Office space at the Chilton-Clanton and St. Clair-Pell City campuses are currently adequate meeting the needs of students.

1. **Equipment**

A Braille printer was purchased and is housed adjacent to the Shelby-Hoover ADA Office in the Learning Resource Center. It provides documents for students who rely on Braille to access tests and other classroom materials. For greater online accessibility in distance education, the College purchased DocSoft, an appliance that assists with online accessibility. A contract with AST CaptionSync was obtained for creating closed captions in online education. The unit purchased and maintained a network license for Fusion- which includes ZoomText-a print magnification software, a screen reader, and provides JAWS software for students to download at home. Additionally, the College purchased Blackboard Ally, an audit tool for ensuring that instructors produce accessible online content for students with disabilities. During the Fall of 2020, OneACCS provided Blackboard Ally training for the entire system after purchasing the product for all community colleges in Alabama. The ADA office will continue to 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 of 2008, Section 504 of the Rehabilitation Act of 1973 and the National Association on Higher Education and Disabilities (AHEAD).

**2018-2019 ADA Office Accomplishments**

* A partnership between the Jefferson State Culinary Department and the Horizons School in Birmingham (boarding school for students with developmental disabilities) was created resulting in a fundamentals culinary certificate program initiative. An initial orientation session was held on the Shelby-Hoover campus March 15, 2019, with speakers Joseph Mitchell, chair of the Culinary School; Anne Sherman, director of the ADA Accommodations office; and Brian Geiger, director of the Horizons School.
* The Jefferson State Shelby-Hoover campus/ ADA director hosted on February 15th the state-wide workshop of the Alabama Association on Higher Education and Disability. The ADA director is a Board member and Treasurer of the Alabama Association on Higher Education and Disability. An Office of Civil Rights attorney from Atlanta, GA was scheduled to present at the workshop but presumably canceled due to the federal government shutdown. The association quickly regrouped scheduling speakers from the state of Alabama Governor’s Office on Disability whose coordinator spoke on reasonable accommodations, the accessible technology specialist from the Univ. of AL on accessible technology, and the UAB disability office staff on grievance procedures providing an informative, well-attended workshop of participants from throughout the state.
* The ADA director discussed attendance on behalf of Jefferson State in numerous professional development opportunities to remain aware of legal changes and regulations affecting the provision of accommodations in higher education. The director participates in the AL Counseling Association’s annual conference, is an active as a Board member/Treasurer of the AL Association on Higher Education and Disability and attends either the national Association on Higher Education on Disability Conference or the national Post-Secondary Conference on Disability Institute for which this year will be held in Boston, MA.
* Along with updating the ADA Accommodations office brochures, the director was a featured speaker at Homewood High School’s February Transition Fair and spoke numerous times to groups from Pell City High School. The director also spoke to the Alabama Rehabilitation Services College Prep Program participants who held one of their week-long programs on the Shelby-Hoover campus preparing potential Jefferson State students for college.
* Online education continues to improve in accessibility purchasing the DocSoft appliance to aid in this ongoing effort. A contract with CaptionSync, AST-Automated Systems Technology continues to be in effect providing captions of online content.
* This year, two students who are blind have begun studies at Jefferson State. One student reads Braille and the other uses a free online reader software product, NV Access to access written text. A Braille printer was obtained along with Duxbury software to convert written information into Braille. The student who reads Braille uses a BrailleSense personal device to read and to produce written work in a readable format for instructors. With assistance from Technology Services, access issues were resolved in assisting the student to access Blackboard using the BrailleSense device. The current technology is such that a primary device is necessary to access Blackboard with the student using Bluetooth to access information from the BrailleSense device. A software product, Fusion is being purchased by the College to be placed on computers in open computer labs, the ADA office, testing and GED centers. Fusion is a combination of text enlargement, a reader, complete with student learning tools, as well as offering free JAWS reader software which students may download at home.
* The director asked the committee members to discuss and become aware of issues surrounding accommodations for the use of calculators, formula cards, and spell checkers in higher education. Technology is such that individuals whether in hospitals or other medical settings now have easy access to spelling devices potentially making prohibiting spell checkers no longer viable.
* The director asked the committee to suggest a means of providing ADA training to faculty at all campuses and to recommend topics of interest. The director recommended a Zoom meeting that could be recorded and accessed later by interested faculty/staff. Lucy Lewis discussed techniques for slightly reformatting tests to make them easily read aloud by a reader software program for students with a learning disability. Alan Davis discussed the use of formula cards and calculators as areas of interest for further exploration.
* ADA Awareness Week was held at all campuses during the spring semester with participation by 124 students who received information on various disabilities, their impact and treatment.
* On May 7th the HR department sponsored ADA awareness and sensitivity training for faculty, as well as information on how to deal with conflict as a supervisor of employees. The EAP provider for the College is making the presentation which will be held on the Jefferson and Shelby campuses. The director of the ADA Accommodations office as well as the JSCC Chief of Police, Mark Bailey has been asked to participate in the presentation.
* Statistics: The number of students registered for accommodations and services continues to rise this year serving approximately 358 students. The highest category of disability for students receiving services is ADHD, followed by psychological disorders and then, learning disabilities. The distribution of ADA students among the campuses has remained the same with 31% Jefferson, 62% Shelby, 5% Pell City, and 2% Clanton.

**ADA Office Accomplishments 2019-2020**

* Due to the development of OneACCS, a state-wide disability services professionals’ group was initiated holding its first annual meeting on the Shelby-Hoover campus of Jefferson State.
* The ADA director as Board member of the Alabama Association on Higher Education and Disability helped facilitate and was an expert panelist for the February 2020 state-wide disability professionals conference held at the University of Alabama.
* As recommended by IT, a software network license for Jefferson State- Fusion was purchased and installed by the college to be placed on computers in open labs, the ADA office, testing and GED centers. Fusion is a combination of text enlargement, a screen reader, and is complete with student learning tools, as well as offering free JAWS reader software of which students may download at home.
* Online education in working with the ADA Office continues to improve accessibility by purchasing Blackboard Ally, an accessibility audit tool and began use of TechSmith Relay which creates closed captions with approximately 90% accuracy.
* The ADA director discussed the availability of a Braille printer for use by campus departments and is in the process of purchasing Braille tactile software for academic use to create raised material of images such as maps, cell charts, etc.
* ADA Awareness Week was held at all campuses during the Fall 2019 semester with participation by 118 students who received information on various disabilities, their impact, and treatment. On Friday of ADA Awareness Week, Sarah Keith was the featured speaker on the topic, “*Autism in the College Classroom*”. The session was well attended (which included the President of JS), and evaluations proved it was a very effective learning event for faculty and staff.
* The ADA director was a featured speaker at Jefferson State’s Preview Day, four Counselor’s Luncheons for high school guidance counselors, the St. Clair County Transition Fair, and spoke numerous times to groups from Pell City High School. The director also spoke to the Alabama Rehabilitation Services College Prep Program participants who held a week-long program on the Shelby-Hoover campus preparing potential Jefferson State students for college.
* The ADA director on behalf of Jefferson State attends numerous professional development events to remain aware of legal changes affecting the provision of accommodations in higher education. The director participates in the AL Counseling Association’s annual conference, is an active as a Board member/Treasurer of the AL Association on Higher Education and Disability and attends either the National Association on Higher Education on Disability Conference or the National Post-Secondary Conference on Disability Institute.
* Statistics: The number of students registered for accommodations and services continues to rise last year serving approximately 361 students. New students requesting services rose approximately 30% from the prior year. Approximately 1,685 accommodation letters were distributed by ADA students to faculty for requesting classroom accommodations. The distribution of ADA students among the four campuses has remained relatively stable with 34% Jefferson, 58% Shelby, 4% Pell City, and 4% Clanton.

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 in academic as well as in career and technical programs. The ADA Accommodations office addresses accessibility for students in traditional academic programs, distance education, workforce education, and at 18 GED sites and 4 testing centers.

A request to hire the addition of a full-time ADA Accessible Technology Specialist would greatly enhance the effectiveness of the office. While all courses must be scrutinized for accessibility, some require specialized software to be downloaded in computer labs or require the collaboration with outside vendors of educational materials to ensure accessibility. Students with print-related disabilities require books in audio, electronic, or braille formats; and frequently the use of speech to text and text to speech software requiring training for its use. Students with sensory disabilities participating in online education require closed captioning and audio descriptions as well as accessible documents for equal access.

OneACCS purchased Blackboard Ally, an accessibility audit tool, to be used by all community colleges across the state. The intent is to engage system-wide instructors in the use of Blackboard Ally and to emphasize the importance of accessibility in learning environments. The College must encourage Instructors when creating online courses to ensure content is accessible to students with disabilities. Regular monitoring of course and program accessibility through specialized technical assistance is vital for ADA compliance throughout the College and to assist faculty in meeting all program objectives. In summary, hiring an ADA Accessible Technology Specialist will help us meet ADA current and future technological requests, implement system-wide mandates, and effectively respond to the increasing use of distance learning.

Moreover, the ADA Accommodations office recommends all faculty/staff be required to complete the online ADA training readily available on JEFFNET and to review ADA faculty/staff resources. The ADA Faculty/Staff Handbook is available on Blackboard and the ADA Accommodations Office website to help ensure that faculty/staff are knowledgeable of ADA/504 policies and can implement and process those polices effectively. Additionally, the unit offers two valuable resources for faculty- “*Faculty Guide for Teaching Students with Disabilities*” and the “*Checklist for Faculty in Providing Accommodations”.*

To remain current, it is strongly encouraged that the ADA Accommodations office staff continue to attend national, state, and local conferences. These conferences provide the opportunity to network with other colleges and universities remaining updated on current case law and regulations, and ultimately, on best practices for serving students with disabilities in higher education.

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, professional evaluators, 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 and software, scribes, readers, note takers, sign language interpreters, Captionists and ADA-related 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 accessible technology, assistive equipment and software, updated computers for staff, and the addition of compliance personnel. Because of the ever-expanding needs relating to ADA compliance in both on-campus and distance education, a full-time ADA Accessible Technology Specialist should be considered to meet the vast technological needs of ADA students both on campus and in distance education, as well as in GED and testing centers. Moreover, a network license for Fusion software will be maintained on all campus locations providing ADA compliance for accessible computer workstations. Fusion software provides screen magnification and text to speech capabilities for students with visual and print-related impairment. Along with the recently purchased Braille printer, software must be obtained to create tactile graphics for students with visual impairment. Software providing speech to text and text to speech capabilities will be purchased and updated as needed. In the future, a modern CCTV should be purchased to replace the current older models used by the unit. Professional memberships for books in alternate formats through Learning Ally and AMEX must be renewed annually to offer books and other materials in alternate formats for eligible students. As modern technology emerges, the unit will request updated equipment and software to meet the needs of students with disabilities in academic as well as in career and technical programs at four campus locations, as well as 18 GED and 4 testing centers.

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 the unit are defined by the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973; specific needs of students who require academic accommodations and/or services are addressed as needed. Ongoing goals are fulfilled using an interactive website allowing students to apply for services, request accommodation letters, and to download applicable forms required for the implementation of services. The use of Zoom video conferencing has greatly enhanced the simultaneous availability of ADA service requests at all campus locations.

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

Attendance at state, regional and national conferences is vital to remain informed of current case law and regulations pertaining to the Americans with Disabilities Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Professional conferences apprise the unit of technological developments pertaining to accessible hardware and software that aid students with disabilities to access educational materials. Additionally, the ADA director is actively involved in the state board of the Alabama Association on Higher Education and Disability, the National Association on Higher Education and Disability, and the Alabama Counseling Association. The director is a certified rehabilitation counselor and is certified to offer professional rehabilitation services by the Commission on Rehabilitation Counselor Certification through the year 2026.

**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.**

**2021-2022**

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

1. Objectives

Distribution of ADA Accommodations Office Information: The ADA Accommodations Office will maintain an interactive web presence offering ADA information and services to all interested consumers. ADA Accommodation Office brochures, posters, and business cards will be placed in heavy traffic areas on each campus in Enrollment Services, GED, Testing and Student Centers. Information about the ADA Accommodations Office is updated annually and is available in the JSCC Catalog and Student Handbooks.

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.**

1. Objectives
2. Faculty and Staff ADA Awareness: Through professional ADA director consultations, workshops, memos, and online resources such as the ADA Faculty Handbook, the Checklist for Faculty in Providing Accommodations, the Faculty Guide: Teaching Students with Disabilities, and JeffNet training faculty and staff will receive information about disability accommodations and services.
3. Community and Student ADA Awareness: Through community presentations for local high schools and interactions with community agencies such as the Alabama Department of Rehabilitation Services, JSCC ADA Awareness Week, JSCC Orientations, conferences, informative posters, and an interactive webpage, the ADA Accommodations Office effectively reaches current students, prospective students, parents, and community partners.
4. ADA Staff Professional Development: Maintain awareness of the changing trends, best practices, and case laws regarding post-secondary disability services concerning the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973.

2. 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 high school counselors, to help students with disabilities facilitate the efficient transition from the K-12 system to the post-secondary arena. Student survey results are used to help determine effectiveness of the unit.
  3. Attending local, state, and national conferences relative to the changing laws and trends in post-secondary disability services and to network with other disability support professionals to remain apprised of current best practices (ie: Alabama AHEAD and the National AHEAD). Remain current with memberships and subscriptions pertaining to disability services in higher education.

3.Additional Funding Requests:

* Funding estimate to replace office manager’s desktop computer for objective 1c = $1,500.00
* Funding estimate to replace office manager’s desk and chair for objective 1c = $1,000.00
* Funding estimated to print brochures and publications for objective 1a = $1,200.00
* Funding estimated to attend local transition fairs for objective 1b = $1,000.00
* Funding estimated to attend conferences for objective 1c = $3,500.00
* Funding estimated for memberships/subscriptions relative to disability support services for

objective 1c = $1,500.00

**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 ADA-related test proctoring.**

1. Objectives

Through information and services as well as equipment provided by the ADA Accommodations Office accessibility to classroom material is achievable.

1. Method of Assessment
2. Number provided of interpreters, Captionists, scribes, note-takers, readers, assistive equipment, and technology.
3. Number of ADA-related tests proctored for faculty members.
4. Assessment/Inventory of assistive equipment and technology.

1. Additional Funding Requests

* Funding estimated for sign language interpreters, scribes/readers and Captionists = $30,000.00
* Funding estimate to purchase laptops for 2 ADA Alternate Format Technology Assistants to provide closed captioning in distance education = $3,200.00
* Funding estimate to purchase membership in Learning Ally = $1,000.00
* Funding estimate for Alternative Media Access Center membership = $ 1,700.00
* Funding estimate for Braille tactile graphics software = $300.00

**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 in hard copy and electronic files and according to JSCC campus policy will be destroyed at the appropriate interval.

1. Additional Funding Requested

No additional funding is needed for this goal

**2022-2023**

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

1. Objectives

Distribution of ADA Accommodations Office Information: The ADA Accommodations Office will maintain an interactive web presence offering ADA information and services to all interested consumers. ADA Accommodation Office brochures, posters, and business cards will be placed in heavy traffic areas on each campus in Enrollment Services, GED, Testing and Student Centers. Information about the ADA Accommodations Office is updated annually and is available in the JSCC Catalog and Student Handbooks.

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.**

1. Objectives
   1. Faculty and Staff ADA Awareness: Through professional ADA director consultations, workshops, memos, and online resources such as the ADA Faculty Handbook, the Checklist for Faculty in Providing Accommodations, the Faculty Guide: Teaching Students with Disabilities, and JeffNet training faculty and staff will receive information about disability accommodations and services.
   2. Community and Student ADA Awareness: Through community presentations for local high schools and interactions with community agencies such as the Alabama Department of Rehabilitation Services, JSCC ADA Awareness Week, JSCC Orientations, conferences, informative posters, and an interactive webpage, the ADA Accommodations Office effectively reaches current students, prospective students, parents, and community partners.
   3. ADA Staff Professional Development: Maintain awareness of the changing trends, best practices, and case laws regarding post-secondary disability services concerning the ADA Amendment Act of 2008, 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 high school counselors, to help students with disabilities facilitate the efficient transition from the K-12 system to the post-secondary arena. Student survey results are used to help determine effectiveness of the unit.
  3. Attending local, state, and national conferences relative to the changing laws and trends in post-secondary disability services and to network with other disability support professionals to remain apprised of current best practices (ie: Alabama AHEAD and the National AHEAD). Remain current with memberships and subscriptions pertaining to disability services in higher education.

Additional Funding Requests

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

* Funding estimated to attend conferences = $4,000.00
* Funding estimated for memberships/subscriptions relative to disability support services = $1,600.00

**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 ADA-related test proctoring.**

1.Objectives

Through information and services as well as equipment provided by the ADA Accommodations Office accessibility to classroom material is achievable.

2. Method of Assessment

1. Number provided of interpreters, Captionists, scribes, note-takers, readers, assistive equipment, and technology.
2. Number of ADA-related tests proctored for faculty members.
3. Assessment/Inventory of assistive equipment and technology.

3. Additional Funding Requests

* Funding estimate for sign language interpreters, scribes, and Captionists = $40,000.00
* Funding estimate to hire a full-time ADA Accessible Technology Specialist= $48,000.00
* Funding estimate to purchase Learning Ally Audio Textbook membership = $1,200.00
* Funding estimate for membership in the Alternative Media Accessibility Center= $1,800.00

**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.