**ADA Accommodations Office**

**Service Unit Program Review**

**Reporting Period: 2015-2016 through 2017-2018**

**Part 1: Review of the Past 3 Years**

1. **Service Unit Outcomes Assessment**
2. Summary of Assessment Results

The ADA Office consisting of a director, an office manager, and a recently added Shelby campus L-19 continued to provide accommodations and services to self-identified students with disabilities at the Jefferson, Shelby, Pell City/St. Clair, and Clanton/Chilton campuses. The number of students served in the ADA Accommodations Office for the past three years ranged from 583 in 2015-2016; 667 in 2016-2017 to 636 in 2017-2018.

To increase awareness and equal access to services from all college locations, the unit began the use of an interactive website allowing students to apply for services, request accommodation letters, and download other forms required for the implementation of ADA services. The site is easily accessed from the college’s homepage on standard and mobile devices. Additionally, ADA brochures and informational posters are placed in high-traffic areas on each campus to make accommodations and services easily identified by students and other interested individuals. The unit continued to communicate regularly with prospective high school students, parents, and community professionals. To promote awareness of the department and its services the unit participated in over 53 high school-to-college transition fairs, JSCC Orientation sessions, ADA Awareness Week, High School Counselor luncheons, and the Alabama Department of Rehabilitation Services College Prep programs, an increase from 30 during the prior reporting period.

The rapidly changing world of technology requires that the college maintain current and updated accessible software and assistive technology at all campus locations. During the reporting period, the unit collaborated with Distance Education and IT purchasing a DocSoft appliance and software system creating closed captioning and transcription services for online education. Additionally, the College purchased Blackboard Ally, an audit tool for ensuring accessible online content for instructors. The unit in conjunction with Distance Ed made faculty presentations offering faculty training on providing accommodations whether on-campus or online and for creating accessible course content. Also, during the reporting period, the unit worked in conjunction with IT to implement a cohesive plan for providing computer screen magnification- a ZoomText Network License, text-to-speech technology-Text Aloud, and speech-to-text software Dragon Naturally Speaking. The unit continued to obtain textbooks in alternate formats for students with print-related disabilities through Learning Ally, Access Text, and individual publishers working in conjunction with the college’s Bookstore.

During the reporting period, the unit had concerns regarding appropriate Shelby campus ADA office space and staff availability considerations for providing effective accommodations and services to students enrolled in the program. With the addition of an L-19 services to students were effectively enhanced while office space continued to be a concern. Plans are ongoing to provide accessible office space which allows for appropriate privacy to comply with FERPA and disability-related regulatory privacy concerns.

1. If applicable, identify the data regularly collected and or reported as part of program compliance.

Relative data regarding students, accommodations, and services are kept daily through the ADA Accommodations Office. The data is collected each academic year and reported to Jefferson State Community College’s Vice President of Student Affairs. During the third year of the reporting period (2017-2018), a new ADA interactive webpage was launched creating additional methods of tracking student data.

Page 2 - ADA Performance Data

**ADA Unit Performance Data 2017-2018**

**Students**-

Total Student Population Served: **354** **(duplicates 636)**

Students newly self-identified during the reporting year 146

Students with correct documentation: 342

Students with incorrect or no documentation: 12

Students receiving certificates or diplomas: 30

* Percentages of ADA students on each campus:

 (Jefferson-31% Shelby-62% Pell City-5% Clanton-2%)

**Type and number of disability categories of self-identified students**-

(duplicates as students report more than one disability)

Attention Deficit/Hyperactivity Disorder (ADHD): 268

Borderline Intellectual Functioning: 54

Chronic Illness: 97

Psychological Disorder: 208

Hearing Impairment: 20

Learning Disability: 198

Mobility/Orthopedic Impairment: 19

Traumatic Brain Injury: 22

Vision Impairment: 16

**Disability Services**-

Number of classes with interpreters: 13

Number of classes with Captionists: 2

Number of classes with notetakers, readers/scribes: 445

Number of classes with alternate text: 112

Number of classes with assistive technology/ equipment: 70

(accessible comp/lab stations, footstools, wheelchair-accessible tables, provision of table/chair, CCTV, FM system)

**Number of tests proctored for faculty**:

Jefferson-166 (an increase of 80%)

Shelby-300 (an increase of 120%)

(Pell City and Clanton test proctoring arrangements made in collaboration with Pell City and Clanton Campus Coordinators)

**Number of presentations for prospective students**: 12

**Number of presentations for faculty/staff**: 6 + ONLINE

**ADA Unit Performance Data 2016-2017**

**Students**-

Total Student Population Served: **338** **(duplicates 667)**

 **(14% increase)**

Students self-identified during the reporting year 200 (an increase of 21%)

Students with correct documentation: 314

Students with incorrect or no documentation: 24

Students receiving certificates or diplomas: 29

* Percentages of ADA students on each campus:

 (Jefferson-30% Shelby-64% Pell City-4% Clanton-2%)

**Type and number of disability categories of self-identified students**-

(duplicates as students report more than one disability)

Attention Deficit/Hyperactivity Disorder (ADHD): 325

Borderline Intellectual Functioning: 51

Chronic Illness: 83

Psychological Disorder: 174

Hearing Impairment: 27

Learning Disability: 231

Mobility/Orthopedic Impairment: 37

Traumatic Brain Injury: 29

Vision Impairment: 13

**Disability Services**-

Number of classes with interpreters: 27

Number of classes with Captionists: 10

Number of classes with notetakers, readers/scribes: 479

Number of classes with alternate text: 116

Number of classes with assistive technology/ equipment: 81

(accessible comp/lab stations, footstools, wheelchair-accessible tables, provision of table/chair, CCTV, FM system)

**Number of tests proctored for faculty**:

Jefferson-166 (an increase of 80%)

Shelby-300 (an increase of 120%)

(Pell City and Clanton test proctoring arrangements made in collaboration with Pell City and Clanton Campus Coordinators)

**Number of presentations for prospective students**: 15 (an increase of 36%)

**Number of presentations for faculty/staff**: 5 + ONLINE

**ADA Unit Performance Data 2015-2016**

**Students**-

Total Student Population Served: **328** **(duplicates 583)**

Students self-identified during the reporting year 166

Students with correct documentation: 309

Students with incorrect or no documentation: 19

Students receiving certificates or diplomas: 20

* Percentages of ADA students on each campus:

 (Jefferson-29% Shelby-61% Pell City-5.8% Clanton-4.2%)

**Type and number of disability categories of self-identified students**-

(duplicates as students report more than one disability)

Attention Deficit/Hyperactivity Disorder (ADHD): 242

Borderline Intellectual Functioning: 39

Chronic Illness: 75

Psychological Disorder: 151

Hearing Impairment: 21

Learning Disability: 207

Mobility/Orthopedic Impairment: 44

Traumatic Brain Injury: 25

Vision Impairment: 13

**Disability Services**-

Number of classes with interpreters: 11

Number of classes with Captionists: 9

Number of classes with notetakers, readers/scribes: 391

Number of classes with alternate text: 78

Number of classes with assistive technology/ equipment: 57

(accessible comp/lab stations, footstools, wheelchair-accessible tables, provision of table/chair, CCTV, FM system)

**Number of tests proctored for faculty**:

Jefferson-92

Shelby-136

(Pell City and Clanton test proctoring arrangements made in collaboration with Pell City and Clanton Campus Coordinators)

**Number of presentations for prospective students**: 11

**Number of presentations for faculty**: 4 + ONLINE

1. **Analysis (as it relates to progress in achieving unit goals)**
2. External Conditions that have impacted the unit. The unit remains active in professional organizations keeping informed of legal and regulatory issues surrounding accommodations and services in higher education. The director actively participates in the AL Counseling Association, the AL Association on Higher Education and Disability serving as a Board member/Treasure; additionally, the AL Department of Rehabilitation Services and the national Association on Higher Education and Disability. During the reporting period, the ADA Advisory Committee recommended increased vigilance in test proctoring to alleviate academic dishonesty concerns. Due to the committee recommendation, the Jefferson ADA Office, and the Shelby/Hoover library where ADA tests are proctored installed security cameras in test proctoring rooms to protect academic integrity.
3. Internal Conditions that have impacted the unit. For increased efficiency, enhanced record security, and to reach the goal of becoming a paperless administrative environment, the unit began the use of an electronic records management system. An interactive ADA website was developed allowing students equal access to services from each campus location. The website creates easy access for students and instructors from any mobile device to obtain forms necessary to provide services, offer survey input, and view both student and faculty/staff handbooks. Test proctoring for instructors on the Jefferson and Shelby-Hoover campuses has increased to an average of 327 tests per year.

1. Collaboration (internally and externally) – The unit worked with the JSCC Administrative Council to develop a tool for assisting instructors with the appropriate provision of accommodations for students. The Faculty Checklist for Providing Accommodations is distributed by academic departments each semester for faculty. Furthermore, during the reporting period, the director made presentations for faculty department meetings, workshops, and academic advising staff meetings to further educate participants on the ADA department and its services. The ADA Advisory Committee regularly communicates each year culminating in an annual meeting to discuss topics of interest and concern about accommodations and services in higher education. The ADA office regularly collaborates with Distance Education to ensure seamless delivery of accessible online content by solicitation of services through vendors providing Closed Captioning, and with those who offer software tools assisting with content accessibility audits. The unit director presented for faculty in conjunction with Distance Education a workshop on making online content accessible. The ADA Office continues to collaborate regularly with faculty and staff on working with students with disabilities and in problem-solving issues that may arise in providing accommodation and services. In addition, the director hosted a state-wide workshop at Jefferson State’s Shelby-Hoover campus for the AL Association on Higher Education and Disability discussing reasonable accommodations, online accessibility, and grievance procedures.
2. Communication-Throughout the reporting period the unit promoted information on ADA issues and services throughout the College and in the local community through various means. A Jefferson State ADA Awareness Week is held on-campus annually and information for students is enhanced by the production of colorful posters placed on each campus and through Social Media advertising. Enhanced communication was made possible for the unit by actively participating in community events. Through high school transition fairs, working with the AL Department of Rehabilitation Services and their College Prep programs, Lakeshore Rehabilitation Services, and the AL Association on Higher Education and Disability as well as JSCC New Student Orientations, communication is ongoing. To further increase ease of access to ADA information and services, an interactive website was developed providing services for students equally from all campus locations. Moreover, the director is readily available by phone or email for questions concerning accommodations and services for current or prospective students, parents, professional disability evaluators, and interested community members.

Communication – How effectively does information flow from this unit to other units on campus? How does your unit make information available to faculty/staff/students? Information regarding the ADA Office can easily be obtained in the JSCC Catalog and Student Handbook, through ADA Faculty/Staff as well as students handbooks, by strategically placed ADA brochures throughout campuses and the newly developed ADA interactive webpage. Office locations, hours, and contact information for the ADA Accommodations office are posted on office doors and are readily available online through portable mobile devices. Students who are eligible to receive services and request accommodations are given academic accommodation letters for submission to their instructors. Students must communicate with instructors for the implementation of accommodations for which they are eligible to receive.

1. **Primary Functions/Primary Purpose/Unit Mission**
2. No changes in the unit’s primary functions occurred since the beginning of the review cycle.
3. No changes in the unit’s primary functions occurred in the past three years.
4. **Goal Progress**
5. The mission of the unit was to ensure equal access to classroom material and to disseminate information regarding ADA/504 compliance to students, parents, faculty, and interested community members. Goals were identified that supported this mission and the unit has a demonstrated track record of meeting these goals as evidenced by the data.
6. Resources were available to support the requests for equipment, software, and supplies but resources were needed to provide appropriate, accessible ADA office space on the Shelby-Hoover campus.
7. Administrative support such as being available in the form of an office manager was added to the program in 2012 resulting in the availability of adequate resources that impacted the effectiveness of the unit in the prior reporting period. Key to the appropriate function of the unit during the current reporting period was in August 2016 the addition of an ADA L-19 on the Shelby-Hoover campus where currently approximately %60 percent of the total number of ADA students receive services. Adequate resources affecting the effectiveness of the unit were evident based on the attention and promptness that was given to the unit’s request for accommodations, services, equipment, software, and supplies, as well as to the accommodation requests and services requested by students.

**Part 2: Implications of Program Review for Developing 3 Year Plan**

1. **Vision and Direction of Unit**
2. An evaluation of the unit’s data showed that the program has been effective in implementing improvements in the delivery of services, promotion of the unit, and with the provision of classroom accommodations; therefore, the unit will continue to utilize this model during the next three years. Advanced awareness of the program for all constituents with the importance of consistently utilizing accommodations and services will continue to be emphasized and promoted to students, parents, faculty/staff, and interested community members.
3. Are there any anticipated conditions or trends that might impact the unit? The program has experienced a steady increase in requests and assistance in providing services for students with the expansion to four campuses and numerous GED sites (17) throughout the surrounding communities. Due to the lack of fully accessible office space on the Shelby-Hoover campus with appropriate privacy and with the increased complexity of student requests at all locations, these issues must be addressed. Additionally, the unit increased collaboration with Distance Education, the Testing Center, and IT in providing appropriate accessibility for students throughout each of Jefferson State’s four campuses. With regards to this trend, the unit anticipates the possible decline in the promptness and efficiency of service that is expected of one staff member, one administrative support person, and a Shelby campus L-19 addressing accommodations and services simultaneously at all locations and GED sites, particularly with the increasing complexity of requests.
4. The unit does not see any substantive changes needed in its collaborative relationship to make it more effective in its mission. The unit enjoys a very good working relationship with the administration, and faculty/staff, and can provide accommodations, services, accessible equipment, and assistive software that meets the needs of ADA students. The unit will also continue to collaborate with the Alabama Department of Rehabilitation Services, Lakeshore Rehabilitation Services, and local high schools to promote transition information on ADA services at Jefferson State for prospective students, parents, local high schools, and community agencies.
5. The unit has effective communications practices so no substantive changes are warranted. However, the unit continues to explore innovative methods for reaching all constituents.
6. Efforts to make the unit’s plans achievable have been initiated. An office manager was hired in the prior reporting period and has enhanced effective and timely accommodations and service delivery required for eligible ADA students. However, crucial to the mission of the unit was the addition of an L-19 on the Shelby-Hoover campus ensuring timeliness for providing equal access to education where 60% of ADA students receive accommodations and services. Effective and appropriately accessible office space at the Shelby-Hoover Campus is being explored for compliance and to enhance the unit’s mission. The unit will continue to collaborate effectively with administration, faculty, and staff to enhance the overall mission of the College.

**Part 3: Evidence of Staff Participation in Program Review**

1. **Describe how the unit staff participated in the program review process. Include specific dates for meetings held or activities conducted.** The unit Director worked on the review and collaborated with the Vice President of Student Affairs, the Administrative Assistant to the Vice President of Student Affairs, and the ADA Accommodations Office Manager to discuss the functions of the program, solicit feedback, and identify any challenges and/or key components of this review.

1. **Attach advisory committee minutes (if applicable) and a list of members. Describe any changes made in the unit because of input from the advisory committee.** Discussions and email communications with advisory committee members throughout the reporting period resulted in the sharing of resources between the ADA Accommodations Office and other academic/administrative units throughout Jefferson State Community College. The opportunities for communication allowed members to be updated and informed of changes in ADA service trends in higher education. Additionally, thorough discussions during annual Advisory meetings kept members informed of ADA issues experienced throughout each of Jefferson State’s four campuses. As a result of direct input from the Advisory Committee, test proctoring cameras were installed in the Jefferson ADA office test proctoring rooms and in the Shelby-Hoover library to further address the academic integrity of testing. Furthermore, informal videos on specific disabilities were viewed during committee meetings increasing members’ awareness of issues about students with disabilities at Jefferson State Community College.

**ADA Advisory Committee Meeting Minutes**

**Jefferson State Community College**

**March 6, 2018**

The meeting began at 1:30 p.m. and adjourned at 2:30 p.m.

**Attendees:**

Anne Sherman ADA Director/Chair of ADA Advisory Committee

Alyssa Whitten Dual Enrollment Coordinator

Reina Williams AmeriCorps/ VISTA

Lynn Evans New Options

Julie Emmerich\* Enrollment Services/Clanton Campus

Alan Davis Distance/Developmental Education

Patrick Mayton\* Art Instructor/Shelby Campus

Venus Smith Funeral Services/Jefferson Campus

Donna Thomas Office Manager-ADA/Jefferson Campus

 \*Videoconferencing

Members absent: Shannon Ginn-Testing Office; Mark Bailey-Campus Police; Pat Havard-Nursing Instructor/Shelby Campus; Clare King-Librarian Pell City Campus; Velma Webb- SGA-Pres. Ex Officio: Mike Hobbs; Danielle Coburn; Keith Brown; and Toneka Armstrong

The Chair opened the meeting by giving an overview of the minutes from the last Advisory Committee meeting held in March 2017. The minutes were moved for approval by Lynne Evans and seconded by Venus Smith. Minutes were approved by the committee members present.

**New Business:**

The Chair provided an overview of the laws governing ADA accommodations in higher education noted in the ADA Advisory Committee Agenda.

**Purpose of the ADA Advisory Committee:**

1. Review and recommend policies and procedures regarding the provision of accommodations and the evaluation of documentation.
2. Provide communication between the ADA Accommodations Office and academic areas

The Chair shared the following information with the ADA Advisory Committee followed by a question-and-answer session. The meeting adjourned at approximately 2:30 p.m. lasting one hour in length.

Chair of ADA Advisory Committee & ADA Director report:

* The ADA Accommodations Office launched an interactive website allowing students the opportunity from any location and at any time to request accommodations and services by completing an online application. Students can also electronically request accommodation letters each semester, print professional documentation guidelines for submission to providers/evaluators, and may secure test proctoring forms in the event instructors require assistance in providing testing accommodations. Online a faculty handbook is available including the Faculty Checklist for Providing Accommodations, as well as tips on disability etiquette. Highlighted on the new site are ADA office policies on personal care attendants and audio recordings of lectures. Upon implementation of the interactive website and use of Office 365 One-Drive, the ADA Office has completed its goal to become a “paperless” administrative environment.
* During the fall, the ADA Accommodations Office sponsored a successful ADA Awareness Week with offerings on each campus featuring educational brochures on various disabilities. The week offered students the opportunity to view short films on disability issues and discover information on how to secure accommodations and services through the ADA Accommodations Office at Jefferson State.
* ADA Advisory Committee members viewed a film sponsored by the Autism Society on Asperger’s Syndrome to highlight the potential impact on students with Autism Spectrum Disorders.
* Statistics from the one-year prior show there are 200 newly enrolled students being served through the ADA office, an increase of 21%. Currently, the ADA office serves 338 new and returning students dispersed throughout four campus locations.
* The ADA office in conjunction with Jefferson State libraries facilitated proctoring of 466 tests for faculty members of students eligible to receive testing accommodations. This was a significant increase from approximately 228 tests proctored in the prior academic year.
* Captioning of online media: Awareness of accessibility in online education, as well as in the traditional classroom, continues to be a common topic amongst colleges and universities. Alan Davis from Distance Education briefed the committee as to Jefferson State’s progress in purchasing an appliance that would assist the College in making online class content accessible. Alan also discussed the newly obtained feature in Blackboard called “Ally”, which assists instructors in determining and correcting inaccessible content in Blackboard’s Learning Management System. Alan thanked Jefferson State’s administration for their support to ensure that the necessary resources to provide ADA compliance in online education are available.
* To stay current on trends in disability services for higher education the ADA Director participates in the following professional development opportunities: Association on Higher Ed and Disability Conference (Ahead), Alabama Counseling Association Conference, and the Director has been elected to serve a two-year term as Treasurer of the Alabama Association on Higher Education and Disability as a longtime member of the Board.
* In outreach to the community and to engage incoming students with disabilities to understand how to seek accommodations and services, the ADA director presented information and participated in the following Jefferson State and community agency activities:
1. Alabama Department of Rehabilitation Services (ADRS) Think Tank held at the Alabama Workforce Training Center in Birmingham
2. ADRS sponsored Teen Transition Career Fair held at Boutwell Auditorium
3. ADRS College Prep sessions are held throughout the city of Birmingham with one offered on the Shelby-Hoover Campus of Jefferson State.
4. Pell City High School Transition Fair, ARC of Shelby County, and Thompson High School Outreach
5. JSCC Get on Board Days and New Student Orientation sessions, High School Guidance Counselor luncheons, and Advisor/Jeff Coach training

In closing, the ADA Director, Anne Sherman asked for any observations or feedback encountered by the Committee of which to be made aware.

* Instructor, Patrick Mayton asked questions concerning aiding students with Autism-related disorders. Concerns that explicit directions to students on the Spectrum may appear overt at first glance but seem to address questions posed by all students present in the classroom. Patrick discussed that although he frequently has students with Autism-related disorders, this semester he has been challenged to meet the needs of students on the Spectrum as never before.
* Dual Enrollment Coordinator, Alyssa Whitten discussed accommodation issues in dual enrollment about students in Jefferson State classes requiring medical assistance authorized under K-12 systems. While high schools must provide medical services, colleges are not obligated to do so. However, colleges may allow accommodations for authorized personal care attendants in the classroom or students to leave the classroom briefly to receive medical care.
* No further business was discussed, and the meeting adjourned at 2:30 p.m.

Action Items:

* Upon request, the ADA Office will continue to offer video presentations on specific disabilities during advisory meetings furthering awareness of disability issues.
* The ADA Office will continue to provide training and information on ADA issues for Jefferson State to students, faculty, staff, and community members.
* When Committee members become aware of ADA issues within the College, the ADA Director may be contacted for assistance.
* ADA Advisory Committee members will continue to disseminate information on ADA issues throughout campus departments.

**ADA Advisory Committee Meeting Minutes– March 7, 2017**

The meeting began promptly at 2:00 a.m. and adjourned at 3:00 p.m.

**Attendees:**

Anne Sherman ADA Director/Chair of ADA Advisory Committee

Jessica Bumpus Dual Enrollment Coordinator

Lynn Evans New Options/Jefferson Campus

Julie Emmerich\* Enrollment Services/Clanton Campus

Shannon Ginn Testing Office

Alan Davis Distance/Developmental Education

Patrick Mayton\* Art Instructor/Shelby Campus

Clare King\* Librarian/Pell City Campus

Venus Smith Funeral Services/Jefferson Campus

Donna Thomas Office Manager-ADA/Jefferson Campus

 \*Video conferencing

Members absent: Brenda Hall-College Community & Corp. Svcs/Jefferson Campus; Mark Bailey-Campus Police; Pat Havard-Nursing Instructor/Shelby Campus; Heather Childs- SGA-Pres.

Ex Officio: Mike Hobbs; Danielle Coburn; Keith Brown; Linda Hooton; Toneka Armstrong

The Chair opened the meeting by giving an overview of the minutes from the last Advisory Committee meeting held in March 2016. The minutes were moved for approval by Venus Smith and seconded by Alan Davis. Minutes were approved by the committee members present.

**New Business:**

The Chair provided an overview of the laws governing ADA accommodations in higher education noted in the ADA Advisory Committee Agenda. Also discussed was the purpose of the committee listed below:

**Purpose of the ADA Advisory Committee:**

1. Review and recommend policies and procedures regarding the provision of accommodations and the evaluation of documentation.
2. Provide communication between the ADA Accommodations Office and academic areas

The Chair shared the following information with the ADA Advisory Committee followed by a question-and-answer session. The meeting adjourned at approximately 3:00 p.m. lasting one hour in length.

Chair of ADA Advisory Committee & ADA Director Bullet Points:

* In conjunction with the Instructional Administrative Council the ADA Office developed a checklist to assist in helping faculty effectively provide accommodations for students. Each academic year the list is to be distributed by departments helping faculty to enhance service provision for students with accommodations.
* Due to general concerns discussed in last year’s advisory meeting over potential cheating on exams, cameras have been installed in the Jefferson Campus ADA Office test proctoring rooms. Additionally, a protocol for the availability and use of noise-canceling headphones for ADA students has been implemented at all proctoring sites monitored by the ADA Office.
* Because the largest population of current ADA students are on the Shelby campus, an L-19 has been engaged to alleviate student access to ADA services there when the director is either on the Jefferson, Pell City, or Clanton campuses.
* In outreach to the community and to engage incoming students with disabilities to understand how to seek services, the ADA director participated in the following activities: ADRS Think Tank, ADRS Teen Transitions Fair; - Pell City, Homewood, and 3 Jefferson County Transitions Fairs, Thompson HS Outreach, JSCC Orientation sessions, and ADRS College Prep.
* A PowerPoint presentation has been developed for faculty members in Blackboard teaching instructors how to provide accommodations for students, particularly how to provide extended time in online courses. During the academic year, Valerie McCombs in Distance Ed and Anne Sherman from the ADA Office made a live faculty presentation of the material.
* Recently a concern regarding safety in a welding class while using the help of a service animal was brought to the attention of the ADA office. Questions on campus have also been posed relating to the differences between a service vs. a companion animal. Students with questions about service animals may read the ADA Student Handbook available online and in various other formats where Jefferson State’s policy may be found.
* A dually enrolled high school student taking Jefferson State courses must apply for accommodations with the ADA Office to receive college-level accommodations. Accommodations may be different from those provided in high school as the laws for services provision differ in the high school vs. college environment.
* ADA brochures, handbooks, and business cards have been updated to give students more insight into receiving accommodations through the ADA office. To increase JSCC student awareness of disability services informational posters were developed and distributed throughout the Jefferson, Clanton, Pell City, and Shelby-Hoover campuses.

 The ADA office is currently conducting a brief, online student survey in conjunction with Institutional Research to determine a baseline for improving services.

* The ADA Director participates in the following professional development opportunities to stay aware of current trends in disability services for higher education: Alabama Counseling Association, Association on Higher Ed and Disability Conference (Ahead), ALTEC Alabama Assistive Technology Expo & Conference, and participates as an At-Large member of the AL-Ahead Board.
* Due to classroom access issues for hearing-impaired students, and at the advice of Technology Services, a laptop was secured for remote interpreting services if an on-site interpreter is unable to be obtained.
* Although there is a shortage of interpreters in the local area the ADA Office has been fortunate to have reduced costs by utilizing permitted interpreters as opposed to licensed interpreters. While this is not always possible as access to classroom information is mandated for compliance, the ADA Office has been quite fortunate in the availability and skill set of permitted interpreters.
* Statistics from one- year prior show 165 new students are being served through the ADA office this year, which is up from 154 new students in the prior year. Currently, the ADA office has a total caseload of 328 new and returning students.
* The ADA office proctored 228 tests for faculty members during the preceding academic year
* Captioning of videos: Awareness of accessibility in online education, as well as in the classroom, continues to be a common topic amongst colleges.

In closing, the ADA Director, Anne Sherman asked for any observations or feedback encountered by the Committee of which she should be made aware.

* Shannon Guinn asked whether a service animal in training is also considered a fully acceptable service animal. While service animals in training are allowable as would a fully trained service animal, they must adhere to the guidelines found under Jefferson State’s policy. Ex. Under the handler’s control at all times, able to provide a task, etc.
* Alan Davis discussed issues that should be considered relating to online class accessibility for hearing or visually impaired individuals. Concerns were noted for access to pdf documents which can be problematic for visually impaired students, as well as having videos or audio materials captioned for hearing impaired students. Alan Davis demonstrated to the committee that online students utilizing Blackboard are directed to ADA services for assistance.
* Patrick Mayton brought up questions as to why percentages of ADA students on the Shelby-Hoover campus were higher than on other campuses. Various reasons were discussed by the committee-demographics, awareness, opportunity, etc. Upon further research, it was determined that the ADA student percentages were in direct correlation to the student population distributed amongst the four campuses of Jefferson State.

No further business was discussed, and the meeting adjourned at 3:00 p.m.

Action Items:

* The Committee members discussed that if they become aware of ADA issues within the College, they will email the Director of the ADA Office with the concern.
* The Committee members will also continue to disseminate information throughout their campus departments on ADA issues.
* The ADA Office will continue to monitor the caution brought before the Committee on the distribution of ADA students among the various college locations.
* The ADA Office will continue to provide training and information on ADA issues for Jefferson State.

**ADA Advisory Committee Meeting Minutes– March 24, 2016**

The meeting began promptly at 9:00 a.m. and adjourned at 10 a.m.

**Attendees:**

Anne Sherman ADA Director/Chair of ADA Advisory Committee

Jessica Bumpus Dual Enrollment Coordinator

Stacy Carter Enrollment Services/Jefferson Campus

Julie Emmerich\* Enrollment Services/Clanton Campus

Shannon Ginn Testing Office

Brenda Hall College Comm & Corp Svcs/Jefferson Campus

Patrick Mayton\* Art Instructor/Shelby Campus

Pat Havard\* Nursing Instructor/Shelby Campus

Clare King\* Librarian/Pell City Campus

Venus Smith Funeral Services/Jefferson Campus

Donna Thomas Office Manage-ADA/Jefferson Campus

 \*Video conferencing

Members absent: Lynn Evans-New Options, Alan Davis-Distance Ed, Mark Bailey-Police Dept., Bryan Cantrell- SGA. Ex Officio: Mike Hobbs, Danielle Coburn, Keith Brown, Linda Hooton, Toneka Armstrong

The Chair opened the meeting by giving an overview of the minutes from the last Advisory Committee meeting held in March of 2012. The minutes were voted on and approved by the current committee members.

**New Business:**

The Chair provided an overview of the laws governing ADA accommodations in higher education noted in the ADA Advisory Committee Agenda. Also discussed was the purpose of the committee listed below:

**Purpose of the ADA Advisory Committee:**

1. Review and recommend policies and procedures regarding the provision of accommodations and the evaluation of documentation.
2. Provide communication between the ADA Accommodations Office and academic areas

The Chair shared the following information with the ADA Advisory Committee followed by a question-and-answer session. The meeting adjourned at 10 a.m. lasting one hour in length.

Chair of ADA Advisory Committee & ADA Director Bullet Points:

* The ADA Accommodations Office collaborated with Nader Zandi in Technology services to develop an enhanced electronic data-keeping system along with a method to email accommodation letters through an ARGOS report.
* During the fall semester some instructors had difficulty providing extended time in their online courses simultaneously with other non-accommodated students in their class. This prompted the ADA Office to collaborate with Distance Ed (Alan Davis/Valerie Combs) to provide a training opportunity for faculty which was well attended, “Blackboard and Online Accommodations”.
* Closed Captioning for online course content has been an issue this year requiring classes with audio content to be made accessible for students who are deaf. Currently, there are several deaf students in online classes and with the rising use of online education captioning issues are expected to increase.
* This semester two of a student’s online instructors overlooked their emailed accommodation letters sent at the first of the term; therefore, the ADA Director met with the Dean of Instruction, and later the Instructional Administrative Council, who recommended that we develop a checklist for faculty in providing accommodations. The Council has approved the checklist and it will be distributed by academic departments.
* The ADA Director collaborated with Technology Services (Stephen Moore) to provide a network of specialized software in open computer Labs at all 4 campuses. (ZoomText, Text Aloud, and NVAccess)
* In efforts to remain current on ADA issues the Director participates in professional development opportunities through the Association on Higher Education and Disability (AHEAD) both at the state and national levels. The ADA Director serves on the Board of the Alabama AHEAD and assists in facilitating numerous training opportunities offered throughout the state. The Director also speaks to various community groups through transition fairs, the AL Department of Rehabilitation College Prep Program, and most recently to a group from the Shelby County School System.
* The Dean of Instruction is developing an online orientation for faculty and the ADA Faculty/Staff Handbook was submitted for use. Additional ADA training is available on Jeff Net narrated by Keith Brown that each faculty member is to view. Also discussed were the updates to the ADA website, particularly the Transition Handbook from the Alabama AHEAD organization, which is an excellent resource for students with disabilities beginning college.
* We also discussed that service animals be allowed in any public place and that we are only allowed to ask 2 questions: 1) Do you have a disability and 2) Is the animal trained to provide you with a service or task?

In closing, the ADA Director, Anne Sherman asked for any observations, or feedback encountered by the Committee of which she should be made aware.

* Venus Smith brought up that the ADA office should be aware of students’ potential to cheat on exams. The ADA Director reported that all students taking tests through the ADA Office must leave all backpacks, cell phones, etc. in another location during the test.
* Patrick Mayton brought up an issue concerning advising students with disabilities who may be placed in classes that may not be best for them based on their disability. Example: Legally blind student in an Art Appreciation class. Patrick Mayton also asked what to do when a student refuses to further discuss how the instructor may assist the student who presents with an accommodation letter, without asking the student to reveal their disability which is prohibited. The group discussed how a student does not have to reveal a disability to their advisor, or instructor; although to receive accommodations, they must “self-identify” as a student with a disability. Instructors are encouraged to discuss the functional impact of the disability with the student, but not the disability itself.
* Stacy Carter asked about the reasonable age of required documentation for accommodations. The Director answered that it depends on the disability type and that each situation must be handled on a case-by-case basis. IEPs from high school are frequently not enough documentation, but high school counselors frequently tell the student that it is all that they will need for college accommodations. The AL AHEAD organization is offering training for high school counselors on May 11th and the event is to be held on the Shelby-Hoover Campus of Jeff State.
* Pat Havard asked what type of documentation students have to provide, is it just a note from their doctor? The Director answered that it depends on the disability. For example, if it is traumatic brain injury documentation may come from a neurologist. If a psychological disorder, the information would come from a psychologist or psychiatrist. All documentation sources should provide information according to the college’s ADA Office guidelines.
* Stacy Carter asked if a student could request more accommodations once they begin their studies. The Director answered that it is possible to change accommodations. Many times, a student is not familiar with the college environment when they first discuss their accommodation needs.
* Shannon Ginn discussed accommodation issues that may arise for a student taking tests both for Jeff State and when we provide testing for outside agencies. Frequently testing accommodations are determined by the outside agency and Jeff State provides the site for the tests.
* Jessica Bumpus discussed providing accommodations for Dual Enrollment students. These students are treated as regular Jeff State students so the process for accommodations is the same. Fortunately, the AL Community College System recently published “Best Practices for Dual Enrollment” which addressed ADA accommodations.

Action Items:

* The Committee members discussed that if they become aware of ADA issues within the College, they will email the Director of the ADA Office with the concern.
* The Committee members will also continue to disseminate information throughout their campus departments on ADA issues.
* The ADA Office will continue to monitor the caution brought before the Committee on student cheating.
* The ADA Office will continue to provide training and information on ADA issues for Jefferson State.
1. **List the names and titles of all participants in this program review.**

Anne Sherman, ADA Accommodations Office Director

Mike Hobbs, Vice President of Student Affairs

Toneka Armstrong, Administrative Assistant to Vice President of Student Affairs

Donna Thomas, ADA Accommodations Office Manager