**Unit Strategic Plan**

**2019 - 2021**

Every two years, during the 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 financial 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, and student surveys):**

The review of Banner data derived from Argos reports determines the outcomes of the ADA Accommodations Office and the effectiveness of the unit’s mission is dependent upon the analysis of the data. Student surveys available on the ADA office’s website completed during the reporting period reveal that most students strongly agree or agree that the ADA Office was effective in providing accommodations and services. Institutional-wide surveys report that students are very 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 583 in 2015-2016, 667 in 2016-2017, and 636 in 2017-2018 serving the Jefferson, Shelby-Hoover, St. Clair-Pell City, and Chilton-Clanton campuses. 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 the delivery of services).

**Internal Conditions:**

1. **Technology**

To increase awareness and equal access to ADA 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 services. Additionally, the ever-evolving 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). A review of the latest ADA software products conducted by IT revealed that the purchase of a network rather than a site license of a combined technology package would most appropriately address student access to technology at each campus location.

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 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 at the College. Additionally, continuing costs are incurred for making online content in Distance Education fully inclusive and accessible. The current ADA budget for professional memberships, annual subscriptions, and office supplies is enough currently 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, as well as equipment needs for students within specific disability populations.

1. **Staffing**

Currently, the largest ADA student population served is on the Shelby-Hoover campus. Staffing is adequate to meet the needs of the Shelby students at present because of the addition of an L-19 in 2016 but must be monitored closely with an increased enrollment of ADA students and more specifically, with the increased complexity of ADA student needs on each campus. The ADA director is responsible for determining the eligibility of services for students at all campus locations including GED and Testing centers, coordinating services and consulting with faculty/staff, and working in collaboration with many key campus departments such as Distance Education and IT for the ever-expanding needs of all four campus locations, along with corresponding administrative duties and responsibilities involving state-wide professional affiliations.

1. **Resources**

 The Learning Resource Centers assist the unit and academic departments by providing test proctoring assistance to students with disabilities at the Jefferson and Shelby campuses. During the 2015/2016- 2017/2018 reporting period, the Learning Resource Center assisted by proctoring over 1,160 tests for faculty members of ADA students. Campus Coordinators on the St. Clair-Pell City and Chilton-Clanton campuses, as well as their Learning Resource Centers collaborate with the ADA Office to provide test proctoring for students with disabilities on their campuses.

1. **Enrollment**

The number of students (no duplicates) registered with the ADA Office for the past three years is 328 in 2015-2016 and 338 in 2016-2017 and 354 in 2017-2018. The total number of students served (duplicates) for one or more semesters during the academic year for the past three years is 583 in 2015-2016 and 667 in 2016-2017 and 636 in 2017-2018.

1. **Facilities**

The ADA Office at the Shelby-Hoover Campus relocated from Room 106 to 120 in the Learning Success Center of the General Studies Building to make room for other departments in Enrollment Services. The move created improved access and needed privacy in providing ADA compliance for students with disabilities requesting services. Currently, the test proctoring computer equipped with ADA software and corresponding test proctoring is housed in the Learning Resource Center on the Shelby-Hoover campus. Test proctoring cameras were installed in the Shelby library and the Jefferson ADA office proctoring rooms. 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**

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. An FM amplification system was replaced along with the Jefferson ADA office test proctoring computer at IT’s recommendation. Also, during the reporting period, the unit collaborated with Distance Education and IT purchasing an appliance and software system creating closed captioning and transcription services for distance education. Additionally, the College purchased Blackboard Ally, an audit tool for ensuring instructors produce accessible online content for all students. The unit will continue to make appropriate equipment and software requests on an as-needed basis.

**External Conditions (such as state funding, accrediting agencies, advisory committees, and 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).

**2016-2017 ADA Office Accomplishments**

* Two Lakeshore College Prep Transition Programs sponsored by the Alabama Department of Rehabilitation Services (ADRS)
* One Transition Fair sponsored by ADRS at Boutwell Auditorium and participated in by many local high schools
* Eight New Student Orientation sessions to welcome and inform new incoming Jefferson State students about the upcoming academic year
* Participated in Jefferson County School’s transition fairs for Gardendale, Hueytown, and Shades Valley High Schools
* In collaboration with Technology Services a presentation was made to faculty on the Jefferson Campus to assist instructors in providing accommodations and accessible documents for students on Blackboard and in online educational platforms.
* Test proctoring security cameras were installed in the ADA Office on the Jefferson campus at the recommendation of the ADA Advisory Committee
* To further educate students on the availability of ADA services a colorful poster was created and placed throughout each of the four campus locations.
* During the academic year the ADA director was a featured speaker at Homewood High School’s Transition Fair.
* The director reached out to faculty on the Clanton and Pell City campuses providing information on services, along with a question and answer session during the first faculty meetings of the academic year
* The ADA director was a guest speaker on the Jefferson as well as the Shelby-Hoover campuses for Advisor training sessions to best collaborate in providing services for ADA students
* The ADA Advisory Committee conducted business throughout the academic year culminating in its annual meeting during the spring semester.
* ADA brochures, webpages, Student and Faculty Handbooks, and the Catalog were reviewed during the academic year
* The Director attended the 2016 National Association on Higher Education and Disability (Ahead) Conference in Indianapolis, IN, the 2017 Ahead conference in Orlando, FL, and the 2016 Alabama Counseling Association Conference in Birmingham, AL.
* The ADA Office while serving over 338 students distributed approximately 1672 accommodation letters informing instructors of appropriate and reasonable accommodations for students. Incoming ADA students requesting services during the 2016-2017 academic year increased by 21%.
* Twenty-nine students registered with the ADA Office received Certificates, Advanced Certificates, or Diplomas during the 2016-2017 academic year.

**2017-2018 ADA Accommodations Office Accomplishments**

* During the 2017-2018 academic year, the ADA Accommodations Office began the use of an interactive website allowing Jefferson State students from all four campus locations equal access to ADA services electronically.  Regardless of time or location students can apply for services, requests accommodation letters, and access necessary forms for test proctoring and other functions of the ADA Accommodations Office.
* In collaboration with the College’s legal counsel updated the ADA Student Conflict Resolution Policy
* Developed an ADA test proctoring form for use when students with eligible testing accommodations must be administered in an alternate location away from the instructor’s department
* Conducted two presentations for Pell City High School prospective ADA students during the fall and spring semesters (2)
* Provided opportunities to learn more about the ADA Accommodations Office on each of JSCC campus locations for “Get on Board Days” sponsored by the College’s recruiting staff (4)
* Presented on ADA services for two Lakeshore College Prep Transition Programs sponsored by the Alabama Department of Rehabilitation Services (ADRS) (2)
* Conducted Shelby campus presentation for prospective ADA students from Thompson High School
* Presented Jefferson State ADA information for ADRS sponsored Transition Fair at Boutwell Auditorium where groups of high school students were brought to participate by bus from the regional area
* Sponsored an ADA information booth at nine Jefferson State New Student Orientation sessions to welcome and inform new incoming JSCC students of the academic year
* Gave Shelby Campus presentation on how to receive ADA services at JSCC for the ARC of Shelby County Program participants
* Guest speaker on ADA topics for JSCC-sponsored local high school Counselor’s Luncheons held on four JSCC campus locations (4)
* Participated in the annual AL Department of Rehabilitation Services “Think Tank” together with area agencies and employers focused on students in the transition to higher education and the local workforce
* Guest speaker on ADA information for the ACCS FAFSA Completion Workshop held on the Shelby-Hoover campus of Jefferson State
* The ADA Director provided information on JSCC ADA accommodations and services for the St. Clair County Transition Fair held in Ashville, AL
* During the academic year, the ADA director was a featured speaker the for Leeds High School United Ability Program.
* In collaboration with Distance Education, secured a bid for closed captioning services with Caption Sync, and Automatic Sync Technologies for ADA compliance in online education.
* The ADA Director attended in February 2018 a two-day intensive Association on Higher Education and Disability (AHEAD) Management Institute on ADA-related legal issues taught by Paul Grossman with Hastings School of Law in San Francisco and Jamie Axelrod, President of AHEAD and ADA director at Northern Arizona University
* The ADA Advisory Committee conducted business throughout the academic year culminating in its annual meeting during the spring semester where an informational film on individuals with Asperger’s Disorder was viewed.
* ADA brochures, webpages, Student and Faculty Handbooks, and the Catalog were reviewed during the academic year
* The Director attended the 2017 National Association on Higher Education and Disability (Ahead) Conference in Orlando, FL, and the 2017 Alabama Counseling Association Conference in Mobile, AL.
* The ADA Office while serving over 354 students distributed approximately 1,558 accommodation letters informing instructors of appropriate and reasonable accommodations for students.
* Thirty students registered with the ADA Office received Certificates, Advanced Certificates, or Diplomas during the 2017-2018 academic year.

Considerations for the 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. The ADA Accommodations Office began the use of an interactive website allowing Jefferson State students from all campus locations equal access to ADA services electronically.  Regardless of time or location students can apply for services, requests accommodation letters, and access necessary forms for test proctoring and other functions of the ADA Accommodations Office. It is recommended that all faculty/staff be required to complete the online ADA training available on JEFFNET, and to review on an annual basis the ADA Faculty/Staff Handbook available through Blackboard and on the ADA Office website. This would ensure that faculty/staff are knowledgeable of ADA/504 policies and can implement and process those policies effectively. The college must also encourage Instructors to create online courses to ensure that the content is accessible to students with disabilities. Blackboard Ally is an audit tool that will assist instructors in their efforts. With the collaboration of IT, the unit will receive OneACCS Argos reports which generate accommodation letters and various data reports required for determining the effectiveness of the unit. 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 ultimately, best practices in higher education for serving students with disabilities.

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 students’ 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, electronic records/applications, accessible technology, and assistive equipment. Upon the recommendation of IT, a network license (Fusion) will be obtained providing ADA-compliant software at accessible computer workstations at all campus locations. The software will provide magnification and text-to-speech capabilities for accessible computer workstations. A Braille printer requiring Duxbury software to convert text for printing was also purchased. Software must be requisitioned soon that will create tactile graphics in Braille. Additionally, raised line graph paper, an Abacus, and a talking calculator have been acquired for students with visual impairment to use when taking math or science. As modern technology emerges the unit will request updated versions to meet the needs of the students with disabilities. Additionally, a replacement laptop computer for the director and a replacement desk chair for the office manager will be requisitioned in the upcoming fiscal year.

1. ***Are there any goals or objectives that were not completed in 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 addressed as needed. Goal fulfillment occurred when 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 services. Providing an electronic system for record-keeping and student application for services has greatly increased access to service delivery for students with disabilities equally at all campus locations.

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

Attendance at state, regional and national conferences is pertinent to keeping informed of regulations, trends, current case law, and changes within the Americans with Disabilities Amendment Act and Section 504 of the Rehabilitation Act of 1973. The ADA director is actively involved in the state of Alabama Association on Higher Education and Disability serving as Treasurer, the National Association on Higher Education and Disability, and the Alabama Counseling Association.

**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.**

**2019-2020**

**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 on each campus such as in Enrollment Services, GED, Testing, and Student Centers. Information about the ADA Office is also available in the Catalog and Student Handbook and on the ADA interactive 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 to ADA application student survey questions 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, 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 about 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 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 into 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 networking 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 estimate to replace director’s laptop computer for objective 1a=$1,500.00
* Funding estimated to print brochures and publications for objective 1a = $2,000.00
* Funding estimated to attend local transition fairs for objective 1b = $1,000.00
* Funding estimated to attend conferences for objective 1c = $4,000.00
* Funding estimate to replace office manager’s desk chair 1a=$ 200.00
* Funding estimated for memberships/subscriptions relative to disability support services for

objective 1c = $2,100.00

**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 = $45,000.00
* Funding estimated to purchase Learning Ally Audio Textbook membership = $1,000.00
* 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 with an annual internal audit of ADA records.

1. Additional Funding Requested

No additional funding is needed for this goal

**2020-2021**

**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, 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 the 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 about the ADA Amendment Act and Section 504 of the Rehabilitation Act by participating in a 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 subscriptions to disability support-related services.
3. Additional Funding Requests

• Funding estimated to attend local transition fairs for objective 1b = $1,500.00

* 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 promptly.

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 = $50,000.00
* Funding estimated to purchase Learning Ally Audio Textbook membership = $1,100.00

**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 the security of records by conducting an annual internal audit of ADA records.

1. Additional Funding Requested

No additional funding is needed for this goal.