



## Assessment Record

**Program:** ADA Accommodations Office

**Assessment period:** 2020-2021

**Program or Department Mission:**

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 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.

### Service Unit Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
(1) Students with disabilities will be aware of the services available through the ADA Accommodations Office.	Feedback from incoming students was obtained during intake interviews with data collected from ADA registration forms signifying how students became aware of the services of the office.	ADA Accommodations Office brochures, publications, online content, and information about the services offered will be readily available to all interested individuals.	To further the mission of making all interested consumers aware of the services offered through the ADA Accommodations Office a QR code was developed and featured on informative posters at the College placed in strategic locations. Due to the use of an interactive website, the ADA Accommodations Office’s online application provides a method for evaluating and tabulating how students discover information on ADA services at Jefferson State. To increase ease of use in accessing ADA services, the website allows students to apply for services,	The Unit will continue to monitor and maintain an interactive web presence and monitor the placement of posters, brochures, and business cards. Information will be maintained and updated in JSCC catalogs and handbooks, along with social media blasts to keep students informed of services.  Additionally, data obtained on how students learned of services from electronic student applications are monitored so

			request accommodation letters, schedule test proctoring, and to download other forms required for implementing various services. The ADA webpage is easily accessed through the JSCC homepage on standard and mobile devices, along with ADA Office locations being indicated on each campus. Along with the placement of colorful ADA Office posters with corresponding QR codes, there are brochures, disability documentation guides, and business cards placed in high-traffic areas to inform students of services. The unit continuously seeks ways to ensure that all students are made aware of accommodations and services available through the ADA Accommodations Office at Jefferson State.	that information on ADA accommodations and services is easily obtained most effectively.  Additionally, ADA Awareness Week was held during the Fall 2020 term. The week culminated with a presentation by psychology instructor, Stanley Triplett "Anxiety and Depression: Facts vs. Fiction", with over 38 students highly engaged throughout the session.
(2) Information about academic accommodations will be provided to faculty, staff, students, prospective students, parents, appropriate professionals, and outside agencies.	The evaluation was determined by several telephone and in-office conferences, and ADA presentations.	The goal is that %100 of all individuals who request information from the ADA Office will receive information concerning disability accommodations at the college.	<p>Telephone Conferences      <b>1723</b></p> <p>Office Conferences      <b>560</b></p> <p>Presentations      <b>7</b></p> <p>The data represents information requests received by the ADA Accommodations Office through telephone and in-person consultations, as well as presentations made to prospective students, parents, faculty and staff members, and community agencies and high schools.</p> <p>During the academic year, a faculty guide for teaching students with disabilities was added to the Faculty Handbook and is easily accessed on the ADA Accommodations Office website. In addition, faculty are made aware of their responsibilities in providing accommodations utilizing the "Checklist</p>	<p>During the Pandemic, the AL Association on Higher Ed and Disability (AL Ahead) sponsored 4 Q &amp; sessions on various topics to help disability professionals in higher ed navigate the provision of remote services. The ADA director helped plan and facilitate the sessions that were well attended by disability professionals from across the state during a difficult time of transition.</p> <p>Additionally, the director helped plan an AL and TN Ahead sponsored joint fall conference featuring noted speakers on disability and higher education from across the country.</p> <p>The ADA director was also a featured presenter on disability</p>

			for Faculty in Providing Accommodations” available on the ADA website and Blackboard.	<p>services in higher education for the Shelby County Schools Transition Fair.</p> <p>Along with the availability to meet with interested parties by telephone, in-person, and through electronic communication, the unit provided information about the ADA Accommodations Office and its services to all interested individuals including, but not limited to, local high schools, the Alabama Department of Rehabilitation Services, the AL Association on Higher Education and Disability, JSCC Preview Days, the ADA Advisory Committee, New Student Orientation, and faculty and staff presentations.</p> <p>Telephone conferences increased slightly due to the Pandemic which began in Spring 2020. However, the ADA Accommodations Office’s interactive web presence and students’ increased use of emails and other electronic information resources created an effective means for communication during an unusual time of a pandemic.</p>
(3) Students who have the required documentation will receive reasonable and appropriate accommodations.	Comparison of student requests to accommodations and services provided.	100% of students with disabilities who complete the process for eligibility within the ADA Office will receive their approved accommodations.	98.5% of total students requesting ADA services received accommodations with 1.5% having insufficient or no documentation for services.	For qualified students determined eligible for services, the unit coordinated with students, faculty, staff, and other departments to provide appropriate accommodations.

			<p>-New students requesting services during the academic year: <b>120</b></p> <hr/> <p>-New students WITHOUT appropriate documentation: <b>4</b></p> <hr/> <p>-Total Student Population Served <b>257</b></p> <p>-Number of accommodation letter requests occurring during the academic year (Fall, Spring, Summer) <b>397</b></p> <p>-Total Accommodation letters distributed <b>1,416</b></p>	<p>Students with insufficient or no documentation were referred for appropriate, professional evaluations through private or community-based services.</p> <p>Data shows that first-time students requesting accommodations decreased from the prior, pre-pandemic year but students without appropriate documentation improved from the prior academic year equaling only 1.5% of total students served.</p>
<p>(4) Accessibility to classroom material will be supported by providing information, assistive equipment, scribes, readers, notetakers, sign language interpreters, captioning, and test proctoring for instructors.</p>	<p>Comparison of requests to the number provided of alternative textbooks, assistive equipment, and accessible services.</p>	<p>The benchmark is to provide support to %100 of qualified students with disabilities requiring accessibility to classroom materials.</p>	<p>During the 2020-2021 academic year the following accommodations were provided:</p> <p># Classes w/assistive technology (accessible comp/lab stations, FM Systems, CCTVs, and tables, chairs, and footstools) <b>14</b></p> <p># Of classes w/Interpreters, Captionists, Scribes, and Note Takers Provided <b>271</b></p> <p># Tests Proctored <b>67</b></p> <p>(Data represents the accommodations provided for %100 of requested classroom equipment and resources.)</p> <p>Additionally, systems are implemented to ensure that all students in online learning platforms may equally access educational materials.</p>	<p>During a pandemic year when all classes were online, classrooms requiring accessible equipment decreased as did on-campus test proctoring for faculty.</p> <p>As expected, classes utilizing interpreters, Captionists, Scribes, and Note Takers slightly decreased due to the online course format which can be unique for each class.</p> <p>However, all requests for remote accommodations were implemented effectively including the provision of remote interpreters and transcriptionists required with online classes being taught utilizing Blackboard Collaborate, a "live" classroom platform.</p>
<p>(5) Confidential records will be maintained for all self-</p>	<p>Internal audit of ADA hard copy office and electronic records.</p>	<p>The goal is to ensure that the ADA records are</p>	<p>While electronic records in Banner are permission secured, ADA hard-copy files less than five years old are stored in</p>	<p>No unsecured access occurred throughout the academic year. Records older than five years</p>

<p>identified students with disabilities.</p>		<p>secure and accessible only to authorized individuals.</p>	<p>locked file cabinets on the Shelby-Hoover and Jefferson campuses. According to campus policy, student files are destroyed after five years which will eventually eliminate the storage of hard copy files. An electronic file system began in 2018. Electronic and hard-copy ADA records are accessible only by authorized individuals.</p>	<p>were removed and destroyed according to campus policy. The Information Technology department will continue to restrict security access of electronic files only to appropriately designated personnel.</p>
<p><b>Plan submission date: 9-18-2021</b></p>			<p><b>Submitted by: Anne Sherman</b></p>	