

# DISABILITY RESOURCES

Annual Report for 2016-2017

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# Executive Summary

The Office of Disability Resources recognizes disability as an aspect of human diversity that is integral to society and to our campus community. We serve as a partner in fostering an inclusive and equitable environment at the University of Minnesota Duluth. This office employs three Disability Specialists, one Executive Office and Administrative Specialist, three American Sign Language Interpreters and twelve student employees to fulfill our mission of ensuring equal access to all programs and services offered by the university.

**The theme of 2016-2017 is “a new normal.”** For the past several years, Disability Resources has noted an increased demand for services and increased complexity of conditions for which students are requesting accommodations. As time has passed, we have come to realize this isn't a passing trend; this is our new normal. Student cases are complex, and require a good amount of time to analyze and strategize - with both students and faculty - what equal access looks like, and how to implement it. As we settle into our new normal, we recognize we cannot create more hours in the day, nor can we reduce the quality of services we offer. Instead, we must think creatively of ways to streamline our processes so students can quickly and readily achieve equal access. We hope that by maximizing our efficiency in coordinating accommodations, we can then turn some of our focus to advocating for an inclusive campus environment. We hope that better design means fewer barriers for students with disabilities.

**Mental health remains at the forefront of our work.** 38% of students using accommodations via Disability Resources identify as students with mental health conditions. This is a 3% increase over the previous year, and an 18% increase over the last three years. Anecdotal findings show us that facilitating access for students with mental health conditions generally requires more time as we interact with both the student and faculty to determine reasonable accommodations. Beyond that, students with mental health conditions may request accommodations outside the academic setting such as an emotional support animal which requires an extensive analysis to determine what is reasonable.

# Executive Summary

Our campus partners indicate a continued rise of the numbers of students experiencing mental health conditions. Boynton Health survey data supports that a significant number of students (34%) have been diagnosed with at least one mental health condition in their lifetime, and 15.5% have been diagnosed with at least one mental health condition in the last year. Data, as well as consensus among the field of disability service providers in higher education, supports the idea that students with mental health conditions will continue to remain an area of high demand in Disability Resources.

Disability Resources has partnered with Counseling Services to support students in building resiliency skills and stress management techniques in hopes that an ounce of prevention is worth a pound of cure. Read more about these efforts on page 10 of this report.

**Technology & accessibility is still at issue.** Disability Resources, along with key campus partners, continues to lead the way in ensuring accessibility of technology. Most recently, Chancellor Black appointed the recommended Teaching and Learning Product Technical Working Group. Training for this group will commence in October 2017, and we anticipate gains in UMD's procurement and implementation of accessible teaching and learning products.

**As always, Disability Resources looks forward to continuing to build upon our successes, and seeking creative opportunities to enhance and optimize the ways we work with students.**

# Mission and Vision

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## **Our Mission:**

The Office of Disability Resources promotes an equitable and inclusive learning environment by facilitating reasonable and appropriate accommodations, empowering students to become self-advocates, and educating the campus community.

## **Our Vision:**

We envision UMD to be an equitable and inclusive learning environment in which disability is understood to be an aspect of diversity and individuals with disabilities are an integral part of the University community.

## **University of Minnesota Board of Regents Policy on Disability Services:**

As a campus within the University system, UMD endorses the Board of Regents' policy on disability services and is committed to equitable access and opportunities for students, faculty, staff, and guests with disabilities. Read the [University of Minnesota Board of Regents Policy on Disability Services](#).

# Goals

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## Goal Area 1: Learning

Create learning experiences to help students know and understand of the impact of their disability condition.

Provide learning experiences so students will understand their rights and responsibilities under ADA and Sec 504.

Provide learning experiences and resources to help students know how to use accommodations and services.

## Goal Area 2: Cultural Competence and Equity

Provide information and educational opportunities to help campus partners become aware of the legal obligations pertaining to accessibility for students with disabilities.

Provide information and educational opportunities to help campus partners understand how to use accommodations, services and resources pertaining to ensuring access to students with disabilities.

## Goal Area 4: The “Student Life Experience”

Partner with other campus offices/services to increase awareness of the importance of inclusive and accessible course media and technology.

## Goal Area 5: Resources

Apply a strategic, visionary, student-focused and sustainable approach in developing, managing, and continually assessing human, fiscal, physical, and technological resources.

Utilize resources effectively, ethically, and efficiently through stewardship and collaboration.

# Overview of 2016-2017 Objectives

1. Develop and implement a presentation for faculty partners pertaining to current trends in disability and higher education which includes these key features: technology accessibility, increases in students with mental health conditions, service animals versus emotional support animals, and student/faculty rights and responsibilities in the accommodation process.
2. Continue work in advancing accessibility of technology by participating in appropriate teams/committees and continue to advise campus leadership, faculty and staff on the legal obligations and value of technological accessibility.
3. Collaborate with Counseling Services to develop and implement early intervention strategies designed to increase student skill set in managing stress and advance awareness of mental health issues.
4. Review current practices and procedures required for students to access accommodations to ensure these interactions reflect the spirit of the social model of disability.
5. Review and update student learning outcomes such that they align with the Council for the Advancement of Standards in Higher Education (CAS) for Disability Resources and Services.
6. Implement the Employee Engagement Action Plan, which focuses on collaborative team building and supportive problem solving.

# Objective 1

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Develop and implement a presentation for faculty partners pertaining to current trends in disability and higher education which includes these key features: technology accessibility, increases in students with mental health conditions, service animals versus emotional support animals, and student/faculty rights and responsibilities in the accommodation process.

**Action Steps Taken:** Disability Resources staff developed an updated presentation highlighting key trends in disability and higher education. The presentation was designed as a follow up to a 2013 presentation that covered the basics of access and accommodations.

Topics addressed in the follow up presentation included: reframing why we seek to provide accessibility, starting with improved usability, followed by ethical compliance and then legal compliance; animals, including service animals and emotional support animals; accessible technology; increasing numbers of students with mental health conditions; and balancing reasonable accommodation with preserving course objectives.

The presentation was shared with the academic deans group on May 9, 2017, with a request to be invited to collegiate department head meetings to further share the presentation.

**Status of Objective Achievement:** Partially met. The presentation has been developed and shared with collegiate deans. It is pending further distribution to collegiate department heads and individual -departments during the 2017-2018 academic year.



# Objective 2

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**Continue work in advancing accessibility of technology by participating in appropriate teams/committees and continue to advise campus leadership, faculty and staff on the legal obligations and value of technological accessibility.**

**Action Steps Taken:** Previous annual reports document the formation and work of a group called the Accessibility Task Force. Although the charges of the Task Force have been met and the group concluded, the director of Disability Resources has continued to provide leadership to ensure the recommendations of the Task Force are fulfilled.

During the 2016-2017 academic year, progress was made towards appointing a technical working group tasked with ensuring accessibility of teaching and learning products. Notices of appointments to the working group were issued during Summer 2016. Training opportunities for the group have been identified and will commence in October 2017.

Another significant gain in the area of advancing accessibility of technology was identified in a cooperation between Disability Resources and UMD Marketing and Public Relations. A meeting between the directors of these units occurred in November 2016, in which the offices committed to working together to ensure UMD websites continue to remain accessible via Drupal template design, and to present the topic of accessibility to the Drupal users group.

**Status of Objective Achievement:** Ongoing. Disability Resources will continue to be involved in this work as the newly appointed technical group with report the director of the office, in addition to the director of ITSS and vice chancellors. It is important to note that ensuring accessibility of electronic and information technology is a continual process, not a project.

# Objective 3

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**Collaborate with Counseling Services to develop and implement early intervention strategies designed to increase student skill set in managing stress and advance awareness of mental health issues.**

**Action Steps Taken:** Disability Resources staff worked with Counseling Services staff to design and implement a resiliency workshop series called “Rising Above” during the Fall 2016 term. 10 students participated in the fall session. The cohort-style group met three times during the semester to explore various techniques for stress management and mindfulness. Given the success and positive feedback of the fall cohort, a spring cohort was also offered, which garnered 8 student participants. A survey of participants highlight these key benefits:

- ▣ Development of community
- ▣ Sense of connection with other students
- ▣ Improved ability to manage stress & engage in self care

During the Spring 2017 term, Disability Resources staff also working with Health Services staff to co-facilitate CALM sessions. These brief, drop-in sessions were designed to teach students active techniques to manage stress.

**Status of Objective Achievement:** Fully met. Given the positive response to the “Rising Above” series, Disability Resources and Counseling Services will work together again to offer the series in November 2017.

# Objective 4

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**Review current practices and procedures required for students to access accommodations to ensure these interactions reflect the spirit of the social model of disability.**

**Action Steps Taken:** A significant development in this area is the development of a new database application. Disability Resources is working with ITSS to create a system that offers a self-service student portal. This is an important step forward in demonstrating this office's commitment to the social model of disability. Creating a student portal will provide flexibility in self-managing disability accommodations. This will streamline the process of achieving equal access, something that is offered to students without disabilities without any additional steps, appointments, or follow through.

The student portal model operationalizes Disability Resource's belief that the "problem" of disability is not within the individual, but within an inaccessible environment. Providing students a convenient, fast way to request and implement the accommodations and adjustments necessary to achieve equal access is a tangible statement of that belief.

While a student self-service portal is an important step in putting the values associated with the social model into action, there is still work to be done in this arena. Proposed work for the year ahead include reviewing the flexible attendance process, auditing the website for language that is not in alignment with the values of the social model of disability, and identifying the current mission, vision and values of Disability Resources.

**Status of Objective Achievement:** Partially met. Implementation of the new student portal is set to launch in January 2018. Further, policies, processes, and language used on the Disability Resources website is subject to additional scrutiny. Redevelopment of the mission, vision and values of this office will be included in the upcoming year's strategic plan.

# Objective 5

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**Review and update student learning outcomes such that they align with the Council for the Advancement of Standards in Higher Education (CAS) for Disability Resources and Services.**

**Action Steps Taken:** During the Fall 2016 semester, Disability Resources staff participated in a series of webinars addressing the topic of using student learning outcomes in Disability Services. Through this learning experience, critical issues were identified with the department's current student learning outcomes. Please refer to the assessment section of this report for further analysis of the issues with Disability Resource's previous student learning outcomes and details pertaining to the redeveloped student learning outcomes.

**Status of Objective Achievement:** Fully met. Updated student learning outcomes that align with CAS standards can be found in the following section titled "Assessment." Implementation of revised student learning outcomes will begin during the 2017-2018 academic year.

# Objective 6

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**Implement the Employee Engagement Action Plan, which focuses on collaborative team building and supportive problem solving.**

**Action Steps Taken:** Disability Resources met as a full staff sporadically during the 2016-2017 academic year. Whereas in the previous academic year, the focus of these meetings was personal connections and networking, this year's meetings were convened in reaction to a business need. While our team enjoys connecting no matter the circumstance, Disability Resources can make a more intentional choice to meet for the purposes of advancing the sense of collaboration and cohesion in the unit.

**Status of Objective Achievement:** This work must be ongoing.

# Assessment

## **Student Learning Outcomes Assessment**

As noted on page 12 of the report (Objective 5), Disability Resources staff engaged in a webinar series addressing the topic of student learning outcomes in disability services.

From the information provided in this series, it came to light that Disability Resources learning outcomes were flawed. Because of the inadequate design of student learning outcomes, the department did not engage in assessing student learning as scheduled in the 3-year assessment cycle. Instead, the department focused on re-designing the student learning outcomes so there are opportunities for effective measurement of learning in the years ahead.

A program satisfaction survey was conducted this year, the results of which will be discussed on page 20 of this report.

# Assessment

## Previous Student Learning Outcomes & Related Issues

### **1. Graduating students will be confident and prepared to discuss accommodation in the workplace with their employer**

Issues: Student learning outcomes should only measure one thing. This outcome seeks to measure confidence and preparedness. Further, confidence is subjective and difficult to measure. The final issue with assessing student learning in this area is despite offering a series of workshops during the 2016-2017 school year targeting disability disclosure in the workplace, attendance of students with disabilities was low. If student learning did occur in this area, it would not have been a result of the learning mechanisms coordinated by this office and Career & Internship Services.

### **2. Students will be able to identify their rights and responsibilities for seeking accommodations as described in the Americans with Disabilities Act.**

Issues: Student learning outcomes should only measure one thing. Additionally, this is more appropriately classified as a program outcome, not a student learning outcome. A revised student learning outcome that maps back to this program outcome will be included in future assessment of student learning.

### **3. Students will display a knowledge and understanding of their disability diagnosis and the related impact in the academic setting.**

Issues: Student learning outcomes should only measure one thing. The outcome is particularly burdensome in its attempt to measure multiple items.

# Assessment

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## Revised Student Learning Outcomes

1. As a result of information provided by Disability Resources, students can express understanding of their right to an accessible experience on campus.

Students will learn this via:

- ▣ Initial intake meeting
- ▣ Disability Resources website
- ▣ Follow up check-in email or check-in meeting

Disability Resources will measure this:

- ▣ After a student has been affiliated with Disability Resources for 2 semesters

Disability Resources will measure this by:

- ▣ Anecdotal records:
  - ▣ Number of instances in which student identifies a new barrier & indicates the need for accommodation
  - ▣ Number of instances a student reaches out to a professor to indicate a barrier to access
- ▣ Narrative text questions:
  - ▣ What does the right to an accessible experience mean to you?
  - ▣ How do you experience an accessible educational environment?
  - ▣ Do you feel like you have an accessible educational environment?
- ▣ Student Survey
- ▣ Staff Checklist



# Assessment

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## Revised Student Learning Outcomes

2. Students notify professors when accommodations are needed using Disability Resources guidelines.

Students will learn this via:

- ▣ Initial intake meeting
- ▣ Disability Resources website
- ▣ Disability Resources new student handout
- ▣ Course syllabus statements

Disability Resources will measure this:

- ▣ At any point during the academic year

Disability Resources will measure this by:

- ▣ Student Survey (6 week follow up survey)
- ▣ Staff Checklist

# Assessment

## Revised Student Learning Outcomes

3. Students endorse “I think differently about disability” as a result of interaction and information from Disability Resources.

Students will learn this via:

- Initial intake meeting
- Disability Resources website
- Disability Resources new student handout
- Follow up meetings
- Programs on campus that highlight disability as diversity and/or disability as a social construct

Disability Resources will measure this:

- At any point during the academic year
- Ongoing measurement

Disability Resources will measure this by:

- Student Survey
- Student meetings with Disability Resources
- Attendance at campus programs and events related to disability

# Assessment

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## Revised Student Learning Outcomes

4. Student endorse “I think differently about the stereotypes & myths associated with mental health conditions” as a result of interaction and information from Disability Resources.

Students will learn this via:

- Disability Resources website
- Disability Resources social media accounts
- Programs on campus that highlight disability as diversity and/or disability as a social construct
- Student panel discussions facilitated by Disability Resources

Disability Resources will measure this:

- At any point during the academic year

Disability Resources will measure this by:

- Student Survey
- Attendance at campus programs and events related to disability
- Pre- and post- journal responses

# Assessment

During the Spring 2017 semester, Disability Resources completed a student satisfaction survey. Survey results show that are many things this office does well, as well as many ways we can enhance our program and work with campus partners to improve access in our community. For full survey results, please refer to Appendix

1. Below is a summary of our key strengths:

- 93% of students reported being satisfied (a rating of “excellent” or “good”) with the overall quality of services offered by Disability Resources.
- 95% of students reported being satisfied with the process for determining reasonable accommodations, staff availability, and feeling respected in their interactions with Disability Resources staff.
- 93% of students also reported being satisfied with staff knowledge and communication of important information.
- Students using testing accommodations, American Sign Language interpreting services, alternative format texts, and note taking services reported being satisfied with the quality and availability.

In the year ahead, we'll continue to do the same good work in these areas, with the continued goal of being a key partner in creating an inclusive, accessible experience.

# Assessment

An overall theme of limited awareness of the breadth of the resources and services emerged from the survey data. From this theme, the following key areas for improvement have been identified:

- 29% of respondents felt that the helpfulness of the Disability Resources website was not applicable to them. The Disability Resources website is full of useful information regarding departmental processes, campus resources, and how to appeal an accommodation decision. This is information important to all students affiliated with this office. In the year ahead, Disability Resources will work to better promote and make students aware of the department website as a go-to resource for information about the office and the campus.
- In a similar trend, 54% of respondents felt that office social media was not applicable to them. Disability Resources utilizes Facebook and Twitter to share important reminders (ex: reminding students to schedule appointments to renew accommodations) and to share helpful resources. While the department's social media following has grown over the past 3 years, staff will engage in a renewed effort to promote office social media as a helpful resource for students.
- Lastly, 44% of respondents felt that the appeals process was not applicable to them. While this could be a reflection of the limited number of students who have engaged in the formal appeals process, the data may also indicate that students are not aware of their right to appeal an accommodation decision. Given the ambiguity of the implications of the student response, and the importance of students understanding their right to appeal an accommodation decision, Disability Resources will need to work in the year ahead to help students understand their right to not only interactively engage in the accommodation determination process, but to also formally voice their concerns with accommodation decisions.

# Assessment

Another area of concern that emerged addressed the process for establishing accommodations. While 83% of students were satisfied with the process of establishing accommodations (registration and providing appropriate documentation), 12% of students rated this process as “fair.” This is concerning because the process for achieving equal access should not represent an additional burden for students. An accessible experience is a right that should be seamlessly achieved, preferably via inclusive design, and failing that, an easy, clear process for activating supports necessary to remove barriers to access. Disability Resources will address this by moving the registration process online beginning in 2018. The intent of this change is to make it easier for students to initiate contact with the office by reducing paperwork and lifting the requirement that students establish contact with the office during standard business hours.

As noted above, Disability Resources intends to move several key processes - including registration and test scheduling - online via a self-service portal in 2018. With that in mind, a survey question addressed the level of interest in requesting accommodations online. 83% of respondents were either “very interested” or “somewhat interested” in this option. 17% of respondents, though, reported being “not interested” in this option. It is important that Disability Resources offer flexibility as we move to this new format of accessing accommodations. While we anticipate that many students will enjoy the ease of use and increased independence that comes with online access, we must devise a plan to either offer enhanced support to students reluctant to use the new online portal, or to offer an alternative paper-based means of accessing these accommodations.

# Disability Resources by the Numbers

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468 students served



3110 tests proctored



155 alternative format textbooks



1200 student contacts



2142 interpreting hours



89 hours of access assistance



67 hours of media captioned



95 note taker requests

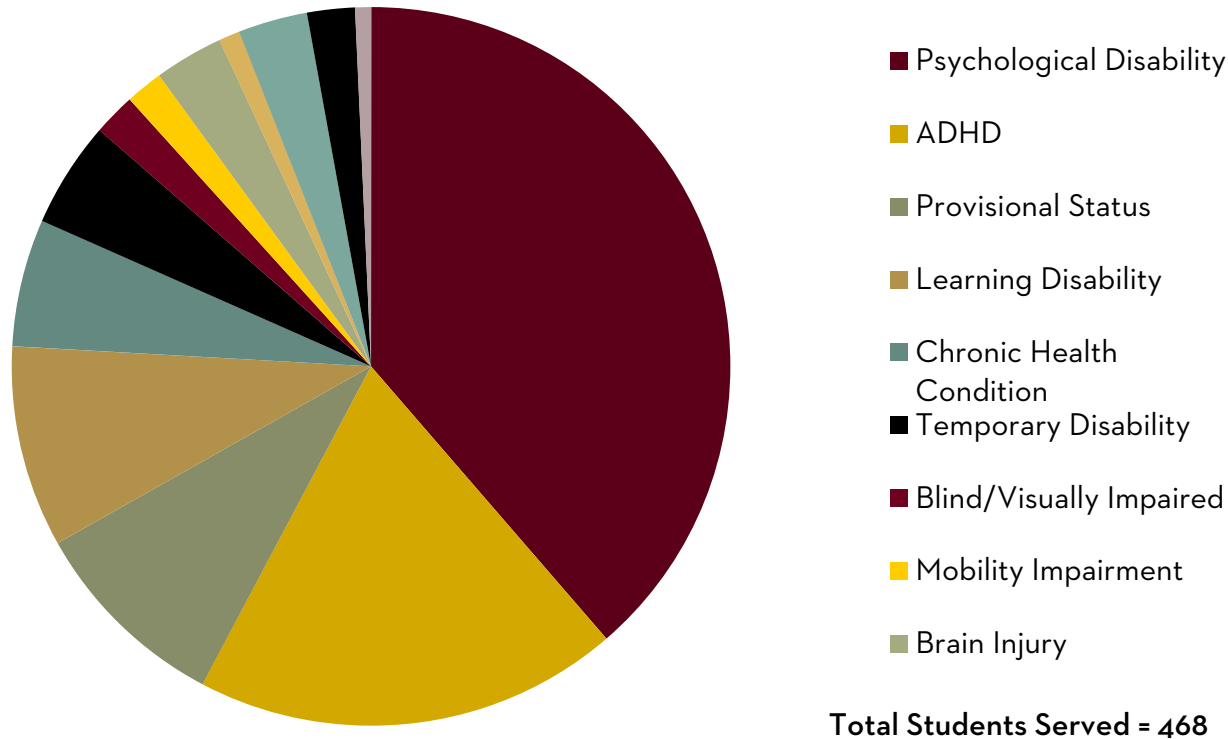


279 applications for admission reviewed

# A Closer Look at Students Served

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## Students by Disability Category



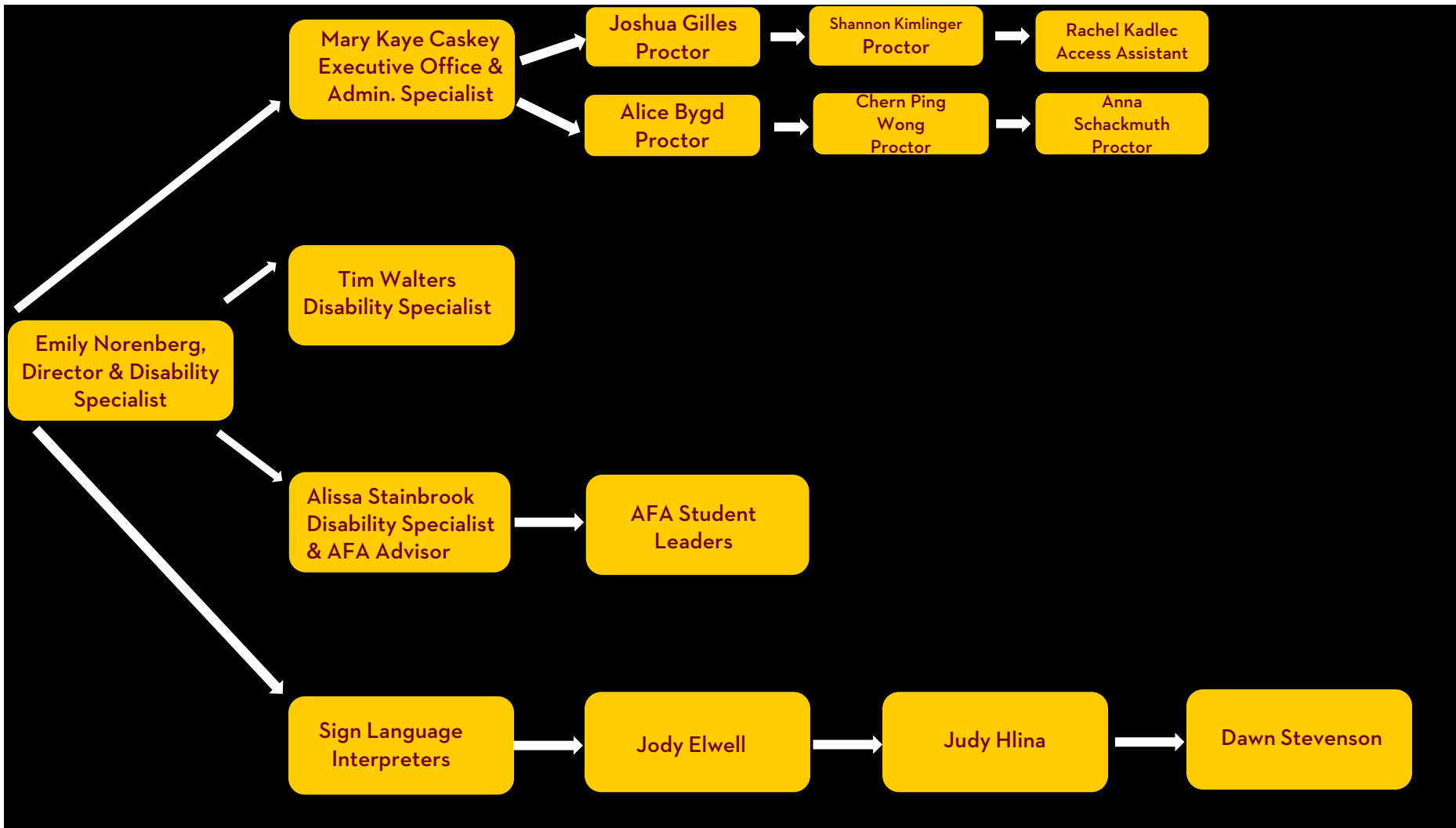
A few notes about this snapshot of students receiving accommodations:

- Some students have multiple disability conditions. This chart accounts for the **primary disability** condition reported.
- **Provisional Status** refers to students who are receiving accommodations temporarily (no longer than 1 semester) while either working with a medical professional to explore a disability diagnosis, or to obtain documentation of a previously diagnosed disability.



# Disability Resources Organizational Chart

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# Budget - Disability Resources

<b>UMD Disability Resources</b>	
<b>Student Life FY17 Annual Report</b>	
<b>DeptID 10437 (ALL Funds excluding CDAF - 1000 10437 20884)</b>	
<b>Revenue/Expense Statement Actuals</b>	
UM Report Budget Account Versus Actual Activity - Current Non-Sponsored Funds	
Data as of Thursday, 08/10/2017	
<b>Fiscal Year</b>	<b>2016-2017</b>
<b>Prior Year Carry Forward</b>	
Fiscal Year End Carry Forward	64,454
<b>Total Carry Forward</b>	<b>64,454</b>
<b>Revenue</b>	
Student Fees	4,000
State O&M Appr Redistribution	364,854
External Sales	250
<b>Total Carry Forward + Revenue</b>	<b>433,558</b>
<b>Expenses</b>	
Payroll	264,636
Fringe	77,429
27th PD Accrual PR & Fringe	655
General Oper Supplies and Services	19,024
Telecommunications	1,407
Travel	2,344
Federal Non-Reimbursable	0
Consulting and Professional Services	1,000
Non-Capital Equipment	0
Short Term Rents & Leases/Bldg/Fac	0
Repairs and Maintenance	68
Enterprise Assessment	4,631
<b>Total Expenses</b>	<b>371,194</b>
<b>Transfers</b>	
Transfers In	3,647

A note regarding the Carry Forward balance in the Disability Resources budget:

For several years, Disability Resources has identified a goal of selecting and implementing a new database application. The key reasons for implementing a new application were enhanced reporting features and introducing a self-service portal for students.

Database applications are expensive. With that in mind, Disability Resources earmarked carry forward funds for the purchase of a new application.

Disability Resources is currently working with ITSS to develop a new database application customized to our business needs.

A narrative detailing the rationale and timeline for implementing a new database can be found in Appendix 2.

# Budget - Central Fund for Accommodations

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**UMD Disability Services**  
**Student Life FY16 Annual Report**  
**Revenue/Expense Statement Actuals**  
**Central Disability Accommodations Fund (CDAF) - 1000 10437 20884**  
 UM Report Budget Account Versus Actual Activity - Current Non-Sponsored Funds  
 Data as of Monday, 10/10/2016

Fiscal Year	2015-2016
<b>Prior Year Carry Forward</b>	
Fiscal Year End Carry Forward	0
<b>Total Carry Forward</b>	<b>0</b>
<b>Revenue</b>	
State O&M Appr Redistribution	70,816
Student Fees	0
<b>Total Carry Forward + Revenue</b>	<b>70,816</b>
<b>Expenses</b>	
Payroll	41,452
Fringe	10,172
27th PD Accrual PR & Fringe	218
General Oper Supplies and Services	9,706
Telecommunications	0
Travel	216
Federal Non-Reimbursable	38,681
Consulting and Professional Services	(94)
Enterprise Assessment	721
<b>Total Expenses</b>	<b>101,072</b>
<b>Transfers</b>	
Transfers In	30,256
Transfers Out	0
<b>Total Transfers</b>	<b>30,256</b>
<b>Ending Balance</b>	<b>0</b>

A few notes on the Central Fund for Accommodations:

The Central Fund was established in 2010 to ensure that UMD would have sufficient funds to cover the cost of reasonable accommodations for students and guests with disabilities.

Accommodations covered by the UMD Central Fund for Accommodations include, **but are not limited to:**

- Sign language interpreting
- Audio description
- Textbooks in alternative formats (Braille and e-text)
- Conversion costs for books in alternative formats,
- Note-takers and SmartPens
- Proctored exams
- Specialized software
- FM systems and t-coil systems for hard of hearing students/visitors
- Captioning of videos when required for course access

**These costs are difficult to predict since the number and needs of students and visitors requiring reasonable accommodations vary from year to year.**

A narrative detailing trends that influenced this year's Central Fund for Accommodations can be found in Appendix 3

# 2016-2017 Strategic Plan - Goals

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UMD Disability Resources Goals	Mapped to University Goals	Mapped to Student Life Goals
<p><b>Goal Area 1: Learning</b> Provide learning experiences to help students know and understand the impact of their disability condition.</p> <p>Provide learning experiences so students will understand their rights and responsibilities under ADA and Section 504.</p> <p>Provide learning experiences and resources to help students know how to use accommodations and services.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>1.1</p> <p>1.1</p> <p>1.1</p>
<p><b>Goal Area 2: Cultural Competence and Equity</b> Provide information and educational opportunities to help campus partners understand how to use accommodations, services and resources pertaining to ensuring access to students with disabilities.</p>	<p>2, 1</p>	<p>2.1, 1.1</p>
<p><b>Goal Area 4: The “Student Life” Experience</b> Partner with other campus offices/services to increase awareness of the importance of inclusive and accessible course media and technology.</p>	<p>2, 5</p>	<p>4.2, 2.2</p>
<p><b>Goal Area 5: Resources</b> Apply a strategic, visionary, student-focused and sustainable approach in developing, managing, and continually assessing human, fiscal, physical, and technological resources.</p> <p>Utilize resources effectively, ethically, and efficiently through stewardship and collaboration.</p>	<p>5</p> <p>5</p>	<p>5.1</p> <p>5.2</p>

# 2017-2018 Strategic Plan - Objectives

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1. Implement the “Current Issues in Disability Service Provision” presentation for faculty partners as previewed to collegiate deans in May 2017. Topics to be addressed include: reframing access and accommodations, increased numbers of students with mental health conditions and the related implications, animals on campus, accessibility of technology, and balancing the requirement for accommodation with the need to preserve the integrity of course learning objectives.
2. Continue work in advancing accessibility of technology by providing leadership and shared oversight to the newly formed Teaching and Learning Product Technical Working Group.
3. Redefine the mission and vision of Disability Resources, and develop a set of values that guide the work of this office.
4. Engage in a complete review of the Disability Resources website to ensure that the language used reflects the newly revised missions, vision, and values of this office.
5. Convene a work group of faculty volunteers to review and develop a plan to launch a series of videos on key disability topics as part of a faculty enrichment program on disability.

# 2016-2017 Strategic Plan - Assessment

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## Student Learning Outcomes

1. As a result of information provided by Disability Resources, students can express understanding of their right to an accessible experience on campus.

## Program Outcomes

1. Evidence of achievement of Objective 1: Tracking the number of faculty presentations completed and seeking feedback via an optional survey.
2. Evidence of achievement of Objective 2: Coordinate on-boarding training for the Working Group and documenting a list of priorities to be completed by the Working Group in 2017-2018.
3. Evidence of achievement of Objective 3: Development of a revised mission and vision, and creation of values.
4. Evidence of achievement of Objective 4: Revised website language that reflects the mission, vision and values of the department.
5. Evidence of achievement of Objective 5: Formation of a faculty work group, with documentation of feedback on how to use the videos suggested, incentives to engage the faculty in the videos, and a plan to launch an enrichment program.

# Looking ahead to 2017-2018...

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**2016-2017 was another busy year for Disability Resources.** The theme of increased demand for services has been consistent from year to year. While student numbers and contact counts appear consistent with previous years, the changing nature of students affiliating with Disability Resources – primarily students with mental health conditions – impacts the nature of our work. Our work now involves closer cooperation with faculty partners, which has provided the helpful side effect of improved trust and relationships between Disability Resources and faculty.

**2017-2018 will be a year of change.** In the year ahead, our team will work on advancing our work in technology. We hope that with the creation of the Teaching and Learning Product Technical Working Group, our campus can change how we approach adopting new technology. We hope for a renewed approach in which accessibility is built-in from the ground up. We'll change our business practices to include a self-service portal in which students can request and implement accommodations with greater ease and independence. And while this change is exciting – it is a way that we can tangibly demonstrate our commitment to the social model of disability – we recognize that it is also hard. We'll identify alternative strategies for students not comfortable using self-service options. And we'll be patient as we know we're likely to hit bumps in the road as we implement our new database application. Finally, we'll consider the ways Disability Resources can provide proactive support to students struggling with transitions, in hopes that making a contribution to promoting wellness may prevent students from escalating to experiencing a mental health condition.

**The Disability Resources team looks forward to continuing to make meaningful contributions in advancing access in our division and in the campus community.**



# Appendix 1

## Satisfaction Survey Results

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Q1. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Process for establishing services (ease of registering with the office and providing required documentation)

60.98% Excellent

21.95% Good

12.20% Fair

0.00% Poor

4.88% N/A

41 Respondents

Q2. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Process for determining reasonable accommodations

70.73% Excellent

24.39% Good

2.44% Fair

2.44% Poor

0.00% N/A

41 Respondents



Q3. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Staff availability

58.54% Excellent

136.59% Good

0.00% Fair

0.00% Poor

4.88% N/A

41 Respondents

Q4. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Staff interactions and respect for students

78.05% Excellent

17.07% Good

2.44% Fair

2.44% Poor

0.00% N/A

41 Respondents

Q5. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Staff knowledge and skills

73.17% Excellent

19.51% Good

7.32% Fair

0.00% Poor

0.00% N/A

41 Respondents

Q6. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Appropriateness of referrals

53.66% Excellent

24.39% Good

2.44% Fair

0.00% Poor

19.51% N/A

41 Respondents

Q7. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Communication of important information (email, telephone, etc.)

73.17% Excellent

19.51% Good

4.88% Fair

2.44% Poor

0.00% N/A

41 Respondents

Q8. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Helpfulness of office website

29.27% Excellent

34.15% Good

4.88% Fair

2.44% Poor

29.27% N/A

41 Respondents

Q9. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Helpfulness of office social media

- 26.83% Excellent
- 12.20% Good
- 7.32% Fair
- 0.00% Poor
- 53.66% N/A

41 Respondents

Q10. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Helpfulness of staff's communication and consultation with faculty

- 53.66% Excellent
- 34.15% Good
- 2.44% Fair
- 4.88% Poor
- 4.88% N/A

41 Respondents

Q11. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Availability of support/peer groups

- 26.83% Excellent
- 12.20% Good
- 7.32% Fair
- 7.32% Poor
- 46.34% N/A

41 Respondents

Q12. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Availability of support in developing academic skills

39.02% Excellent

21.95% Good

4.88% Fair

2.44% Poor

31.71% N/A

41 Respondents

Q13. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Availability of assistive technology training

29.27% Excellent

9.76% Good

0.00% Fair

0.00% Poor

60.98% N/A

41 Respondents

Q14. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Appeal process

34.15% Excellent

12.20% Good

2.44% Fair

7.32% Poor

43.90% N/A

41 Respondents

Q15. Please provide feedback on your interactions with the Office of Disability Resources at the University of Minnesota Duluth (UMD): (Please select "N/A" if an item below is not relevant to your experience with Disability Resources) - Overall quality of services

73.17% Excellent

19.51% Good

4.88% Fair

2.44% Poor

0.00% N/A

41 Respondents

Q16. If you have any comments about any of the services above, please make them here: (Optional)  
(Comments removed to protect confidentiality)

Q17. Please provide feedback on the availability and overall quality of academic accommodations - Availability of test accommodations

63.89% Excellent

22.22% Good

8.33% Fair

0.00% Poor

5.56% N/A

36 Respondents

Q18. Please provide feedback on the availability and overall quality of academic accommodations - Quality of test accommodations  
50.00% Excellent  
27.78% Good  
11.11% Fair  
0.00% Poor  
11.11% N/A  
36 Respondents

Q19. Please provide feedback on the availability and overall quality of academic accommodations - Availability of note-taking accommodations  
22.22% Excellent  
13.89% Good  
11.11% Fair  
0.00% Poor  
52.78% N/A  
36 Respondents

Q20. Please provide feedback on the availability and overall quality of academic accommodations - Quality of note-taking accommodations  
19.44% Excellent  
19.44% Good  
2.78% Fair  
0.00% Poor  
58.33% N/A  
36 Respondents

Q21. Please provide feedback on the availability and overall quality of academic accommodations - Availability of Sign Language Interpreting  
13.89% Excellent  
8.33% Good  
0.00% Fair  
0.00% Poor  
77.78% N/A  
36 Respondents

Q22. Please provide feedback on the availability and overall quality of academic accommodations - Quality of Sign Language

Interpreting

11.11% Excellent

8.33% Good

2.78% Fair

0.00% Poor

77.78% N/A

36 Respondents

Q23. Please provide feedback on the availability and overall quality of academic accommodations - Availability of alternative format services

16.67% Excellent

13.89% Good

0.00% Fair

0.00% Poor

69.44% N/A

36 Respondents

Q24. Please provide feedback on the availability and overall quality of academic accommodations - Timeliness of receiving print materials in alternative format

30.56% Excellent

8.33% Good

0.00% Fair

5.56% Poor

55.56% N/A

36 Respondents

Q25. Please provide feedback on the availability and overall quality of academic accommodations - Quality of alternative media: electronic text, audio-books or Braille materials

19.44% Excellent

5.56% Good

0.00% Fair

5.56% Poor

69.44% N/A

36 Respondents

Q26. Please provide feedback on the availability and overall quality of academic accommodations - Availability of library or lab assistance for disability-related services

16.67% Excellent

8.33% Good

0.00% Fair

0.00% Poor

75.00% N/A

36 Respondents

Q27. Please provide feedback on the availability and overall quality of academic accommodations - Quality of library or lab assistance for disability-related services

13.89% Excellent

13.89% Good

0.00% Fair

0.00% Poor

72.22% N/A

36 Respondents

Q28. If you have any comments about any of the services above, please make them here: (Optional)  
(Comments removed to protect confidentiality)

Q29. Please provide feedback on your academic experiences at this university: - My instructors include a statement about disability and accommodations on the course syllabus

86.11% Almost always true

11.11% Somewhat true

2.78% Rarely true

0.00% N/A

36 Respondents



Q30. Please provide feedback on your academic experiences at this university: - My instructors are interested in talking with me about course requirements and accommodations

47.22% Almost always true

44.44% Somewhat true

8.33% Rarely true

0.00% N/A

36 Respondents

Q31. Please provide feedback on your academic experiences at this university: - My instructors understand the processes of the Office of Disability Resources and its role in coordinating my accommodations

55.56% Almost always true

41.67% Somewhat true

2.78% Rarely true

0.00% N/A

36 Respondents

Q32. Please provide feedback on your academic experiences at this university: - My instructors are supportive of me as a student with a disability; I feel welcomed and valued in my classes

58.33% Almost always true

38.89% Somewhat true

2.78% Rarely true

0.00% N/A

36 Respondents

Q33. Please provide feedback on your academic experiences at this university: - My academic advisors have been helpful in planning my courses and academic programs; talking into account my disability-related needs

66.67% Almost always true

16.67% Somewhat true

8.33% Rarely true

8.33% N/A

36 Respondents

Q34. If you have comments about any of the services above, please make them here: (Optional)

Count Percent

100.00%

4 Respondents

Q35. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Admissions Office

42.86% Excellent

31.43% Good

2.86% Fair

0.00% Poor

22.86% N/A

35 Respondents

Q36. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Registrar's Office and class registration system

34.29% Excellent

34.29% Good

2.86% Fair

2.86% Poor

25.71% N/A

35 Respondents

Q37. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Library

37.14% Excellent

28.57% Good

8.57% Fair

0.00% Poor

25.71% N/A

35 Respondents

Q38. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Residential Life: on campus housing (accessibility, emergency evacuation plans, etc)

22.86% Excellent

17.14% Good

11.43% Fair

2.86% Poor

45.71% N/A

35 Respondents

Q39. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Financial Aid Office

11.43% Excellent

34.29% Good

11.43% Fair

0.00% Poor

42.86% N/A

35 Respondents

Q40. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Career & Internship Services

28.57% Excellent

28.57% Good

5.71% Fair

2.86% Poor

34.29% N/A

35 Respondents

Q41. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Health Services: medical

22.86% Excellent

17.14% Good

14.29% Fair

5.71% Poor

40.00% N/A

35 Respondents

Q42. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Counseling Services

28.57% Excellent

20.00% Good

5.71% Fair

5.71% Poor

40.00% N/A

35 Respondents

Q43. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Tutoring/Learning Commons

20.00% Excellent

22.86% Good

14.29% Fair

0.00% Poor

42.86% N/A

35 Respondents

Q44. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Parking & Transportation Services

11.43% Excellent

14.29% Good

20.00% Fair

8.57% Poor

45.71% N/A

35 Respondents

Q45. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Kirby Student Center: student groups & organizations

31.43% Excellent

31.43% Good

0.00% Fair

2.86% Poor

34.29% N/A

35 Respondents

Q46. Regarding the accessibility of services to students with disabilities (rather than the quality of the services offered), please indicate how inclusive and accessibility these offices are: - Recreation Sports & Outdoor Programs

28.57% Excellent

28.57% Good

5.71% Fair

0.00% Poor

37.14% N/A

35 Respondents

Q47. If you have comments about any of the services above, please make them here: (Optional)

3 100.00%

3 Respondents

Q48. How frequently have you visited the Office of Disability Resources at UMD or used services coordinated by that office in the last year?

22.86% At least once a week

48.57% At least once a month

25.71% Once or twice each semester

2.86% Never

35 Respondents

Q49. Please rate your level of interest in requesting accommodations online (scheduling exams, requesting notetakers, etc.):

57.14% Very interested

25.71% Somewhat interested

17.14% Not interested

35 Respondents

Q50. How do you describe your disability? (Check all that apply)

- 2.17% Mobility impairment
- 2.17% Blind or low vision
- 2.17% Deaf or hard of hearing
- 13.04% Learning Disability
- 2.17% Brain injury
- 2.17% Autism/Aspergers
- 17.39% Attention deficit disorder (ADD or ADHD)
- 8.70% Chronic health condition
- 36.96% Mental health condition
- 10.87% Other (please specify)
- 2.17% Prefer not to identify

Q51. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Availability of accessible computer stations in campus locations

- 0.00% Excellent
- 100.00% Good
- 0.00% Fair
- 0.00% Poor
- 0.00% N/A

Q52. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Elevators

- 0.00% Excellent
- 0.00% Good
- 0.00% Fair
- 100.00% Poor
- 0.00% N/A

Q53. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: - Restrooms

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q54. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: - Entrance doors to campus buildings

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q55. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: - Water fountains

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q56. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: - Public telephones

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q57. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Transportation services

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q58. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

- Parking

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q59. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Curb cuts

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q60. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

- Sidewalks

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A



Q61. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Seating locations in classrooms

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q62. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Seating locations in concerts, sporting events, etc.

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q63. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Science labs

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q64. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas:

- Street crossings

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q65. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Emergency evacuation procedures

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q66. As a student with a mobility impairment, please provide information on how accessible you find the campus in the following areas: -

Snow removal

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q67. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -

Orientation and mobility (O&M) orientation to the campus

0.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

100.00% N/A

Q68. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -

Availability of assistive technology in campus locations

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q69. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -  
Accessibility of campus websites (general information and instructional sites)

100.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q70. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -  
Braille or large print signage in elevators and on classroom/office doors

0.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

100.00% N/A

Q71. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -  
Emergency evacuation procedures

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q72. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -  
Sidewalks

100.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q73. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -

Street crossings

100.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q74. As a student who is blind or low vision, please provide information on how accessible you find the campus in the following areas: -

Snow removal

0.00% Excellent

0.00% Good

0.00% Fair

100.00% Poor

0.00% N/A

Q75. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Availability of Sign Language Interpreters

100.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q76. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Availability of live captioning services

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q77. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Availability of assistive listening devices (FM, infrared, looping) in classrooms and campus facilities

0.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

100.00% N/A

Q78. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Captioning of online audio/visual information

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q79. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Captioned movies and videos used in the classroom

0.00% Excellent

0.00% Good

100.00% Fair

0.00% Poor

0.00% N/A

Q80. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Availability of video phones on campus

0.00% Excellent

0.00% Good

0.00% Fair

0.00% Poor

100.00% N/A

Q81. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Emergency strobe lights (fire alarms, etc.)

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

Q82. As a student who is deaf or hard of hearing, please provide information on how accessible you find the campus in the following areas: - Visual alerts (doorbell, alarm clock, etc.) in dorms

0.00% Excellent

100.00% Good

0.00% Fair

0.00% Poor

0.00% N/A

# Appendix 2

## Database Narrative

### Rationale & Timeline

Disability Resources (DR) and ITSS are developing a new database application that will more efficiently manage student information, provide robust reporting features and offer a self-service student portal. A student portal offers flexibility in self-managing disability accommodations, thereby reducing barriers to achieving equal access. This allows UMD to demonstrate its commitment to offering an inclusive campus climate for students with disabilities. It is imperative that funds in the DR budget be dedicated to completing this project.

Phase 1 of development has been completed, with an approximate cost of \$9,000. Estimates indicate a cost range of \$14,700 - \$20,600 to complete the application to DR's specifications.

The need for a new database has been well-documented since FY14:

**2013-2014:** Goal to select a new database product was indicated in DR's annual report.

DR viewed four database product demonstrations and sought feedback from ITSS on security and implementation logistics. DR's annual budget workup noted that carry forward funds were earmarked for the purchase of a database system.

**2014-2015:** Goal to select a new database product was continued in DR's annual report.

Clockwork Scheduler by Microscience was identified as the product that met DR's needs. Cost estimates were in the \$30,000 range, with additional expense via ITSS for implementation and data migration. DR's annual budget workup noted carry forward funds were earmarked for a new database.

**2015-2016:** Goal of database implementation planning was documented in DR's annual report.

A new possibility to use the same database ("4D") as the Disability Resource Center (DRC) in the Twin Cities emerged. There were many potential benefits associated with adopting 4D. Following a product demonstration, DR decided this product would fit our needs. Workflow in DR demanded that database implementation occur during the summer months.

With the Director of DR out for maternity leave during Summer 2016, a plan to implement 4D in Summer 2017 was established. Through implementation planning, two key concerns emerged:

- DRC indicated they were searching for a new database application, meaning 4D would eventually become obsolete.
- 4D uses an uncommon programming language. DR would need to fund training for the ITSS staff tasked with providing technical support, and any subsequent staff supporting the application.

4D had many potential benefits, but the limitations were too significant to warrant its adoption. DR determined that the best course of action would be working with ITSS to create a custom application designed to meet its business needs. DR's annual budget workup noted carry forward funds were earmarked for a database application.



# Appendix 3

## Accommodation Fund Narrative

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### *Individuals Served*

Disability Resources is maintaining a consistent number of students seeking disability accommodations in FY17. FY17 shows a total of 468 students served; FY16 ended with a total of 502 students served. An analysis of contact counts also shows that same relative level of consistency, with 1200 contact counts for FY17; FY16 yielded 1260 contact counts.

A trend that has been observed in recent years is an increase in students with mental health conditions, students with chronic health conditions, and students who have experienced concussions. Current data shows that these categories comprise 38%, 6%, and 3%, respectively. Students with mental health conditions have increased this year, moving from 34% to 38% of the population served. A theme among the three student populations noted is that accommodations are often more complex and require a higher level of staff interaction in determining reasonable accommodations. In addition, providing support to these student populations generally requires multiple interactions as the impact of their condition is variable over time.

## *Interpreting*

The number of interpreting hours for each year is highly variable. It can be difficult to predict the number of students requiring ASL interpreting from semester to semester, as well as the nature of the classes and the subsequent interpreting needs. In addition, UMD is required to ensure equal access to all programs and services, including co-curricular experiences. Disability Resources also provides interpreting services to faculty and staff. Again, this number is variable by year depending on the faculty/staff member's teaching load, assigned responsibilities, and participation in campus committees and initiatives.

This year 2,142 hours of interpreting were provided. This total is inclusive of classroom, internship, co-curricular events, visitor requests, and staff requests. The hours are distributed as follows:

166.5 interpreting hours for staff requests

453 interpreting hours for student events (co-curricular activities, access to supports & resources) & visitor requests

1378.25 interpreting hours for classroom requests

144 interpreting hours for internship placement

This is a notable increase over the previous year, in which 1,962 hours of interpreting were provided.

### ***Captioned Media Hours***

Similar to predicting interpreting hours, the total number of media captioning hours is subject to variability on an annual basis. Media captioning hours for FY17 totaled 67 hours. This is a decrease from the previous year, in which 125.5 hours of captioned media was provided.

A decrease in media captioning hours could be a positive indicator that faculty members are selecting course media in which captions are already embedded.

### ***Tests Administered***

The number of tests proctored by Disability Resources has generally shown great variability over the years. Disability Resources can generally expect to proctor several thousand exams each year as a service to faculty. FY17 shows 3110 exams proctored, a modest increase from FY16 (2967 total exams proctored).

### ***Access Assistance***

89.25 hours of access assistance were provided in FY17. Access assistance was necessary this year to facilitate navigation of an inaccessible online course learning system. It is currently anticipated that access assistance hours will be reduced for the next academic year, but that could change depending on student enrollment.

### ***Alternative Format Texts***

FY17 noted a modest increase in alternative format text requested, moving to 155 requests (152 requests for FY16). It is anticipated that levels of e-text requests will remain generally stable for the next few years.

Each year Disability Resources also tracks the total number of pages scanned and converted to accessible alternative format text. This is necessary when a publisher is unable to provide accessible text but gives permission for an institution to scan and create accessible text. This year marks an increase in the number of pages converted. This number is likely to vary from year to year as it is somewhat unpredictable which titles will be assigned by faculty and whether accessible text can be obtained from the publisher.

Note that in FY14 UMD adopted a new text-to-speech program called Read and Write Gold. Any student, staff, or faculty member can download this program to their computer for free. This allows individuals to access reading support without the need to check out any specific software or hardware. The program works with any text-based document, so creating specialized file types to work with the program is not necessary. This feature allows students to purchase electronic texts and have them read back without needing this office to intervene to provide specialized reading software or accessible digital text. Because of this model, there is a chance that alternative format texts may not see significant changes from year to year.

## *Final Summary*

Demand for disability accommodations change from year to year. The amount and nature of services requested depends on student disability conditions and the related barriers to access. It is important to note, however, the trend of increasing numbers of students with mental health conditions seeking support via Disability Resources. It is anticipated that this number will continue to increase, and with that increase, staff will field more complex accommodation requests that require more time to navigate.

It should also be noted that Disability Resources is currently working to implement a new database application in which students can request accommodations online and engage in more “self-service” options for implementing accommodations (online exam scheduling, note taker requests, etc). While providing more opportunities for self-service may free up some staff time from student meetings dedicated to such tasks, reports from colleagues using similar applications indicate an increase in the overall number of students seeking accommodations as well as an increase in retention of students using accommodations. It is fully anticipated that workload – as evaluated by student numbers – will increase as a result of increased capability to seek disability accommodations online.

This office uses personnel and financial resources in the most responsible way possible to ensure compliance with statutory requirements for equal access to University sponsored programs and services.