

Disability Services for Students Strategic Plan

Wednesday, March 17, 2004

Goal: Support the Alliance for Disability and Students of The University of Montana (ADSUM) in its mission to advocate for first class citizenship by students with disabilities and the elimination of disability discrimination on campus.

Critical Success Factors for Achieving the Goal:

1. ADSUM holds regular meetings of at least 6 people
2. ADSUM maintains ASUM funding and respect
3. Coordinators actively promote ADSUM to students
4. ADSUM office open at least half time

- Action item 1 - Joint hiring with ADSUM
Collaborate with ADSUM to keep office open ½ time
Lucas hired for 10 hours a week (DSS to pay for part of his hours)
Lizzie may be hired to help ADSUM
- Action item 2 - DSS to assist in coordination of activity chosen by ADSUM
DSS also will assist in funding of activity
- Action item 3 - Assist ADSUM in identifying barriers and figure out how to fix
- Action item 4 - Plan for coordinators to promote ADSUM
Welcome letter or newsletter from ADSUM
Active updated list of DSS students who want info from ADSUM
1 phone call per week to a student promoting ADSUM meeting
Staff can attend ADSUM meetings
Collaborative meeting between ADSUM and DSS staff

Goal: Assess The University of Montana for barriers to program access by students with disabilities so that the University may identify and remove the barriers.

Environmental Factors for Barriers to program access:

Instructor's lack of knowledge about test accommodation
Self-evaluation out of date
Phase 1 and 2 are incomplete
New buildings and remodeling since 1998
Programs and locations have changed
Web increasingly used in instruction
Technology development is fast
ADA team prioritized web accessibility is incomplete
Web changes daily and requires ongoing assessment for accessibility
Low state funding and support
Lack of communication between departments

Increased number of students
Tennessee vs. Lane & Political fallout
Voc Rehab may go to order of selection for new cases
Lack of measurement tools on statistics
Building of new campus for COT
No other department cares about assessment of disability barriers

Benefits:

Online barrier notification form is online
Home page development done with accessibility in mind

Critical success factors
Progress Report
Updated self evaluation
Entity responsible for functioning web assessment and accessibility
Reduction in test accommodation complications
10 emails from barrier notification form on web

Goal: Create more opportunities for personal development and training for our staff members, including opportunities to attend professional conferences and workshops.

1. Environmental factors:

Weaknesses:

No money-budget is only \$1500 year for the department

Very few conferences in Montana

Strengths:

Many opportunities nationally

We are on a university campus

We know what needs to come here

Diversity of expertise of staff

Geographic location

Video conferencing

Web sites and List serve

Critical Success Factors:

Map Goal inclusion of personal development and training

Getting more than \$1500 year in budget

Coordinate more activities in state

Interpreters reaching 8 CEU's in a 3 year cycle to maintain certification

Involve list serves

Staff to attend more on campus training

Utilize stipends from human resources

X number of staff to attend national conferences

Action plans:

Staff should maintain memberships in organizations- become presenters attendance of conferences will be cheaper

Staff try to get appointed to national boards this will help defray costs

Maintain manageable case load sizes of students

Staff should coordinate list serves and share info

Goal: Develop and expand our effective transition program between high schools and the University of Montana for students with disabilities.

Goal: Establish transition programs from the University of Montana to employment or higher education.

1. Strengths – Montana low density population so contacts – staff @ high schools; getting bigger; good reputation for accommodation; more training; people who work here have expertise; improvement in technology allows better communication via e-mails; website; student e-mail system.
Weaknesses – educators don't recognize change in laws (especially out of state); everything comes at once; no planning in high school so not prepared; high school staff know their bureaucracy, not ours; no travel money; high work loads, no time to get out of office, accommodating students with disabilities is 1:1 sessions.
Opportunities – Higher Education Act up for reauthorization, we can influence this; buff up website.
Threat – Title II to be decided soon, it is in danger; University budget issues will effect what we can do; changing admission standards.
2. Critical success factors – When more parents show up with greater documentation; students show up with this; when students are more in touch with their disabilities and know the technology they want to use and how to use it; they know how to define/describe their disability; numbers of students continue to grow; more students asking for technology training; when we have in many formats good dialogue with K-12 professionals (counselors, Voc. Rehab, MSDV, OPI)
3. Plans – Piece of documentation to send to advisors at high schools; shamelessly market ourselves; via e-mail or listserv; we should be on listserv for OPI, rural institute, etc.; maybe market group sessions; or online tutorials.
Side Note – group sessions a failure, extra work, not all sessions a bust; students able to collaborate and share “how-tos”; could talk openly about disability; some positive spin-off.
More plans. . . Train students to run note-taking seminars; market group sessions better (very difficult).

Goal: Establish transition programs from the U of M to employment or higher education.

Environmental scan: alone-DSS

Handling a disability in an interview and Career Services recruiting are already Available.

VR

Internship service

Work for people

Online resume

Travel abroad

Mobility internation

ETS

Online classes-grads (distance learning)

Students ask for accomodation

Environmental condition:
Will never know if successful
Personal connection-too many students, publications
796 students enrolled: 160 in VR, see only 100.

Critical success:
Survey grads
Ask people (who come back after graduation) to share
Stories of success
Use national data

Transition:
Self determination and dependence

Potential measures-Grad students
How many grad students request
Accommodation for GRE

Action Plan:
ADA: talking to students to know rights
Career Services: employment rights, training, joint workshops
Voc. Rehab
Identify students behavior while in school
Ask grad students
Identify particular accommodation and knowing students are using them (good service to transition
Students with disabilities obtain gainful employment
Few barriers to grad school

Goal: Assess the university of mOntana for barrier to program access by student with disabilities so that the University may identify and remove the barriers.

Environmental: phone
Technology
Self evaluations
No progress report (1998)
New programs since 1993
Dorms-no evaluation
Tennessee vs. Lane
Budget: no new money

Critical:
Honest and up to date report on regular basis
ADA affect positive change
Increase in students come to office

Increase of students in ADSUM
DSS works closer with ADSUM
More collaboration from other departments
Disability rights on campus (more promotion)

Action:

Thorough look at tech on campus
Have orientation- pull comedian film
Visit ADSUM three times a week

Kate-Bernie- Second/Third week accomodation at UC
Mary-Mika- Orientation and first week-note taking at UC
Reading in college

Plan for Monday and advertise (dates and places):screen, email

Goal : Conduct outreach to other campuses, especially those in Montana, on best practices for accommodating students with disabilities in higher education.

Environmental:

List updated of MT DSS offices
Application is some for MT University System
Havre has not integrated
Outweigh rest of colleges
Fee for service to Havre
3 differences on Bozeman: Licensed, average person concept
Best practices workshop: e-text, blindness/deaf and hard of hearing

Critical:

Best practice: More university with out losing accomodation, present in vary of settings, call us for advice, DSS in Higher Education Act

Action:

Work comissioner of Higher Ed.
ADSUM in other universities with students
Assistive Technology
Best practice: develop and get out there, VR, MAR

Goal : Increase scholarship funding for students with disabilities.

Environmental:

Not enough money.
Students ask about scholarship
Pockets aren't tapping
UM Foundation
Find scholarship: not restrictive

Critical:

Web page

Email direct to webpage

Action:

UM Foundation

Potential donors list

Goal : Build an inviting and effective training program for the use of assistive technologies by students with disabilities.

Environmental:

Unavoidable

Distance learning

Unique position: regional advice

\$15000/year, 3 years

Need plan to implement money

Critical:

At forms; training and usage

Students using tech

Classes/workshops for training

Access to machines

Number of books

Not all on Nick-need to integrate to other departments

Action:

Dell computers

Microsoft

Voc. Rehab collaboration

Workman's Comp. Collaboration

Workers

Goal : Raise funds for programs for use by students with disabilities at UM and who use DSS.

Environmental:

No money

Money is tied to enrollment and retention.

Action:

Possibly Lambros, Ben and Jerry's, etc. for Funding

Look at disability industry

Look at Royal Institute

This can go another another action plan-Jim.

Goal : Get 9% of student body at U of M to register with DSS.

Environmental:

American Council of Education says 9% of students on Campus have a disability
DSS enrollment should better reflect this
DSS's environmental scan already says our enrollment is higher than most

This can go under Program Access.

Goal : Get 150 students with disabilities to graduate each year from U of M.

Voc. Rehab not in this number.

This can go under Transition out: important to know graduation rate, we only count those registered with us-excluding Voc.Rehab., temp. disabilities, etc.

Action:

Jim suggested coding on banner to track and then articulate these numbers and to bring in Ray Carlyle in to find out what he collects and why.

Goal : Engage DSS staff members in our professional organization, the Association on Higher Education and disability, as well as in other professional organizations for educational purposes of accomodating students with disabilities in education.

Environmental:

Money

Work loads

Time

This can be combined with "Create more options for personal development and training for staff with conferences and workshops.

Goal 10: Continue to reduce undue wait time (and run around-amended by Jim) by students with disabilities for attention and services by DSS.

Wait time is tied to the academic calendar.

E-text wait time is small.

Documentation causes wait time-students often do not have good documentation.

Environmental:

High school documentation is inadequate, as is student variable of follow through

Jim: We do have customer service data; people are fairly satisfied with us. This issue shouldn't be dropped though, constant improvement is good.

This could fit as critical access under Assessment of UM barriers.

Satisfaction and utilization can be measured, but how is outcome measured?

Action:

No student should have to wait more than 3 days for an appointment (2 days a goal, 3 is realistic)

E-text- shoot for students to get a book back within a week

Critical:

Plans in place for the different parts of service we provide.

Goal : Get every student, faculty and staff member to understand and endorse philosophy of self-determination by people with disabilities and their right to first class citizenship in and outside of the University of Montana.

This can be place under the assessment of barriers at U of M for program access by students with disabilities.

Goal : Establish a class in disability studies.

Mary-This would probably start in Continuing Education before finding a place in a department.

Could target service providers.

Purpose would be to change the way disability is looked at.

Dan-DSS as a catalyst, but class would take on an academic life of its own

Mary-better to be in on the ground floor, rather than try to affect it after its creation

Jim-DSS would need partners-Royal Institute, Social Work, Psych. Etc.

Action:

Explore partnerships to other campus groups and then explore options.