STUDENT AFFAIRS ANNUAL REPORT DATA 04-05

**Department Name**  Student Disability Services

**Location**  110 Wilder Tower

**Phone Number**  678-2880

**Web Site**  http://www.people.memphis.edu/~sds/

**Department Annual Report web link**  N/A

**Director Name**  Susan C. Te Paske

**Director Email**  stepaske@memphis.edu

**Number of Full-Time Staff**  7

**Mission**

The mission of Student Disability Services is to act as a catalyst to:

• Advocate equal access and inclusion through Universal Design for all University of Memphis students to all University programs and activities

• Encourage understanding of disability by educating all members of the University community

• Promote development and independence of students with disabilities

**Major departments/functions/offices/responsibilities - brief listing**

Student Disability Services (SDS) provides comprehensive accommodations and support services to enable qualified students with disabilities to meet required academic standards and to participate fully in the educational, social and cultural activities of the University.
SDS provides disability awareness training to the campus community, and represents the interests of persons with disabilities on campus committees.

Services Include:

Orientation to SDS

Assistance with strategic class scheduling

Semester Plan meeting to set up services and accommodations and prepare memos to faculty about requested accommodations

Weekly meetings to monitor, coach, guide

Information, guidance, and referral on academic, career, social and personal issues

Instruction in use of Assistive Technology (AT); access to available AT on campus

Instruction in learning strategies

Intensive Math tutoring

Liaison with state and local rehabilitation agencies

3 main departmental goals and related accomplishments/results for 04-05

Goal #1
Increase independence, responsibility and accountability in students with disabilities (SWD) through student learning.

Results/Accomplishments #1A
Shared the SDS Mission and the Student Affairs Mission statements with students attending SDS Orientations. Maintained an up-to-date SDS website, including a posting of monthly announcements. Posted hard copies of announcements and other important information on the SDS Bulletin Board and in the SDS office.

Results/Accomplishments #1B
Continued the focus on monitoring and developmental work with students who have physical and psychiatric disabilities. Weekly coaching/monitoring meetings for the physical and psychiatric caseloads were scheduled: 25 students Fall 2004; 14 students Spring 2005.

Goal #2
Improve student access to assistive technology (AT) on campus; increase student knowledge and use of AT to increase academic independence.
Results/Accomplishments #2

• Updated the SDS Adaptive Technology Lab (ATL) for 04-05 with up-to-date hardware and software. Integrated Zoomtext (screen enlarger/reader) and JAWS (screenreader) into all Tigerlan labs.

• Ordered software updates and planned re-ghosting of SDS Office computers, ATL computers, and U of M images for 2005-2006. (Funding: Established a line item for AT in the Technology Access Fee (TAF) budget. Presented needs to U of M Dean’s TAF committee meeting.)

Results/Accomplishments #2B

• Encouraged students to learn to use appropriate AT by incorporating AT training into the student’s Semester Plan. (AT instruction: Summer04: 2 students, 5 sessions, 5 areas AT; Fall04: 13 students; 38 sessions; 5 areas AT; Spring05: 10 students, 16 sessions, 4 areas AT)

• Trained 2 new GA’s in AT in order to utilize their skills in teaching AT to students and in creating alternate format texts.

Goal #3
Improve retention and graduation rates for students with disabilities (SWD).

General Objective:
Establish a baseline for fall to fall retention rates and graduation rates of SWD.

Results/Accomplishments #3A

• Made changes to the SDS database, making statistics easier to produce and to interact with Data Warehouse.

Results/Accomplishments #3B
Established a baseline for fall-to-fall retention rates and graduation rates of SWD:

• Retention rates (1997-2004) for full time first time freshmen SWD were nearly identical to all first time full time freshmen for the first three of six years; SWD were retained at higher rates than all first time full time freshmen for year 4 (43.9% to 38.5%), year 5 (31.9% to 21.2%), and year 6 (15.0% to 12.0%).

• From Fall 1997 to Fall 2004, 30% of SWD completed a degree compared with 35% of all students. Of the 30% receiving a degree, 2%, or 42 students, completed 2 or more degrees.

Up to 3 student learning objectives and outcomes for 04-05

Student learning objective #1
The student will:

• Understand his/her disability-related functional limitations and be able to articulate those
limitations to those who need to know.

• Learn appropriate techniques to compensate for and accommodate disability limitations to move toward academic success.

• Be able to evaluate methods which compensate for and accommodate functional limitations to determine and use those which most effectively achieve desired outcomes.

Outcome #1
Results from the SDS Annual Survey 2004-2005 asking students to name 3 things that they have learned while working with SDS indicate that students have learned:

• how to use time management and organizational skills more effectively
• how to ask for help and assistance
• positive attributes of self and improved in self esteem
• improved study techniques and general learning strategies
• how to deal with professors regarding their disability
• how to create an appropriate class schedule
• how to access appropriate accommodations

Student learning objective #2
The student will:

• Learn how to use appropriate AT to increase academic effectiveness and overall independence.

• Be able to access appropriate AT from any Tigerlan lab on campus.

Outcome #2
Encouraged students to learn to use appropriate AT by incorporating AT training into the student’s Semester Plan. (AT instruction: Summer04: 2 students, 5 sessions, 5 areas AT; Fall04: 13 students; 38 sessions; 5 areas AT; Spring05: 10 students, 16 sessions, 4 areas AT)

3 main bragging points for department - Optional

Bragging point #1
Ensured the continuation of quality, comprehensive SDS services and programs following the July 2005 discontinuation of the Department of Rehabilitation Services grant, in place since 1991, through strategic budget and program planning (2003-2005).

• Increased the SDS budget (03-04) to fund 4 full-time positions previously funded by the Grant; reallocated SDS funds to ensure that the GA position funded by the Grant (04-05) will be funded by the SDS budget (05-06).

• Completed a 2 year conversion (03-05) from paid notetakers to all-volunteer notetakers. (This represents a savings of $16,800 for 04-05, using 02-03 payment standards).
• Discontinued general van transportation services for students with mobility impairments (03-04; an annual savings of $7,000), while increasing advocacy with state and community agencies (04-05) to assist students to obtain scooters and electric wheelchairs. Provided van transportation across the railroad tracks, primarily for wheelchair users exercising at the Recreation Building.

Bragging point #2
Successfully handled a number of student complaints, concerns and crises through effective and proactive communication, education and collaboration with pertinent faculty, staff and administration.

Bragging point #3
Provided significant assistance to the successful TRIO SSS grant application process and the resultant planning for grant implementation.

Contact summaries for the 04-05 year as applicable - headcount counseling sessions, cases, programs help, students housed, children housed, children cared for, tests administered, interviews hosted, etc.

Students Registered with SDS: 785 (Total for 2004-2005)

Law and Grad Students: Summer: 53 Fall: 100 Spring: 98

New Students: Summer: 16 Fall: 117 Spring: 49

Students Meeting Weekly
with an SDS Staff Member: Fall: 98 Spring: 71

Students Meeting With the SDS
Learning Specialist: Fall: 157 Spring: 162

Students Utilizing Math Tutoring
Lab (2-3 times per week): Summer: 10 Fall: 31 Spring: 34

Classroom Tests Administered
at SDS: Summer: 131 Fall: 656 Spring: 714
Test TOTALS 2004-2005: 1428 tests, for 300 classes, for 320 students

Notetakers Provided:

Summer: 20 notetakers for 15 students for 20 classes
Fall: 92 notetakers for 29 students for 92 classes
Spring: 112 notetakers for 31 students for 112 classes
TOTAL: 224 notetakers (ALL Voluntary)
Adaptive Technology
Training: 53 individual sessions involving 5 different types of AT

Books on Tape/CD
Ordered: 104

Scanned Texts: 18

Accessible Furniture
Placed in Classrooms
(Fall and Spring): 125 accessible tables; 50 accessible chairs

22 Presentations on Disability
Topics by SDS Staff:

To U of M Classes: 68 grad students; 4 undergrad

To U of M Faculty and Staff: 131

To SDS Students: 48

To Public and Professionals
Outside U of M: 165

SDS students on Dean’s List: Fall: 61 (9.9%) Spring: 63 (10.5%)

SDS students on Academic Probation: Summer: 19 (6.6%) Fall: 43 (7%) Spring: 35 (5.8%)

SDS students on Academic Suspension: Summer: 3 (1%) Fall: 22 (3.6%) Spring: 10 (1.7%)

3 Main initiatives for 05-06

Initiative #1
Update the Faculty section of the SDS website to include information and links to information about accommodations for specific disabilities, accessibility of course materials, and design of instruction to meet the needs of all students.

Initiative #2
Expand the Student Affairs focus on Student Learning Objectives and Outcomes to include an exploration by SDS staff members of the role of an “Educator” and the relationship of the term “Educator” to each staff position.
• What does it mean to be an Educator? What values and behaviors on the part of Educators promote student learning?

• How are the roles of Service Provider and Educator the same and how are they different?

• What are methods of communication and teaching that work and do not work?

Initiative #3
Investigate issues related to the accessibility of Distance Learning at the U of M, including accessibility of the web, on-line courses, and video-assisted courses.