<table>
<thead>
<tr>
<th>IMPORTANT:</th>
<th>Please submit by July 20, 2009 and be sure to read the form instructions. As you prepare this be sure to refer to last year’s annual report and your department’s 2008-09 Planning Document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual report, 2007-08</td>
<td><a href="http://www.memphis.edu/studentaffairs/annualreport0708.htm">http://www.memphis.edu/studentaffairs/annualreport0708.htm</a></td>
</tr>
</tbody>
</table>

**Department/Sub-Department Name:**  Student Disability Services

**Location:**  110 Wilder Tower

**Phone Number:**  678-2880

**Web Site:**  www.memphis.edu/sds/

**Department Annual Report web link (if applicable):**

**Director Name:**  Susan Te Paske

**Director Email:**  stepaske@memphis.edu

**Number of Full-Time Staff:**  6

1. **What is your BHAG?**
   
   BHAG: Student Disability Services will assist students with disabilities to drastically improve their graduation and retention rates.

2. **Because different departments approach learning objectives in different ways, you can complete this section in one of two ways:**

   - You may list the primary plans and projects you undertook in 2008-09. For each project list outcomes, including at least one student learning outcome, along with assessment data.

   -OR-

   - You may list your student learning outcomes for 2008-09. For each student learning outcome list primary plans and projects that supported that outcome, along with assessment data.

**GOAL 1. Develop independence, responsibility and accountability in students with disabilities (SWD).**

- Create a Transition to College for SWD pamphlet outlining key information necessary for a successful transition to college.
□ Put this project on “hold” in order to update the general SDS brochure using photos of SDS students. The new brochures were published in late July.

- Redesign the SDS website to make important information easier to find; add a visible FAQ section
  □ Redesigned the SDS website and added student photos; the new website will debut in August 2009.

- Continue to develop written protocols for all SDS procedures
  □ Overhauled General Office Procedures documents to teach/update all staff members about general front desk procedures with the departure of the SDS Administrative Secretary to the “buyout”.
  □ Continued to update and create protocols for all front desk procedures and functions.

**GOAL 2. Improve student access to Assistive Technology (AT) on campus; increase student knowledge and use of AT to increase academic independence.**

- Create more “cheat sheets” for SDS students and lab staff on AT for labs around campus
  
  Created Quick “How To” Guides for Students:
  □ Creating a profile for the new use profile of Dragon Naturally Speaking
  □ Setting up the Type Lite for portable refreshable Braille display
  □ Setting up a student for Read and Write Gold
  □ Training Read and Write Gold to recognize the individual voice
  □ Setting up word prediction in Read and Write Gold
  □ Scanning with Kurzweil

  Created Quick “How To” Guides for Staff:
  □ Setting up Type Lite for portable refreshable Braille Display
  □ Setting JAWS to read attributes
  □ Setting up test taking with Kurzweil

**Assessment:** Phone call feedback from 5 students regarding usefulness of AT “cheat sheets” was overwhelmingly positive. Several students indicated that SDS should create “cheat sheets” for all AT software.

- Research new AT options for purchase for 2008-2009
  □ Purchases include a new high speed scanner for conversion of texts to alternate format and upgrades of Abby fine reader (text editor) and Duxbury (text to Braille converter) to network licenses.
• Increase the training of SDS staff in AT
  □ Determined that “cheat sheets” for staff are the way to train staff. See notes above on “cheat sheets”.

Assessment: Staff discussion of the usefulness of AT “cheat sheets” indicates that they are extremely helpful and efficient. Staff members and GA’s have been helpful in editing the cheat sheets to create wording that communicates effectively and to make certain that all steps are listed.

• Increase installations of JAWS and Magic to other campus labs, including TigerLan Labs
  □ IT administrators agreed to install JAWS and Magic in the Tigerlan labs; debut is set for Fall 2009.
  □ Installed JAWS and Magic in room 225 McWherter Library.

• Continue to work with the ALC and IT personnel to impart appropriate information for faculty and staff regarding the creation of accessible websites and web-based courses
  □ Recent meetings regarding website and web-based courseware as well as interactions with SDS students indicate that the text components of most websites and web-based courses are accessible. Accessibility of video and audio web components are still problematic as most websites do not have alternate ways to access the video or audio information on the website.
  □ Created an information sheet to email to key offices on campus about how to create accessible text, including text used in mass emails.

• Acquire additional portable AT software to check out to students and expand student use
  □ Purchased 6 additional seats (for a total of 8 seats) of Kurzweil to Go, installable software-for-check-out that reads text aloud for students with learning disabilities; all 8 seats were used this year.
  □ Installed Kurzweil screen reader for students who are blind, on lap tops of 2 students, to increase their access to text materials.

Assessment: Student feedback regarding Kurzweil has helped SDS staff to improve instructions on how to use Kurzweil; student users are pleased with the software and its effective reading of text materials.

GOAL 3. Improve retention and graduation rates for students with disabilities.

BHAG: Student Disability Services will assist students with disabilities to drastically improve their graduation and retention rates.

• Conduct a thorough and complex study about retention and graduation rates for various populations of SWD; based on the results, plan programs to address pertinent issues
A detailed plan was submitted to IR in August 2008; due to changes in IR personnel, the plan was not completed until January 2009; however, the details of the plan were not carried out as specified. A new data run is expected this year. NOTE: See additional retention and GPA data following section 4.

- Host a reception for our graduates; ask graduates to complete a short survey regarding aspects of SDS and U of M that assisted them or presented challenges to completing requirements for graduation.
- This objective was put on hold, due to budget constraints.

**GOAL 4. Increase the knowledge of SWD about the skills and experiences necessary to succeed in obtaining a career placement. (NOTE: Despite the positive effects of the ADA, no improvement has been made in the employment rate of persons with disabilities (PWD). PWD are still unemployed and underemployed; national unemployment rates for PWD vary from 30-60%)**

**Another BHAG and DREAM**

- Investigate grant options for a career and disabilities-focused grant, via Access Diversity Grants or the Lumina Foundation Grants. The goal of the grant would be to fund a person to research and create a career education, counseling and training program for U of M SWD, including the creation of training materials to train future graduate student interns to run the Career Program. Key to the Career Program would be the development of appropriate methods of interaction with existing career programs on campus and in the community.
- Met with a committee of experienced Assisi Foundation grant recipients for advice about how to create a successful Assisi grant proposal; subsequently, discovered that the President Raines was not allowing any additional Assisi Foundation grant proposals as the U of M is currently receiving over $1 million from the Assisi Foundation.
- Met with a staff members from the Center for Independent Living about career programming for SWD; determined that a Career Mentor Program, involving U of M SWD with community professionals with disabilities would be another way to approach career programming goals. Work to establish a Career Mentor Program will continue in 2009-2010.

- New career learning opportunity—not in original SDS Plan:
  - Assisted 7 U of M students to apply and be accepted for a Career Conference for SWD in Nashville conducted by Career Opportunities for Students with Disabilities (COSD).

Assessment: All seven students were positive about all aspects of their experience; they indicated increased skills and knowledge about resume writing, interview techniques, issues of disability accommodation on the job, appropriate career attire, dining etiquette, and personal empowerment.
GOAL 5. Increase faculty and staff knowledge about SDS procedures and services.

- Create a Disability Language and Etiquette pamphlet (written by Student Advisory Panel) as a means for workshops or training for faculty, staff and students, conducted by S.A. Panel members.

SLO: Following a disability awareness workshop, students who participate will list and explain 5 examples of disability language and etiquette that promote understanding and respect of PWD.

☐ Student Advisory Panel members decided to use already published pamphlets on Disability Language and Etiquette for workshops; however, members agreed on 5-6 key language and behavior points to teach and assess. Student Advisory Panel members used these points as part of a Disability Awareness Workshop for the Presidents of Greek Organizations in January of 2009.

Assessment: Students rated all sessions for the Greek Presidents’ Class on a 10 point scale, based on its value to them in their preparation for the role of fraternity/sorority/council president. Ratings ranged from a low of 6.9 to a high of 9.35. The SDS presentation received a rating of 8.6. Participants in the workshop were successful in explaining 5 examples of disability language and etiquette following the workshop.

- Address the reasons for any primary plans and projects in your 2008-09 planning document that were not undertaken or achieved.

Due to the departure of the SDS Administrative Secretary in the “buyout” and to budget constraints, several plans and projects were not completed. Details are listed in the relevant sections.

4. If applicable, provide detailed utilizations numbers for 08-09 (e.g. counseling sessions, cases, students housed, children cared for, student visits, tests administered, students tutored, interviews hosted, internships posted and filled, etc.)

Students registered with SDS: 741 (422 females; 319 males)

Law and Grad Students:
  - Summer: 33 (32% of total students)
  - Fall: 89 (14.7% of total students)
  - Spring: 94 (15.3% of total students)

New Students:
  - Summer: 4
  - Fall: 133
  - Spring: 84

Semester Planning Meetings to set up accommodations:
  - Summer: 59
  - Fall: 308
  - Spring: 271
Students Meeting Weekly for Counseling/Coaching by SDS Staff Members:
  Fall: 85
  Spring: 58

Students Enrolled in Math Lab: (each student meets 2-3 times per week)
  Summer: 2
  Fall: 30
  Spring: 17

Students meeting with the Learning Specialist:
  Summer: 14 in 6 content areas
  Fall: 80 in 21 content areas
  Spring: 83 in 16 content areas

Classroom Test Administered: 1418 for 2008-2009
  Summer: 97 tests for 31 students in 33 classes
  Fall: 651 tests for 130 students in 255 classes
  Spring: 550 tests for 101 students in 209 classes

Students on the U of M Dean’s List:
  Fall: 62 (10.2 %)
  Spring: 59 (9.59%)

Volunteer Notetakers recruited for SDS students for the 2008-2009 year: 503
NOTE: This is 225 more than 2007-2008!
  Summer: 29 notetakers for 19 students
  Fall: 248 notetakers for 64 students
  Spring: 226 notetakers for 65 students

Alternate Format Textbooks Edited and Scanned by SDS: 80

Students Meeting with the Learning Specialist:
  Summer 2008: 14 students in 6 content areas
  Fall 2008: 80 students in 21 content areas
  Spring 2009: 83 students in 16 content areas

Accessible Furniture Placement:
  Fall 2008: 107 tables and 27 chairs for 31 students
  Spring 2009: 134 tables and 57 chairs for 38 students

Report any additional data that demonstrates how your department supports the persistence and graduation of students.

Students with LD, ADHD or Asperger’s who regularly attend (50% or more) weekly counseling/coaching meetings have positive retention outcomes:

<table>
<thead>
<tr>
<th>Retention Period</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007-Fall 2008 Retention</td>
<td>93.55% (62 students served)</td>
</tr>
<tr>
<td>Fall 2007-Spring 2008 Retention</td>
<td>100% (62 students served)</td>
</tr>
<tr>
<td>Spring 2008 to Fall 2008 Retention</td>
<td>88.71% (62 students served)</td>
</tr>
<tr>
<td>Fall 2008 to Spring 2009 Retention</td>
<td>100% (66 students served)</td>
</tr>
</tbody>
</table>
Semester GPA’s for students who regularly attend weekly meetings are higher than semester GPA’s for students who do not regularly attend:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Met Regularly</th>
<th>Didn’t Meet Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>2.60</td>
<td>2.44</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2.82</td>
<td>2.58</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>2.43</td>
<td>2.14</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2.82</td>
<td>1.86</td>
</tr>
</tbody>
</table>

Semester GPA’s of First Time Frosh who regularly attend weekly meetings are higher than semester GPA’s for students who do not regularly attend; SDS needs to address the general drop off in GPA from Fall semester to Spring semester:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Met Regularly</th>
<th>Didn’t Meet Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008/Spring 2009</td>
<td>2.66 Fall/2.61 Spring</td>
<td>2.54 Fall/2.64 Spring</td>
</tr>
<tr>
<td>Fall 2007/Spring 2008</td>
<td>2.92 Fall/2.67 Spring</td>
<td>1.90 Fall/2.23 Spring</td>
</tr>
</tbody>
</table>

Students meeting with the Learning Specialist for academic assistance at least 2 times during the semester had positive retention outcomes:

<table>
<thead>
<tr>
<th>Retention Period</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008–Fall 2008 Retention</td>
<td>82.4% (97 students served)</td>
</tr>
<tr>
<td>Fall 2007-Fall 2008 Retention</td>
<td>84.4% (127 students served)</td>
</tr>
<tr>
<td>Spring 2007-Fall 2008 Retention</td>
<td>95.7% (14 students*)</td>
</tr>
</tbody>
</table>

*Of 14 students who came for academic assistance 4 or more times during Spring 2007, 13 returned in Fall 2007; by Fall 2008, 3 had graduated and the other 10 returned—95.7% retention!

**New data for students meeting with the Learning Specialist in Spring 2009 shows that early planning and consistent follow through sets students up for academic success and high rates of retention:**

A group of 33 students who:
- completed an advance service plan and complied with the plan
- met 3 or more times during the semester
- had contact before Spring Break AND after Spring Break

Had these results:
- average Semester GPA of 3.08, compared to average cumulative GPA of 2.8.
- 100% retention (at this time for Fall 2009): 29 of the 33 have re-enrolled and registered for classes for Fall 2009; 5 of the 33 graduated; of the 5 graduates, one is entering Graduate school at the U of M.

**Comparison Groups:**
83 total students meeting with the Learning Specialist in Spring 2009:
- average Semester GPA of 2.44, compared to average cumulative GPA of 2.60

50 students (outside of the group of 33) meeting with the Learning Specialist at least one time in Spring 2009:
- average Semester GPA of 2.01, compared to average cumulative GPA of 2.47
19 students who met with the Learning Specialist only after Spring Break:
- average Semester GPA of 1.54, compared to cumulative GPA of 2.06

If your planning document for 08-09 included departmental goals apart from student learning outcomes, please list them and briefly discuss progress made toward each goal, along with any appropriate supporting data. Also address any departures from your plans.

**GOAL 5. Increase faculty and staff knowledge about SDS procedures and services.**
- Continue to improve SDS website information for faculty
  - Faculty information has been updated on the SDS website.
- Continue outreach to various department chairs to elicit invitations to present information to individual departments
  - Presented information about SDS to English department faculty and TA’s
  - Presented information about SDS to HSS department faculty and staff
  - Presented on the Americans with Disabilities Act with Melanie Murray, Office of Legal Counsel, at Legal Counsel information session for faculty and staff
  - Presented to Advisors group in conjunction with a webinar—*Advising Students with Disabilities*
- Update Emergency Evacuation Information and continue to share this information with faculty
  - Updates are on the SDS website.
- Host Brown Bag Luncheons on various topics of importance to faculty and staff
  - Not Accomplished

7. **List any revenue producing initiatives and results:**
- Briarcrest Christian Middle School donated $200.00 to the Student Affairs fund as “thanks” for a presentation by Susan Te Paske on *Accommodations, Modifications and Strategies for Teaching Students with LD and ADHD*.
- SDS prepared for future fundraising by agreeing to integrate the list of SDS students in the SDS database with the database of the U of M Foundation (in Fall 2009) as a start to creating a future fundraising list. Methods of maintaining confidentiality of the SDS list were also established.

**Individual staff and student accomplishments:**
- Jennifer Murchison served as Secretary for the Tennessee Association on Higher Education and Disability (TN-AHEAD) for 2008-2009, and will serve as
President-Elect for TN-AHEAD for 2009-2010.

- Three SWD participated in Study Abroad programs for 2008-2009; one student went to Germany, one to Great Britain, and one to Costa Rica.

- Brittany Carter, Lou Conley, Amber Carter and other students worked with Dr. Steve Zanskas and the Center for Independent Living to form a new Registered Student Organization, *Unlimited*, for students with disabilities and other students interested in disability issues.

- Eleven (11) SWD received training by Career Services staff and participated in Workforce Recruitment Program internship interviews. One student received an internship working for the Department of Defense and one student received an internship working at a VA Hospital.

- A number of SWD participated in *Why Do You Hate Me Week?* Several students created bricks for the *Writing on the Wall* project and Tatianna Ford wrote a script for the *Tunnel of Oppression* in which several SWD acted.

- Three (3) students (with significant physical disabilities) participated in Frosh Camp 2008.

- One (1) SWD participated in Leadershape training in May 2009.

9. **Additional bragging points for department – list anything else that top administrators should know about your area:**

- In 2008-2009, Student Disability Services staff recruited 503 U of M student volunteer notetakers who supported their fellow students by sharing their classroom notes with them. This tremendous voluntary effort provided needed classroom accommodations for over 70 students with disabilities.

- SDS makes numerous presentations on various aspects of disability to educate the community and region each year. This year, presentations were made to: Tennessee Counseling Association—TCA, (high school counselors), the Autism Society of the MidSouth (parents and teachers of children with disabilities), White Station High School (high school juniors and seniors who are deaf or hard of hearing), Support and Training for Exceptional Parents--STEP, Inc., (parents and students), DeSoto County Schools Inservice (high school counselors), Briarcrest Middle School (teachers), Area High School Students (high school juniors and seniors with LD and ADHD and their parents and/or teachers).

- SDS conducted its first Social Skills support group in both Spring and Fall semesters. This group was created to serve the growing population of students with Autism Spectrum disorders.

- The SDS Student Advisory Panel presented its second annual *SEE ME* Award, the SDS Outstanding Faculty Award in April 2009 to Dr. Charles Hall, professor of English.
10. **You may paste any complimentary emails or other attributable quotes that reflect well on your department here.**

**RE: a Career Opportunities for Students with Disabilities (COSD) Career Training conference attended by seven U of M students with disabilities:**
Thank you for your encouragement and getting us to go to Nashville. I really enjoyed the Career Summit! I have learned so much and it was truly empowering. I feel more motivated than ever.

I am doing everything you mentioned in the email. I've already sent thank you emails to two employers. I'm working on my resume right now, modifying it from what I learned in the past two days.

**Comments about grades:**
I am totally shocked that I made the Dean's list this semester...I also wanted to thank you all in the SDS office for your continued support & willingness to assist, I couldn't have done this without ANY of you!

**Comments about helping a student get focused to take a test:**
THANKS FOR ALL THAT YOU AND YOUR OFFICE DO!! ...you have really helped calm me down and helped me have peace about this situation which honestly is a gift from God... b/c normally I would not be able to let go of the situation for the time being to take the test!

**Comments about support from SDS:**
... It feels incredible to have SDS in my corner. Especially you, your support and encouragement has kept me from giving up at several key junctions. I don’t think that I will be able to truly ever thank you and SDS for everything that y'all have done for me. You have gone to the mat for me several times and don't think that I don't know that. Sometimes thank you just isn’t enough...

**Comments upon Graduation:**
Hey y'all,

It's a new year, I have finally graduated and I feel like I can do anything. I just wanted to let you guys know how thankful I am for all the support you probably didn't even know you were giving me. There were so many days when I just wanted to give up on that degree but on those days I would come into your offices and just know that you would be there if it got too rough for me....and for that emotional help I cannot thank you enough!!!!

Had it not been for (SDS staff members) insisting that I follow the rules of tutoring and remaining consistent I probably would have dropped Math again and would have been faced with yet another long semester. Instead I graduated with a B in Math and increased self-esteem.

I was ashamed that I needed to ask for help; ashamed that I had to admit that I had a disability and you all assured me that it wasn't the end of the world and that I still had many many doors open to me.
I could not let a new year's month go by without letting you know how grateful I am.

Thank You

December 2008 Graduate with Disability

11. **Submit any photos that portray your department’s 2008-09 activities by placing them in your O Drive and notifying Rachel of the location.**

   **NOTE:** We do not have any photos of specific events. If photos of SWD are needed, here is a recent set of photos that we had taken for our website and brochures. The students have already signed releases for their use.