<table>
<thead>
<tr>
<th>DIVISIONAL GOAL</th>
<th>Increase student retention and graduation</th>
</tr>
</thead>
</table>
| **Goal #1**     | **Develop independence, responsibility and accountability in SWD.**  
NOTE: Many of the strategies listed here also apply to SDS Goal #3.  
NOTE: Weekly meetings also apply to SDS Goal #4. |
| **Strategies**  | 1a. Continue the Autism Spectrum Disorder (ASD) social skills group:  
Students in the ASD social skills group will identify specific behaviors they want to improve, using behavioral rubrics; students will rate their performance at the beginning of the semester and at the end of the semester.  
1b. Increase the number of students in the General Caseload who meet weekly with a staff member.  
1c. Formalize a self-rating process for students meeting weekly: to set academically-related behavioral goals at the beginning of the semester; to measure progress; and to rate outcomes at semester end.  
1d. Send congratulatory letters to SWD on the Dean’s List and to SWD who improve their semester GPA by .5 or more from the previous semester.  
1e. Formalize interactions between both SDS and ASR (CARES) and SDS and SSS to benefit the students we have in common. |
| **Intended outcomes (those listed in the Planning Document)** | 1a. Students will articulate to the group or to a group leader the skills that they wish to improve and why; at the end of the semester, they will explain which skills have improved and how.  
1a. Students will become more independent, relying less on others for life tasks, such as cleaning, hygiene, and completing homework. Students will anticipate expectations and will need less prompts to engage in appropriate behaviors.  
1b, c. Twenty students from the general caseload will meet weekly with an SDS GA.  
1c. Students meeting weekly will demonstrate goal setting; identify improvements in behavior; explain how they changed their behavior(s); analyze which behaviors are academically helpful for them. |
<table>
<thead>
<tr>
<th><strong>Unintended/ Other outcomes (not listed in the Planning Document)</strong></th>
<th><strong>1b,c. SDS has generally utilized only Graduate Assistants who are Ph.D. candidates in Counseling Psychology to meet weekly with students; the Counseling Psychology program typically has graduate students who have had a good deal of previous counseling experience, so their advanced skill set works well with the varied needs of students registered with SDS. This year a G.A. who is a first year student in the Clinical Mental Health M.A. program met with students with hearing impairments. Her success may allow the SDS Director to include other appropriate M.A. counseling students to meet weekly with SDS students.</strong></th>
</tr>
</thead>
</table>
| **Evidence of whether or not outcomes were achieved** | **1a. Students will articulate to the group or to a group leader the skills that they wish to improve and why; at the end of the semester, they will explain which skills have improved and how.**  
**1a. Students will become more independent, relying less on others for life tasks, such as cleaning, hygiene, and completing homework. Students will anticipate expectations and will need less prompts to engage in appropriate behaviors.**  
**Social Skills Group (Strategy):**  
For a fifth consecutive year, SDS ran a Social Skills Group for students with Autism Spectrum Disorder. This year, the students identified behaviors they wanted to improve inside and outside of the group, and used behavioral rubrics to rate their performance at the beginning and end of each semester. For the past two years, the group has been run as a process group, eliciting feedback from the group members on each member’s personal style and progress on his/her goals.  
Many individual behavioral goals were complementary. For instance, group members had the goals of:  
- Jumping in more in conversations (inside goal)  
- Taking a shower every day, clipping nails and facial hair weekly (outside goal)  
- Learning to accept feedback from others (inside goal)  
- Making small talk – and knowing when to stop (outside goal)  
- Appearing and sounding less “robotic” (inside goal)  
**Social Skills Group Outcomes:**  
Overall, group members were able to make progress in their awareness related to their social functioning. The group members processed emotions and worked on using words to identify emotions rather than acting them out. They made progress in relating to the emotional expressions of others and how to respond to these cues and reactions. While goals are an important part of the group, it is essential that these goals are made and monitored within the framework of an |
interpersonal context, which is reflected in notes made after each meeting, but is not as easy to quantify.

1b, c. Twenty students from the general caseload will meet weekly with an SDS GA.

Outcome: The goal of 20 students was not reached, although the number of students increased from the previous year. To be “counted” as a student meeting weekly, the student must attend at least 50% of the semester meetings.

2011 Fall Semester Weekly Meetings for General Caseload:
- 15 students met weekly as compared to 9 students in Fall 2010

2012 Spring Semester Weekly Meetings for General Caseload:
- 17 students met weekly as compared to 14 students in Spring 2011

1c. Students meeting weekly will demonstrate goal setting; identify improvements in behavior; explain how they changed their behavior(s); analyze which behaviors are academically helpful for them.

Outcome: SDS was unable to create a workable rubric for use during the school year. The intent was to establish a rubric that was effective in measuring both individual behavioral change toward the student’s goal and in measuring the behavior change progress of the entire group of students meeting weekly. Plans are now underway to utilize a specific Goal Attainment Scaling (GAS) measure which should accomplish the measurement of both the individual goal progress as well as the measurement of the entire group’s progress.

1d. Send congratulatory letters to SWD on the Dean’s List and to SWD who improve their semester GPA by .5 or more from the previous semester.

Outcome: SDS emailed individual congratulatory letters to 107 students on the Dean’s List for the Fall 2011 Semester and 106 students on the Dean’s List for the Spring 2012 Semester. Students were told that SDS would provide a signed, hard copy of the letter on letterhead, if the student requested it. Many students wrote to thank the SDS Director for the recognition of their academic efforts and many students requested a signed hard copy of their congratulatory letter.

1e. SDS + ASR and SDS + SSS will: identify students in common each semester; identify caseload and counselors assigned to those students; share need-to-know information about those students; meet a minimum of one time per semester to educate the other staff about pertinent topics.
Outcomes: The SDS Director met with the CARES (formerly ASR) staff in Fall 2011 to review the services provided by the SDS office. Because of the number of new staff members in CARES, it would be beneficial to meet again next year with the staff and review areas of concern or question. Although it has not yet been possible to create a total list of students in common between SDS and CARES, the interactions between the offices have increased, to the benefit of students.

Student Success Programs (formerly SSS) exchanged lists of students in the Classic SSS Program and in the STEM SSS Program to determine which students were being served by both programs. SDS staff met several times with individual SSP counselors to review individual cases of students who were experiencing significant challenge, putting them at academic risk. Information was exchanged and plans were developed to benefit the students.

How will your assessment data shape this strategy in the future?

1a. The Social Skills Group will continue for 2012-2013; the group will continue to measure group processing outcomes and individual behavioral change. The individuals will utilize the same Goal Attainment Scaling measure for in-group and out-of-group behavioral goals used by students in SDS weekly meetings.

1b. There will continue to be a focus on setting up weekly meetings for students on the General Caseload.

1c. SDS will utilize Goal Attainment Scaling to set and measure individual behavioral goals of students involved in weekly meetings.

1d. SDS will continue to send congratulatory letters each semester to undergraduates on Dean’s List.

1e. SDS will continue to interact with CARES and SSP programs to determine students in common and students who would benefit from collaboration between offices to increase student success.

How did this strategy support the Strategic Plan? The Vision for Students?

<table>
<thead>
<tr>
<th>Understanding and Managing Self:</th>
<th>1a, c, e. Demonstrate autonomy and personal responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>Enhance interpersonal well-being.</td>
</tr>
<tr>
<td>1a, c, e.</td>
<td>Possess appropriate self-efficacy.</td>
</tr>
<tr>
<td>Engaging Others in a Diverse World:</td>
<td>1a, c. Demonstrate civility.</td>
</tr>
<tr>
<td>Succeeding as a Professional:</td>
<td>1a, c. Develop appropriate professional behaviors.</td>
</tr>
<tr>
<td></td>
<td>1a, c. Understand the importance of lifelong learning.</td>
</tr>
<tr>
<td>1d.</td>
<td>Understand the concept of professional identity.</td>
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</table>

Goal #2

2. Improve student access to and use of Assistive Technology (AT) to increase academic success and independence.

NOTE: This goal also applies to SDS Goal #5: Increase knowledge and understanding of disability across the campus community.
| Strategies | 2a. Update the AT portion of the SDS website.  
2c. Increase the use of the camera pen by volunteer Note takers.  
2d. Host an AT Demonstration reception for faculty and staff in the AT Lab in McWherter Library.  
2d. NOTE: SDS will issue special invitations to the AT Demonstration to the College of Education and the Special Education and Rehab Counseling Programs. |
| --- | --- |
| Intended outcomes (those listed in the Planning Document) | 2a. AT information on the SDS website will be up-to-date.  
2b. SDS will order new AT for 2012-2013.  
2c. Additional camera pens will be ordered; use will be prioritized first to note takers for students with visual impairments, and later to note takers for students who would most benefit from typed notes.  
2d. Attendees will complete an evaluation of the AT demonstration. |
| Unintended/Other outcomes (not listed in the Planning Document) | 2a. AT information on the SDS website will be up-to-date.  
Outcome: AT information on the SDS website is up-to-date; more software demonstration videos were added, with captioning.  
2b. SDS will order new AT for 2012-2013.  
Outcome: The SDS AT order for 2012-2013 was researched and placed. For the first time, AT for the Lambuth Campus was ordered and will be installed for use during the Fall 2012 semester.  
2c. Additional camera pens will be ordered; use will be prioritized first to note takers for students with visual impairments, and later to note takers for students who would most benefit from typed notes. |
| Outcome: Additional camera pens were ordered, but there was no significant increase in use. One possible reason is that there were less students who needed typed notes this school year. Next year SDS will experiment with loaning camera pens directly to students with LD and ADHD who do not regularly use note takers, but whose profiles indicate that they would benefit from typed notes that can then be edited for study. NOTE: Other universities are using the camera pens in this way. | 2d. Attendees will complete an evaluation of the AT demonstration.  
Outcome: SDS did not host an AT Demonstration for faculty and staff this year. Mid-South Access Center for Technology (Mid-South ACT) hosted a demonstration for the campus, inviting programs within the College of Education including the Special Education professors and classes. Since Mid-South ACT has much the same equipment as the SDS lab, SDS staff decided not to host an AT demonstration this year. |
| --- | --- |
| How will your assessment data shape this strategy in the future? | 2b. SDS will monitor AT use/needs at the Lambuth Campus to determine the need for future AT additions.  
2c. SDS will look at innovative ways to use camera pens.  
2d. SDS will interact with Mid-South ACT regarding future AT demonstrations for the campus. A future collaboration may be possible. |
| How did this strategy support the Strategic Plan? The Vision for Students? | **Understanding and Managing Self**  
2a, b. Demonstrate autonomy and personal responsibility.  
Possess appropriate self-efficacy.  
**Succeeding as a Professional**  
2a. Identify, develop and articulate competencies necessary to succeed in one’s chosen field.  
Understand the concept of professional identity and develop appropriate professional behaviors. |
| Goal #3 | 3. Students with disabilities will identify, develop and demonstrate the career competencies necessary for success in their chosen fields |
| Strategies | 3a. Increase career-related information on the SDS website.  
3b. Continue the Sophomore Success program, combining an academic coaching and career development focus.  
3c. Continue the SDS Career Mentoring program: Collaborate with local disability-related agencies to develop a database of 25 or more professionals with disabilities willing to serve as Career Mentors to SWD.  
3d. Participate in the national Workforce Recruitment Program (WRP). |
| Intended outcomes (those listed in the Planning Document) | 3a. Additional links and information pertaining to careers and people with disabilities will be added by May 2012.  
3b. Compare retention and GPAs of program participants with those of non-participants. After completing the FOCUS program, students will complete the Career Decision Making Readiness assessment.  
3c. Following meeting(s) with a Career Mentor, each student will be able to explain 3 new career-related things they learned.  
3c. Students will complete an evaluation of their Career Mentor meeting(s), and will list, (in part), 3 new career-related things they learned.  
3d. Recruit students with strong GPAs for WRP.  
3d. SDS will place 3 or more students in WRP internships. |
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<tbody>
<tr>
<td>Unintended/ Other outcomes (not listed in the Planning Document)</td>
<td>3d. The fact that SDS focused on recruiting students with strong GPAs for WRP resulted in one highly qualified student receiving excellent preparation for his WRP interview and later being selected for a non-WRP internship with a top 60 national company. (Student was also contacted by employers through WRP.)</td>
</tr>
</tbody>
</table>
| Evidence of whether or not outcomes were achieved | 3a. Additional information pertaining to careers and people with disabilities will be added by May 2012.  
Outcome: Career information on the SDS website was updated in April 2012.  
3b. Compare retention and GPAs of program participants with those of non-participants. After completing the FOCUS program, students will complete the Career Decision Making Readiness assessment.  
Outcomes: Career Tracks participants had a 96.62% outcome on the VDMI, an assessment of Career Decision Making Readiness. |

**Career Tracks, a Collaboration of Student Disability Services and Career Services, and a University of Memphis Access and Diversity Program**

Career Services and SDS have collaborated to bring students programming and services that have been designed to ready future professionals in the areas of resume building, interview preparation, and career guidance. *Career Tracks*, a program for sophomores and juniors registered with Student Disability Services, seeks to assist students in career planning, goal and decision making, and career development. Academic monitoring, career assessments and counseling are available to students registered with SDS in order to help them graduate and consider disability-related issues that may impact their career and career choices. Participation in *Career Tracks* includes weekly individualized meetings with a trained SDS and Career Services graduate assistant. Participants in *Career Tracks* received a $1500.00 stipend as a result of successful completion of the program.
### Table: Student Retention and GPA Comparison

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Spring Credits (average)</th>
<th>Spring GPA (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Tracks 2011</strong></td>
<td>21</td>
<td>14.42</td>
<td>2.83</td>
</tr>
<tr>
<td><strong>Comparison Group 2011</strong></td>
<td>248</td>
<td>11</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td></td>
<td>3.42</td>
<td>0.33</td>
</tr>
<tr>
<td><strong>Career Tracks 2012</strong></td>
<td>14</td>
<td>12.93</td>
<td>3.28</td>
</tr>
<tr>
<td><strong>Comparison Group 2012</strong></td>
<td>228</td>
<td>9.57</td>
<td>2.46</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td></td>
<td>3.36</td>
<td>0.817</td>
</tr>
</tbody>
</table>

85% of *Career Tracks* participants from Spring 2011 were retained through the Spring 2012 semester.

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3c. Following meeting(s) with a Career Mentor, each student will be able to explain 3 new career-related things they learned.

3c. Students will complete an evaluation of their Career Mentor meeting(s), and will list, (in part), 3 new career-related things they learned.

Outcome: SDS has struggled with recruiting Career Mentors with disabilities. Thirteen Career Mentors were recruited this year; however, only 3 completed the Career Mentor Questionnaire. While the Career GA tried numerous times to set up meetings with several students and mentors, only one student-mentor meeting actually took place. Because the only student/mentor meeting was just after the student graduated and before the student left town to move home, the student’s evaluation of the interaction did not take place.

3d. Recruit students with strong GPA for WRP.

Outcome: The group of WRP candidates was strong.

GPA’s of the 17 Fall 2011 WRP Participants:
- Average GPA: 2.96
- Median GPA: 3.04

3d. SDS will place 3 or more students in WRP internships.

NOTE: Only 25% of students involved in WRP nationally receive internship placements.
Outcome: Information about WRP outcomes is not yet complete. One student was placed in an internship. A second student was offered a WRP internship, but chose to take one outside of WRP. Another student was offered a WRP internship in another city, but could not take the internship as she was not able to move.

| How will your assessment data shape this strategy in the future? | 3b. Career Tracks statistics will continue to focus on comparing the GPAs of participants to non-participants with similar demographics. The Career Decision Making Index will continue to be used. Participants will utilize the same Goal Attainment Scaling measure for behavioral goals used by students in SDS weekly meetings.  
3c. The logistics of recruiting professional Career Mentors who are also persons with disabilities and setting up mentoring meetings has been a time consuming and rather frustrating challenge for SDS. SDS continues its commitment to the benefits of Career Mentoring, but will proceed with this strategy in a less structured manner. Going forward, SDS will maintain a database of persons who have indicated a willingness to mentor students with disabilities. Staff members will make students aware of the possibility of setting up mentoring experiences as they meet with students. Periodically, SDS will post information indicating that students who wish to have a mentoring experience can contact their Coordinator to request such an experience.  
3d. SDS will continue to recruit top candidates for the WRP program; SDS will also continue to work with Career Services to train students in resume writing and interview skills in order to increase the career readiness of WRP candidates for WRP and other career opportunities. |

| How did this strategy support the Strategic Plan? The Vision for Students? | Understanding and Managing Self  
3a, b, c.  
Develop and apply knowledge of self, including personality, values, interests and aptitudes.  
Demonstrate autonomy and personal responsibility.  
Possess appropriate self-efficacy.  
Succeeding as a Professional  
3a, b, c.  
Identify, develop and articulate competencies necessary to succeed in one’s chosen field.  
Understand the concept of professional identity and develop appropriate professional behaviors. |

| Divisional Goal  | Increase the number of students participating in key* co-curricular activities and programs (*Be sure to note which activity/program will be affected) |

| Departmental Goal #4 | 4. Students with disabilities will establish a connection to the U of M.  
NOTE: Establishing a connection to the U of M for SWD often starts with relationships established with staff members at SDS. |
| Strategies | 4a. Establish a Facebook page for SDS.  
4b. Formalize a way to use the one page U of M involvement sheet (from 2010 Planning Doc) to increase awareness of students about how to become involved at the U of M.  
4c. Investigate the use of Hobson’s or another reporting tool to measure involvement of students registered with SDS. |
|---|---|
| Intended outcomes (those listed in the Planning Document) | 4a. Students will be more aware of SDS need-to-know information.  
4b. The one page involvement sheet will be utilized with students by Spring 2012.  
4c. Establish baseline data for the number of SDS students involved in key co-curricular programs. |
| Unintended/ Other outcomes (not listed in the Planning Document) | 4a. Students will be more aware of SDS need-to-know information.  
Outcome: SDS has not established a Facebook page. Some of the pros and cons of establishing a Facebook page have been studied, but staff members are still researching issues relating to accessibility and the time involved to monitor comments and posts. Not very many disability offices for students have Facebook pages, but SDS will be speaking with those offices that do, as well as speaking with U of M offices that have Facebook pages.  
4b. The one page involvement sheet will be utilized with students by Spring 2012.  
Outcome: SDS did create a one page involvement sheet. The sheet contained information about typical U of M student organizations. It did not have information about involvement in research, study abroad, and other types of student engagement. After interactions with others in Student Affairs, including learning about plans for Future You, SDS decided to wait to see whether there will be a University-wide informational platform to help students get engaged on campus.  
4c. Establish baseline data for the number of SDS students involved in key co-curricular programs.  
Outcome: SDS utilized Hyperion to determine areas of student involvement for students registered with SDS 2010-2011.  
During the Spring Semester 2011, 68.54% of students registered with SDS were not listed as participants in any of the
| How will your assessment data shape this strategy in the future? | 4a. SDS will continue to investigate the utility of a Facebook page for SDS.  
4b. SDS will wait to see *Future You* information before proceeding with a limited one page involvement document.  
4c. SDS will study the baseline student involvement information in greater detail to see if additional observations can be made about the data. Since the rosters of many Registered Student Organizations are not entered into Hyperion, it is not clear how accurate the SDS involvement numbers are. In addition, SDS may want to consider editing the lists of students studied to eliminate graduate and law students and part time undergraduate students. |
| How did this strategy support the Strategic Plan? The Vision for Students? | **Understanding and Managing Self**  
4c. Demonstrate autonomy and personal responsibility.  
Enhance interpersonal well-being.  
**Engaging Others in a Diverse World**  
4c. Establish a connection to the University of Memphis  
Become engaged citizens locally and globally  
**Succeeding as a Professional**  
4a. Understand the concept of professional identity and develop appropriate professional behaviors.  
4b. Identify, develop and articulate competencies necessary to succeed in one’s chosen field. |
| Divisional Goal | **Cultivate a welcoming, safe and respectful campus environment (e.g. civility campaign and diversity initiatives)** |
| Departmental Goal #5 | **5. Increase knowledge and understanding of disability across the U of M community.** |
| Strategies | 5a. Review U of M websites for accuracy of disability-related information and for appropriate places to link to the SDS website.  
5b. Develop and execute an in-depth student survey of SWD on disability-related aspects of the campus climate.  
5c. Research changing the name of the office to “Disability Resources for Students”, which is consistent with current philosophies and practices in the field. |
<table>
<thead>
<tr>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>5a. U of M websites which need changes and/or links to SDS will be changed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5b. The student survey will be completed by May 2012.</td>
</tr>
<tr>
<td></td>
<td>5c. A decision about a name change for SDS will be made before May 2012.</td>
</tr>
<tr>
<td></td>
<td>5d. The number of attendees and the level of interest and engagement of attendees will be used to determine if the programs should be continued.</td>
</tr>
<tr>
<td></td>
<td>5e. The number of Barrier Removal submissions will be tracked.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Evidence of whether or not outcomes were achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5a. U of M websites which need changes and/or links to SDS will be changed.</td>
</tr>
<tr>
<td></td>
<td>Outcome: SDS did not conduct a thorough review of all U of M websites with information relating to SDS; however, the review that was conducted caused changes to be made on the Bursar’s website and the Registrar’s website. SDS also reviewed the extensive list of links on the SDS website, and updated them.</td>
</tr>
<tr>
<td></td>
<td>5b. The student survey will be completed by May 2012.</td>
</tr>
<tr>
<td></td>
<td>Outcome: Because the EBI was to be given again this year, SDS decided to review the new EBI information prior to administering a campus climate survey focusing on disability. SDS has obtained the EBI information relevant to issues of disability and is reviewing it to determine the need for a campus climate survey on disability.</td>
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<tr>
<td></td>
<td>5c. A decision about a name change for SDS will be made before May 2012.</td>
</tr>
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<td></td>
<td>Outcome: SDS will change its name to Disability Resources for Students (DRS) beginning July 1, 2013.</td>
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<tr>
<td></td>
<td>5d. The number of attendees and the level of interest and engagement of attendees will be used to determine if the programs should be continued.</td>
</tr>
</tbody>
</table>
Outcome: SDS did not host First Tuesday awareness programs for faculty. SDS did make first time presentations to the U of M Coaches and Athletic Department, and to a Greek group promoting disability awareness, in addition to presentations to other on-campus groups such as English Department Faculty, Residence Hall Coordinators, and Psychological Counseling Interns.

5e. The number of Barrier Removal submissions will be tracked.

A link to a form for Accessibility Concerns has been placed on the SDS website homepage. Since the website addition was done recently, we have not had an opportunity to track the number of Barrier Removal submissions. SDS did, however, keep track of submissions submitted by phone or email. The following accessibility concerns were submitted from July 1, 2011-June 30, 2012:

<table>
<thead>
<tr>
<th>Category</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevators</td>
<td>40</td>
</tr>
<tr>
<td>Doors and door openers</td>
<td>18</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Parking</td>
<td>2</td>
</tr>
<tr>
<td>Blocked pathways</td>
<td>2</td>
</tr>
<tr>
<td>Railing/steps</td>
<td>1</td>
</tr>
<tr>
<td>Restrooms</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

How will your assessment data shape this strategy in the future?

5e. The U of M will soon be planning for Phase II of the elevator modernization project. SDS will utilize the information from both the paper copies of elevator access problems as well as the new electronic submissions to assist the planning committee with recommendations as to priorities in the project.

How did this strategy support the Strategic Plan? The Vision for Students?

**Engaging Others in a Diverse World**

5a-f. Develop an inclusive and interactive community focusing on understanding and respect of individual and group differences.

5a-f. Become engaged citizens locally and globally.

5a, b, d, e. Develop effective social change skills.

5a, b, d, e. Demonstrate civility.
<table>
<thead>
<tr>
<th>Divisional Goal</th>
<th>Create a service-oriented culture in all units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Goal #1</td>
<td>1. Develop independence, responsibility and accountability in SWD.</td>
</tr>
<tr>
<td>Strategies</td>
<td>1a. Continue to write and edit protocols for all SDS office procedures; locate the protocols so that all staff can find them.</td>
</tr>
</tbody>
</table>
| Intended outcomes (those listed in the Planning Document) | 1a. Students will articulate and follow the procedures and practices necessary for effective interaction with SDS.  
1a. SDS staff will: monitor the consistency of their teaching of procedures and practices and observe student adherence to SDS. |
| Unintended/ Other outcomes (not listed in the Planning Document) |  |
| Evidence of whether or not outcomes were achieved | 1a. Based on observations of staff and student performance, staff will assess practices and procedures that need rewriting, reteaching, or adjusting, and will make changes where necessary.  
The following protocols, forms and guide sheets were created or updated this year:  
**Protocols:**  
SDS Monthly/ Annual Task List  
**Forms:**  
Test Accommodation Form  
Filemaker Semester Plan Form  
Filemaker Equipment Classification  
Books in Alternate Format Request Form  
General Intake Form  
Medical Documentation Form  
Release of Information Consent Form |
| How will your assessment data shape this strategy in the future? | 1a. SDS staff will: monitor the consistency of their teaching of procedures and practices and observe student adherence to SDS.  
Outcome: SDS staff noticed an improvement in the timeliness of students turning in Test Accommodation Forms for final exams because of the consistency of the message by all staff members. SDS staff also noticed improvements in the social skills of students in the Social Skills Group as staff members consistently assisted students with their behavioral goals. |
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</thead>
<tbody>
<tr>
<td>How did this strategy support the Strategic Plan? The Vision for Students?</td>
<td>1a. SDS continues to create protocols, forms and guide sheets as a best practice to inform and teach students and staff. SDS intends to use a consistent message from all staff to promote a greater use of the SDS AT Lab in McWherter Library for 2012-2013.</td>
</tr>
<tr>
<td>Departmental Goal #5</td>
<td>5. Increase knowledge and understanding of disability across the U of M community.</td>
</tr>
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</tr>
<tr>
<td>Strategies</td>
<td>5a. Add information about SDS, including “tips for parents of SWD” to the U of M parent’s website.</td>
</tr>
<tr>
<td>Intended outcomes</td>
<td>5a. SDS staff will meet with Lindsay Bray to brainstorm additional tips for parents of SWD. Additional tips for parents of SWD will be posted on the Parent website and linked to the SDS website.</td>
</tr>
<tr>
<td>Unintended/ Other outcomes (not listed in the Planning Document)</td>
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</tbody>
</table>
| Evidence of whether or not outcomes were achieved | 5a. SDS staff will meet with Lindsay Bray to brainstorm additional tips for parents of SWD. Additional tips for parents of SWD will be posted on the Parent website and linked to the SDS website.  
Outcome: Two documents were prepared for the SDS website: Student Disability Services FAQ’s and Important Terms for SDS, both of which should assist both parents and students.  
In addition, SDS staff members met with Lindsey Bray to update information for parents of students with disabilities on the U of M Parent Website, and added a link to the Student Disability Services FAQ’s on the SDS website. |
| How will your assessment data shape this strategy in the future? | 5a. As SDS recognizes information that regularly needs to be explained or clarified; SDS will utilize various means to convey information, including the Parent website. |
| How did this strategy support the Strategic Plan? The Vision for Students? |  |
| Departmental Goals #6 not related to a Divisional Goal (address leadership initiatives here, if not previously addressed.) | 6a. Leadership Initiative: Research and collaborate with other offices to create “passive” opportunities for learning leadership skills for students who are not currently involved in U of M leadership activities.  
6b. Host a graduation celebration for SWD; students may invite 2 people, plus 1 person from U of M who had a positive influence on them.  
NOTE: Consider inviting former SDS student graduates. |
<table>
<thead>
<tr>
<th>Strategies</th>
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</tr>
</thead>
</table>
| Intended outcomes (those listed in the Planning Document) | 6a. Offer leadership skills information (passively) and leadership opportunities information to: SDS volunteer note takers. (200-300 students annually) and all SDS students.  
6b. A graduation celebration will be held in April or May of 2012. |
| Unintended/ Other outcomes (not listed in the Planning Document) |  |
| Evidence of whether or not outcomes were achieved | 6a. Offer leadership skills information (passively) and leadership opportunities information to: SDS volunteer note takers. (200-300 students annually) and all SDS students.  
Outcome: The passive offer of leadership skills for SDS volunteer note takers was not pursued due to time constraints; however, SDS encourages volunteer note takers to place their volunteering with SDS on their resume. SDS also prepares formal letters which document the student’s volunteer service for use in student portfolios.  
SDS made a concerted effort to promote leadership activities for all SDS students, including promoting Resident Assistant recruitment, Leadershape, and Orientation Guide recruitment. SDS also promotes Frosh Camp for all first year students, as campus involvement and leadership skills are heavily promoted in Frosh Camp.  
6b. A graduation celebration will be held in April or May of 2012.  
Outcome: A graduation and open house celebration for SWD was held on Friday, May 5 in the SDS conference room. Nine students were treated to brunch and had their photos taken with a staff member or a large stuffed Tom Tiger. Students were appreciative of the efforts of the staff to make their graduation special. |
Instead of inviting former SDS graduates to the graduation celebration, SDS hosted a reunion for graduates on April 21, as part of the Centennial Weekend celebration. Ten students and their family members attended.

<table>
<thead>
<tr>
<th>How will your assessment data shape this strategy in the future?</th>
<th>6b. SDS is likely to host other celebrations for SDS graduates.</th>
</tr>
</thead>
</table>

| How did this strategy support the Strategic Plan? The Vision for Students? | **Understanding and Managing Self**  
6a. Demonstrate autonomy and personal responsibility.  
6a. Enhance physical, psychological, interpersonal and spiritual well-being.  
6a. Possess appropriate self-efficacy.  
**Succeeding as a Professional**  
6a. Identify, develop and articulate competencies necessary to succeed in one’s chosen field.  
6a. Demonstrate effective leadership skills.  
6a. Develop appropriate professional behaviors. |
| --- | --- |

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
</table>
| **Students registered with SDS 2011-2012:**  
518 Females  
372 Males  
890 TOTAL | Advocate equal access and inclusion through Universal Design for all University of Memphis students to all University programs and activities | Registered student numbers have increased by over 180 students in the past 4 years. | It appears that staff follow-through with students who applied to SDS, but did not complete the registration process, is effective in increasing the number of students registering with SDS. |
Finding: The number of students registered with SDS has increased by 180 students over the past 4 years.

Other demographic changes across time:

- The percentage of students with psychiatric disorders registered with SDS has increased from 18% (149/840) to 24% (212/890) of the total SDS population over the past ten years.
- The percentage of students with Attention Deficit Hyperactivity Disorder registered with SDS has increased from 42% (349/840) to 47% (417/890) of the total SDS population over the past ten years.
- The percentage of students with learning disabilities registered with SDS has decreased from 36% (305/840) to 22% (199/890) of the total SDS population over the past ten years.
Graduate and Law Students Registered with SDS 2002-2012

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<th>05-06</th>
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<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
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<tr>
<td><strong>Fall</strong></td>
<td>9.71%</td>
<td>14.06%</td>
<td>15.38%</td>
<td>16.05%</td>
<td>15.30%</td>
<td>17.8%</td>
<td>14.63%</td>
<td>13.62%</td>
<td>16.58%</td>
<td>15.54%</td>
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<td>64</td>
<td>90</td>
<td>100</td>
<td>96</td>
<td>89</td>
<td>109</td>
<td>89</td>
<td>95</td>
<td>121</td>
<td>115</td>
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<tr>
<td><strong>Spring</strong></td>
<td>11.36%</td>
<td>14.06%</td>
<td>16.27%</td>
<td>15.98%</td>
<td>16.39%</td>
<td>16.16%</td>
<td>15.28%</td>
<td>13.25%</td>
<td>17.23%</td>
<td>15.11%</td>
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<td></td>
<td>74</td>
<td>89</td>
<td>98</td>
<td>86</td>
<td>91</td>
<td>94</td>
<td>90</td>
<td>90</td>
<td>122</td>
<td>109</td>
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</table>

Findings: Numbers above reflect the percentage of graduate and law students in the total population of students registered with SDS in a particular semester, as well as the total number of graduate and law students registered that semester. Current numbers indicate that approximately one sixth of students registered with SDS are in graduate or law school.

New Students registered with SDS 2011-2012:

- Summer ‘11: 5
- Fall ‘11: 159
- Spring ‘12: 77

Students registered with SDS who are also Vocational Rehabilitation Clients:

- Fall ‘11: 80
- Spring ‘12: 68
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>2011-2012:</th>
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<tbody>
<tr>
<td><strong>Semester Planning Meetings to set up accommodations</strong></td>
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<tr>
<td>Summer ’11:</td>
<td>102</td>
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<td>Fall ’11:</td>
<td>396</td>
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<td>Spring ’12:</td>
<td>358</td>
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<td><strong>Volunteer Note takers recruited for SDS students in 2011-2012:</strong></td>
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<tr>
<td>Summer ’11:</td>
<td>23</td>
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<tr>
<td>Fall ’11:</td>
<td>254</td>
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<td>Spring ’12:</td>
<td>201</td>
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<td>T =</td>
<td>478</td>
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<td><strong>Books in Alternate Format ordered, scanned and/or edited by SDS in 2011-2012:</strong></td>
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<tr>
<td>Summer ’11:</td>
<td>5 books</td>
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<tr>
<td>2 students</td>
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<tr>
<td>Fall ’11:</td>
<td>136 books</td>
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<td>24 students</td>
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<td>Spring ’12:</td>
<td>120 books</td>
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<td>25 students</td>
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<td><strong>Students Using Interpreting and Captioning Accommodations:</strong></td>
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<td>Summer ’11:</td>
<td>0</td>
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<td>Fall ’11:</td>
<td>7</td>
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<td>Spring ’12:</td>
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<td><strong>1237 Special Accommodation Tests Given at SDS 2011-2012:</strong></td>
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<tr>
<td>Summer:</td>
<td>91</td>
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<tr>
<td>Fall:</td>
<td>655</td>
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<td>Spring:</td>
<td>560</td>
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</table>
Students enrolled in Math Lab 2011-2012

- Summer ’11: 2
- Fall ’11: 25
- Spring ’12: 17

**Fall 2011:**
61.2% of all students who attended 50% or more of SDS Math Lab sessions earned a C- or above.
52% of all students who attended any SDS Math Lab sessions earned a C- or above.

**Spring 2012:**
81.81% of all students who attended more than 50% of SDS Math Lab sessions earned a C- or above.
80% of students who attended any SDS Math Lab sessions earned a C- or above.

Social Skills Group members:
- Fall ’11: 7
- Spring ’12: 6

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<tr>
<th>Students meeting weekly for counseling/coaching by SDS staff members 2011-2012:</th>
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<tr>
<td></td>
<td>Fall ’11:</td>
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<th>Students meeting with the Learning Specialist for learning assistance:</th>
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<td>Fall ’11:</td>
<td>52</td>
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<td>Spring ’11:</td>
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</table>

**Focus on Retention Initiatives**
Aggregate Persistence Data Across Cohorts for LD/ADHD/ASD Program Students that Met Weekly and Did Not Meet Weekly

<table>
<thead>
<tr>
<th></th>
<th>End of 2 Semesters</th>
<th>End of 4 Semesters</th>
<th>End of 6 Semesters</th>
<th>End of 8 Semesters</th>
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<tbody>
<tr>
<td>Cohorts</td>
<td>F07, F08, F09, F10</td>
<td>F07, F08, F09</td>
<td>F07, F08</td>
<td>F07, F08</td>
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<tr>
<td>Met Weekly Persistence</td>
<td>98.78%</td>
<td>82.03%</td>
<td>71.05%</td>
<td>71.92%</td>
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<tr>
<td>Did Not Meet Weekly Persistence</td>
<td>85.43%</td>
<td>66.12%</td>
<td>56.95%</td>
<td>58.34%</td>
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</table>

Findings show that students who participated in weekly academic coaching meetings the first semester they were registered with SDS:
- Had significantly higher persistence rates at the end of 2, 4, 6, and 8 semesters, across cohorts.
## SDS Cohorts: GPAs of Students Registered with SDS based on Weekly Academic Coaching Meeting Participation

<table>
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<tr>
<th>Weekly Meeting</th>
<th>F 07</th>
<th>S 08</th>
<th>F 08</th>
<th>S 09</th>
<th>F 09</th>
<th>S 10</th>
<th>F 10</th>
<th>S 11</th>
<th>F 11</th>
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<th>Average</th>
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<td>2.49</td>
<td>2.74</td>
<td>2.41</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>2.16</td>
<td>2.46</td>
<td>2.49</td>
<td>2.54</td>
<td>2.41</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Yes</td>
<td>2.89</td>
<td>2.6</td>
<td>2.62</td>
<td>2.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>2.54</td>
<td>2.71</td>
<td>2.26</td>
<td>2.50</td>
<td></td>
<td></td>
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</tbody>
</table>
Findings show that students who participated in weekly academic coaching meetings the first semester they were registered with SDS:
- Had significantly higher GPA’s in all but one semester compared to students who did not participate in weekly meetings
- Had significantly higher GPA’s in 75% of subsequent semesters compared to students who did not participate in weekly meetings

<p>| GPAs of Students that met with the SDS Educational Specialist by Frequency of Meetings |
|---------------------------------------------|--------|--------|--------|</p>
<table>
<thead>
<tr>
<th># Students Served</th>
<th>Semester GPA</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All &gt;3X</td>
<td>26</td>
<td>2.98</td>
</tr>
<tr>
<td>&gt;3X Pre &amp; Post Drop Date</td>
<td>19</td>
<td>3.16</td>
</tr>
<tr>
<td>&gt;3x Pre Drop Date Only</td>
<td>3</td>
<td>1.81</td>
</tr>
<tr>
<td>&gt;3x Post Drop Date Only</td>
<td>3</td>
<td>2.97</td>
</tr>
<tr>
<td>&lt;4x Minus SP Only</td>
<td>26</td>
<td>2.68</td>
</tr>
<tr>
<td>Spring 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All &gt;3X</td>
<td>23</td>
<td>2.91</td>
</tr>
<tr>
<td>&gt;3X Pre &amp; Post Drop Date</td>
<td>15</td>
<td>3.3</td>
</tr>
<tr>
<td>&gt;3x Pre Drop Date Only</td>
<td>6</td>
<td>2.08</td>
</tr>
<tr>
<td>&gt;3x Post Drop Date Only</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>&lt;4x Minus SP Only</td>
<td>14</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Data was studied according to the frequency with which students met with the Educational Specialist as well as by the timing of those meetings: before the drop date only, after the drop date only, or both before and after the drop date.

Findings indicate that those students that met with the Educational Specialist a total of more than three times, both before and after the drop date, had higher semester GPAs than students who did not meet as many times and who did not meet both pre- and post-drop date. These students also tended to have higher cumulative GPAs than did those in other categories; however, the GPAs of the students who met with the Educational Specialist more than three times pre- and post-drop date for the selected semesters were slightly higher than their cumulative GPAs.
SDS 10 Year Fall and Spring Semester Outcome Measures Relating to Retention

Percentage of Undergraduate SDS Students on the Dean's List

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>10.59%</td>
<td>11.64%</td>
<td>11.09%</td>
<td>13.64%</td>
<td>8.74%</td>
<td>13.15%</td>
<td>11.95%</td>
<td>12.96%</td>
<td>16.58%</td>
<td>17.12%</td>
</tr>
<tr>
<td>Spring</td>
<td>9.71%</td>
<td>11.21%</td>
<td>12.50%</td>
<td>12.83%</td>
<td>10.56%</td>
<td>11.86%</td>
<td>11.32%</td>
<td>15.28%</td>
<td>14.04%</td>
<td>17.32%</td>
</tr>
</tbody>
</table>

The percentage of SDS students on the Dean’s list has risen significantly over a 10 year period.

Percentage of Undergraduate SDS Students on Academic Warning

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>n/a</td>
<td>5.02%</td>
<td>5.89%</td>
<td>6.62%</td>
</tr>
<tr>
<td>Spring</td>
<td>7.32%</td>
<td>3.83%</td>
<td>4.11%</td>
<td>3.88%</td>
</tr>
</tbody>
</table>

Note: Academic Warning status was first established in the Fall Semester 2008.

Percentage of Undergraduate and Graduate SDS Students on Academic Probation

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<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>7.13%</td>
<td>8.22%</td>
<td>6.98%</td>
<td>5.65%</td>
<td>4.99%</td>
<td>4.75%</td>
<td>3.62%</td>
<td>8.61%</td>
<td>7.95%</td>
<td>9.59%</td>
</tr>
<tr>
<td>Spring</td>
<td>8.14%</td>
<td>7.11%</td>
<td>6.52%</td>
<td>5.39%</td>
<td>3.78%</td>
<td>7.99%</td>
<td>7.97%</td>
<td>6.77%</td>
<td>10.34%</td>
<td>10.26%</td>
</tr>
</tbody>
</table>

The percentage of SDS students on probation mirrors that of the University as a whole. Figures for the U of M as a whole generally do not combine undergraduate and graduate populations, so SDS will be separating these two groups in the future.

Percentage of Undergraduate and Graduate SDS Students on Academic Suspension

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>2.88%</td>
<td>4.36%</td>
<td>3.57%</td>
<td>2.33%</td>
<td>2.58%</td>
<td>1.64%</td>
<td>1.32%</td>
<td>1.29%</td>
<td>0.82%</td>
<td>1.62%</td>
</tr>
<tr>
<td>Spring</td>
<td>3.58%</td>
<td>3.95%</td>
<td>1.86%</td>
<td>2.22%</td>
<td>1.98%</td>
<td>1.24%</td>
<td>0.65%</td>
<td>1.62%</td>
<td>1.13%</td>
<td>1.66%</td>
</tr>
</tbody>
</table>
In general, the percentage of SDS students on Academic Suspension has declined over a 10 year period. The percentage of SDS students on suspension mirrors that of the University as a whole. Figures for the U of M as a whole generally do not combine undergraduate and graduate populations, so SDS will be separating these two groups in the future.

**Community Service Hours:**
Each Fall and Spring semester, over 200 University of Memphis students serve as volunteer note takers for students with disabilities. During 2011-2012, University of Memphis students served as classroom note takers for over 475 classes. The generosity of student volunteer note takers adds up to more than 20,000 community service hours to the U of M community and helps the University provide quality accommodations to students with disabilities. University of Memphis students ARE dreamers, thinkers and DOERS!!

**Number of undergraduate student employees** in your department: 0

**Number of graduate student employees/assistants in your department:** 6 GA’s and 1 Graduate Student Worker

**List any awards or other notable accomplishments by the department, individual staff, or students.**

- University of Memphis graduate Brittany Carter was awarded the 2012 Outstanding Student Award from the Tennessee Association on Higher Education and Disability (TN AHEAD).

- Jennifer Murchison, SDS Assistant Director, served on the TN AHEAD board this year as Past President.

- SDS and Career Services received the *Greenberg Award for Innovation* for 2011 at the Career Opportunities for Students with Disabilities annual conference. The award was given for the Career Tracks Program created by the two departments and run by Heather Dannison, Graduate Assistant with both departments.

- SDS and the U of M Foundation received a donation from a U of M and SDS alum, donating a percentage of her estate, in her will, to a scholarship fund for SWD who do not receive state funding from Vocational Rehabilitation. The student wanted both to give back to SDS and to “pay it forward” via her will.
Quotes from “thank you notes” and emails sent to SDS during 2011-2012:

From a student:
“I just wanted to thank you so much for working with me in the Fall to find out if I had a learning disability. I just graduated [from a graduate/professional program] and I know I couldn’t have done it without your help. Because of you . . ., I felt like my old self and was able to get back my desire to learn.” NOTE: On the front of the card are a butterfly and the words: “You are free to fly”

From an on-campus colleague:
“Just wanted to pass on a compliment that your office was given. One of my best friend’s daughters attends an expensive college in another state. She was home this summer and wanted to get a few courses at U of M. She was having a bit of trouble and she stopped by your office and requested assistance. She came home gushing to her mom about your office—how professional the staff was, how kind they were to her, how helpful they were. She could not believe how well she was treated, and I quote ‘. . . especially since I’m not really a student there!’”

From a student, after receiving a congratulatory email from SDS upon making the Dean’s List:
“I wanted to thank you for taking the time to congratulate me for making the Dean’s List for Fall 2011. I have always appreciated the help and guidance I have gotten from you and all the other friendly folks in the disabilities office. I know if it hadn’t been for you [the SDS staff], I wouldn’t be in the position I am in now to graduate here in August. Thanks again for your support and encouragement.”

From a student:
“Did I ever tell you how much I appreciate having a counselor that is a ‘real’ person? Well, I truly do appreciate that I can come and bear my school burdens on a tower of strength and be professionally directed, and feel that I am a person, not a number. You have a gift for your profession.”

From a graduating student:
I would like to thank you for everything you did for me at the University of Memphis. You were always there for me. It definitely helped me to stay focused on my goal. I will always remember your kindness and thoughtfulness.”

From a graduating student:
Thank you for all of the help with all of my papers and projects over the years. I do not think I would be graduating this year without all of your help. Thank you for . . . all of your patience . . .”

From a student:
“Just wanted to say thank you for everything you did for me this semester. You helped me a lot when most could not. My grades turned out nice this semester: A+ . . . A- . . . A . . . and a B+. . . . Once again, thank you!”
From a student:
A card and a photograph the student took of a hot air balloon getting ready to take flight; the photo is entitled: “It Takes Fire to Fly”. “This photo shows what it takes to get the balloons into the air. I chose this one just for you because you have been a fire for me. You were always there when I needed help or encouragement. You knew that I could fly in spite of my disabilities. All I needed was the right amount of fire.”

From a student:
"Career Tracks, a program run by Student Disability Services and Career Services, provided me with the tools I needed to better my resume and interviewing skills for a national internship. Through the guidance of my Career Tracks counselor, I was able to attain an internship with a Fortune 60 company." - Brian Duley