Department Name  Student Disability Services

Location  110 Wilder Tower

Phone Number  678-2880

Web Site  http://saweb.memphis.edu/sds/

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 provides services and accommodations to University of Memphis students with disabilities who provide appropriate professional documentation of the functional limitations relating to a diagnosed disability. Students are assigned to one of two caseloads, the LD-ADHD caseload or the General caseload, which serves students with chronic health, mobility, psychiatric, speech and communication, traumatic brain injury or visual disabilities. An Educational Specialist and a Math Tutor provide extensive academic assistance to students in individual and
small group sessions. Test Proctoring for special accommodation tests is provided in the SDS office. Caseload Coordinators and Graduate Assistants provide weekly monitoring and counseling to students who are new to SDS.

3 main departmental goals and related accomplishments/results for 05-06

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

**Results/Accomplishments #1A** Created new written policies and procedures for notetaker accommodations, [http://www.people.memphis.edu/~sds/g-ds.htm#k](http://www.people.memphis.edu/~sds/g-ds.htm#k), and alternate format text requests, [http://www.people.memphis.edu/~sds/g-ds.htm#l](http://www.people.memphis.edu/~sds/g-ds.htm#l), to promote student independence, responsibility and accountability.

**Results/Accomplishments #1B** Promoted student adherence to established procedures for services; continued staff emphasis on teaching students to follow those procedures.

Posted monthly announcements and important policies and information on the SDS website, and posted hard copies of the same information on the SDS Bulletin Board and in the SDS office.

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

**Results/Accomplishments #2A** Updated the SDS Adaptive Technology Lab (ATL) and the SDS office and testing computers with up-to-date hardware and software. Purchased 3 new computers for SDS testing rooms to handle the increased number of students needing computers for special accommodation tests.

**Results/Accomplishments #2B** Formalized a line item for AT in the Technology Access Fee (TAF) budget: $38,500 is budgeted for AT and a GA in SDS AT Lab.

**Goal #3** Improve retention and graduation rates for students with disabilities.

**Results/Accomplishments #3A** Completed pilot Probation Intervention Study with the following results:

Of the 34 students who were contacted, 10 had some interaction (1-3 meetings with SDS) and 7 participated fully. GPA results (“Negative” refers to GPA’s that decreased or caused academic suspension and “Positive” refers to GPA’s that increased or avoided academic suspension) and student feedback indicate that SDS contact and assistance is beneficial to understanding current limitations and to learning new behaviors.

<table>
<thead>
<tr>
<th>No Contact (17)</th>
<th>1-3 Meetings (10)</th>
<th>Participated Fully (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrew: 24.00%</td>
<td>W: 30.00%</td>
<td>W: 000.00%</td>
</tr>
<tr>
<td>Negative: 31.25%</td>
<td>Neg: 20.00%</td>
<td>Neg: 000.00%</td>
</tr>
<tr>
<td>Positive: 43.75%</td>
<td>Pos: 50.00%</td>
<td>Pos: 100.00%</td>
</tr>
</tbody>
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**Results/Accomplishments #3B** Improved the number of statistics and reports produced to help monitor individual and group progress on issues having an impact on retention and
graduation.

Current focus is on collecting and organizing past data in a place accessible to all SDS staff as well as compiling and organizing student-related data across time. These platforms for data will assist SDS to identify trends and more appropriately plan for the future.

**Initiative #1:** Reinstated participation in the Workforce Recruitment Program, a nationwide program co-sponsored by the Office of Disability Employment Policy, the U.S. Department of Labor, and the U.S. Department of Defense, designed to provide employment opportunities in the federal and private sectors for qualified college students with disabilities. Ten SDS students participated in 2 training sessions conducted by Career Services and then interviewed with the national recruiter.

**Initiative #2:** Increased the amount of information for faculty on the SDS website. New information includes specific instructions regarding how to handle requests for academic accommodations and helpful links to resources to assist faculty to better understand and assist their students with disabilities.

**Initiative #3:** Established a Student Advisory Panel to serve as advisors to the SDS Director on issues relating to disability access on campus and to find means to promote greater understanding of disability in the University community.

**Up to 3 student learning objectives and outcomes for 05-06**

**Student learning objective #1** Understand the meaning of independence, responsibility and accountability and their importance for school and life.

**Assessment Method #1:** SDS Annual Student Satisfaction Survey

**Outcome #1** The last two years of the SDS Annual Student Survey show similar results from a question asking student respondents to name 3 things they learned from SDS:

SDS is a supportive place with supportive staff members
How to use time more effectively
Greater knowledge of self attributes
How to ask for help and assistance
Improved self esteem
Improved learning and study methods
Greater understanding of disability-related accommodations and individual needs

**Student learning objective #2** Learn how to use appropriate Assistive Technology to increase academic effectiveness and overall independence.

**Assessment Method #2:** Track use of SWD who utilize AT instruction through SDS.

**Outcome #2** 19 students were introduced to various forms of Assistive Technology during 2005-2006, including voice recognition software, screen enlargement software, and screen reader software.

**Student learning objective #3** For SDS students on academic probation: Identify disability
symptoms that interfere with academic success. Articulate the behaviors that need to be changed in order to improve academic status. Improve Spring semester GPA compared to Fall semester GPA enough to prevent academic suspension.

**Assessment Method #3:** Compare Fall Semester GPA’s with Spring Semester GPA’s for students on probation meeting weekly to work on above learning objectives.

**Outcome #3** Of the 7 students who participated fully with SDS, 100% had GPA's sufficient to continue as U of M students, without academic suspension, as compared to a 31.25% rate of academic suspension for the 17 students on probation with whom SDS had no contact. (See results and accomplishments for Goal #3 above.)

**3 main bragging points for department - Optional**

**Bragging point #1** A Student Disability Services Student Advisory Panel was begun in the Fall Semester 2005. Panel members met 3-5 times during Fall and Spring semesters to discuss current issues pertaining to SWD on campus and to give advice and counsel to the Director of SDS. Panel members planned and presented a Disability Awareness Presentation for the MIMSAC conference and made a panel presentation for a graduate level Psychology course. Panel members also made recommendations regarding access issues for the new University Center. Panel members served as a model Focus Group to try out the focus group as a future method of assessing Student Disability Services.

**Bragging point #2** SDS staff participated in a number of sessions to increase understanding of all aspects of diversity. Interactions about diversity issues occurred during staff meetings and involved all staff members and GA’s. Staff members discussed aspects of concern regarding issues of race and disability. An SDS GA created an information sheet for the SDS staff on issues relating to gender diversity which will be used to generate discussions in 2006-2007.

**Bragging point #3** Susan Te Paske, SDS Director, served on a Peer Review Team of Disability Services at Austin Peay University at the request of the TBR in the Fall Semester 2005.

**Revenue Producing Initiatives and Results:** Historically, SDS has not charged money for presentations given in the community, considering community presentations to be a part of SDS outreach efforts. This year, when the Dyslexia Foundation paid speaker Susan Te Paske $75.00 for speaking to the group, and Ms. Te Paske accepted the money and placed it in the SDS gift account. This small donation may be a first step in viewing off-campus and evening or weekend speaking engagements as opportunities to receive donations to the SDS gift fund.

Nelda Scruggs, SDS Math Tutor and Educational Assistant, solicited many small gifts from area businesses to give to students at 4 SDS Orientation sessions conducted in the Fall and Spring to reward attendance and participation. This was a first time effort and was extremely well received by students. SDS plans to continue to solicit donations to use for Orientation and to show recognition for students who have shown positive growth during the semester.

**Community Involvement and Partnerships:**

#1: Memphis Center for Independent Living set up a satellite office in the SDS office 1
afternoon per month to meet with SDS students on any aspect of disability that effects daily life.

#2: SDS staff members toured the Clovernook Center for the Blind and Visually Impaired and established a working relationship with the Director and staff for future collaboration.

#3. SDS co-sponsored a Town Hall Meeting on Transition with Tennessee Protection and Advocacy to promote knowledge and awareness of programs and services for young adults with disabilities.

**Collaborative Efforts:** Collaborated with Career Services staff to train 10 students with disabilities participating in the Workforce Recruitment Program in resume writing, interview skills and how to discuss disability-related issues with prospective employers.

**What students learn from Student Affairs:**
From SDS Student Surveys asking What did you learn from working with SDS?

SDS is a supportive place with supportive staff members
How to use time more effectively
Greater knowledge of self attributes
How to ask for help and assistance
Improved self esteem
Improved learning and study methods
Greater understanding of disability-related accommodations and individual needs

**If applicable, 3 major 05-06 events/programs/etc. with description, attendance info, money raised**

**Event #1** "Transition to College for Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder" was a program presented at the U of M by SDS staff members for local high school juniors and seniors with LD and ADHD and their parents in April 2006. Forty eight parents and students attended the 2 hour program which highlighted how to prepare for college and what to expect regarding differences between high school and college for students with LD and ADHD.

**Contact summaries for the 05-06 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: 736

Law and Grad Students: Summer: 47
Fall: 96 (15.94% of total)
Spring: 86 (15.98% of total)

New Students: Summer: 9
Fall: 120
Spring: 45

Semester Planning Meetings: Summer: 107
Fall: 316
Spring: 247

Students Meeting Weekly
With an SDS Staff Member: Fall: 57
Spring: 51

Students Enrolled in Math Lab: Summer: 8
(each student meets 2-3 times Fall: 28
per week) Spring: 25

Classroom Tests Administered
at SDS 2005-2006 1473 tests, for 583 classes
for 277 students

WEB-CT Tests Fall: 74 (11 students)
Administered Spring: 36 (10 students)

Computer Only Tests Fall: 41 (17 students)
Administered: Spring: 42 (17 students)

SDS students on Dean’s List: Fall: 64 (10.63%),
Spring: 58 (10.78%)

Volunteer Notetakers recruited
for SDS students: Summer: 15 notetakers for 12 students
Fall: 94 notetakers for 25 students
Spring: 113 notetakers for 31 students

3 Main initiatives for 06-07

**Initiative #1** Develop a sample Learning Module, accessible through the SDS website, to teach and assess one aspect of SDS procedure or policy. (Example: A learning module about the process of applying for notetaking services or alternate format texts.)

**Initiative #2** Develop and coordinate a plan of operation for serving students with disabilities at the Millington, Jackson, and Carrier campuses.

**Initiative #3** Develop a plan to improve recruitment of students who will benefit from learning Assistive Technology (AT); implement measures to follow through with teaching the use of AT and with assessing the learning that takes place.