**STUDENT AFFAIRS 07-08 ANNUAL REPORT DATA**

**IMPORTANT:** Please submit by **August 20, 2008** and be sure to **read the form instructions.** As you prepare this be sure to refer to last year’s division report and the departmental reports by clicking the link below (will open up in new window).

[2006-2007 Division of Student Affairs Annual Report](http://saweb.memphis.edu/studentaffairs/annualreport0607.htm)

<table>
<thead>
<tr>
<th><strong>Department/Sub-Department Name:</strong></th>
<th>Student Disability Services</th>
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</thead>
<tbody>
<tr>
<td><strong>Location:</strong></td>
<td>110 Wilder Tower</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>678-2880</td>
</tr>
<tr>
<td><strong>Web Site:</strong></td>
<td><a href="http://saweb.memphis.edu/sds/">http://saweb.memphis.edu/sds/</a></td>
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<tr>
<td><strong>Number of Full-Time Staff:</strong></td>
<td>7</td>
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**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

**1. Major departments/functions/offices/responsibilities - brief listing:**

Student Disability Services provides services and accommodations to University of Memphis students with disabilities who provide appropriate documentation relating to a diagnosed disability. Students are assigned to one of two caseloads, the LD-ADHD
caseload, serving students with learning disabilities, Attention Deficit Hyperactivity Disorder, and Asperger’s Syndrome; 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 need monitoring or are new to SDS. Training in Assistive Technology is provided by staff members and a Graduate Assistant, who staffs the AT Lab in McWherter Library.

2. **Up to 3 student learning objectives and outcomes for 07-08:**

**Student Learning Objective #1** - Relates to Goal: Develop independence, responsibility and accountability in students with disabilities (SWD) through student learning.

SLO’s: The student will:

- understand his/her disability-related functional limitations and be able to articulate those limitations
- learn appropriate techniques to compensate for and accommodate disability limitations to move toward academic success
- be able to evaluate methods which compensate for and accommodate functional limitations to determine and use those which most effectively achieve desired outcomes

**Outcome #1 (with supporting data)** - Responses to “Name three things you have learned in working with SDS ([Spring 2008 SDS Student Survey](#)); most of the responses related to SLO #1, and those are listed below:

- 31 responses labeled attributes of self which allowed the student to succeed
- 18 responses mentioned knowing how to ask for help
- 15 responses mentioned increased confidence and self esteem through supportive environments such as SDS
- 14 responses mentioned the math or writing support available in SDS
- 7 responses mentioned learning the types of accommodations that were helpful to them
- 7 responses mentioned learning organization strategies
- 6 responses mentioned learning how to talk with professors
- 6 responses mentioned learning new study techniques
- 6 responses mentioned learning time management
It appears that SDS is making progress several SLO aspects of Goal #1.

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

SLO’s: The student will:

- learn to use appropriate AT to increase academic effectiveness and overall independence
- be able to access appropriate AT from various labs on campus

**Outcome #2 (with supporting data)**-Responses to “What was helpful to you in the “training” experience? What could have been improved? What have you learned about AT from SDS?” *(SDS AT Phone Survey-Spring 2008)* Responses are summarized below:

- Students indicated that “cheat sheets” with step by step instructions for how to use software and hardware are helpful.
- Students currently using AT are not aware of all the software and hardware we have; we need to continue to further educate students during Semester Plan meetings and other contacts by mentioning additional AT that will be helpful to them.
- One-on-one training was mentioned as very helpful; we need to continue to provide specific one-on-one sessions, particularly by the AT Lab GA.
- Our AT GA, who reviewed the phone interview responses, noted that the students he knew by name and that he had worked with personally, seemed to have a generally more positive experience with AT. He suggested that the new GA try to form a good working relationship with anybody who comes in the lab more than once. He believes that would assist students to learn about other types of AT that might be helpful to them, as well.

The AT Survey responses have useful ideas for the SDS staff and the new AT GA to use in the coming year.

**Student Learning Objective #3**-Relates to Goal: Improve retention and graduation rates for students with disabilities.

SLO’s for Probation Intervention Program:

- identify disability symptoms that interfere with academic success
- articulate the behaviors that need to be changed in order to improve academic status
- explain, try out and effectively utilize time management, environmental, organizational, and study strategies to improve academic success
- improve Fall 2007 semester GPA (as compared to Fall 2007) to prevent academic suspension

**Outcome #3 (with supporting data)**

See Probation Program results under #11.
3. **3 main departmental goals and related accomplishments/results for 07-08:**

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

**Results/Accomplishments #1A**-Completed a new general SDS Brochure suitable for prospective students, current students, parents, counselors, and U of M faculty and staff.

**Results/Accomplishments #1B**-Continued to edit and streamline processes to find and retain data; continued to create written protocols and procedures—all to promote a common interpretation and consistency among the SDS staff—so we can effectively teach students the appropriate policies and procedures, and so we can document what we do and how well it works.

- Continued work on the SDS Database and end of semester reports to clarify and streamline data input and data output (thanks to Pat)
- Continued work to organize and edit the O-Drive (common location for all SDS documents)
- Continued work to create or edit protocols or policies for every aspect of SDS

**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**-Completed an extensive inventory of all SDS hardware, software, and surplused all outdated SDS and SDS-TAF equipment; subsequently added new TAF-funded hardware and software in the SDS AT Lab in McWherter, the SDS office, 3 ESP Labs, Smith Chemistry Computer Lab and SSS Computer Lab. All the above work is reflected in the revisions made in the SDS equipment database.

**Results/Accomplishments #2B**-Began creating “cheat sheets” of information for students with step-by-step directions on how to operate specific kinds of AT.

**Goal #3:** Increase the knowledge of SWD about the skills and experiences necessary to succeed in obtaining a career placement.

**Results/Accomplishments #3A**-Ten students participated in the Workforce Recruitment Program (WRP) which comes to campus to recruit SWD for internship positions. Career services conducted 2 training sessions to prepare the 10 candidates for submitting their resume and for participating in the interview. After the interview process, five students received phone interviews (an all time high!); subsequently, three students received internship offers (an all time high!). Unfortunately, none of the students were able to accept their internship offers.

**Successful Outcome!** One student is now employed as a result of the WRP interview process. On July 1, he began his position an accountant for the Department of Defense in Columbus, Ohio!

**Results/Accomplishments #3B**-IN SEARCH OF A GRANT...see #13, Initiative #2

4. **Individual staff and student accomplishments:**

- Jennifer Murchison served as Membership Chair for TN-Association for Higher Education and Disability (TN-AHEAD).
- Susan Te Paske served as Immediate Past President for TN-AHEAD.
- Phil Minyard initiated a TN-AHEAD committee on Assistive Technology.
• Phil Minyard served on the Visual Disabilities Special Interest Committee and the E-text Special Interest Committee for AHEAD.

5. **3 main bragging points for department – What top administrators should know about your area:**

**Bragging point #1:** Student Disability Services staff members are constantly learning new things in order to provide appropriate services and **accommodations to SWD**. New students with disabilities, with different accommodation needs, enrolled in a huge variety of classes, enter the U of M each semester. Academic programs and practices change often. SDS staff members are proactive in learning new things in order to respond to recent changes such as:

- an increase in the number of students who are deaf and who use sign language interpreters or captioning services
- an increase in the number of students needing computers and/or assistive technology for online and regular tests
- an increase in the variety of Assistive Technology available to assist students with disabilities to perform independently
- an increase in the number of students with visual impairments and/or learning disabilities who need alternate format texts
- an increase in the number of students with Asperger’s Syndrome who need social and communication skills coaching

**Bragging point #2:** Spring 2008 SDS Survey Data:

- 99% of students feel welcome when they walk in the door of SDS
- 92% of students say their expectations of SDS are routinely met

**Bragging point #3:** During 2007-2008, 43% of students registered with SDS earned a 3.0 or better each semester.

6. **Revenue Producing Initiatives and Results:**

None; however **SDS has saved at least 29,000 over the past 2 years by hiring contract interpreters rather than by solely using the local interpreting services—and students are please with the results!**

7. **Community Involvement and Partnerships:**

- Met with Dr. Patricia Toarmina, Director of Special Education for the Memphis City Schools, and Stephanie Gatewood, MCS School Board member, to discuss transition issues (high school to college) for students with disabilities
- Met with Roger Boeving of Disability Law and Advocacy Center (DLAC) to discuss current initiatives for DLAC and then set up a focus group of U of M students with disabilities who are Vocational Rehabilitation clients, to assist Mr. Boeving to gather information about how VR can improve service to its clients
- Collaborated with a local education and disability consortium to assist them with an idea for an Assisi grant application; they will be producing materials for educators and parents on students with Asperger’s Syndrome
8. **Collaborative Efforts:**

Collaborated with:

- Parking services regarding ongoing parking issues for SWD
- Police Services regarding communication with students with disabilities during safety evacuation of buildings
- Law School Dean and Associate Dean regarding how to address disability-related cases of inappropriate behavior; addressed whether priority registration and course selection should be disability-related accommodations
- Music faculty regarding how a vocal music major with a severe visual impairment and no knowledge of Braille could learn his music; interacted with Clovernook center for the Blind regarding training to learn Braille music; hired a person to create Braille music; ordered some Braille music selections from the Library of Congress
- Residence Life regarding a case involving communication breakdowns, inappropriate behavior and inadequate life skills for a student wheelchair user who risked eviction from her Carpenter apartment if behavior did not change
- HMSE Chair and faculty regarding essential requirements for CPR courses; regarding a campout experience for Camping class for a student with current medical issues; and regarding accessibility problems with the Fieldhouse, including a disability-related Office of Civil Rights complaint filed by a student not registered with SDS
- Career Services staff to train 10 students with disabilities for the national Workforce Recruitment Program (WRP)
- Department of Anthropology (in a department meeting) to clarify procedures and questions relating to teaching students with disabilities
- Frosh Camp staff regarding accessibility issues for 3 SWD attending Frosh Camp
- Academic Status and Retention regarding SWD served by both offices
- Center for Athletic Academics regarding student athletes with disabilities
- Legal Council, science faculty, campus architects, and the Office of Civil Rights to clarify access issues in various science labs across campus
- McWherter Library Reference Staff (in a presentation-discussion) regarding what they needed to know to serve SWD in the Learning Commons

9. **If applicable, 3 major 07-08 events/programs/etc. with description and assessment data (attendance info, funds raised, etc.):**

<p>| Event #1 | SDS staff presented 2 programs on <em>Transition to College for Students with Learning Disabilities and/or Attention Deficit/Hyperactivity Disorder</em> for high school juniors and seniors and their parents. Attendance: 90 |
| Event #2 | <em>Disability Awareness Workshop</em> a collaborative effort of Junior Emerging Leaders and SDS Student Advisory Panel for U of M students and faculty. Attendance: 55 |</p>
<table>
<thead>
<tr>
<th>10.</th>
<th>Detailed utilizations numbers (contact summaries) for 07-08 as applicable – headcount counseling sessions, cases, programs held, students housed, children cared for, tests administered, interviews hosted, internships posted and filled, etc.</th>
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**Students Registered with SDS:** 710

**Law and Grad Students:**
- Summer: 61 (24% of total # of Summer students)
- Fall: 109 (17.8% of total # of Fall students)
- Spring: 91 (16% of total # of Spring students)

**New Students:**
- Summer: 13
- Fall: 123
- Spring: 45

**Semester Planning Meetings:**
- Summer: 92
- Fall: 310
- Spring: 250

**Students Meeting Weekly for Counseling/Coaching by SDS Staff Members:**
- Fall: 76
- Spring: 50

**Students Enrolled in Math Lab:** (each student meets 2-3 times per week)
- Summer: 10
- Fall: 27
- Spring: 22

**Classroom Tests Administered at SDS 2007-2008:**
- 1418 tests for 463 classes for 261 students
SDS students on Dean’s List:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Fall</td>
<td>66</td>
<td>(10.8%)</td>
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<tr>
<td>Spring</td>
<td>56</td>
<td>(9.8%)</td>
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Volunteer Notetakers recruited for SDS students:

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<tr>
<th>Semester</th>
<th>Notetakers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Summer</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>116</td>
<td>38</td>
</tr>
<tr>
<td>Spring</td>
<td>155</td>
<td>47</td>
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NOTE: Notetaker requests and recruitment hit an all time high during the Spring 2008 semester!

11. Last year we asked you, “In planning for 07-08, what intentional data can you collect to produce and analyze retention data and results?” If you have not already addressed this in your submission, did you do this? What did you collect and what retention and graduation data do you have?

UPDATE: The Quest for SDS Retention and Graduation Data:

Spring 2008: Met with Stephanie Thompson in Institutional Research to discuss various options for a longer and more specific study (than previous 2004 study) of retention and graduation rates for students registered with SDS. Ms. Thompson subsequently left the U of M for other employment.

August 2008: Met with Stephanie Blaisdell to discuss plans for request of retention, graduation and persistence data over an 8 year period for all students registered with SDS; the same information would be gathered for groups of students registered with SDS by disability category; all would be compared to data for all undergraduate students at the U of M. Submitted the request for data to OIR. Conferred with Raj (Data Warehouse), Gary Donhardt, Pat Prahalathan, Tom Nenon, and Cathie Serex regarding where who would supply SDS data. We are now on the OIR work schedule to for October 2008.

Probation Intervention Program results:

27 students registered with SDS were on probation following Spring 2007. All 27 were contacted; 5 had some interaction (1-3 meetings with SDS); and 7 participated fully (weekly meetings). GPA results: “Neg” or “Negative” refers to GPA’s that decreased or caused academic suspension and “Pos” or “Positive” refers to GPA’s that increased or avoided academic suspension. Interactions involved an assessment of behaviors causing Probation Status followed by weekly meetings coaching students about new behaviors.
71.4% of students interacting fully with SDS had positive GPA outcomes; The Challenge: Convincing students to interact with SDS after performing poorly academically.

12. Please review your 07-08 planning document and discuss your achievement of your goals or any departures from your plans.

Goal #1 Proposed Work:

- Interactive Learning Modules got sidetracked as the original module was not programmed interactively. We are not certain the idea was worth the effort.
- A good deal of work was completed on written protocols for SDS policies and procedures.
- New SDS brochures were created; a new SDS handbook was scrapped and new SDS ads were created instead.
- O-Drive construction and editing was continued.

Goal #1 Work (in addition to that proposed):

- Significant D-Base updates were completed.
- An education campaign was mounted to educate students needing alternate format texts about the reasons SDS needs the alternate format book requests as early as possible; we are still campaigning, and the results are improving
- Consistency on the part of the Test Coordinator resulted in few students arriving late for tests and few students turning test accommodation forms in late

Goal #2 Proposed Work:

- Started work with ALC on D2L accessibility. Created a text editing document for ALC; ALC did not follow up until year end.
- Met with IT personnel regarding web accessibility. They seem to be doing a good job with text access on U of M websites.
- Researched new AT options and purchased them.
- Trained several SDS staff in how to access several kinds of AT.

Goal #3 Proposed Work:

- Continued the Probation Intervention Program for students on probation for Fall 2008.
Goal #4 Proposed Work:

- Did a minimum amount of interaction with possible on-campus collaborators (Dr. Schiro-Geist and Dr. Zanskas) regarding possible grant opportunities for career development for SDS students.

Goal #5 Proposed Work:

- Did some editing of the faculty portion of the SDS website.
- Created and presented an SDS Faculty award. (Student Advisory Panel’s work)

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<tr>
<th>13.</th>
<th>Please reiterate from your 08-09 planning document your 3 main initiatives for 08-09 and explain any revisions made to your plans since your 08-09 planning meeting with the AVP group.</th>
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<tbody>
<tr>
<td><strong>Initiative #1</strong> Establish, through OIR, retention, graduation and persistence rates over an 8 year period for all students with disabilities, and for 7 different disability categories. The request for this information has been submitted to OIR. Work on the programming will begin in early October.</td>
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| **Initiative #2** Research grant options for a career and disabilities grant. 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 those who will conduct the program.  

After several interactions with individuals close to the Assisi Foundation grant program, I determined that our grant proposal would fit well with the Assisi goals; however, I found out that the Foundation has granted over 1 million dollars to the U of M recently, so Dr. Raines is not currently allowing any Assisi proposals.  

The Department of Education has some very lucrative 3 to 5 year grants for which we might qualify; they are extremely complex grants which require research components and must involve faculty partners.  

The Lumina Foundation or the state Diversity Grants might be possible sources of funds. |
| **Initiative #3** Continue to volunteer to provide presentations, workshops, discussion sessions for faculty, particularly with departmental groups.  

Recent presentations: English department undergraduate faculty and TA’s  

Health and Sport Sciences department faculty |