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Wichita State University  1845 Fairmont Wichita KS 67260-0132
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MISSION STATEMENT

Our mission is to enable the students, staff, faculty and guests of Wichita State University to achieve their educational goals, both personal and academic, to the fullest of their abilities, by providing and coordinating accessibility services which afford individuals with learning, mental or physical disabilities the equal opportunity to attain these goals.
ODS Staff

Grady Landrum
Director

Kathy Stewart
Assistant Director

Makenzi Jones
Administrative Specialist

Christina Gregory
Senior Administrative Assistant
Office of Disability Services

Director
Grady Landrum

Assistant Director
Kathy Stewart

Staff Interpreters
Debbie McCann
Lisa Price
Debra Willis

Contract Interpreters

Senior Administrative Assistant
Christina Gregory

Administrative Specialist
Makenzi Jones

Graduate Assistant

Student Assistants
Staff Interpreters

Debbie McCann
Lisa Price
Debra Willis

Contract Interpreters

Amy Fowler
Patti Ballinger
Susan Goodwyn
Darla DeSpain
Rheba Dean

Teresa Schoch
Jeannine Schaffer
Stephanie Fricke
Susannah McClure

Student Assistants

Lizzie Enlow
Maddie Widener
Craig Seals
Angel Sanow
Josh Hardy
Avinash Beeravolu*
Varun Mogarala
Nicole Sullivan
DeeDra’ Branson
Megan Branson

*GA
Introduction

This report will summarize the activities of the Office of Disability Services (DS) and provide the reader with a breakdown of the demographic makeup of the students we serve and the array of services provided by our office. Our office staff experienced the retirement of two people this year: Ann Heard (June 07) who was here for 8 years and Mary Rice (January 08) who was here for 16 years. Mrs. Rice and Mrs. Heard were very instrumental in establishing many of our office policies and our main database. They will be missed greatly.

When Mary Rice retired (January 08) as the Administrative Specialist, a decision was made to rewrite the job descriptions for Administrative Specialist and Senior Administrative Assistant to meet the needs of the office. Ms. Jones applied for the Administrative Specialist position and was hired as the AS. We did a search for the Senior Administrative Assistant in the spring of 2008 and hired Christina Gregory.

Makenzi Jones, Senior Administrative Assistant (6/07-1/08)
Administrative Specialist (1/08-present)

Ms. Jones was hired in July to fill the Senior Administrative Assistant position that was vacated when Ann Heard retired in June 2008. The first order of business for Ms. Jones was to reorganize the front office area and hire new student assistants for the Fall 07 semester. Ms. Jones did a great job working with the Purchasing Department to select and buy new office furniture for the main reception area. The front reception area had not been changed significantly in 8 years and had become less than functional. The new area is more inviting and user friendly and we have received many compliments on the new feel to the office.

We also decided that we needed to create two new offices out of a large office space that was previously occupied by Ms. Heard and student assistants. A new area was needed for student assistants to facilitate the conversion of text books into audio books for students. This is becoming a more intensive process and we felt an office area dedicated to this would be helpful. Ms. Jones’ office area ensured privacy, especially when dealing with SA issues or when meeting privately with a student. This process took most of the fall semester to complete but it has turned out to be a great benefit to the work of the office.

It was determined that remodeling the computer lab would make more space available for students and computers in the lab. The prefabricated work stations were removed and replaced with tables that are better designed for computer work areas. This remodeling allowed us to place two additional computers
in the lab. With the additional office space for student assistants we have reduced the usage of computers in the lab for converting textbooks, thereby providing even more computers for the students we serve.

Ms. Jones has done a good job in adapting to the duties associated with the operation of the reception area. She has done an outstanding job training our student assistants in good customer service. She effectively scans and converting books. She continues to develop new procedures for the student assistants to ensure the front office runs smoothly.

Christina Gregory, Senior Administrative Assistant

Ms. Gregory spent the first few months with us getting trained on many of the Banner processes that our office uses and also learning our office policies and procedures. She has done an excellent job learning Banner and becoming the office expert in this system. Ms. Gregory has worked extensively through our student records and has purged the system of old files and placed them in storage. She has developed a process of identifying files that are more than three years old so we can move them to storage easily. This past year ODS has started uploading information regarding our students to Banner and she does this on a regular basis. She has entered data as far back as the Fall 2006 semester and we will explore going back further if we have that capability.

Kathy Stewart, Assistant Director
KQAS 5/5, Master Mentor, KAI-RID President

WSU continued to provide excellent interpreting services to our students who are deaf, and many of our interpreters worked to expand their knowledge and skill by participating in workshops and conferences. Several of these interpreters then passed that knowledge and skill on to other interpreters throughout the state by presenting workshops in collaboration with the Kansas Department of Education and the Kansas Association of Interpreters-Registry of Interpreters for the Deaf. There were a total of 40 workshops presented through the Department of Education and WSU interpreters presented at least 12 of those.

In an effort to promote the interpreting profession, to improve the quality of interpreters, and to make sure we have new interpreters entering the field throughout the state of Kansas, our office has been actively involved with the interpreter training program offered through Cowley College, and with American Sign Language classes at WSU. Mrs. Stewart worked as an adjunct faculty member for both institutions this year, and she collaborated with Cowley College interpreting students by placing them in practicum positions with deaf students and staff interpreters at WSU. Mrs. Stewart has also served on several committees and an advisory board for the Kansas Commission for the Deaf and Hard of Hearing. The Commission is responsible for the state’s certification program for interpreters and has been developing the skill set standards, the CEU policy, and the grievance policy that will apply to all working interpreters in the state of Kansas.
Assistant Director’s Activities

♦ Member of KAI-RID, Kansas Association of Interpreters-Registry of Interpreters for the Deaf
♦ President of KAI-RID, and as such, conducted numerous meetings with the board & membership
♦ Participated in the KAI-RID Board/Committee Chair Retreat in August, 2007
♦ Presided over KAI-RID Annual Conference March 28-30, 2008 in Overland Park, KS
♦ Attended the CATIE Center Leadership Retreat in St. Paul, Minnesota in April, 2008
♦ Attended the Registry of Interpreters for the Deaf (RID) Region IV Conference, Houston, TX in June, 2008
♦ Member of CIT, Conference of Interpreter Trainers
♦ Served as test site proctor for the EIPA (Educational Interpreter Performance Assessment)
♦ Served as test site proctor for the KQAS (KS Quality Assurance Screening) written & performance test
♦ Served on the KSDE (Kansas Dept. of Education) Advisory Board
♦ Presented 3 separate interpreter skill development workshops a total of 7 times for the KSDE
♦ Served on the KCDHH (KS Commission for Deaf & Hard of Hearing) Interpreter Advisory Council
♦ Served on the Cowley College Interpreter Training Program Advisory Committee
♦ Served on the state-wide task force on interpreter education in Kansas, looking at establishing a 4-year BA program for interpreter training
♦ Taught two 2-hour credit courses, “English for Interpreters,” for Cowley College
♦ Taught two 4-hour credit courses, “American Sign Language I & II,” for Cowley College
♦ Taught three 3-hour credit courses, “American Sign Language I, II, & III,” for WSU
♦ Worked in conjunction with Cowley College in placing interpreting practicum students with WSU interpreters in the classroom
♦ Earned 2.85 CEUs to maintain her KQAS certification (2.85 CEUs are equivalent to 28.5 contact hours of training)
Grady Landrum, Director

Access College Today

Mr. Landrum worked with the USD 259 New Frontiers Transition Council to promote more transition services in the community. In efforts to promote WSU to college bound high school students with disabilities in the local area, ODS, TRIO DSS and USD 259 worked with the Office of Undergraduate Admissions to have a specific day when students with disabilities could come on campus, similar to days for other student groups. On October 28th, the Access College Today program was held at WSU. To our knowledge this is the first ever college recruitment day and information sharing for students with disabilities held in Kansas.

ACT was a great collaborative effort between Undergraduate Admissions, TRIO DSS, ODS and the USD 259 Transition Counselors (TC). USD 259 TCs met with students and found out who was thinking about going to either a two year or four year college. They took care of arranging for permission slips, registering them by computer, and providing transportation to and from their schools. Undergraduate Admissions made it possible to register students by computer, and then provided one presenter for admissions requirements, a presenter from the Office of Financial Aid, t-shirts, and other small prizes. TRIO DSS provided small prizes to give away during the course of the day, and shared information about their services, which are available when students enroll, and were a vital part of the organization committee. ODS took the lead for organizing the event, getting the group together to plan the day for the students, and did a session on their services.

We had 72 students attend and 26 visitors from USD 259, Department of Vocational Rehabilitation and parents of students. The program was received well by all and the evaluations were highly complimentary of the event. The planning committee met three weeks after the event and planned for the next ACT to be held October 8, 2008.

Board of Regents and SRS VR Agreement

Mr. Landrum continued working with Robyn Kempf (Board of Regents, Legal Counsel) and colleagues from community colleges and technical colleges to reach an agreement with the State Department of Social and Rehabilitation Services, Division of Vocational Rehabilitation (VR) regarding a cooperative agreement they are supposed to have with Institutions of Higher Education (IHE) in Kansas. This agreement will outline the amount VR reimburses IHE for providing educational accommodations to students who are also VR clients. In December 2007, the final agreement was reached but we did not finish the negotiations on implementation of the process until March 2008. In January of 2008 all the agreements were sent to university presidents for their signatures and all of these were signed and filed by March. The new practices will be implemented for the Fall 2008 semester and will be reviewed after one year to see how the process is working.
Director’s Activities

WSU Committees

♦ Shared Leave Committee
♦ Safety Committee
♦ Access Committee
♦ Chaired a search committee for Counseling and Testing Center Spring 08’
♦ Served on a search committee for TRIO DSS

Other Professional Activities:

♦ Worked with Regents Office and Department of Vocational Rehabilitation Services Cooperative Agreement committee and we completed this process March 2008.
♦ Coordinated Wheelchair Tennis Tournament (June 21-23) and coordinated summer wheelchair tennis lessons (May-August) for Wheelchair Sports Inc.
♦ Volunteered 4 hours a month doing panel presentations for the DUI Victims Center
♦ Serves on the USD 259, New Frontiers Transitions Council

Presentations / Projects

♦ Guest lecturer in John Lee’s Sports Management class Fall 07’, Spring 08’
♦ Guest lecturer for Bobbie Knoblauch’s “Managing Diversity” Fall 07’, Spring 08’
♦ Participated in new faculty, staff and GTA orientations Fall 07’
♦ Facilitated a symposium at the AHEAD Conference in Reno, Nevada with Martha Lewis, TRIO DSS Director, titled “Developing, Maintaining and Repairing Campus Intersections”
♦ Attended a one day drive in conference for KAN-AHEAD on Oct. 12, at Kansas State University
♦ Chaired the Nominations Committee for KAN-AHEAD for Fall 08’ election process
♦ Attended a two day workshop on E-texts in Kansas City that was sponsored by AHEAD, KAN-AHEAD, and MO-AHEAD.
Office Activities

Remodeling, restructuring, hiring and rehiring was where much of our energies were spent this past year. The office remodel project took a little longer than we had anticipated. Once Physical Plant was able to schedule the work the project took a little over a month to complete. The results have been great and we are very happy with the newly created office space. Ms. Jones now has a private office located near the reception area and this helps with traffic flow and monitoring student workers. The Student Assistants now have an office area where they can store their book bags, hang their coats, and relax during work hours. The new SA space also houses our text conversion computers, scanner, and printer allowing the students to do most of their work in privacy. The other major benefit is that this requires minimum usage of computers in the computer lab by SA’s for the text to audio conversion process.

The restructuring of office duties allows people to specialize and concentrate on a few areas of work. We still have everyone cross trained for each others’ duties. This reorganization has built in mechanisms that allow Ms. Jones and Ms. Gregory to assist or fill in for each other periodically. Kathy Stewart had a title change this year to Assistant Director, so her responsibilities have expanded on campus. Mrs. Stewart will fill in for the director at CLUR management team meetings and at TRIO Directors meetings in his absence.

We continue to hold various office celebrations for staff and student assistants’ birthdays and graduations. In October we had a pumpkin carving and pumpkin seed-spitting contest to teach our international students about activities surrounding Halloween. In November we held a dinner to expose our international students to a traditional Thanksgiving dinner. Each year the staff provides all the fixin’s for a traditional Thanksgiving meal. In December our international student assistants provided a meal for the staff by bringing many of their traditional dishes for all to enjoy before the holiday break. We use these activities for team building and to learn and appreciate the cultures of all the people who work in our building.
Looking to the Future

The Office of Disability Services would like to see the staff continue to bond and form a cohesive team. We are planning group activities for the four staff members and outside the office activities to include student assistants.

ODS is exploring newer technology for use in our electronic text conversion process so we can streamline the process and provide better e-texts for our students. The development of positive relationships with publishers will be a big push for us this next year. This process is becoming more accessible at the national level and we want to make sure our office keeps up with the current changes taking place.

This past year has seen many changes in the office, but change can lead to innovation and creativity. We look forward to the new year with great anticipation as the staff bonds and learns more of each others’ abilities. We think this next year will produce new processes and better services for our students.
Services

Escorting

There were 48 students who used this service; of those, 17 were people with a temporary disability needing assistance. Ms. Jones continues to implement processes to cut down on abuse of the system. During the year we provided 2145 escort rides for students and our peak service months were in October (461) and November (402). We continue to provide quality services that get the majority of students to class on time. We have seen a major decline in this service for this past year because several of our students have acquired scooters to use on campus and a few have gotten healthier and no longer need the rides. We are still using two golf carts to provide this service for students. We continue to share our carts with other departments on weekends or for special events that arise throughout the year. Both carts are starting to have mechanical problems and will need to be replaced within the next couple of years. To help reduce wear and tear, vandalism and weather related damage to the carts we now place them inside the building every evening for recharging.

Escorts by Year
Testing Assistance

There were 230 students eligible to use this service. We continue to provide the majority of tests in our office area using rooms 153 (private), 163 and 164 (group), and Ablah Library. Ms. Jones continues to coordinate these services and to make improvements as we progress from one semester to the next.

We continue to have instructors bring their tests to our office and we deliver the test back to the instructors office every afternoon at 4 PM unless we have instructions to place it in the campus mail. The College of Health Professions is providing the testing accommodations for their students unless a proctor is needed. We have worked extensively with the college of Health Professions over the years and this arrangement seems to be working well for their students.
The Elliot School of Communications also provides a place for students to take their test and we send proctors to their building as needed. Historically instructors prefer their tests not to leave their building, especially for Communication 111 classes. With the addition of the Westside Campus, we are also arranging for testing on that campus. Space for testing continues to be an issue, especially during mid terms and finals.

**Note taking**

We had 140 students who were eligible for note taking services. We have started to notice a drop in the number of students for whom we must find notetakers. With more teachers posting notes and Power Point presentations on Blackboard this new resource is providing our students with the basic notes they need for class. We still have two or three students in some of the same introductory classes on campus who share a common notetaker and this always helps reduce the number of note takers we must find for students. When looking for note takers we have continued the practice of notifying entire classes by email the student response time is improving and we are able to locate note takers quickly this way. This system will generate up to 400 emails a semester as we arrange for notetakers to meet students and explain the note taking process to potential notetakers. The Director coordinates this initial process and the Senior Administrative Assistant coordinates the payment of notetakers at the end of the semester. There will be modifications to this process next year.
Taped / Scanned / Electronic Books

Another service that we provide which demands a large amount of coordination, is the provision of scanned and taped books for students with visual or learning disabilities. In fiscal year 2007 we had 55 students request this service and this year we had 72 students who were eligible and used scanned or taped books. We estimate that we need 7 hours of work in order to scan a book, convert it to a word document, and then translate it into an MP3 file. Makenzi Jones and Grady Landrum attended a two day conference in February at Kansas City Kansas Community College, to learn better ways of producing electronic text books for our students.

Students Eligible for Scanned Books

In our current process for scanning textbooks we have the student bring us their book and we then send the book to Printing Services to prepare the book for scanning. For each book we scan we have Printing Services cut the binding off the book. Then we can scan the book on our scanner that allows us to scan the material at 90 pages per minute. We scan and save the texts by chapter and burn the files onto a CD in either WORD or as a pdf. Once the book has been scanned we take the book back to Printing Services and have them rebind the book, then we return the book to the student. Once the materials have been scanned we must edit or “clean up” the book so we can do the audio conversion. The audio conversion can take up to four or five hours per book depending on the length of the book. Once the audio conversion is completed we burn the mp3 files onto a CD for the student. The student then comes in and signs a release form stating they have purchased the book and they will not distribute the audio texts to other students. This is a requirement publishers have when we obtain permission to scan a book.

We continue to work with publishers to have them send us their books in an electronic format and have had some success in this area. Ms. Jones works hard coordinating this service and we are exploring even more avenues for finding books in electronic formats. KU and KSU both share their book lists with us and AHEAD has developed some resources we utilize for finding contacts at the different publishers.
Students Eligible for Services

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<th>Service</th>
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<th>2007</th>
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<td>0</td>
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<td>Interpreter</td>
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<tr>
<td>Other</td>
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</tr>
</tbody>
</table>

Figures represent the number of students eligible for using the service.
Computer Lab

Our office continues to coordinate the centralized computer lab in Grace Wilkie Annex. The computer lab serves students from the McNair Scholars Program, TRIO Disability Support Services, Office of Multicultural Affairs and Disability Services. These hours are self-reported so we are aware that it is used more hours than this and we are trying to figure out how to track the time of use more accurately. Adaptive software for the lab is still purchased by our office and is from Premiere Assistive Technology. The computer lab is open Monday and Tuesday from 7 AM - 7PM, Wed.-Friday from 7 AM – 5 PM. WSU Computing Services maintains the computer lab and keeps the computers updated with the latest software, trouble shooting, virus protection, and advises us on hardware to keep the computers running efficiently.

The adaptive computer programs we use in our lab are the following products and technologies: Scan & Read Lite, Scan & Read Pro, Text-to-Audio, Talking Word Processor, Text Cloner Pro, Talking Calculator, Scan and View, Universal Reader, OFF Limits, PDF Magic Pro, The Ultimate Talking Dictionary and Zoom Text.

Computer Lab Hours

![Computer Lab Hours Chart]

Office of Disability Services, Wichita State University
**Interpreting**

Sign language interpreters serve a small number of students, 7, but this service involves a great deal of interpreter hours each semester. We provided a total of 4,387 hours of interpreting. Of these hours, 3,738 were for classroom interpreting and an additional 649 hours of interpreting were for outside of the classroom study groups, faculty advising, fine art productions, fraternity meetings, and other student and university related activities. This past year we had two students who are deaf on the crew team and this created a continued increase of outside the classroom interpreting. One of our students who is deaf graduated and started graduate school this past year and became a graduate teaching assistant in the Chemistry department and so we sign for the “hearing” students’ questions in his labs.

We have 3 staff interpreters who worked a regular schedule of 25-30 hours per week and an additional 6 interpreters who worked a varied schedule. Kathy Stewart, the Assistant Director, also worked a regular schedule of about 10 hours per week in the classroom but maintained an open schedule so she could substitute for the other interpreters.
## Actual Fiscal Year Data

### Disability Services Statistical Reports 7/07-6/08

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<tr>
<th>Month</th>
<th>Escorts</th>
<th>Proctored</th>
<th>Tests</th>
<th>Scanning</th>
<th>INTERPRETING</th>
<th>TING</th>
<th>Classroom</th>
<th>Other</th>
<th>Computer Lab *</th>
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<th>Minutes</th>
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<td><strong>2145</strong></td>
<td><strong>270</strong></td>
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<td><strong>1295</strong></td>
<td><strong>3738</strong></td>
<td><strong>649</strong></td>
<td><strong>679</strong></td>
<td><strong>279</strong></td>
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Demographics

The statistical data for this report was gathered from August 1, 2007 through July 30, 2008. Because the summer session finishes at the end of July, we decided that this would be the best time to gather our statistics. The narrative section covers approximately the same time period with just a few minor exceptions. We have included some comparison data from previous fiscal years to compare with this years data and have included our interpretation of this data in the narrative of each section. Since we began our computerized database in 2001 we have provided services to 1,012 students.

Following is a glimpse of what this office has done for 29 years as we make this campus accessible for students with disabilities.
Gender

This past year our office served 294 students. This is an unduplicated count of the students. We continue to serve more female 61% (177) than male 39% (117) students. The numbers have increased from last year from 269 to 294 but the percentage of male and female students has stayed the same.

Race/Ethnicity

We have never included these statistics before but now that we can flag our students in Banner we can get this new type of data on the students we serve.
**Disability Status**

The majority of students we serve (94%) have permanent disabilities. Most students with temporary disabilities receive services for less than two months and usually are in need of escorting services.

- 94% Permanent
- 6% Temporary

**Total Students by Year**

We continue to see an increase in the number of students we serve. Students with learning disabilities are always increasing and we are starting to see more students diagnosed with ADHD and Asperger’s Syndrome.
In Fall 2007 semester we worked with 227 students of which 63 were first time students to DS.

In Spring 2008 semester we worked with 241 students of which 46 were new students to DS.

In Summer 2007 semester we worked 39 students of which 5 were new students. This is a duplicated count of the students we served throughout the year.

Credit Hours

The figures from 07-08 are from Banner and are a more accurate reflection of credit hour production from ODS students. ODS staff noticed students were taking heavier class loads this past year and were quite surprised by these numbers. Kansas Department of Vocational Rehabilitation Services has started encouraging their students to take a minimum of 30 credit hours a year so they can graduate in 4 years and this may be having an affect on our credit hour production.
Credit Hours Production by Year

2005: 3044
2006: 2528
2007: 3008
2008: 4902
Total: 13482
University Classification

This is our first use of Banner to determine the classification of our Students for an academic year. We were able to enter all our students into Banner and produce more accurate statistics regarding our students university classification, the data we have used previously was self reported by the students.

University Classification Spring 2008

You will notice that a majority of students are classified Seniors, this may be because it takes many of our students from 5 to six years to graduate. This past spring we had 47 students graduate from our program. It will be interesting to see how these numbers compare in future years.

University Classification Summer 2008
Disability Classification

The **bold print** headings below are the main disability categories we and TRIO DSS are now using. This is how students are now flagged in the Banner system at WSU. The sub groups are a more specific diagnosis which are submitted by students on their documentation of disability forms.

### Primary Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing Impairment</td>
<td>12</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>14</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>33</td>
</tr>
<tr>
<td>Neurological Impairment</td>
<td>35</td>
</tr>
<tr>
<td>Cardiopulmonary Impairment</td>
<td>1</td>
</tr>
<tr>
<td>Psychological Impairment</td>
<td>59</td>
</tr>
<tr>
<td>Learning Impairment</td>
<td>106</td>
</tr>
<tr>
<td>Immunity Impairment</td>
<td>13</td>
</tr>
<tr>
<td>Temporary Impairment</td>
<td>21</td>
</tr>
</tbody>
</table>

The chart above shows the primary disability as reported by the student. One result or advantage of this new classification system is the accuracy of the classification’s main and sub categories. Currently 70 of our students also have a permanent secondary disability classification but they are not included in the above information.

### OR - Orthopedic (Mobility)

- 01 Ankle/Foot Injury
- 02 Arm/Hand Injury
- 03 Back Injury
- 04 Carpal Tunnel
- 05 Foot/Leg Amputee
- 06 Hand/Arm Amputee
- 07 Leg/Knee Injury
- 08 Osteoarthritis
- 09 Other Orthopedic Impairment
NI - Neurological

10 Cerebral Palsy
11 Epilepsy
12 Muscular Dystrophy
13 Paraplegia
14 Polio/Post Polio
15 Quadraplegia
16 Spina Bifida
17 Tourette’s
18 TBI (Traumatic Brain Injury)
19 Other neurological diseases/disorders

CP - Cardio-Pulmonary

20 Chronic Bronchitis
21 Cystic Fibrosis
22 Emphysema (COPD)
23 Heart Disease
24 Hypertension
25 Other cardiopulmonary diseases/disorders

PI - Psychological

30 Alcohol/drug addiction
31 Antisocial Disorder
32 Anxiety Disorder/Obsessive Compulsive
33 Asperger’s Syndrome/Autism
34 Bipolar
35 Depression
36 Paranoia
37 Post Traumatic Stress
38 Schizophrenia
39 Other psychiatric diseases/disorders

LD - Learning

40 Attention Deficit Hyperactivity Disorder
41 Dyslexia
42 Learning Disability
43 Speech Impairment
44 Other learning disorder

**IS - Immune System**

50 AIDS
51 Asthma/Allergies
52 Cancer/Lymphoma
53 Chronic Fatigue Syndrome/Fibromyalgia
54 Crohn’s Disease
55 Lupus
56 Multiple Sclerosis
57 Rheumatoid Arthritis
58 Thyroid Disease
59 Other immune system diseases/disorders

**VI - Visual Impairment**

60 Vision Impairment: little or no vision, needs cane, dog
61 Vision Impairment: severe vision loss, uses Visual Tek
62 Vision Impairment: needs good lighting, readers
63 Vision/Hearing Impairment

**HI - Hearing Impairment**

70 Hearing Impairment: little or no hearing, uses Interpreter
71 Hearing Impairment: may read lips, uses adaptive equip
72 Hearing Impairment: less severe, cannot hear in large room
73 Vision/Hearing Impairment

**TE - Temporary**

80 Leg and/or foot injury
81 Arm and/or hand injury
82 Pregnancy
83 Surgery
84 Other temporary disorder

**DP - Documentation Pending**