Disability Services
2008-2009

Director Completes 18th Year

Changes in services and the number of students served are amazing.

Looking back over the past 18 years is quite a journey for Grady Landrum, Director, Office of Disability Services. “I thought maybe I would be here for five or six years and then be on to another adventure,” said Mr. Landrum. “Never in my wildest dreams did I think I would be at WSU for 18 years and that I would enjoy the job so much.”

When Mr. Landrum started working at WSU in 1991 the office was called Handicapped Services and served 70 students a year. In 2007-2008 the office

Interpreting Coordinator Sees Changes Looming

It all starts around the first week of August of every year, and this year was no different. Kathy Stewart, WSU Interpreter Coordinator, was busy at her computer, pulling up class schedules and marking them on her infamous interpreter-scheduling grid. The coloring of the grid would begin soon. If you’ve never seen the grid, you haven’t seen the real workings behind interpreter scheduling at WSU. While it’s a simple piece of 11” x 14” paper, it is the absolute foundation for the provision of services for our Deaf students.

Marcus Engel
National TRIO Day Speaker

National TRIO Day was celebrated at Wichita State University on February 18, 2009, at the Marcus Welcome center. This year it was decided to have an inspirational speaker who addressed not only the importance of obtaining a college education but persevering through the tough times of life. Marcus Engel was an excellent choice for this year’s presenter. Mr. Engel was a freshman in college when he was severely injured.
FROM CHRISTINA’S CORNER

Dear Christina,

I am already registered for services at Disability Services but I am having a hard time following my professor in lectures. Half the time he talks so fast that I don’t catch every word and the other half of the time he is facing the board and I can’t hear him at all. He lets me tape record the lectures but it doesn’t really help unless I see the ideas in front of me. I am worried that I will fall behind in classes. Is there anything I can do to help me keep up in class?

Sincerely,
Needa Cestance !!!

Needa, it sounds like you are already making a great effort in your classes. Perhaps you could benefit from a classroom note taker. Many students who have trouble splitting their focus between the lecturer (or interpreter) and a paper in front of them have benefited from access to another set of eyes and ears in the classroom. The only thing you have to do is request a note taker in your classes that you are having trouble following. If you are concerned about confidentiality, you don’t even have to tell anyone in your class that you are a student in Disability Services. An e-mail will be sent to everyone in your class and you will be matched with a classmate who also has your high level of commitment to success. The student will bring notes to our office where they will be copied by the student assistants and left in a folder for you to pick up at your convenience. Of course, if you would like to have someone else in class to help you make sense of a new subject, your note taker will usually be very happy to help. After the note taker comes to Disability Services to sign a contract, you will receive an e-mail with contact information for him or her. Whether or not you choose to contact that person directly is up to you. Anything that you are not comfortable telling your note taker directly can be sent through communications with Grady or me. That even includes changing note takers if you are unhappy with notes and there is no other way to correct the problem. Fortunately, many note takers enjoy playing an active role in another student’s success, including contacting Disability Services when they are concerned about “their” student not being in class (when they know who it is). Of course, if you do find it necessary to drop the class, it is important to contact DS so that your note taker can be notified. While they will not be paid for the entire semester, very few note takers express concern about the compensation. In the end, it is up to you to actively participate in your class and use the notes as a supplement to the rest of your efforts.

Hey Christina,

I am interested in selling my notes but I would like a little more information if I could. Would I need to type out my notes to make sure they are more legible? I already take the best notes I can for this class so if I can help someone else out with what I am already doing that would be neat. Any extra information would be great!

B. Beyer

B., As a note taker, you are never required to type notes unless you already do that for yourself. Legibility is important, but that is true even for your own use. There is nothing worse than trying to study and getting frustrated because what you wrote in class is confusing you instead of making an idea clearer. Selling your notes to Disability Services is a great way to motivate yourself to take even better class notes. All note takers are sent an article with helpful tips and an outline of different types of note taking. This will help you discover the best way to take notes for the type of lecture your professor gives. Anything you would take a note of in class is what we would want a copy of. In the past, some students have printed notes off Blackboard or Power point presentations and taken notes directly on those. Then we just copy those for our student. At the end of the semester, you will receive a check for $50 just for allowing us to copy the notes you were taking anyway. The notes do not have to be removed from your spiral notebook during copying. The student assistants at Disability Services will be very careful to leave everything in your binder intact. If you do like to type your notes, you don’t even have to come to the office. They can either be sent directly to the student or, if the student has chosen to remain anonymous, they can be e-mailed to the office of Disability Services. Becoming a classroom note taker is a great way to develop your skills as a student and share your own desire to succeed with another student in your class.
NOTE TAKING SERVICES

Throughout the years this has been a consistent service that students of Disability Services have utilized to assist them in class. Over the years the dynamics of note taking has evolved. Where once we provided Student Assistants (SAs) in the class to be the note taker, now students who are in the same class sell their notes to our office for a $50 stipend at the end of the semester.

“Fellow students selling their notes has allowed DS to use funds more efficiently and has provided for more accurate notes,” says Mr. Landrum, Director, DS. “SAs were not involved in the class and did not understand what was important for tests. Fellow students are working hard for a good grade so the quality of notes has greatly improved since this change.”

The following chart shows the number of students who utilized Note Takers (NTs) this past year by semester, the number of classes in which DS needed NTs and the amount of stipends DS paid to NTs.

Instructors utilizing Blackboard to post their notes have had a dramatic effect on the number of students requesting this service. Students can now print off the class power points, take them to class and just make minor notations to the power points. This has been seen as a very positive improvement for students with disabilities because

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<th>Fall 08</th>
<th>Spring 09</th>
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<tr>
<td>Students</td>
<td>45</td>
<td>51</td>
<td>82</td>
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<tr>
<td>Classes</td>
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DIRECTOR

served 310 students - the most ever served in one year and 4 ½ times as many were served in 1991.

The number of students has increased and the quantity and quality of services has grown over the years. “Every year we try to make changes in services so students find easier and friendlier access at WSU,” said Landrum.

For example, in 1991 there were no written procedures for either the office staff or for students to follow to ensure services were delivered appropriately. Now for every service there is a process for students to follow that allows DS to track what has been done and to ensure accommodations have been provided for each student.

This past year we made modifications to our testing process that provided instructors more ease in notifying our office of materials students can use while taking tests. We started to deliver tests back to instructors once the exam is completed. This allows for more timely grading by instructors and faster posting of grades to BlackBoard.

Hopefully, these services will prove to be effective for both students and faculty. In the 2009-2010 year DS will complete a student satisfaction survey.

FACTOIDS ABOUT THE DIRECTOR

Loves to play recreational and competitive sports with tennis being his favorite sport to play or watch. He plays tennis and shoots pool right handed but he bowls and plays table tennis left handed. Grady has a Christmas bear collection of 30 bears.
DIRECTOR RECEIVES ADVOCACY AWARD

The Director of Disability Services, Grady Landrum, was nominated for and later received the Michael Lechner Award for Meritorious Advocacy for Kansans with Disabilities presented by the Kansas Commission on Disability Concerns. Phil Bowers, Assistant Director, for TRIO Disability Support Services also received the award.

“This is quite an honor,” stated Landrum. “I really just see myself doing what is natural for me and don't really view myself as an exceptional advocate for people with disabilities.”

“I see my job as one in which I work with students and administrators so students have the ability to fully participate in the educational experience. Outside of work I just try to live life as fully as possible and I try to encourage others with disabilities to do the same thing,” Landrum continued. “It just seems natural for me to want everyone to fully enjoy all aspects of their lives.”

Landrum serves on the Wichita Sedgwick County Access Advisory Board, as Director of Tennis for Wheelchair Sports Inc., and on the WSU Shared Leave Committee, Unclassified Professional Senate, Critical Incident Planning Committee, Rhatigan Student Center Board of Directors and the Campus Access Committee.

NOTE TAKERS

now they feel as though they are “normal” students, working their way through college and doing all the work themselves.

One other important aspect about NTs at WSU is that it creates another contact point for DS students on campus and can lead to lasting friendships. We have had several students connect through note taking services in their freshman and sophomore years who have then reconnected in their upper division courses. “I remember one student last year who had the same NT in every Social Work course. They had met the previous year in a course and they actually got together and planned their final year of courses so they could be in every class together,” said Landrum.

Computers, digital recorders, Smart Pens and BlackBoard will change the future of note taking and DS is excited about the upcoming changes for students and for the office.

HISTORICAL FACTOID REGARDING NOTE TAKERS

In 1991 Handicapped Services hired 35 student assistants to go into the classroom and be notetakers for students. In 2009 only 8 student assistants work in Disability Services and none of them work as note takers.
This particular semester, there are 12 Deaf students, 3 Deaf instructors, and 17 interpreters to place on the grid. At times, the whole process resembles a complicated jigsaw puzzle that will take shape without the aid of the picture on the cover of the box. Everyone is waiting to see how it all comes out. There are some choices and colors that happen automatically—advanced chemistry classes always get colored in blue. That particular blue color has represented Debbie McCann, one of the staff interpreters, for almost 13 years. Debbie actually enjoys chemistry classes and works extremely well with the student taking them. Then there’s orange for Lisa Price, another veteran interpreter with 15 years at the university, and yellow for Dibs Willis, who joined our staff this year after working as a contract interpreter with us since 2002. Blue, orange and yellow are the most predominant colors on the grid, along with a generous sprinkling of purple (interpreter coordinator), pink, green, and a variety of dashes and zigzags representing our contract interpreters. The final arrangement of colors on the grid depends on the students’ schedules, with times, days, locations and subjects all being matched to the interpreters that will best suit the students’ personalities and communication needs. Even though Ms. Stewart has worked on the grid for over 10 years, she knows the grid will take on many configurations before it is set for the semester.

Fall 08’ semester, we had a new experience. One of our Deaf students, while working on his PhD in bio-chemistry, was also teaching a chemistry lab. We also had 3 other Deaf students taking chemistry, as well as chemistry lab. We collaborated with the chemistry department, and managed to schedule all 3 of those students in the lab with this particular instructor, and it was the first time that WSU has had a Deaf instructor with 3 Deaf students in a class, all at the same time. It was absolutely awesome watching these students receive and understand the classroom lecture directly from the instructor, without having to go through an interpreter!

This year has also brought some new experiences to the interpreting community as a whole. There is another whole world of interpreting services that go on outside of WSU, and many interpreters work in both worlds. Well, this year, all of a sudden, we were notified that a new “world” was coming to Wichita. A new Sorenson Video Relay Call Center was going to be established here, and that was going to increase the demand for certified and qualified interpreters in this area. If you’re not aware of this new phenomenon, check it out at www.sorensonvrs.com. This company provides a great service to the Deaf community as a whole, but can put some extreme pressure on the number of certified and qualified interpreters that are still available for community work and work at WSU. They gave us a year of workshops and time to plan, but I will tell you that from the perspective of the fiscal year 2009-2010, we will feel the crunch of having a new competitor in the interpreting worlds in Wichita. I’m sure that in the long run, we will all benefit from this new competition for resources, but right now, those resources are stretched pretty thin. Maybe this is just what we need to be able to convince WSU and the people in positions of power that Wichita State University really needs to move forward in their efforts to establish a four-year interpreter-training program.

More on that next year!
Mr. Engel was leaving a professional hockey game in St. Louis, MO, when the car he was in was broadsided by another car. As a result of this horrible accident Mr. Engel was permanently blinded and suffered many other physical injuries.

Mr. Engel was very straightforward about his ensuing depression and abuse of alcohol over the next year when he returned to college.

During his presentation he emphasized, “Change the things you can. It’s not what happens to you, it’s how you handle it.” This was the main theme of his presentation and he must have emphasized this point a couple dozen times.

Ms. Deltha Colvin, Assistant VP for CLUR, was the major sponsor for Mr. Engel. The Alcohol Awareness Board and WSU Athletics also helped with some sponsorship funding.

Mr. Landrum was host for Mr. Engel during his three days at WSU and said, “Marcus is a very interesting person who can tailor his presentation to several different types of groups and keep everyone’s attention.”

Mr Engel also spoke at a CLUR Staff Development activity and to students while at WSU.

Marcus Engel is a professional speaker and author who inspires and empowers audiences nationwide. marcus@marcusengel.com

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**SERVICE STATISTICS FOR ACADEMIC YEAR 2008-2009**

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<thead>
<tr>
<th>Disability Services</th>
<th>Statistical Reports 7/08-6/09</th>
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<td><strong>Month</strong></td>
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<td>July</td>
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<td>August</td>
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<td><strong>Total</strong></td>
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Most labor intensive and expensive service to provide.

All hours are self reported by students.

**FACTOIDS ABOUT THE ASSISTANT DIRECTOR**

Loves a good game of ping pong. Just for fun plays tympani in her church orchestra. Her undergraduate degrees are in Music Education and Music Performance (Organ). She would love to play the organ in Wiedemann Hall as long as nobody else was around.
ACCESS COLLEGE TODAY

On October 8, 2008, WSU held its second annual Access College Today (ACT) visitation program for students with disabilities. High school students from Wichita, Maize, Derby and other local school districts were invited to attend ACT. There were 92 students and 28 school personnel in attendance. This group filled the Marcus Welcome Center’s auditorium to capacity and some late arrivals had to stand during the opening session.

President Don Beggs, VP for Campus Life and Univ. Relations, Ron Kopita, and the Assistant VP for CLUR, Ms. Deltha Colvin, were present to welcome the students to WSU. After welcomes were completed, the students heard morning presentations from Admissions, TRIO DSS, and DS before heading off to Fairmount Towers for lunch and a tour of rooms in the residence hall.

After lunch the students returned to Marcus Welcome Center and were divided into two groups. Each group heard two 30-minute presentations regarding Financial Aid and the “Use of Technology in College.” At the end of the second afternoon session, a $1,000 scholarship was given away along with some additional door prizes provided by TRIO DSS and Ms. Colvin. It was a very successful program and the students loved the food at Fairmount Towers.

WEB SITE

Websites are becoming a vital part of every office on campus and yet it is one of the most overlooked tools. DS has struggled with keeping their site updated over the past few years. Those days are now over since Makenzi Jones, our Administrative Specialist, has been working with our site.

This past year the KAN-AHEAD organization voted to change their requirements for documentation and so DS had to go through and remove all their old documentation guidelines, documentation forms, purge all the old material and then add the newer guidelines that had been adapted by KAN-AHEAD.

Ms. Jones used this opportunity to clean up other sections of the web site where processes had changed. She updated photos for the staff section and added a new section for Current Students.

DS is looking into the option of adding additional functions to the web site. This could include the submission of electronic forms and the use of surveys. DS is also considering the use of “Facebook” as an additional way to communicate with their students electronically.

FACTOIDS ABOUT INTERPRETERS

There are approximately 1.5 million deaf who use sign language interpreters in the USA. There are approximately 10,000 certified interpreters in the USA. WSU interpreters must have 30 hours of CEUs every two years to remain certified in the state of Kansas. WSU has 17 of the best interpreters in Kansas.
In gathering data for this report DS found that the statistics from the office database sometimes are in conflict with the statistics gathered from Banner reports. The reason for this conflict is that when a student withdraws from classes at any time during the semester, Banner completely removes the student from that semester’s database. In the DS database, the student remains as someone we served so the student is counted in DS reports. Some other discrepancies occur because students pre-register and then do not attend the following semester.

### DS Students 2008-2009

<table>
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<tr>
<th></th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Summer 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANNER</td>
<td>206</td>
<td>185</td>
<td>45</td>
</tr>
<tr>
<td>DS Database</td>
<td>233</td>
<td>210</td>
<td>51</td>
</tr>
</tbody>
</table>

Notice the slight differences by semester and the total number of males and females served. The count of Gender is an unduplicated count.

### Gender 2008-2009

- **Male:**
  - Fall 08: 116
  - Spring 09: 182
  - Summer 09: 298
- **Female:**
  - Fall 08: 233
  - Spring 09: 185
  - Summer 09: 308
- **Total:**
  - Fall 08: 1250
  - Spring 09: 2500
  - Summer 09: 3750

### Credit Hours

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<th>Fall 08</th>
<th>Spring 09</th>
<th>Summer 09</th>
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<tbody>
<tr>
<td>BANNER</td>
<td>2127</td>
<td>1902</td>
<td>217</td>
</tr>
<tr>
<td>DS Database</td>
<td>2174</td>
<td>2120</td>
<td>35</td>
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On the average a DS student takes **10.2** credit hours during the fall and spring semesters and **4.8** during the summer semester. One student took **15** hours during the summer because he had been laid off and he could devote his complete attention to school.
DEMOGRAPHICS

The following demographics were collected from both the WSU Banner system and from the DS internal File Maker Pro database.

The number of students DS serves continues to rise and with the economic situation DS anticipates that the number of students served will continue to increase.

FACTOIDS ABOUT THE SENIOR ADMINISTRATIVE ASSISTANT

Christina has a 4 1/2 foot long Ball Python that sleeps next to her bed. Collects Bakelite jewelry and has some pieces going back to the 1940’s. Traveled to Hawaii in the summer of 2008 to study Hula dance.
DEMOGRAPHIC DATA

Permanent and Temporary Disabilities

The overwhelming majority of students seen by DS have permanent disabilities 92%, while only 8% have temporary disabilities. You will also notice the addition of an “Unknown” category this year in our graph. These are students who come to the DS office for an intake and believe they might have a disability but have never been officially diagnosed. DS refers these individuals to either the Counseling and Testing Center or to a local resource so they can obtain some type of documentation of a disability. DS usually refers 10 students a semester to CTC for diagnostic services.

Many of the individuals DS refers to CTC are struggling academically and are searching for answers as to why college is so difficult. Many of these students do not have funds or insurance to afford the costs for testing and the CTC has been able to provide this testing at a reasonable cost. This is a great collaborative effort between our offices and it is helping us retain students at WSU.

Disability Status

Primary Disability Academic Year 2008-2009

DISABILITY CLASSIFICATION

In a joint effort between TRIO Disability Support Services and DS, the disability categories used are uniform and allows both departments to gain accurate information on the students served in their departments. DS continually works with Institutional Research and Computing Services to ensure that proper information is available when reports are needed. There have been a few issues in the past year regarding accurate counts of students and we have worked hard on locating the source of the miscommunications.

In DS, Christina Gregory, Senior Administrative Assistant enters data on all DS students on a weekly basis to ensure DS is accounting for all the students served during the semester.

FACTOIDs ABOUT THE ADMINISTRATIVE SPECIALIST

Loves sushi and is always ready to go out with anyone who shares her love for sushi.

Is a Mac computer geek and would have to restart her life if she were to lose her iPhone.

Dream job would be to test any new Mac product and get paid for it!!!
DEMOGRAPHIC DATA

This is the second year we have been able to use Banner to produce University Classification data for our reports. We have more students in the Senior classification due to the fact that many DS students tend to be in college for 5 to 7 years before graduation. In the 08-09 academic year 27 DS students graduated.

Over the last two years the percentage of each of the classifications has remained fairly consistent. It will be interesting if this trend stays the same.

There are two areas in which we need to improve our data collection. These areas are retention and dropout rates. DS has never looked closely at why students start a semester and wind up leaving WSU before the end of the semester. DS needs to incorporate a mechanism for follow up with these students so we have a clear picture as to why they are leaving. Anecdotally, the main reasons people leave are related to financial, personal, or disability specific problems.

DS has done student satisfaction surveys but has never administered a survey with the intent of looking at better ways of retaining students. DS has checked to see if its students are satisfied with services but has not sought feedback from students on better ways of improving services. Every two years DS does a survey of its students and this next year we will need to explore how to address the above concerns.
SERVICES
This is Matt Lauer reporting live from Disability Services with Chris who is in charge of tables and chairs distribution at Wichita State University.

Matt: Tell me Chris, what does your position entail?

Chris: Well Matt, each semester some students who are registered at our office inform us that they are in need of a table and/or chair in their classroom. I then go out to these rooms to check if there is already a table and chair there. If there is, I cross it off my list. If not, I then go to a nearby room that has an available table and chair and move it to that room. I continue doing this until I have done all of the classrooms that are in need of a table and chair.

Matt: Wow that sounds like a lot of work that has to be done. How long does it take you to get through all of it?

Chris: It generally takes about a week to get it all done. The hardest part is finding a time to get into the room when there isn’t a class in session.

Matt: So after this week of hard work then you are done with it for the semester?

Chris: Not always, Matt. Our office continues to get new students throughout the semester, and some of these students will need this service. Also, the tables will occasionally be moved by someone and I get called to move them back.

Matt: Well Chris, it looks like you are doing a great job with it. Thank you for allowing me to have the opportunity to speak with you. This is Matt Lauer, signing out from the Office of Disability Services.

TABLES / CHAIRS

DIRECTOR EVALUATES UNIVERSITY OF NEBRASKA’S DISABILITY SERVICES PROGRAM

Every seven years the University of Nebraska, Lincoln has an external review team perform an evaluation of their Disability Services office. This year Grady Landrum, DS Director, was chosen to head their external review committee. Mr. Landrum travel to Lincoln, NE, in early November 2008 and held meetings with different campus groups for 2 days.

Mr Landrum partnered with Andrea Blair, DS Director, at KSU and a group of 8 other people from UNL composed the remainder of the team. The team’s responsibility was to write an evaluation and make recommendations to the VP of Students Affairs regarding the DS office and their services.

“This was one of the most enriching activities I have ever been a part of,” says Mr. Landrum, “and one of the most humbling at the same time.”

After the visit to UNL, Mr. Landrum compiled comments from all the committee members and wrote a 12 page report. Mr Landrum submitted the report in December of 2008 and received word in January that the report met their expectations. “It was a great personal and professional development activity and I was glad to have the opportunity.”

FACTOIDS ABOUT STUDENT ASSISTANTS

DS generally has 6-8 Student Assistants who work in the office each year. In one shift an SA could work as the receptionist, drive students to and from class in the golf cart, proctor a test, and assist in the computer lab. Capable, friendly and flexible is a good description of an SA.
**The Life of a Disability Services Golf Cart**

*by Side Walk and EZ Going*

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**Side Walk: When did you start working at Disability Services?**

EZ Going: My parents ordered and donated both me and my brother, Laid Back, to the Disability Services Office in January of 2009. I was happy to get out of that warehouse and into greener pastures, so to speak.

**Side Walk: Where do you go on campus?**

EZ Going: I go everywhere my brains tell me to—and I mean E-V-E-R-Y-W-H-E-R-E—both on and sometimes on the outskirts of campus.

**Side Walk: Who do you give rides to?**

EZ Going: I give rides to the people my brains go and pick up, students and staff members registered with the Disability Services Office.

**Side Walk: Do you have a busy time?**

EZ Going: Hmm…that’s a hard question to answer. On some days I give rides during the times that students attend classes the most, mid to late morning, and on other days I am busy throughout the day.

**Side Walk: How do you protect yourself from wind, snow, and rain?**

EZ Going: The Disability Services office recently gave me, but sadly not my brother, a zip-on coat. This coat can be zipped on and zipped up to protect my brains and my students! It is quite nice!!!!

**Side Walk: What is your favorite part of working for Disability Services?**

EZ Going: I know I am controlled by my human brains, but I love, love, love, traveling! I love getting out and getting fresh air and helping students and oh my it gives me such an intense rush!!! At the end of the day, when I am backed into my indoor sleeping spot and I am plugged in to charge, I can sleep well knowing that I performed a job well done.

**Side Walk: How fast do you have to be going to achieve lift off?**

Well, as my older brother, F. Hydrant Crasher, can attest to, lift off is a difficult thing to achieve with my specific model. And when it is attempted, it often ends in failure! Poor Crasher—he never did recover from the time his brain made him crash into a fire hydrant near McKinley Hall.
The 5,628 hours of interpreting is broken down into two distinct categories when we evaluate our interpreting services. Classroom interpreting accounted for 4,926 hours and the remaining hours 702 are for activities that take place outside the classroom environment.

Once a schedule has been prepared by the Interpreter Coordinator, which is now one of the roles performed by the Assistant Director, the base schedule for the semester has been created. This is only the beginning of the hours that will be interpreted throughout the semester.

Every semester our students who use interpreters are involved in more than just attending classes. In the past three years we have had two students who were valuable members of the WSU Crew team. This involved having an interpreter at 6 AM. practices, indoor workouts, regattas on the weekends, and week long trips during spring break and near the end of the spring semester.

They also have meetings with their instructors to discuss class projects and review tests. They sometimes need to meet with students in organized study groups, or participate supplemental instruction sessions in their classes.

In the box below is a list of the interpreters we used this past year. Without their dedicated service and training we would not be able to meet the communication needs of our students.

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<tr>
<th>08-09 Interpreters</th>
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<tbody>
<tr>
<td>Staff Interpreter</td>
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<tr>
<td>Debbie McCann</td>
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<td>Lisa Price</td>
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<td>Dibs Willis</td>
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<td>Contract Interpreters</td>
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<td>Rheba Dean</td>
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<td>Susan Goodwyn</td>
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<td>Karen Maxton</td>
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<td>Sara Myers</td>
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<td>Marissa Neloms</td>
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<td>Molly Pourhussin</td>
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<td>Jeannine Schaffer</td>
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<td>Sondra Schmittgens</td>
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<td>Teresa Schoch</td>
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<td>Kelly Seymour</td>
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Life in the Disability Services Lab

Interview between Mr. MG Bytes and Ms. Dell Comp

MG Bytes: Where is the Disability Services Lab located?

Dell Comp: The Disability Services Computer Lab is located deep within the caves of the Grace Wilkie Annex, located on Wichita State University.

MG Bytes: What computer program do you help students with the most?

Dell Comp: I would honestly have to say that I help students with everything computer related, not just one computer program specifically.

MG Bytes: What kinds of services do you offer in the Disability Services Lab?

Dell Comp: I offer any and every kind of non-academic service that could be available to students in a computer lab: assistance with printing, any problems students might have with computers, computer assistance, and general class related questions on locating resources.

MG Bytes: What is your favorite part of helping with the lab?

Dell Comp: Being able to help the students and making them more comfortable with computers.

MG Bytes: What makes the Disability Services Lab successful?

Dell Comp: Being able to help students with course work and providing them the help they need.

MG Bytes: What are the busiest times of the day?

Dell Comp: I’d probably say morning to mid-afternoon.

MG Bytes: How often do you help students?

Dell Comp: It depends on the time of day and the time of year. Everything really picks up at around the start of school, mid-terms, and finals week.

MG Bytes: What is your favorite device to use in the Disability Services Lab?

Dell Comp: The new printer that we have. It’s really fun to play with all of the buttons!

MG Bytes: Are there any restrictions placed on students when they enter the Disability Services Lab?

Dell Comp: Consideration type things - no phone use, no food or drink, not doing things that are distracting to other students, and only browsing appropriate sites. We also have printing restriction so students can only print 30 pages a day and they must get a student assistant to unlock the printer before they can print anything.

MG Bytes: How long have you worked in the Disability Services Lab?

Dell Comp: I’ve worked at Disability Services for about two years and I have really enjoyed it!!
Text Books to Audio Books

Converting textbooks into audio books for students is a very intensive service and usually takes about 12 hours per book.

There are two basic ways to get textbooks electronically for students: the first is to cut the book apart and physically scan the book, the second is to get an e-text copy from the publisher in either a .pdf or .doc format.

On average, we convert about 50 books during the fall and spring semesters into audio books for students. Every SA we have is involved with this process at some time during the semester.

This year, Ms. Gregory has been the main contact between the publishing industry and our office. She has done an excellent job in keeping up with changes within the publishing field regarding e-text books for universities and the new clearing house process they have established. With this new system, DS can sometimes get books within hours of our request. Other books are still taking up to six weeks. On average, DS waits about two weeks to get a book.
GENERAL SERVICES SUMMARY

Although DS provides over 20 different types of services many are only used occasionally. So we made an administrative decision to report the top seven services we provide. The graphs represent the number of our students who are eligible to receive these services. It does not indicate that every service was used by the students in all of their classes.

Services 08-09

Testing services is by far the main service we provide to the largest number of students (DS Statistical Report P.6) every year. Testing services rise and fall throughout the semester with the peak times being mid-terms and finals week.

Note Taking Services is a service that takes some intense time at the beginning of the semester. It then slows down until we pay the Note Takers their stipends at the end of the semester. (P.4)

Audio Books or E-texts are used interchangeably depending on what step we are in the process of creating the audio book for the student. (P.15)

 Escorts are a service we provide, even though it is not required by law, because we know some of our students would not be able to continue classes without help to and from classes. This service is extremely beneficial to students with temporary mobility impairments. (P.12)

Some people with mobility impairments or obesity cannot use the standard desk in many WSU classrooms. We coordinate with the Registrar’s office to provide accessible tables and chairs and the numbers continue to rise for this service. (P.11)

WSU is known for its quality interpreting services. The relationship between WSU and the Wichita area interpreting community remains strong and is a very collaborative effort to maintain our high level of service. (P.1 & 5)

The above graph shows the total students qualifying for extended time for tests and those qualified to have a proctor for reading or writing their test.

Room usage will continue to be an issue as the number of students needing private rooms for their tests continues to grow. Each person who needs a reader or writer requests a private room and there are other students who need a distraction free environment for testing. Currently the School of Health Professions and the Chemistry Dept. provides some testing services for students in their programs, which helps us with room issues.
**DS 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.

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**CAMPUS LOCATION**

Grace Wilkie Annex  
Room 150