BUDGETS STAY THE SAME, AGAIN.

Budget the same but not the semester.

Although we did not receive any additional funds we knew we would provide more services and work with more students in the 2009-2010 school year. Every year for the past 19 years our student numbers have increased and the level and variety of services have changed.

The negative side of not having any new funds is that you must get creative and find new or better ways of meeting the needs of your students. The good side is that you get to be creative and find new ways of providing services. Both can cause stress but good stress produces energy and excitement in the office.

Disability Services gets level funding again for the third straight year.

How it all starts each year

Our year starts in August, usually by hiring a few new student assistants and providing them with training on the myriad of jobs they will perform throughout the year. Each student assistant gets trained on every function that is service related within the office. We also start meeting new students and checking to see which students from the previous semesters may be returning and needing services. The director and assistant director “preload” student schedules into our “FileMaker Pro” database to help intakes with students go smoothly and quickly. The director meets with the majority of new students and the assistant director works with our students who are deaf and our interpreters to ensure all the students’ and interpreters’ schedules work together. The administrative specialist trains student assistants and our senior administrative assistant cleans up student files from the summer, getting supplies, and contacting publishers trying to obtain books in electronic formats.

Student assistants are busy with the conversion process of converting textbooks into audio books or other alternative formats for our students. They are also reviewing policies and procedures and demonstrate these materials to our new student assistants. We really believe peer to peer training works well.

In this report

The rest of this report will look at the specifics of how we serve our students, our student demographics, service statistics and the creative ways in which we deliver services. We will also show you what we believe are the ways we provide excellent services to the Wichita State University community. Enjoy the reading! This report will be available in an electronic format. If you would like to receive an electronic copy of the report, please contact the director.
This year was a tough year for me personally because both of my parents passed away unexpectedly within 83 days of each other. First was the surprise phone call from my sister in early September telling me that my mom, who had Alzheimer’s, had fallen and hurt her back and that she would need to go to a nursing home for some physical therapy. Then three days later I got the call saying that my mom had developed viral and aspirated pneumonia and that she was not doing well. She died with 24 hours.

During Thanksgiving break my wife and I joined one of my sisters and my brother in Portales, New Mexico to spend time with my dad since this would be the first time in 59 years that mom was not there with him. My dad had been having some health problems and was in an assistive living center in Clovis, New Mexico. The trip was a little strange in that my usually energetic dad was very lethargic and not very talkative. We left on Sunday morning to return to Wichita and I talked with my dad on Tuesday evening and things seemed good; little did I know that would be our last conversation. Early the next morning my dad had a stroke and my sister called all the siblings to let them know. Thursday morning brought another phone call with more bad news and that afternoon we were headed to New Mexico. We arrived Friday afternoon and my father died on Sunday afternoon, never having regained consciousness.

I would like to say thank you to the entire WSU community for all their support during this trying time in my life. My coworkers, fellow directors, upper level management, VP’s and even the President expressed their concern and were very kind during this past year. Not many people can say they have this much support and such a great place to work, I am truly blessed. Thanks WSU, for all your support this past year.

Grady L Landrum
Interpreting continued From page 1

Students and 2 Deaf instructors with the assistance of 10 interpreters. We were involved with anthropology, chemistry and biology, Deaf culture, the Barton School of Business courses, political science, general education courses, and social work. Our interpreters are the best and we’re glad they’ve chosen to work for WSU and with our students. Our students are the best and we’re glad they are Shockers!

Last year, at this time, the interpreter coordinator shared information about setting interpreting schedules for each semester. There’s another part of scheduling interpreters that wasn’t even mentioned—the infamous pink sheets (or for one of the students that hates pink—the fuchsia sheets). These are the interpreter request forms that signify the need for an interpreter outside of the regularly scheduled class time, and this year they are making an appearance on my desk quite often. (That’s the reason they’re bright pink—so they get noticed amid all the other paperwork that makes its way to my desk.)

What exactly does a pink sheet mean to our office? First, it means the coordinator needs to locate an interpreter that is available for the particular assignment requested. But actually, it means more than that. It means we have students that are participating in events outside of the classroom. They may be involved in study groups, student organizations, tutoring, practicum, or a variety of other activities going on around WSU. It means we have students that are making an impact on campus and beyond by working with people that may have never before worked with a person that uses sign language for communication. In turn, those people are learning that it doesn’t matter how we communicate, it is simply important that we communicate with each other. It’s an awesome experience and we’re glad to be involved with it!

**WSU Interpreters 2009-2010**

**Kathy Stewart, Assist. Dir.**

**Staff Interpreters**

Amy Fowler  
Debbie McCann  
Dibs Willis

**Contract Interpreters**

Patti Ballinger  
Darla DeSpain  
Clint LaBerge  
Lisa Price  
Jeannine Schaffer  
Sondra Schmittgens  
Teresa Schoch

**Golf Carts for Escorts**

By Grady Landrum

In 1991 when I started work at WSU at the Office of Handicapped Services, they had just purchased their first golf cart or “people mover” for helping students around campus. This struck me as odd because the cart was not accessible, it did not fit in with my philosophy of students being independent, and the campus did not seem to be that large. Three months into my tenure at WSU I was talking with someone from the Kansas City Office of Civil Rights and she asked me why we provided golf cart rides. She believed that since it was not accessible we could be opening ourselves up to some headaches down the road. I explained that it was a service started before I got here and so I found myself talking with the Vice President of Student Life, Jim Rhatigan, about this because I had heard it was his idea to get the golf cart for the office.

In my conversation with Dr. Rhatigan, he shared with me his philosophy that led him to get the golf cart. “If a student has a need and we can meet that need to help them stay in school then we should do whatever we can to help that student even if it means going beyond what we are required to do by law.”

So ever since then we have been providing golf cart rides, or “escorts” as we call them, to people who have difficulty traversing the campus for a myriad of reasons: latter stages of pregnancy, broken shoulder and can’t carry books, broken ankle, knee or leg, respiratory diseases, heart conditions, back injuries, strokes and more.

This service fluctuates from year to year, semester to semester, and sometimes from week to week. The majority of students using this service use it for their entire time at WSU. The rest of the use is for people with temporary disabilities and the typical time frame is for about two weeks.

Since the fall 1999 semester we have provided escorts for 221 people. In this last year we provided a total of 2,885 rides for 61 students, faculty and staff on campus. We currently have 2 golf carts we use to provide this service. While they are not required, they fulfill a great need for many people at WSU.
What is your Note Taker Personality?

By Christina Gregory

1. I feel like my professor speaks:
   A) So fast I can’t understand
   B) Much too softly
   C) Pretty fast, but I can keep up
   D) Loud & Clear

2. Staying focused in class:
   A) Is a major challenge
   B) Takes a little effort
   C) Is doable with a Pepsi
   D) Is something I look forward to

3. If other students knew I had a learning disability, I would
   A) Never come back to class
   B) Be totally embarrassed
   C) Know it was no big deal
   D) Explain the disability and ask for help

4. Helping other students succeed in class is:
   A) Not going to happen because I struggle myself
   B) Something that might happen accidentally
   C) An interesting idea
   D) Something I want to do

5. My classroom notes are
   A) Illegible & not very helpful
   B) Complete but disorganized
   C) Brief but disorganized
   D) Organized and complete

6. My class moves at a pace that is:
   A) Very fast
   B) Brisk
   C) Manageable
   D) Easy to Follow

Scoring

For each question:
A = 4 points
B = 3 points
C = 2 Points
D = 1 point

13-24 Points

You are a Note Taking Extrovert. You may benefit from having a classroom note taker. The note taker will provide a backup set of notes that you can use along with your own notes to complete or clarify ideas. After you request a note taker from the Director of Disability Services, an email will be sent to everyone in your class. The note taker will work through the Office of Disability Services so you can remain completely anonymous if you would like. In case you ever need clarification over notes, you will receive an email with contact information for your note taker. Of course, for confidentiality, you can also send emails through the Director or Note Taker Coordinator. Notes will be delivered to you either electronically or left in a folder at the Office of Disability Services front desk. However you choose to receive your notes, it’s important to remember that they must be used to have any impact on your success.

1-12 Points

You are a Note Taking Introvert. You might benefit from becoming a Disability Services Note Taker. Note Takers improve their own academic skills by helping a fellow student succeed in the class. All you have to do is respond to the email request for a note taker, then complete a contract and W-9 for payment. You will get a tip sheet that will improve note-taking skills in all your classes and $50 at the end of the semester. Just bring in your class notes every other class for the student assistants to make a copy. The notes you take in class will work just as they are, but you can also type or scan them and submit them to the Office of Disability Services electronically. Either way you choose to submit your notes, remember that your high standards benefit the people around you.
The status of services at ODS varies every year and we can never predict what service will increase or decrease the most. Services are based on the needs of our students. Each student's disability affects them differently and so each student's services are designed to meet their specific need in each class.

In the chart above we saw an increase of 1000 rides in the Escort column. We never would have predicted that this service would expand so much in one year. In comparison to the previous year every month saw an increase but the greatest increase was in the spring semester where we saw several snow falls and heavy periods of rain.

Testing services continue to increase gradually and we expect this to continue because each year we see an increase in the total number of students we serve. This is the service that is used by more students than any of the others we provide and it is the most labor intensive service we provide beside interpreting.

Scanned text books, or E-text production, is on the rise and even with our continual efforts to streamline this process we still have a long way to go to meet our students needs promptly. There are so many variables in this process and if the production of a book gets slowed at any stage it can have a devastating affect on the production timeline. The most crucial part of the process starts with the student notifying us of their class schedule and the books they will need in alternative format.

Interpreting hours were down this past year for a couple of reasons. First we had fewer full time students, and second two of our students who had competed on the rowing team for the previous two years were no longer on the rowing team. This is probably the most unpredictable service we provide because we never know when we will have a new student needing this service coming to WSU or if they will be engaged in out of the classroom activities.

Computing lab hours are always self reported by students as they enter and leave the lab. This is something we are working to improve and I think our efforts are starting to work. We did a much better job getting accurate numbers this year than in the past.
I am a Book

By Lizzie & Ian

I’m a book that was just purchased from the Wichita State University bookstore. Wee! I’m going on a ride with other books-where to? It looks like we’re entering a building called Disability Services.

Ok, now I hear two people talking. Susie Student, who has just purchased me (for MUCH more than I’m worth, I might add) is talking to a man named Grady. She says that she has problems comprehending what I say. I’m so misunderstood, no one loves me...

Grady says my words can go into audio book format and she can listen to me as she reads along. He says they’ll request alternate copies of me from the publisher to be put into the system.

Now it’s two weeks later and we get a phone call from Disability Services.

My publisher can’t get an alternate copy, so now I must go have my spine removed! I don’t know what that means, but it sounds like fun!

I am glad that’s finished! The student assistant is carrying me back to have my pages scanned into the system with the other books. Now that is all over with, my consciousness has been downloaded into the computer system. Much like the Matrix. Come to think of it, I would have done a better acting job than Keanu. Anyway, my physical copy has been sent back to be rebound and Susie will get that soon.

Meanwhile, my digital version is in book editing limbo. I take time to acquaint myself with the software. They all seem like great guys but I can tell I’ll be spending the most time with PDF Equalizer and TTA.

We all hang out for a week or two, and slowly but surely, they teach me how to talk. Then it’s time to part ways. My audio files are burned to a CD and Susie is told she can have me back. Overjoyed, she picks up both versions of me and can go back home to study. Now I’m able to make sure Susie can keep up with the rest of her class.

Credit Hours 2010

Calculating Credit Hours

At Disability Services, there are many statistics that must be taken and many different ways to calculate said statistics. One such group of statistics calculates the average number of credit hours taken by the students registered with Disability Services. To calculate this average, there is a special formula which one must follow to ensure accurate results every time the average is calculated.

Let X=total number of credit hours taken for a year.
Let Y=total number of registered students for the year.
Let A=The average number of credit hours per student for the year.
The formula for calculating the average is as follows:

\[ \frac{X}{Y} = A \]

Example: In the 2009-2010 school year, there were 339 students total that were registered with Disability Services. Those students took 6081 credit hours total. How many average credit hours were taken per registered student in the 2009-2010 school year?

\[ \frac{6081}{339} = 18 \]

So, on average, students needed 18 credit hours per year to be registered with Disability Services.
What have I learned working at ODS?

By Josh Hardy

My name is Joshua Hardy and I am a senior, majoring in Nursing. I am a student assistant at Disability Services and have worked in this office for most of my time here at Wichita State since 2007.

When I started out at Disability Services I didn’t know what to expect. I wondered how many people on campus could have a disability and how the office could help them. In the first few weeks I learned that the disabilities a person might have could vary greatly, affecting people not only physically but mentally as well. I also learned that the amount of help we can give also varies greatly. How we help students depends on the disability they have and how it affects them. The two services people use the most are rides in the golf carts and testing accommodations.

Since I started at Disability Services, I have learned two very important skills--patience and acceptance. It is important to have patience because when something is not going right for a student, you need to try everything you can think of to get it fixed. This does not just apply to the computer lab we have available; it also applies to when a student is having trouble in a class or having trouble finding what to do next in order to graduate. Our staff needs to be knowledgeable about everything that is available to students on campus, so we can point students in the right direction.

It is also important to offer acceptance. As a staff member at Disability Services, you must learn to accept people for who they are. You need to be familiar with each student so you will know what they need before they need it. I have learned that every little bit counts. From showing a student how to use email or blackboard to helping a student graduate, each little thing is a success story.

I have learned from staff leaders to find ways to help people without having to really think -- most things have become second nature by this point. I have also learned to think outside of the box in how I can help students – what works for one student may or may not work for the next one.

From the student assistants I have learned to work as a team. We have to cooperate and work off of each other so that everyone is on the same page. I have learned things that I will take with me after I graduate such as working as a team and working towards the same goal. Working at this office has truly been a great experience.

Student Assistants
2009-2010

SRI ENUGANTI
JOSH HARDY
CORRINE HERRMAN
LIZZIE ENLOW
ANGEL SANOW

CHRIS DECHANT
NGUYEN DO
KIRSTEN GOLZ
DAVID MASON
RAM BONDA
Students

Gender

<table>
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<th></th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
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<td>123</td>
<td>339</td>
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Continued growth
In 1991 ODS served 73 students. In 2000 when TRIO Disability Support Services started providing services, we saw a significant jump in the number of students requesting services. ODS continues to see gradual increases in the number of students we serve each year.

FileMaker / BANNER Statistics

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<th>Status</th>
<th>04'-05'</th>
<th>05'-06'</th>
<th>06'-07'</th>
<th>07'-08'</th>
<th>08'-09'</th>
<th>09'-10</th>
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<tbody>
<tr>
<td>Fall 09</td>
<td>191</td>
<td>246</td>
<td>294</td>
<td>308</td>
<td>339</td>
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<td>Spring 10</td>
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<td>50</td>
<td>54</td>
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Disability Status
Over 90% of the students ODS serves has a permanent disability and many of those have more than one disability for which they receive services. The majority of people who receive temporary services are students who have had surgery or been injured and need assistance for a couple of weeks and a few students have injuries and need note taking assistance.

36% Males and 64% Females
According to the national statistics in the K-12 educational system, traditionally more males are identified as having disabilities than females. At WSU we see a transition of more non traditional students and many of our students are in social work, education and health professions which tend to have more females in their programs.

Temporary vs Permanent

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<tbody>
<tr>
<td>Permanent</td>
<td>314</td>
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<td>Temporary</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>339</td>
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Seniors dominate ODS semester rosters.
Students are taking longer to graduate and remain in the “senior” classification for longer periods of time. We also have a large number of “junior” because of the high number of transfer students after they complete an “associates degree” at our feeder community colleges.

LAS dominates colleges.
Most of our students, 57%, are in the college of Liberal Arts and Sciences this is 15% higher than the general WSU student population.

Testing is the service used by most students.
Most students use more than one service throughout the semester but the primary service we provide is testing outside the regular class environment. Creating audio books and interpreting services are the most labor intensive services we provide.

Extended time is a primary testing need.
Most of our students using testing services have a disability that affects their processing speed, thus our primary service for testing is extended time. Our students who need distraction-free environments or need reading and writing assistance use a private room for their testing.