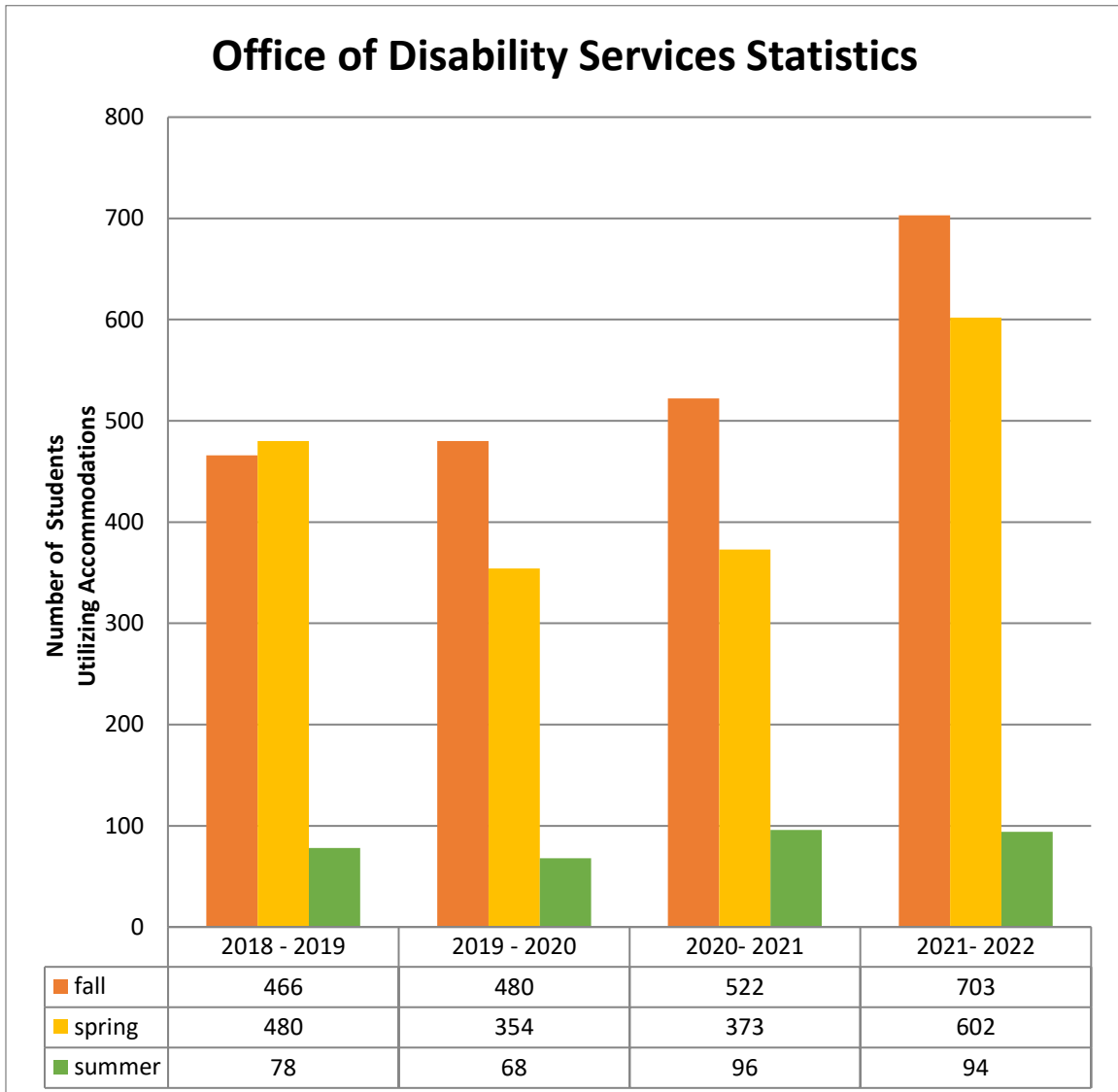


Office of Disability Services

AY 2021 -2022 Annual Report

It has been an interesting academic year of challenges, changes, and transitions. The office staff has survived but not without signs of stress. However, we persist and continue to serve our students with kindness and excellence!

The following chart shows the steady increase in the students ODS serves:



The chart validates the fact that we continue to experience growth in the number of students we serve, but we realize too that we must continue to promote our services to the WSU community. There will be a section of this annual report that includes how we promoted our services through marketing/ outreach events. It is a strong possibility that the marketing and outreach events may have contributed to the increase to our numbers of students registering with ODS.

We had approximately 600 students utilize accommodations for the past academic year. We had 700 students utilize accommodations over this academic year. According to a 2017 report from the Association on Higher Education and Disability (AHEAD), the ratio of 1:150 is a reasonable number of student/caseload for disability resources professionals . Prior to July 2021, we only had two staff members tasked with intaking students and working with them one-on-one. When we hired a new Intake specialist in July 21, it moved us closer to the AHEAD-recommended ratio of 1:150. With

the increase in AY 2021 – 2022, we are further away from the ratio of 1:150. It is clear the numbers of students ODS serves is increasing every year.

Below are our services by the number for the academic year 2021-2022

- Persistence rate for ODS students - 88%
- Number of students who receive note taking services – 29 students
- Hours of American Sign Language Interpreting Provided – 1440 hours of ASL interpreting provided
- Disabilities accommodated – It should be noted that students that register with our office can have numerous secondary disabilities.
 - Depression - 149
 - Anxiety - 231
 - Other Psychological - 73
 - Autism Spectrum - 50
 - Learning Disability – 196
 - ADHD/ADD - 192
 - Physical/Medical - 282
 - Deaf/Hard of Hearing - 19
 - Blind or Low Vision – 27

Our staff consists of Isabel Medina Keiser M.A., Director; Jennifer Nicholson M.A., Assistant Director; Kelly Adams, Lead Interpreter, Autumn Fitten, Intake Specialist and Gail Allen, Intake Specialist and Deborah Nelson, Administrative Assistant. Isabel Medina Keiser M.A. has been working in Disability Services for over thirteen years. Jennifer Nicholson is a powerhouse of energy and has an intense passion advocating for our registered ODS students. Her specialty is working with students within the Autism Spectrum. Kelly Adams, Lead Interpreter is our in-house interpreter with over twenty-two years' experience as an ASL interpreter. Autumn Fitten's specialty is working with persons with mental health disabilities and students with vision impairments. We have documented an increase in the number of students requesting accommodations for disabilities related to mental health, so we are pleased to have Autumn on our staff. Gail Allen is assigned students with a variety of disabilities, but her caseload includes many students with the diagnosis of ADHD/ADD. Deborah Nelson is our new Administrative Assistant that was hired in April 2022. Deborah brings with her over 30 plus years of experience in the corporate world and one and a half years in higher education.

Training for Staff

We continue to seek training opportunities to stay current on new assistive technology and new methods to help our students. The entire ODS team has gained knowledge of accessible documents by attending the following free **KSARN** trainings:

- Impairment Awareness
- Accessible Face-to-Face Presentations
- Accessible Online Presentations
- Creating Accessible Digital Documents
- Creating Accessible Video (for Instructors and Staff)
- Accessible Conference Presentations
- Introduction to Web Accessibility
- Assistive Technology Basics
- Remediating Documents for Accessibility
- What is a VPAT?

Our Assistant Director recently attended the **AHEAD 2022 Conference**. The following is a list of the workshops the Assistant Director attended at the **AHEAD 2022 Conference**:

- The State of Disability Inclusion and Practice in Health and Allied Health Professions
- Fostering a Positive Office Culture as a Leader
- Exploring the Current and Long-Term Impacts of Pandemic on Executive Functioning in Autistic Students
- What Is the True Barrier Here? Collaborating With Students to Accurately Assess Their Access Issues
- The Dynamics of Learning Independence: Strategies to Empower Disabled Students
- Disability and Critical Race Theory: How DisCrit Helps Disability Professionals Change Higher Education
- Everything You Need to Know About Disability Law in 90 Minutes
- Neurodiversity, Autism Politics, and Language, a Brief Introduction
- “I’m Unlearning!” Applying Reflexivity to Higher Education Disability Services as a Tool for Supporting Students with Intersectional Identities
- Evaluating Requests for Remote Instruction: Are They Reasonable?

One of the take-aways from the training at AHEAD is that ODS will be revising their intake process with students requesting accommodations. It was also clear that we are following the national trend of more students with disabilities entering the Health and Allied Health professions. It will mean that ODS will be looking to hire another intake specialist with a Health or Allied Health background.

Our Lead Interpreter attended the **American Deafness and Rehabilitation Association (ADARA) Conference in March 2022**. The following is a list of the workshops the Lead Interpreter attended at the **(ADARA) Conference**:

- Adult Child Estrangement
- Multichannel Eye Movement Integration
- Collaborative Interventions: Interpreting and Therapeutic considerations for working with Deafblind consumers in mental health
- Through the Deaf Lens: PTSD and Neuroplasticity Training
- Criminal Justice and the Deaf Community: Current Research and Future Needs
- Cultural Competency: Diagnosis and Interventions for Deaf Individuals in Psychiatric and Jail Settings
- Mentoring: How to Prepare What to Expect
- Take a Pause: Overcoming Compassion Fatigue with Self Compassion
- Language Deprivation and Co-construction of meaning: The Impact on our Work
- Becoming Trauma Informed in your Communities
- Chaotic Mind to Calm Mind

All staff members have completed **Strengths Training**. We included our student workers in the training this year. Strengths Training is an important resource for supervisors and is a great tool for the staff to learn about each other’s strengths.

All staff members attended **Active Threat Training** and had UPD visit our office to develop an office safety plan.

Last year one of our Intake Specialist received **Academic Life Coach Training** with CTEDU via Student Success. Academic Life Coach Training is a six-month course that met weekly for two hours at a set time. The Coach Training provides the participant with the necessary skillset and tools to effectively engage and inspire the young team-members. From examining self-theories to elements of flourishing, coach training rests on a solid foundation of theory and practice developed by positive psychology. As of February 2022, our intake specialist is now a certified Academic Life Coach. The intake specialist utilizes the skills she obtained through the **Academic Life Coach Training** with the students she serves.

Diversity Training (attended by staff of ODS):

- Racial Battle Fatigue: Manage Student Frictions Surrounding Race, Engage in Self-Care & Encourage Dialogue to Move Equity Forward on Your Campus
- Moving Beyond Hispanic Enrolling While Becoming Hispanic-Serving
- The Latino Educational Model: The Force for Institutional Renewal
- Hispanic Success Initiative: A Multi-Faceted Approach for Fostering Student Success
- ACIREMA Workshop. International Workshop
- Self-Exploration: Diversity does not Equal Inclusion, Learning is Never Complete
- Legacies of Racism in American Culture
- Guiding the Hispanic Future Through Mentorship Programs
- A Closer Look at What Works for Latino College Students

Other Training (attended by staff of ODS):

- ADA Audio Conference Series: Best Practices for Ensuring Students with Food Allergies have the same Opportunities in Higher Education
- AHEAD Live Web Event: The Legal Year in Review, Round II
- Leading Through Uncertainty, Crisis & Change
- Telling Your Program's Story Through a Logic Model
- Navigating Conflict & Difficult Conversations
- The New AHEAD Code of Ethics: Guidance for Professional Behavior and Decision Making
- Fostering Essential Self-Care in the Workplace
- Renewing and Refreshing Your Strategic Plan
- Cultivating a Coaching Culture in Your Organization
- Working with Student with Suicidal Ideation
- Walk in her Shoes/ DV awareness
- Removing Barriers and Facilitating Access: Supporting Trainees with Disabilities Across the Medical Education Continuum
- Exploring the Barriers to Inclusion for Medical Trainees with Disabilities
- How to make a Web Departmental Deposit Registration (preparing for merge with Testing Services)
- Navigating Federal Work Study (FWS)
- ADA & 504 Discrimination
- Disability Services Demo Cases
- AHEAD Training: Intersectional Needs
- Webinar: DOJ/EEOC 504 Compliance cases
- Banner 9 Navigation Refresher & SGADISA Training
- Disability Law 101 Training
- Separating Fact from Fiction Training
- Clinical Accommodations: Upholding Standards While Creating Equal Access
- The Value of Creating Clear and Effective Policies for Students with Disabilities
- Health and Wellbeing Webinar
- State of Kansas Webinar - Mental Health Awareness
- Supporting Mental Health & Students w/Disabilities
- WSU Security Training
- PCI Training
- Cash Handling Training (preparing for merge with Testing Services)
- Kryterion Training (preparing for merge with Testing Services)

- CLEP Training (preparing for merge with Testing Services)
- Deaf 101
- Centralized Systems that Promote #DeafSuccess at Colleges and Universities

COVID-19

In response to COVID-19, we instituted new safety standards throughout our office, the student lounge, and study rooms. ODS is hopeful that things will improve but we will see what the new academic year will look like when it comes to Covid-19. Either way ODS is prepared to meet the challenge.

Testing Services to Merge with ODS

As of July 2022, Testing Services will merge with the Office of Disability Services. This merge is due to a decrease in Testing Service revenue and a hope to streamline services for our WSU students. This move will hopefully facilitate better communication between professors and Testing Services and improve testing integrity which will enhance the services for all students.

Assistive Technology

A new check-out form for assisted technology equipment was developed. At the end of the academic year, we purchase 50 more Echo Smart Pens. In the spring of 2022, all 50 smart pens had been checked out to ODS students, so we knew that more smart pens would need to be ordered for fall 2022. ODS applied for SAG funding for further assistive technology for students with learning disabilities. We used some of that money to purchase the new supply of smart pens.

One of the items we look forward to purchasing with SGA money is Kurzweil 3000, an award-winning educational software designed to provide literacy support. It will be available to all WSU students, not just those registered with ODS. We will be purchasing the program in fall 2022.

Kurzweil 3000 is an easy-to-use software platform that promotes independent learning - on any device. Embedded customizable tools for reading, taking notes, studying, writing, and test taking support the full learning process, enabling students to comprehend and articulate new concepts more effectively.

The director of ODS had set up a free trial of Kurzweil for one of her students with a learning disability at a previous university and she scheduled an appointment with the student to discuss how the program was working for him. The student came in to give his report on the Kurzweil program and he started crying. He stated to the director that because of Kurzweil he was going to go forward and get his master's degree. ODS wants this same experience of freedom of choice for all students of WSU.

Mobility Service (Van)

ODS has also developed a comprehensive plan and policy for our mobility service, that we provide to students with mobility related disabilities. In the past, ODS utilized a golf cart to transport our ODS students with mobility issues. Our drivers and our students with mobility issues would have to face the rain, wind, and snow to get to classes. As of February 2022, Eason Bryer, Facilities Services Director and Thomas Retz, Manager Facilities Maintenance Operations provided ODS with a used electric van in which the drivers and the students could travel in comfort. Thank you, facilities, for your wonderful gift to ODS. The Director of Disability Services hopes that one day that ODS will be able to purchase an electric van with a lift. We are calling all angels.

CAS Review

Last year, a review team met to conduct a self-study using the Disability Resource and Services *Self-Assessment* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization. The CAS self-assessment guide (SAG) was chosen by Dr. Hall as the tool to assess the departments within Student Affairs. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of Disability Resource and Services and to plan for improvement opportunities within the Office of Disability Services.

The Director and the Assistant Director of the Office of Disability Services collected information and data regarding the goals, programs, services, policies, and procedures to be evaluated for the assessment process.

The CAS SAG consists of twelve parts that all departments within Student Services world must meet. The CAS Standards and Guidelines used for the review of Disability Resource and Services are as follows:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law, and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

In summary, the CAS Review affirmed that ODS is doing their job by providing accommodations, but they just need to put things in writing and update all policies. The Assistant Director provided a CAS summary report to the Student Affairs Assessment Team in September of 2021. Writing and updating the policies and procedures are an ongoing process. ODS feels confident that they will have further proof (written policies and surveys) that will demonstrate their ability to provide accommodations to the students at Wichita State University.

Applied Learning and Providing One-on-One Connections with ODS students:

In collaboration with Dr. Jody Fiorini, the School Psychology Graduate Program provides graduate students that meet weekly with ODS students. There are three graduate students, and each have five to seven students they work with. Most of the students self-identified as being on the Autism Spectrum. The graduate students work with these students on soft skills (communication, self-regulation, coping skills). This program will continue in the fall 2022.

In fall of 2021, ODS in collaboration with the Department of Communication Science and Disorders provided an applied learning experience by offering a sign language interpreter internship. We provided the internship to one student in the fall semester and in the spring semester three students. The following is the position duties of the sign language internship:

- Shadowing Lead Interpreter in various assignments on campus (classrooms)
- Team interpreting by feeding signs or missed information (prior study of content required)
- Team interpreting (limited time frames that are not in lecture/academic learning settings)
- Interpreting videos with closed captioning in classroom setting
- Interpreting (limited time frames) of social activities (plays, musical concerts, sporting events, graduation)

ceremonies

- Participation in social deaf events for an immersion-like experience
- Helping with the Deaf Awareness Events
- Deaf language mentorship (If we can find a deaf person willing to volunteer as a mentor)
- Connecting with current deaf students to help them navigate certain systems within WSU
- Learning about and studying for certification assessment
- Students will intern with outside interpreting agencies as well as WSU and will follow each agency's requirements.
- This was a collaboration between ODS and SLIS, BIS, USD 259, KCDHH

The following are the evaluation of the interns' experiences during the interpreter internship:

Student #1

Firstly, I wanted to thank everyone who was a part of making the internship possible. Although Wichita State's ASL program isn't fully established yet, I think this was a wonderful opportunity that helped put our names out there and hope this continues being available to students interested in interpreting.

During my time as an intern, I observed several different interpreting assignments that ranged from elementary schools to court cases. Seeing the breadth of opportunities available to interpreters was eye-opening, as I had very little experience with interpreters prior to this. I anticipated being the most uninterested in the school setting but was surprised when that turned out to be my favorite type of setting. Watching interpreters act as Language Interpreters but also as language-providers, confidants, tutors, etc. gave me so much insight and respect for interpreters in that setting.

I, of course, also gained an incredible amount of language-specific skill. My vocabulary has grown exponentially; seeing a vocabulary word a couple of times in class *does not* compare to seeing 3 different interpreters use it in several different contexts. My understanding of the rules of the language and the allowable exceptions have grown so much and I love coming back to class and sharing what I've learned to students who were not a part of this program. Not only has my word-inventory grown, but my confidence has grown as well.

I am more accurately able to predict how interpreters will approach certain content, I am more comfortable conversing in sign, I feel more confident in conjuring up word combinations as I know now what types of words just don't have signs, etc. I could not have learned any of these skills without watching actual professionals in the field.

Most notably, from this experience I gained several impactful relationships with professional Interpreters in the Wichita area. Kelly is an incredible advocate for the Deaf and interpreting community and has been the absolute best mentor we could have asked for. She has been so positive and encouraging in everything we do. Additionally, Boklund Interpreting Services specifically partnered me with some of the most impressive and passionate individuals I have ever met. There are so many concepts and layered facets of interpreting that these individuals went above and beyond to ensure I understood. They were extremely patient, gracious, sharing, and encouraging in my time with them and I am so grateful to have been able to work with these people.

I went into this internship hoping to gain more ASL skill outside of class (which I certainly did achieve). However, I have seen so many powerful things that have made me realize interpreting is something that I am passionate about continuing towards.

Thank you all again and have a great summer!

Student #2

I started an internship with the Office of Disability Services for interpreting ASL in the spring semester of 2022. Before starting this internship, I wanted to make sure that during the internship I would learn more about the profession of interpreting, learn more about the qualifications and certifications required to be an interpreter, and to get hands-up experience interpreting. Those were my biggest 3 goals for this internship. I learned so much about the profession, not just from WSU's point of view with interpreters, but I also got to see private owned interpreting businesses and how

they conduct their business differently than one another. I got to see different institutions that the other interpreting services provided with interpreting like for the mayor, or for medical appointments, business meetings and more. Through this internship I also learned a lot about the different certificates and how some interpreters have different qualifications, like if you want to interpret for the court system you need another certification to prove you are an expert and can be trusted with such important information. I also got some hands up interpreting practice and voice interpreting practice which was amazing and went very well.

The internship was understandable, we would observe interpreting and work at the front desk of the Office of Disability services, and during the second half of the semester we would do that plus interpret at some of our observations. One of the things that was difficult to get used to the code of ethics that interpreters are bound to. Sometimes I would want to talk about my observations with the other interns, but you must be very careful because the clients are confidential, and you cannot let that information get out associated with them. Some events were public so they could be discussed openly, but I had to get used to reporting saying “the client needed further explanation on...” instead of saying she needed, or he needed or saying their names. It was a good look into what the expectations are in that profession, and it was a lesson on professionalism itself and how to stay true to that.

A typical day at my internship was going to main campus and observing 1 or 2 classes and watching the interpreter, and then going to sit at the front desk at the Office of Disability Services desk. In the office I helped answer the phones and direct students to the correct forms needed for them to register with the office for accommodations. I also helped students who came in for appointments by calling their intake person to come meet with them, I also got to drive the Offices golf cart in case a disabled student called for a ride on campus! I never had to give a ride, but I am glad I knew how to drive it and get to them just in case. I really loved all my observations, the ones on campus were for sure happening every week, but through the other interpreting service companies we could pick up observations throughout the week to attend with these other businesses. I got to see a play be interpreted at a college and it was a musical and it was so interesting to see them interpret it! They said they had to practice for 3 weeks to memorize and perfect the whole script. These observation opportunities were so beneficial and gave me a real life look at the profession and all the struggles that can come up and how to solve them.

This experience fits into my long-term goals because it gave me a real look into the job and what my day-to-day life would be if I stuck with this profession as my goal. There were some questions I had like if it is a long time of interpreting how do you take a break? That was answered through my observations because often 2 interpreters will go to the same assignment and switch out every 20 minutes, so they don't exhaust their brains. I think I also got a great view of WSU's Office of Disability Services and their interpreting services and how well they take care of the Deaf students at WSU. I could see myself employed at WSU as an interpreter someday, I know they would be kind and understanding, and a positive place to work. I think if this internship were to be a part of a graduate program, they would need some more opportunities for observations and hands up practice, just because some of our institutions pulled out due to COVID. If all the places could accommodate interns observing, it would be a high enough standard for graduate students to do it too. Overall, I think it was an amazing experience.

Student #3

My Experience

My experience as an interpreting intern helped me a lot. I know that my signing ability has increased greatly. I feel confident that the program has started me on my way to becoming an interpreter in the future. I know more about what it takes to become a good interpreter and know what I can work on to get closer to my goal. I am appreciative of what this program has done for me and all the connections I have made. I also feel like I understand the deaf community better and will have a good relationship with them.

Offering Experiential Learning for our Student Employees

The following statements from our student employees is an example of how we offer our student employees the advantage of experiential learning:

Student Worker #1

My name is Elise and I'm currently a student worker for the Office of Disability Services. I am a 5th year senior studying aerospace engineering. I started working for ODS at the start of my senior year, almost a year ago, and have gained a lot of skills through working with them. From basic office and secretary work skills, to learning how to work with others that are not like me. These skills will help me succeed in other areas of my life and more importantly in my future career in engineering.

The communication skills I have developed will help me succeed in my future career by being able to work efficiently and concisely with my peers. These skills I have gained might not directly set me above and beyond my fellow engineering peers, but it will give me an upper hand of being well versed in these areas where they might not be by not having to learn office etiquette.

Overall, my experience working with ODS has been an amazing experience. I am forever grateful for the time I have spent working for them and would always recommend others to use their services and work for them if they have the chance to.

Student Worker #2

My name is Andrea Reed, and I am a graduate student majoring in Liberal Studies with a focus in Sociology (Aging and Women Studies). It is my hope to also receive a graduate certificate in Aging Studies along with my master's degree in liberal studies. I have worked for the Office of Disability (ODS) since 2016. ODS has helped me personally and is relates to the degree by helping WSU students that have all types of disabilities. My degree is about supporting and helping the disabled and aging individuals. My studies also focus on the inequalities/abuses of the disabled and aging individuals.

From the first day to the present, I have gained the experience by working and supporting students that have a vision impairment, blind, and are deaf. I ended up taking a semester of sign language that helped me to relate and connect with a student that are deaf that are registered with ODS. I have even been in courses with a few students that are deaf. Working at ODS, I have also helped and supported students that are Autistic, students with anxiety and other learning disabilities. After leaving WSU, I will use my master's degree to help elderly and disabled women/individuals have a better life. I will research and find for them the correct help that they need. I currently volunteer my extra time to elderly and/or disabled women/individuals. My hope is that elderly and/or disabled individuals can get the help they need to remain independent and safe.

Marketing/Outreach/Awareness Campaigns

Examples of Marketing/Outreach/ Awareness Campaigns	Outcomes and Impacts
Developed, Purchased and Distributed New ODS Pamphlets	Updated pamphlets describing the accommodation process which helps with marketing our office (including the pamphlet being online on the ODS website and having the pamphlet in Braille).
Provided Training About ODS to PSY 911 GTAs	The training to the GTAs is two-fold. Informing GTAs that they can qualify for accommodation and helping them be aware of our services for them to refer students to our program.

Staffed a Parent Lounge Information Table During In-Person New Student Kick-Off Days	Connecting with parents of student with disabilities is a very proactive way to market our services to parents. Parents can be very persuasive at referring their student to our services.
Provided Training About ODS to English GTAs	The training to the GTAs is two-fold. Informing GTAs that they can qualify for accommodation and helping them be aware of our services for them to refer students to our program.
Provided Training About ODS to Graduate Students in Communication Science Disorders	Informing CSD graduate student that they can qualify for accommodations in graduate school.
Presented to Shocker Engineering Academy (SEA)	Informing engineering students that they can qualify for accommodations.
New Faculty Orientation	Informing new professors of the process for accommodations for students at WSU.
TRIO Student Support Services Presentation	Informing tutors about our services for the student they are tutoring.
International Student Orientation	Informing international students that they too qualify for accommodations.
Discover Wichita	Attended the following Discover Wichita sessions in Tulsa, OK; Oklahoma City, OK; Salina, KS; Dodge City, KS; Kansas City, MO; Topeka, KS; Overland Park, KS; and Wichita Metro. The program helps prospective students, and their families get a glimpse of what life is like as a Shocker.
Trio Gear Up Day	Table event at Trio Gear Up Day to inform students of our services
Shocker Honors Scholar Reception	Table event at Shocker Honors Scholar Reception to inform students of our services
New Shocker Orientation	Informing new students and parents of the process for accommodations at WSU during presentation and table events.
Family Table Talk	Informing new students and parents of the process for accommodations at WSU.
Staff Development Day for the Fairmount College of Liberal Arts	Informing program of the process for accommodations for students at WSU and a discussion about disability etiquette.
Monthly Awareness Events	Monthly table events about specific disabilities: Dyslexia Awareness, Diabetes Awareness, Food Allergy Awareness, International Day of Persons with a Disability, Braille Awareness, Heart Disease Awareness, MS Awareness, Autism Awareness. ODS utilized this time to meet with our WSU students to answer any questions about our services
Wellness Week	Participated in the Wellness event held at Heskett. Informed students of the process for accommodations at WSU.
Meet and Greet at Adult Learning	Met with the new staff members at Adult Learning and advised them of the services available to students with disabilities.
SA Virtual Connections	Informing new students and parents of the process for accommodations at WSU.
Shocker Experience Fair for W-S-YOU	Provided resource materials for in-coming freshman students. Providing information to students helps to ensure that the students/parents are aware of our program.
Fall Festival for Deaf Children	Held at OJ Watson Park, Fall Festival for Deaf children (hosted a ODS info booth)

It should be noted that ODS was active participants in the 2021 Discover Wichita State events. These evening receptions take Wichita State to different cities throughout Kansas, Missouri, and Oklahoma to help prospective students and their families get a glimpse of what life is like as a Shocker. This is part of the Strategic Enrollment Management Plan, and it is an honor to be part of the program. It is essential that students with disabilities are aware that they will receive accommodations at WSU. We are already scheduled to attend the event this fall.

Committee Work

Committee	Committee Focus
Hispanic Serving Institution Task Force Renamed “The Equity Task Force”	The Director of the Office of Disability was a member of the Equity Task Force. The Equity Taskforce, made up of university faculty, staff, students, and community members met from July 2021 to April 2022 for one hour per month to make recommendations. The recommendations were divided into broad themes of culture, institutional practices, and policies.
Shared Leave Committee	The Director of the Office of Disability Service is a member of the Shared Leave Committee. The Shared Leave Program was enacted by the State of Kansas to allow eligible employees to request paid leave at their regular rate of pay when their leave has caused, or is likely to cause, them to take leave without pay or prevent them from regular employment. The committee reviews the shared leave requests. The Director of Disability Services has served on the committee since September of 2019.
Accessibility Committee	The Director of the Office of Disability is a member of the Accessibility Committee. The Accessibility Committee discusses and reviews other accessibility efforts. The Director of Disability Services has served on the committee since September of 2019.
Accessibility Committee (sub-committee)	The Director of the Office of Disability is a member of the Accessibility Committee (sub-committee). The Accessibility Committee (sub-committee) addresses the accommodations needs of students with high-impact needs (students with vision impairment). The Director of Disability Services has served on the committee since September of 2019.
Student Affairs Assessment Committee	The focus of the Student Affairs Assessment Committee is to improve the ways to assess our Student Affairs programs. The Director and the Assistant Director of Disability Services have served on the committee since September of 2019.
General Council Attorney Interview Committee	The Director of the Office of Disability was one of the members of the university that was asked to be in on the interview panel of the General Councils Office. The Director of Disability Services served on the interview panel in September of 2021.
Bias Incident Response Group (BIRG)	The WSU’s Bias Incident Response Group (“BIRG”). BIRG is an interdisciplinary team that will review, provide support and resources to parties or groups that have reported bias incidents. The Director of Disability Services has served on the group since November of 2020.
Search Committee for ADA Coordinator (OEIC)	The Director of the Office of Disability was one of the members of the university that was asked to be in on the search committee for

	an ADA Coordinator/OEIC. The Director of Disability Services served on the search committee in December of 2021.
Student Affairs Diversity, Equity, and Inclusion Committee	The Director of the Office of Disability was just recently appointed to the Student Affairs Diversity, Equity, and Inclusion Committee. This committee is crucial to our Student Affairs DEI Plan and will work to guide Student Affairs on meeting the DEI plan and provide recommendations to Leadership regarding the plan.
Prevention Services Ambassador Board	The Prevention Ambassadors is a component of the Prevention Services Advisory Board (PSAB) at Wichita State University. The Prevention Ambassadors assist the PSAB in the #WSUWeSupportU campaign to prevent suicide, prevent substance abuse and prevent sexual violence while supporting students' mental health. The Assistant Director of Disability Services has been on the board since 2021
Student Affairs Event Coordinators	This group was first assembled pre-pandemic to strategize programming initiatives across the division. The goals of the committee are to create meaningful experiences for students, utilize divisional resources and find opportunities for collaboration. The Assistant Director of Disability Services has been a Student Affairs Event Coordinator since 2021.
WSU Staff Senate (Member)	The purpose of the organization is to foster communication and collegiality among staff at Wichita State University by provide representation for Unclassified Professional (UP) and University Support Staff (USS) personnel and liaison to the University administration and others regarding issues of concern. Initiate and review policies and procedures relating to UP and USS personnel. Be a cultural driver for WSU staff that reflects the values of Wichita State University's Strategic Plan. The Assistant Director of Disability Services has been a member since 2021.
CARE Team	The CARE Team provides a proactive and supportive multidisciplinary team approach to prevention, assessment and intervention for situations that may interfere with students or employees functioning to their full potential. We participate in the Care Team meetings, which helps the team to provide "care" to our students. The Director of Disability Services has served on the committee since September of 2019.
Accessible University Advisory Committee ("AUCA")	Meetings with AUCA committee members to address the following ADA areas: <ul style="list-style-type: none"> • Emergency Planning & Preparedness, • Physical Access – Sidewalks and Parking, • Physical Spaces – Buildings Owned/Leased By WSU • Web and Digital-based Accessibility • Athletic Events • On Campus Events/ "Visitability" • Recent/Not-So Recent Improvements • RFP process for an ADA Audit

	<p>Due to the work of this committee, Crissy Magee, ADA Coordinator was hired and an ADA Audit of the building at WSU is in progress. The AUCA has recently been renamed to ADA Internal Compliance Team (ICT). The Director of Disability Services has served on the committee since December of 2020.</p>
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It should be noted that ODS is meeting some of the Strategic Enrollment Management goals by the fact that the Director of Disability Services participated in the development of goals/strategies around WSU achieving a Hispanic Serving Institution HSI Designation.

Also, the Director of the Office of Disability was just recently appointed to the Student Affairs Diversity, Equity, and Inclusion Committee. This committee is crucial to our Student Affairs DEI Plan and will work to guide Student Affairs on meeting the DEI plan and provide recommendations to Leadership regarding the plan.

Collaborations and Partnerships (Internal and External)

Examples of Collaboration and Partnerships	Outcomes and Impacts
Ability Ally Training (live)	Collaboration of MRC, Trio DSS, OEIC and ODS to provide “Live” Ability Ally Training. The training will be provided again in Fall 2022.
Kansas Ahead	Personnel working with students with disabilities at Kansas postsecondary institutions through: Serving as a mechanism to facilitate the collection, evaluation, and dissemination of information for persons professionally involved in programs for students with disabilities. The meetings are vital in looking at how other college and universities are dealing with the same issues. The Director of Disability Services has been a member of Kansas Ahead since September of 2019.
Workforce Recruitment Program	The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to demonstrate their abilities in the workplace through summer or permanent jobs. ODS along with Jill Pletcher (Career Counselor) are co-coordinator to help our students with disabilities to be registered with the Workforce Recruitment Program. Last year, six of our students with disabilities registered with the program, which makes them eligible to be part of the program. ODS will participate in the program again in the fall of 2022.
Collaboration Between MRC and ODS in Providing Braille Accommodations.	Monthly meetings between MRC and ODS to track progress of providing accommodations for Braille and accessible programming for our student who are blind. The monthly meeting will continue in fall of 2022.
Research Collaboration with Communications Science and Disorders (CSD)	CSD contacted ODS to find students that self-identified as being on the Autism Spectrum and that were willing to either complete a survey or participate in a focus group. Once a student responded

	to the ODS email, the student filled a release form giving us permission to give CSD their email contact information. The student also had to sign a release form to participate in the study.
Envision	We work in collaboration with Envision to provide services to WSU students that are blind. The mission of Envision is to improve the quality of life and provide inspiration and opportunity for people who are blind or visually impaired through employment, outreach, rehabilitation, education, and research. We collaborate to ensure that the student has been orientated to the campus. ODS had a meeting with the new leaders of Envision to discuss a new mentoring program called College Success Program. Also, one of our intake specialists attended Envision’s annual high school Level Up Camp. The Level Up is an event that blind and visually impaired students from across the country participate in the week-long camp. The students take classes in engineering, performing arts, culinary arts, networking, and advocacy. ODS plans to have Envision help us with a Vision Impairment Awareness event for fall 2022.
SGA Health and Safety Committee	Invited to provide input on some of the issue brought up in the SGA Health and Safety Committee. Help with addressing some of their concerns about ADA issues.
Trio DSS	ODS developed a Release of Information Process with Trio Disability Services (Trio DSS). The ODS student could request that information could be released to Trio DSS. This process makes it possible for a smooth transition of information so that the ODS student could use the services of Trio DSS. It should also be mentioned that Trio DSS honored the Director of Disability Service with the Trio DSS Lighthouse Award in April of 2022
Graduation	The Director and Assistant Director volunteer to help with the fall 2021 and spring 2022 graduation. They will continue to volunteer in the future.
Wichita’s League of Women Voters	Our Lead Interpreter lead a book study at the Wichita Public Library on April 14, 2022. There were 13 members in the book study. The Book study explored the book “Haben”. “Haben” is the incredible life story of Haben Girma, the first Deafblind graduate of Harvard Law School, and her amazing journey from isolation to the world stage.

The following events organized by our Lead Interpreter. The purpose for the events were two-fold: first, a social event for our students, staff, and community member of Wichita that are Deaf and secondly a way to promote Deaf Awareness (see photos on page 16 -18)

- Deaf Deaf World (Sept 14, 2021) 100 attendees
Event tables include members of KSD, KCDHH, USD 259, SLIS, BIS, Derby School District, CSD Audiology, Deaf Museum
- Silent Luncheon (Sept 14, 2021) 8 attendees
- Deaf Bingo (Feb 18, 2022, 30 attendees) (March 4, 2022, 30 attendees)
 - In attendance: CSD ASL instructors and students, local Deaf community

- Deaf Expression (April 2, 2022, 20 attendees)
 - In attendance: CSD ASL instructors and students, local Deaf artists, designers and performers, Fairmount Coffee Shop
- Deaf Chat (Nov 16, 2021) (30 attendees)
 - In attendance: CSD ASL instructors and students at Fuzzy's

Deaf Deaf World Event

The photos below depict students and program such as KSD, KCDHH, USD 259, SLIS, BIS, Derby School District, CSD/ Audiology and Deaf Museum.



Deaf Bingo

- The photos below depict Deaf Bingo and in attendance is CSD ASL instructors, students, local Deaf community.



Deaf Expression

- The photo below depicts students Deaf Expression and in attendance is CSD ASL instructors, students, local Deaf artists, designers, and performers.



Deaf Chat

- The photos below depict students Deaf Chat and in attendance is CSD ASL instructors, students, local Deaf community.



Assessment and Student Survey

At the end of this report are the results of the ODS Student Survey that was conducted in Spring of 2022. ODS sent out the survey to over 700 students and 43 students responded. Overall, according to the survey the students that we serve are satisfied with the services that they receive from the Office of Disability Services.

The following are some of the student comments that filled the hearts of the staff of the Office of Disability Services:

I reach out when I was at my lowest and I really needed the help. I was hesitant but I had no other way. Looking back, it is not an exaggeration when I say they saved me! Not only because of the accommodation, but they made me feel like there is someone who cares

Thank you all, especially Jenifer, for being such an intricate part of my recovery, scholastic, and life journey. I literally could not have made it to graduation without you!

The additional time that I am granted (through the Office of Disability Services) in order for me to take my tests really helps me to focus more on each and every test that I take and have taken before!

Some of the other comments were about concerns surrounding the following topics:

- A better process for communication about receiving accommodation for the next semester (continuing services)
- Clearing up the confusion on how completed exams are returned to professors.
- Provide more training/research on how ODS can help students who are dealing with mental health issues.
- Frustration that professors can't do adjustments in Blackboard to be able to provide accommodations.
- ODS staff needs to demonstrate a stronger spirit of advocacy for students, rather than play the role of mediator when professors are hesitant to provide accommodations.
- Concerns about accommodations for excused absences.
- Feeling frustrated that some professors don't really care about accommodations.

Future Goals

The ODS goals for this year will be to address the students' concerns listed above. One of the future goals of ODS from last year was to move to a program called Accessibility Information Management or AIM. AIM is a comprehensive accommodation, appointment, and case management software. The AIM program will also help with the collection of vital statistics. ODS is weeks away from going live with AIM. The office had hoped to go live in the summer but there were many delays due to unforeseen IT issues.

The following are examples of how we are going to use the data from the survey to inform ODS practices:

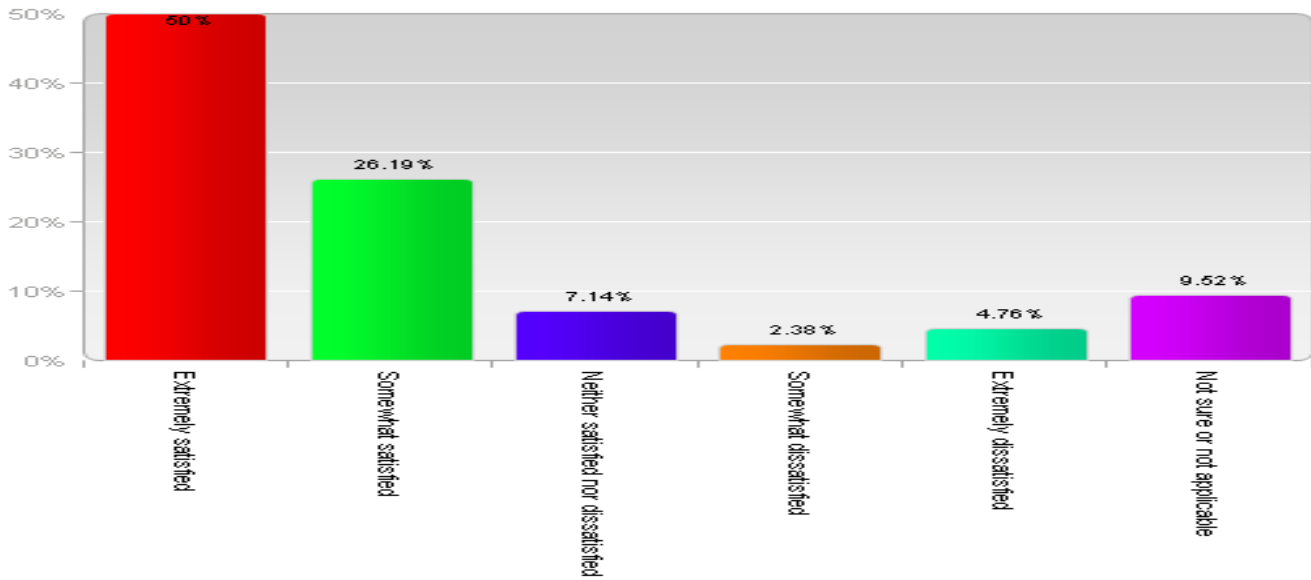
- The AIM program will help streamline the process for our students and make it easier for our staff to do their jobs. To develop a better process for communication ODS will develop a monthly newsletter to keep ODS students advised of the process and any new events scheduled for the future.
- As stated earlier in this report, as of July 2022, Testing Services merged with the Office of Disability Services. During this merger ODS and Testing services will work on streamlining services to ensure the integrity of the test and the timeliness of the return of the test to the professor. This will address the confusion on how completed exams are returned to the professor.

- As far as training on how ODS can help students who are dealing with mental health issues, the staff did have CAPS provide training on suicidal ideation. We will continue to receive further training on issues of mental health, and we will continue to refer ODS student to programs such as CAPS.
- The issue of accommodation adjustments in Blackboard, ODS will connect with Media Resource about the student's concerns.
- ODS will re-assess how we can advocate more for our students when professors are hesitant about providing accommodations. The Director of ODS will reach out to department heads to discuss accommodations and asked to be invited to department meetings.
- ODS is in the process of re-evaluating the accommodation of absences and is working on the wording of the accommodation to ensure a better understanding of what the accommodation entails and what it does not entail. This is a subject that all universities are re-evaluating.
- Feeling that the professor does not care about the accommodations of the student. The staff of ODS have worked with numerous professor that are genuinely interested in providing accommodations for students. Again, this entails more communication about accommodations with the professors which the Director of ODS will put as her top priority for this academic year.
- One of the other concerns that came up in the survey is the student's lack of knowledge of programs such as Vocational Rehabilitation. ODS will invite members of the Kansas Vocational Rehabilitation Program to participate in a table event at the RSC and invite our ODS students to meet with them.

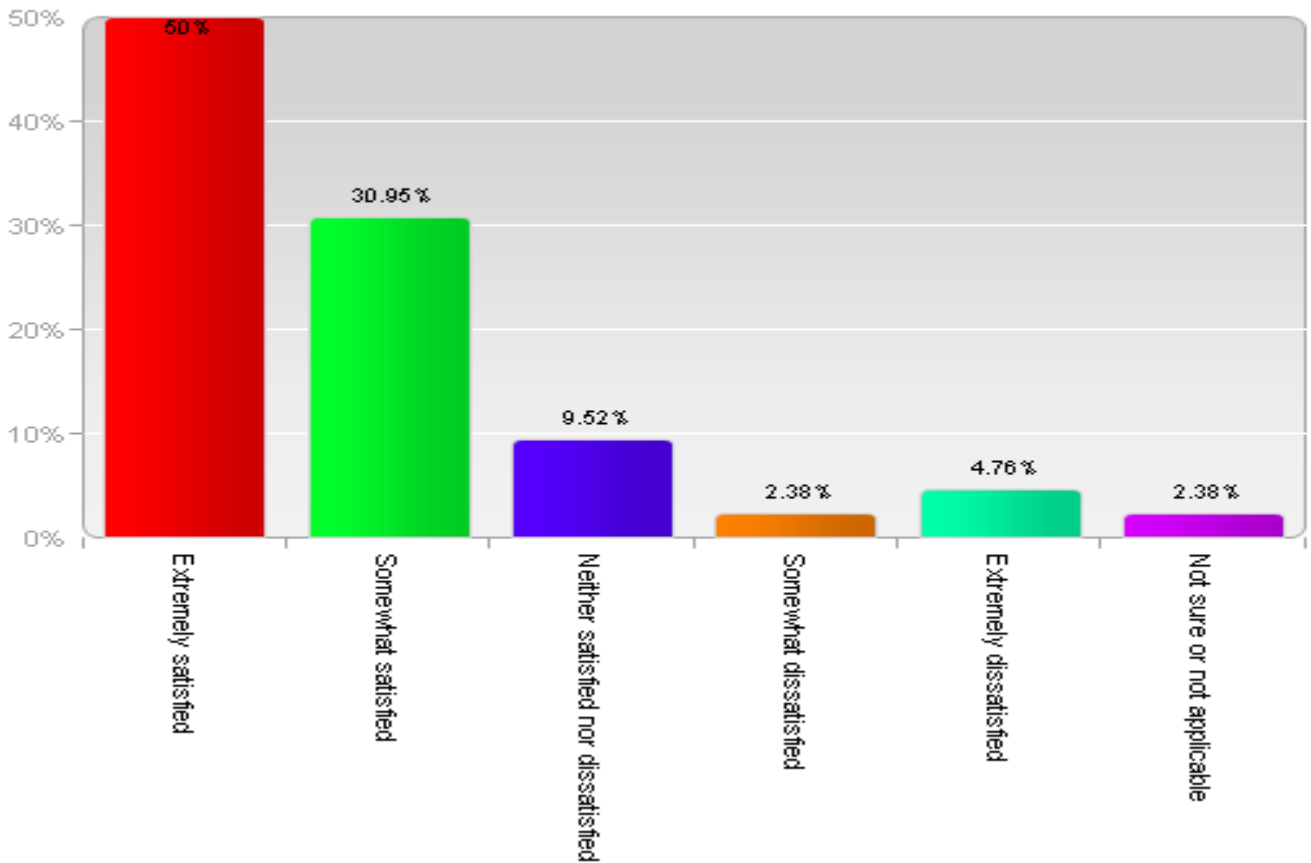
In conclusion, ODS will need the same kind of courage that our students show us daily to move forward into the next school year and not let fear control us. As stated by Mary Ann Ramacher, "Courage doesn't always roar. Sometimes courage is the quiet voice at the end of the day that says, 'I will try again tomorrow.'"

ODS Student Survey

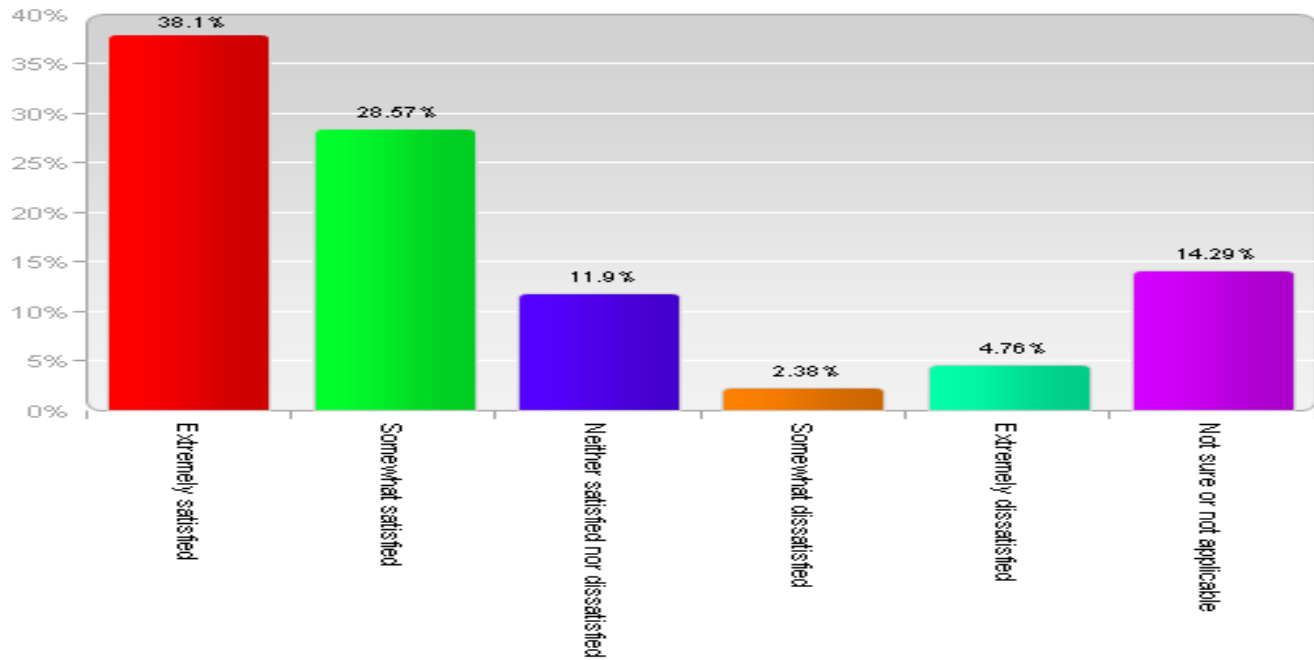
Q1. Please rate your level of satisfaction with the following items: - initial appointment



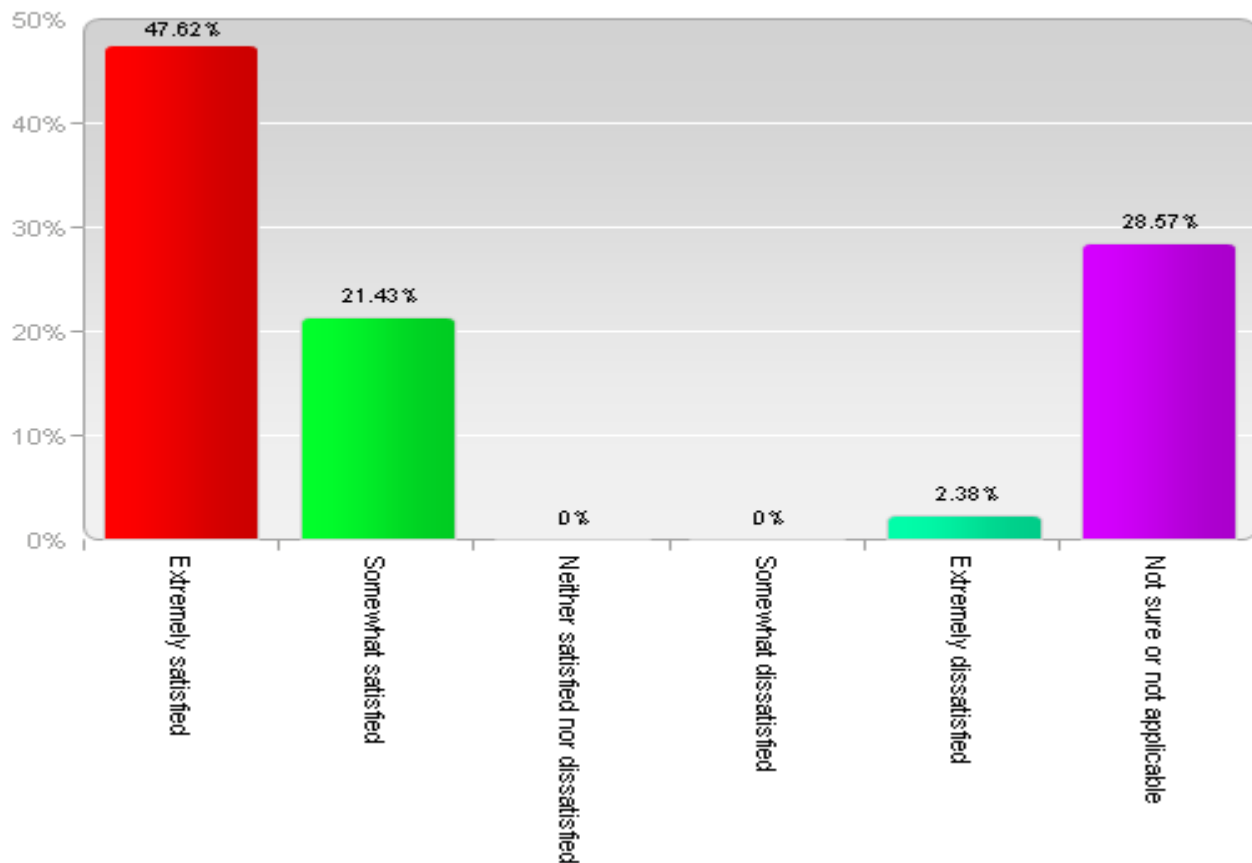
Q2. Please rate your level of satisfaction with the following items: - registration process



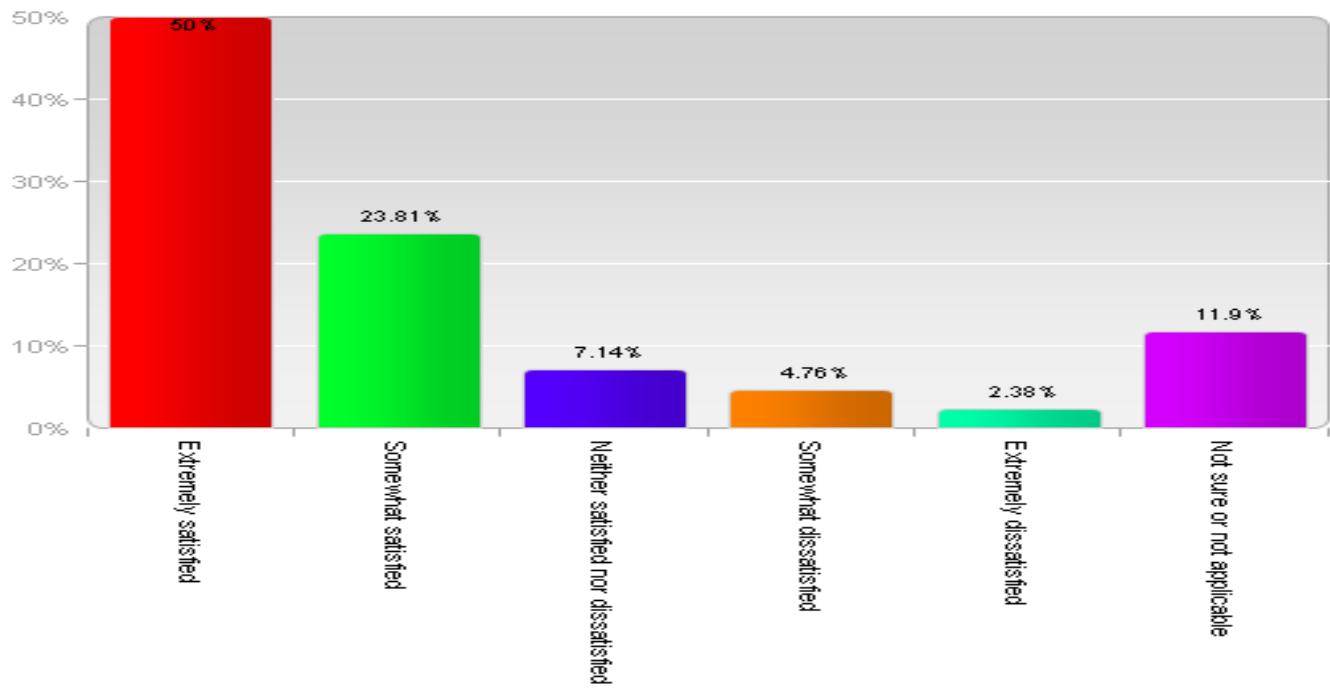
Q3. Please rate your level of satisfaction with the following items: - the ODS website for entering a service request



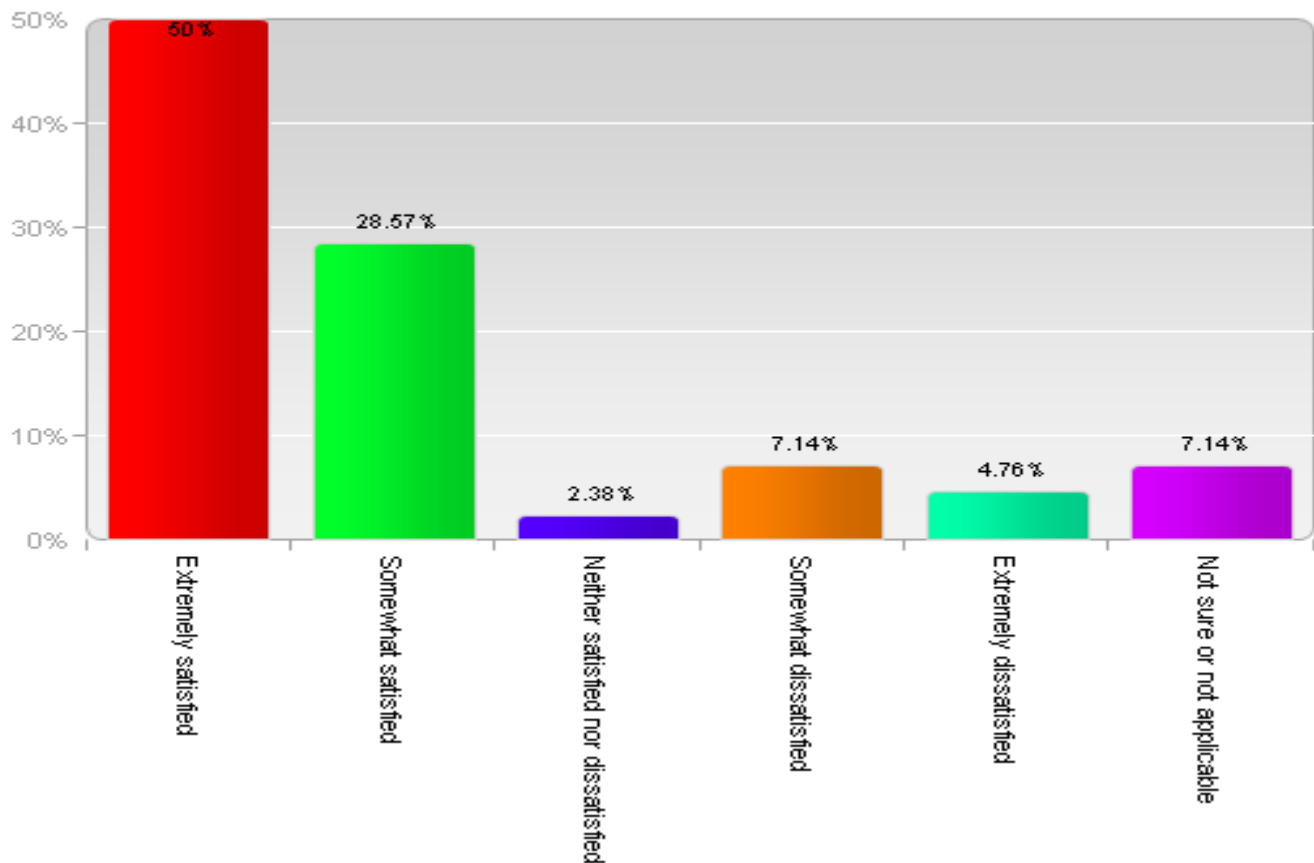
Q4. Please rate your level of satisfaction with the following items: - customer service from the front desk staff



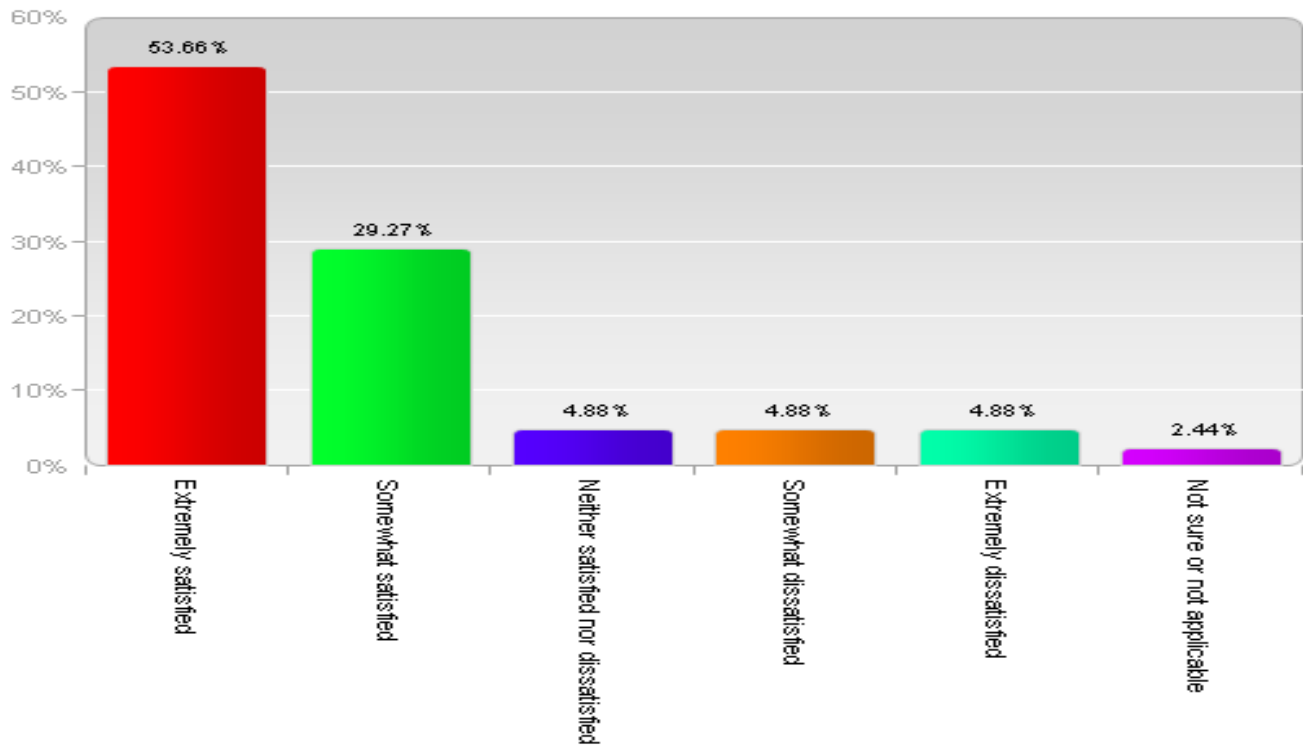
Q5. Please rate your level of satisfaction with the following items: - the knowledge and skill of your Intake Specialists



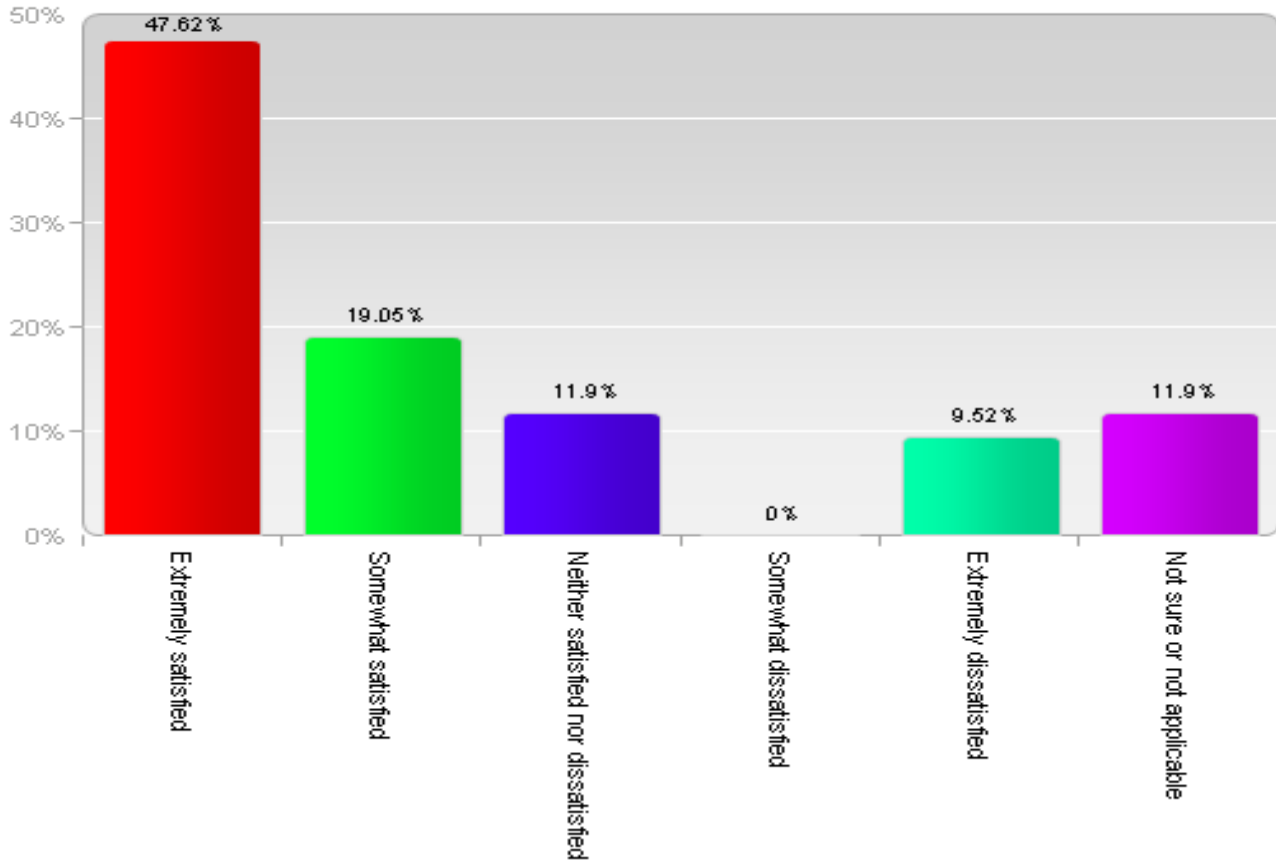
Q6. Please rate your level of satisfaction with the following items: - ODS communication about your accommodations



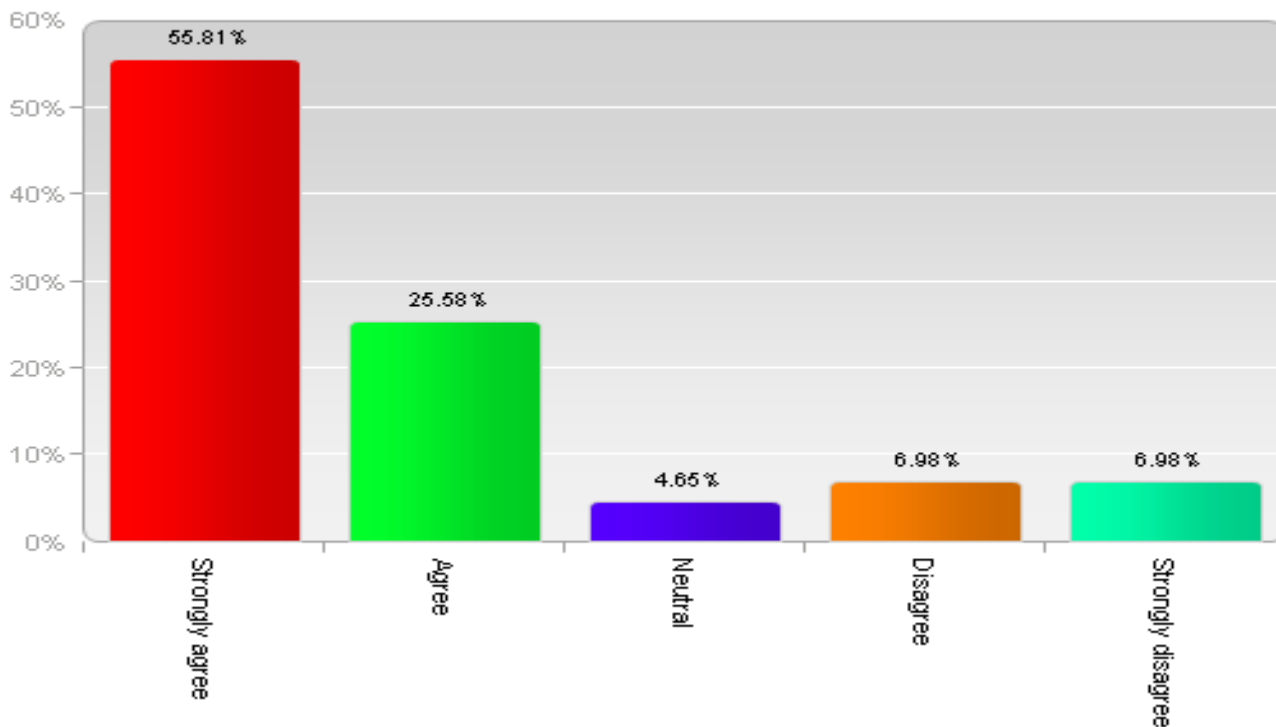
Q7. Please rate your level of satisfaction with the following items: - ODS communication with faculty about your accommodations



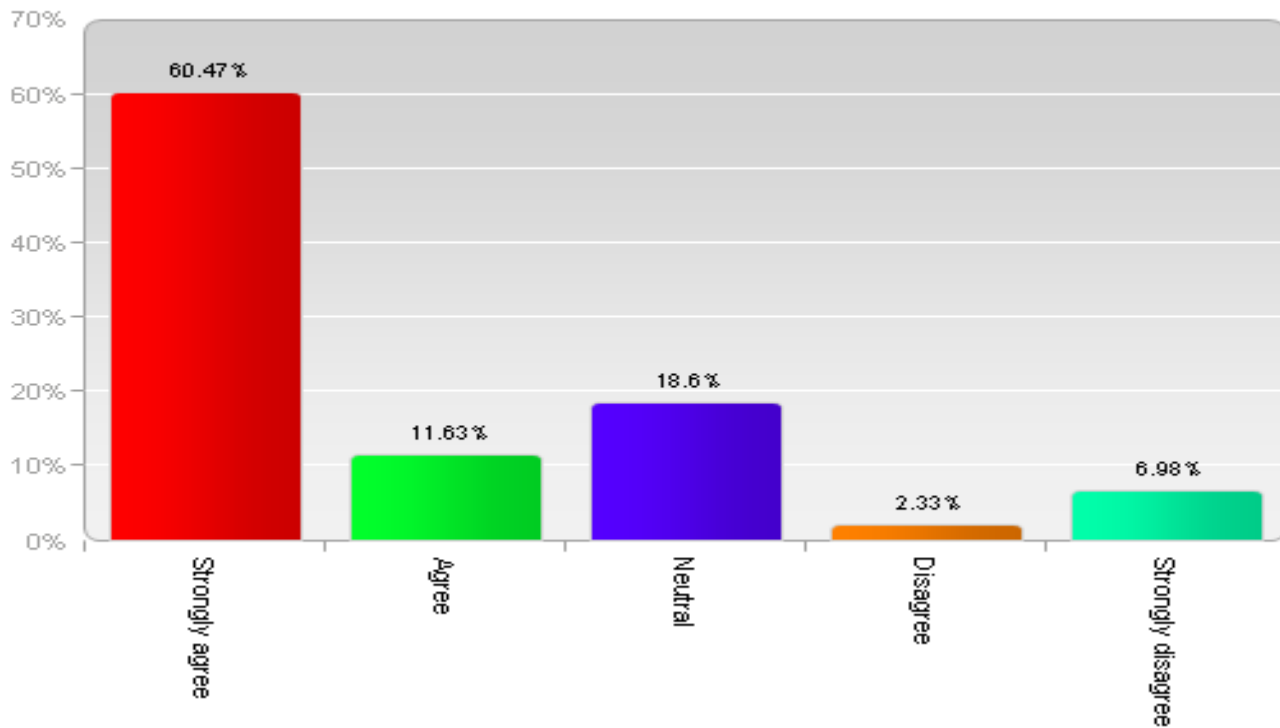
Q8. Please rate your level of satisfaction with the following items: - ODS communication with you about ODS, WSU, and community events



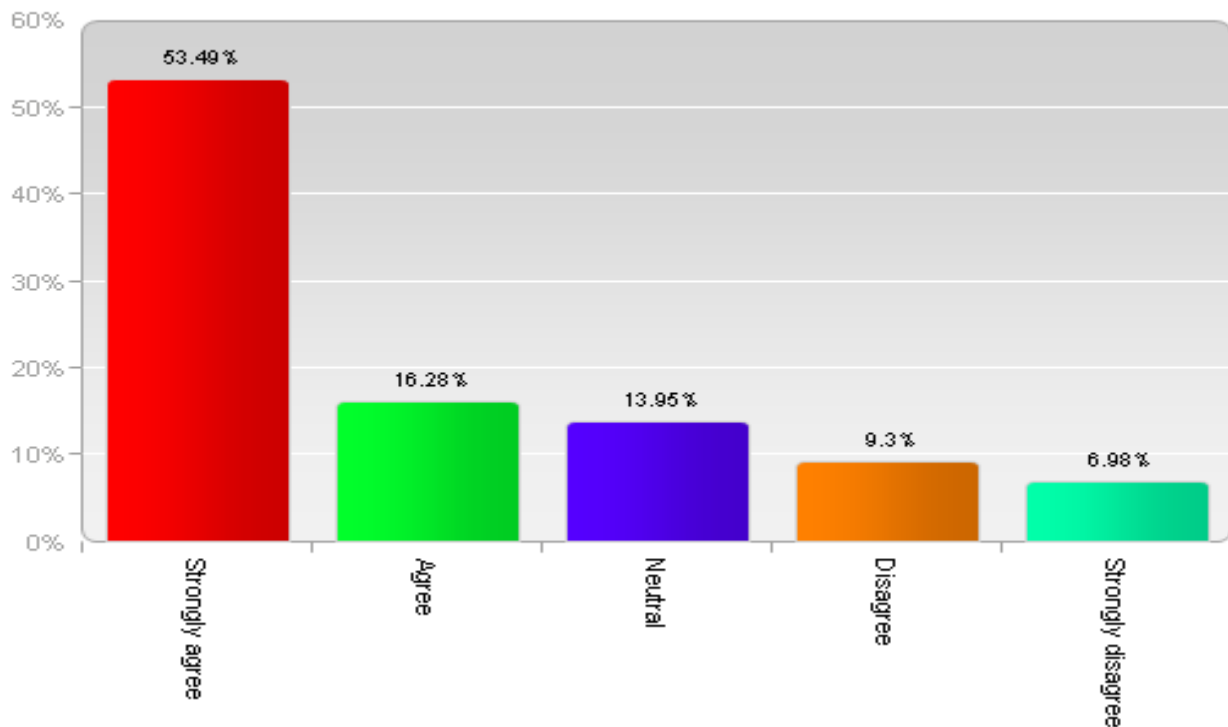
Q9. Please indicate your level of agreement to the following statements. - My experience positively contributed to my overall campus experience at WSU.



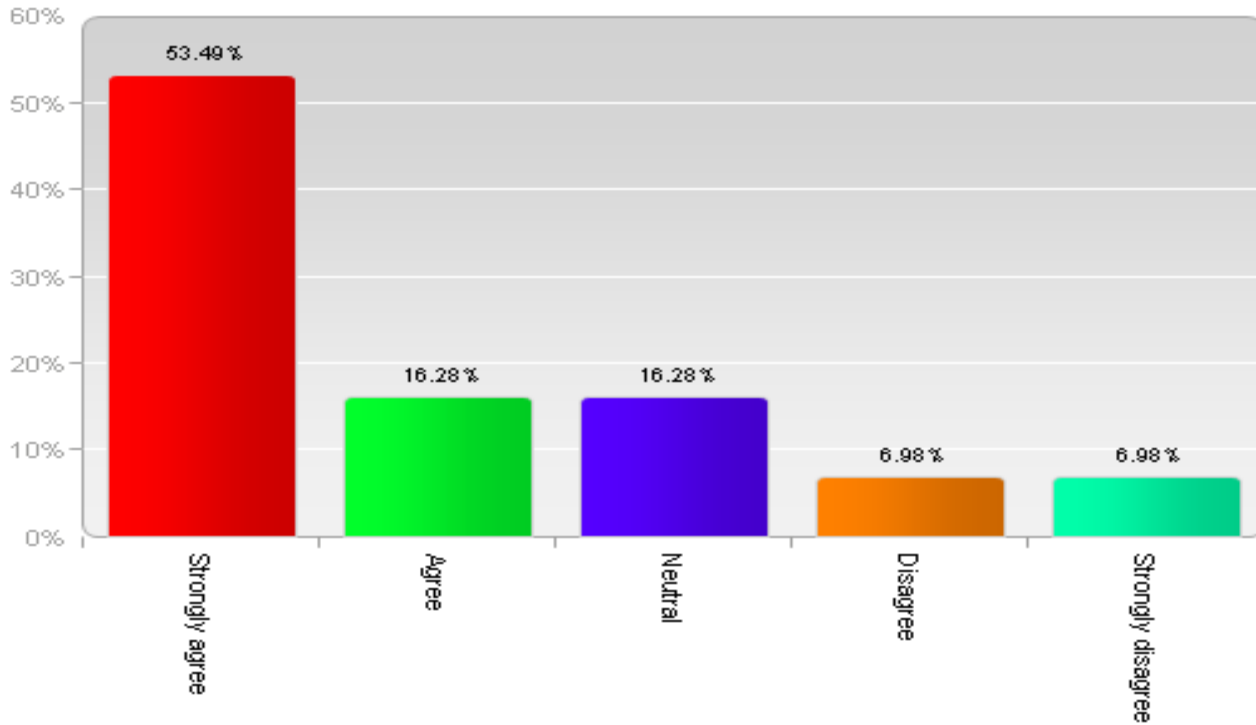
Q10. Please indicate your level of agreement to the following statements. - I am more likely to continue at Wichita State University because of my experience.



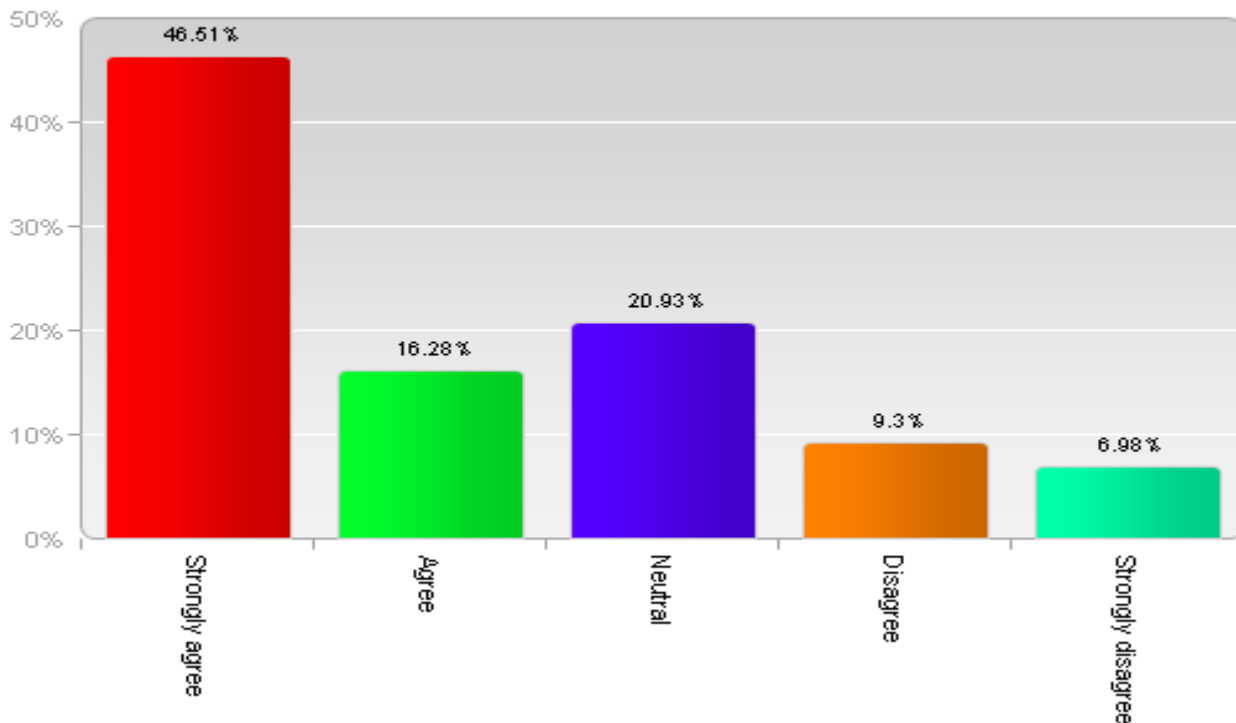
Q11. Please indicate your level of agreement to the following statements. - My experience made me feel included and accepted on campus.



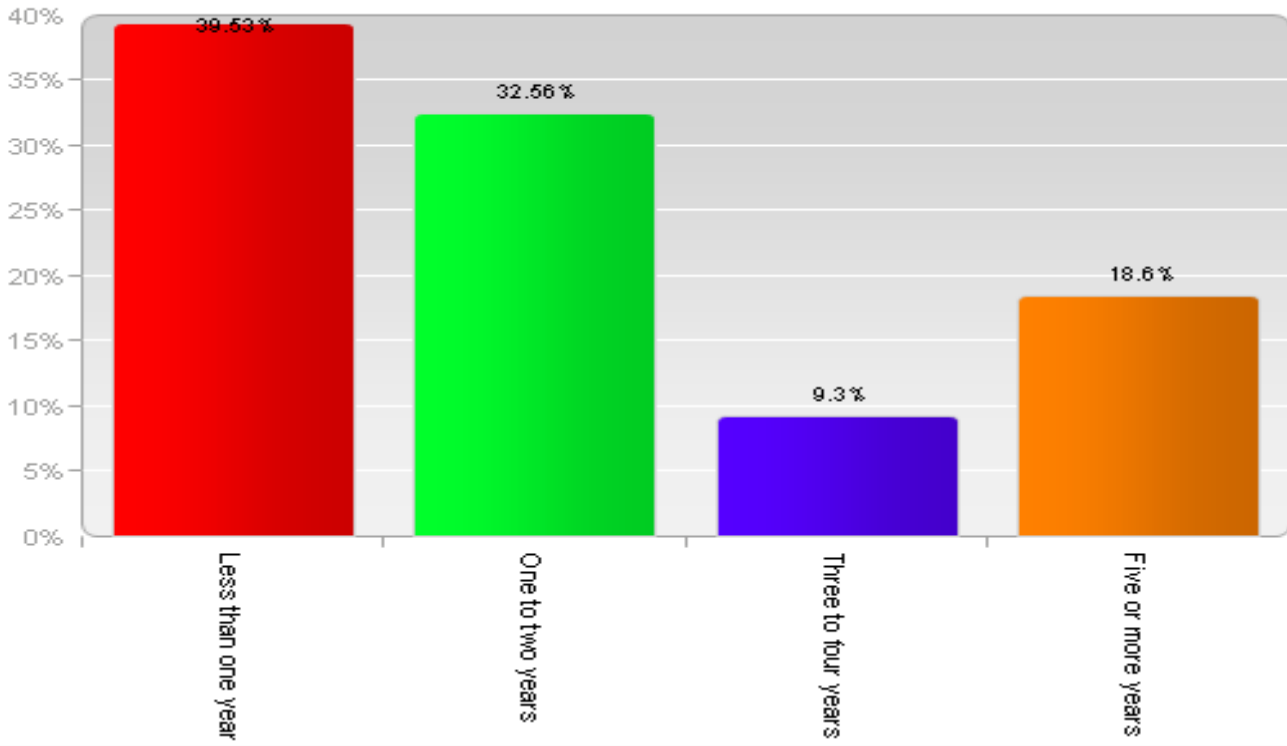
Q12. Please indicate your level of agreement to the following statements. - My experience was inclusive and accepting of me.



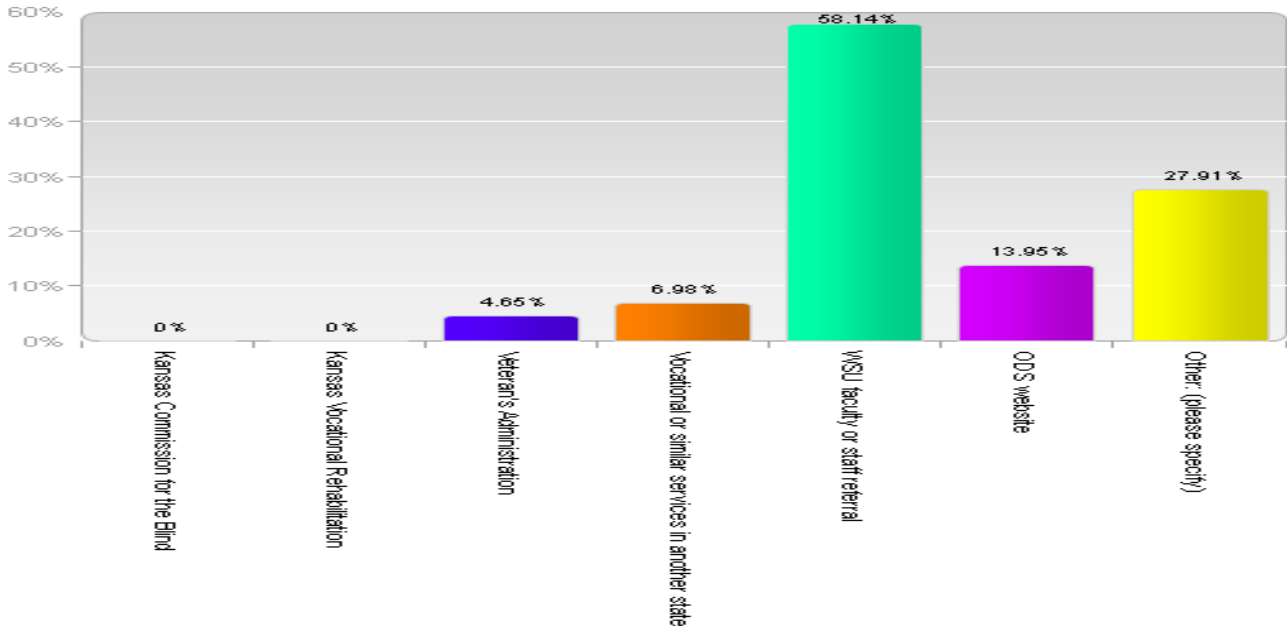
Q13. Please indicate your level of agreement to the following statements. - My experience helped me feel connected to the WSU campus community.



Q14. How long have you been registered with the Office of Disability Services (ODS)?



Q15. How did you hear about ODS? (Check all that apply)



Q16. Do you receive any of the following services? (Check all that apply.)

