

**STUDENT FEES ADVISORY COMMITTEE (SFAC)  
FY 2019 PROGRAM QUESTIONNAIRE**

**JUSTIN DART, JR.  
CENTER FOR STUDENTS WITH  
DISABILITIES**

**UNIVERSITY**of **HOUSTON**  
CENTER FOR STUDENTS WITH DISABILITIES



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**1. Please provide a one-page executive summary of your questionnaire responses.**

**Mission:**

The mission of the Center for Students with DisABILITIES (CSD) is to equalize our student's learning, discovery, and engagement by fostering self-advocacy, inclusion and success.

**Vision:**

Our vision is to provide the most effective services to students who have disabilities that will produce very high levels of student academic achievement and equip graduates to obtain employment.

**How we accomplish our mission:**

Academic accommodation recommendations, support, education and advocacy services are provided on many levels in order to ensure that students who have disabilities are allowed the same educational opportunities as students who do not have disabilities at the University of Houston.

**Benefits to students:**

**Services:** Examples of services provided to students include identifying their accommodation needs and developing accommodation plans, disability-related counseling, advocacy, referral, and support.

**Outreach activities:** Outreach activities include making contact with students within the university as well as potential students who have not yet applied to the University. Outreach activities are conducted at various fairs and orientations at UH, high schools, organizations that serve people who have disabilities, through the media and our web page.

**Education and training:** Orientation to CSD services, education, and training are provided on a wide variety of disability-related topics for target audiences, including staff, faculty, students, high schools, and community organizations.

**Resource and referral assistance:** To services and supports, both within and outside the university, that may assist students who have disabilities and the faculty and staff who work with them.

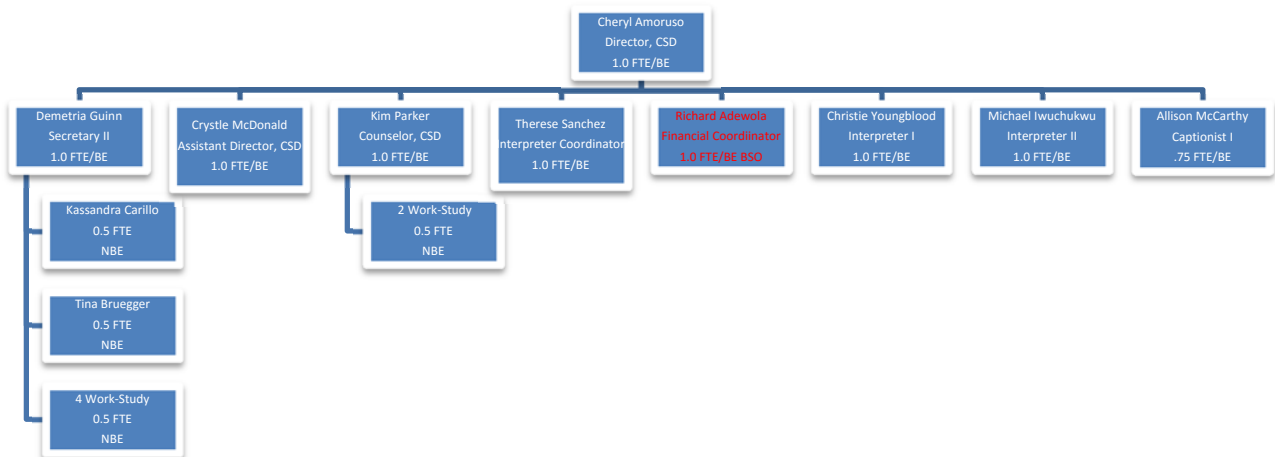
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, both on and off campus. CSD staff work closely with the Academic Accommodations Evaluation Committee (AAEC) to request needed accommodations for students, develop policies and procedures affecting students who have disabilities, and maintain positive communication with faculty.

**Justification of this department's student fee allocation request:**

CSD provides quality services to a continuously increasing student population. Staff salaries and benefits, supplies, technology, items for our facility, and equipment are necessary in order to provide efficient and effective services. We are as frugal as possible, and also continue to pursue and obtain funding from sources outside of SFAC, including community organizations, other UH departments, foundations and grants.

## 2. Provide an organizational chart of your unit.

### Center for Students with DisABILITIES



Current full-time staff positions include: Director; Assistant Director; Counselor; Interpreter Coordinator; Interpreter I; Interpreter II; and Secretary II. Part-time non-benefits-eligible positions include two (2) part-time office assistants, and six (6) part-time college work study students. The Captionist position is a part-time benefits-eligible position.

The Interpreter Coordinator, staff interpreters and captionist positions are paid out of a designated administrative fund outside of the department (Ledger 2), rather than the CSD budget.

The Interpreter I, Interpreter II and Captionist positions were developed and posted this year. The Interpreter I began her employment at CSD on March 6, 2017. Both the Interpreter II and Captionist began their employment after August 31, 2017.

The CSD Program Manager retired at the end of last year. This position was changed to Financial Coordinator, and is under the Business Services Office (BSO). Richard Adewole was hired into this position this year. He maintains an office in CSD. The BSO pays 60% of Richard's salary and CSD pays 40%. This is a benefits-eligible position.

The Director is responsible for overseeing service provision within the department. This position is responsible for all full-time and some part-time staff supervision. The Secretary II is currently supervising the part-time office assistants and the front desk student employees. Kim Parker supervises two student work study employees who assist the department and students with IT needs.

The Director is supervised by Floyd Robinson, Assistant Vice President for Student Affairs—Health and Wellness.

3. List your unit's strategic initiatives and action steps identified for the 2016-2017 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

A. **Strategic Initiative One.** Provide comprehensive, quality, individualized services to all students registered with CSD.

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 1:** Create new opportunities for student success through learning, engagement, and discovery.

**University Strategic Goal:** Student Success.

**Action Steps:**

- I. Provide comprehensive services to all eligible students who request them.
  - a. An intake spreadsheet tracking system is utilized to track pertinent information leading up to a student's intake appointment.
    - The purpose of this tracking system is to be able to continuously evaluate student appointment wait time from the initial point of contact with CSD.
    - Each contact leading up to a student's intake appointment is entered into a spreadsheet. This spreadsheet may be accessed by all authorized CSD staff who schedule intake appointments or collect information pertinent to the appointments through a shared desktop icon.
    - Students rarely had to wait more than a few days for an intake appointment.
    - Major results/findings:
      - ✚ The largest influx of new students registering with CSD has always been in the fall semester. Although we can't track the exact number of days students had to wait for an intake appointment, it was observed that students generally did not have to wait nearly as long for an intake appointment this fall as compared to last fall.
      - ✚ When there was a greater than two-week time period between a student submitting their medical documentation and their intake appointment it was generally due to student preference or situation (e.g., schedule, scheduling in advance of enrollment, etc.), rather than the unavailability of a CSD counselor.
      - ✚ One of the reasons for the reduced wait time was scheduling more intake appointments for each counselor.
    - Planned actions based on assessment results/findings: This tracking system is working well. No changes seem to be needed at this time. We will continue to use it as it is a helpful tool to track information leading up to student intake appointments.
- II. Provide additional outreach and services to target populations such as student Veterans and students who have Autism Spectrum Disorders (ASD) as needed and opportunities become available.
  - a. CSD continues to refer students who have Autism Spectrum Disorders (ASD) to a COMD faculty member who works with these students individually as a mentor to assist them in improving their communication and social skills.
  - b. CSD collaborates with the Veteran's Services Office (VSO) to provide outreach and services to this student population. We also work closely with the University Naval

Liaison Officer, who is an Associate Professor in the Engineering Department and serves as President of the CSD Advisory Board.

III. Purchasing technology, other equipment, and supplies to meet student needs and/or improve services.

- No major technology was purchased this year.
- Examples of some of the technology that is currently available for students at CSD includes:

**Adaptive Software:**

- Zoom Text- Screen magnifier/screen reader
- JAWS- Screen reader
- SoothSayer- Word prediction software
- Dragon Naturally Speaking- Speech to text software

**Adaptive Equipment:**

- CCTV- A video camera that views a printed page and interfaces with a computer.
- Hearing Helper FM loop system- A portable compact transmitter and microphone unit.
- Sorensen VRS- A video relay system for students and employees who are deaf or hard-of-hearing.

IV. Seeking out potential funding and/or collaborative opportunities to expand services and/or increase staffing.

- (Please see Question #9 for a listing of this year's fundraising efforts.)

**B. Strategic Initiative Two. Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.**

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Ongoing collaboration with Facilities Planning & Construction (FP&C) and other appropriate departments to request priority campus accessibility and safety improvements. Examples include reporting inaccessible sidewalks, non-working door buttons, restrooms that are not wheelchair-accessible, and lighting issues.
- II. Consulting with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, online courses, and other student accessibility needs. CSD consults regularly with IT, the Provost's Office, Distance Education, Equal Opportunity Services, and others regarding web page and video accessibility.
- III. Consulting with Library staff concerning the assistive technology available to students in the Library. Library staff periodically invite CSD's assistive technology suggestions, and have purchased some of the recommended items.
- IV. Providing training and consulting with numerous academic departments and instructors, as appropriate, regarding student accommodation requests and developing and/or improving their practices pertaining to students who have disabilities. Examples include:
  - College of Pharmacy
  - College of Social Work
  - Math Department
  - Modern & Classical Languages Department

- Bauer College of Business
  - College of Law
  - College of Nursing
  - College of Optometry
  - College of Engineering
  - Chemistry Department
- V. Collaborating with Student Residential Life & Housing (RLH) concerning student housing accommodation needs. CSD consults regularly with RLH regarding student housing accommodation needs and emotional support animals in the residence halls. CSD served on a task force this year to provide recommendations for revising the SAM on service and emotional support animals. It is currently in the approval process.

**C. Strategic Initiative Three. Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 3: Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. CSD provided several educational presentations, consultation, and facility tours to academic and student service departments and community groups concerning student accessibility, accommodation issues, and related topics. Examples of departments and other groups we provided these services to during this time period included:
  - CAPS interns participate in an orientation and tour of CSD each semester
  - Consultation with numerous academic departments regarding student accommodations and exam administration for CSD students
  - Presentations for new University Career Services Counselors
  - A meeting with College of Social Work advisors and administrators to discuss accommodations for students in their program
  - A meeting with College of Pharmacy administrators to discuss accommodations for students in their program
  - A meeting with College of Law administrators to discuss accommodations for students in their program
  - Orientations and tours for TIRR patients, the Monarch School, K.I.P.P. Academy, and more.
- II. On June 30, 2017 CSD participated in a live webinar for faculty to learn the procedures for the new online student accommodation form.
  - Information Technology (IT) developed the training and provided the majority of the instruction.
  - Some of the information covered in this webinar included: An overview of the accommodation process; an online live demonstration completing a form from start to finish; faculty processes and responsibilities; and more.
  - An invitation to participate in this webinar was sent to the faculty list serve on more than one occasion.
  - This invitation also included an invitation to academic departments to request individualized departmental training.
  - This video is posted on the CSD and EOS web pages.
- III. CSD developed a joint training module with Equal Opportunity Services (EOS) and we have conducted this training to several academic departments. Some of the topics covered in this presentation includes:

- An overview of the services provided by each department
  - An overview of disability laws pertaining to higher education
  - Types of disabilities
  - Rights of people who have disabilities in higher education
  - Applicable services
  - Confidentiality rights
  - Faculty responsibilities in the accommodation process
  - Examples of accommodations
  - An overview of the UH Systems policy on accommodations
  - Workflow for the new online student accommodation form
  - Accommodation process overview
  - CSD exam security
  - Examples of discrimination
  - Examples of some of the academic departments we have provided this training to during the past year have included:
    - The Dean's Council, including the Provost
    - College of Hotel & Restaurant Management
    - College of Social Work
    - Math Department
    - Communication Disorders Department
    - English Department TA's
- IV. Disseminating information about our services through various on and off-campus fairs, orientation sessions, and community events, through electronic means, UH publications and our web page. Examples include:
- Hosting tables at the New Faculty Orientation, New Student Orientations, Transfer Student Orientations, Family Orientations, and Cougar First Impressions.
  - Collaborating with the Student Center in coordinating the April, 2017 Eco-Artist Event. Grant Marnier, an artist who has Autism and his mother provided motivation and displayed Grant's art to those who participated
  - Participating in transition and other fairs at a variety of high schools, including H.I.S.D., Pearland I.S.D. (the Director participated in a program on Autism services and served as a speaker at Transition Night); Alief I.S.D., Alvin I.S.D.; Briarwood School; and more.
  - Participating in a celebration for the disabled community at the Metropolitan Multi-Service Center in September.
  - The CSD web page is continuously updated with new resource information, including employment resources and research opportunities, as appropriate.

**D. Strategic Initiative Four. Monitor user satisfaction, provide training and consultation as needed, and modify the online student accommodation form, as appropriate.**

Comment: Partially Achieved.

**DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.**

**University Strategic Goal: Student Success/Community Advancement.**

**Action Steps:**

1. Develop and distribute a survey to monitor user satisfaction with the online student accommodation form.
2. Continue to provide education, training, and consultation to the campus community regarding this process.
3. Modify the form and processes as needed.

- The training piece of this process is discussed in Strategic Initiative #3, above.
- Since the launch of the online student accommodation form was postponed until the fall, 2017 semester, this data will be included in next year's report, rather than this year's.
- The online form instructions as well as the form have been modified slightly, based on user feedback.

**E. Strategic Initiative Five. Improve CSD processes, procedures, student satisfaction surveys, and communication.**

Comment: Partially Achieved/In Progress.

**DSAES Strategic Initiative 4. Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.**

**University Strategic Goal: Student Success/Community Advancement.**

**Action Steps:**

- I. Our student data system (Gold Mine) was migrated into SharePoint last year. Numerous changes have been made to this system since its implementation.
- II. Several meetings were held during this period with the directors of disability services at each University of Houston campus. This group is working towards greater consistency with some of the policies, processes, procedures, etc. utilized by each office.
- III. Front desk and lobby improvements included:
  - Re-organizing the reception desk area: replaced old exam cabinet with new locked large cabinet that holds all exams, exam forms, and other sensitive and confidential materials; added additional computer work stations and phone lines in order to accommodate additional employees; and created and implemented an electronic sign-in system, which replaced the old paper system.
  - Front desk redesign: Rearranged the front and back desk work areas to allow additional work space and better work flow; created an information station where students can pick up exam and other forms and resource materials; rearranged the lobby seating to a more open flow layout; and added cubicles and tables and rearranged the lobby study rooms to accommodate additional students.

**F. Strategic Initiative Six. The number of students receiving CSD services will increase by 5%.**

Comment: Partially Achieved.

**DSAES Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Total number of students served:
  - CSD served **1331** students from fall 2016 through Summer2017. Of this total,
    - Students who are currently enrolled in fall 2017 classes who were also enrolled in fall 2016 classes was 687. This reflects a 16% decrease over the number of students (818) who were enrolled in classes on ORD in the fall 2016 semester who had also been previously enrolled in classes in the fall 2015 semester.
    - At the end of FY2017, the number of CSD students who did not graduate was 1112. This reflects an increase of 9% over the number of registered students who did not graduate in FY 2016 (1021).
  - Some additional data:
    - 1095 CSD students enrolled in fall 2016 at census
    - 1042 CSD students enrolled in spring 2017 at census
    - 407 CSD students also enrolled in summer 2017 at census



- 214 CSD students graduated in FY2017. This reflects an 8% increase over the number of students who graduated in FY 2016.

II. New students:

- During this period 492 students scheduled new intake appointments. Five hundred and fifteen (515) students scheduled intake appointments with CSD during the period of September 1, 2016-August 31, 2017. This reflects a 4% decrease of the number of new intake appointments that were scheduled in the past year.

III. Primary diagnostic categories:

<b>FY 2017</b>		
<b>Diagnoses</b>	<b>Primary</b>	<b>Secondary</b>
Health	288	123
Hard of Hearing/Deaf	36	7
Learning Disabilities	146	83
Psychiatric Disabilities	704	299
Low Vision/Blind	41	6
Blank/Not reported	116	813
<b>Total CSD students</b>	<b>1331</b>	<b>1331</b>

IV. Students who require interpreter and/or captioning services:

- CSD is currently providing interpreter and/or captioning services to twenty-eight (28) students who have hearing impairments.
- This number reflects a 1% decrease in the number of students who required these services last year.
- Interpreter and/or captioning services are currently being coordinated for 97 unduplicated courses for 28 students in the fall 2017 semester.
- The following is a breakdown of the number of unduplicated classes that CSD provided interpreter or captioning services for in recent semesters:
  - Fall 2016: 31 students, 105 classes
  - Spring 2017: 30 students, 78 classes
  - Summer 2017: 10 students, 12 classes
- The above does not include arranging these services for "extra" needs, to include advisor appointments, tutoring, student organization meetings, sporting events, field trips, etc. These additional special requests average 200 per semester or 400 per academic year.
- Services were coordinated for 420 "extra" activities this year. This reflects an increase of 250% over the 120 "extra" activities that were coordinated last year.
- In addition to coordinating these services for students, the Interpreter Services Coordinator is occasionally asked to coordinate interpreter and captioning services for faculty and staff needs, and then the responsible department reimburses CSD. Examples include Faculty Senate Meetings, Optometry eye exams, Student Health Center medical appointments and the Center for Diversity and Inclusion events.

V. Exam administration:

The following tabulations are the number of exams administered at CSD annually:

Year	Exams Administered
2012-2013	6,130
2013-2014	6,043
2014-2015	6,183
2015-2016	6,194
2016-2017	6,807

There was a 10% increase in the number of exams administered this year compared to last year.

The level of responsibility involved in maintaining security, administering, and monitoring exams continues to increase and become more complex. The number of students who utilize computers and/or assistive technology for exams increases each year. Setting up and administering computer and web-based exams is labor-intensive. We are now coordinating web-based exams ourselves since we no longer have a designated IT staff.

**G. Strategic Initiative Seven. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.**

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**  
**University Strategic Goal: Student Success.**

**I. The following is a breakdown of the ethnic categories of CSD students**

Ethnicity	FY 2017	FY 2016	% Increase/ Decrease
<b>African-American</b>	166	133	24.81% Increase
<b>Asian-American</b>	71	59	20.34% Increase
<b>Caucasian (White, Non-Hispanic)</b>	658	566	16.25% Decrease
<b>Hispanic</b>	170	146	16.44% Increase
<b>Middle Eastern</b>	84	58	44.83% Increase
<b>Native American/Alaskan Native</b>	1	1	0.00%
<b>Other</b>	41	24	70.83% Increase
<b>Blank/Not Reported</b>	140	23	508.70% Increase
<b>Total CSD Students</b>	1331	1010	

**Action Steps:** Participating in the following outreach activities not mentioned above, in addition to our regular outreach activities in an effort to increase the ethnic diversity of the students that we serve:

- Collaborating with the Center for Diversity and Inclusion (CDI). Highlights included:
  - ✚ The CDI Director facilitated a meeting with all CSD staff in an effort to facilitate diversity-related conversations and improve teamwork during this period.
  - ✚ The CSD Director met with CDI staff for an individual diversity consultation.
  - ✚ The CDI Director participated on the CSD Scholarship Selection Committee.
  - ✚ Crystle McDonald served on the assessment committee for CDI.
- Connecting with student organizations that focus on or involve diversity, such as Pi Kappa Phi and Adaptive Athletics.
- Working closely with campus departments that serve a diverse student body, such as the Urban Experience Program, the Challenger Program, the Women & Gender Resource Center, and Cougars in Recovery.
- CSD consults frequently with instructors and administrators of students who are enrolled in the Language and Culture Center (LCC). This program is for international students who are learning English.

**H. Strategic Initiative Eight. Seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.**

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**

**University Strategic Goal: Student Success/Community Advancement.**

- I. Graduation rates: 214 CSD students graduated in FY2017. This reflects an 8% increase over the number of students who graduated in FY 2016 (198).

II. Retention rates:

1095 Number of students enrolled in fall 2016 at Census  
-214 Subtracted number of students who graduated in FY 2017  
881 Students who could have returned in the fall 2017 semester  
687 Number of students who did return fall 2017  
2017 Retention rate: 81.3%  
2016 Retention rate: 91.5%  
This reflects a decrease of 11%

**Action Steps:**

Participating in the following activities:

- Healthy Coogs Initiative meetings
- Health and Wellness work groups and Departmental Directors meetings
- The Assistant Director continues to participate on the division-wide Assessment Committee. This committee focuses on data gathering processes with the goal of increased student retention and graduation rates.
- The Assistant Director served on the planning committee for the UH Summer Assessment Symposium.
- The Director participates on the Sexual Violence Prevention Committee, and the CDI Diversity Education Committee.
- Working closely with a variety of departments to ensure that appropriate and comprehensive

services and supports are available to students who have disabilities, in an effort to improve the retention and graduation rates of our students. CSD counseling staff and the Interpreter Coordinator collaborate regularly with numerous campus departments, including but not limited to: Counseling and Psychological Services; LAUNCH Program; Center for Diversity & Inclusion, Veteran's Services Office; Urban Experience Program; UH Wellness, Dean of Students Office; the Women and Gender Resource Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals for students.

- III. Two counselors from the Texas Workforce Commission (DARS Division) maintain office hours at CSD, typically each month. The objective is to make it easier for students to utilize this service.
- IV. The Director supervised a Social Work intern this year. This intern accomplished numerous initiatives, including:
  - Facilitating groups for students who have visual impairments
  - Compiling resources for students
  - Researching various topics and summarizing the findings and providing these to the counselors and others.
- V. The CSD Counselor supervised two IT College Work Study employees. Some of the services these students provide includes:
  - Keeping the computer storage in the testing labs and computer labs free of extraneous documents
  - Configuring computers for testing
  - Repairing computers
  - Configuring printers to network servers
  - Configuring computers to meet changing needs to reduce new equipment purchases
- VI. Several CSD staff consult regularly with other disability services offices in an effort to streamline procedures and processes, obtain best practices, etc. Examples include:
  - Several meetings took place this year involving directors and other DSO staff from component institution disability service offices, Equal Opportunity Services, IT, and others. Some of the topics discussed included Academic Accommodation Evaluation Committees, the UH Systems policy on student accommodations, service and emotional support animals on campus, and disability documentation requirements.
  - Consulting with and surveying other university disability services offices and the Association of Higher Education & Disability (AHEAD) to obtain best practice and standards
  - The Assistant Director attended the Association of Higher Education and Disability's 40<sup>th</sup> Annual Conference in Orlando, Florida from July 17 – July 22, 2017. This conference provided a great opportunity to meet and learn how universities across the country work with their students who have disabilities.
  - The Director attended a meeting for community advocates at TIRR last December at which the Disability Advocate for the White House spoke.
- VII. Promoting and overseeing existing scholarships for our students.
  - CSD promotes and oversees the following scholarships:
    - a. Eric P. Alexander Memorial Scholarship
    - b. One Step Closer Scholarship
  - A Scholarship selection committee comprised of faculty and staff select the scholarship recipients every year.
  - Scholarships are typically awarded at \$1,000 per student.
  - Fourteen (14) scholarships were awarded last year at \$1,000 each. Eight (8) Eric P. Alexander Memorial Scholarships, and six (6) One Step Closer Scholarships.

**I. Strategic Initiative Nine. Improve communication and relationships with faculty**

and staff.

Comment: Achieved/Ongoing.

**DSAES Strategic Initiative 6: Create and engage in strategic partnerships.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. The Director participates in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consults with the chair regularly. This committee, comprised of faculty and staff, reviews and approves all student accommodation requests.
- II. Providing ongoing consultation and assistance to faculty and staff as appropriate. Consultation regarding student accommodations and exam coordination is provided to numerous academic and student service departments. Examples include: Math Department; Engineering Department; Geology Department; Psychology Department; College of Technology; College of Law; College of Social Work; University Career Services; Student Health Center; and the Center for Student Involvement.

**Additional Strategic Initiatives:**

**J. Fully implement the new online student accommodation form, monitor user satisfaction, and modify as appropriate.**

Comment: Achieved/In Progress.

**DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. The online accommodation form system was scheduled to be implemented in the spring, 2017 semester.
- II. Some changes to the process needed to be made. Therefore implementation was postponed until the fall, 2017 semester.
- III. We began utilizing the online system for new students in the beginning of the fall, 2017 semester.
- IV. Although there have been a few questions and concerns conveyed by students and faculty who have accessed this form, the majority of the feedback has been very positive.
- V. New students registering with CSD beginning the fall, 2017 semester are utilizing the online form, with some exceptions. Returning students renewing their accommodations will continue to have paper forms at this time.
- VI. Some of the action steps that were achieved during this period have included:
  - “Quick Guides” for students and faculty were revised.
  - A live webinar training video was conducted last summer. This video was captioned and is posted on the CSD web page.
  - Additional FAQ’s have been posted on the CSD web page.

- 4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.**

**A. Service Provision:**

The Student Satisfaction Questionnaire was revised and converted into an online survey. The distribution of spring 2016 surveys yielded no responses from students. We implemented a new online satisfaction survey this year. Students were asked to complete a survey at the time of their visit to CSD on a laptop computer.

- Some highlights of the responses received include:
  1. “How did you find out about CSD (check all that apply)?”
    - Orientation 24.53%
    - Web page 23.53%
    - Instructor/Department 23.90%
    - Other (please specify) 22.64%
  2. “To what extent did your counselor respond to you in an empathetic fashion?”
    - A great deal 55.64%
    - Considerably 32.33%
  3. “Was everything explained clearly to you during the intake meeting?”
    - Yes 88.72%
    - Somewhat 9.02%
  4. “To what extent are the accommodations and services provided by CSD assisting you in your classes?”
    - A great deal 57.14%
    - Considerably 30.83%
  5. “Has it been easy to speak to your instructors about your accommodations?”
    - Yes 61.16%
    - Somewhat 33.08%
  6. Some additional comments included:
    - “Crystle Hutchinson is the best, and Demetria as well as the other employees at the front desk are very kind and helpful.”
    - “I am VERY grateful for my accommodations. I went from a D/C student on my

first round of tests to an A/B student.”

- “This has helped me tons in my classes. I wished that I hadn’t felt like it was a frowned upon thing before now.”
- “You guys are very nice and helpful and understanding as well.”

**B. Scholarship Feedback:**

- Students who are awarded the Eric P. Alexander Memorial Scholarship or the One Step Closer Foundation Scholarship submit thank-you letters that are given to the donors.
- The following are some excerpts from some student letters:
  1. “By awarding me the Eric P. Alexander Memorial Scholarship, you have lightened my financial burden which allows me to focus more on the most important aspect of school, learning. Your generosity has inspired me to help others and give back to the community. I hope that one day I will be able to help students achieve their goals just as you have helped me.”
  2. “I will use the scholarship towards textbooks and tuition. I will be getting married in May, so every little bit of money towards school helps so much. I cannot thank you enough for helping me make my dreams come true.”
  3. “This scholarship is really important to me because I cannot rely on my single mother to help me pay for school. In addition, I can focus on making good grades versus worrying about paying for my school expenses. I really appreciate this award and I cannot wait for the semester to begin so I can start learning more about my major.”

**5. Please discuss any budget or organizational changes experienced since your last (FY 2018) SFAC request, their impact on your programs, and your reason for implementing them.**

**Base Budget:**

The Center for Students with DisABILITIES requested and was approved for an FY 2017-2018 base budget of **\$372,652**.

This year we would like to respectfully request the same base budget of **\$372,652**.

The Program Manager retired on August 31, 2016. This position was reclassified to Financial Coordinator, and was moved over to the Business Services Office (BSO). This position is housed at CSD. The BSO pays 60% of this staff's salary and CSD pays 40%.

The Microsystems Analyst I salary was transferred to the VPSAES Information Technology Department last year.

For these reasons we are requesting a lower base budget than in previous years.

**Designated Tuition (Ledger 2):**

- ❖ Expenses related to interpreting and captioning services are paid from Ledger 2. Examples include: interpreter fees; captioning fees; and the following salaries and wages: Interpreter Coordinator; Interpreter II; Interpreter I; and Captionist.
- ❖ CSD is requesting Ledger 2 funding in the amount of \$717,797 for FY 2018-2019. This is the same amount that we have requested for the past several years.
- ❖ The actual expenditures for FY 2016-2017 was \$1,233,255.00.
- ❖ Although we project expenditures for these services based on previous semesters, accurate projection is not possible due to the many unknown factors that play into these expenses. Examples include: Number of students receiving these services; number of classes/hours these services are needed; length of classes (classes over 1.5 hours require 2 interpreters); skill level of interpreter needed; number of "extra" assignment needs, and more.
- ❖ The projected expenditures for FY 2018-2019 is \$717,797.
- ❖ The Interpreter/Captioning Coordinator does the best they can to minimize costs. We recently filled three (3) in-house positions in an effort to reduce agency and independent contractor fees.
- ❖ We will be able to analyze the actual cost savings of employing in-house staff instead of agencies/independent contractors. The Interpreter II just began employment at CSD last spring. The Interpreter II began on October 9<sup>th</sup> and the part-time Captionist began on September 3<sup>rd</sup>. A cost analysis will be run at the end of the fall semester to calculate the savings.
- ❖ Since the average hourly rate of pay for these in-house providers is approximately \$25/hour, and the average agency or contract interpreter or captionist hourly rate is approximately 55-\$70/hour, we anticipate considerable savings.



- 6. If your unit concluded FY2017 with a Student Service Fee (SFF) Fund 3 addition to the SSF Reserve in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e., lapsed salary, conference travel, etc.).**
- CSD did not conclude FY2017 with a SSF Fund 3 addition to the SSF Reserve in an excess of \$5,000.

7. Please list your 2018-2019 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate.

**A. Strategic Initiative One. Provide comprehensive, quality, individualized services to all students registered with CSD.**

**DSAES Strategic Initiative 1: Create new opportunities for student success through learning, engagement, and discovery.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Provide comprehensive services to all eligible students who request them.
- II. Provide additional outreach and services to target populations such as student Veterans and students who have Autism Spectrum Disorders as needed and opportunities become available.
- III. Obtain technology, other equipment and supplies to meet student needs and/or improve services.
- IV. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and provide scholarships to students.

**B. Strategic Initiative Two. Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.**

**DSAES Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Work with Facilities Planning & Construction (FP&C) and other departments, as appropriate, to advocate for needed campus accessibility improvements.
- II. Consult with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, online courses, and student technology needs.
- III. Consult with academic departments, as appropriate, in developing and/or improving their policies

**C. Strategic Initiative Three. Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**

**DSAES Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Provide educational presentations and facility tours to academic and student service departments and potential students.
- II. Provide consultation and assistance to faculty and staff regarding student accommodation and accessibility issues.
- III. Advocate for students who have disabilities to be included in diversity discussions and programming, including the Diversity Education Program Consortium and the Center for Diversity and Inclusion.
- IV. Coordinate and/or participate in disability awareness-related educational activities.
- V. Distribute information about our services campus-wide through orientations, fairs, electronic means, our web page, and other departmental web pages.

- VI. Promote CSD services and activities in *The Cougar* and other campus publications through articles and advertisements.
- VII. Update, improve, and expand our web page.

- D. Strategic Initiative Four. Monitor user satisfaction, provide training and consultation as needed, and modify the online student accommodation form, as appropriate.**  
**DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.**  
**University Strategic Goal: Student Success/Community Advancement.**

**Action Steps:**

- I. Develop and distribute a survey to monitor user satisfaction with the online student
- II. accommodation form.
- III. Provide education, training, and consultation to the campus community regarding this process.
- IV. Modify the form and processes as needed.

- E. Strategic Initiative Five. Improve CSD processes, procedures, student satisfaction surveys, and communication.**  
**DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.**  
**University Strategic Goal: Student Success/Community Advancement.**

**Action Steps:**

- I. The entire CSD staff will review responses received in student surveys and implement suggestions, as appropriate.
- II. Analyze the response rates for the student surveys and revise distribution and/or incentives offered, as appropriate.
- III. Participate in the committee comprised of representatives from other UH campuses and members of their Academic Accommodations Evaluation Committees (AAEC) to discuss and make recommendations on the following:
  - a. The Systems policy on accommodations for students who have disabilities.
  - b. AAEC Committee structures and processes.
  - c. Best practices utilized by other universities.
- IV. CSD will continue to follow up on recommendations provided through the internal/external review, including researching departmental processes, procedures, etc., of other university disability services offices and implementing new processes, procedures, etc., as appropriate.

- F. Strategic Initiative Six. The number of students receiving CSD services will increase by 5%.**  
**DSAES Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.**  
**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Provide quality, individualized, comprehensive services to all eligible students who request them.
- II. Promote our services through a variety of campus and community fairs, activities, and educational presentations.

- III. Raise awareness about our services and disability-related issues through a variety of campus publications, our web page, and providing information to pertinent departments on campus and within the community.

**G. Strategic Initiative Seven. CSD will serve an increased number of students from a diverse range of ethnicities and backgrounds.**

**DSA Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**

**University Strategic Goal: Student Success.**

**Action Steps:**

- V. Participate in campus activities that focus on or involve cultural diversity.
- VI. Participate in fairs and presentations at high schools and school districts.
- VII. Collaborate with student organizations and campus departments that have diverse memberships and/or focus on diversity issues.

**H. Strategic Initiative Eight. Seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.**

**DSAES Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.**

**University Strategic Goal: Student Success/Community Advancement.**

**Action Steps:**

- I. Promote and oversee existing scholarships for our students.
- II. Seek additional scholarships and other funding opportunities for students.
- III. Collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
- IV. Seek funding and/or in-kind donations of goods and services to fulfill unmet student and departmental needs, as appropriate.

**I. Strategic Initiative Nine. Improve communication and relationships with faculty and staff.**

**DSAES Strategic Initiative 6. Create and engage in strategic partnerships.**

**University Strategic Goal: Student Success/Resource Competitiveness.**

**Action Steps:**

- I. The Director will participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consult with the Chair regularly.
- II. Assist faculty and staff on a departmental and individual level regarding student accommodations and other disability-related issues.
- III. Maintain open communication with the Office of Undergraduate Academic Affairs, academic departments, and faculty.
- IV. Collaborate with numerous departments that provide services to students. Examples include: Counseling and Psychological Services; the LAUNCH Program; Center for Diversity & Inclusion; Veteran's Services Office; Urban Experience Program; University Testing Services; the Wellness Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals for students.



**8. Recognizing that the potential to generate additional Student Service Fee income for FY 2019 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the FY2019 base budget augmentations and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2018 base Student Service Fee budget and provide a line-item explanation of where budgetary cuts would be made.**

CSD 5% Reduction Amount: \$18,632.60

Secretary II Position Total: \$45,715.30

Salary:	\$31,946.40
Benefits:	\$11,181.24
Admin:	\$2587.66
Total:	\$45,715.30

40%:	\$18,286.12
60%	\$27,429.18

**9. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g., grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC spreadsheet.**

**A. SHELL**

- ❖ The SHELL Corporation donated \$1,000 to CSD this year. We will be using this funding to purchase marketing/promotional items.

**B. Stanford and Joan Alexander Foundation:**

- ❖ CSD was awarded a gift of \$250,000 from the Stanford and Joan Alexander Foundation in 2011. This funding has been used to provide:
  - Annual student scholarships
  - Student assessments (learning disability and/or ADD/ADHD assessments) at CAPS
  - Stipends in the amount of \$5,000 for three (3) College of Social Work interns
- ❖ CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for several years. Funding has been available for more than fifteen (19) years to pay for an average of 3-9 scholarships per year.
- ❖ This year CSD awarded eight (8) \$1,000 scholarships to students.
- ❖ This funding has paid for 65 student assessments (learning disability, and/or ADD/ADHD) to date, in the amount of \$23,650.00. Approximately \$6,350.00 is left in this fund to pay for additional assessments for students.

**C. Frank and Martha Tiller Endowment**

- ❖ CSD was awarded an endowment in 2006 from Dr. Frank and Martha Tiller.
- ❖ Dr. Tiller was an Engineering professor, and had strong ties to CSD. He served on various CSD committees, including the DisAbility Awareness Week Planning Committee.
- ❖ Dr. Tiller did not indicate exactly how he would like the funds used. Due to his affiliation with DisAbility Awareness Week the CSD Advisory Board decided that these funds would be used for disability awareness-related activities.
- ❖ For the past several years \$1,000 of these funds have been donated to support housing costs for athletes in the summer wheelchair sports camps.
- ❖ The current endowment market value fund is approximately \$55,865. Approximately 4% is generally available to spend annually.

**One Step Closer (Jacob Zalewski) Scholarship Fund:**

This scholarship fund was received by CSD in 2012.

The initial \$10,000 gift was designated to fund ten (10) \$1,000 student scholarships for eligible students who have physical disabilities who apply.

Six (6) recipients were selected to receive a \$1,000 scholarship for the 2016-2017 academic year.

Jacob Zalewski is an alumnus. He raised funds through his non-profit

Organization, the One step Closer Foundation, to establish this scholarship for students who have physical disabilities.

- ❖ A selection committee comprised of faculty and staff select the recipients for both student scholarships.

**Additional fundraising plans for FY 2018-2019 include:**

- ❖ Continue to seek funding for student scholarships.
- ❖ Continue to seek funding and/or in-kind donations as needed for educational activities.
- ❖ Continue to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
- ❖ Continue to seek funding to provide additional services and/or resources for specific student populations, such as student Veterans and students who have Autism Spectrum disorders.



**10. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.**

CSD provides services to students who have disabilities that are not available through other departments. The services provided by CSD augment, but do not duplicate other university services.

The primary mission of the Center for Students with DisABILITIES (CSD) is to equalize our student's learning, discovery, and engagement by fostering self-advocacy, inclusion and success.

CSD provides a wide range of support services to individuals who have temporary or permanent learning disabilities, health impairments, physical limitations and psychiatric disorders.

We work closely with numerous academic and student service departments and the Academic Accommodations Evaluation Committee (AAEC) to ensure that students who have disabilities receive appropriate, well-coordinated accommodations and services. Although we work closely with other departments such as University Career Services, Counseling & Psychological Services, the LAUNCH Program, and the Equal Opportunity Services Office, the missions and services provided by these departments are distinctly different.

Services that we provide to students are determined on an individual basis. Appropriate accommodation recommendations are determined through a variety of sources, including the student's medical documentation, their expressed needs and preferences, instructor input, as appropriate, and CSD counselor recommendations. Examples of some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- Determining student accommodation needs, presenting these to the AAEC for approval, and ensuring that accommodations are made available;
- Environmental accessibility assistance;
- Two student computer labs with assistive technology, including computers with CCTV Interactive screens, adaptive keyboards, voice-activated software, JAWS, and software for visual impairments and learning disabilities;
- Priority enrollment (for students in most academic majors);
- Note-taking accommodations;
- Two testing centers and testing accommodations, including a distraction-reduced environment, six individual testing rooms, extended testing time, alternate testing formats, and scribes;
- Sign language interpreters;
- Real-time captioning services;and
- Alternate textbook coordination;