

**STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2010 PROGRAM QUESTIONNAIRE**

**JUSTIN DART, JR.
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 help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of services to individuals who have temporary or permanent learning disabilities, health impairments, sensory impairments, physical limitations and psychological disorders.

How we accomplish our mission:

Academic accommodation recommendations, support, education and advocacy services are provided at 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. Some of the target populations we provide services to in order to achieve these objectives include: students who have disabilities; students who do not have disabilities; faculty; staff; organizations that provide services to students; and to the greatest extent possible, the Houston community.

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, select 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.

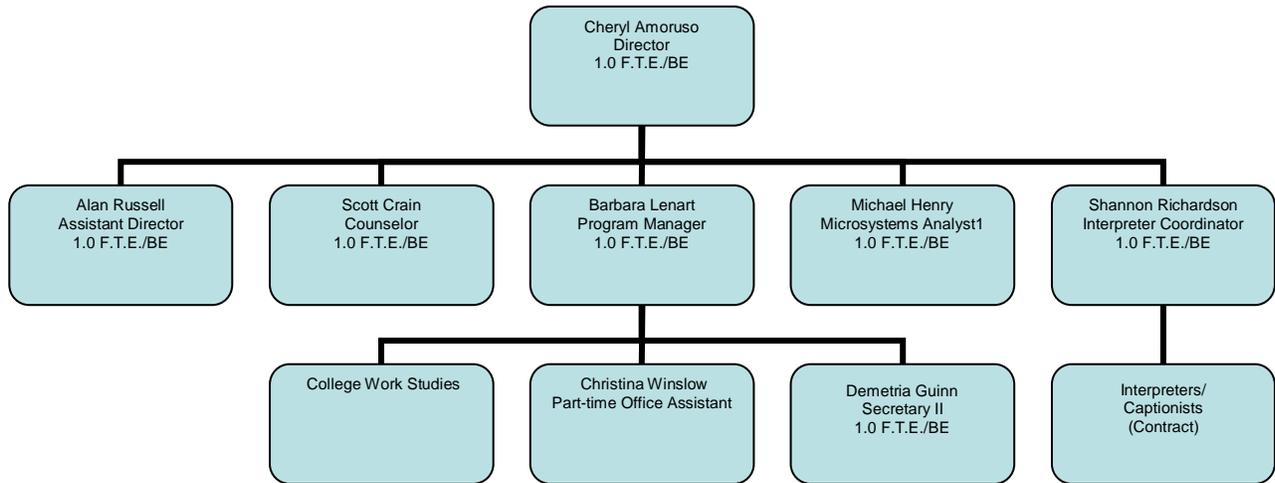
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on numerous boards and 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 continues to provide quality, appropriate, timely services to a continuously increasing student population. Staff salaries and benefits, supplies, assistive technology, items for our facility, and equipment are necessary in order to provide services efficiently and effectively. We are as frugal as possible, and also continue to pursue and obtain funding and in-kind donations 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



Full-time staff positions include: Director; Assistant Director; Counselor; Program Manager; Microsystems Analyst I; Interpreting Services/Captioning Coordinator; and Secretary II. Part-time non-benefits-eligible positions include one half-time office assistant, and part-time work study students.

CSD currently employs five (5) work study students. The Interpreter/Captioning Coordinator and contract interpreter and captionist positions are paid out of a designated administrative fund outside of the department, rather than the CSD budget.

The Director is responsible for overseeing service provision within the department. This position is responsible for all full-time staff supervision, with the exception of the Secretary II. The Program Manager supervises the Secretary II and the student worker positions. The Interpreting Services/Captioning Coordinator supervises the interpreters and captionists.

CSD staff are responsible for providing a wide variety of supports, accommodations, and services to eligible UH students who have temporary or permanent disabilities.

The Associate Vice President for Student Services supervises the CSD Director. The department is within the Division of Student Affairs.

- 3. List the objectives that you provided with your 2008-2009 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.**

A. Continue to provide comprehensive, quality, individualized services to all students registered with CSD.

Some of the goals that were achieved in order to meet this objective included:

1. Providing quality, individualized services to all eligible students who request them. Even during peak time periods, students rarely have to wait more than a day or two to see a counselor. Student Satisfaction Questionnaires continue to largely reflect attainment of this goal (Please see Attachments A & B).
2. Providing additional needed services, including specialized services for target populations, as needs emerge and funding and staffing has allowed.

- CSD, in collaboration with other campus departments and community organizations participated in several activities in an attempt to more effectively serve student Veterans. Examples of these activities include:
 - a. Veterans Ability and Achievement Conference- Held on November 12, 2008 (Please see Attachment C). Co-sponsors of this event included: DisAbled Students Association; Veterans' Services Office; Veterans Collegiate Society; Safety, Anthropometry and Ergonomics Human Factors Laboratories; and University Career Services. Some of the highlights of this conference included:
 - Dana Bowman provided the keynote presentation. Sergeant First Class Bowman is a retired Army Special Forces soldier and was a member of the Golden Knights, the Army's elite parachute team. He is the first double amputee to re-enlist as a paratrooper.
 - Bob Boudreaux, former Channel 13 anchor served as the emcee.
 - The Texas Fallen Heroes Memorial was displayed in the University Center.
 - Arrangements had been made for Sergeant Bowman to parachute from a plane onto the north patio, but this unfortunately had to be cancelled due to inclement weather.
 - b. Outstanding UH Veteran Awards- Were presented at the luncheon during the Veterans Ability and Achievement Conference. Twenty (20) awards were presented at this luncheon to outstanding UH Veteran students, faculty, and staff (Please see Attachment D).
 - c. Ongoing collaboration in the development of a Veterans education proposal, spearheaded by an Industrial Engineering Department faculty member. The goal of this proposal is to obtain funding through a Federal grant to improve student Veteran recruitment, retention, placement, and follow-up at UH.
 - d. Co-sponsoring a free video seminar with the Veterans' Services Office on July 15, 2008, entitled "Returning Veterans: Implications for Higher Education" (Please see Attachment E). The objective of this video seminar was to educate the UH system on how to better serve student Veterans returning from combat. Approximately 75 individuals participated.

- e. CSD continues to participate in the Veterans, Troup's, and Family Support Coalition. This coalition focuses on providing resource and referral information to currently enrolled active duty and reserve members and their families. This coalition organized several events, including lunches, seminars and job fairs during the 2008 year.
 - f. CSD will be presenting at the First Annual UH Community College Symposium, coordinated by the Veterans' Services Office, on February 12, 2009.
3. Purchasing technology, other equipment and items to meet student needs and improve services. New hardware, software, and assistive technology was purchased for the Student Computer Labs and for departmental needs. (Please see Attachments F & G for a detailed listing of items that were purchased, and Attachment H for a listing of current technology available in the Student Computer Labs.) Additional video monitoring cameras were installed and repairs were also made to this system.
 4. Continuing to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
 - All educational programs are collaborative efforts involving joint funding and/or in-kind donations. (Please see Question #7 for a listing of this year's fundraising efforts.)

B. Continue to advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.

1. CSD continues to collaborate with the Campus Recreation & Wellness Center (CRWC) in some initiatives to increase the number of students who have disabilities in utilizing the CRWC. Examples of 2008 efforts included:
 - a. The second annual "Day at the Rec" was held at the CRWC on October 15, 2008 (Please see Attachment I). The objective is to provide an opportunity for students who have disabilities to try various activities and equipment available at the CRWC, and to see how accessible the facilities are. Approximately forty (40) individuals participated, including a group of patients from TIRR who may be attending the University of Houston. Some of the activities included:
 - Rock wall climbing and instruction
 - A yoga demonstration, led by a student who has a disability
 - Fitness equipment demonstrations
 - Adaptive swimming instruction and demonstrations
 - The Houston Challengers, a community wheelchair sports team held a wheelchair basketball and soccer expo
 - b. Kim Pickens, CRWC staff, wrote an article that was published in the Fall, 2008 CSD Newsletter (Please see Attachment J). In her article she encouraged students who have disabilities to utilize the CRWC, and indicated that CRWC is planning to create additional programming in fitness classes and Intramurals for students, faculty, staff and alumni who have disabilities and are members of the CRWC.
2. CSD has been communicating with key members of the Houston Challengers, CRWC staff, and members of the community who are involved in adaptive sports,

in an effort to arrange for this wheelchair basketball and soccer team to practice and hold events at the CRWC. It is hoped that this exposure to wheelchair sports may illicit student interest, and we can assist interested students in establishing a UH wheelchair team.

3. Continuing to work with Facilities Planning & Construction (FP&C) to advocate for priority campus accessibility improvements. Examples of recent issues that CSD worked with FP&C on have included:
 - a. Consulting with Eva Lyon, an FP&C CAD Specialist and several students who have disabilities in creating an accessible campus map. It is anticipated that this map will be completed in the near future.
 - b. Providing consultation, along with other departments, regarding the UC Satellite Master Plan Project.
 - c. Providing recommendations to FP&C regarding some accessibility issues in the Heyne Building, including:
 - Placing signage outside and inside the building to inform users of the accessible entrance location.
 - Placing clearer and more visible signage, including an “exit” sign at the accessible entrance.
 - Installing a platform lift to allow wheelchair users to safely and independently enter the building, as the existing ramp is too steep.
 - d. Accessibility issues that were brought to the attention of CSD following Hurricane Ike were relayed to administration. Most issues were quickly resolved. Examples included:
 - Areas where debris made sidewalks impassible for students who have mobility issues;
 - A sidewalk near Cougar Place that was broken up; and
 - A broken traffic light in front of Cougar Place.
4. Continuing to consult with Information Technology, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student assistive technology needs.
5. Parking & Transportation Services purchased new shuttle buses this year that have hydraulic lifts with a manual override feature. Since the arrival of these new buses there have been no shuttle-related accessibility issues reported by CSD students.
6. CSD provided consultation to the Library regarding their accessible computers.

C. CSD will continue to increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.

1. Continuing to provide educational presentations, consultation, and facility tours to academic and student service departments regarding student issues, accessibility and accommodation issues, and other topics, as appropriate. Some examples of departments that we provided these services to this year included:
 - a. Learning Support Services tutor presentation- each semester
 - b. Communications Department faculty

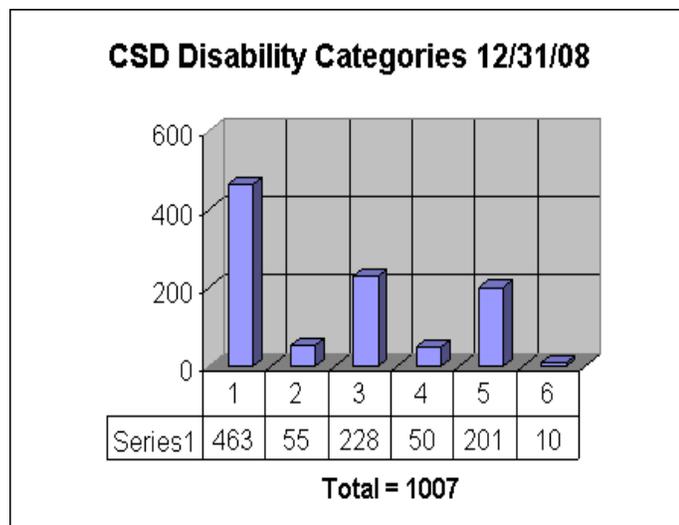
- c. New Spanish Department faculty and TA's- last fall
 - d. CAPS interns and new Academic Advisors- participate in an orientation and a tour of CSD each semester
 - e. International Students- are provided an orientation to our services each fall
 - f. Several campus fairs- including Cougar Preview, Cat's Back, etc.
 - g. New Faculty Orientation- each fall
2. Continuing to distribute information about our services campus-wide through admissions packets, new and transfer student packets, new employee packets, through electronic means, UH publications and our web page.
 3. Continuously updating our web page (Please see Attachment K).
 4. Increasing the number of ads placed in the *Daily Cougar* this past year (Please see Attachment L).
 5. CSD, in collaboration with a Social Work graduate student, the ARC of Greater Houston, MHMRA, and the City of Houston's Mayor's Office for Persons with Disabilities were recently selected to participate in the Clinton Global Initiative Program. Training for this program will be held in February, and a disability-related anti-stigma educational program will be held on campus in April. The program details will be worked out after the training.
 6. CSD is collaborating with several campus departments and community organizations to coordinate an HIV Awareness Day. This event will be held in the University Center on March 10, 2008. Some of the activities will include free testing and counseling, a resource fair, educational symposium, and T-shirts promoting HIV awareness, to be worn by members of student organizations. The goal of this day is to encourage students to get tested for HIV and to reduce the stigma associated with this illness.
 7. The Director joined the University Emergency Management Committee and the Transportation Committee this past year, to ensure that disability-related issues are adequately addressed.

D. The number of students receiving CSD services will increase by 10%.

1. As of December 31, 2008, CSD was serving 1007 active students.
2. The following chart provides a breakdown of the disability categories of current active students:

1 PI	463
2 VI	55
3 HE	228
4 HI	50
5 LD	201
Unknown	10
Total =	1007

PI = Psychiatric Impairment
 VI = Visual Impairment
 HE = Health Impairment
 HI = Hearing Impairment
 LD = Learning Disability



3. These figures are somewhat deceiving, however. As in previous years, the student database was “cleaned up” over the holiday break. But this year the “cleanup” was much more thorough than in previous years. As in previous years, students who had graduated, withdrawn, or had not contacted CSD for services for approximately two (2) years were moved from an “active” to an “inactive” status. In previous years staff reviewed the active student roster and moved students to an inactive status whom they knew had graduated, transferred, etc. This year, however, student records were actually reviewed for last activity, which resulted in 342 students being changed from an “active” to an “inactive” status. This number was substantially higher than any previous year. In 1997, for example, 193 students were moved from an “active” to an “inactive” status.
4. In 2008, 220 new students registered with CSD. If these 220 students were subtracted from the number of active students as of 12/31/08 (1007), an increase of 22% would be reflected. If actual numbers are compared (1129 to 1007), a decrease of 11% would be reflected.
5. Applying the actual figure of 1007 current students, the disability categories of students served at CSD on December 31, 2008 reflects the following changes from the active student population on December 31, 2007:
 - a. Psychiatric impairments: 10% decrease
 - b. Visual impairments: 13% decrease
 - c. Health impairments: 8% decrease
 - d. Hearing impairments: 4% increase
 - e. Learning disabilities: 21% decrease
 - f. Unknown: tenfold increase
 - (Please see Attachment M for a detailed breakdown of disabilities served.)
 - There was a 62% increase in the number of students who receive interpreter and/or captioning services. In 2007, fifteen (15) students were receiving these services. This number increased to twenty-four (24) students in 2008.
6. The following is a tabulation of the number of exams administered at CSD:

Year	Exams Administered
2006	2,748
2007	3,052
2008	3,657

- a. The annual increase in the number of exams administered is as follows:
 - 2006-2007: 11% increase
 - 2007-2008: 20% increase
- b. 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

continues to increase. Setting up and administering computerized and/or web-based exams tends to be more labor-intensive. The number of students who require scribes and readers also continues to increase.

7. The following is a listing of some of the activities CSD participated in to promote our services and increase the number of students served:
 - a. Participating in a variety of campus and community fairs, activities, and educational presentations. Examples include New Faculty Orientation, "Cougar Preview," "Learning to Learn Day," and various high school presentations and fairs.
 - b. Providing orientations and facility tours for potential student groups on a regular basis. Examples include patients from TIRR, and Monarch School students.
 - c. Continuing to promote our services and educate through a variety of educational activities, previously mentioned.
 - d. Continuing to raise awareness of our services and disability-related issues through campus publications, our newsletters and web site (Please see Attachments N, O, P, & Q).
 - e. The Assistant Director currently serves as Vice-President of the Metropolitan Multi Service Center Advisory Board. The CSD Director currently serves on the following community boards:
 - Houston Commission on Disability, Commissioner
 - Houston Community College Southeast Campus Human Service Technology Program Advisory Board, President
 - Houston Mayor's Committee on Employment of People with Disabilities

E. Continue to improve communication and relationships with faculty and staff.

1. The CSD Director continues to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consults with the Chair regularly.
2. CSD provides ongoing consultation and assistance to faculty and staff.
3. A log of instructors who allow their students to take their exams at CSD is maintained. The following is a table that reflects these numbers:

Instructor Count 2008

Semester	New Instructors
Fall 2008	40
Summer 2008	13
Spring 2008	91
Total	144

- One hundred and forty-four (144) new instructors allowed their students to take

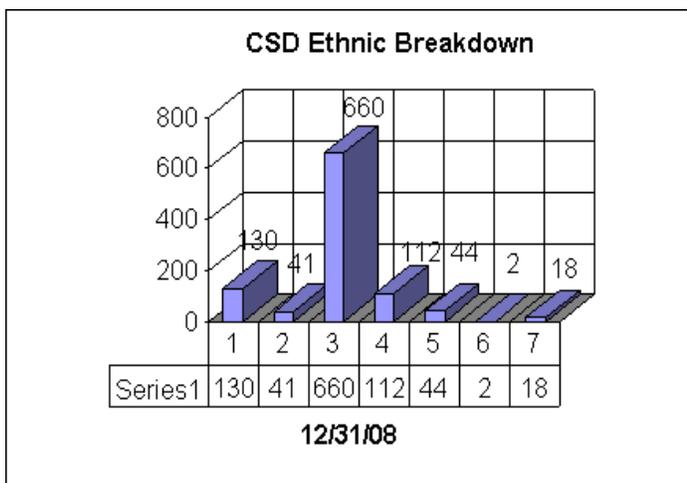
their exams at CSD in 2008. As of this date in 2007, 505 instructors were allowing their students to take their exams at CSD. This reflects an increase of 29%.

4. CSD continues to maintain open communication and consults frequently with Academic Program Management regarding medical withdrawals and related student issues.
5. CSD provided a training workshop for Spanish Department faculty last fall.
6. CSD provided a presentation for football players on August 1, 2008.

F. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

1. An ethnic breakdown of the students registered with CSD as of December 31, 2008 follows:

1 African American	130
2 Asian	41
3 Caucasian	660
4 Hispanic	112
5 Middle Eastern	44
6 Native American	2
7 Other/Undefined	18
Total =	1007



2. The following is a 2007-2008 comparison of the ethnic categories served:
 - a. African American: 16% decrease
 - b. Asian: no change
 - c. Caucasian: 12% decrease
 - d. Hispanic: 15% decrease
 - e. Middle Eastern: 16% increase
 - f. Native American: no change
 - g. Other/Undefined: 100% increase

3. CSD continues to strive hard to increase the ethnic diversity of our student population. We continue to participate in the following outreach activities, in addition to our regular outreach activities, in an effort to increase the ethnic diversity of the students that we serve:
 - a. Presenting at International Student Scholars Orientation each fall.
 - b. Participating in high school fairs and presentations at select high schools that have an ethnically-diverse student body.
 - c. Reaching out to student organizations that focus on or involve cultural diversity.
 - d. Participating in campus activities that focus on or involve cultural diversity.

- We will invite several student organizations that have ethnically diverse memberships to participate in the March 10, 2009 HIV Awareness Day. Faculty from the Mexican-American Studies Program and the African-American Studies Program was also invited to participate.

G. The *Disabilities: A General Campus Guide* publication for UH faculty, staff, and students will be completed, published, and distributed.

1. The final version of this publication will be approved and revised this summer.
2. *The Guide...* will be printed, distributed, and posted on the CSD web page, and possibly linked to additional appropriate web pages.

H. CSD will continue to seek resources and collaborate with appropriate campus departments and community organizations to create programs to help improve the retention and graduation rates of our students.

1. Due to the increasing number of student Veterans served and the anticipated number of disabled student Veterans entering or returning to college as a result of combat, combined with the new G.I. Bill, CSD targeted this population in several efforts this year. (Please see Question 3, A. for a description of these activities.)
2. CSD continues to collaborate with the Industrial Engineering Department faculty member and other involved campus departments in developing a grant, which, if obtained, will enable UH to improve and expand services for student Veterans.
3. CSD works closely with numerous departments to ensure that appropriate services and supports are in place for students who have disabilities, in an effort to improve the retention and graduation rates of our students. Some of these departments include Learning & Assessment Services, Counseling & Psychological Services, the Student Health Center, Attendant Care Services, and the Math Lab.
4. CSD continues to work closely with the DisAbled Students Association (DSA). The objectives of this student organization are to promote disability awareness among students, faculty and the UH system, and to provide a social environment where ideas can be embraced and exchanged and support can be gained, among others. Their last meeting was held on January 27, 2009 (Please see Attachment R). DSA's announcements and contact information are posted on the CSD web site, and sent to our students through a student e-mail list.

I. CSD will continue to seek alternate funding and/or in-kind donations in order to improve and/or expand services.

1. CSD continues to seek funding and in-kind donations of goods and services to fulfill emerging unmet student needs, as appropriate. Counselors frequently advocate for funding and/or services for students with various organizations, including the Department of Assistive & Rehabilitative Services, Houston Center for Independent Living, MHMRA, and others.
2. CSD continues to seek funding, in-kind donations and other resources and opportunities for educational programming and to expand and improve services (Please see Question #7 for a summary of fundraising efforts.)
3. CSD continues to seek scholarships for our students. Two such scholarships include:

- The Eric P. Alexander Memorial Scholarship: Scholarship recipients are selected each spring for the following academic year. Four students were awarded scholarships of \$1,000 each for the 2008-2009 academic year (Please see Attachment S).
- CSD continues to communicate with the Assistance League of Houston, and hopes that scholarships will become available again for our students in the fall, 2009 semester.

J. CSD's policies, procedures, forms, etc. will be updated, as appropriate.

1. Several departmental policies, guidelines, forms, procedures, etc. were revised and updated this year. Examples include:
 - All CSD testing-related forms were revised, to include the Request for Individual Testing Accommodations (RITA) Form and instructions, the Fax RITA form, and the Test Administration Policy and Procedure (Please see Attachment T).
 - The Office of General Counsel assisted in the revision of the Test Administration Policy and Procedure, and subsequently approved this revised P&P (Please see Attachment U).
 - The Student Accommodation Form was revised (Please see Attachment V).
 - Any portion of Social Security Numbers were removed from the Gold Mine student database and CSD forms, and People Soft ID numbers were added.
2. Updated forms, P&P's, etc. have been distributed to students, staff, and faculty, and posted on our web page, as appropriate.
3. Last fall the interpreters and captionists who provide services to students were moved from a part-time employee status to a contractor status. Some of the reasons for this change included:
 - Part-time interpreters were limited to working nineteen (19) hours per week. This restriction no longer applies.
 - Invoice and time sheet processing is now easier, more efficient, and allows for improved budgetary oversight.
 - All funding for these services is now maintained in one account, rather than two, which also allows for improved budgetary oversight.
4. A proposal to upgrade our Interpreter/Captioning Coordinator position to a system-wide position has been presented to administration, including all UH system branches. Objectives of this proposed change involves improving services for students, and saving the UH System money. A decision regarding this proposal has not yet been received.

K. CSD full-time staff will all attend at least one conference or workshop appropriate to their position.

Examples of some of the training CSD staff participated in included:

1. The Assistant Director participated in a supervision course offered through Human Resources.
2. The Program Manager attended Cash Deposits & Security Procedures and View Work with Student Information training.
3. The Interpreter/Captioning Coordinator completed the online training, and passed the written C-Print training exam.

4. The Microsystems Analyst I completed VISTA Training.
5. The Director completed all FEMA training required for members of the Emergency Management Team.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and the satisfaction level of those served. Please provide the method for collecting these data.

A. Service Provision:

1. Please refer to question #3, D. for the number of students served. Student data is maintained in a customized confidential computer database which may only be accessed by authorized CSD staff.
2. The most recent campus-wide Student Satisfaction Survey was conducted in the Spring, 2008 semester. The Center for Students with DisABILITIES ranked second highest in terms of student satisfaction, yielding a satisfaction rating of 91.8%.
3. Responses received in 2008 Student Satisfaction Questionnaires were essentially very positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam packets.

The Student Satisfaction Questionnaire asks several questions regarding satisfaction levels with various aspects of CSD services and operations. On a scale of 1-5, "never" is indicated by a rating of "1," and "always" is indicated by a rating of "5." Because all students do not utilize all services or and do not interact with all CSD personnel, a "not applicable" rating is also available. The percentages that follow are averaged, based on a possible 100% rating scale.

Examples of some ratings include:

- a. "I am satisfied with the level of service I receive at CSD."
 - Of the 128 respondents, 97% provided ratings of "4" or "5."
- b. "CSD makes test arrangements in a timely and courteous manner."
 - Of the 128 respondents, 94.5% provided ratings of "4" or "5."
 - We are very pleased with this response rating, considering the increase in the number of exams administered each semester, the complexity level with the increased number of exams administered through on-line classes and web CT, and increased utilization of assistive technology.

Some written comments included:

- "I will graduate summa cum laude thanks to the assistance of CSD. At my previous college I was told I was too ill to attend school and should give up."
- "My needs are always met."
- "CSD is awesome. I don't know how to improve."
- "Scott has been patient and kind, supportive and helped me greatly."
- "She sets a great example. Hell, she makes me want to be nicer to others. Now that's something."
- "Front desk people are always great!"
- "A lovely group of people work here."

The majority of the ratings and responses pertaining to issues or items within this department's control were very positive. Most of the comments that could be perceived as being negative involved issues that were outside of CSD's control, or could be attributed to a lack of available resources.

Examples include needing more room to study, private tutors, and instructor failure to send exam to CSD, typists, laptops, professor's notes, additional note-taking assistance, distractions in the classroom, better instructions, better lighting in some classrooms, better parking, special parking permits, smaller classrooms, and better teacher helpers.

Some students commented that they would like CSD to remain open additional evenings (in addition to Mondays and Tuesdays), and Saturdays. We will look into the possibility of expanding our hours in the future if we have the staff to do so. Unfortunately we do not have enough staff to at the present time to provide coverage for additional evenings or Saturdays, but hopefully we will at some point in the future. The fact that very few students utilize our services the evenings that we are open late is also worth mentioning.

All CSD staff collectively review the Student Satisfaction Questionnaire responses, and brainstorm ideas for resolving cited issues. Examples of some strategies that were implemented based on recent feedback received include:

- a. Comments were made from some students that they would like tutors at CSD, or private tutors. Although we do not have tutors at CSD, we work very closely with Learning & Assessment Services, and provide all students with their brochure and an explanation of their services along with other campus tutoring resources. CSD counselors inform students of these available resources, and suggest that students let us know if the resources cannot meet their tutoring needs. It is extremely rare that students come back stating that their tutoring needs were not met.
 - b. A suggestion was made for additional information to be posted on the web site. Additional information was recently added. The CSD web site is updated constantly.
 - c. Additional individual lighting was purchased for the exam rooms.
 - d. Suggested hardware and software for the Student Computer Labs was purchased.
 - e. Testing forms and procedures were streamlined and revised.
4. Three CSD staff recently received letters from President Khator. Among other comments, the President thanked us for our "invaluable work at the Justin Dart Center" (Please see Attachment W).

B. Student Course Completion Rates:

Course completion and passing rates are tabulated for every tenth student on our active student roster at the end of the spring and fall semesters. The results of the most recent tabulations were:

- Fall: 86% of the students surveyed completed and passed every course they had attempted. *
 - Spring: 81% of the students surveyed completed and passed every course they had attempted. **
- * Courses that students were enrolled in after the Official Reporting Day (12th/14th class day) were considered “attempted” courses.
- ** In the event that the tenth student was no longer enrolled at UH, the next student on the alphabetical listing of active students was surveyed.

5. Please discuss any budget changes from your last (FY 2009) SFAC request, their impact on your programs, and your reason for implementing them.

The Center for Students with DisABILITIES requested an FY 2009 base budget of \$381,454, and we received \$387,301. (The additional funding was awarded for merit increases and fringe benefits adjustments.) A One-Time FY 2009 allocation was requested for a new position that would have been responsible for developing a program for students who have Autism Spectrum Disorders, but this was not approved.

CSD has not requested a base augmentation increase in the ten (10) years that the Director has held this position. In February of 1999 CSD was serving approximately 300 students. We are now serving 1007 students with no significant budget increases.

6. Please list your 2009-2010 objectives in priority order.

A. Continue to provide comprehensive, quality, individualized services to all students registered with CSD.

1. Continue to provide comprehensive, quality, individualized services to all eligible students who request them. Student Satisfaction Questionnaires and Campus Student Satisfaction Surveys will continue to reflect attainment of this goal.
2. Continue to provide additional services, including expanded services for target populations as needed and funding permits.
3. Continue to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.

B. Continue to advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.

1. Continue to coordinate a "Day at the Rec" each fall, to provide students who have disabilities the opportunity to try various activities and equipment available at the CRWC, as well as educate facility users and CRWC staff about the abilities and fitness needs of students who have disabilities.
2. Continue to work with CRWC staff and other departments, students, and community organization to develop adaptive sports activities at UH.
3. Coordinate at least one campus accessibility-related activity, such as the campus wheelchair tour.
4. Continue to work closely with Facilities Planning & Construction to advocate for priority campus accessibility improvements.
5. Continue to consult with Information Technology personnel, instructors, and others, as appropriate, regarding the accessibility of UH web pages, distance education courses, Web CT, on-line courses, and student assistive technology needs.

C. CSD will continue to increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.

1. Continue to provide educational presentations and tours for academic and student service departments and potential students.
2. Continue to provide consultation and assistance to faculty and staff regarding student issues, accessibility concerns, teaching strategies, and more.
3. The *Disabilities: A General Campus Guide* handbook for UH faculty, staff, and students will be revised, approved, printed, distributed, and posted on the CSD web page.
4. Continue to coordinate disability awareness-related educational activities. At least one major activity will be coordinated in both the spring and fall semesters.
5. Continue to distribute information about our services campus-wide through admissions packets, new and transfer student packets, new employee packets, through electronic means, UH publications and our web page.
6. Continue to advertise and promote CSD services in the *Daily Cougar*.
7. Increase media exposure through additional articles in the *Daily Cougar*, *Campus News*, and other media.

D. The number of students receiving CSD services will increase by 10%.

1. Continue to provide quality, individualized, comprehensive services to eligible students who request them.
2. Continue to promote our services through a variety of campus and community fairs, activities, and educational presentations.
3. Continue to promote our services through educational activities and promotional materials.
4. Continue to raise awareness about our services and disability-related issues through a variety of campus publications, our newsletters and web page.

E. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

CSD will continue to participate in the following outreach activities, in addition to our regular outreach activities:

1. Presenting at International Student Scholars Orientation each fall.
2. Participating in high school fairs and presentations at select high schools that have diverse ethnic populations.
3. Participating in campus activities that focus on or involve cultural diversity.
4. Initiating collaborative projects with student organizations that have ethnically-diverse memberships.

F. CSD will continue to seek resources and collaborate with appropriate campus departments, community organizations, and businesses to help increase the retention and graduation rates of our students, and improve and/or expand services.

1. CSD will continue to collaborate with Counseling & Psychological Services, the Student Health Center, Learning & Assessment Services, the Veterans Services Office and/or appropriate student and community organizations to offer at least two disability-related educational activities per year. Funding and in-kind donations will be sought as needed.
2. CSD will continue to promote and coordinate existing scholarships for our students, and continue to seek out additional scholarships and other funding opportunities for students.
3. CSD will continue to collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
4. CSD will continue to collaborate with an Industrial Engineering Department faculty member and other involved campus departments to pursue potential funding opportunities to expand resources to assist student Veterans in enrolling and graduating from UH.
5. CSD will continue to seek funding and/or in-kind donations of goods and services in order to fulfill unmet student needs, as appropriate.
6. CSD will continue to seek funding and/or in-kind resources to provide additional services to specific disability populations, as appropriate.

G. Continue to maintain and improve positive communication and relationships with faculty and staff.

1. The CSD Director will continue to participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings, and consult with the Chair regularly.
2. CSD will continue to consult with and assist faculty and staff as appropriate.
3. CSD will continue to maintain open communication and consult frequently with Academic Program Management, academic departments, and faculty.

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them?

- A. Some of the donated and in-kind contributions that were donated for the Veterans Ability & Achievement Conference included:
- Breakfast- donated by University Career Services.
 - Lunch- donated by Chinese Star Restaurant.
 - Houston Room rental fees- were not charged, as the DisAbled Students Association was a collaborator, and reserved the room.
 - All speakers, including Bob Boudreaux, who served as the emcee, donated their time, with the exception of Dana Bowman, the keynote presenter.
- B. CSD will continue to collaborate with an Industrial Engineering Department faculty member and other involved campus departments in pursuing potential funding opportunities that could increase funding and resources at UH to help veterans return to and succeed in college.
- C. CSD continues to promote and oversee the Eric P. Alexander Memorial Scholarships for students.
- D. CSD will continue to work with the Assistance League of Houston in hopes that the Scholarships for Students who have Disabilities will be available to our students again this fall.
- E. Additional fundraising plans for FY 2009-2010 include:
1. Continuing to seek funding and/or in-kind donations as needed for disability-related educational activities.
 2. Continuing to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs, as appropriate.
 3. Continuing to seek funding to provide additional services for specific disability populations, such as students who are Veterans, have Autism, Asperger's Syndrome, mental illness, and/or brain injuries.
 4. Continuing to seek additional scholarship and other funding opportunities for students.

8. Please describe any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

CSD provides unique services to students who have disabilities that are not available through other departments. It is essential that staff providing accommodation recommendations and other support services to students who have disabilities have the necessary expertise, training, and experience with disability issues. 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 help ensure that qualified students who have disabilities are provided equal educational opportunities at the University of Houston. 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 Scholars, Counseling & Psychological Services, Learning & Assessment Services, and the Office of Affirmative Action, the missions and services provided by these departments are distinctly different.

Services that CSD provides 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 needs and preferences, instructor input, as appropriate, and CSD staff recommendations. Some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- Determining individual students 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 Icomputers with CCTV interactive, a head mouse, voice-activated software/Dragon Dictate, JAWS, and software for visual impairments and learning disabilities;
- Priority registration;
- Provisions for in-class note-taking;
- Two Testing Centers and testing accommodations, including a distraction-reduced environment, six soundproof booths, extended testing time, alternate testing formats, and scribes;
- Sign language interpreters;
- C-Print and Real-Time captioning services;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance