STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2012 PROGRAM QUESTIONNAIRE

JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES

Prepared by: Cheryl Amoruso
Director
Justin Dart, Jr.
Center for Students with DisABILITIES
743-743-5400

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 students 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.
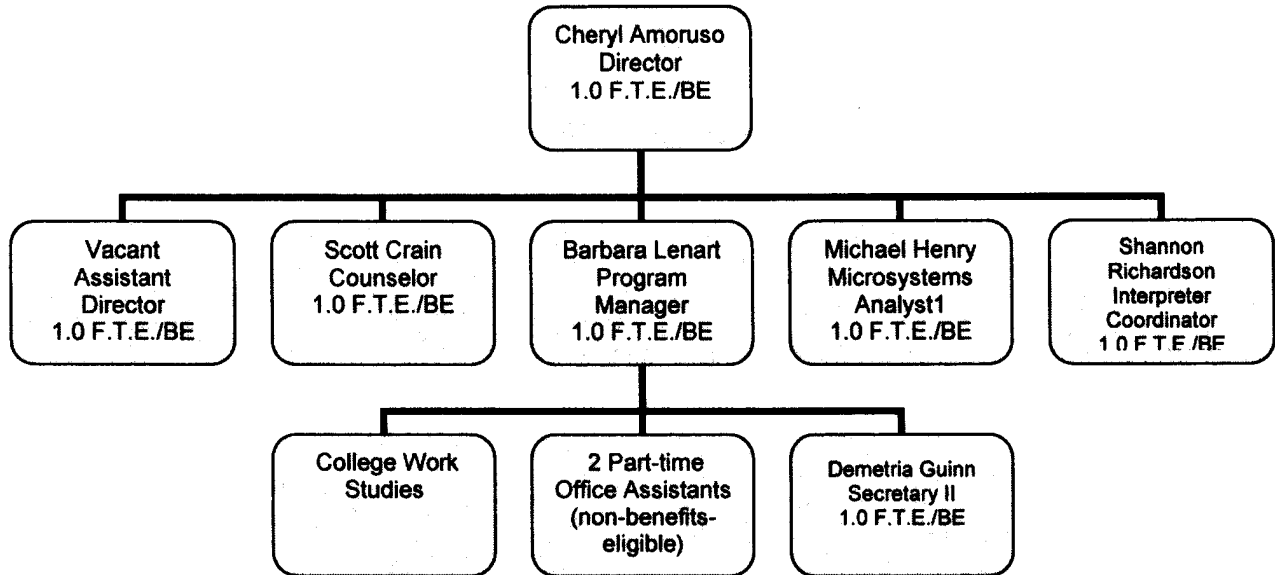
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, 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 continues to provide quality, appropriate, individual 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

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                    Cheryl Amoruso
                       Director
                    1.0 F.T.E./BE
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| Vacant Assistant Director 1.0 F.T.E./BE | Scott Crain Counselor 1.0 F.T.E./BE | Barbara Lenart Program Manager 1.0 F.T.E./BE | Michael Henry Microsystems Analyst1 1.0 F.T.E./BE | Shannon Richardson Interpreter Coordinator 1.0 F.T.E./BE |

| College Work Studies | 2 Part-time Office Assistants (non-benefits-eligible) | Demetria Guinn Secretary II 1.0 F.T.E./BE |

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 two part-time office assistants, and three (3) part-time college work study students.

The previous Assistant Director's last day was June 29, 2010. The position was "on hold" for a few weeks. Applications have been received, and the search committee is currently being formed.

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, the part-time office assistants, and the student worker positions.

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/Director University Career Services supervises the CSD Director. The department is within the Division of Student Affairs.

3. **List the objectives that you provided with your 2009-2010 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 and even with only two counselors during the busiest time of the year, students rarely had to wait more than a few days to meet with 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. Examples include:
   - 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 included:
     a. Presenting at the Veterans Resource Conference on September 14, 2010. The purpose of this seminar was to inform student Veterans about the services available to them. There were approximately 60 participants.
     b. Continued collaboration in the revisions of the Veterans education proposal, spearheaded by an Industrial Engineering Department faculty member. The goal of this proposal is to obtain grant funding to improve student Veteran recruitment, retention, placement, and follow-up at UH.
     c. Participating in several campus Veterans-related resource fairs and programs, including the Veterans Resource Fair, the Veterans Entrepreneurship Seminar, a presentation to the Veterans Land Board, and a presentation to Lone Star College personnel.
3. Purchasing technology, other equipment and items to meet student needs, improve services, and improve exam surveillance.
   - Some hardware, software and assistive technology was purchased for the student computer labs, individual testing rooms, and departmental needs last year. (Please see Attachment C for a detailed listing of items that were purchased in 2009, and Attachment D for a listing of technology currently available for students at CSD).
4. Continuing to seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
   - Most 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, in collaboration with the Student Government Association (SGA), Plant Operations, the Department of Assistive & Rehabilitative Services (DARS), and other campus departments and community agencies held a Campus Accessibility Tour (CAT) on March 2, 2010. Some of the objectives of this activity included increasing campus awareness of disability-related issues, enabling participants to gain experiential knowledge as to what it would be like to navigate the campus using a wheelchair or with a cane blindfolded, and subsequently proving feedback obtained from participants regarding areas of the campus that need improvement to Plant Operations and advocating for needed improvements. This was a very successful event. Approximately 40 individuals participated, including several Facilities Planning & Construction staff (Please see Attachments E & F).
2. CSD continues to collaborate with the Campus Recreation & Wellness Center (CRWC) in various activities in an effort to increase the number of students who have disabilities to utilize the CRWC. Examples of these activities included:
   a. The third annual "Day at the Rec" was held at the CRWC on October 30, 2009 (Please see Attachment G). The objective of this activity is to provide an opportunity for students who have disabilities to try various activities and equipment available at the CRWC and see how accessible the facilities are. Approximately thirty (30) individuals participated, including basketball and soccer games between the Houston Challengers and the Pasadena Toro's community wheelchair sports teams. Other activities included:
      • Rock wall climbing and instruction
      • A yoga demonstration, led by a student who has a disability
      • Fitness equipment demonstrations
   b. The CRWC created a flyer to promote adaptive recreation at the CRWC (Please see Attachment H). This flyer is posted in the CSD Building, and given to CSD students, as appropriate.
   c. The Second Annual Gulf Coast Indoor Wheelchair Soccer Invitational was held at the CRWC June 25-27, 2010. Approximately fifty (50) wheelchair athletes and approximately twenty (20) spectators participated. One objective of this activity is to increase community awareness of the accessibility of the CRWC in an effort to recruit students who have disabilities (Please see Attachment I).
   d. Assisting in coordinating the 13th National Indoor Wheelchair Soccer Championship, to be held at the CRWC November 12-14, 2010 (Please see Attachment J). It is hoped that this activity will provide additional steps towards the establishment of UH adaptive sports teams. An additional objective of this activity is to increase community awareness of the accessibility of the CRWC, in an effort to recruit students who have disabilities.
3. Continuing to advocate with Facilities Planning & Construction (FP&C) and other appropriate departments for priority campus accessibility and safety improvements. Examples of some of these issues that CSD worked with FP&C on this year included:
   a. The CSD Assistant Director and Director met with Grounds and Plant Operations staff in March, 2010 to discuss current campus sidewalk accessibility and safety needs. They invited CSD to provide sidewalk and grounds-related accessibility improvements that are needed to them, and they follow up.
   b. CSD submitted requests for several inaccessible or problematic sidewalks to be

5

repaired to Work Control, and these were taken care of. Examples included:
- A section of sidewalk on Calhoun in front of the Melcher Hall sign.
- A section of sidewalk and driveway intersection at Entrance #10.

   c. CSD worked with FP&C and Psychology Clinic administrators to obtain modifications to the Psychology Clinic.

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 technology needs.
   - Michael Henry, CSD Microsystems Analyst I provided a presentation on assistive technology at the October 13, 2010 Technology Fair.
   - Two CSD staff consult with Library staff regarding the assistive technology available to students at the library on a regular basis. The Library staff have welcomed our assistive technology suggestions, and have purchased some of the items. (Please see Attachment K for a listing of the assistive technology available to students in the Library.) This listing is updated each semester and provided to our students.

5. CSD worked with the Math Department in an effort to improve and expand their policies to students who have disabilities regarding accommodations in select undergraduate courses. Page one of the "Department Policies for Math13xx Face-to-Face Classes" document that was revised again last summer is attached (Please see Attachment L). Information on accommodations for students who have disabilities was expanded from previous policies, and moved to the top of page 1.

6. CSD has been working with the Cougar One Office, UHDPS, and others to coordinate issuing "proximity cards" to students who require them. These cards allow students who are unable to swipe card readers to be able to enter buildings that have card readers independently. CSD issues a letter to students who need proximity cards, and the student takes the letter to the Cougar One Office to obtain the card.

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 during this time period included:
   a. CAPS interns- CSD presented a half-day "Sensitivity Training" on February 16, 2009 to approximately ten (10) CAPS interns.
   b. CAPS interns and new Academic Advisors- participate in an orientation and a tour of CSD each semester.
   c. Training was conducted to approximately 20 Transfer Advising Program and Distance Education Team advisors on April 16, 2010.
   d. International Students- are provided an orientation to our services each fall.
   e. Several campus fairs- including Cougar Preview, ART, Cat's Back, etc.
   f. New Faculty Orientation- each fall.

2. Continuing to disseminate information about our services campus-wide through admissions packets, new and transfer student packets, through other departments, electronic means, UH publications and our web page.

3. Continuously updating our web page (Please see Attachment M).
4. Running ads to promote services and activities in the *Daily Cougar* (Please see Attachment N).
5. Providing information to writers for articles about CSD events in the *Daily Cougar* (Please see Attachments O & P).
6. Publishing newsletters each spring and fall semester, distributing these to our students and various campus departments, and posting them on our web page (Please see Attachments Q & R).
7. CSD staffed an informational table to provide information to students, staff, and faculty about our services during National Depression Screening Day last fall. Unfortunately there was a scheduling conflict and we weren't able to participate this fall.

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

1. On October 18, 2010, CSD was serving 1196 active students. On December 31, 2009, CSD was serving 1286 active students. (Please see Attachment S for a detailed breakdown of the primary diagnoses of our current students).
2. The following chart provides a breakdown of the "primary" disability categories of our current active students:

1 PI = Psychiatric Impairment	564	
2 VI = Visual Impairment	62	
3 HE= Health Impairment	283	
4 HI = Hearing Impairment	53	
5 LD = Learning Disability	229	
Unknown	1	
Total =	1192	

CSD Disability Categories

	1	2	3	4	5	6
Series1	564	62	283	53	229	1

Total = 1192
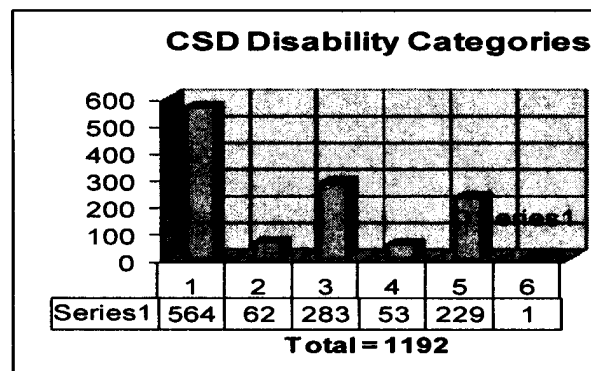
3. These figures are somewhat deceiving, however. The student database was recently "cleaned up." The database was not "cleaned up" last year. Students who had graduated, withdrawn, or had not contacted a counselor for services for approximately two (2) years were moved from an "active" to an "inactive" status. This resulted in 316 students being moved from an "active" to an "inactive" status.
4. From September 1, 2009 to October 18, 2010, 320 new students registered with CSD. If these students were subtracted from the number of active students as of December 31, 2009 (1286), an increase of 24% would be reflected. If actual numbers are compared (1196 to 1286) a decrease of 7% would be reflected.
5. Although the comparative time periods are somewhat different due to the reporting period being different, the following is the number of new students who registered with CSD in recent years:

- 2007-2008: 220 new students.
- 2008-2009: 263 new students.
- 2009-2010 (through 10/18-10): 320 new students.

6. Intake appointments for new students tend to be the most time-consuming. Reading through medical documentation and assessments can also take a great deal of the counselor's time. New intake appointments average around 1.5 hours each.

7. Applying the actual figure of 1192 current active students, the primary disability categories on 10/18/10 reflect the following changes from the active student population on December 31, 2009:
   a. Psychiatric impairments: 4.9% decrease
   b. Visual impairments: 7.5% decrease
   c. Health impairments: 6.3% decrease
   d. Hearing impairments: 8.6% decrease
   e. Learning disabilities: 11.6% decrease
   f. Unknown: 85.7% decrease

8. The following is a tabulation of the number of exams administered at CSD annually:

| Year	Exams Administered
2007	3,052
2008	3,657
2009	3,625

   a. The number of exams we administer has generally increased every year. There was a slight decrease (<1%) in the number of exams administered in 2009 compared to 2008. Some possible explanations for this could include:
      • Increased online exam administration
      • Improved testing facilities in some academic areas
   b. Obviously we do not have the total annual exam count for 2009-2010 yet. The number of exams CSD has administered each semester during this time period so far is:
      • Fall 2009: 1,794 exams
      • Spring 2010: 1,517 exams
      • Summer 2010: 379 exams
   c. 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 computer and web-based exams tends to be labor-intensive. The number of students who require scribes and readers also continues to increase.

9. 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 of campus activities included New Faculty Orientation, Cougar Preview, several Advising for Registration and

Transfers (ART) resource fairs, and Cullen Oaks Apartments Resource Fair.
  b. Providing orientations and facility tours for potential student groups on a regular basis. Examples include patients from TIRR, and students from the Monarch and Briarwood Schools.
  c. Presenting at local schools and parent groups, including Houston Community College, San Jacinto College, Lone Star College, Houston ISD, Fort Bend ISD, Katy ISD, Spring Branch ISD, Clear Lake High School, YES Prep School, and Shriner's Hospital.
  d. Meeting with local service providers to exchange information about our services. Examples include the Tarnow Center and the MHMRA Coffeehouse Program.
  e. Continuing to raise awareness of our services and disability-related issues through campus publications, our newsletters and web site.
  f. The Director currently serves on the Houston Community College Southeast Campus Human Service Technology Program Advisory Board (President), and the Urban Experience Program Advisory Board.

E. 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 October 18, 2010 follows:

1 African American	148	
2 Asian	54	
3 Caucasian	735	
4 Hispanic	164	
5 Middle Eastern	64	
6 Native American	3	
7 **Other/Undefined**	24	
Total =	1192	

CSD Ethnic Breakdown

	1	2	3	4	5	6	7
Series1	148	54	735	164	64	3	24
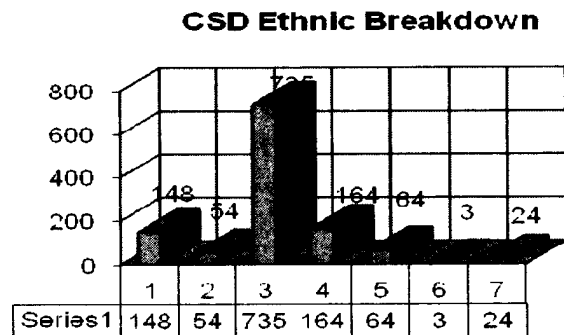
2. The following is a 2009-2010 comparison of the ethnic categories served:
   a. African American: 10.3% decrease
   b. Asian: 0% increase/decrease
   c. Caucasian: 11.4% decrease
   d. Hispanic: 5.8% increase
   e. Middle Eastern: 10.3% increase
   f. Native American: 50% increase
   g. Other/Undefined: 7.2% decrease

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.

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. Due to the increasing number of student Veterans served (15% increase from 2009 to 2010) and the anticipated continued increasing numbers of student Veterans entering or retuning to college as a result the G.I. Bill, CSD continues to target this population in several efforts. (Please see Question 3, A. for a description of these activities.)
2. CSD has been collaborating with some local organizations, including MHMRA and Texas Children's Hospital social workers to explore opportunities to develop a collaborative funding proposal to provide additional and more comprehensive services to UH students who have Autism Spectrum Disorders. CSD currently serves approximately fifteen (15) students who have this diagnosis as their primary diagnosis. These students frequently need more/more frequent assistance and services than CSD is currently set up to provide.
3. CSD works closely with numerous departments to ensure that appropriate and comprehensive 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 Library.
4. CSD works closely with the DisAbled Students Association (DSA). The objective of this student organization is to promote disability awareness among students, faculty and the UH system, and provide a social environment where ideas can be embraced and exchanged and support can be gained, among others.

G. Continue to maintain and improve positive 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. This committee, comprised of faculty and staff, reviews and approves or denies all student accommodation requests.
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 table reflects the number of new instructors who allowed their students to take their exams at CSD in 2009-2010:

New Instructor Count 2009/2010

Semester/Year	New Instructors	Increase
Summer 2009	5	
Summer 2010	18	26%
Spring 2009	27	
Spring 2010	44	63%

- Sixty-two new instructors allowed their students to take their exams at CSD in 2009. On 12/21/09, 712 instructors were allowing their students to take their exams at CSD. This reflects an increase of 10%, comparing annual figures.
- Eighteen (18) new instructors allowed their students to take their exams at CSD in the summer, 2010 semester, and forty-four (44) new instructors allowed their students to take their exams at CSD in the spring, 2010 semester.
- Since the fall, 2010 semester isn't over we cannot compare the entire year yet, just the summer and spring semesters.

H. Assist in improving campus safety and evacuation processes for students who have disabilities.

- This objective was added due to increased attention to and invitations to provide feedback on these issues.
  1. CSD has participated in several meetings about the new Metro Rail. We have also submitted accessibility and safety recommendations to the appropriate departments regarding students and others who have disabilities.
  2. The CSD Director is a member of the University Emergency Management Committee. Recommended revisions to current university evacuation policies, the "Supplemental Evacuation Guidelines for People who have Disabilities," and the "Emergency Procedures Handbook" have been submitted.
  3. The CSD Building "Area Specific Evacuation Procedure" was revised and approved by the Fire Marshall in June, 2010 (Please see Attachment T). All CSD staff participated in a "fire drill" this summer, to ensure everyone's familiarity with the procedures.
  4. CSD has consulted with some University Center staff, requesting the installation of a monitor and a camera which would enable students and others waiting on Metro Lift to wait inside the UC and view the Metro Lift stop area through the monitor. Metro Lift is sometimes hours late in picking students up. This would allow students and others who ride Metro Lift to stay out of the heat, cold, rain, etc., while waiting. CSD has a similar system. This project is in progress.
  5. CSD met with the UHDPS Chief of Police several months ago regarding streamlining emergency policies, procedures, etc. for students and others who have disabilities. We hope to create online training for faculty and staff on assisting disabled students and others in the event of an emergency.
  6. CSD recently met with UHDPS officers and Health Center staff regarding the issue of students who use wheelchairs obtaining needed assistance if their wheelchair breaks down on campus, particularly on weekends or in the

evening. A follow-up meeting is scheduled for October 28, 2010 to discuss various resources and strategies we've been researching.

I. **CSD will hire and train a new Assistant Director.**

- This objective was added due to this position being vacant.
- The search committee will be confirmed, and interviews will be conducted.
- It is hoped that this staff member will be hired before the holidays.

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. Responses received in Student Satisfaction Questionnaires (Please see Attachments A & B) were essentially positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam envelopes.

      The Student Satisfaction Questionnaire asks several questions regarding satisfaction levels with various aspects of CSD services. 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. "Not applicable" ratings are not included in the following percentages.

      Examples of some ratings include:
      a. "When I require assistance, the Director/Assistant Director/Learning Disability Specialist is courteous and helpful."
         • Of the 100 respondents, 97.5% provided ratings of "4" or "5."
      b. "When speaking to CSD staff by phone they are polite, courteous and give accurate information."
         • Of the 93 respondents, 95% provided ratings of "4" or "5."

      Some written comments included:
      • "Thank you for always helping!"
      • "I am very pleased with the courteous and polite manner that everyone has shown in the CSD."
      • "My needs are completely met at CSD."
      • "Mr. Scott is always on time and always very helpful with anything I need done to help me with my schooling. Any time I have trouble with professors about my accommodations he is more than happy to speak with them."

      The majority of the ratings and responses pertaining to issues or items within our control were positive. Students complete these surveys after finishing their final exams, so often times they may not be in the best mood, or feel like writing more. We have tried various other methods for disseminating and collecting these surveys, but none have yielded in the high return rates as placing them in the final exams.

Examples of these types of comments include: difficulty obtaining notes from instructors; parking unavailability; needing a laptop; wanting smaller classes; requesting satellite CSD locations; and instructors failing to submit exams to CSD.

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

a. Testing-related forms and instructions have been updated to provide greater clarification to students and instructors. CSD and General Counsel have been exchanging different versions of these forms, and we hope that the final versions will be available in the near future.
b. Some additional computer software was purchased.
c. Earplugs are available at the front desk for students who need them during exams.
d. Additional training for front desk staff and student employees has been provided or is planned.
e. CSD frequently discusses reported parking problems with the Director of Parking.

B. Student Course Passing Rates:

The percentage of courses that students pass is calculated for every tenth student on our active student roster at the end of the spring and fall semesters. Passing rates for the fall, 2009 and spring, 2010 semesters were:

- Spring: 96% of the students surveyed passed every course they completed. *

- Fall: 78% of the students surveyed passed every course they completed. *

    * 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.

This is the second year in which course passing rates were much lower in the fall than in the spring. For the previous year the passing rates for completed courses were fall: 86%, and spring: 81%. We haven't been able to figure out the reason(s) for this variability between years and semesters. However we are pleased to see that passing rates for the spring, 2010 semester was higher than the spring, 2009 semester by 6%.

C. Campus Accessibility

Campus Accessibility Tour (CAT) participants were asked to complete surveys to obtain their comments regarding the accessibility of their tour routes. Comments were compiled and provided to Plant Operations for needed improvements (Please see Attachment U).

5. Please discuss any budget changes from your last (FY 2011) SFAC request, their impact on your programs, and your reason for implementing them.

The Center for Students with DisABILITIES requested an FY 2010 base budget of $404,270 and we received $409,633. We did not request one-time allocations last year or the previous year.

CSD has not requested a base augmentation increase in the eleven (11) years that the Director has held this position. In February of 1999 CSD was serving approximately 300 students. We are now serving approximately 1,200 students with no significant budget or staffing increases.

A one-time allocation request for FY 2011 and a base augmentation request for FY 2012 are described under separate requests.

6. Please list your 2011-2012 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 feedback received from students and others will reflect attainment of this goal.
2. Continue to provide additional services, including expanded services for target populations, such as student Veterans and students who have Autism or Asperger's Syndrome as needed and opportunities become available.
3. Purchasing technology, other equipment and supplies to meet student needs and/or improve services.
4. 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 work with Facilities Planning & Construction (FP&C) to advocate for priority campus accessibility improvements.
2. Continue to work with FP&C to finish and distribute an accessible campus map.
3. 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.
4. Continue to consult with academic departments, as appropriate, in developing and/or improving their policies pertinent to students who have disabilities.
5. Continue to assist in coordinating at least one indoor wheelchair sporting event at the CRWC each year.

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

1. Contingent upon the success of this year's Campus Accessibility Tour, consider holding this event every year.
2. Continue to provide educational presentations and tours for academic and student service departments and potential students.
3. Continue to provide consultation and assistance to faculty and staff regarding student issues, accessibility concerns, etc.
4. Continue to coordinate disability awareness-related educational activities. At least one educational activity will be coordinated in the spring and fall semesters.
5. Continue to distribute information about our services campus-wide through admissions packets, new and transfer student packets, through electronic means, UH publications and our web page.
6. Continue to promote CSD services and activities in the *Daily Cougar*.
7. Continue to update and improve our web page.
8. Continue to publish and distribute spring and fall newsletters.
9. Continue to promote media exposure through articles in the *Daily Cougar,*

University of Houston 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 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 an effort to achieve this goal, in addition to our regular outreach activities:
1. Presenting at International Student Scholars Orientation each fall.
2. Participating in 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. Involvement in 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. 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. Continue to promote and coordinate existing scholarships for our students and seek out additional scholarships and other funding opportunities for our students.
3. Continue to collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
4. 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. Continue to seek funding and/or in-kind donations of goods and services to fulfill unmet student needs, as appropriate.
6. Continue to seek funding and 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. Continue to consult with and assist faculty and staff as appropriate.
3. Continue to maintain open communication and consult frequently with Academic Program Management, academic departments, and faculty.

H. Continue to assist in improving campus safety and evacuation processes for students who have disabilities.

1. Continue to provide safety and accessibility recommendations about the new Metro Rail as needed to appropriate departments regarding student and others who have Disabilities.
2. Continue to participate in the University Emergency Management Committee and provide suggestions on evacuation and emergency procedures for students who have disabilities.
3. Continue to collaborate with UHDPS regarding streamlining emergency policies and procedures and developing training for faculty and staff on assisting students and others who have disabilities in the event of an emergency, if this has not yet been achieved.

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

A. CSD continues to collaborate with an Industrial Engineering Department faculty member and other involved campus departments in pursuing potential grant opportunities which would increase funding and resources at UH to help Veterans enroll in and graduate from UH.

B. Continue to promote and oversee the Eric P. Alexander Memorial Scholarship for students (Please see Attachment V). Two students received $1,000 scholarships each for the 2010-2011 academic year.

C. Donations were received for both the June 25-27, 2010 Second Annual Gulf Coast Indoor Wheelchair Soccer Invitational, and have been pledged for the 13th National Indoor Wheelchair Soccer Championship, which will be held at the CRWC November 12-14, 2010. The budget breakdowns follow:

June 25-27, 2010 Second Annual Gulf Coast Indoor Wheelchair Soccer Invitational:

Item	Amount	Donor
Court & misc. fees:	$2,688	GHAAPD
Lunch	$200	GHAAPD
Beverages	$200	Coca-Cola
Parking	$140	CSD
Advertising	$172	CSD
Total	**$3,400**	

November 12-14, 2010 National Indoor Wheelchair Soccer Championship:

Item	Amount	Donor
Court & misc. fees	$6,236	GHAAPD
Lunch, drinks, etc.	$500	Cambridge Oaks Apartments
Beverages	$256	Coca-Cola
Parking	$140	CSD
Advertising	$344	CSD
Total	**$7,476**	

D. Donations were received for the March 10, 2002 Campus Accessibility Tour. Donations included:

Item	Donor
Breakfast	SGA
Lunch	SGA
Wheelchairs	American Medical Equipment Company
Canes & mobility instructors	DARS
Drinks	Houston Coca-Cola

Additional fundraising plans for FY 2011-2012 include:

A. Continuing to seek funding and/or in-kind donations as needed for educational activities.
B. Continuing to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
C. Continuing to seek funding to provide additional services and/or resources for specific student populations, such as student Veterans and students who have Autism or Asperger's Syndrome.
D. Continuing to seek additional scholarships and other funding opportunities for CSD students. We will continue to follow up with the potential scholarship donor and his wife whom we met with last year to advocate for a new scholarship opportunity for UH students who have disabilities.

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 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 have an equal opportunity to learn and succeed 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 Career Services, 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 a student's medical documentation, their needs and preferences, instructor input, as appropriate, and CSD staff 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, adaptive keyboards, voice-activated software/Dragon Dictate, JAWS, and software for visual impairments and learning disabilities;
- Priority registration (for students in most academic majors);
- Provisions for in-class note-taking;
- 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;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance