

STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2017 PROGRAM QUESTIONNAIRE

JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES

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



Prepared by: Cheryl Amoruso
Director
Justin Dart, Jr.
Center for Students with DisABILITIES
743-743-5395

Cheryl Amoruso

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 inciting 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.

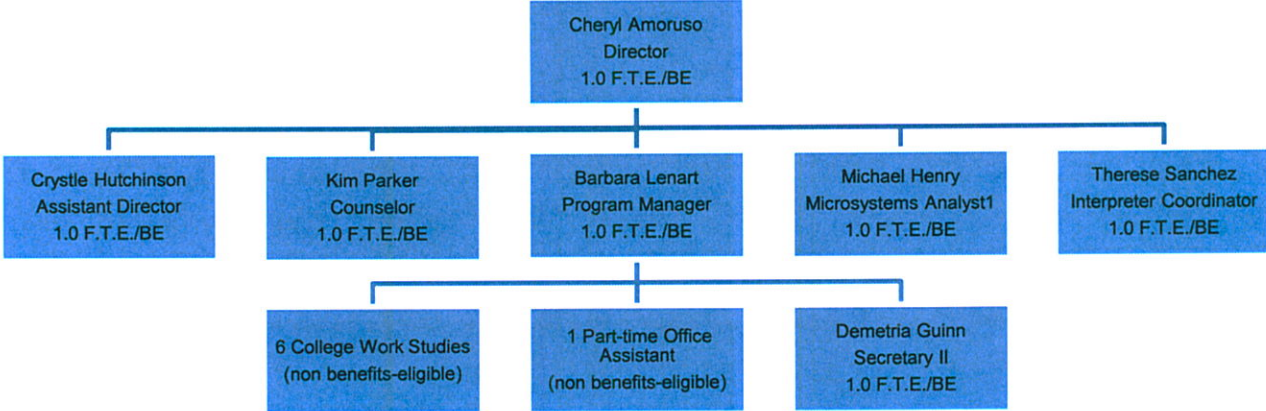
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, 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 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; Micro systems Analyst I; Interpreter Coordinator; and Secretary II. Part-time non-benefits-eligible positions include one (1) part-time office assistant, and six (6) part-time college work study students.

The new CSD Counselor started on May 18, 2015.

The Interpreter Coordinator and contract interpreter and captionist positions are paid out of a designated administrative fund outside of the department (Ledger 2), 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.

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 2014-2015 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. Providing comprehensive services to all eligible students who request them. Even during peak time periods and with only two counselors serving all students, students rarely had to wait more than a few days to obtain their accommodations.
- II. A new spreadsheet tracking system was developed and implemented on March 1, 2014. This spreadsheet maintains all 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 relating to a student's intake appointment is entered into a spreadsheet. This spreadsheet may be accessed by all authorized CSD staff members who schedule intake appointments or collect information pertinent to the appointments through a shared desktop icon.
 - Major results/findings
 1. Three hundred and eighty-five (385) students participated in intake appointments this year. This reflects a 6% increase over the number of new intakes last year (363).
 2. The majority (55.8%) of the students were scheduled for an intake appointment within two weeks of submitting their medical documentation.
 3. Within the 55.8% number mentioned above, 29.4% of students were scheduled for an intake appointment within one week of submitting their medical documentation.
 4. 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.
 5. 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.
- III. Providing 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.
 - CSD continues to refer students who have (ASD) to a COMD faculty member who works with these students individually as a mentor and as a group to assist them in improving their communication and social skills.
 - The Director is currently working with an Educational Psychology Ph. D. student and a faculty member on a research project that will involve memory intervention. Students who are registered with CSD who have been diagnosed with ASD will be invited to take part in this research project.
 - The purpose of this study will be to investigate if certain types of daily activities will develop skills related to college success in individuals receiving accommodations for ASD. Participants will be randomly assigned to an intervention group, and then given a series of tests pre- and post-treatment.
 - The study will run for eight (8) weeks. Participants will receive compensation for their time.
 - The Director has been communicating with some researchers at Baylor College of Medicine regarding a potential collaborative project to assist students who have ASD in transitioning to college.
 - CSD works with the Veteran's Services Office (VSO) to provide outreach and services to this

- student population.
 - The Director and Coordinator of the VSO, Social Worker with the Dean of Students Office, and CSD Director met during this period to discuss better assisting this student population.
- IV. Purchasing technology, other equipment, and supplies to meet student needs and/or improve services. Examples of some of the adaptive 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
Everest Index Braille- Braille translation and embossing for students who have visual impairments and utilize Braille print.
- V. Seeking out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing. (Please see Question #7 for a listing of this year's fund raising efforts.)

- B. Strategic Initiative Two. Fully implement the new online student accommodation form, monitor User satisfaction, and modify as appropriate.**
Comment: 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. A draft online accommodation form was developed and has been revised several times.
- II. Feedback regarding the form has been obtained from several groups of faculty, students, and staff.
- III. Plans have been made to obtain additional feedback from CSD students in the next two weeks. Then the final form will be piloted with two colleges, hopefully before the end of this semester. Based on the feedback we receive from these colleges additional revisions may be made to the form.
- IV. The tentative plan is for the form to "go live" campus-wide in the summer and/or fall, 2016 semester.
- V. Curriculum and other training materials to educate faculty and students on using the online forms will be completed once the final form is developed. Training for faculty, staff, and students will follow.

- C. Strategic Initiative Three. Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.**

Comment: 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. Collaborating 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 aren't 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, Web CT, online courses, and student technology needs.
- III. Consulting with Library staff concerning the assistive technology available to students at the Library. Library staff invite our assistive technology suggestions and have purchased some of the items.
- IV. Collaborating with Residential Life & Housing (RL&H) regarding student housing accommodation needs. The process for recommending service animals and other housing accommodations was streamlined and is working very well.

- V. Supporting the Adaptive Athletics Sports Club. This club plays wheelchair sports at the Campus Recreation & Wellness Center (CRWC). They have held several tournaments each year for the past four years. CSD has been donating \$1,000 from the Frank & Martha Tiller Fund each year to help offset housing costs for the summer sports camp participants.

D. Strategic Initiative Four. 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 educational presentations, consultation, and facility tours to academic and student service departments regarding accessibility and accommodation issues and related topics. Examples of departments we provided these services for during this time period included:

Each Semester:

- CAPS interns participate in an orientation and tour of CSD.
- New Academic Advisers and Admissions Advisers participate in an orientation and tour of CSD.

Annually:

- CSD information is provided at the New Faculty Orientation each August.
- Hosting a table at the various screening days and other events spearheaded by CAPS, such as Depression and Anxiety Screening Days.
- Hosting tables at the New Student Orientations, Transfer Student Orientations, and Family Orientations.

Ongoing:

- 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.
- Providing information for articles about CSD events and related issues and running ads in *The Cougar*.

II. Some examples of specific training conducted during this time period:

- Presentation on CSD services and accommodations for Honors College faculty.
- Orientation to CSD services and student accommodations for the new Director of Diversity & Inclusion.
- Presentation on CSD services and student accommodations for Residential Life & Housing staff.
- All CSD staff participated in a "Lunch and Learn" meeting with the Dean of Students Office staff.
- Open House.
- Orientation on CSD services for College of Pharmacy students.
- Meeting with some College of Architecture faculty and administrators to discuss accommodation needs for a student in their program.
- Presentation for Center for Student Involvement staff and student leaders.
- "Customer Service" presentation for Campus Recreation & Wellness Center student employees.
- Cougar First Impressions.
- Presentation for new College of Education students.
- Presentation for new University Career Services Counselors.
- Meeting with faculty and administrators with the Language & Cultural Center.
- Meeting with faculty with the Communication Disorders Department.

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

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: Community Advancement.

Action Steps:

- I. Our student data system (Gold Mine) was migrated into Share Point this year. This migration involved a great deal of collaboration with IT and all CSD staff. Some activities included:
- II. Working with IT to identify needed fields, available reports, field menus, etc.
- III. Converting the data.
- IV. Planning data conversion next steps, as some fields are different and conversion was not possible. We are currently in the process of converting these fields and then the student data will be accurate and up-to-date.
- V. Staff training on the new system.
- VI. All exam forms and instructions were revised this year. The Test Administration Policy and Procedure was also revised this year. We are currently awaiting General Counsel's revisions to this document.
- VII. In an effort to improve communication and accountability with the interpreters and captionists who provide these services for students who require them at UH, the Interpreter/Captioning Coordinator developed an Interpreting/Captioning Handbook . This handbook was distributed to these providers this semester, and they were asked to sign acknowledgment of their understanding of the information contained. Based on some of their feedback revisions will be made to this Handbook before it is distributed again.

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

Comment: In Progress.

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

University Strategic Goal: Student Success.

Action Steps:

- I. The definition of "active" students CSD is serving was changed during this period. In previous years the number of students who were considered "active" included all students whom we were serving in some way. This included:
 - Currently enrolled students.
 - Students who registered with CSD but were not currently enrolled (e.g., would be enrolled the next semester or next year, students who had been enrolled but were not currently enrolled due to disability or academic standing, alumni whom we were still assisting, etc.)
- II. With the new Share Point system CSD can now run reports that we were not previously able to run with the Gold Mine system. We can now accurately identify students who are currently enrolled without having to look each student up individually.
- III. As of September 9, 2015 (Official Reporting Day), the CSD student database contained 2,536 students. Of this total:
 - Students who were currently enrolled in classes: 783
 - Students who were in a "pending" enrollment status: 48
 - "Inactive" students: 1,705
- IV. We are currently in the process of transferring the data that did not convert from Gold Mine to Share Point. Once this has been completed and the data is "current" we will go through and be able to pinpoint the students who are actually being served in some way but are not currently enrolled in classes.
- V. New students: Three hundred and eighty-five (385) students scheduled intake appointments with CSD during the period of September 1, 2014-August 31, 2015. This reflects a 6% increase over the number of new intakes last year (363).
- VI. Primary diagnostic categories, ethnic categories, Veteran status and International Student status: In previous years we have been able to track and report on these fields through the Gold Mine system. This data is unavailable at this time due to the Gold Mine-Share Point data conversion. We anticipate being able to have this data within the next one to two months.
- VII. Students who have hearing impairments and require interpreting and/or captioning services:
 - CSD is currently serving thirty-two (32) students who have hearing impairments and require interpreting and/or captioning services.
 - This number reflects a 16% increase over the number of students served who required these services last year.
 - CSD is currently coordinating interpreting and/or captioning services for 133 classes. This reflects

- a 33% increase over the number of classes (100) for which these services were provided last year.
- VIII. The following tabulations are the number of exams administered at CSD annually:
- | | |
|-----------|-------|
| 2010-2011 | 3,962 |
| 2011-2012 | 4,843 |
| 2012-2013 | 6,130 |
| 2013-2014 | 6,043 |
| 2014-2015 | 6,183 |
- IX. There was a 2% increase in the number of exams administered this year compared to last year. It appears that the number of exams administered each year is remaining fairly constant.
- X. 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 each year. Setting up and administering computer and web-based exams can be labor-intensive.

Some Outreach Activities:

- I. Participating in a variety of campus and community fairs, activities, and presentations. Examples of some campus activities include:
- Several meetings regarding collaborative training and events: SGA Officers
 - October 8, 2014: Table at the Cougar Resource Fair at Lynn Eusan Park
 - October 13, 2014: Table at the Student Health Fair at the CRWC
 - December 11, 2014: Texas Coalition of Healthcare Professionals Transition Event at Fort Bend ISD
 - January 21, 2015: Volunteering at the Student Center Grand Opening
 - March 11, 2015: CSD coordinated a panel presentation comprised of students who have mental illness for "Mental Health Week," a collaboration with SGA and other Student Affairs Departments
 - March 26, 2015: Presentation on CSD services to Lamar High School Special Education students with the Attendant Care Services Coordinator
 - April 9, 2015: Table at the Diversity Fair in the Student Center
 - April 13, 2015: Table at the Sexual Assault Fair in the University Center
 - April 20, 2015: Presentation on CSD services to Wellness Center staff and student employees at the CRWC
 - Summer, 2015: Tables at several of the New Student Orientation, Transfer Student Orientation, and Family Orientation sessions
 - August 17, 2015: Presentation on CSD services to new College of Education students at Farish Hall
 - August 25, 2015: Table at Campus First Impressions at the A.D. Bruce Religion Center
 - Providing facility tours and orientations to potential student groups. Examples include patients from TIRR and students from the Monarch and Briarwood Schools.
- II. Raising awareness about our services and disability-related issues through campus publications, articles in *The Cougar*, and our web site.

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

Comment: 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.

Action Steps:

- I. 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:
- November 11, 2014: Crystle Hutchinson participated in an on-campus conference focused on raising awareness of the Violence Against Women Act. This conference provided information on helping women who have been victims of violence in their own country a legal recourse to pursue to stay in the United States and obtain an education.
 - April 9, 2014: CSD participated in the Diversity and Sexual Assault Fair. Crystle Hutchinson educated participants on invisible populations such as those who have disabilities.
 - Collaborating with the Center for Diversity and Inclusion (CDI). Highlights include:
 - October 7, 2014: The Directors of CDI and CSD met to gain a better understanding of the services provided by each department and discussed possible collaborative projects.

- The Director of CDI Niya Blair participated in the CSD Scholarship Selection Committee.
 - Crystle Hutchinson served on the assessment committee for CDI.
 - July 28, 2014: The Assistant Director participated in a workshop on raising awareness of factors that prevent under-served populations from succeeding at UH.
 - Ms. Hutchinson also attended a workshop on initiatives to help remediate academic skills for students who need intervention to succeed at UH.
- II. Connecting with student organizations that focus on or involve diversity, such as Pi Kappa Phi and Adaptive Athletics.
- III. Accommodations and services for students who have disabilities who are enrolled in the Language and Culture Center (LCC) have significantly increased this year. This program is for International Students who are learning English.
- We are currently providing interpreter services for students in four (4) of the six (6) levels of English language learning classes.
 - During the 2014-2015 year CSD provided approximately 1,440 interpreter service hours to LCC students and nearly 400 additional hours during the summer, 2015 sessions.
 - In addition, CSD coordinated interpreter services for a wide range of extra-curricular activities for LCC students, to include International Student meetings, academic advising, counselor meetings, field trips, and university public events.

H. Strategic Initiative Eight. Seeking resources and collaborating with appropriate departments, community organizations, and businesses to help 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: Community Advancement.

Action Steps:

- I. Two hundred and thirteen (213) CSD students who had been enrolled in classes graduated during this time period.
- II. As indicated in several sections of this report, the data that we are able to now track has expanded considerably with the new Share Point system. This is the first year we have been able to track graduation rates, so this is baseline data to compare to in subsequent years.
- III. Participating in the following activities:
 - CSD participated in a departmental internal/external process this year. The objective of this review was to obtain feedback from a large number of constituents, which included students, staff, faculty, community organizations, and other stakeholders. The External Review Committee was comprised of leaders in the disability services field from other universities.
 - To promote health and wellness among students registered with CSD, the CSD Director and Assistant Director participated in the following activities:
 - Several Student Health Fair meetings
 - Student Health Fair (10/13/2014)
 - Healthy Coogs Initiative meetings
 - Health and Wellness Work Group 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 Assessment Symposium held on June 5, 2015. She also participated in the Symposium.
 - All CSD counseling staff and the Interpreter Coordinator collaborate regularly with numerous campus departments, including: Attendant Care Services; Counseling and Psychological Services; Speech, Language, and Hearing Clinic; Center for Diversity & Inclusion; Veteran's Services Office; Campus Recreation & Wellness Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals to students.
- IV. Two counselors from the Department of Assistive & Rehabilitative Services (DARS) began maintaining monthly office hours at CSD this year. The purpose of these visits is to make it easier for students to utilize this service.
- V. Working closely with a variety of 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 Support Services, Counseling & Psychological Services, University Career Services, Attendant Care Services, and the Student Health Center.

- VI. CSD counseling staff consult frequently with the Directors of other UH disability services offices in an effort to streamline procedures, processes, etc.
- VII. CSD staff consult regularly with other university disability services offices and the Association of Higher Education & Disability (AHEAD) to obtain best practice information.
- VIII. Collaborating with various community agencies to coordinate services for our students. Examples include the Department of Assistive & Rehabilitative Services, Houston Center for Independent Living, and Career & Recovery Resources.
- IX. Promoting and overseeing existing scholarships for our students.
- X. Seeking additional scholarships and other funding opportunities for students.
- XI. Seeking funding and in-kind donations of goods and services to fulfill unmet student needs, as appropriate.

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. Examples include:
 - Training for Honors College faculty
 - Meeting with faculty and administrators with the Language & Cultural Center.
 - Meeting with faculty with the Communication Disorders Department.
 - CSD consults regularly with the Undergraduate Academic Affairs Department to assist students who are seeking medical and administrative withdrawals.
 - The Director has been working with Nursing faculty and administrators and others to coordinate accommodations and exam arrangements for CSD students enrolled in this program, held at the Sugar Land campus.
 - CSD works with faculty in other academic departments at the Sugar Land and Northwest Campuses to assist them in providing accommodations and exam coordination to CSD students who are taking classes at these campuses.

Additional Strategic Initiatives:

J. Strategic Initiative Ten. Assist students in bridging the gap to employment.

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 Goals: Student Success/Community Advancement.

Rationale: This strategic initiative was added as collaborative opportunities presented themselves to assist CSD students in receiving services to help them to gain employment.

Action Steps:

- I. Collaborating with students, appropriate campus departments and community organizations to determine effective service provision and programming to facilitate students who have disabilities in obtaining employment.
- II. We have participated in several collaborative projects with UCS with the goal of streamlining and improving services for students who have disabilities in order to assist them in obtaining employment. Examples include:
 - a. CSD provided training on our services and a tour of the facility for new UCS employees.
 - b. A new UCS counselor who has experience working with people who have disabilities and the CSD Director and Assistant Director have been collaborating with the goal of helping to better meet the

transition to employment needs of CSD students.

- c. A survey will be sent out soon to all CSD students asking them to indicate the type(s) of training workshops and services UCS could offer that would be helpful to them. Once this information is received the UCS liaison and CSD Director will review it and develop and/or provide appropriate workshops and services.
- III. Coordinating and/or providing services to students who have disabilities to help them transition into employment.
 - CSD has been linking some students with potential employers on an informal basis throughout the years. This service is currently being transitioned to UCS.
- IV. CSD continues to work closely with the Department of Assistive & Rehabilitative Services (DARS). Two DARS counselors maintain hours at CSD on a regular basis. CSD students are referred to this agency, as appropriate.
- V. CSD provides accommodation recommendations to students who are completing practicums/internships and working in TA and GA positions.
- VI. CSD collaborates with the Equal Opportunity Services Office to assist student employees who require accommodations.

K. Strategic Initiative Eleven. CSD will contribute to the new University policy on accommodating students who have disabilities, and help to facilitate its finalization.

Comment: In Progress.

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

University Strategic Goals: Student Success.

Rationale: This strategic initiative had not previously been included as we thought this policy would have been finalized last year. It has since been revised several times and is still going through the approval process.

Action Steps:

- I. CSD has done everything within our power to contribute to the new policy and follow up on the approval process.
- II. We have provided recommendations and feedback to EOS, General Counsel, IT, and others, as appropriate, on each revision of the new policy.
- III. This policy is currently posted on the CSD, EOS, and Undergraduate Academic Affairs web pages. When the policy has been approved we will assist in educating the campus community on this new policy.

L. Strategic Initiative Twelve. CSD will participate in an Internal/External Review process.

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 Goals: Student Success.

Rationale: Although we knew that we would be participating in this review this year, we didn't realize how comprehensive and enlightening it would be.

Action Steps:

- I. The External Review component Internal/External Review took place February 15-16, 2015. The internal review component took place December-January, 2015.
- II. Some activities included: providing recommendations for committee members; preparing reports; compiling stakeholder invitation lists, meeting with the External Review Committee; and preparing responses to the committee recommendations.
- III. Some highlights include:
 - All CSD full-time staff participated in weekly meetings for a 2-month period to review the recommendations, discuss, and developed work groups to follow-up on the recommendations.
 - A new CSD mission statement was written.
 - Adopting and disseminating standard statements to include in promotional materials (e.g., fliers, ads, etc.) for campus activities pertaining to accommodation requests.
- IV. CSD staff is following up on the recommendations. Updates will be provided to administration.

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:

- I. Please refer to question #3D 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.
- II. Responses received in Student Satisfaction Questionnaires were essentially positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam envelopes.
 - a. The Student Satisfaction Questionnaire asks several questions about 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 and/or 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.
 - b. One hundred and seventy-one (171) students completed this survey.

Examples of ratings:

- To cite two examples, on the questions:
 - "The person at the front desk is able to provide me with accurate information or refers me to the appropriate staff," 91% of respondents indicated "Often," or "Always."
 - "I am satisfied with the services I receive at CSD," 89% of respondents indicated "Often," or "Always."
- All CSD staff review the survey summaries. Ratings and comments are collectively discussed. Feedback is followed up on as appropriate and feasible. Some examples include:
 - CSD front desk staff have participated/will be participating in additional customer service training.
 - New clocks in the individual testing rooms have been installed.
 - Exam forms have been updated.

Some written comments included:

- "Y'all are great! Thank you so much for all that you do to help students with needs. If someone hasn't told you this already, I would like to personally thank everyone at CSD for making testing a better environment."
- "Thank you so much for everything! I am graduating this semester and the CSD is what made me a success at UH."

B. Student Retention and Graduation Rates:

- In previous years CSD calculated the percentage of courses that students passed for every tenth student on our active student roster at the end of the spring and fall semesters.
- The new Share Point system now allows us to generate the exact number of students who are registered with CSD that are currently enrolled (783).
- Two hundred and thirteen (213) CSD students graduated during this time period.
- We now have this baseline data, and will be able to compare retention and graduation rates in subsequent semesters.

C. Scholarship Feedback:

- I. Students who are awarded the Eric P. Alexander Memorial Scholarship or the One Step Closer Foundation Scholarship submit thank-you letters. These are provided to the donors.
- II. The following excerpts are from recent student letters:
 - "This scholarship is going to help me with all my application fees for my dietetic internship."
 - "It is such an amazing honor to receive this scholarship, and my feelings of gratitude are even further amplified by the intents and efforts of the Eric P. Alexander Memorial Scholarship fund."

D. Training:

- I. Post-Test: A training workshop post-test was developed and has been distributed at most (applicable) training workshops. It is typically comprised of ten (10) true/false questions. It is customized according to the training and then distributed to participants at the end of each session to determine if the training objectives were met.

Examples include:

- a. On April 20, 2015, Crystle Hutchinson conducted an orientation for nine (9) full-time CRWC staff. Participants completed a 10-item post-survey to ascertain their level of understanding of the information presented. Respondents achieved an average score of 86%.
 - b. On August 22, 2015 Cheryl Amoruso conducted an orientation to CSD services for all new students enrolled at the College of Pharmacy. Participants completed a 5-item post-survey to ascertain their level of understanding of the information presented.
 - There were 93 post-surveys gathered. Seven (7) respondents scored below 80%. One item, the question, "A common accommodation that may be recommended by CSD for a student is videotaping classes" was answered incorrectly by 69% of respondents. This question will not be included in future post-surveys as it is clear that this accommodation isn't fully explained in the training. We will update our post-test assessments to better check for understanding only on those items focused on in the training.
 - c. On August 19, 2015, Cheryl Amoruso and Kim Parker provided a two-hour workshop for CRWC student employees. The purpose of the training was to raise awareness among these fitness employees on disability-related issues and improve customer service for students who have disabilities.
 - A three member panel of students who are registered with CSD described their experiences in fitness gyms during the second half of the training.
 - Thirty-seven (37) attendees completed a 5-item post-test.
 - The responses provided to the last question "I feel more comfortable working with students who have challenges" may reflect a conditioned discomfort and a need to practice skills to become proficient. The majority of the free responses reflected a desire for additional interactive scenarios. These will be included in future training workshops.
 - Almost universally, the respondents felt the panel was the most beneficial part of the training.
- II. Planned actions based on assessment results/findings:
- a. We will continue to distribute post-tests during applicable training sessions. Responses will be analyzed and future training sessions will be adjusted based on the feedback received.
 - b. Additional staff time will be allocated to explore tools utilized by other departments, universities, agencies, etc., that are effective in assessing the knowledge gained by training workshop participants.

E. Intake Appointment Tracking Log:

- I. A new system was developed and implemented on March 1, 2014 to track all pertinent information leading up to a student's initial 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.
 - All staff who schedule or gather information pertaining to a student's intake appointment is responsible for inputting this information into a shared spreadsheet which can be accessed through a desktop icon for those who are authorized.
- II. Major results/findings:
 - Three hundred and eighty-five (385) students scheduled intake appointments with CSD during the period of September 1, 2014-August 31, 2015. This reflects a 6% increase over the number of new intakes last year (363).
 - The majority (55.8%) of the students were scheduled for an intake appointment within two weeks of submitting their medical documentation.
 - Within the 55.8% number mentioned above, 29.4% of students were scheduled for an intake appointment within one week of submitting their medical documentation.
 - 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.

5. Please discuss any budget or organizational changes experienced since your last (FY 2016) SFAC request, their impact on your programs, and your reason for implementing them.

The Center for Students with DisABILITIES requested and was approved for an FY 2016 base budget of **\$425,564**.

Additionally, SFAC awarded CSD with a one-time FY 15 allocation in the amount of **\$3,250**. This allocation was used for promotional items used to promote CSD services with the university and in the community. Purchased items included pens, squeeze balls, bags, and beverage bottles.

This year we would also like to respectfully request a base budget of **\$425,564**.

We would also like to respectfully request one-time allocations for FY 2016 and FY 2017.

FY 2015-2016 One-Time Request Justification

Budget Shortage:

CSD would like to request a one-time allocation in the amount of **\$16,675** to cover operational expenses. Items include:

- Printing expenses: Including testing (RITA) forms, brochures, and business cards.
- Telecommunication Services: Telephone services.
- Rental Equipment (Xerox): Monthly rental fees for two copiers.
- Office Supplies: To include paper and other supplies for students and staff.

This year CSD was authorized to utilize our Ledger 2 Designated Tuition cost center to pay some expenses normally paid from our SFAC cost center. The Ledger 2 Designated Tuition cost center had previously been used only for Interpreter and Captioning expenses. Interpreter/Captioning expenses have increased significantly in the past year. Because of this we may have a budget shortfall in the near future.

Additional Funding Request Justification:

CSD would also like to request a one-time allocation in the amount of **\$12,535** to enable us to purchase the following items and services:

Equipment:

- Repairing or replacing some broken security/surveillance cameras: The front and back door cameras need to be repaired or replaced, as they are no longer working. The exact cost will depend on whether or not they can be fixed, or need to be replaced.
- Lexmark MS811dth printer for the front desk: The front desk currently prints up to 3,000 pages per month, which includes exams and other documents. Our current printer does not have the capacity to print this volume, and the quality is less than ideal.
- File cabinets: CSD maintains confidential student folders in lateral file cabinets in the workroom. We would like to purchase seven (7) 5-drawer lateral cabinets to replace broken cabinets that are difficult and at times impossible to access. The file cabinets that we currently have are fifteen (15) years old and were used when they were donated.

Staff training:

- Participating in conferences, workshops, and other training opportunities is important for networking, remaining current in the field, and gaining information about best practices.

Professional memberships:

- To enable all counseling staff to become members of the Association of Higher Education and Disability (AHEAD). This national organization provides guidance, best practice information, list serves, and more for disability service professionals.

Promotional items:

- Pens, squeeze balls, and other giveaways to promote CSD services within the university and in the community.

Wall Mounting:

- Securing a previously-purchased large-screen TV to the wall in the conference room: This will be used by the Academic Accommodations Evaluation Committee (AAEC) during meetings to be able to view the new online accommodation forms.

Administrative Fees: \$1,753

Total FY 2015-2016 One-Time Request: \$30,963

FY 2016-2017 One-Time Request Justification

Budget Shortage:

CSD would like to request a one-time FY 2017 allocation in the amount of **\$16,675** to cover operational expenses.

Items include:

- Printing expenses: Including testing (RITA) forms, brochures, and business cards.
- Telecommunication Services: Telephone services.
- Rental Equipment (Xerox): Monthly rental fees for two copiers.
- Office Supplies: To include paper and other supplies for students and staff.

This year CSD was authorized to utilize our Ledger 2 Designated Tuition cost center to pay some expenses normally paid from our SFAC cost center. The Ledger 2 Designated Tuition cost center had previously been used for only Interpreter and Captioning expenses. Interpreter/Captioning expenses have increased significantly in the past year. Because of this we may have a budget shortfall in the near future.

Additional Funding Request Justification:

CSD would also like to request a one-time allocation in the amount of **\$5,735** to enable us to purchase the following items and services:

Staff training:

- Participating in conferences, workshops, and other training opportunities is important for networking, remaining current in the field, and gaining information about best practices.

Professional memberships:

- To enable all counseling staff to become members of the Association of Higher Education and Disability (AHEAD). This national organization provides guidance, best practice information, list serves, and more for disability service professionals.

Promotional items:

- Pens, squeeze balls, and other giveaways to promote CSD services within the university and in the community.

Administrative Fees: \$1,345

Total FY 2016-2017 One-Time Request: \$23,755

6. Please list your 2016-2017 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Strategic Initiatives 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. Purchase 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/or increase staffing.

B. **Strategic Initiative Two.** Fully implement the new online student accommodation form, monitor user satisfaction, and modify 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.

Action Steps:

- I. Conduct training and provide education and consultation to the campus community regarding this new form, which will have been fully implemented.
- II. Modify the form and processes as needed.

C. **Strategic Initiative Three.** 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, Web CT, online courses, and student technology needs.
- III. Consult with academic departments, as appropriate, in developing and/or improving their practices pertaining to students who have disabilities.
- IV. Assist Adaptive Athletics in promoting wheelchair sporting events at the CRWC, and provide financial support through the Frank and Martha Tiller Fund, as available.

D. **Strategic Initiative Four.** 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 accommodations and accessibility issues.
- III. Hold an open house in the fall and spring semesters.
- IV. Coordinate disability awareness-related educational activities.

- V. Distribute information about our services campus-wide through orientations, fairs, electronic means, the CSD web page, and other departmental web pages.
- VI. Promote CSD services and activities in *The Cougar* and other campus publications through articles and ads.
- VII. Update, improve, and expand our web page.

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: Community Advancement.

Action Steps:

- I. 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.
- II. Analyze the feedback received in Student Satisfaction Surveys, training workshop post-tests and other feedback and adjust services and training accordingly.

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 newsletters and web page.

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

- I. Participate in fairs and presentations at high schools and school districts.
- II. Participate in campus activities that focus on or involve cultural diversity.
- III. Collaborate with student organizations that have diverse memberships.

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: 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 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: 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 disability-related issues.
- III. Communicate regularly with the Office of Undergraduate Academic Affairs.
- IV. Coordinate accommodations and services for CSD students with appropriate faculty and administration with the Nursing and other UH programs and classes held at other UH campuses served by this office.

7. **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.**

Stanford and Joan Alexander Foundation:

CSD was awarded a gift of \$250,000 from the Stanford and Joan Alexander Foundation in 2011. This funding is being used for annual student scholarships. The gift had also paid for student assessments (learning disability and/or ADD/ADHD assessments) through CAPS. Last year was the last year of the funding for this three-year gift.

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 (16) years to pay for an average of 1-4 scholarships per year.

Because of the increased funding provided through this gift and the increased annual percentage of the market value that we are able to expend and the fact that all available scholarships have not always been awarded each year, eight (8) students received/will be receiving \$1,000 scholarships each for the 2015-2016 academic year. Eleven (11) students received \$1,000 scholarships for the 2014-2015 academic year.

To date these funds have paid for 65 student assessments (learning disability, and/or ADD/ADHD) through CAPS, in the amount of \$23,650.00. This year CAPS discontinued providing these assessments. Approximately \$6,350.00 is still left in this fund to pay for additional assessments for students. We are in the process of securing a contract with a vendor who will provide these assessments for eligible students.

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 three years \$1,000 of these funds have donated to support housing costs for athletes in the summer wheelchair sports camps held at the CRWC.

The current endowment market value fund is approximately \$55,865. Approximately 4% is generally available to spend each year.

One Step Closer (Jacob Zalewski) Scholarship Fund:

The signed gift agreement was received on October 9, 2012 for the One Step Closer (Jacob Zalewski) Scholarship Fund.

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

Six (6) students received/will be receiving \$1,000 scholarships for the 2015-2016 academic year. Four (4) students were selected to receive \$1,000 scholarships for the 2014-2015 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 selected the recipients for both scholarships.

Additional fund raising plans for FY 2015-2016 include:

- A. Continue to seek funding for student scholarships.
- B. Continue to seek funding and/or in-kind donations as needed for educational activities, providing additional services for student Veterans and students who have Autism Spectrum Disorders, and fulfilling unmet student and/or departmental needs.

8. 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 inciting self-advocacy, inclusion and success.

CSD provides a wide range of support services to students 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 Support Services 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/Dragon Dictate, JAWS, and software for students who have 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;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance