

**STUDENT FEES ADVISORY COMMITTEE (SFAC)  
FY 2018 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  
743-743-5400

*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 fostering self-advocacy, inclusion and success.

**Vision:**

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

**How we accomplish our mission:**

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

**Benefits to students:**

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

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

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

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

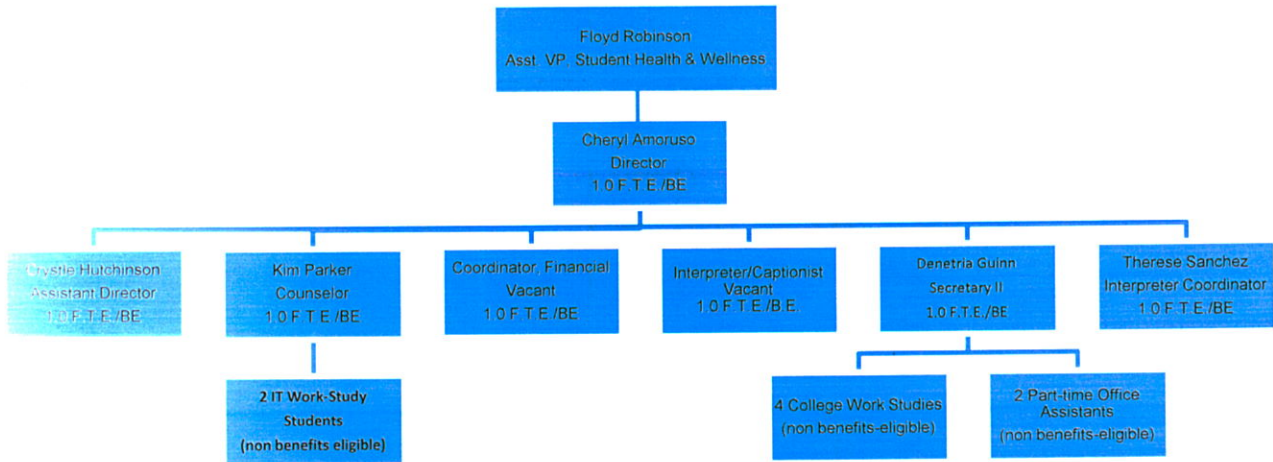
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees,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

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

CSD provides quality services to a continuously increasing student population. Staff salaries and benefits, supplies, technology, items for our facility, and equipment are necessary in order to provide efficient and effective services. We are as frugal as possible, and also continue to pursue and obtain funding 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



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

The 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.

Although the final job descriptions have not yet been posted for the following positions, they are currently in the process of being posted: Coordinator, Financial; and staff interpreter and captionist positions.

The Program Manager retired at the end of this year. This position was changed to Coordinator, Financial. We are awaiting final approval to post this position, which will be within the Business Services Department.

The Microsystems Analyst I position was moved under the DSAES Information Technology Department in June, 2016.

The Director is responsible for overseeing service provision within the department. This position is responsible for all full-time staff supervision. The Secretary II is currently supervising the part-time office assistants and the student employee positions. Supervision of these positions will be transferred to the Coordinator, Financial position when this position is filled.

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 2015-2016 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

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

Comment: Achieved/Ongoing.

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

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. Provide comprehensive services to all eligible students who request them.
  - a. Students rarely had to wait more than a few days to obtain their accommodations.
  - b. CSD continues to utilize a spreadsheet tracking system. 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 leading up to a student's intake appointment is entered into a spreadsheet. This spreadsheet may be accessed by all authorized staff who schedule intake appointments or collect information pertinent to the appointments through a shared desktop icon.
    - Major results/findings
      - ✚ 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.
      - Planned actions based on assessment results/findings: This tracking system is working well. No changes seem to be needed at this time. We will continue to use it as it is a helpful tool to track information leading up to student intake appointments.
- II. Provide additional outreach and services to target populations such as student Veterans and students who have Autism Spectrum Disorders (ASD) as needed and opportunities become available.
  - a. CSD continues to refer students who have Autism Spectrum Disorders (ASD) to a COMD faculty member who works with these students individually as a mentor to assist them in improving their communication and social skills.
  - b. The Director has been working with an Educational Psychology Ph.D. student and faculty member on a research project that will involve learning. Students who are registered with CSD who have been diagnosed with ASD have been informed of this research project.
  - c. CSD collaborates with the Veteran's Services Office (VSO) to provide outreach and services to this student population.
- III. Purchasing technology, other equipment, and supplies to meet student needs and/or improve services.



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

**Adaptive Software:**

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

**Adaptive Equipment:**

- CCTV- A video camera that views a printed page and interfaces with a computer.
  - Hearing Helper FM loop system- A portable compact transmitter and microphone unit.
  - Sorensen VRS- A video relay system for students and employees who are deaf or hard-of-hearing.
- IV. Seeking out potential funding, 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 fundraising 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. The online accommodation form system is scheduled to be fully implemented in the spring, 2017 semester.
- II. This form has been developed and revised several times. Additional changes are currently being made, and additional requested changes are scheduled to be made in November, 2016.
- III. Some of the action steps that were achieved during this period have included:
  - "Quick Guides" for students and faculty have been developed.
  - A video to explain this process and the systems accommodation policy was produced.
  - Key administrators, such as the Provost and the Vice President/Vice Chancellor for Student Affairs and Enrollment Services have been apprised of the new system.
  - Some training materials to educate faculty and students on using the online forms have been developed.

**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. Ongoing collaboration with Facilities Planning & Construction (FP&C) and other appropriate departments to request priority campus accessibility and safety

- improvements. Examples include reporting inaccessible sidewalks, non-working door buttons, restrooms that 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, online courses, and other related student accessibility needs.
  - III. Consulting with Library staff concerning the assistive technology available to students at the Library. Library staff consistently invite CSD's assistive technology suggestions, and have purchased some of the items.
  - IV. Consulting with numerous academic departments and instructors, as appropriate, regarding student accommodation requests and developing and/or improving their practices pertaining to students who have disabilities. Examples include:
    - College of Pharmacy
    - College of Social Work
    - Math Department
    - Modern & Classical Languages Department
    - College of Law
    - College of Nursing
    - Communication Disorders
    - College of Engineering
    - Chemistry Department
  - V. Collaborating with Student Housing & Residential Life (HRL) and other appropriate departments concerning student housing accommodation needs. Several meetings were held this year to brainstorm improvements to the process for recommending emotional support animals and other accommodations for students in HRL.
  - VI. 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 five years.
    - CSD has been contributing \$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 several educational presentations, consultation, and facility tours to academic and student service departments and community groups concerning student accessibility, accommodation issues, and related topics. Examples of departments we provided these services to during this time period included:
  - CAPS interns participate in an orientation and a tour of CSD each semester.
  - Orientation to CSD services and student accommodations for the Nursing Program faculty.
  - Presentation on CSD services and student accommodations for Modern & Classical Languages (MCL) faculty.
  - Meeting with faculty from the Communication Disorders Department.
  - The CSD Director met with some administrators with the College of Architecture to brainstorm accommodations for students who have various limitations in their program.



- Meetings with some Language & Cultural Center (LCC) staff, faculty, and administrators to discuss their program and admission requirements, accommodating students who don't speak English, and more.
  - The CSD Director met with the Program Manager of the new Sexual Prevention & Violence Program, under the Wellness Center. Possible future collaborative projects were discussed.
  - The CSD Director met with the new Coordinator of the Center for Diversity & Inclusion. Possible future collaborative projects were discussed.
  - Consultation with numerous academic departments regarding student accommodations and exam administration for CSD students.
  - Presentation for new University Career Services Counselors.
  - Hosting an open house.
  - Orientations and tours for TIRR patients.
- II. Disseminating information about our services through various on and off-campus fairs, orientation sessions, and community events, through electronic means, UH publications and our web page. Examples include:
- Hosting tables at the New Faculty Orientation, New Student Orientations, Transfer Student Orientations, Family Orientations, and Cougar First Impressions.
  - The CSD web page was redesigned this year. Updates and additions are continuously made.
  - Providing information for articles about CSD events and related issues and running periodic ads in *The Cougar*.
  - Several CSD staff served as PALS mentors.

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

Comment: Partially Achieved/In Progress.

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

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

**Action Steps:**

- I. Our student data system (Gold Mine) was migrated into SharePoint last year. Numerous changes have been made to this system since its implementation.
  - II. The following CSD policies and forms were updated this year: the Test Administration Policy and Procedure; Request for Individualized Testing Accommodations (RITA) form; and the CSD Single Exam Form.
  - III. Based on some of the feedback received, revisions were made to the Interpreting/Captioning Handbook this year.
  - IV. Post-tests were distributed during training workshops. These were customized for each training session based on the information presented.
- F. Strategic Initiative Six. The number of students receiving CSD services will increase by 5%.**

Comment: Achieved.

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

**University Strategic Goal: Student Success.**

**Action Steps:**

- I. With the new SharePoint system CSD has the capacity to run reports that we were not able to previously run with the GoldMine system. We can now accurately identify students who are enrolled without having to look each student up individually.
- II. Total number of students served:
  - As of September 7, 2016, the Official Reporting Day (ORD), the CSD student database contained **1,219** students. Of this total:
  - Students who were currently enrolled in classes: 818. This reflects a 4% increase over the number of students (783) who were enrolled in classes on the ORD in the fall, 2015 semester.
  - Students who were being served in some way but were not enrolled in classes: 401. This is the first year that we have been able to extrapolate the number of students who received services for each semester for the entire year.
  - At the end of FY 2016, the number of Active Students (students enrolled in fall, 2015, spring, 2016 and/or summer 2016 semesters and who did not graduate in FY 2016) was 1021. The following is a semester breakdown of enrolled CSD students:

|      |  |
|------|--|
| 1092 | Number of Students enrolled in Fall 2015 at Census   |
| 1018 | Number of Students enrolled in Spring 2016 at Census |
| 460  | Number of Students enrolled in Summer 2016 at Census |
| 818  | Number of Students enrolled in Fall 2016 at Census   |
| 198  | Number of Students Graduated in FY16                 |

- III. New students:
  - During this period 515 students scheduled new intake appointments. 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 42% increase of the number of new intake appointments that were scheduled in the past year.
  - Of the 515 students who scheduled new intake appointments, 391 participated in their appointment and began utilizing CSD services. This is the first year we have actually been able to extrapolate this number.

IV. Primary diagnostic categories:

| <b>Diagnostic Breakdown</b>     | <b>Primary</b> | <b>Secondary</b> |
|---------------------------------|----------------|------------------|
| <b>Visual Impairment</b>        | <b>45</b>      | <b>5</b>         |
| <b>Learning Disability</b>      | <b>131</b>     | <b>70</b>        |
| <b>Psychological Impairment</b> | <b>585</b>     | <b>242</b>       |
| <b>Health Impairment</b>        | <b>217</b>     | <b>100</b>       |
| <b>Hearing Impairment</b>       | <b>42</b>      | <b>8</b>         |
| <b>Total</b>                    | <b>1,020</b>   | <b>425</b>       |

- Because we were not able to extrapolate diagnostic information last year due to the SharePoint conversion the diagnostic data cannot be compared to last year's.
- V. Students who require interpreter and/or captioning services:
  - CSD is currently serving thirty-one (31) students who have hearing impairments and require interpreter and/or captioning services.
  - This number reflects a 3% decrease over the number of students who required these services last year.



|              |             |             |
|--------------|-------------|-------------|
| Fall 2015:   | 33 Students | 126 Classes |
| Spring 2016: | 34 Students | 131 Classes |
| Summer 2016: | 15 Students | 25 Classes  |
| Fall 2016:   | 31 Students | 110 Classes |

- In addition to providing interpreters and captionists for classes for students who require these services, CSD also coordinates these services for “extra” activities for students. Examples include special events, field trips, study groups, tutoring, student organization meetings, etc.
- Services were coordinated for 120 “extra” activities this year.
- These assignments were not tabulated for last year’s report, so they cannot be compared at this time.

VI. Exam administration:

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

| Year      | Exams Administered |
|-----------|--------------------|
| 2011-2012 | 4,843              |
| 2012-2013 | 6,130              |
| 2013-2014 | 6,043              |
| 2014-2015 | 6,183              |
| 2015-2016 | 6,194              |

There was a <1% 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.

The level of responsibility involved in maintaining security, administering, and monitoring exams continues to increase and become more complex. The number of students who utilize computers and/or assistive technology for exams increases each year. Setting up and administering computer and web-based exams is labor-intensive.

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

Comment: Achieved/Ongoing.

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

**University Strategic Goal: Student Success.**

The following is a breakdown of the ethnic categories of CSD students:

|                  |     |
|------------------|-----|
| African American | 133 |
| Asian American   | 59  |
| Caucasian        | 566 |
| Hispanic         | 146 |
| Middle Eastern   | 58  |

Native American/Alaskan Native

1

Other

24

Total: 987

- These figures were unavailable last year.

**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:

- Collaborating with the Center for Diversity and Inclusion (CDI). Highlights included:
  - ✚ The Director met with the new CDI Coordinator to gain a better understanding of the services provided by each department and discuss possible collaborative projects.
  - ✚ The CDI Director participates in the CSD Scholarship Selection Committee.
  - ✚ Crystle Hutchinson served on the assessment committee for CDI.
- All CSD staff, including part-time and student employees attended the DSAES Annual Meeting, which included a workshop on diversity.
- Connecting with student organizations that focus on or involve diversity, such as Pi Kappa Phi and Adaptive Athletics.

II. CSD consults frequently with instructors and administrators of students who are enrolled in the Language and Culture Center (LCC). This program is for international students who are learning English.

H. **Strategic Initiative Eight. 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: Student Success/Community Advancement.**

**Action Steps:**

I. One hundred and ninety-eight (198) active CSD students graduated this year. This reflects an 8% decrease compared to the number of CSD students who graduated last year (213).

II. Participating in the following activities:

- Healthy Coogs Initiative meetings
- Health and Wellness Work Group and Departmental Directors meetings
- CSD helped plan and participated in "Project Semi-Colon." This event, held at Butler Plaza in April, consisted of numerous presentations and other activities. The objective was to educate students, faculty and staff about suicide prevention.
- 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.
- CSD helped plan and participated in "Project Semi-Colon." This event, held at Butler Plaza in April, consisted of numerous presentations and other activities. The objective was to educate students, faculty and staff about suicide prevention.
- The Assistant Director served on the planning committee for the UH Summer Assessment Symposium.



- All CSD counseling staff and the Interpreter Coordinator collaborate regularly with numerous campus departments, including but not limited to: Counseling and Psychological Services; the LAUNCH Program; Center for Diversity & Inclusion, Veteran's Services Office; Urban Experience Program; Campus Recreation & Wellness Center, the UH Wellness Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals for students.
- III. Two counselors from the Department of Assistive & Rehabilitative Services (DARS) maintained office hours at CSD, typically each month. The objective was to make it easier for students to utilize this service.
  - IV. 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 the LAUNCH Program, Counseling & Psychological Services, University Career Services, the Urban Experience Program, Student Health Center, UH Wellness Center, Dean of Students Office, and more.
  - V. Ensuring that staff participate in appropriate training to their position. Examples include:
    - All front desk staff and student employees participated in an internal training session at which they were oriented to their duties, customer service, CSD policies & procedures, and more.
    - All full-time and some part-time staff participated in customized customer service training provided by the Human Resources Department.
    - The CSD Secretary II, who serves as the receptionist and exam coordinator participated in "Improving Customer Service in Higher Education: Customer Service Lessons from Disney," and a Customer Services Lunch and Learn Workshop coordinated by HR.
    - All CSD student employees, part-time staff and most full-time staff participated in the "Identifying and De-escalating Students in Distress" workshop, customized for CSD and conducted by CAPS. It is planned to repeat this type of training at least annually.
  - VI. The CSD Director consults regularly with the Directors of other UH disability services offices in an effort to streamline procedures, processes, etc. Two meetings took place this year that included the directors from component institution disability services office, Equal Opportunity Services, IT, and others. Some of the topics discussed included Academic Accommodation Evaluation Committees, the UH Systems policy on student accommodations, and accommodations for students who have disabilities in residence halls.
  - VII. Consulting with and surveying 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 The Lighthouse.
  - IX. Promoting and overseeing existing scholarships for our students.
    - CSD promotes and oversees the following scholarships:
      - ✚ Eric P. Alexander Memorial Scholarship
      - ✚ One Step Closer Scholarship
    - A Scholarship selection committee comprised of faculty and staff select the scholarship recipients every year.
    - Scholarships are typically awarded at \$1,000 per student.
    - Seven (7) scholarships were awarded last year at \$1,000 each.
  - X. Seeking additional scholarships and other funding opportunities for students.
    - A CSD alumnus approached the CSD Director about establishing a new scholarship for CSD students during the summer. Meetings and communication with this alumnus



and the Office of Development have taken place. It is anticipated that this new scholarship will be finalized this coming year.

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

Comment: Achieved/Ongoing.

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

**University Strategic Goal:** Student Success.

**Action Steps:**

- I. The Director participates in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consults with the chair regularly. This committee, comprised of faculty and staff, reviews and approves all student accommodation requests.
- II. Providing ongoing consultation and assistance to faculty and staff as appropriate. Consultation regarding student accommodations and exam coordination is provided to numerous academic and student service departments. Examples include: Math Department; Engineering Department; Geology Department; Theatre Department; Psychology Department; College of Technology; College of Law; College of Social Work; University Career Services; Student Health Center; and the Center for Student Involvement.
- III. Presentations and other discussions were held with several academic departments. Examples include:
  - Orientation to CSD services and student accommodations for the Nursing Program faculty.
  - Presentation on CSD services and student accommodations for Modern & Classical Languages (MCL) faculty.
  - Meeting with faculty from the Communication Disorders Department.
  - Meeting with some administrators with the College of Architecture to brainstorm accommodations for students who have various limitations in their program.
  - Meetings with some Language & Cultural Center (LCC) staff, faculty, and administrators to discuss their program and admission requirements, accommodating students who don't speak English, and more.
  - The CSD Director met with the Program Manager of the new Sexual Prevention & Violence Program, under the Wellness Center. Possible future collaborative projects were discussed.
  - The CSD Director met with the new Coordinator of the Center for Diversity & Inclusion. Possible future collaborative projects were discussed.
  - Presentation on CSD services and building tour for new University Career Services Counselors.
  - Hosting an Open House.

**Additional Strategic Initiatives:**

J. **Strategic Initiative Ten.** Coordinate a “seamless” transition for College of Nursing students and faculty in regards to accommodations and testing at the Sugar Land Campus.

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.

**Action Steps:**



- The College of Nursing Program moved from the Victoria to the Sugar Land Campus this year. A directive was received to coordinate accommodations for these students who require them, educate faculty about CSD services and processes, and develop exam procedures for CSD students at this campus. Some activities included:
  - Meeting with appropriate administrators
  - Developing offsite intake appointment processes for these students
  - Conducting offsite intake appointments with students
  - Obtaining accommodation approval and distributing accommodations to students
  - Collaborating with and providing training and consultation to College of Nursing faculty
  - Collaborating with Sugar Land Campus Business Services to develop exam procedures and forms.
  - Monitoring processes and forms and updating/revising as needed.

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:**

- Please refer to question #3F for the number of students served.
- Student data is maintained in a confidential SharePoint Program database which may only be accessed by authorized staff.
- The Student Satisfaction Questionnaire was revised and converted into an electronic survey. The distribution of spring 2016 surveys yielded no responses from students. We are about to implement some incentive options to motivate responses from students, to include asking students to complete the survey at the time of their visit to CSD on a portable device, and/or offering gift card drawing incentives. We will begin having a laptop computer available at the front desk for surveys during mid-term exams.

**B. Student Retention and Graduation Rates:**

**Graduation rates:**

- One hundred and ninety-eight (198) active CSD students graduated this year. This reflects an 8% decrease compared to the number of CSD students who graduated last year (213).

**Retention rates:**

1092 Number of students enrolled in Fall 2015 at Census  
-198 Subtracted number of students who graduated  
894 Students who could have possibly returned in Fall 2016  
Number of students who did return in Fall 2016 divided by number of students who  
818/894 could have returned

**91.50% Retention Rate**

**C. Scholarship Feedback:**

- 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.
- The following excerpts are from student letters:
  1. "It was a pleasure and allowed a much desired breather to receive funds that your scholarship has generously invested, thank you."
  2. "I am a first year student in the Graduate College of Social Work. The financial assistance provided will assist with books and other academic needs."
  3. "It is an amazing honor to receive this scholarship, and my feelings of gratitude are even further amplified by the intents and efforts of this scholarship."

**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 training session to determine if the training objectives were met. Examples include:
  - January 15, 2016 Nursing Student Orientation (Total= 88):



1. T-2, F-85
  2. T-84, F-1
  3. T-78, F-8
  4. T-13, F-72
  5. T-88, F-0
- Surveys were distributed at several other training workshops, including Pharmacy students and VPSAES Brown Bag Workshops. Unfortunately none were returned.
- II. Planned actions based on assessment results/findings:
- The training post-test will continue to be distributed and collected during applicable training sessions.
  - The presenter will be sure to gather the post-tests at the workshop rather than relying on someone else to do this!

#### **E. Student Feedback**

- I. Expressions from students to their counselor:
- “She (the instructor) sent me an email. She finally caved and decided that she had no other choice under the circumstances but to award me an Incomplete. This couldn't have been done without you. You're awesome!”
  - “Yes, I have graduated and should be receiving my BSN degree for the term of Fall 2015....Again, thank you GOD and you/staff so much for your exceptional help for making this possible for me. Thank you and God bless you/staff.”
  - “I am scheduled to graduate in December, Yeah! Thank you CSD we made it...”
  - “We know you do a lot for our children we appreciate all that CSD does to help our [son].”
  - One of the counselors received a card from a student that stated “Thank you for all you help this past year.” The card contained a beautiful drawing of Abraham Lincoln that this student, an artist, had drawn for the counselor.
- II. Comments from students to front desk staff:
- “You all were so helpful, Thank you so much.”
  - “Thank you for explaining the RITA form to me. You've been helpful, thanks!”
  - “You guys are always so Wonderful!”

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.

**Base Budget:**

The Center for Students with DisABILITIES requested and was approved for an FY 2016 base budget of **\$425,564**. An additional \$8,276 was received to cover merit and mandated salary increases.

This year we would like to respectfully request the same base budget of **\$425,564** with the added merit and mandated salary increases, to total **\$442,220**.

The Microsystems Analyst I salary was transferred to the VPSAES Information Technology Department. Along with his salary.

**Designated Tuition (Ledger 2):**

- Some of the expenses related to interpreting and captioning services are paid from Ledger 2. Examples include: interpreter fees; captioning fees; and the Interpreter Coordinator's salary.
- CSD is requesting Ledger 2 funding in the amount of \$716,228 for FY 2017-2018. This is the same amount that we have requested for the past several years.
- Last year the CSD fund balance was transferred to cover expenses incurred over this budgeted amount.
- The actual expenditures for Ledger 2 for FY 2015-2016 was \$1,124,001.
- Although we project expenditures for these services based on previous semesters, accurate projection is not possible due to the many unknown factors that play into these expenditures. Examples include: Number of students receiving these services; number of classes/hours these services are needed; length of classes (classes over 1.5 hours require 2 interpreters); level of interpreter needed; number of "extra" assignment needs; and more.
- The projected expenditures for FY 2017-2018 is \$1,000,000.
- The Interpreter/Captioning Coordinator does the best she can to minimize costs. We are currently in the process of posting in-house interpreter and captioning positions. It is anticipated that the university would save money if we employed in-house staff to provide these services, instead of paying contractor and agency fees.



6. Please list your 2017-2018 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. Obtain technology, other equipment and supplies to meet student needs and/or improve services.
- IV. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and provide scholarships to students.

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

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

**University Strategic Goal:** Student Success.

**Action Steps:**

- I. Work with Facilities Planning & Construction (FP&C) and other departments, as appropriate, to advocate for needed campus accessibility improvements.
- II. Consult with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, online courses, and student technology needs.
- III. Consult with academic departments, as appropriate, in developing and/or improving their policies and practices pertaining to students who have disabilities.
- IV. Assist the Adaptive Athletics Sports Club in promoting wheelchair sporting events at the CRWC, and provide financial support to this Club through the Frank and Martha Tiller Fund, as available.

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

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

**University Strategic Goal:** Student Success.

**Action Steps:**

- I. Provide educational presentations and facility tours to academic and student service departments and potential students.
- II. Provide consultation and assistance to faculty and staff regarding student accommodation and accessibility issues.
- III. Advocate for students who have disabilities to be included in diversity discussions and programming, including the Diversity Education Program Consortium and the Center for Diversity and Inclusion.



- IV. Coordinate and/or participate in disability awareness-related educational activities.
- V. Distribute information about our services campus-wide through orientations, fairs, electronic means, our web page, and other departmental web pages.
- VI. Promote CSD services and activities in *The Cougar* and other campus publications through articles and advertisements.
- VII. Update, improve, and expand our web page.

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

**Action Steps:**

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

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

**Action Steps:**

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

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

**Action Steps:**

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



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

- G. **Strategic Initiative Seven.** CSD will serve an increased number of students from a diverse range of 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 campus activities that focus on or involve cultural diversity.
- II. Participate in fairs and presentations at high schools and school districts.
- III. Collaborate with student organizations and campus departments that have diverse memberships and/or focus on diversity issues.

- H. **Strategic Initiative Eight.** Seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.  
**DSAES Strategic Initiative 1.** Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.  
**University Strategic Goal:** Student Success/Community Advancement.

**Action Steps:**

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

- I. **Strategic Initiative Nine.** Improve communication and relationships with faculty and staff.  
**DSAES Strategic Initiative 6.** Create and engage in strategic partnerships.  
**University Strategic Goal:** Student Success/Resource Competitiveness.

**Action Steps:**

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



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.**

**A. SHELL**

- The SHELL Corporation donated \$1,000 to CSD this year. Directives as to how this money is to be spent have not been received yet.
- SHELL had previously donated \$1,000 to CSD approximately five (5) years ago. This funding was used to purchase two banners and a tablecloth for fairs for fairs.

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

- CSD was awarded a gift of \$250,000 from the Stanford and Joan Alexander Foundation in 2011. This funding has been used to provide:
  - a. Annual student scholarships
  - b. Student assessments (learning disability and/or ADD/ADHD assessments) at CAPS
  - c. Stipends in the amount of \$5,000 for three (3) College of Social Work interns
- CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for several years. Funding has been available for more than fifteen (18) years to pay for an average of 1-4 scholarships per year.
- Because of the increased funding provided through this gift, seven (7) students received \$1,000 scholarships each for the 2013-2014 academic year. Eleven (11) students received/will be receiving \$1,000 scholarships for the 2014-2015 academic year.
- This funding has paid for 65 student assessments (learning disability, and/or ADD/ADHD) to date, in the amount of \$23,650.00. Approximately \$16,650.00 remains in this fund to pay for additional assessments for students.

**C. Frank and Martha Tiller Endowment**

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

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

- This scholarship fund was received by CSD in 2012.
- The initial \$10,000 gift was designated to fund ten (10) \$1,000 student scholarships for eligible students who have physical disabilities who apply.
- Two (2) recipients were selected to receive a \$1,000 scholarship for the 2013-2014 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 select the recipients for both student scholarships.

**E. Additional fundraising plans for FY 2017-2018 include:**

- Continue to seek funding for student scholarships.



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

**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 fostering self-advocacy, inclusion and success.

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

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

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

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