

# UNIVERSITY of HOUSTON

CENTER FOR STUDENTS WITH DisABILITIES

**STUDENT FEES  
ADVISORY COMMITTEE  
(SFAC)  
FY 2020 REQUEST**

Justin Dart, Jr.  
Center for Students with DisABILITIES



568

**Center for  
Students with  
DisABILITIES**





Mission

**CSD equalizes our students' learning, discovery and engagement by fostering self-advocacy, inclusion, and success.**

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# How This is Accomplished

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Academic  
accommodation  
recommendations,  
**support**,  
education, and  
**advocacy services**  
are provided on  
many levels.



# Who We Serve

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- ❖ **Prospective and current students**
  - ❖ **Faculty**
  - ❖ **Staff**
  - ❖ **Parents/family**
  - ❖ **Community schools & organizations**
  - ❖ **Alumni**
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# Activities

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- ✓ Services
  - ✓ Outreach
  - ✓ Advocacy
  - ✓ Education & training
  - ✓ Resource & referral
  - ✓ Accessibility assistance
  - ✓ Consultation



# Relationship to DSAES Strategic Initiatives

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## Student Success

- SS2. Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.
- SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.
- SS5. Enrich the sense of connection, belonging, and shared UH identity among all students.

# Resources

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- R1. Evaluate resources to identify opportunities for efficiency, improvement, and transformation.
  - R2. Pursue and develop resources to address identified gaps and needs.
  - R3. Leverage and adapt resources in innovative ways to increase effective utilization.
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# Partnerships

- ❑ P1. Educate and empower campus partners to be our advocates.
- ❑ P2. Enhance students' educational experiences by expanding partnerships with academic affairs.
- ❑ P4. Expand strategic partnerships with k-12 schools and other post-secondary institutions.



**GET HIRED:**  
ADVOCACY • ACCESSIBILITY • JOB SEARCH

STUDENT  
CENTER SOUTH -  
DOWNTOWN ROOM

THURSDAY  
OCTOBER 11<sup>TH</sup>  
4:00<sup>PM</sup> - 5:30<sup>PM</sup>

UNIVERSITY OF HOUSTON  
CENTER FOR CAREER & RESEARCH

UNIVERSITY OF HOUSTON  
DIVERSITY CAREER SERVICES

UNIVERSITY OF HOUSTON  
CENTER FOR STUDENTS WITH DISABILITIES

If you will need accommodations for these programs, please contact the Center for Students with Disabilities at 713.646.5400 or [wc@uh.edu](mailto:wc@uh.edu)



# Division Cohesion

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- DC1. Implement staff communication strategies that promotes a mutual understanding of who we are and what we do.
  - DC2. Strengthen staff connections within the division, both professionally and personally.
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# University of Houston Strategic Goals

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- Student Success
- Community Advancement



# Unit Successes/Accomplishments Progress

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# Services & Increased Students

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- **CSD 1:** Provide **comprehensive, quality, individualized services** to all students registered with CSD.
  - **Achieved/Ongoing**
  - **CSD 6:** The number of students receiving CSD services will **increase by 5%**.
  - **Achieved**
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# Services & Increased Students

Disability Category	Primary Diagnosis	Percentage	Secondary Diagnosis	Percentage	FY 2018 Primary
Health Impairments	270	19.3%	121	8.6%	288
Hearing Impairments	33	2.4%	7	0.5%	36
Learning Disabilities	133	9.5%	93	6.6%	146
Visual Impairments	32	2.3%	4	0.3%	41
Psychological	768	54.8%	340	24.3%	704
Blank or not reported Total 1402	166	11.8%	837	59.7%	116 Total 1331

- CSD served **1,402** students this year. A **5% increase**.
- **280** students graduated in FY 2018. This reflects a **31.4%** increase over last year.
- New students: **515** students scheduled intake appointments. A **4% increase** from last year (492).
- GPA: Increased from 2.89 to 2.91, an **increase of 0.69%**.

# Interpreter/Captioning Services

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- ❑ Currently providing interpreter and/or captioning services to **34 students** who have hearing impairments
- ❑ This is a **21% increase** from last year
- ❑ Current semester: **117** unduplicated courses. Last fall there were **97** unduplicated courses. This is a **21% increase** over last year.
- ❑ Services were coordinated for **244** "extra" activities this year. This is a **72% decrease** over last year.





# Exam Administration

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Year	Exams Administered
2013-2014	6,043
2014-2015	6,183
2015-2016	6,194
2016-2017	6,807
2017-2018	6,943

- We administered **6,943** exams this year.
  - This reflects a **2% increase** over last year.
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# Online Accommodation Form

**Request Details**

Student ID:                      Institution: 00730                      Request ID: 12                      Request Date: 09/14/2015

**Academic Accommodation Form**

**University of Houston  
Center for Student with DisABILITIES  
AAAA Form**

This form is to be used pursuant to the University of Houston System's Student Academic Adjustments/Auxiliary Aids Policy. The information contained on this form is confidential and should not be disclosed to any third party without the written permission of the student. This form substantiates that the student has presented the necessary documentation to the components institution's student disability services center to verify his/her disability. Any questions or concerns regarding this form or the referenced academic adjustment/auxiliary aid may be discussed with the components institution's student disability services center.

Academic Adjustment(s)/Auxiliary Aid(s) to be effective from    09/14/2015                      to                      09/14/2015

**Student Restrictions/Limitations**

Restriction Code:	R001	In attention and concentration
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**Student Accommodations**

Accommodation Code:	A001	Priority seating in classroom	Status:	Consider
Accommodation Code:	B002	Breaks as needed	Status:	Consider
Accommodation Code:	C001	Recording device in classroom	Status:	Consider

**Approval Details**

Approval Step	Name	Action Taken	Transaction Date/Time
Submission		Submit	09/14/2015 3:24PM

**Submit/Approve Request**

- ❑ Training- with EOS- several academic departments, colleges, & professional schools
- ❑ Quick Guides for Students and Faculty
- ❑ Two videos
- ❑ FAQ's
- ❑ Accommodation definitions
- ❑ All posted on our web page
- ❑ Student and faculty user satisfaction surveys

# Advocacy & Accessibility

- Collaboration with FP&C, EOS, and other departments to request priority campus accessibility and safety improvements
- Consultation with IT and instructors regarding accessibility of web pages, distance education courses, online courses, etc.
- Training and consultation– colleges, academic departments, and professional schools regarding accommodations, accessible instruction, processes, and policies. Examples include:
  1. College of Pharmacy
  2. College of Social Work
  3. College of Architecture
  4. Math Department
  5. College of Business
  6. College of Law
  7. College of Nursing
- Coordinating housing accommodations with RLH.
- Providing input and revision recommendations to the SAM on service and emotional support animals, and the policy on academic accommodations for students.





# Education & Outreach

## Outreach

- ❑ NSO & Transfer Student Orientations
- ❑ New Faculty Orientations
- ❑ Family orientations, Cougar First Impressions
- ❑ High schools: HISD; Pearland; Alief; Alvin; Briarwood School; Monarch School
- ❑ Information tables: COT's Tech Blast; Law School Wellness Day; Scholars Invitational Resource Fair
- ❑ Community: TWC Vocational Rehabilitation Resource Fair; HISD Region 4 Deaf & Hard of Hearing Student Fair; TIRR patients
- ❑ Coordinating accommodations and exam administration for UHSL Nursing and other CSD students.
- ❑ Social media



# Education & Outreach, (Cont.)

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Online Form & Policy Training  
and/or policy/process  
consultation:

- College of Social Work
- Math Department**
- College of Architecture
- College of Pharmacy**
- Modern & Classical  
Languages
- Biology & Biochemistry**
- College of Business
- College of Law**
- College of Nursing
- College of Optometry**
- Chemical Engineering



# Education & Outreach, (Cont.)

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## Other Education

- ❑ Caps interns & academic advisors- each semester
  - ❑ **“When Do I Disclose?” workshops with UCS & CDI**
  - ❑ CAPS clinicians training
  - ❑ **Study Abroad Program collaboration**
  - ❑ Training for Library staff
  - ❑ **Customer Service for Students who have Disabilities workshops for CRWC student employees**
  - ❑ Orientations for students in CIR, Pharmacy, and International Student Scholars
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# Ethnic Categories Served

Ethnicity	FY 2017	FY 2018	% Increase or Decrease
African-American	166	154	7% Decrease
Asian-American	71	75	6% Increase
Caucasian (White, Non-Hispanic)	658	662	1% Increase
Hispanic	170	186	9% Increase
Middle Eastern	84	87	4% Increase
Other	42	55	3% Increase
Blank/Not Reported	140	183	3% Increase
<b>Total Students</b>	<b>1331</b>	<b>1402</b>	<b>5% Increase</b>

- ❑ Collaborations with CDI, Urban Experience Program, Study Abroad Program, & LCC
- ❑ Facilitated staff meetings with CDI
- ❑ Presentations to International Student Scholars and CDI
- ❑ Connecting with student organizations that focus on diversity, such as Pi Kappa Phi and Adaptive Athletics



# Alignment with Other DSAES Departments



And many other valuable departments travelling together...

# Collaboration & Resources

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- Weekly AAEC meetings
  - CSD Advisory Board
  - Healthy Coogs Initiative
  - Assessment Committee
  - VPSAES Strategic Plan Writing Team
  - Sexual Misconduct Prevention Committee
  - Diversity Education Consortium
  - COMD instructor- mentor for ASD students
  - IT College Work Study employees
  - AHEAD National Conference
  - Texas Counseling Association Conference
  - Social Work intern
  - External review participation
  - Other Disability Service Offices, particularly within the UH System
  - Texas Workforce Commission– DARS Division- Periodic hours at CSD
  - Equal Opportunity Services
  - Academic Program Management
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# Processes & Procedures

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- ❑ Exchanging processes, policies, etc. with other UH disability support services offices.
  
  - ❑ **Front desk/lobby area:**
    - \* Adding a computer workstation and phone line to the reception area.
    - \* Replacing the paper-sign-in system with an electronic system.
    - \* An additional information station was installed so students can pick up RITA forms and other materials.
    - \* Chairs and furniture in the lobby were rearranged to create a more open layout.
    - \* Additional cubicles and chairs were added in both study rooms so more students can utilize them.
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RITA Forms

Center for  
**STUDENTS with  
DISABILITIES**  
Don't go it alone  
we're here to help  
PRIORITY REGISTRATION  
EXTRA TIME FOR TESTING  
ADOC  
SUMMER

Single Risk Form

DECLARATION OF REQUIREMENTS



# Processes & Procedures, (Cont.)

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- ❑ SharePoint data system updates
- ❑ Systems policy input participation
- ❑ Updating CSD forms and policies
- ❑ Staff training and professional development
  - A. Active shooter
  - B. Title IX
  - C. Emergency procedures updates and drills

# Evaluative Data to Demonstrate Success

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## Service Provision



- A. The Student Satisfaction Questionnaire was revised and converted into an online survey through Baseline.**
  - B. Students were asked to complete the survey at the time of their visit to CSD on a laptop.**
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# Evaluative Data to Demonstrate Success, (Cont.)

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- 91 responses

## Some results and responses:

- 83.5%-- likely or very likely to recommend CSD services to a friend
- 82.4%-- will likely or very likely continue to use CSD services.

## Some comments:

- "I think I was fortunate to have Kim who was a veteran."
  - "Got things done by CSD."
  - "No need for improvement, keep it up!"
  - "Things are getting better every semester."
  - "Hire more staff so that communication and response time is improved."
  - "My overall experience with the CSD is superb. The staff was always very friendly, knowledgeable and helpful. My counselor was consistently great; she always helped with forms, questions and concerns."
  - "The CSD is a great service and am very grateful for all the help throughout the years. It has made all the difference during my time at the university."
  - "Excellent job!"
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# Evaluative Data to Demonstrate Success, (Cont.)

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## Online Accommodation Form Student Surveys: 13 respondents

- 92.3% of students found the online form user friendly.
- 92.3% of students felt as though they understood all of their accommodations
- 84.6% of students prefer the online form to the paper accommodation form.
- 84.6% of students felt the online form made it easier to get the form to the instructors.

## Online Accommodation Form Faculty Surveys: 35 respondents

- 94.2% of faculty received the e-mail notification
  - 74.3% of faculty prefer online forms for students
  - 71.4% of faculty found the online form to be user friendly.
  - 62.9% of faculty felt the online form made it easier for the students.
  - 45.7% of the faculty understood how to utilize the accommodations when they were received.
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# Evaluative Data to Demonstrate Success, (Cont.)

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## CSD Services Overview- Cougars in Recovery: 16 respondents

- 100% indicated understanding that CSD services are confidential.
- 100% indicated understanding that CSD has testing facilities.
- 93.7% indicated understanding that the largest "disability category served by CSD are students who have psychiatric issues.
- 87.5% indicated that they gained new information.

## CSD Services Overview- Pharmacy Students: 115 respondents

- 100% indicated understanding that CSD services are confidential.
  - 100% indicated that they gained new information.
  - 98.26% indicated understanding that CSD has testing facilities.
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# Evaluative Data to Demonstrate Success, (Cont.)



## CRWC Customer Service & Positive Interactions: 120 respondents

- ❑ 95% indicated that the most important customer service anyone can provide to a person who has a disability who appears to be having trouble is to ask them how they can help them.
- ❑ 94.17% indicated understanding that most disabilities are not visible.
- ❑ 87.5% indicated understanding that emotional support animals are not allowed in the CRWC.

# Evaluative Data to Demonstrate Success, (Cont.)

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## Scholarship Feedback:

- ❑ 14 scholarships awarded this year (\$1,000 each).
- ❑ 100% increase over last year.

## Recipient Letter excerpts:

- ❑ “I am incredibly appreciative for your scholarship. I attend the Conrad Hilton Hotel and Restaurant major seeking an emphasis on lodging degree. I currently have 3.4 GPA. Your scholarship has impacted my future goals. I am very grateful to receive your scholarship.”
  - ❑ “Thank you kindly for your help and support in my recent acceptance of the scholarship awards.”
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# Per Student Cost

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- ❑ Ledger III annual expenditures = **\$372,652**
- ❑ **1,402 students**
- ❑ Per student cost = **\$265.80**
- ❑ **\$279.98 per student cost last year**
- ❑ **Savings of \$14.18/student over last year**





# Response to Issues Identified in Last SFAC Report

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## Comments

“The committee recognizes the importance of your services and is pleased to support them. We encourage you to track your data more accurately to better communicate the services you provide to your students.”

## Responses

A. Thank you!

B. Improvements:

- Data input and report options through SharePoint.
  - Student and faculty surveys are now done through Baseline, so there is no room for error.
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# Examples of data that can be generated through SharePoint:

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- UH ID
  - Primary diagnosis
  - Secondary diagnosis
  - Ethnic category
  - Veteran status
  - International student status
  - CSD counselor
  - Date of intake appointment
  - Date documentation was submitted
  - Initial term at UH
  - Date of first contact with CSD
  - Major
  - College
  - Status of documentation verification
  - Active/inactive status
  - School status
  - Degree plan
  - GPA
  - Permanent release status
  - CSD referral source
  - Campus
  - ROI expiration date
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# Unit Challenges & Needs

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A. The greatest challenge with our large student population is meeting the needs of all students, faculty, staff, and others in a timely manner.

□ **Benchmark comparisons with other institutions:**

Counselor to student ratios:

- CSD: 1/467
- UT-Austin: 1/256
- Texas A&M: 1/253
- UH-D: 1/240
- UHCL 1/150
- UH-Victoria: 1/150

B. Addressing all facets of the online accommodation form implementation, to include:

- Developing, promoting, and providing training to academic departments with EOS.
- **Developing Quick Guides and other training and instructional materials for students and faculty.**
- Posting this information, two videos, FAQ's and more on the CSD web page.
- **Delays in obtaining requested form and process modifications.**
- Responding to daily questions from students and faculty.

C. **Budgetary constraints**

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# Potential Solutions

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- Streamlining intake and other processes to make them less time consuming and more efficient.
- **Interns**
- Asking students to submit a form prior to or during their intake appointment that will include the accommodations they're requesting.
- **Seeking funding from others on and off campus, through social media campaigns, and the Department of Assistive & Rehabilitative Services.**



# Budget

## Base Budget Request:

**2018-2019: \$372,652**

**2019-2020: \$386,737**

- ❑ **This includes our regular base request plus \$14,085 to cover merit raises.**

## Ledger II Request:

**2018-2019: \$718,843**

**2019-2020: \$719,790**





# Other Funding/Budgets

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# Additional Funding Sources

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## ❖ Enbridge, Inc.

- Donated \$5,000 to CSD this year.
- These funds will be used to pay for employment-related education.

## ❖ SHELL

- Donated \$1,000 to CSD this year.
- We will be using this funding to purchase marketing/promotional items.

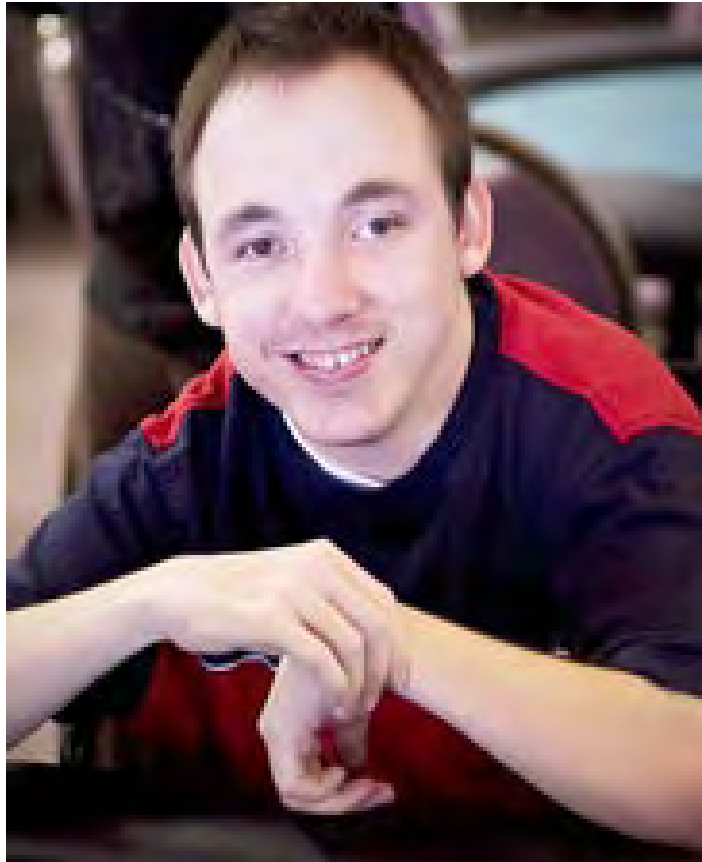
## ❖ Stanford & Joan Alexander Foundation

- Eleven (11) \$1,000 scholarships were awarded to students this year.



# Additional Funding Sources, (Cont.)

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- ❖ **Dr. Frank & Martha Tiller Endowment**  
-- To support disability awareness activities.
  - ❖ **One Step Closer Scholarships**  
-- Two (2) \$1,000 scholarships were awarded this year.
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Center for Students with Disabilities



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**Center for  
Students with  
DisABILITIES**





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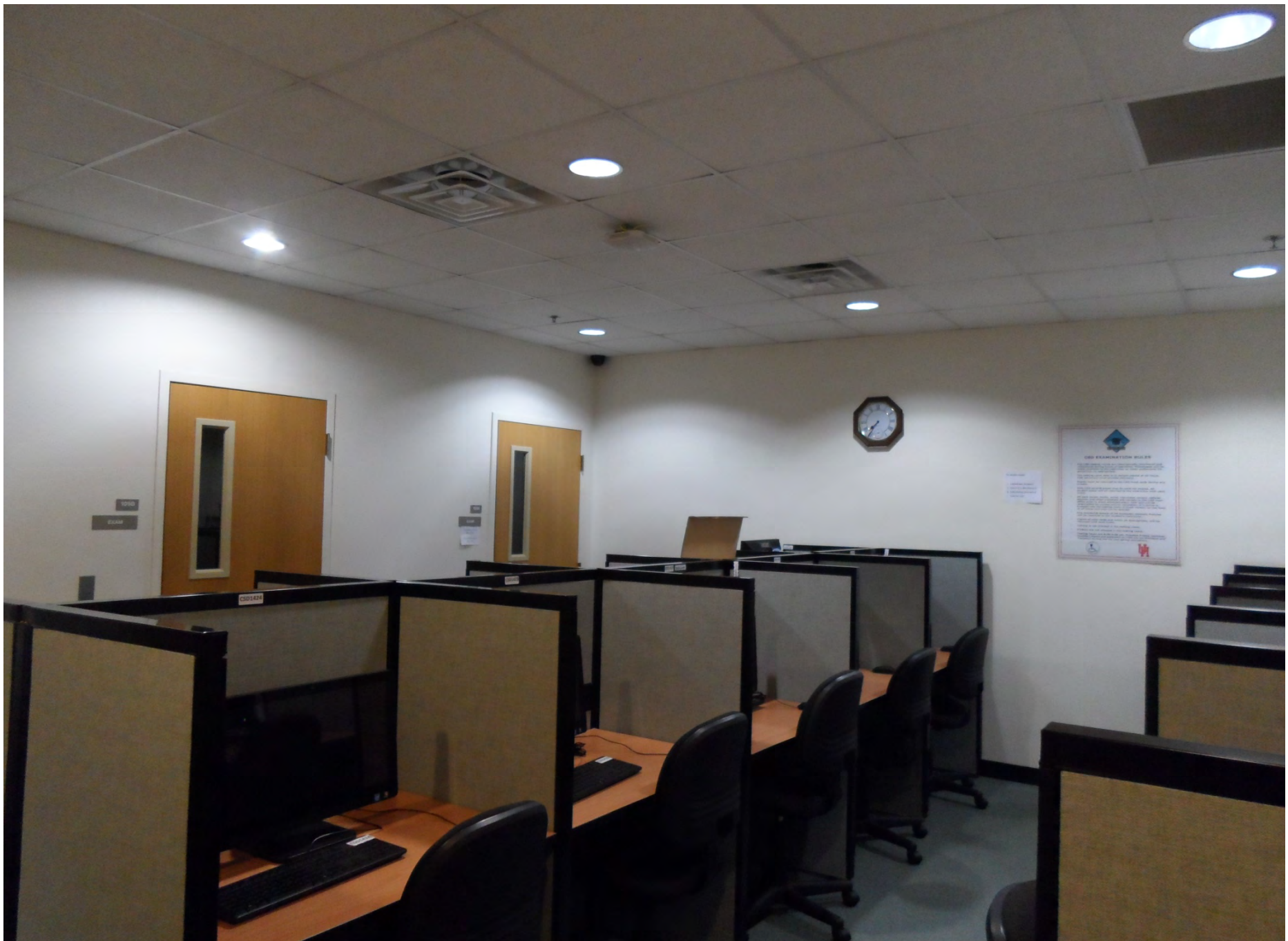
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# Questions? Comments?

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**"You have the power.  
Live the Dream."**

