

STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2020 PROGRAM QUESTIONNAIRE

JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES

UNIVERSITY of **HOUSTON**

CENTER FOR STUDENTS WITH DISABILITIES



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1. Please provide a one-page executive summary of your questionnaire responses.

Mission:

The mission of the Center for Students with DisABILITIES (CSD) is to 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 or definitively chosen UH. Outreach activities are conducted at numerous 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.

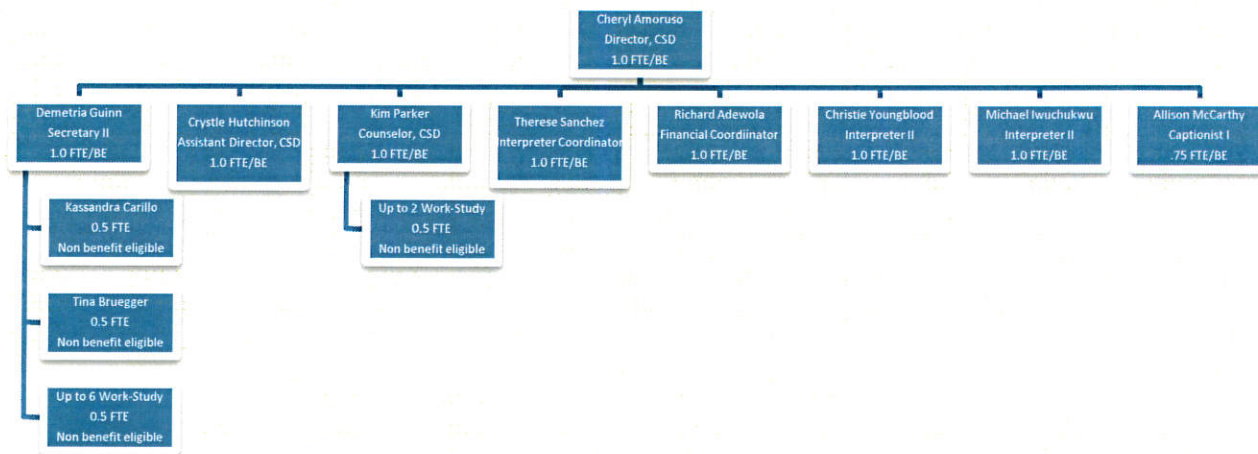
In order to achieve these objectives it is imperative that we develop and maintain positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, both on and off campus. We 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 from sources outside of SFAC, including foundations, grants, corporations, and non-profit organizations.

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; Interpreter I, Interpreter II, and Secretary II. Part-time non-benefits-eligible positions include two (2) part-time office assistants, and up to six (6) part-time college work study students. The Captionist position is a part-time benefits-eligible position.

The Interpreter Coordinator, staff interpreters and captionist positions are paid out of a designated administrative fund outside of the department (Ledger 2), rather than the CSD budget.

Financial Coordinator Richard Adewola is within the Business Services Office (BSO), and maintains an office in CSD. The BSO pays 60% of Richard's salary and CSD pays 40%. This is a benefits-eligible position.

The Director is responsible for overseeing service provision within the department. This position is responsible for all full-time and some part-time staff supervision. The Secretary II is currently supervising the part-time office assistants and the front desk student employees. Kim Parker supervises up to two work study employees who assist the department and students with IT needs.

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 2017-2018 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: SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.

University Strategic Goal: Student Success.

Action Steps:

- I. Provide comprehensive services and accommodations to all eligible students who request them.
 - a. An intake spreadsheet tracking system is utilized to track 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 CSD staff who schedule intake appointments or collect information pertinent to the appointments through a shared desktop icon.
 - Students rarely had to wait more than a few days for an intake appointment unless they were extremely limited in their availability.
 - b. Planned actions based on assessment results/findings: This tracking system continues to work 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 and also links these students up with other trained mentors to assist them in improving their communication and social skills.
 - b. CSD collaborates with the Veteran's Services Office (VSO) to provide outreach and services to this student population. We also work closely with the University Naval Liaison Officer, who is an Associate Professor in the Engineering Department and serves as President of the CSD Advisory Board.
- III. Purchasing technology, other equipment, and supplies to meet student needs and/or improve services.
 - No major 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
- Dragon Naturally Speaking- Speech to text software

Adaptive Equipment:

- CCTV- A video camera that views a printed page and interfaces with a computer.
- 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 and/or collaborative opportunities to expand services and/or increase staffing.

- (Please see Question #9 for a listing of this year's fundraising efforts.)

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

Comment: Achieved/Ongoing.

DSAES Strategic Initiatives:

R2. Pursue and develop resources to address identified gaps and needs.

P1. Educate and empower campus partners to be our advocates.

University Strategic Goal: Student Success.

Action Steps:

- I. Ongoing collaboration with Plant Operations and other appropriate departments to request priority campus accessibility and safety improvements. Examples include accessible furniture and room setup consultation, and reporting inaccessible sidewalks, non-working door buttons, restrooms that are not 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 student accessibility needs. CSD consults regularly with IT, the Provost's Office, Online & Special Programs, Equal Opportunity Services, and others regarding web page and video accessibility.
- III. Consulting with Library staff concerning the assistive technology available to students in the Library. Library staff periodically invite CSD's assistive technology suggestions, and have purchased some of the recommended items.
- IV. Consulting with Parking & Transportation administrators to revise disabled parking processes to be more streamlined.
- V. Providing training and 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
 - College of Architecture
 - Math Department
 - Modern & Classical Languages Department
 - Biology & Biochemistry
 - College of Business
 - College of Law
 - College of Nursing
 - College of Optometry
 - Chemical Engineering

VI. Collaborating with Student Housing & Residential Life (HRL) on student housing accommodation needs. CSD consults regularly with HRL regarding student housing accommodation needs and emotional support animals in campus housing. We provide housing accommodation recommendation letters to housing to verify these accommodation needs.

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

Comment: Achieved/Ongoing.

DSAES Strategic Initiatives:

DC1. Implement staff communication strategies that promote a mutual understanding of who we are and what we do.

SS5. Enrich the sense of connection, belonging, and shared UH identity among all students.

University Strategic Goal: Student Success.

Action Steps:

- I. CSD provided educational presentations, consultation, and facility tours to academic and student service departments and community groups concerning student accessibility, accommodation issues, customer service, and related topics. Examples of departments we provided these services to during this time period included:
- CAPS interns and academic advisors participate in an orientation and tour of CSD each semester.
 - A "When Do I Disclose" workshop was presented on October 25, 2018 to 30 CSD students. Presenters provided information to students who have disabilities on disclosure and employment. This was a collaborative workshop with University Career Services and the Center for Diversity & Inclusion.
 - A workshop on CSD services, the online accommodation process, and other relevant issues was presented to CAPS clinicians on October 28, 2017.
 - Collaboration on processes for students who have disabilities and need accommodations for the Study Abroad Program with their staff.
 - Meetings and consultation with College of Social Work advisors and administrators to discuss accommodations for students in their program.
 - Meetings and consultation with College of Pharmacy administrators to discuss accommodations for students in their program.
 - Meetings and consultation with College of Law administrators to discuss accommodations for students in their program.
 - CSD consults with the Campus Recreation & Wellness Center (CRWC) regularly regarding accommodations for CSD students utilizing the facilities.
 - Two training sessions for Library staff on Customer Service and Interacting with People who Have Disabilities were provided on July 19, 2018.
 - Customer Service for Students who Have Disabilities training was provided on August 13, 2018 for approximately 180 CRWC student employees.
 - CSD collaborated with the CRWC Director of Fitness in developing a class and promotional materials to attract students who have a BMI >30 to utilize the CRWC. A fitness class was developed for this group and is currently being piloted.
 - An overview of CSD services was provided to Cougars in Recovery students on August 15, 2018.
 - An orientation on CSD services was provided to new College of Pharmacy students on August 15, 2018.
 - An orientation on CSD services was provided to International Student Scholars during their orientation on August 16, 2018.

- II. Disseminating information about our services through various on and off-campus fairs, orientation sessions, and community events, through electronic means, UH publications our web page and Facebook page. Examples include:
- Hosting tables at the New Faculty Orientation, New Student Orientations, Transfer Student Orientations, Family Orientations, and Cougar First Impressions.
 - Participating in transition and other fairs at a variety of high schools, including H.I.S.D., Pearland, Alvin, and Alief ISD's. CSD maintained an information table at the Fresh Catch Day on September 14, 2017.
 - CSD maintained an information table at the College of Technology's Tech Blast! on September 19, 2017.
 - CSD maintained an information table at the HISD Region 4 Deaf and Hard of Hearing Student Fair on January 19, 2018.
 - CSD maintained an information table at the Texas Workforce Commission's Vocational Rehabilitation Resource Fair on February 27, 2018.
 - CSD maintained an information table at the Scholars Invitational Resource Fair on April 27, 2018.
 - CSD maintained an information table at the Law School Wellness Day on March 28, 2018.
 - Orientations and tours for TIRR patients and The Monarch School students.
 - The CSD web and Facebook pages are continuously updated with new resource information, events, opportunities, community services, scholarships, and more.

D. Strategic Initiative Four. Monitor user satisfaction, provide training and consultation as needed, and modify the online student accommodation form, as appropriate.

Comment: Achieved/Ongoing.

DSAES Strategic Initiative: R1. Evaluate resources to identify opportunities for efficiency, improvement, and transformation.

University Strategic Goal: Student Success.

Action Steps:

- I. A survey to monitor user satisfaction with the online student accommodation form was developed and distributed to students and faculty last summer. (Please see Question #4)
- II. We provide consultation to faculty and students on this process on a daily basis. Some of the feedback received from faculty to date has included:
 - a. Would be helpful to be able to see the student's name, in addition to their UH identification number, on the home screen. Currently being modified.
 - b. Would like to be able to write in comments on the accommodation form. Status: For a variety of reasons this cannot be done.
 - c. Include a link to the instructions and other helpful resources relating to this system. Status: Currently in progress.
 - d. Students would like a "select all" option when selecting their accommodations. Status: Denied. It is intentional that students are asked to select each accommodation they would like to use for each class so they carefully choose the accommodations they will need and do not select accommodations that would not apply to a particular class.
 - e. Provide definitions for each accommodation. Status: This is available on the "Faculty" link in the "Online Form" tab on the CSD web page.
- III. We will continue to make adjustments to the form and processes, and instructional materials.

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

Comment: Partially Achieved/In Progress.

DSAES Strategic Initiative: R3. Leverage and adapt resources in innovative ways to increase effective utilization.

University Strategic Goal: Student Success.

Action Steps:

- I. Some changes were made to our SharePoint data system. Examples include:
 - a. Adding emergency contact information.
 - b. Adding a "how the student heard about CSD" menu.
 - c. Adding the date the student's Release of Information Form will expire.
 - d. Adding DARS counselor contact information.
- II. Some meetings and e-mail exchanges were held during this period with the directors of disability services at each University of Houston campus. This group is working towards greater consistency with some of the policies, processes, procedures, etc. utilized by each office. Some current projects include:
 - a. Modifying the Systems policy on service animals.
 - b. Developing a Systems policy on emotional support animals.
 - c. Suggesting revisions to the current Student Academic Adjustments/Auxiliary Aids Policy.
 - d. Streamlining Academic Accommodations Evaluation Committee (AAEC) processes.
- III. The following forms and policies were updated:
 - a. Release of Information Form.
 - b. CSD Test Administration Policy & Procedures.
 - c. Request for Individualized Testing Accommodations (RITA) Form and instructions.
 - d. CSD Single Exam Form.
- IV. A new form was developed that students will be asked to complete before their intake appointment, asking them what accommodations they would like to request. This form is currently being reviewed by administration.
- V. Some front desk and lobby improvements included:
 - a. An additional computer workstation and phone line was added to the reception area.
 - b. The paper-sign-in system was replaced with an electronic system.
 - c. A shelf between the reception area and the front desk that blocked sight lines for employees was removed, thus creating a more open and welcoming environment.
 - d. An information station where students can pick up RITA forms and other CSD materials was installed.
 - e. Chairs and furniture in the lobby were rearranged to create a more open flow layout.
 - f. Additional cubicles and chairs were added in both study rooms to allow more students to be able to utilize them.
- VI. Staff training and Professional Development
 - a. All staff participated in Title IX Training.
 - b. All staff participated in and in-house active shooter training on April 30, 2018, conducted by the UH Police Department.
 - c. The CSD emergency procedures were updated and staff and students who were present participated in an evacuation drill.
 - d. A portion of each bi-monthly CSD staff meeting has been devoted to:
 - Multicultural conversations
 - Team building

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

Comment: Achieved/Ongoing.

DSAES Strategic Initiatives.

SS2. Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.

P4. Expand strategic partnerships with k-12 schools and other post-secondary institutions.

University Strategic Goal: Student Success.

Action Steps:

I. Number of students served:

As of **08/31/2018**, CSD was serving **1402** active students. This reflects a 5% increase in the number of students we were serving last year (1331).

II. Primary diagnostic categories:

The following is a breakdown of the primary disability "categories" of our current active students:

Disability Category	Primary Diagnosis	Percent-age	Secondary Diagnosis	Percent-age	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	166	11.8%	837	59.7%	116
Total 1402					Total 1331

III. New students:

- During this period 514 students scheduled new intake appointments. Four hundred and ninety-two students scheduled intake appointments with CSD during the period of September 1, 2017-August 31, 2018. This reflects a 4% increase in the number of new intake appointments that were scheduled in the past year.

IV. Students who receive interpreter and/or captioning services:

- a. Interpreter and/or captioning services are currently being coordinated for **117** unduplicated courses for **34** students in the **fall 2018** semester. This represents a **21% increase** in classes/students from last fall.
- b. The following is a breakdown of the number of unduplicated classes that CSD provided interpreter and/or captioning services for in recent semesters:
- c. **Last academic year (FY2018)**

Fall 2017: 28 students 97 classes

Spring 2018: 27 students 80 classes

Summer 2018: 8 students 15 classes

Total: 63 students 192 classes

- d. The above does not include arranging these services for “extra” requests, to include advisor appointments, tutoring sessions, student organization meetings, sporting events, field trips, etc.
- e. CSD coordinated interpreters and captionists for **244** additional request during this period, in addition to scheduled classes.
- f. In addition to coordinating these services for students, the Interpreter Service Coordinator is occasionally asked to coordinate interpreter and/or captioning services for faculty and staff needs, and then the responsible department reimburses us. Examples include Faculty Senate meetings, Health Center appointments, and Center for Diversity and Inclusion speaking events.

V. Exam administration:

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

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

- b. There was a 2% increase in the number of exams administered this year compared to last year.
- c. In addition to coordinating exam administration at CSD, we also coordinate some of the exam accommodations for CSD students enrolled in classes at the SugarLand campus.

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. SS5. Enrich the sense of connection, belonging, and shared UH identity among all students.

University Strategic Goal: Student Success.

Action Steps:

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

Ethnicity	FY 2017	FY 2018	% Increase/ 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
Total Students	1331	1402	5% Increase

- II. 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. Highlights included:
- Collaborating in a variety of workshops with the Center for Diversity and Inclusion.
 - Allocating time during each bimonthly departmental staff meeting to focus on diversity.
 - Connecting with student organizations that focus on or involve diversity, such as Pi Kappa Phi and Adaptive Athletics.
 - Collaborating with campus departments that serve a diverse student body, such as the Urban Experience Program, the Women & Gender Resource Center, and Cougars in Recovery.
 - The Director serves on the Diversity Education Committee.
 - 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. 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.

Comment: Achieved/Ongoing.

DSAES Strategic Initiatives.

P2. Enhance students' educational experiences by expanding partnerships with academic affairs.

SS2. Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.

University Strategic Goals: Student Success/Community Advancement.

I. Graduation rates:

- Two hundred and eighty (280) students graduated in FY 2018. This reflects a **31.4% increase** over the number of students (213) who graduated in FY 2017!
- The FY 2017 4-year graduation rate of CSD students was 32.61%.
- The FY 2018 4-year graduation rate was 36.36%. This reflects an increase of 11.5%.
- The FY 2018 6-year graduation rate was 54.55%. This is better than UH's reported graduation rate of 53.70%!

II. Retention rates:

- The retention data for FY 2019 will not be available until November, when it has been certified.

III. Grade Point Average

- In FY 2018 the average grade point average (GPA) was 2.91
- In FY 2017 the average GPA was 2.89.
- This reflects an overall increase of 0.69.

Action Steps:

IV. Participating in the following activities:

- Healthy Coogs meetings and events.

- Health and Wellness work groups and departmental directors meetings
 - The Assistant Director continues to participate on the Division-Wide Assessment Committee.
 - The Assistant Director served on the VPSAES Strategic Plan Writing Team.
 - The Assistant Director served on the planning committee for the UH Summer Assessment Symposium.
 - The Director participates on the Sexual Violence Prevention Committee and the CDI Diversity Education Committee.
 - Working closely with a variety of departments to ensure that appropriate and comprehensive services and supports are available to students who have disabilities. CSD staff collaborate regularly with numerous campus departments, including but not limited to: Counseling and Psychological Services; LAUNCH Program; Center for Diversity & Inclusion; Veteran's Services Office; Urban Experience Program; UH Wellness, Dean of Students Office; the Women and Gender Resource Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals to students.
 - Two counselors from the Texas Workforce Commission (DARS Division) maintain office hours at CSD, typically each month. The objective is to make it easier for students to utilize this service.
 - Providing resource information to students, faculty, staff, parents, and the community, and posting some of these resources on our web and Facebook pages.
- V. The CSD Counselor supervised two IT College Work Study employees. Some of the job tasks these students performed included:
- Configuring computers for testing
 - Repairing computers
 - Configuring printers to network servers
 - Configuring computers to meet changing needs to reduce new equipment purchases
- VI. CSD staff consult regularly with other disability services offices in an effort to streamline procedures and processes, obtain best practices, etc., including:
- Consulting with and surveying other university disability services offices and the Association of Higher Education & Disability (AHEAD) to obtain best practice and other pertinent information.
 - The CSD Counselor attended the Texas Counseling Association Conference in November, 2017.
 - The Director participated in an external review focus group for the University of Houston Clear Lake disability services office on April 16, 2018.
- VII. Promoting and overseeing existing scholarships for our students.
- We promote and oversees the following scholarships:
 - a. Eric P. Alexander Memorial Scholarship
 - b. 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, and allocated at \$500/semester (spring and fall).
 - Fourteen (14) scholarships were awarded in FY 2019 at \$1,000 each. This included Eleven (11) Eric P. Alexander Memorial Scholarships, and two (2) One Step Closer Scholarships.
- I. **Strategic Initiative Nine. Improve communication and relationships with faculty and**

staff.

Comment: Achieved/Ongoing.

DSAES Strategic Initiative: DC2. Strengthen staff connections within the division, both professionally and personally.

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, online accommodation form processes, 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; and the Health Center.
- III. Presentations and other discussions were provided to several academic departments, as indicated in Question #3., B., V., above.

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.

I. Service Provision:

A. CSD Services Student Surveys

The FY 2018 spring and fall student surveys yielded 91 responses. Questions focused on student satisfaction with CSD services. Some survey results and responses included:

- 83.5% are likely or very likely to recommend CSD services to a friend
- 82.4% will likely or very likely continue to use CSD services
- Examples of some student concerns included:
 1. Test must be received sooner
 2. Be more available
 3. Need more locker space
 4. New computers for the lab
 5. Update assistive technology
 6. Paperwork is cumbersome streamline with online

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!"

B. Online Accommodation Form Student Surveys: 13 respondents

Some highlights:

- 92.3% of students found the online form user friendly.
- 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.
- 92.3% of students felt as though they understood all of their accommodations

C. Online Accommodation Form Faculty Surveys: 35 respondents

Some highlights:

- 94.2% of faculty received the e-mail notification
- 71.4% of faculty found the online form to be user friendly.
- 74.3% of faculty prefer online forms for students
- 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.

D. Training

CSD Services Overview- Cougars in Recovery: 16 respondents

Some highlights:

- 87.5% indicated that they gained new information.
- 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

Some written comments included:

- I love my accommodations.
- Great presentation.
- Very informative.
- Clear, concise, thank you.

CRWC Customer Service & Positive Interactions: 120 respondents

Some highlights:

- 94.17% indicated understanding that most disabilities are not visible.
- 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.
- 87.5% indicated understanding that emotional support animals are not allowed in the CRWC.

Some written comments included:

- Nice lecture, very informative.
- I feel it was informative and interactive.
- It was a great presentation!
- Add videos!
- Spot on!
- Thank you for the quest speaker and testimony.
- I feel much more informed about how to handle people with disabilities.
- More experience by people who go through these problems.
- Very helpful in learning on how to approach these situations.

CSD Students Overview- College of Pharmacy Students: 115 respondents

Some highlights:

- 100% indicated understanding that CSD services are confidential.
- 100% indicated that they gained new information.
- 98.26% indicated understanding that CSD has testing facilities.

Some written comments included:

- I think it is fantastic that UH provides their services for students that truly need them,
- The presentation was very insightful and well put.
- I think the presentation was done extremely well, I do think there should be clubs

or activities they host that should be mentioned if there are any.

- Your presentation was very interesting.
- I would suggest adding a video into the training to catch student's attention even more.

E. Scholarship Feedback:

Students who are awarded the Eric P. Alexander Memorial Scholarship or the One Step Closer Foundation Scholarship submit thank-you letters that are given to the donors.

The following are some excerpts from some student letters:

- "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."

5. Please discuss any budget or organizational changes experienced since your last (FY 2019) 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 2019 base budget of **\$372,652**.

This year we would like to respectfully request a base budget of **\$386,737**. This amount includes the same base budget request we have requested for the past several years (\$372,652), and an additional \$14,085 to cover merit raises.

Designated Tuition (Ledger 2):

- Expenses related to interpreting and captioning services are paid from Ledger 2. Examples include interpreter and captioning costs, travel, and preparation time, and the following salaries and wages: Interpreter Coordinator; Interpreter II; Interpreter I; and part-time Captionist.
- CSD is requesting Ledger 2 funding in the amount of \$719,790 for FY 2020. This is nearly the same amount that we have requested for the past several years.
- The actual expenditures for FY 2019 was \$797,637.
- Although we project expenditures for these services based on previous semesters, accurate projection is difficult due to the many unknown factors that play into these expenses. 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); skill level of interpreter needed; number of "extra" assignment needs, and more.
- The Interpreter/Captioning Coordinator does the best they can to minimize costs. Last year we filled three (3) in-house positions in an effort to reduce agency and independent contractor fees.

- 6. If your unit concluded FY2018 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e., lapsed salary, conference travel, etc.).**

We did not conclude FY 2018 with a Fund 3 addition to Fund Equity in excess of \$5,000.

7. Please list your 2019-2020 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: SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.
University Strategic Goal: Student Success.
- Action Steps:**
- I. Provide comprehensive services to all eligible students who request them.
 - II. Improve all aspects of customer service, to be reflected in student and faculty surveys, and other feedback means.
 - III. 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.
 - IV. Obtain technology, other equipment and supplies to meet student needs and/or improve services.
 - V. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and provide scholarships to students.
- B. Strategic Initiative Two. Improve CSD processes and procedures.**
DSAES Strategic Initiatives.
R3. Leverage and adapt resources in innovative ways to increase effective utilization.
University Strategic Goal: Student Success
- Action Steps:**
- I. All CD staff will review responses received in student surveys and implement suggestions, as appropriate.
 - II. Analyze the response rates for the student surveys and possibly revise distribution and/or incentives offered, as appropriate.
 - III. Participate in the committee comprised of representatives from other UH campuses and members of their Academic Accommodations Evaluation Committees (AAEC) to discuss and make recommendations on the following:
 - a. Systems policies on service animals and emotional support animals.
 - b. The Systems policy on accommodations for students who have disabilities.
 - c. AAEC Committee structures and processes.
 - d. Best practices utilized by other universities.
 - IV. 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.
- C. Strategic Initiative Three. Improve student, faculty, staff and other customer satisfaction.**
DSAES Strategic Initiatives.
SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.
R3. Leverage and adapt resources in innovative ways to increase effective utilization.
University Strategic Goal: Student Success

appropriate.

DSAES Strategic Initiative: R1. Evaluate resources to identify opportunities for efficiency, improvement, and transformation.

University Strategic Goal: Student Success/Community Advancement.

Action Steps:

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

G. Strategic Initiative Seven. The number of students receiving CSD services will increase by 5%.

DSAES Strategic Initiatives.

SS2. Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive environments.

P4. Expand strategic partnerships with k-12 schools and other post-secondary institutions.

University Strategic Goals: Student Success/Community Advancement.

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 and Facebook pages, and providing information to pertinent departments on campus and in the community.

H. Strategic Initiative Eight. CSD will serve an increased number of students from a diverse range of ethnicities and backgrounds.

DSA Strategic Initiative. SS5. Enrich the sense of connection, belonging, and shared UH identity among all students.

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.

I. Strategic Initiative Nine. 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 Initiatives.

P2. Enhance students' educational experiences by expanding partnerships with academic affairs.

SS2. Expand diverse experiences on exploration and education while identifying and meeting the needs of our student population through supportive, inclusive

environments.

University Strategic Goals: 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. Hire additional part-time captionists.
 - IV. Collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
 - V. Seek funding and/or in-kind donations of goods and services to fulfill unmet student and departmental needs, as appropriate.
- J. Strategic Initiative Ten. Improve communication and relationships with faculty and staff.**

DSAES Strategic Initiatives.

P2. Enhance students' educational experience by expanding partnerships with academic affairs.

DC2. Strengthen staff connections within the division, both professionally and personally.

University Strategic Goal: Student Success.

Action Steps:

- I. Participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consult with the committee 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 Academic Program Management, colleges and 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 Wellness Center; and the Student Health Center in order to provide comprehensive services and appropriate referrals for students.

8. Recognizing that the potential to generate additional Student Service Fee income for FY 2020 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2020 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

Current Base	\$372,652.00
5% reduction	<u>\$18,632.60</u>
Total	\$354,019.40

Secretary II position	\$31,946.40	Salary
	<u>\$11,181.24</u>	Benefits (35%)
	\$43,127.64	Salary & Benefits
	<u>\$2,587.66</u>	Administrative Fees
Total	\$45,715.30	Salary/Benefits/Administrative Fees
	\$18,286.12	40% split to CSD Ledger 2 cost center
	<u>\$27,429.18</u>	60% split to SFAC cost center
Total	\$45,715.30	100% salary/benefits/administrative fees

- If a reduction of 5% were made to our total SFAC budget we would need to either:
- A. Reallocate 40% of the Secretary II position to the Ledger 2 account while maintaining 60% within the SFAC budget; or
 - B. Cut this position entirely.

Among her many responsibilities, the Secretary II coordinates all front desk/reception activities, exam administration, and new and transfer student orientations. Since CSD has a small staff and these are very important duties it would be a hardship if this position were cut.

9. 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. Texas Workforce Commission- Department of Assistive & Rehabilitative Services (DARS)

- ❖ A contract for reimbursement for a portion of interpreter and/or captioning services costs for students who are deaf or have hearing impairments was drafted this year. We are awaiting final approvals.
- ❖ If approved, UH will be reimbursed a portion of interpreter/captioning service costs for students who receive these services through CSD and are also eligible to receive funding reimbursement through DARS.

B. SHELL

- ❖ The SHELL Corporation donated \$1,000 to CSD this year.
- ❖ We will be using this funding to purchase marketing/promotional items. .

C. Enbridge

- ❖ Enbridge, Inc. donated \$5,000 to CSD this year.
- ❖ Since their focus is employment we will be using these funds to pay for employment-related services and workshops for our students.

D. Stanford and Joan Alexander Foundation

- ❖ CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for more than 20 years.
- ❖ This year CSD awarded eleven (11) \$1,000 scholarships to students.

E. Frank and Martha Tiller Endowment

- ❖ CSD was awarded an endowment in 2006 from Dr. Frank and Martha Tiller.
- ❖ Dr. Tiller was an Engineering professor who 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 and his wife wanted the funds to be 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.
- ❖ In previous years some of these funds have been donated to support housing costs for athletes in the summer wheelchair sports camps, and for disability awareness events.

F. One Step Closer (Jacob Zalewski) Scholarship Fund

- ❖ This scholarship fund was received by CSD in 2012.
- ❖ Two (2) recipients were selected to receive \$1,000 scholarships this 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 each year.

Additional fundraising plans for FY 2020 include:

- ❖ Continue to work with the new DSAES Development Director on potential funding avenues, to include having a donation icon added to the CSD web page.
- ❖ 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.

10. 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 may 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 and/or academic department input, as appropriate, and CSD counselor recommendations. Examples of some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- 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