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

STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2021 PROGRAM QUESTIONNAIRE

JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES

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

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

Mission:
The mission of the Center for Students with DisABILITIES (CSD) is to 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

2. Provide an organizational chart of your unit.
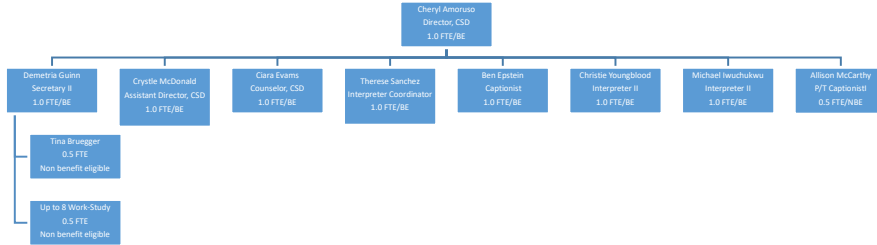
Center for Students with DisABILITIES

Current full-time staff positions include: Director; Assistant Director; Counselor; Interpreter Coordinator; Interpreter I, Interpreter II, Captionist, and Secretary II. Part-time non-benefits-eligible positions include one captioinist, one part-time office assistant, and up to eight (8) part-time college work study students.

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.

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 supervises the part-time office assistants and the front desk student employees. Kim Parker supervised two work study employees who assisted the department and students with IT needs this past year.

The Director is supervised by Dr. Suzy Harrington, Assistant Vice President for Student Affairs, Health and Well-Being.

3

3. **List your unit's strategic initiatives and action steps identified for the 2018-2019 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. <u>Strategic Initiative One.</u> **Provide comprehensive, quality, individualized services to all students registered with CSD.**
   Comment: Achieved/Ongoing.
   <u>**DSAES Strategic Initiative:**</u> **SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.**
   <u>**University Strategic Goal:**</u> **Student Success.**

   <u>**Action Steps:**</u>
   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 participated in an initial meeting this year with other individuals and departments who have an interest in better serving students who have ASD diagnoses. Additional individuals who might be interested in participating in this group were recommended. Potential funding sources to seek out to expand services for this student group were discussed.
      c. 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, to include:
      a. A new DVR for the camera surveillance system was purchased, and broken cameras

4

were replaced ($2,060).
  b. JAWS Pro Software was purchased ($2,273.25). This is a screen reading program for students who have visual impairments. A request was made for this by a student who needed it, and it was purchased.
  c. CSD paid for half of a PHONAK listening system for a student who has a hearing impairment who needed this due to the unique structure of the classes in her graduate program. Equal Opportunity Services split the cost with us. Our half of the cost for the system was $560.
  d. Examples of some of the technology that is currently available for students at CSD includes:
  <u>**Adaptive Software:**</u>
  - Zoom Text- Screen magnifier/screen reader
  - JAWS- Screen reader
  - Dragon Naturally Speaking- Speech to text software
  <u>**Adaptive Equipment:**</u>
  - CCTV- A video camera that views a printed page and interfaces with a computer.
  - FM loop systems- Portable compact transmitter and microphone units.
  - Sorensen VRS- An ASL video relay system for students and employees who are deaf or hard-of-hearing. They can make phone calls and an interpreter translates the call for them.
  e. The Assistant Director partnered with some students who are blind or have a visual impairment to obtain their input into the accessibility of various technology. This information helps us to ensure that our information, equipment, etc. is accessible. This information was also provided to IT.

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. <u>**Strategic Initiative Two. Improve CSD processes and procedures.**</u>
  Comment: Achieved/Ongoing.
  <u>**DSAES Strategic Initiatives.**</u> **R3. Leverage and adapt resources in innovative ways to increase effective utilization.**
  <u>**University Strategic Goal:**</u> **Student Success**
  <u>**Action Steps:**</u>
  I. Some meetings and e-mail exchanges took place during this period with disability services staff at each University of Houston campus. This group is working towards greater consistency in 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.

  II. The following forms and policies were updated:
    a. CSD Test Administration Policy & Procedures.
    b. Request for Individualized Testing Accommodations (RITA) Form and instructions.
    c. CSD Single Exam Form.

  III. A new form was created that students complete and give to their counselor during their intake appointment, asking them what accommodations they would like to request and for what condition(s). This has been an invaluable tool in helping students to think about what

5

they have difficulty with academically, and the accommodations that would help them with their difficulties. It is helpful for the counselor to obtain this information from the student in their own words.

IV. In the summer, 2019 semester we implemented a new process to reduce counselor time during intake appointments.

Students are asked to complete an intake packet and provide this to their counselor at their first appointment. They can either complete the paperwork in advance or when they arrive for their appointment. The forms and information includes:
   a. Release of Information (ROI) Form
   b. Process for Accessing Accommodations flow chart and signature page
   c. Test Administration Policy & Procedures and signature page
   d. A listing of campus academic resources
   e. A listing of campus mental health resources

This new process has enabled us to reduce intake appointments from 1.5-2.0 hours to 1.0-1.5 hours.

V. Some front desk and lobby improvements included:
   a. A request was made to obtain a quote to install a front door automatic shut-down button. This would enable front desk staff to lock the door from the reception area in the event of a safety threat.
   b. A new telephone phone protocol was implemented, to align with other DSAES departments.
   c. Training for front desk employees was updated and expanded.
   d. Additional processes for increased accountability were implemented.

VI. Staff training and professional development:
   a. A new employee training manual was developed and is currently being utilized.
   b. The CSD emergency procedures were updated and staff and students who were present participated in an evacuation drill this summer.
   c. Some examples of training that SD staff participated in this year included:
      • State of the Division Address
      • Lenel Onguard Training Class
      • Stress Less Seminar
      • Navigate Leadership: Balancing Middle Management Expectations
      • College Work-Study Employer Training
      • QPR Training
      • LGTBQ Ally Training
      • Excel Training
      • Illustrator Training
      • SAS Conference
      • Diversity Institute
      • IPEC Conference
      • Diversity and Inclusion focus group
      • Autism webinars

VII. We continue to follow up on recommendations provided through the internal/external review, including researching departmental processes, procedures, etc., of other disability services offices and implementing new processes, procedures, etc., as appropriate. Some examples include:
   a. Researching and requesting AIM.
   b. Surveying the counselor caseloads of other Texas universities.

    c. Surveying best practices of other large universities in terms of which department(s) pay for interpreting and captioning services, and the types of providers they employ (e.g., staff, contract, etc.)

C. <u>**Strategic Initiative Three.**</u> **Improve student, faculty, staff and other customer satisfaction.**
Comment: Achieved/Ongoing
<u>**DSAES Strategic Initiatives.**</u>
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.
<u>**University Strategic Goal:**</u> **Student Success**
<u>**Action steps:**</u>
  I. Two CSD staff members served on the DSAES Customer Service Champions work group for part of the year, and one staff member served on this group the entire year. The information obtained from these meetings is shared with staff and student employees.
  II. Customer service is discussed during bi-monthly CSD staff meetings.
  III. The front desk coordinator meets with all front desk staff individually and as a group to review and discuss customer service on a regular basis, which includes:
    a. Friendly and cordial greetings, in person and on the phone.
    b. Proactive problem-solving
    c. Ascertaining all front desk staff's understanding of pertinent CSD processes and policies.
    d. Appropriate referrals.
    e. Going the extra mile to help.
  IV. Staff collectively review responses and feedback from students, faculty, and others when received. Compliments and complaints are responded to in a thorough, customer-friendly manner. Suggestions are implemented as appropriate. Some examples include:
    a. One student did not like signing in at the front desk with his last name. This was changed to UH identification number.
    b. Additional reminder posters have been displayed to assist students in remembering what they can and cannot have in the testing rooms.
    c. Several faculty do not like to fax testing forms. The Secretary II accepts forms from these faculty on an individual basis.

D. <u>**Strategic Initiative Four.**</u> **Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**
Comment: Achieved/Ongoing.
<u>**DSAES Strategic Initiatives:**</u>
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.
<u>**University Strategic Goal:**</u> **Student Success.**
<u>**Action Steps:**</u>
  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:
    a. CAPS interns and academic advisers participate in an orientation and tour of CSD each semester.
    b. A "Get Hired: Advocacy, Accessibility, Job Search" workshop was presented on October 11, 2018 for CSD students and other interested individuals. Presenters provided

information to students who have disabilities on how to request accommodations from employers, marketing self, and more. This was a collaborative workshop with University Career Services and the Center for Diversity & Inclusion.

   c. Training with EOS was provided to Biology & Biochemistry faculty on October 2, 2018. Some of the topics included the online accommodation process, and pertinent laws and policies relating to accommodating students who have disabilities.

   d. Meetings and consultation with College of Law and College of Social Work administrators to discuss accommodations for students in their programs.

   e. We consult with the Campus Recreation & Wellness Center (CRWC) regularly regarding accommodations for CSD students utilizing the facilities. One example involved accommodating a student who needed to have access to food and drink during workouts.

   f. CSD consulted with the CRWC Director of Fitness to advocate for starting a class for students who have a BMI >30 to utilize the CRWC. A fitness class was developed for this group.

   g. A workshop on accommodating students in Learning Abroad Programs was provided to Learning Abroad staff on February 12, 2019.

   h. Meetings and consultation with College of Nursing administrators and faculty to discuss accommodations for students in their program. Training was provided to CON faculty on May 3, 2019.

   I. An overview of CSD services was provided to Orientation Leaders on May 23, 2019.

   j. An overview of CSD services was provided to Cougars in Recovery students on August 14, 2019.

   k. Both a video and in- person orientations on CSD services were provided to College of Pharmacy students this summer.

   l. An orientation on CSD services was provided to International Student Scholars during their orientation on August 16, 2019.

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:

   a. Hosting tables at the New Faculty Orientation, New Student Orientations, Transfer Student Orientations, Family Orientations, and Cougar First Impressions.

   b. Participating in transition and other fairs at a variety of high schools, including H.I.S.D., Pearland, Alvin, and Alief ISD's.

   c. Participating in Law School Wellness Day on October 9, 2018.

   d. Participating in Career Day at Burton Elementary School.

   e. Participating in Region IV H.I.S.D. Deaf and Hard of Hearing Student Fair.

   f. 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.

III. Our two full-time staff interpreters supervised three (3) American Sign Language (ASL) interns from the UH ASL program last year. They provided 138 hours of mentoring in the spring, 2019 semester for these students.

E. Strategic Initiative Five. 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. 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.

F. **Strategic Initiative Six.** **Monitor user satisfaction, provide training and consultation as needed, and continue to modify the online student accommodation form, as appropriate.**
   Comment: Ongoing/Achieved.
   DSAES Strategic Initiative: **R1. Evaluate resources to identify opportunities for efficiency, improvement, and transformation.**
   University Strategic Goal: Student Success/Community Advancement.
   Action Steps:

I. Some changes were made to our online accommodation form system. Examples included:
   a. An "N/A" choice was added to the faculty approval form for each accommodation choice. This was added per the requests of several faculty members. Faculty can now choose "N/A" if the particular accommodation would not apply to their class (example: calculator in an English class).
   b. The number of available characters in the "Accommodation Description" menu was expanded to 30 characters. This allows students and faculty to have a more detailed description of each accommodation without having to refer to the accommodations descriptions document. This document was also updated and posted on our web page.
   c. New accommodations are added to the online accommodation form menu as needed.
   d. Student names were added to the AAEC menu, per the Committee's request. The Chair can now find a student by their name, in addition to the identification number.

II. One request that could not be fulfilled at this time was the ability to copy a student's accommodation form when a new form is created, rather than having to re-create the form. Unfortunately the system will not allow for this at this time.

III. Providing education, training, and consultation to the campus community regarding this process.

G. **Strategic Initiative Seven.** **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 **08/31/2019**, CSD was serving **2,082** active students. This reflects a **56% increase** compared to 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	Percentage of Total	Secondary Diagnosis	Percentage of Total	Primary Increase Decrease %
Health Impairments	459	22%	107	5.1%	70% Increase
Hearing Impairments	56	2.7%	10	0.5%	70% Increase
Learning Disabilities	192	9.2%	129	6.2%	44% Increase
Visual Impairments	59	2.8%	11	0.5%	84% Increase
Psychologi-cal	1,247	59%	561	27%	62% Increase
Blank or not reported	69	3.3%	1,162	56%	58% Decrease **Total 2,082**

III. New students:

During this period **585** students participated in an intake appointment. This reflects a **14% increase** over the number of new intakes last year (**514)**.

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

a. Interpreter and/or captioning services are currently being coordinated for **106** non-duplicated courses for **28** deaf or hearing impaired students in the **fall 2019** semester. This represents a **9% decrease** in classes/students from last fall (**117**).

b. The following is a breakdown of the number of classes that CSD provided interpreter and/or captioning services for in recent semesters:

Last Academic Year (FY2019)

Fall 2018:   35 students   117 classes

Spring 2019:   34 students   108 classes

Summer 2019:   19 students   35 classes

Total: 88 students   260 classes

c. 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.

d. We coordinated **194** additional requests during this in addition to scheduled classes this year.

V. Exam Administration:

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

Year	Exams Administered
2014-2015	6183
2015-2016	6194
2016-2017	6807
2017-2018	6943
2018-2019	7004

b. There was a <1% 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 exam accommodations for CSD students enrolled in classes at the Sugar Land campus.

H. Strategic Initiative Eight. 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 2018	FY 2019	Increase Decrease %
African-American	154	280	82% Increase
Asian-American	75	130	73% Increase
Caucasian (White, Non-Hispanic)	662	1079	63% Increase
Hispanic	186	305	39% Increase
Middle Eastern	87	117	39% Increase
Other	55	94	71% Increase
Blank/Not Reported	183	77	58% Decrease
Total Students	**1331**	**2082**	**56% 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 with the Center for Diversity and Inclusion in workshops and other collaborative activities.

• Allocating time during each bimonthly departmental staff meeting to focus on diversity.

- Connecting with student organizations that focus on or involve diversity, such as Adaptive Athletics.
- Collaborating with campus departments that serve a diverse student body, such as the Urban Experience Program, the Women & Gender Resource Center, and the Challenger Program.
- The Director served on the Diversity Education Committee.
- CSD consults 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.

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.**
Comment: Partially 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.

Unfortunately due to staff turnover we were not able to obtain the graduation or retention rates for FY 2019. These will be submitted to the Committee at a later date.

Action Steps:
I. Participating in the following activities:
- Healthy Coogs meetings and events.
- Campus Recreation & Wellness Orientations
- Participating in the "I Care" campaign.
- Health and Well-Being work groups and departmental directors meetings
- Staff participation on the Division-Wide Assessment Committee.
- The Assistant Director served on the VPSAES Strategic Plan Writing Team.
- Staff participation on the planning committee for the UH Summer Assessment Symposium.
- The Director participated on the Sexual Violence Prevention Committee and the CDI Diversity Education Committee.
- Christie also judged two high school ASL competitions.
- 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; Cougars in Recovery; and the Student Health Center in order to provide comprehensive services and appropriate referrals to students.
- Providing resource information to students, faculty, staff, parents, and the community, and posting some of these resources on our web and Facebook pages.

II. 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

12

- Configuring printers to network servers
- Configuring computers to meet changing needs to reduce new equipment purchases

III. 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.

IV. Promoting and overseeing existing scholarships for our students. We promote and oversee 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, and allocated at $500/semester (spring and fall).
- Six (6) scholarships were awarded in FY 2020 at $1,000 each. This included five (5) Eric P. Alexander Memorial Scholarships, and one (1) One Step Closer Scholarships.

J. Strategic Initiative Ten. 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. Christie Youngblood participated on the search committee for the CRWC Fitness Coordinator.
III. 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; Theater Department; Psychology Department; College of Technology; College of Law; College of Social Work; University Career Services; and the Health Center.
IV. Christie Youngblood judged an ASL competition with professors from the ASLI Department last spring.

13

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: Unfortunately due to some glitches in a new system we did not distribute student surveys this year. We are looking into different distribution methods and ways to increase response rates.

   B. Some comments from students:
   1. I hope you still remember me. I wanted to tell you I am doing a bit better. I just passed all my certification exams for teaching. I refuse to quit dancing in life. I just wanted you to know I always think about you. I think we are a lot alike, that is, big hearts and a bit nutty.

      Thanks for being my cheerleader. Say hi to everyone who knows me there. I've been lucky to run into angels on my journey in life. Your sweetness makes up for the bums who attempt to add bitterness to your lemonade mix.
      Sincerely,
      Suzonne and Schuby-Doo

      P.s I didn't think I would ever miss college, but I miss hanging out with paw-some people and the fun conversations at the coffee shops. I loved U-lofts. That was the best apartment complex on or near a college I ever lived at. I thought I was in a trendy cool place and loved taking the train.

   2. You care so much for the disabled. You truly are an inspirational woman. Fighting for the disadvantaged. Bless your heart for all the help you've provided over my years at UH. Helping me deal with difficult teachers. I am so grateful for you. Personalized attention and care. You need a raise.

   3. Thanksgiving is not just a time for eating turkey, have time off from school or work, it is a time to be grateful for the people that touch our lives in many different ways. Thanksgiving is a beautiful season, a time for loving thoughts, grateful feelings, and warm remembrance of wonderful people like you. Today I want to thank all of you, for helping me and taking care of me in every way possible. I thank God for each and every one of you. You have opened your heart, and your willingness of lending a listening ear warms my heart. Your caring and thoughtful ways, filled my heart with so much joy. So here it is a prayer as we celebrate thanksgiving.

   II. Training

   CSD Students Overview- College of Pharmacy Students: 100 respondents
   Of those who answered the question, all students received a 100% score on every question.
   Examples of the true/false questions included:
   1. CSD only provides services to individuals who have permanent disabilities, not temporary.
   2. Most students who are registered with CSD are eligible for priority enrollment.
   3. Students are responsible for registering with CSD.

14

5. **Please discuss any budget or organizational changes experienced since your last (FY 2020) SFAC request, their impact on your programs, and your reason for implementing them.**

   Base Budget:
   The Center for Students with DisABILITIES was approved for an FY 2020 base budget of **$386,737.**

   This year we would like to respectfully request a base budget of **$394,338.** This amount includes the same base budget request we have requested for the past several years, plus merit raises ($7,601).

   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; Captionist, and part-time Captionist.
   - CSD is requesting Ledger 2 funding in the amount of $726,937 for FY 2021. This is nearly the same amount that we have requested for the past several years.
   - 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. This year we filled a full-time Captionist position, in an effort to reduce agency and independent contractor fees.

6. **If your unit concluded FY2019 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.).**

   CSD did not conclude FY2019 with a Fund 3 addition to Fund Equity in excess of $5,000.

7. **Please list your 2020-2021 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. <u>Strategic Initiative One.</u> **Provide comprehensive, quality, individualized services to all students registered with CSD.**
      <u>DSAES Strategic Initiative:</u> **SS3. Foster the holistic well-being of all students through coordinated, intentional services and processes.**
      <u>University Strategic Goal:</u> **Student Success.**
      <u>Action Steps:</u>
      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. <u>Strategic Initiative Two.</u> **Improve CSD processes and procedures.**
      <u>DSAES Strategic Initiatives</u>.
      R3. Leverage and adapt resources in innovative ways to increase effective utilization.
      <u>University Strategic Goal:</u> **Student Success**
      <u>Action Steps:</u>
      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 a 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. The Systems policy on accommodations for students who have disabilities.
         b. AAEC Committee structures and processes.
         c. 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. <u>Strategic Initiative Three.</u> **Improve student, faculty, staff and other customer satisfaction.**
      <u>DSAES Strategic Initiatives</u>.
      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.
      <u>University Strategic Goal:</u> **Student Success**
      <u>Action steps:</u>
      I. At least one CSD staff member will serve on the Customer Service Champions Committee, and will share gained information with staff and student employees.
      II. Customer service will be discussed during bi-monthly CSD staff meetings.

III. The front desk coordinator will meet with all front desk staff individually and as a group to review and discuss customer service.
IV. Any complaints will be thoroughly investigated and addressed.

D. **Strategic Initiative Four.** **Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**
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. 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 and CSD forms and processes.
III. Advocate for students who have disabilities to be included in diversity discussions and programming, including the Center for Diversity and Inclusion.
IV. Coordinate and/or participate in disability awareness-related educational activities. Distribute information about our services campus-wide through orientations, fairs, electronic means, our web and Facebook pages, and other departmental web pages.
V. Update, improve, and expand our web page.

E. **Strategic Initiative Five.** **Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.**
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. Work with Facilities Planning & Construction (FP&C), the ADA Coordinator, 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 and online courses, and student technology needs.
III. Consult with academic and other DSAES departments, as appropriate, in developing and/or improving their policies

F. **Strategic Initiative Six.** **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.

G. **Strategic Initiative Seven.** **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.

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.

8. **Recognizing that the potential to generate additional Student Service Fee income for FY 2021 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 FY2021 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.**

Current Base	$394,338.00	
5% Reduction	$19,716.90	
Total	$374,621.10	

Secretary II Position	$34,112.00	Salary
	$11,939.20	Benefits (35%)
	$46,051.20	Salary & Benefits
	$2,763.07	Administrative Fee
Total	$48,814.27	Salary/Benefits/Administrative Fee
	$19,525.71	40% split to other CSD cost center
	$29,288.56	60% split to SFAC cost center
Total	$48,814.27	100% salary/benefits/administrative fee

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 other CSD 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 one-time FY2019 contract was received from TWC for reimbursement for a portion of interpreter and/or captioning services costs for students who are deaf or have hearing impairments.
      ❖ We received $21,183 in reimbursements from TWC this year.

   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 in FY 2018. A portion of this funding paid for the luncheon for the "Get Hired" workshop held on October 11, 2018.

   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 five (5) $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. We anticipate using some of these funds for disability awareness events this year.

   F. **One Step Closer (Jacob Zalewski) Scholarship Fund**
      ❖ This scholarship fund was received by CSD in 2012.
      ❖ One recipient was selected to receive a $1,000 scholarship 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 2021 include:
   ❖ Continue to work with the DSAES Development Director on potential funding avenues.
   ❖ 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.**

The Center for Students with DisABILITIES is currently one of six interconnected departments within the Health & Well-Being portfolio of the Division of Student Affairs & Enrollment Services. These departments include Counseling and Psychological Services (CAPS), University Health Services, Campus Recreation, UH Wellness, and Cougars in Recovery.

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;
❖ 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