

**Student Fees Advisory Committee (SFAC)
FY 2022 Program Questionnaire**

**Justin Dart, Jr. 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.

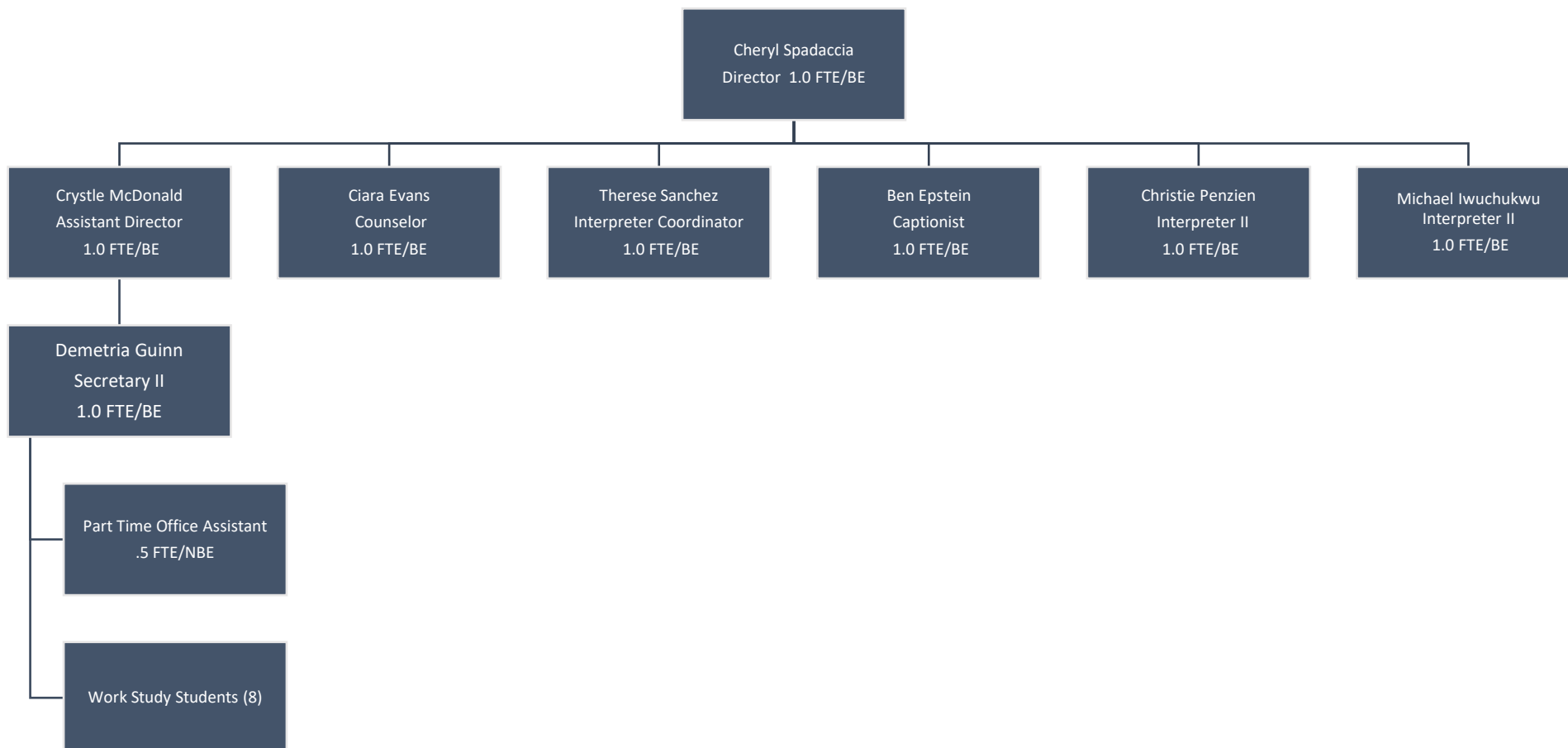
In order to achieve these objectives it is imperative that we develop and maintain positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, 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. Please provide an organizational chart of your unit.

Center for Students with DisABILITIES



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

The Interpreting Services 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 staff supervision, with the exception of the Secretary II position. Effective in June 2020, this position is supervised by the Assistant Director. The Secretary II supervises the part-time office assistant and the college work study employees.

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

3. List your unit's strategic initiatives and action steps identified for the 2019-2020 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. Thanks to SFAC's generosity last year, CSD was able to purchase the Accessible Information Management (AIM) system, which we will launch in the Spring, 2021 semester.

We had initially planned to implement this system in the Fall, 2020 semester. However, due to COVID-19-related priorities, the transition to remote learning, and the inability to work in the Center to scan records, the implementation had to be postponed one semester.

The AIM system is utilized by all University of Houston disability service offices. This an online platform that will enable students to view, manage and request accommodations through one integrated system. AIM is a comprehensive accommodation, appointment, and case management software, designed by disability services professionals specifically for disability services departments. Through this system students will be able to upload medical and school documentation, schedule appointments, schedule exams, communicate with their counselors, and much more! Faculty will receive student accommodation forms, upload class notes, schedule exams and more.

- 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. 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 links these students with trained mentors to assist them in improving their communication and social skills.
- a. CSD recently met with a student who is interested in spearheading a new program for students who have ASD and neurological differences. We are currently in the process of reaching out to potential collaborating departments.
- 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, to include:
- a. We purchased new laptop computers, headsets, and web cams for our two (2) staff interpreters, in order to improve the quality of video remote captioning.
- b. CSD also purchased five (5) additional laptops, which will be utilized by staff Typewell captionists.

The Typewell captioning services initiative will be launched in the spring, 2020 semester.

- c. 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 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.

- 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. Improve CSD processes and procedures.

Comment: Achieved/Ongoing.

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

University Strategic Goal: Student Success

Action Steps:

- I. Some of the COVID-19 procedures that have been implemented include:
 - a. When classes moved remotely in the spring, 2020 semester, CSD, in collaboration with the Office of the Provost, Equal Opportunity Services, EIR Coordinator, Office of General Counsel, and DSAES administration developed letters that were sent to enrolled CSD students and their instructors. The objective of these letters was to communicate resources, available technology, and other assistance available to all in the transition to remote learning.
 - b. Barriers have been installed, and new protocols are in place to maintain social distancing.
 - c. Testing and computer labs and the lobby area have been reconfigured to maintain social distancing.
 - d. Paper forms have been converted to online forms.
 - e. Intake orientation sessions, individual counseling sessions, and meetings are taking place via Teams, Zoom, and telephone.
- II. Group intake orientations:
 - a. In the Spring, 2020 semester we implemented group intake orientations, a new process to improve communication with students and reduce counselor time during intake appointments.
 - b. Since implementation in January 2020, an average of four (4) group intake sessions have been held each week. To date **267** students have participated in group intake sessions.
 - c. During the sessions students are provided information on a wide range of topics, including:
 - An overview of CSD services.
 - An overview of the accommodations available to them.
 - Processes for accessing services and accommodations
 - Testing processes, policies, and procedures
 - Academic and mental health services and support resources
 - Emergency evacuation
 - Several documents are explained and completed

- d. Students submit documentation of their disability and some other paperwork prior to the orientation.
 - e. After the orientation students meet individually with a counselor and develop their accommodation form.
 - f. The majority of the feedback received from students to the orientation sessions has been positive. We will be making some adjustments to the orientation based on some of the feedback received. One example will be holding different orientations for undergraduate and graduate students, as several students have requested this.
- III. Communicating with students and faculty when classes moved to remote platforms:
- a. When classes moved remotely in the spring, 2020 semester, CSD, in collaboration with the Office of the Provost, Equal Opportunity Services, EIR Coordinator, Office of General Counsel, and DSAES administration developed letters that were sent to enrolled CSD students and their instructors. The objective of these letters was to communicate resources, technology, and other assistance available to all in the transition to remote learning.
 - b. Letters were individualized into three groups:
 - Students who are deaf/hard of hearing
 - Students who are blind/visually impaired
 - All other registered CSD students, with an emphasis on exam options.
 - c. The majority of the feedback received from these letters was very positive. Because of this feedback we have continued to send similar letters each semester.
- IV. Disability Service Office (DSO) personnel from each UH campus have been updating and streamlining processes on accommodations and related policies, procedures, and SAM's, to include:
- a. Revising the Student Academic Adjustments/Auxiliary Aids SAM.
 - b. Streamlining Academic Accommodations Evaluation Committee (AAEC) membership and processes.
- V. AIM:
- a. We will be implementing the AIM system in the spring 2021 semester.
 - b. The AIM system is currently utilized by all University of Houston disability services offices. This online platform will enable students to view, manage and request accommodations through one integrated system. It is a comprehensive accommodation, appointment, and case management software designed by disability services professionals specifically for disability services. Through this system students will be able to upload medical and school documentation, schedule appointments, schedule exams, communicate with their counselors, and much more! Faculty will receive student accommodation forms, upload class notes, schedule exams and more.
- VI. Staff training and professional development:
- a. The CSD emergency procedures were updated and staff and students who were in the building participated in an evacuation drill. This is done annually.
 - b. Some examples of training that staff participated in this year included:
 - State of the Division Address
 - College Work-Study Employer Training
 - QPR Training
 - LGTBQ Ally Training
 - Diversity training

- Interpreter certification training
- Captioning skills training
- Customer service training
- Supervision training
- Accessible technology training
- AIM training

VII. Surveying best practices of other large universities. Examples included:

- Interpreting and captioning services best practices, to include staffing.
- Counselor caseloads.
- University accommodations policies.
- Disability documentation requirements.

VIII. Disability documentation requirements:

- Dr. Jack Fletcher, a Psychology Professor and nationally recognized authority on learning disabilities and ADD/ADHD assessment provided assessment recommendations for these disorders to CSD.
- The Academic Accommodations Evaluation Committee (AAEC) and other administrators will be reviewing these recommendations and revising CSD's disability documentation guidelines this year.

C. Strategic Initiative Three. Improve student, faculty, staff and other customer satisfaction.

Comment: Achieved/Ongoing

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

Action steps:

I. Customer service:

- A staff member serves on the DSAES Customer Service Champions work group. The information obtained from these meetings is shared with staff and student employees.
- Customer service is discussed during weekly CSD staff meetings.
- 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:
 - Friendly and cordial greetings, in person and on the phone.
 - Proactive problem-solving.
 - Ascertaining all front desk staff's understanding of pertinent CSD processes and policies.
 - Appropriate referrals.
 - Going the extra mile to help.

II. AIM

(Please see Question #3.,A.,1. for a description of AIM.)

III. Staff collectively and individually 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. Implementing group intake orientations (Please see Question #3.B.,II. for a description of group Intake orientation.)
- b. Additional reminder posters have been displayed to assist students in knowing what they can and cannot have in the testing rooms, and other important testing information.
- c. Converting paper exam forms to electronic versions.
- d. Accepting disability and other previous paper forms electronically.
- e. An increased focus on customer service and teamwork.

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

Comment: Achieved/Ongoing.

DSAES Strategic 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 regarding people who have disabilities, 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 of CSD each semester.
 - b. Training for faculty was revamped with EOS, and jointly provided to some academic departments. Examples included Computer Science and Biology & Biochemistry. Some of the topics included the online accommodation process, and pertinent laws and policies relating to accommodating students who have disabilities.
 - c. Several meetings and consistent consultation with professional schools, to include the new College of Medicine, College of Law, College of Pharmacy, and the College of Optometry. The objectives have included educating the College of Medicine on applicable policies and procedures, and increasing consistency in policies, procedures, and communication amongst these professional schools.
 - d. Consulting with the Campus Recreation & Wellness Center (CRWC) regularly regarding accommodations for CSD students utilizing the facilities. One example involved whether or not emotional support animals should be allowed in the facility.
 - e. A workshop on accommodating students in Learning Abroad Programs was provided to Learning Abroad staff.
 - f. Meetings and consultation with College of Nursing administrators and faculty regarding accommodations for Nursing students.
 - l. An overview of CSD services was provided to Orientation Leaders.
 - j. An overview of CSD services is provided to Cougars in Recovery students each fall.
 - k. Both a video and in-person orientations on CSD services were provided to College of Pharmacy students this summer.
 - l. A video orientation was provided to College of Medicine students this summer.
 - m. An orientation on CSD services was provided to International Student Scholars during their orientation.

II. Media

- a. One of our students and the CSD Director were featured in an article in the *Houston Chronicle* in

April, 2020 that spoke about the impact of learning remotely during COVID-19. Here is the link to the article: <https://www.houstonchronicle.com/news/education/article/COVID-19-challenges-deaf-hard-of-hearing-college-15200451.php>

- b. One of our students participated in a podcast interview with Neon Hum Media. The topic was “Deaf Anxiety.” Here is a link to the interview: <https://www.neonhum.com/show-pages/telescope.html>
 - c. Disseminating information about our services through various on and off-campus fairs, orientations, and community events, through electronic means, UH publications, our web page, Facebook, and Instagram pages. Examples include:
 - Providing an overview of CSD services at the New Faculty Orientation, New Student Orientations, Transfer Student Orientations, and Family Orientations. Some were in person and some were virtual during this period.
 - Participating in transition and other fairs at a variety of high schools, including H.I.S.D., Pearland, Alvin, and Cy-Fair ISD's.
 - Participating in Law School Wellness Day.
- III. The CSD web, Facebook, and Twitter pages are continuously updated with new resource information, events, opportunities, community services, scholarships, and more. Service information related to remote learning and COVID-19 is consistently updated. An extensive Q&A section is posted on our web page, and is updated regularly.
- IV. Our two full-time staff interpreters supervised three (3) UH ASLI interns in the spring, 2020 semester. They provided 54 Hours of mentoring 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. The Director began serving on the EIR Committee this year. This committee focuses on the accessibility of all UH platforms for students, faculty, and others. This Committee is comprised of approximately 20 professionals from IT, IT Security, the EIR Coordinator, EOS, Office of General Counsel, and more.
- III. Consulting with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, remote instruction, online courses, and other student accessibility needs. CSD consults regularly with IT, the Provost's Office, Online & Special Programs, Equal Opportunity Services, the EIR Coordinator, and others regarding web page and video accessibility. Due to remote learning, this type of consultation has significantly increased.
- IV.
- V. 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.

- 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 accommodation needs.

F. Strategic Initiative Six. Monitor user satisfaction, provide training and consultation, 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. The new AIM program will improve communication, efficiency, productivity, and information exchange with students, faculty, and staff (Please see Question #3.,A.,1. for a description of AIM.)
- II. Some changes were made to our online accommodation form system this year. Examples included:
 - a. The number of available characters in the "Accommodation Description" menu was expanded to 30 characters. This provides students and faculty 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.
 - b. New accommodations are added to the online accommodation form menu as appropriate.
 - c. 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.

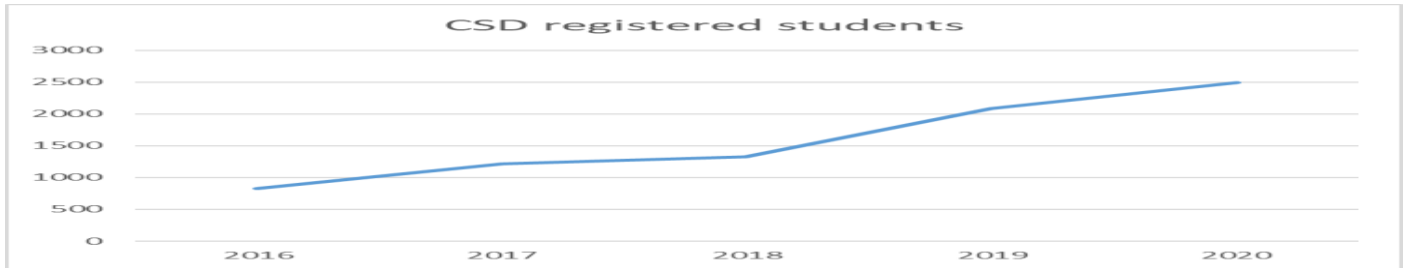
Action Steps:

- I. Number of students served:
CSD is currently serving **2,490** active students This reflects a **20% increase** compared to the number of students we were serving last year (**2082**), even during COVID-19.
- II. The graphs below display the number of active students CSD has been serving for the past five (5) years.

The number of students we serve continues to increase significantly each year. Other than the two (2) staff interpreter and captioning positions that were hired in the last two years, we continue to serve increasing numbers of students with the same number of staff.

Year	Number of Active Students	Percentage Increase
2016	831	

2017	1219	47%
2018	1331	9%
2019	2082	56%
2020	2490	20%



Primary Diagnostic Categories

Disability Category	Primary Diagnosis	Percentage of Total	Secondary Diagnosis	Percentage of Total	Primary Increase/Decrease Percentage
Health Impairments	477	19.2%	212	8.5%	4.0%
Hearing Impairments	58	2.3%	9	0.4%	4.0%
Learning Disabilities	200	8.0%	131	5.3%	4.2%
Visual Impairments	61	2.4%	11	0.4%	3.4%
Psychological	1342	54.1%	598	24.0%	8.0%
Blank or Not Reported	352	14.0%	1528	61.4%	410.0%
Total					2,490

III. New Students:

During this period, **408** documented students participated in intake appointments. This would reflect a **25% decrease** over the number of new intakes last year (**585**). However due to the conversion of student records from SharePoint to AIM, this number is not accurate. Midway through this fiscal year we began the process of transitioning student records into AIM. Demographic data has not been added recently to SharePoint for students who have registered with CSD remotely, and this data cannot be pulled from AIM yet.

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

- a. Interpreter and/or captioning services are currently being coordinated for **50 virtual**, non-duplicated courses for **14** deaf/hard of hearing students in the **fall 2020** semester. This represents a **50% decrease** in the number of students that we were providing these services to last fall, and a **53% decrease** in the number of classes, in comparison to the fall 2019 semester (**106 classes/28 students**). The decrease is due to providing less captioning services now that automatically generated captions are available in virtual classes during the pandemic.
- 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 (FY2020)

Fall 2019: **28** students **106** classes

Spring 2020: **24** students **100** classes

Summer 2020: **13** students **29** classes

Total: 65 Students 235 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. We coordinated **113** 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
2019-2020	5080

- b. There was a **27.5% decrease** in the number of exams administered this year compared to last year, due to COVID-19. The testing center was not open for students from mid-March to the late August, so this is still a significant number of exams. The time period for these exams was September 1, 2019- March, 2020.
- 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 2019	FY 2020	Increase Decrease %
African-American	280	283	1% Increase
Asian-American	130	130	0% Increase
Caucasian (White, Non-Hispanic)	1079	1082	0.3% Increase
Hispanic	305	308	1% Increase
Middle Eastern	117	117	0% Increase
Other	94	94	0% Increase
Blank/Not Reported	77	476	518% Increase
Total Students	2082	2490	20% Increase

- II. Again, due to the conversion of student records from SharePoint to AIM, this number is not accurate. Midway through this fiscal year we began the process of converting student data into AIM. Demographic data has not been added to SharePoint for students who have registered with CSD

remotely.

- III. Some of the outreach activities we participate in order to connect with students from diverse ethnic and racial backgrounds include:
 - a. Collaborating with the Center for Diversity and Inclusion in workshops and other collaborative activities.
 - b. Allocating time during departmental staff meeting to focus on diversity.
 - c. Connecting with student organizations that focus on or involve diversity, such as Adaptive Athletics and the Student Government Association.
 - d. Collaborating with campus departments that serve a diverse student body, such as the Urban Experience Program, the Challenger Program, and International Student Scholars.
 - e. The Director served on the Diversity Education Committee.
 - f. 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.

Action Steps:

- I. Participating in the following committees activities:
 - a. DSAES Assessment Committee
 - b. DSAES Social Media Committee
 - c. DSAES Customer Service Committee and Phone Protocol Sub Committee
 - d. CSD Scholarship Committee
 - e. Black Leadership Network
 - f. EIR Committee
 - g. Therese Sanchez was elected to serve on Staff Council this year. She participates in general meetings, and the Staff Council Membership & Election Committee.
 - h. Building Coordinator Meetings
 - i. March of Dimes Annual Fundraising Campaign
 - j. Health & Well Being Network Planning committee
 - k. DSAES Development Committee
 - l. Health and Well-Being work groups and departmental directors meetings.
 - m. Summer Assessment Symposium Planning Committee
 - n. The Director participated on the Sexual Violence Prevention Committee and the CDI Diversity Education Committee.
- II. Each spring Christie Penzien and Michael Iwuchukwu, our staff interpreters pair with the American Sign Language Interpreting Program to mentor senior interpreting students.
- III. 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; Psychological Research & Services Center; and the Student Health Center, in order to provide comprehensive services and appropriate referrals to students.

- IV. Providing resource information to students, faculty, staff, parents, and the community, and posting some of these resources on our web, Facebook, and Instagram pages.
- V. The CSD Counselor is supervising an intern from the Human Development & Family Studies Program to assist in AIM implementation. This intern is assisting with scanning and configuration.
- VI. CSD staff regularly consult 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.
- VII. Promoting and overseeing existing scholarships for our students. We promote and oversee the Eric Alexander Memorial Scholarship, and the One Step Closer Scholarship.
 - a. A Scholarship selection committee comprised of faculty and staff select the scholarship recipients every year.
 - b. Scholarships are typically awarded at \$1,000 per student, and allocated at \$500/semester (spring and fall).
 - c. We are currently in the process of selecting the recipients for the Eric P. Alexander Memorial and the 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 members regularly. This committee, is comprised of faculty and staff. They review and approve 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:
 - a. Math Department;
 - b. Computer Technology Department;
 - c. College of Engineering;
 - d. Geology Department;
 - e. College of Art;
 - f. Psychology Department;
 - g. College of Social Work;
 - h. University Career Services;
 - i. CAPS
 - j. Student Health Center.

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. Intake orientation

AVERAGE SCORE
84% - 3.4/4 PTS

Number of respondents 28

Some Survey Questions:

1. After your Academic Adjustment Auxiliary Aids form is submitted to your Access UH account, what steps are you to take?
2. After the AAEC has approved your accommodations, what should you do?
3. Was the orientation helpful?
4. What did you learn about CSD?
5. If there were one thing you could change about the orientation, what would it be?
6. Would you recommend CSD to a friend?

Some responses included:

Q – “What did you learn about CSD?”

- Very helpful for my academic accommodation requests
- That they work with all aspects of assistance to students
- If a student wishes to take exams at CSD they must complete a Request for Individualized testing (RITA) form
- I learned a lot about the steps we need to take and how to request accommodations from our instructors. Also, about emergency evacuation planning.
- One on one advising is available
- They are there to help you with more than just accommodations
- I learned more about undergrad but I am a grad student and I felt like a lot of this did not pertain to me
- All its benefits
- How to submit the forms.
- The process of getting accommodations approved (2).
- This is helpful place for many resources.
- That they are very caring about students with disabilities.
- That accommodations must be passed through a committee.
- How it can help me manage my college career.
- Different process between undergrad and grad.
- There are a lot of resources there to help us through school.
- They provide us counselors.
- They have many resources that could help me including a testing center

- They really are nice and they want to help us succeed.
- It has many resources including computer labs and student rooms.
- Nothing
- The other accommodation on campus provided by CISD
- Red tape everywhere
- There are many different types or accommodations available.
- There is too much for to have to do in my own. All these forms and steps are overwhelming

Q – “If there were one thing you could change about orientation, what would it be?”

- I think it went smoothly, can not think of anything to change at this time.
- Pretty clean cut.
- There is nothing that needs to be changed.
- Cannot think of anything.
- Too fast and it was not recorded to replay. Slides too tiny for me to see.
- Nothing/ NA (7)
- I would split it into for undergrad vs for grad.
- Nothing at all, it explained everything pretty well.
- That it was longer and explained more the process. It was a tad bit stressful.
- Maybe a little slower.
- More information about the steps for different accommodations.
- I would liked to have done it before I filled out forms so I could have a better idea of how to complete them correctly.
- More information for accommodations for grad school.
- I have nothing to add at this time.
- Would prefer 1-1.
- Better layout of the power point.
- Maybe it can be recorded so I can go back and listen to it if I need to again, but maybe just the audio and not really the video.
- I thought orientation was informative and did a good job highlighting the process.
- In Person appointment. (After Covid)
- It was very hard to see during the orientation and during the survey.
- Don't need evacuation plans.
- It should be more interactive instead of them just talking to us about this.

II. Interpreting/Captioning Services

- a. To ensure that accommodations needs are being met for remote learning for students who are deaf or hard of hearing, the Interpreting Services Coordinator has been contacting each student who receives interpreter and/or captioning services and asking them if their needs are being met in their classes.
- b. Instructors and students are being asked to utilize available no-cost applications and programs to caption remote classes. In the event that these are not available in a particular class, or are not meeting the student's needs, interpreting or captioning services are provided to the student remotely.
- c. When COVID-19 first hit last spring, the interpreting team received feedback from a student that automatic captions were not sufficient, as this student's preferred communication medium is ASL. The department quickly set up Video Remote Interpreting (VRI) for the first time at UH, and began providing this service to students who prefer ASL.

5. Please discuss any budget or organizational changes experienced since your last (FY 2021) SFAC request, their impact on your programs, and your reason for implementing them.

CSD's operating funds are provided by SFAC. Expenses related to interpreting and captioning services are paid from Ledger 2 funds. Examples include agency interpreting and captioning fees, travel, preparation time, and the following salaries and fringe benefits: Interpreter Coordinator; Interpreter II; Interpreter I; and full-time Captionist. The part-time captionist no longer works at CSD.

- I. CSD's Ledger II budget was reduced to \$617,870 this year, which is a decrease from the anticipated FY 2021 amount of \$726,937, due to central funds COVID-19 budget cuts.
- II. Due to the large number of students receiving interpreting and captioning services, this budget has been historically stretched. This year, however, due to streamlining processes and increased remote no-cost options, we were able to transfer funds to fund balance for the first time in several years.
- III. We are planning to hire five (5) Typewell captionists through a train-to-hire program, which will not only be more cost-effective than paying agency and independent contractor fees, it will also provide career broadening opportunities to five (5) UH students.
- IV. Staffing was affected by long-term emergency leave taken by several staff members this year.

- 6. If your unit concluded FY2020 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 has a fund equity rollover in the amount of \$44,648. This savings is due to lapsed salaries and reduced operating costs due to working remotely, as a result of COVID-19.

This savings was rolled over to fund a much-needed temporary counselor, to enable us to help serve the increasing number of registered students.

7. Please list your 2021-2022 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. Implement AIM, and educate students, faculty, and others, as appropriate, on using this system.
- IV. Continue to distribute letters to all currently enrolled CSD students and their instructors each semester, to inform them about CSD testing procedures, and available technology for students who are deaf/hard of hearing, and students who are blind/visually impaired. We will continue to modify these letters each semester, as appropriate.
- V. 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.
- VI. Purchase technology, other equipment and supplies to meet student needs and/or improve services.
- VII. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and distribute 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. Implement AIM.
- II. Finish revising the Student Academic Adjustments/Auxiliary Aids SAM, in collaboration with other UH disability services offices, DSAES administration, EOS, Office of General Counsel, and others, and submit for approval.
- III. Modify the intake orientations, to incorporate appropriate adjustments recommended by students, to include additional individual follow-up with each student.
- IV. Staff will continue to review responses received in student surveys and other feedback means, and implement suggestions as appropriate.
- V. Continue to research and implement best practices utilized by other universities.

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

Action steps:

- I. At least one CSD staff member will continue to serve on the Customer Service Champions Committee, and will share gained information with staff and student employees.

- II. Customer service training will be provided to all staff, and continue to be discussed during staff meetings.
- III. Continue to provide training and consultation on improving customer service to staff on an individual basis.
- IV. Follow up with anyone who expresses any concerns about the customer service they receive at CSD.
- V. Research customer service best practices, and implement selected strategies.
- VI. The front desk supervisor will continue to meet with all front desk staff individually and as a group to review and discuss customer service on a consistent basis.
- VII. Any customer service complaints will be thoroughly investigated and addressed.

D. Strategic Initiative Four. Increase the knowledge base of UH students, faculty and staff about CSD services, AIM, 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 education, training, and consultation on AIM.
- II. Provide educational presentations and facility tours to academic and student service departments and potential students and schools.
- III. Provide consultation and assistance to faculty and staff regarding student accommodation and accessibility issues, CSD forms and processes.
- IV. Coordinate and/or participate in disability awareness-related educational activities, such as "A Day at the Rec."
- V. Distribute information about our services campus-wide through orientations, fairs, electronic means, web pages, Facebook, and Instagram pages, and other departmental web pages.
- VI. Continuously 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, Housing & Residential Life, and other departments, as appropriate, to advocate for needed campus accessibility improvements.
- II. Consult with the EIR Coordinator, EIR Committee, Office of the Provost, Information Technology, instructors, and others, as appropriate, regarding the accessibility of UH web pages, remote instruction, online courses, and student accessible technology needs.
- III. Consult with academic and other DSAES departments, as appropriate, in developing and/or improving their policies regarding accommodating students who have disabilities.

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 through the Typewell Train to Hire program.
- 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 2022 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 FY2022 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

5% Reduction in SSF (SFAC) cost center	
Current Base	394,338.00
5% reduction	19,716.90
	374,621.10
<u>Secretary position</u>	
Salary	34,112.00
Benefits (35%)	11,939.20
Salary & Benefits	46,051.20
Admin Fee (6%)	2,763.07
Salary/Benefits/Admin	48,814.27
40% split to other CSD cost center	19,525.71
60% split to SFAC	29,288.56
100% salary/benefits/admin	48,814.27

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. SHELL
 - ❖ The SHELL Corporation donated \$1,000 to CSD this year.
 - ❖ We will be using this funding to purchase marketing/promotional items.
 - b. Enbridge, Inc.
 - ❖ Enbridge, Inc. donated \$5,000 to CSD in FY 2018. We plan to use a portion of this funding for additional employment-related workshops, in collaboration with University Career Services.
 - c. 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 will be awarding several \$1,000 scholarships to students. We are currently in the process of selecting the recipients.
 - d. 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 the 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.
 - e. One Step Closer (Jacob Zalewski) Scholarship Fund
 - ❖ This scholarship fund was received by CSD in 2012.
 - ❖ 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. We are currently in the process of selecting the recipients.
 - f. Additional fundraising plans for FY 2022 include:
 - 1. Hire student captionists through the Typewell train to Hire Program.
 - 2. Continue to work with the DSAES Development Director on potential funding avenues.
 - 3. Continue to seek funding for student scholarships.
 - 4. Continue to seek funding and/or in-kind donations as needed for educational activities.
 - 5. Continue to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.

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), Student Health Center, 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