

Dart Accessibility Center SFAC Questionnaire

October 18, 2021

Prepared by Kyle J. Mutz – Director of the Dart Accessibility Center

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

Mission

- The mission of the Dart Accessibility Center is to equalize students who have disabilities with learning, discovery, and engagement by fostering self-advocacy, inclusion and success.

Vision

- The vision of the Dart Accessibility Center is to provide acclaimed customer service to our students that results in a valuable impact on their education experience.

Values

The Dart Accessibility Center is one of six departments that compromise the Health and Well-being portfolio within the Division of Student Affairs and Enrollment services. Our defining state is to **cultivate a community of care to promote and enrich the health and well-being of our students to become successful scholars and engage global citizens**. Our working definition of holistic well-being is living our best selves, individually and within our communities, by **being, doing, connecting, caring, and learning**.

We strive to be the **home for students** with disabilities on campus by providing advocacy services, accommodation recommendations and other support services to ensure equity in the educational opportunities here at the University of Houston.

- We are also focused on **outreach and partnerships with key stake holders**. This includes reaching out to students at University fairs, orientations, and other events, who may not be aware of the vital role our services could play in their success. We also conduct outreach to students who haven't chosen the University of Houston at high schools and other organizations that serve people with disabilities through social media and the department website.
- We put a strong emphasis on **education and training**, not just in the form of continuing education for our staff, but also serving as a resource to our faculty, staff, and the community on topics regarding accessibility, disability education, and accommodation implementation.

- We strive to take a creative **solution focused approach** to every question for resources that come up by making referrals both within and outside the University for our students and the faculty and staff who support them.

The Dart Accessibility Center this past year has prioritized that student's voices and success be heard in our strategic planning goals and initiatives. This Center is a safe place for students to receive barrier removing services by providing accommodations, assistive technology, physical access, and advocacy for accessibility concerns.

Collaboration and Outreach are some of the critical cornerstones of the Dart Accessibility Center. This allows for students, departments, faculty, staff, and the community to learn about best practices of how to best create an inclusive atmosphere that is better designed to support diverse needs.

Services for students:

Our office provides students with disabilities accommodations that support both online and on campus courses. Additionally we also support providing access to any University sponsored events. We take great pride in providing our students with disabilities an interactive approach to helping them define what access means to them and how to overcome their barriers. Accommodations may include but are not limited to; extended time for testing, note taking assistance, CART or communication access real-time, sign language interpreters, audio recording lectures, physical access, assistive technology, accessible textbooks, screen magnification, housing accommodations, study abroad access, and any other University sponsored event in which a student is having an accessibility barrier.

Our team meets with students one on one to have an interactive conversation about access, listen, and collect documentation to help build a holistic plan for accommodating a student's unique challenge in interacting with their environment.

By providing options and creative solutions to students and parents, we work to empower them with knowledge and choice. This critical work helps University of Houston's students with disabilities achieve their academic goals, retain them, connect with needed campus resources, improve academic success, and live better lives of opportunity just as any student on campus.

Educational Opportunities:

The Dart Center provides its students a one on one orientation to better understand available services, which also takes into consideration their accommodation needs for their specific appointment. Educational trainings are valued due to the essential disability education in a variety of topics that address different aspects of accessibility. These are opportunities that are focused to assist staff, faculty, students, high schools, community organizations, and other University stakeholders to better support our students. Topics for available workshops can include but are not limited to; service animal/ESA education, referrals, available services, advocacy, social justice, physical access, digital access for online courses, assistive technology, communication access, social media, document formats, and other requested challenges faced by our University community.

Resource and referral:

The Dart Center recognizes the challenges our student with disabilities face in interacting with their environment, accessibility barriers, personal challenges, and the need for outside support. Our goal is to

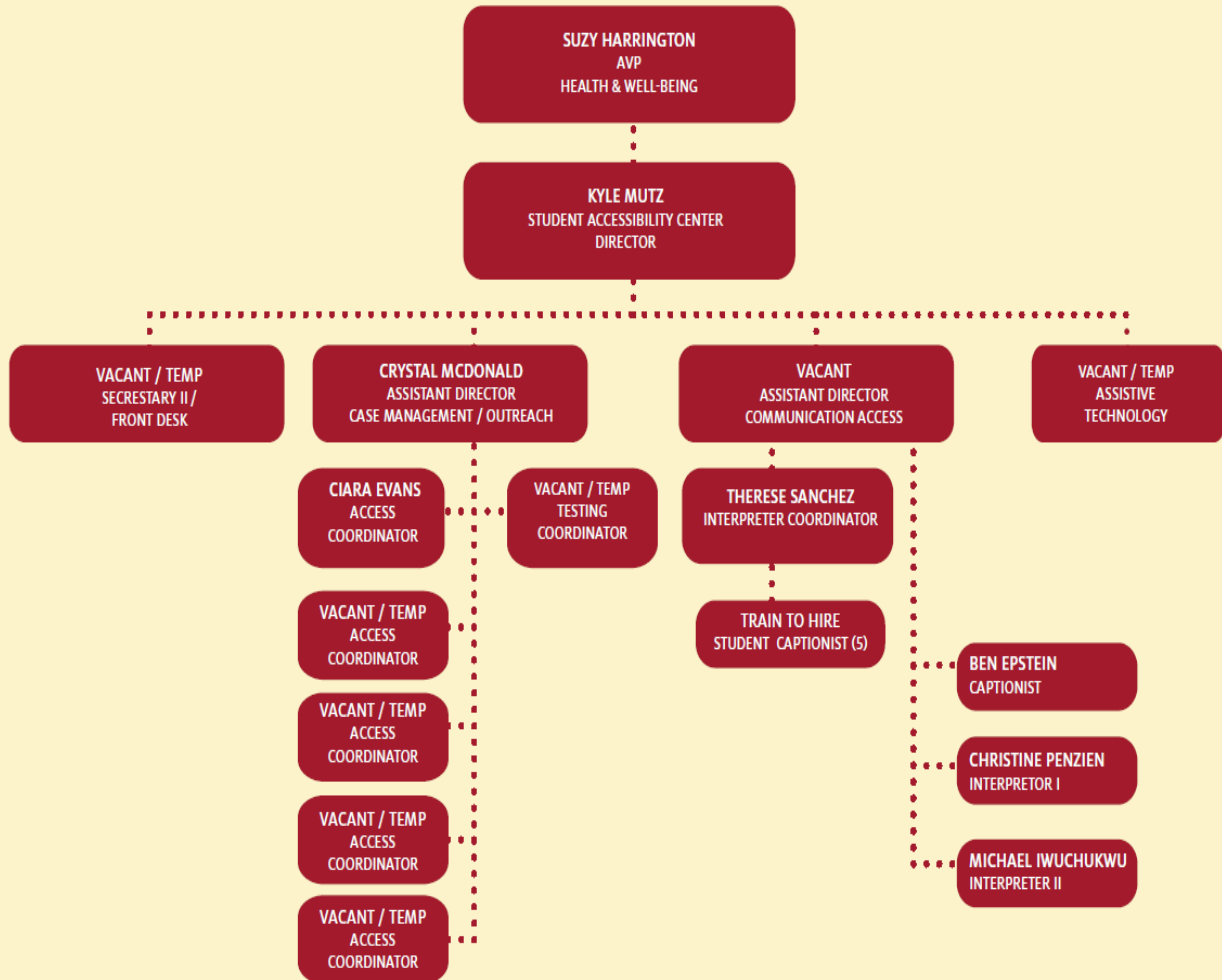
empower the individual by connecting them with either a service we provide or an outside entity that will address their barrier to independence. In order to achieve this collaboration and building positive relationships with students, faculty, staff, student organizations, community organizations on a local, state, and national level. The Director and the Dart Center stays involved on campus by serving on campus boards, and committees both on and off campus.

Student fee allocation justification:

The Dart Center provides critical services to part of one of the most important diverse student populations at the University of Houston. These services ensure students with disabilities are afforded an inclusive and equitable experiences on campus. Our services extend to all parts of the University experience and help it to maintain its tier one status. Staff salaries and benefits, supplies, technology, items for our facility, and equipment are fundamentally critical to provide timely, effective, and meaningful services. We work diligently to be mindful of our budget and creative to ensure these funds are used to their potential. Because the demands on our department continue to grow and change, we continue to explore and obtain outside funding sources including foundations, grants, corporations, state agencies, and non-profit organizations.

2. **Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.**

JUSTIN DART JR.
STUDENT ACCESSIBILITY CENTER
 ORGANIZATIONAL CHART



UPDATED 10/1/2021

*Note: Positions in yellow are currently being recruited to add additional support for the Dart Center’s students with disabilities.

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 2020-2021 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 (links below). 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.

DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html)

UH Goals: (<http://www.uh.edu/about/mission/>)

The Dart Accessibility Center's goals and action items all work to support the UH Goal of Student Success in addition to the noted Division of Student Affairs and Enrollment Services Strategic Initiative.

1 Goal #1 Student Success

Description:

CSD will provide streamlined, seamless accommodations and services to all registered students.

Goal Status:

Partially accomplished

Status Narrative:

While the department greatly reduced the wait time for students to receive their accommodations with the implementation of the new online portal, some additional time and training is needed to reap the full benefits.

2 Goal #2 Resource Development

Description:

Exploring potential options for reducing CSD's interpreting/captioning services budget deficit. Implementing train to hire captionist program, if feasible.

Goal Status:

Accomplished

Status Narrative:

Effective steps were taken to reduce the interpreting/captioning services budget. This included

- Scheduling through the new online portal to increase efficiency and reduce miscommunication
- Not scheduling classes before student's have actually requested them
- Balanced the allocation of dollars to providers
- Addressed previous inefficiencies such as double booking
- Followed more closely the department's guidelines on requesting services, approvals and scheduling

3 Goal #3 Strategic Partnership Development

Description:

Enhance networking with other disability service office (DSO) experts.

Goal Status:

Accomplished

Status Narrative:

The Dart Center has regular meetings with with other DSO's within the University of Houston system to discuss and address accommodation and accessibility related issues.

4 Goal #4 Cohesion Within Well Being

Description:

Explore additional collaborative opportunities with staff from other Health & Well-Being departments.

Goal Status:

In progress

Status Narrative:

The Dart Center is working with the other Health & Well-Being departments to institute a Health Campus initiative as well as others.

FY21 Annual Report CSD

Utilization Reports:

As of the end of the fiscal year 2021, the department had 2,610 active registered students compared to 2,368 at the end of 2020. This reflected a 10% increase despite the pandemic. We also saw increases in the following categories

- Health Impairments active, registered student count 558, 22% increase in this category.
- Hearing Impairment active, registered student count 87, which shows a 55% increase in this category.
- Learning Disability active, registered student count 345, which shows a 80% increase in this category
- Visual Impairment active, registered student count 75, which shows an 27% increase in this category.
- Psychological/ mental health impairment active, registered count 1,448, which shows a 16% increase in this category.

Points of Pride:

New Name:

- Students came to the office and shared their feedback on the name, Center for Students with disABILITIES. Our office appreciated their input and really listened to their voice. An overwhelming sentiment emerged: They did not like our name. Students explained they felt the emphasis on “abilities” suggested that having a disability is a negative quality that we needed to help them correct. To take immediate action, this year on the 31st anniversary of the enactment of the Americans with Disabilities Act, we launched our new name: The Justin Dart, Jr. Student Accessibility Center.

Building Upgrades

- Our Students, Faculty and Staff were thrilled to learn of the revamp to our building. After 20 years, the building received an exciting facelift with new carpeting, fresh coat of paint, lounge and office chairs, standing desks and large screen TV's. There are additional art projects that will be happening in the building to finalize the new look. Our students have referred to the building as feeling like a "home" on campus.

New Online Data Management Portal

- We're excited to share our new online data management portal! This portal allows us to have many years of paper records in an easily accessible and organized system. It also serves as the primary means for students to submit documentation, review their services and request accommodations. It is now the hub for our testing center and has been critical in revamping our testing processes. Interpreting and Captioning services are now fully managed within this new hub.

We've seen a reduction in our wait times for services too. Previously, processes that required weeks to complete, are now only taking a few days due to the new streamlined process. The department as a whole is now better prepared to work remotely if needed.

Mentoring

- Despite the pandemic, our interpreting team was still able to mentor 6 interns from the University's ASLI (American Sign Language Interpreting) program! More than 180 remote hours were spent mentoring and developing the next generation of Sign Language Interpreters for our Deaf and Hard of Hearing community.

Marketing Reach:

New Beginnings Social Media Project

The New Beginnings Social Media Project for the center began on December 1, 2020 when we asked students to help us choose words that were important to them. That post had a reach of 173, 20 likes, and 5 comments. Based on student comments, our team composed three options for our new name and sent them for approval.

On July 23, 2021 we started running three different campaigns simultaneously over the course of seven weeks. All three of these campaigns were to support our New Beginnings Project. The campaigns were Our New Name, Meet the Staff, and Who is Justin Dart, Jr.

During this time our followers on Instagram grew from 89 – 172 and Facebook grew from 83 - 97 followers.

- **New Name and Updates**– For this campaign 13 posts were created to highlight the changes happening in our department. We had 5 current students create videos about accessibility on campus and ways that students who have disabilities can be involved on campus. On one of our student videos we got the comment, “Thanks for your support and encouragement! Go Coogs! Go Dart Center!”

We highlighted the department's upgraded building changes, the search for our new director, and how to request accommodations in our new data management portal.

The post inviting students to meet the director candidates had students responding to our posts with things like “Hi, will the two other candidates be on campus this week so students can meet them? I love this idea by the way!”

Overall this campaign had a reach of 1929, 291 likes and 6 comments.

- **Meet the Staff** – For this campaign 11 posts were composed to introduce each member of our staff. This was our most engaging campaign. These posts had a reach of 2955, 316 likes and 44 comments. This introduced our team to students, faculty and staff following our page.

Suva is our assistive technology specialist, an alumni from the Dart Center, and blind. He received comments from students on Suva's post saying "Awesome! So proud of him" and "Congratulations, keep it up good work."

A Professor from the Bauer College of Business, commented on our interpreter's post saying, "Thank you for all you do! Always a pleasure to have you in class."

- **Who is Justin Dart, Jr.** - For this campaign 8 posts were created to tell Justin Dart, Jr's story. We are the only building to ever be honored by using his name. Justin was the God Father of the ADA, but most of our students did not know who he was or why our team was so excited to have our building named after him. This campaign allowed us to tell his story and share our excitement. This campaign had a reach of 637 and 120 likes.

Advancement Opportunities:

The Student Accessibility Center gave out scholarships through the Eric P Alexander memorial and One step Closer scholarships.

Areas for Continuous Improvement:

Continued Professional Development - Our department seeks to improve professional development in the following strategic areas

- *Faculty and Students* - We will develop and expand additional training for our faculty and students in the understanding and utilization of our new accommodations processes and online data management portal. We'll be creating new videos, training documentations and hosting in-person sessions. This should help with promoting a positive experience for these key stakeholders and ensuring buy-in on the new processes.
- *Dart Center Staff* - We will also provide additional training to department staff to better understand and utilize data. Steps are being put in place to help the staff deepen an appreciation for data and using it to tell stories about the amazing work we are doing.
- *Role Specific Professional Development* - A heightened emphasis is being placed on professional development for staff to better equip them in their various roles. We had 4 staff members attend the AHEAD national conference. The team is excited for the new incoming director to help lead this crucial piece.

Continuing to grow our strong social media presence

- While our social media team has done an amazing job over the past year, we are looking to creative ideas to improve inclusion and engagement from our UH community.

Staff Highlights: Personnel Updates:

Retired

- Our department was saddened to lose our Director of 22 years, Cheryl Spadaccia. As the founder of this department since its beginning, her presence and experience will be missed.

New Staff Members

- Part-time front desk – Ashley Balderas
- Temp Access Coordinator – Cheryl Lynn Lewis
- Temp Office Coordinator – Taylor Johnson
- Temp Assistive Technology Specialist – Suva Gomes

New Full-time approved positions

We're excited to have the seven new positions approved by the Board of Regents. The team is thankful to Dr Walker and Dr Harrington for their passionate leadership in recognizing the department need and working to bridge the deficit.

- Assistant Director of Communications
- Assistive Technology Specialist
- Testing Coordinator
- Four Access Coordinator positions

Inside DSAES Engagement:

University Career Center Liaison

- The Dart Center partnered the with University Career Center to work on creating a Liaison position. This Liaison will work with both departments to ensure that students from the Dart Center are able to bridge positions at the Career Center successfully.

Flu and covid vaccine clinic

- A member of the Dart Center team was volunteered at the Flue and Covid Vaccine Clinic spearheaded by the Health Center.

DSAES Event staff development event planning

- The Dart Center collaborated well with the DSAES event staff development planning committee as there are two staff members who actively serve on the planning committee. Ciara and Christie met with the committee throughout the year to put on this year's social

staff development event. They actively engaged and contributed ideas to ensure that the event was a success. Ciara and Christie also took lead during the event in leading the breakout rooms. The Dart Center appreciates collaborations such as this one as it allows room to make connections with other department in the portfolio and establish professional relationships.

Director Search

- The Health and Well-Being Portfolio Directors were instrumental in the search for the new department Director. They spent several days as part of the search process and gave invaluable feedback that helped in choosing the final candidate.

HWB Social Media Managers Committee

- Christie is our representative for the social media managers committee. In that committee members collaborate with other HWB departments by sharing campaign ideas, tagging each other in posts, reposting or sharing content created by other departments in the portfolio, and creating templates for shared use. During the meetings each department shares important upcoming events, the best way to support that event on social media and come up with ways to collaborate on posts. Christie worked with the UH Rec to create a video called “A Day at the Rec.” This video highlighted one of our Dart Center students and how the Rec can be accessible for people of all abilities.

Outside DSAES Engagement: collaborations and partnerships:

The department collaborated with the following stakeholders

- **SART (System Accommodation Response Team)** - The Dart Center collaborates weekly with the SART. During these meetings, complex cases are discussed, policies are reviewed, processes are vetted, and ideas are shared. It’s one and a half hours dedicated to discussing accommodation concerns throughout the UH System. The SART is also responsible for reviewing our appeals. The Dart Center greatly appreciates having other disability service professionals available for consult as it helps keep the interactive process going and ensure that the Dart Center is moving in a direction that promotes best practices.
- **CASA (Center for Academic Support and Assessment)** - The Dart Center is actively working on partnering with CASA to align our technologies so that our testing center becomes a “mini CASA”. Different aspects of the Dart Center meet with the appropriate professional at CASA to work out the kinks in aligning our technologies. The Dart Center is also exploring how to share student information with CASA so that no matter where the student chooses to test, they will have their accommodations available.

- **ASLI (American Sign Language Interpreting Department)** - Every year since 2016 the Dart Center has partnered with the University of Houston American Sign Language Interpreting Program to provide senior students with intern hours required for graduation.

When COVID hit there was a worry that interns were not going to be able to get the necessary number of hours needed for graduation. Michael and Christie partnered closely with Sharon Hill, Director of ASLI, to bring interning to a virtual environment. The virtual environment of classes allowed for Michael and Christie to mentor a record number of students. They provided 180 hours of mentoring to 6 students by allowing interns into zoom and MS Teams classrooms and utilizing breakout rooms to give interns one-on-one interpreting experiences and feedback. This was so successful for the interns that the team is looking for ways to recreate the virtual environment in upcoming semesters.

DC1.1.1: Update website & FAQ

Progress:

Description:

update website and enhanced faq

Results:

DC1.2.1: Dart Center renaming

Progress:

Description:

Communications campaign to campus and community stakeholders regarding Dart Center renaming summer 2021.

Results:

DC1.4.1: UCS collaboration

Progress:

Description:

Collaborate with Career Services

Results:

DC5.1.1: Shared Calendar

Progress:

Description:

Create shared calendar within the department to better manage student support

Results:

P2.2.1: Faculty Trainings

Progress:

Description:

Conduct trainings for faculty and semester letters(?)

Results:

R1.1.1: Review departmental resources and identify critical challenges

Progress:

Description:

Results:

implementation and funding of AIM, new computers, updated facilities, doubled staffing, increased funding for professional development and AIM; rename, updated testing, updated website, Train to hire, ESD, new SAM eliminate AAEC roadblock and also removed the language that professors can deny accommodations

R1.2.1: External Review

Progress:

Description:

Conduct external review of department to evaluate gaps and identify opportunities

Results:

SS2.1.1: Social Justice Model

Progress:

Description:

Update CSD language from medical model to social justice model

Results:

Our language has progressively changed to include a more social justice perspective. This has been seen in everything from our new name, the language on our website and how we engage with our students.

SS2.2.1: Staff Development

Progress:

Description:

Send CSD staff to AHEAD conference to explore and begin planning

Results:

The Dart Center had 4 staff members attend the AHEAD conference this year.

SS2.4.1: Review Dart Center facility

Progress:

Description:

Review Dart Center facility to ensure accessibility

Results:

Updated space to include water fountain, updated testing rooms and updated study spaces.

SS2.4.2: Dart Center Access

Progress:

Description:

Review spaces outside Dart Center with facilities to ensure access to the center

Results:

conversations with facilities to identify gaps in signage and door access; fixed sidewalks and have plan moving forward

SS3.1.1: Participate in Division HWB Definition

Progress:

Completed

Description:

Results:

Participated in creating the division HWB definition and defining statement; monthly HWB director meeting to discuss healthy campus

SS3.2.1: CoogsCare portal

Progress:

Ongoing

Description:

Contribute to creation of CoogsCare website

Results:

The Dart Center was unable to create a coogscare website.

SS3.3.1: Equity for Students with Disabilities Coalition

Progress:

Description:

Establish of multidisciplinary Equity for Students with Disabilities collective impact coalition

Results:

The Equity for Students with Disabilities collective was established and has had several meetings aimed at boosting the experience of students with disabilities on campus.

SS5.2.1: AIM Electronic Records

Progress:

Description:

Implement AIM electronic record system to track and evaluate accommodations provided to students

Results:

The online portal has been established and has been in use.

SS5.3.1: Social Media

Progress:

Description:

increased social media and print student stories

Results:

The department grew its social media involvement and engagement.

SS5.4.1: Update Website

Progress:

Description:

updated website and expanded social media

Results:

The Dart Center website was revamped and updated with a new FAQ section.

1 Assessment Activity 1: Interpreting/ captioning services budget

Learning Outcome OR Program Objective:

Program Objective

Learning Outcome/Assessment Activity Description:

Purpose of Assessment Activity:

1. Expenditures within this budget will be reduced.
2. Annual expenditures will not exceed allocated budget.

Method of Assessment:

Data Analysis

Method of Assessment Description:

Expenditures will be reviewed on a monthly basis with the business services office. Streamlined procedures involving all interpreting services staff will be analyzed at least monthly.

Frequency / Timeline of Assessment Activity:

Monthly

Progress:

Ongoing

Baseline Survey Data (if applies):

Results:

The Dart Center has a bi-weekly meeting with the business services office to assess the state of the budget. The budget is now delegated to be tracked weekly on a spreadsheet, and results shared with the Director.

Safeguards have been put in place to prevent going over the budget such as identifying agencies that are close to their maximum dollars and taking pro-active steps to avoid that. The creation of part-time temporary staff positions to help alleviate budget concerns was also implemented.

Action to be taken as a result of the activity:

CSD will implement services and purchase items to improve/enhance interpreting/captioning services with fund balance.

2 Assessment Activity 2: Collaborating with other UH disability service offices

Learning Outcome OR Program Objective:

Program Objective

Learning Outcome/Assessment Activity Description:

Developing and submitting collective recommendations for revisions to the SAM on academic accommodations.

Purpose of Assessment Activity:

Method of Assessment:

Observation

Other (include method in description)

Method of Assessment Description:

When DSO's meeting are scheduled on a regular basis.

Frequency / Timeline of Assessment Activity:

At least once every three months

Progress:

Completed

Baseline Survey Data (if applies):

Results:

The SART team was established and now meets every Wednesday to review and assess student accommodation and accessibility concerns.

Action to be taken as a result of the activity:

The department will use the feedback from the SART team to provide services in an ethical, professional and timely manner.

3 Assessment Activity 3: AIM

Learning Outcome OR Program Objective:

Program Objective

Learning Outcome/Assessment Activity Description:

Focus groups for populations that utilize CSD.

Purpose of Assessment Activity:

To obtain feedback of the effectiveness, ease of use, accessibility of AIM.

Method of Assessment:

Survey

Focus Group

Method of Assessment Description:

Surveys and or focus groups.

Frequency / Timeline of Assessment Activity:

Mid fall and mid spring semesters

Progress:

Ongoing

Baseline Survey Data (if applies):

Results:

The effectiveness of this activity to assess the effectiveness of the online portal was delayed and is thus ongoing.

4. Please discuss the means that you are utilizing to evaluate 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 and/or unique students served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method of collecting these data.

The Dart Center utilizes AIM or Access Information Management system, surveys, focus groups, observation, data analysis, external review, and social media feedback to help determine the effectiveness of its services, events, sponsored programs, and other related activities.

Student Utilization of Support Services:

At the end of the fiscal year 2021, the Dart Accessibility Center had 2,610 registered students compared to 2,368 at the end of 2020. This reflected in a 10% increase despite the pandemic. We also saw increases in the following categories

- Health Impairments, registered students count 558, 22% increase in this category
- Hearing Impairments, registered student count 8, which shows a 80% increase in this category
- Learning Disability, registered student count 345, which shows a 80% increase in this category
- Visual Impairment, registered student count 75, which shows an 27% increase in this category
- Psychological/Mental health Impairment, registered count 1,448 which shows a 16% increase in this category

5. Please discuss any budget or organizational changes experienced since your last (FY2022) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

The Dart Accessibility Center has greatly benefited from additional funding support from SFAC and it has had a tremendous impact on our organizational structure in how the department is able to better support students with disabilities. Additional positions and staffing needs are now able to be addressed thanks to the additional funding support. A new Director is now hired and 7 additional positions are now in the process of being hired. Other positions are also in process to help the previous aforementioned need to fully support students and the campuses growing

need. The Dart Center's purchase of the AIM database has filled a critical need in bringing disability services for students with disabilities to current nationwide best practices. Students now are able to better access in applying for services, submitting documentation, requesting accommodations, reviewing request, and improved communication of accommodations to faculty on campus. Previously the Dart Center utilized a paper based management system which often delayed services for students, taking weeks to complete an intake appointment. Time of receiving services is now improved to only a few days. Also staff and students are now able to access accommodation information and services remotely. This was a critical need due to the pandemic and in supporting the versatile needs of our students. After 20 years, the Dart Center was also able to address the serious needs of the interior of the building. Renovations of new carpeting, standing desk, lounge and office chairs, new paint, assistive technology, and large screen tv's for displaying pertinent information. The Dart Center anticipates these organizational structure changes to further enhance support services, and broad accessibility for its students and the entire University.

6. If your unit concluded FY2021 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.).

The Dart Accessibility Center carried over a balance of \$21,305.00 due the vacancy of the secretary position this was the result of the need for the carry over.

7. Please list your 2022-2023 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. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

All of the Dart Accessibility Center's goals and action items support the UH Goal of Student Success in addition to the noted Division of Student Affairs and Enrollment Services Strategic Initiative.

Next years goals and initiatives and link them to DSAES

1. **Student success** – Create opportunities for student development through learning, engagement, and discovery.
 - a. AIM – continue to refine and streamline services for students with disabilities. *DSAES SS1.2*
 - b. Email and communication correspondence – streamline and centralize questions *DSAES SS1.3*
 - c. Social Model of Disability – incorporate change in the way Access Coordinators conduct orientations, intake appointments, accommodation assignment, and general process to focus on building positive holistic relationships with our students *DSAES SS1.1*
 - d. Involve students with disabilities in planning of workshops and signature events *DSAES SS1.5*
 - e. Create events and social opportunities for students with disabilities to connect with the Dart Center staff and space *DSAES SS1.5*
 - f. **Incorporate the college model** for students with disabilities *DSAES SS1.2*
 - g. Expand assistive technology opportunities for students in other areas on campus *DSAES SS1.3*
 - h. Assess events, social programming, and services for satisfaction *DSAES SS1.4*

2. **Division cohesion** – Create and foster a cohesive division identity, culture, and community
 - a. Accessibility – work to education and incorporate access for the division. *DSAES D1.5*
 - b. Captioning and interpreters for division programming and events *DSAES D1.3*
 - c. Provide workshops for departments about universal design *DSAES SS1.4*

3. **Resources** – Actively pursue, evaluate, and leverage resources to enhance the UH experience
 - a. Complete digital art project to redesign the interior of the Dart Center *DSAES SS2.1*
 - b. Paint and update the exterior of the building *DSAES R2.1*
 - c. Landscape the grounds of the Dart Center *DSAES SS2.1*
 - d. Complete student lounge project to create a positive space for students *DSAES SS2.1*
 - e. Post descriptive department signage of current services to increase visibility of services for students *DSAES SS2.1*

4. **Partnerships & Collaboration** – Create and expand strategic partnerships.
 - a. Work with recreations sports to create adaptive sports opportunities *DSAES SS3.1*
 - b. Establish positive working relationships with area schools *DSAES SS3.4*
 - c. Strengthen and enhance partnership with Texas Workforce Commission *DSAES SS3.1*
 - d. Establish positive working relationships with key stakeholders on campus *DSAES*

SS3.2

- e. Partner with campus resources for events to connect students with disabilities with needed services and better awareness *DSAES SS3.2*

8. Recognizing that the potential to generate additional Student Service Fee income for FY2023 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 FY2023 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

The Dart Accessibility Center is the primary conduit for compliance and ensuring students with disabilities are provided accommodations/access in accordance with the Americans with Disabilities Act and Section 504 of the rehabilitation act. Services related to providing accommodations and access are priority and while a 5% cut to the current budget may not seem significant it would have a critical impact. Previously the department was significantly underfunded and students with disabilities suffered the consequence. Consistency of services and adequate staff is essential for timely effective services.

<u>Services Affected</u>	<u>Cost</u>
SFAC Budgeted amount	\$394,338.00
5% reduction	-\$19,716.90
*Reduction in position/programming	-\$19,716.90

If the Dart Accessibility Center experienced a 5% cut in its funding the department would have to cut and or eliminate a position or planned programming. Support positions currently assist in the implementation and planning or accommodations. Programming that includes some aspect of educating the University campus on a disability related topic will also likely be impacted.

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.**

The Dart Center currently will or work to explore additional funding opportunities in the following areas:

- Texas Workforce Commission – negotiate an agreement with the state of Texas to be reimbursed a percentage of credit hours for students with disabilities utilizing the Dart Centers communication access accommodations and services
- Explore on campus partnerships to support potential signature events that promote different aspects of disability on campus
- Explore development opportunities with DSAES Development Officer

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 Dart Center provides one of its kind services that primarily focus on students with disabilities and engagement in their pursuit of inclusion and equal access. This focus and mission extends to almost every aspect of the University making it unique to our department. We share common interest in that the Dart Accessibility Center strives to provide its students with disabilities a home and a rich sense of connection, belonging, and shared UH identity as any other student. This collectively is what helps to make UH a top tier one institution.

