

**STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY 2016 PROGRAM QUESTIONNAIRE**

**JUSTIN DART, JR.
CENTER FOR STUDENTS WITH
DISABILITIES**

UNIVERSITY of HOUSTON
CENTER FOR STUDENTS WITH DISABILITIES



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

Mission:

The mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. CSD provides a wide range of services to students who have temporary or permanent learning disabilities, health impairments, sensory impairments, physical limitations and psychological disorders.

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 the University. Outreach activities are conducted at various 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.

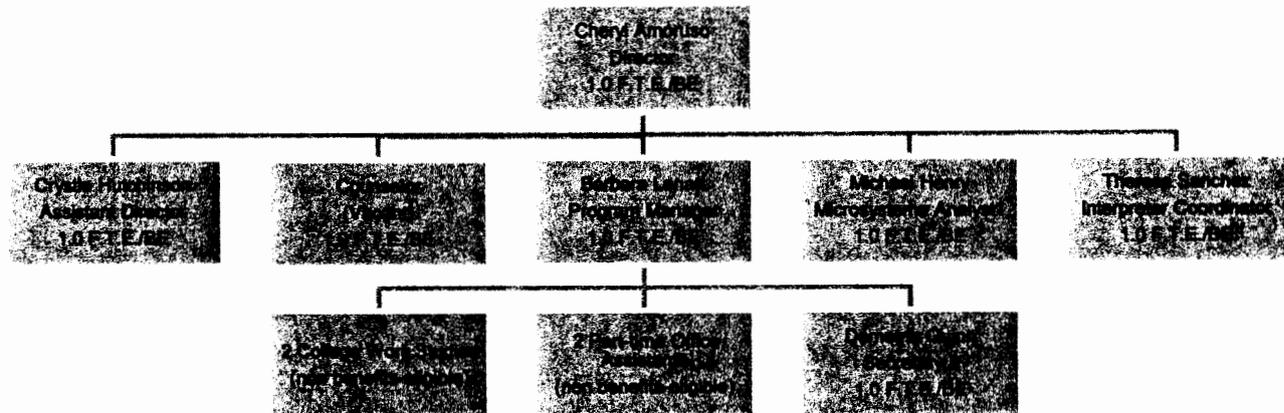
A component that is crucial to achieving these objectives involves developing and maintaining positive relationships with faculty, staff, students, student organizations, and community organizations on a local, state, and at times national level. This department is represented on several boards and committees, both on and off campus. CSD staff 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 an ever-expanding 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 and in-kind donations from sources outside of SFAC, including community organizations, other UH departments, foundations and grants.

2. Provide an organizational chart of your unit.

Center for Students with DisABILITIES



Full-time staff positions include: Director; Assistant Director; Counselor; Program Manager; Microsystems Analyst I; Interpreter Coordinator; and Secretary II. Part-time non-benefits-eligible positions include two (2) part-time office assistants, and two (2) part-time college work study students.

The CSD Assistant Director passed away on April 4, 2013. A new Assistant Director was hired on September 4, 2013.

The new CSD Counselor started on September 9, 2013. She subsequently resigned, and her last day was June 13, 2014. This position is currently vacant.

The Interpreter Coordinator and contract interpreter 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. The Program Manager supervises the Secretary II, the part-time office assistants, and the student worker positions.

The Director is supervised by Floyd Robinson, Assistant Vice President for Student Affairs—Health and Wellness.

3. List your unit's strategic initiatives and action steps identified for the 2013-2014 academic year and cite the specific Division of Student Affairs 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.

Action Steps:

- I. Even during peak time periods and with only two counselors serving all students, students rarely had to wait more than a few days to obtain their accommodations. When appointment slots were unavailable for more than two weeks or if the student urgently needed accommodations the Assistant Director or Director phoned or e-mailed students between appointments and were able to meet most accommodation requests within 1-2 weeks.
- II. 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.
- III. Purchasing technology, equipment, and other items to meet student needs and improve services.
 - a. Approximately \$40,000 in new technology was purchased this year through fund balance due to lapsed salaries. The majority of the items were purchased for the student computer labs and for testing. Some items were also purchased for staff (Please see Attachment A). Twenty (20) additional computers were purchased and installed in one of the two exam rooms. Each of the eighteen (18) cubicles in one of the exam rooms now maintain computers for student testing.
 - b. Some of the assistive technology that is currently available for students at CSD includes:
 - Screen magnifiers and screen readers
 - Word prediction software
 - Speech recognition software
 - Speech-to-text programs
 - Text-to-speech programs
 - PC screen enlarger for printed material to display onto a PC monitor
 - 21- 24" wide-screen monitors
 - A variety of adaptive keyboards and mice
- IV. A new tracking system was developed and implemented on March 1, 2014. This spreadsheet maintains all pertinent information leading up to a student's intake appointment. All CSD staff who schedule appointments or accept documentation are able to access this spreadsheet through a desktop icon.
- V. Seeking potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
 - (Please see Question #7 for a listing of this year's fundraising efforts.)

- VI. In an effort to improve communication and accountability with the interpreters and captionists who provide these services for students who require them at UH, the Interpreter/Captioning Coordinator recently developed an Interpreting/Captioning Handbook (Please see Attachment B). This handbook will be distributed to these providers this semester. The providers will be asked to sign acknowledgement of their understanding of the information.

DSAES Strategic Initiative 1: Create new opportunities for student success through learning, engagement, and discovery.
University Strategic Goal: Student Success.

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

Comment: Achieved.

Action Steps:

- I. Collaborating with Facilities Planning & Construction (FP&C) and other appropriate departments to request priority campus accessibility and safety improvements. Examples include reporting inaccessible sidewalks, non-working door buttons, restrooms that aren't wheelchair-accessible, and lighting issues. Two examples include:
 - Consulting with FP&C regarding entrance accessibility improvements to the Roy Cullen Building.
 - Providing feedback to RL&H regarding their ADA rooms.
- II. Consulting with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, Web CT, online courses, and student technology needs.
- III. Consulting with Library staff concerning the assistive technology available to students at the Library. Library staff invite our assistive technology suggestions and have purchased some of the items.
- IV. Collaborating with Residential Life & Housing (RL&H) concerning student housing accommodation needs. The process for recommending service animals and other housing accommodations was streamlined and is working very well.
- V. Consulting with the UHDPS and Emergency Management Services about working with people who are hearing or speech-impaired.
- VI. Supporting the Adaptive Athletics Sports Club. This club plays wheelchair sports at the Campus Recreation & Wellness Center (CRWC). They have held several tournaments each year for the past four years (Please see Attachment C).
 - CSD has been donating \$1,000 from the Frank & Martha Tiller Fund each year to help offset housing costs for the June Wheelchair Rugby Camp participants.

DSAES Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.
University Strategic Goal: Student Success.

C. Strategic Initiative Three. Implement a new online student accommodation form that will require instructors' signatures and instructor's supervisor's signatures if accommodations are denied.

Comment: In Progress.

Action Steps:

- I. A draft online accommodation form has been developed (Please see Attachment D).
- II. CSD recently participated in some training sessions and meeting with students and faculty from the College of Hotel & Restaurant Management (HRM). HRM students and some faculty accessed the online form and provided feedback (Please see Attachment E).
- III. A mock online form was recently received from IT which will allow students and faculty to access the form and provide feedback. Additional changes will be made to the form based on this feedback and the previous feedback received from HRM students and faculty.
- IV. When the final form is developed it will be piloted with HRM students, hopefully before the end of this semester. Then we plan to pilot the form with a graduate college in the spring, and then “go live” campus-wide in the summer and/or fall, 2015 semester.
- V. Curriculum and other training materials to educate faculty and students on using the online forms will be completed once the final form is developed. Training for faculty, staff, and students will follow.

DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

University Strategic Goal: Student Success.

- D. **Strategic Initiative Four. The new University policy on accommodating students who have disabilities will be finalized and implemented.**

Comment: In Progress.

Action Steps:

- I. CSD has done everything within our power to contribute to the new policy and follow up on the approval process.
- II. We have provided recommendations and feedback to EOS, General Counsel, IT, and others, as appropriate, on each version of the new policy.
- III. The new interim policy has been posted on the CSD, EOS, and Academic Affairs web pages.
- IV. When the policy has been approved we will assist in educating the campus community on this new policy.

DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.

University Strategic Goal: Student Success.

- E. **Strategic Initiative Five. Increase the knowledge base of UH students, faculty and staff about our services and disability-related issues.**

Comment: Achieved.

Action Steps:

- ❖ CSD provided educational presentations, consultation, and facility tours to academic and student service departments regarding student accessibility and

accommodation issues and related topics. Examples of departments we provided these services to during this time period included:

Each Semester:

- a. CAPS interns participate in an orientation and a tour of CSD.
- b. New Academic Advisors and Admissions Advisors participate in an orientation and tour of CSD.

Annually:

- a. CSD information is provided at the New Faculty Orientation each August.
- b. Hosting a table at the various screening days, such as Depression and Anxiety Screening Days, coordinated by CAPS.
- c. Hosting a table at the various on-campus fairs and activities.

Ongoing:

- a. Disseminating information about our services through admissions packets, new and transfer student packets, through other departments, electronic means, UH publications and our web page.
- b. Providing information for articles about CSD events and related issues and running ads in *The Cougar*.
- c. Continuously updating the CSD web page.

Some Additional Activities:

- a. January 7, 2014: Presentation on CSD services to the Veteran's Services Office
- b. January 9, 2014: Training for RA's on CSD services and accommodating students who have disabilities
- c. March 19, 2014: Participating in a panel presentation in the College of Education's Diversity Week Panel Discussion
- d. August 21, 2014: Collaborative training for HRM faculty on the new online accommodation form, CSD services, EOS services, and the new accommodations policy
- e. Several meetings with Language & Cultural Center (LCC) faculty and administrators regarding accommodating students from Saudi Arabia who are deaf.

DSAES Strategic Initiative 3: Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

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

Comment: Achieved.

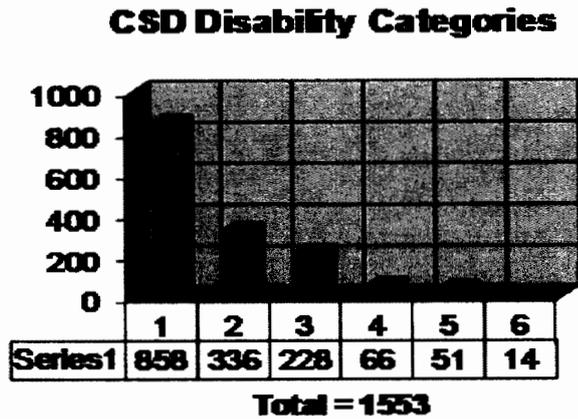
Action Steps:

- I. On August 31, 2014, CSD was serving 1,553 active students. On October 10, 2013, we were serving 1,269 active students. This reflects an increase of 22% in an approximate 11-month period.

- II. In order to streamline this report along with other reports such as the Annual Report we will run these reports on August 31 of each year, rather than immediately before this report.
- III. The following chart provides a breakdown of the “primary” disability categories of our current active students:

1 PI	858
2 HE	336
3 LD	228
4 VI	66
5 HI	51
6 Unknown/Unlisted	14
Total =	1553

PI = Psychiatric Impairment
 VI = Visual Impairment
 HE = Health Impairment
 HI = Hearing Impairment
 LD = Learning Disability



- IV. Between October 10, 2013 and August 31, 2014, 363 new students registered with CSD. During the period of October 10, 2012 to October 10, 2013, 328 new students registered with CSD. This reflects an increase of approximately 11% from last year.
- V. The primary disability “categories” served on August 31, 2014 reflect the following changes from the active student population on October 10, 2013:
 - a. Psychiatric impairments: 28% increase
 - b. Visual impairments: 20% increase
 - c. Health impairments: 20% increase
 - d. Hearing impairments: 4% increase
 - e. Learning disabilities: 12% increase
 - (Please see Attachment F for a detailed breakdown of primary diagnoses served.)
- VI. The following tabulations are the number of exams administered at CSD annually:

Year	Exams Administered
2008-2009	3,657
2009-2010	3,625
2010-2011	3,962
2011-2012	4,843
2012-2013	6,130
2013-2014	6,043

- a. There was a slight decrease (<1%) in the number of exams administered this year compared to last year.
- b. There was a 27% increase in the number of exams administered in 2012-2013, compared to 2011-2012. This was an extremely significant increase. It appears that the number of exams we are administering is leveling out.
- c. Twenty (20) additional computers were purchased this year for students to use during exam administration.
- d. The level of responsibility involved in maintaining security, administering, and monitoring exams continues to increase and become more complex. The number of students who utilize computers and/or assistive technology for exams increases each year. Setting up and administering computer and web-based exams can be labor-intensive.

Some Activities:

- a. Participating in a variety of campus and community fairs, activities, and educational presentations. Examples of some campus activities include:
 - October 3, 2013: UH's National Night Out
 - February 19, 2014: Healthy Coogs Fair
 - March 5, 2014: Presentation on CSD services at the Counselor Connection Conference, a UH-sponsored conference for community college personnel
 - April 2, 2014: Pi Kappa Phi's Empathy Dinner presentation
 - April 8, 2014: CSD information included in a training video for the Center for Student Involvement
 - April 22, 2014: Presentation at App & Associates "Learning Differences Conference"
 - March 22, 2014: Presentation at HBU's "Success for Children with Disabilities" Conference
 - May 19, 2014: Clements High School Transition Fair
 - August 21, 2014: New Faculty Orientation Fair
- b. Providing facility tours and orientations to potential student groups. Examples include patients from TIRR and students from the Monarch and Briarwood Schools.
- c. Raising awareness about our services and disability-related issues through campus publications and our web site.

DSAES Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.

University Strategic Goal: Student Success.

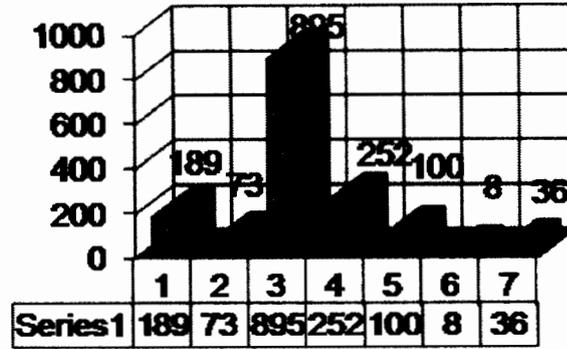
- G. Strategic Initiative Seven. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.**

Comment: Achieved.

The following is an ethnic breakdown of the students registered with CSD as of August 31, 2014:

1 African American	189
2 Asian	73
3 Caucasian	895
4 Hispanic	252
5 Middle Eastern	100
6 Native American	8
7 Other/Undefined	36
Total =	1553

CSD Ethnic Breakdown



The following is an annual comparison of the ethnic categories served:

- African American: 21% increase
- Asian: 22% increase
- Caucasian: 21% increase
- Hispanic: 25% increase
- Middle Eastern: 25% increase
- Native American: 0% increase
- Other/Undefined: 33% increase

Action Steps:

Participating in the following outreach activities not mentioned above, in addition to our regular outreach activities in an effort to increase the ethnic diversity of the students that we serve:

- Connecting with student organizations that focus on or involve diversity, such as Pi Kappa Phi and Adaptive Athletics.
- Participating in campus activities that focus on or involve diversity. Examples include:
 - April 2, 2014: Pi Kappa Phi's Empathy Dinner
 - March 3, 2014: College of Education's Diversity Conference panel presentation
 - March 19, 2014: Diversity Week Panel Discussion
 - May 19, 2014: Clements High School Transition Fair
- Collaborating closely with various departments who serve diverse student groups, such as the Language & Cultural Center and the Urban Experience Program.

DSAES Strategic Initiative 3. Foster the creation of a global learning Community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

- H. Strategic Initiative Eight. Assist students in bridging the gap to employment.**
 Comment: Achieved.

Action Steps:

- Collaborating with students, appropriate campus departments including University

Career Services and community organizations to determine effective service provision and programming to facilitate students who have disabilities in obtaining employment.

- II. Coordinating and/or providing services to students who have disabilities to help them transition into employment.
- III. A new Director of University Career Services began in the summer of 2014. The CSD Director met with her shortly after she began. The two departments are working together to assist students who are registered with CSD in obtaining employment. Tentative plans include:
 - CSD will provide training for UCS staff in working with students who have disabilities.
 - A UCS counselor who has training and experience working with people who have disabilities will be identified to work with students who have disabilities and request this type of assistance.
 - Each department is sharing upcoming events to encourage students to utilize each service.
- IV. The CSD Assistant Director established working relationships with several businesses and agencies that employ or assist people who have disabilities in obtaining employment. Examples include:
 - Frost Bank
 - Bender Consulting services
 - Empowered Hands
 - Arnold & Porter LLP
 - Ability Beyond Disability
 - DARS
- V. Students who would like CSD to assist them in obtaining employment are asked to submit their resumes to the Assistant Director, who submits them to the potential employers and agencies.

DSAES Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Community Advancement.

- I. **Strategic Initiative Nine. Seeking resources and collaborating with appropriate campus departments, community organizations, and businesses to help increase the retention and graduation rates of our students, and improve and/or expand services.**

Comment: Achieved.

Action Steps:

- I. Participating in the following activities:
 - a. "White Cane Day," held at City Hall in October, 2013. Numerous community agencies that serve people who have disabilities participated.
 - b. Two counselors from the Department of Assistive & Rehabilitative Services (DARS) began maintaining monthly office hours at CSD in April, 2014. The purpose is to make it easier for students to utilize this service.
 - c. The Director serves on the Urban Experience Program Advisory Board.

- d. The CSD counselor maintained office hours at the Veteran's Services Office (VSO) each week during the spring, 2014 semester. The objective of this was to bring CSD services to student Veterans who need them and may be wary to come to CSD.
 - e. Several meetings were held with the Math Department concerning streamlining testing procedures and consulting on the "Math 13XX Policy."
 - f. The Directors of disability services within the UH system met in November, 2013 to collaborate and share processes, etc.
 - g. CSD participated with several other departments within the Division and leaders from SGA in the creation of "Pottymouth" flyers. These flyers contain information about various campus services and related issues, and will be posted in particular restrooms on campus.
 - h. CSD counseling staff participated in search committees and/or meetings with applicants for several positions within the Division, including:
 - Director of the Wellness Center
 - Director of the Urban Experience Program
 - Director of University Career Services
 - Several CAPS therapist positions
 - i. Serving on the search committee for the new UH-D Director of Disability services.
- II. Working closely with a variety of departments to ensure that appropriate and comprehensive services and supports are in place for students who have disabilities, in an effort to improve the retention and graduation rates of our students. Some of these departments include Learning Support Services, Counseling & Psychological Services, University Career Services, Attendant Care Services, and the Student Health Center.
 - III. Collaborating with various community agencies to coordinate services for our students. Examples include the Department of Assistive & Rehabilitative Services, Houston Center for Independent Living, and The Lighthouse.
 - IV. Promoting and overseeing existing scholarships for our students.
 - V. Seeking additional scholarships and other funding opportunities for students.
 - VI. Seeking funding and in-kind donations of goods and services to fulfill unmet student needs, as appropriate.

DSAES Strategic Initiative 3: Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

J. Strategic Initiative Ten. Improve communication and relationships with faculty and staff.

Comment: Achieved.

Action Steps:

- I. The Director participates in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consults with the chair regularly. This committee, comprised of faculty and staff reviews and approves all student accommodation requests.
- II. Providing ongoing consultation and assistance to faculty and staff as appropriate.

Examples include training for Honors College faculty and consulting with College of Engineering administration regarding testing accommodations for their students.

- III. Maintaining a log of instructors who allow their students to take their exams at CSD.
- Eighty-three (83) new instructors allowed students to take their exams at CSD this year. This reflects an annual decrease of approximately .06% over the number of new instructors who allowed students to take their exams at CSD last year (88). Since the number of exams administered at CSD this year was approximately the same as the prior year, it seems appropriate that the number of new instructors allowing their students to take their exams at CSD also stayed about the same.

DSAES Strategic Initiative 6: Create and engage in strategic partnerships.

University Strategic Goal: Student Success.

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.

A. Service Provision:

- I. Please refer to question #3D for the number of students served. Student data is maintained in a customized confidential computer database which may only be accessed by authorized CSD staff.
- II. Responses received in Student Satisfaction Questionnaires were essentially positive. These questionnaires are distributed to students at the end of the spring and fall semesters in their final exam envelopes.

The Student Satisfaction Questionnaire asks several questions about satisfaction levels with various aspects of CSD services. On a scale of 1-5, "never" is indicated by a rating of "1," and "always" is indicated by a rating of "5." Because all students do not utilize all services and/or do not interact with all CSD personnel, a "not applicable" rating is also available. The percentages that follow are averaged, based on a possible 100% rating scale. "Not applicable" ratings are not included in the following percentages.

❖ **Examples of ratings:**

- a. "The person at the front desk is able to provide me with accurate information or refers me to the appropriate staff."
 - Of the 94 respondents, 92% provided ratings of "4" or "5."
- b. "I am satisfied with the level of service I receive at CSD."
 - Of the 94 respondents, 94.5% provided ratings of "4" or "5."

❖ **Some written comments included:**

- "Love front desk people!"
- "Everyone at CSD has helped make my college experience exceptional. They have always been unwaveringly supportive, patient, and friendly. I truly believe the CSD staff cares about me and are looking out for what's best for me to succeed. Thank you all so much."
- "This summer will be my last semester at UH and I want to say thank you so much to everyone at CSD for always being helpful, respectful, honest, kind and making me feel like I have people I can count on if I need help. I have felt more at home and welcome at CSD than I have anywhere else on campus. You all have made a very serious difference in my life and I'm so thankful to have met you all. Thank you!!"

The majority of the ratings and responses pertaining to issues or items within our control were positive. We have tried various other methods for disseminating and collecting these surveys, but none have yielded the high return rates as placing them in final exams. We will continue to explore additional ways to obtain this type of feedback from students.

❖ **Examples of these types of comments included:**

- “More study rooms”
- “Open on weekends”
- “Smaller classes”
- “Parking”

All CSD staff collectively review the Student Satisfaction Questionnaire summaries and brainstorm ideas for resolving cited issues. Examples of some strategies that were implemented based on this year’s feedback received included:

- Purchasing additional computer hardware and software.
- Purchasing additional computers for testing
- Purchasing additional clocks for testing rooms
- Purchasing better quality printers
- Working with College of Engineering administration regarding testing accommodations for CSD students in these classes

B. Student Retention and Graduation Rates:

In previous years CSD calculated the percentage of courses that students passed for every tenth student on our active student roster at the end of the spring and fall semesters.

In mid-August CSD asked the Director of Assessment and Planning for the Division if CSD student retention and graduation rates could be derived through some type of technological means. We have been informed that the Office of Institutional Research (IR) anticipates this data will be “certified” on approximately October 29th. If acceptable by the SFAC Committee, this data will be submitted when received.

C. Scholarship Feedback:

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

The following excerpts are from recent student letters:

- “Prior to being awarded this scholarship my financial aid was not enough to cover my tuition or books. Now I will have enough money to fully cover my tuition and pay for part of my books. This scholarship is really important to me because I cannot rely on my single mother to help me pay for school. In addition, I can focus on making good grades versus worrying about paying for my school expenses.”
- “Your generous donation will relieve the greatest anxiety I am to face in the coming academic year, allowing me to place my course work at foremost priority.”
- “After years of working with my condition, I am prepared to help others with similar needs concentrate on increasing their mobility and lead a more independent lifestyle. There are many years ahead of me to achieve this dream and many classes and textbooks that will accompany them. Your financial assistance will help me to focus on my studies and achieve this dream.”

- “I am currently enrolled as an MS Accountancy student. Upon graduation, I have accepted a full-time position at Marathon Oil Company and they will sponsor me to become a certified public accountant (CPA). Growing up, I lived in a neighborhood where most students did not graduate high school nor go to college. However, my mother raised me as a single parent, and she instilled within me the values of integrity, dedication and humility. Please know, this scholarship is a blessing to me and indirectly, to my family, as I pursue higher education. Thanks again for seeing something exceptional within me to receive this prestigious award.”

D. Academic Adjustments/Auxiliary Aids Form (AAAAF):

- Feedback was obtained from the students and faculty who received instruction and accessed this online form.
- Some highlights:
 1. Forty-two (42) students and faculty provided written feedback on navigating the pilot online student accommodation form.
 2. Of the respondents, 69% provided only positive feedback, including statements such as “The form was very straightforward and organized efficiently,” and “Works smooth, very smart.”
 3. Of the respondents 31% provided suggestions for improvement, and/or criticisms of the online form/processes involved in completing the form.
 4. Based on this feedback, some additional changes will be made to the form before it “goes live.”

E. Training:

- A pre-test and post-test was developed for training workshops. It was comprised of ten (10) true/false questions. We had planned to distribute this to training participants at the beginning and end of each training session to determine if training objective(s) were met.
- This tool was reviewed by the Assessment Committee. It was decided that in the interest of precious training time that a training “post-test” alone, rather than a pre-test and post-test will be collected at most upcoming CSD training workshops, contingent upon the training time allotment (Please see Attachment G).
- Additional time will be allocated to explore training effectiveness tools utilized by other departments, universities, agencies, etc., to ascertain the knowledge gained by workshop participants.

F. Intake Appointment Tracking Log:

- A new tracking system was developed and implemented on March 1, 2014 to track all pertinent information leading up to a student’s initial intake appointment.
- All staff who schedule or gather information pertaining to a student’s intake appointment is responsible for inputting this information into the spreadsheet, which can be accessed through a desktop icon.
- As of 8-31-14, analysis of this tracking system revealed the following:
 1. There were 139 new student intakes scheduled during this period.
 2. Of this number, 107 students were seen for their initial appointment within a two-week period.

3. All students who were not seen within a two-week period reported issues that prevented them from doing so, such as an accident, scheduling conflicts, academic holds, or inability to obtain medical documentation.

G. Information Technology Assessment:

- The VPSAES IT Department conducted an assessment of CSD's IT needs last fall. Several recommendations were made and subsequently followed, including CSD purchasing approximately \$40,000 in technology (Please see Attachment H).

5. Please discuss any budget or organizational changes experienced since your last (FY 2015) SFAC request, their impact on your programs, and your reason for implementing them.

The Center for Students with DisABILITIES requested and was approved for an FY 2014 base budget of **\$425,564**.

This year we would also like to respectfully request a base budget of **\$425,564**.

CSD received administrative approval to request an FY 2015 one-time allocation in the amount of **\$3,250**. This allocation would be used for:

- **Professional Training:** Due to budget constraints CSD staff has not attended any professional conferences for several years. Attending conferences is important for networking, remaining current in the field, and gaining information about best practices. The requested annual funding would pay for one professional staff to attend a “major” conference each year (e.g., AHEAD state or national conference), and possibly one to three less expensive local workshops. The Director, Assistant Director, and Counselor could alternate years to attend a “major” conference each year, and other professional staff (e.g., Secretary II, Program Manager, and Microsystems Analyst I) could all attend one local workshop each year, as available.
- **\$2,000**
- **Promotional items** (e.g., pens, other giveaways): To promote CSD services within the university and in the community.
- **\$1,000**
- **Open house:** We would like to begin hosting one open house each semester in the fall and the spring. It is hoped that this activity would bring in additional students who could benefit from our services. Marketing the open house would also help to raise awareness of CSD services for students, faculty, and staff. We would like to request \$125 for each open house to provide food.
- **\$250**

Total= \$3,250

6. Please list your 2015-2016 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 1: Create new opportunities for student success through learning, engagement, and discovery.
University Strategic Goal: Student Success.

Action Steps:

- I. Provide comprehensive services to all eligible students who request them.
- II. 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.
- III. Purchase technology, other equipment and supplies to meet student needs and/or improve services.
- IV. Seek out potential funding, in-kind donations and/or collaborative opportunities to expand services and/or increase staffing.
- V. Develop and distribute a new student satisfaction survey.

- B. **Strategic Initiative Two.** Fully implement the new online student accommodation form, monitor user satisfaction, and modify as appropriate.
DSAES Strategic Initiative 4: Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.
University Strategic Goal: Student Success.

Action Steps:

- I. Obtain additional feedback from students, faculty, and CSD counselors on the online form.
- II. Develop instructions and training and provide education and consultation to the campus community regarding this form.
- III. Modify the form and processes as needed.

- C. **Strategic Initiative Three.** Advocate for inclusion, equal opportunities, and improved accessibility for students who have disabilities.
DSAES Strategic Initiative 2: Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.
University Strategic Goal: Student Success.

Action Steps:

- I. Work with Facilities Planning & Construction (FP&C) and other departments, as appropriate, to advocate for needed campus accessibility improvements.
- II. Consult with Information Technology, instructors, and others as appropriate regarding the accessibility of UH web pages, distance education courses, Web CT, online courses, and student technology needs.
- III. Consult with academic departments, as appropriate, in developing and/or improving their practices pertaining to students who have disabilities.
- IV. Assist the Adaptive Athletics Sports Club in promoting wheelchair rugby events at

the CRWC, and provide financial support through the Frank and Martha Tiller Fund as available.

- D. Strategic Initiative Four. Increase the knowledge base of UH students, faculty and staff about CSD services and disability-related issues.**
DSAES Strategic Initiative 3. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.
University Strategic Goal: Student Success.

Action Steps:

- I. Provide educational presentations and facility tours to academic and student service departments and potential students.
- II. Provide consultation and assistance to faculty and staff regarding student accommodations and accessibility issues.
- III. Coordinate disability awareness-related educational activities.
- IV. Distribute information about our services campus-wide through admissions packets, new and transfer student packets, electronic means, UH publications and web pages.
- V. Promote CSD services and activities in *The Cougar* and other campus publications.
- VI. Update, improve, and expand our web page.

- E. Strategic Initiative Five. Improve CSD processes, procedures, student satisfaction surveys, and communication.**
DSAES Strategic Initiative 4. Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.
University Strategic Goal: Community Advancement.

Action Steps:

- I. The Student Satisfaction Survey will be revised and distributed.
- II. Best practices utilized by other universities will be researched.
- III. CSD will participate in an internal/external review, in which departmental processes, procedures, etc. will be reviewed and recommendations provided. This information will be reviewed and utilized accordingly.

- F. Strategic Initiative Six. The number of students receiving CSD services will increase by 5%.**
DSAES Strategic Initiative 1. Create new opportunities for student success through learning, engagement, and discovery.
University Strategic Goal: Student Success.

Action Steps:

- I. Provide quality, individualized, comprehensive services to all eligible students who request them.
- II. Promote our services through a variety of campus and community fairs, activities, and educational presentations.
- III. Raise awareness about our services and disability-related issues through a variety of campus publications, our newsletters and web page.

G. Strategic Initiative Seven. CSD will serve an increased number of students from a diverse range of ethnic and cultural backgrounds.

DSAES Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Student Success.

Action Steps:

- I. Participate in several fairs and presentations at high schools and school districts.
- II. Participate in campus activities that focus on or involve cultural diversity.
- III. Collaborate with student organizations that have diverse memberships.

H. Strategic Initiative Eight. Seek resources and collaborate with appropriate departments, community organizations, and businesses to increase the retention and graduation rates of our students, and improve and/or expand services.

DSAES Strategic Initiative 1. Foster the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens.

University Strategic Goal: Community Advancement.

Action Steps:

- I. Promote and oversee existing scholarships for our students.
- II. Seek additional scholarships and other funding opportunities for students.
- III. Collaborate with appropriate departments to improve and/or establish needed supports and services for students who have disabilities.
- IV. Seek funding and/or in-kind donations of goods and services to fulfill unmet student needs, as appropriate.

I. Strategic Initiative Nine. Improve communication and relationships with faculty and staff.

DSAES Strategic Initiative 6. Create and engage in strategic partnerships.

University Strategic Goal: Resource Competitiveness.

Action Steps:

- I. The Director will participate in weekly Academic Accommodations Evaluation Committee (AAEC) meetings and consults with the Chair regularly.
- II. Assist faculty and staff on a departmental and individual level regarding disability-related issues.
- III. Maintain open communication with Academic Program Management, academic departments, and faculty.

7. 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. Stanford and Joan Alexander Foundation:

- ❖ CSD was awarded a gift of \$250,000 from the Stanford and Joan Alexander Foundation in 2011. This funding is being used for annual student scholarships, paying for student assessments (learning disability and/or ADD/ADHD assessments) at CAPS. This is the last year of new funding for this three (3) year gift.
- ❖ CSD has been coordinating and overseeing the Eric P. Alexander Memorial Scholarship for students for several years. Funding has been available for more than fifteen (15) years to pay for an average of 1-4 scholarships per year.
- ❖ Because of the increased funding provided through this gift, seven (7) students received \$1,000 scholarships each for the 2013-2014 academic year. Eleven (11) students received/will be receiving \$1,000 scholarships for the 2014-2015 academic year.
- ❖ As of August 31, 2014 these funds have paid for 65 student assessments (learning disability, and/or ADD/ADHD) through CAPS, in the amount of \$23,650.00. This was the last year we will be receiving this three (3) year gift. Approximately \$6,350.00 is left in this fund to pay for additional assessments for students.

B. Frank and Martha Tiller Endowment

- ❖ CSD was awarded an endowment in 2006 from Dr. Frank and Martha Tiller.
- ❖ Dr. Tiller was an Engineering professor, and 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 would like the funds 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.
- ❖ For the past two years \$1,000 of these funds were donated to support housing costs for athletes in the June Wheelchair Rugby Camp.
- ❖ Funding was donated to Pi Kappa Phi through this endowment to pay for some costs for their 4-2-14 Empathy Dinner. Seven hundred and fifty dollars (\$750) was donated to help pay for rental costs for the Great Hall, and food.

- ❖ The current endowment market value fund is approximately \$55,865. Approximately 4% is generally available to spend annually.

C. One Step Closer (Jacob Zalewski) Scholarship Fund:

The signed gift agreement was received on October 9, 2012 for the One Step Closer (Jacob Zalewski) Scholarship Fund.

The initial \$10,000 gift was designated to fund ten (10) \$1,000 student scholarships for eligible students who have physical disabilities who apply.

- ❖ Two (2) recipients were selected to receive a \$1,000 scholarship for the 2013-2014 academic year. Four (4) students were selected to receive \$1,000 scholarships for the 2014-2015 academic year.
- ❖ Jacob Zalewski is an alumnus. He raised funds through his non-profit Organization, the One step Closer Foundation to establish this scholarship for students who have physical disabilities.
- ❖ A selection committee comprised of faculty and staff select the recipients for both student scholarships.

Additional fundraising plans for FY 2014-2015 include:

- ❖ Continue to seek funding for student scholarships.
- ❖ Continue to seek funding and/or in-kind donations as needed for educational activities.
- ❖ Continue to seek funding and/or in-kind donations in order to fulfill unmet student and/or departmental needs.
- ❖ Continue to seek funding to provide additional services and/or resources for specific student populations, such as student Veterans and students who have Autism Spectrum disorders.

8. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

CSD provides services to students who have disabilities that are not available through other departments. The services provided by CSD augment, but do not duplicate other university services.

The primary mission of the Center for Students with DisABILITIES (CSD) is to help ensure that qualified students who have disabilities have an equal opportunity to learn and succeed at the University of Houston. 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, Learning & Assessment Services, 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 needs and preferences, instructor input, as appropriate, and CSD staff recommendations. Examples of some of the services provided and accommodations recommended by CSD may include:

- Disability-related counseling;
- Determining student accommodation needs, presenting these to the AAEC for approval, and ensuring that accommodations are made available;
- Environmental accessibility assistance;
- Two student computer labs with assistive technology, including computers with CCTV interactive, adaptive keyboards, voice-activated software/Dragon Dictate, JAWS, and software for visual impairments and learning disabilities;
- Priority enrollment (for students in most academic majors);
- Note-taking accommodations;
- Two testing centers and testing accommodations, including a distraction-reduced environment, six individual testing rooms, extended testing time, alternate testing formats, and scribes;
- Sign language interpreters;
- Real-time captioning services;
- Alternate textbook coordination;
- Hearing amplification systems; and
- Resource and referral assistance