



Justin Dart, Jr.
Student Accessibility Center
Division of Student Affairs

STUDENT FEES ADVISORY COMMITTEE (SFAC)

FY2025 PROGRAM QUESTIONNAIRE

INSTRUCTIONS: *Please respond to all questions. Restate the question before providing your response.*

An electronic copy of your responses in PDF format should be sent to: SFAC Chair, in care of the Dean of Students Office, at dlyoung4@central.uh.edu by 1:00 p.m., Friday, October 13, 2023. It should be noted that only electronic submissions will be considered. Only those requests submitted by 1:00 p.m., October 13, 2023 will be guaranteed full consideration. Please review the note section following the questions for additional instructions.

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, engagement, encouraging 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 in the Health and Wellbeing portfolio within the Division of Student Affairs. 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.

- Our team focuses on **outreach and partnerships with key stake holders**. This includes reaching out to students at university tabling events, new student orientations, and other

events, who may not be aware of the vital role our services could play in helping students find success.

- We put a strong emphasis on **educational and informative training opportunities**, not just in the form of continuing education for our staff, but also serving as the primary 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 Center this past year has prioritized students, staff, enhanced services, collaboration, relationship building, digital accessibility, new programming, and more accessible furniture were critical in our strategic goals and initiatives. The Dart Center strives to be a home and safe space for students with disabilities to receive barrier removing services in by providing accommodations, advocacy, assistive technology, physical access, and advocacy for accessibility concerns on campus.

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. This also extends to events, workshops, and other experiences on campus. 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, alternative format, 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 academic environment.

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

Educational Opportunities:

The Dart Center provides students a one-on-one orientation with an Access Coordinator to better understand available services, share their personal experience with disability, gain an understanding of their accommodation needs, and connect them with accommodations, including implementation. **Educational trainings are valued due to the essential disability education in a variety of topics that address different aspects of accessibility. These opportunities 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/emotional support animal education, referrals, available services, advocacy, social justice, physical access, digital access for online courses and content, assistive technology, communication access, social media, document formats, and other requested challenges faced by our disability community.

Resource and referral:

The Dart Center recognizes the challenges our students 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. To achieve this, **we focus on collaboration, building positive relationships with students, faculty, staff, student organizations, community organizations on a local, state, and national level.** The Director and the Dart Center stay actively involved on campus by serving on campus boards, and committees both on and off campus.

Student fee allocation justification:

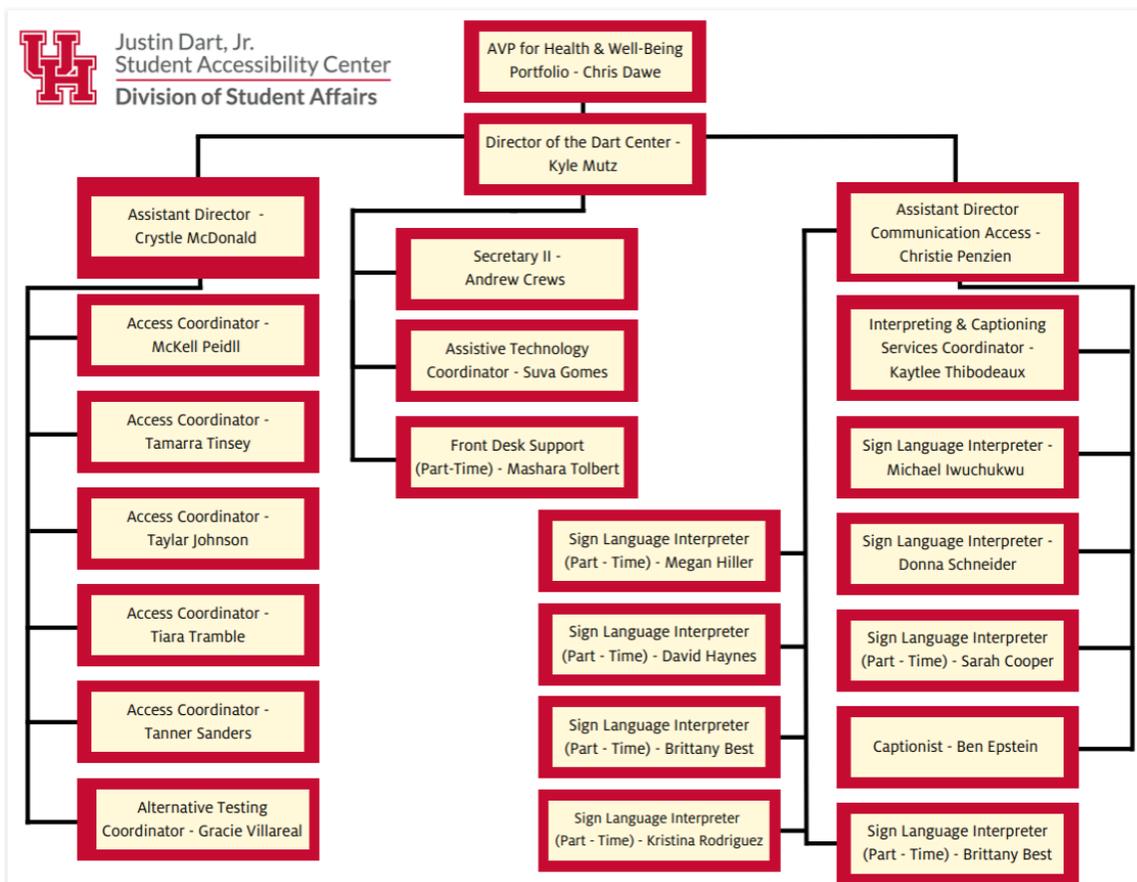
The Dart Center provides critical support services, accommodations, assistive technology, communication access, educational workshops, events, disability representation across campus and advocacy to one of the most important parts of the University of Houston study body. These services ensure students with disabilities are provided with an inclusive and accessible experience on campus. **Our services extend to all parts of the University experience and help it to maintain its tier one status and support the Chancellors goal of being a top 50 University.** 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. As the demands increase having adequate staffing will be critical.

Programming:

The Dart Center is actively working to create and meet the needs of the University of Houston's disability community. This past year was the 2nd consecutive year in which the Dart Center was able to provide and participate in programming. With a rich history of taking ownership of Justin Dart Jr. name, it is vital that our department be one of the critical advocates for change through educational events that are centered around different aspects of disability awareness. Our team just this past year played an integral role in supporting White Cane Safety Day, Disability Career Symposium, Destress with Dart, Breakfast & Brainfood, Movie night with Dart, and participated in several other campus events that helped promote Wellbeing & good Mental Health. **The Dart Center takes great pride in providing new opportunities for all students, staff, faculty, and campus community to engage in different aspects of disability.** Our team is very appreciative

of SFAC’s commitment, financial support, and drive to help all students find success. We have the same commitment and drive to students with disabilities and those without, to make the Dart Center a department that works with everyone and serves this amazing campus community with a commitment to be the best for the University of Houston. Better design and access improve the lives of everyone, and we are committed to helping students work for that every day.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and them 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.



3. If your unit falls under the Division of student Affairs, list your unit’s strategic initiatives and action steps identified for the 2022 – 2023 academic year and cite the specific Division of Student Affairs (DSA) Strategic Initiatives and University of Houston Strategic Goals to which they can relate (links below). If your unit does not fall under the division of student affairs, explain, in detail, the strategic plan your unit operated under. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/ action step changes 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.

DSA: uh.edu/dsa/about/strategic-planning/2019-2023/

UH Goals: uh.edu/about/mission

The Dart Center Centers goals and action items all work to support the University of Houston's Division of Student Affairs strategic plans and initiatives. In addition, our goals help the University strive toward being a top 50 public institution. Effective access and inclusive learning opportunities benefit all students.

GOAL # 1 Student Success

Description:

The Student Accessibility Center will support students with disabilities by connecting students with accommodations, assistive technology, outreach, professional development for staff, educational workshops, and services to all registered students.

Goal Status:

Accomplished – the Dart Center successfully implemented the AIM database which gives students with disabilities 24 hour access to their own unique profile that keeps their schedule of classes, approved accommodations, accommodation letter for each course, and allows students to schedule exams. Real-time data is included further down in our questionnaire which shows increases in usage. This is a drastic change from the Dart Centers previous paper-based platform.

To further enhance access for students the Dart Center worked with campus IT to incorporate access to the AIM database in AccessUH for both students and faculty.

To help facilitate better access to students accommodations and implementation, the Dart Center also rolled out the AIM Faculty portal which gives faculty a one-stop place to view accommodations and event set up testing agreements for students.

Status Narrative:

The Center will accomplish this goal by successfully implementing accommodations, alternative testing, alternative format, communication access, assistive technology and meeting other access needs for students with disabilities during the Fall, Spring, and Summer semesters.

- Data supporting each of these areas will demonstrate the usage and effectiveness of services provided.
- Evaluation of each service will be measured through email campaigns done through the AIM database.

The data below shows a significant increase between Fall 21 and Fall 22 in the number of accommodation letters sent to faculty, classes served, request made by students, and overall accommodation request made by students. (data obtained through AIM database reports)

- Students are using AIM more effectively.
- The Dart Center is serving more courses.
- Services have been made more accessible to students and faculty.

Goal 2) Resource and Data Development

Description: The Dart Center will work to identify opportunities and evaluate resources to improve efficiency, resource management, and utilization of resources that support access for students with disabilities to help better tell the story and impact of the Dart Center at the university of Houston

- Information and data will be collected to help determine the impact of resources.
- Data will be used to improve services and shape department goals/objectives.

Goal 3) Strategic Partnership Development

Description: The Dart Center will continue to extend its outreach to key university stakeholders by conducting outreach activities, collaborating with at least 4 different departments in DSA, exploring funding opportunities, collaboration with other UH disability services offices, and working with community partners to support students with disabilities.

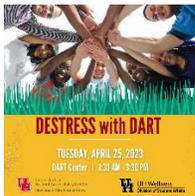
- Through participating in different opportunities in DSA, the Dart Center will work to measure, collect data, and identify student populations that have been positively impacted
- The impact of any additional funding obtained will be documented and assessed.
- Evaluations will also be provided to gauge the level of impact as well.

This past year the Dart Center did the following:

The Dart Center created some new programming and events to support our students to encourage community and good mental health. Below are brand new opportunities our team created this semester.

Destress with Dart and UH Wellness - This was a new event and partnership to support mental health. This event provided the following:

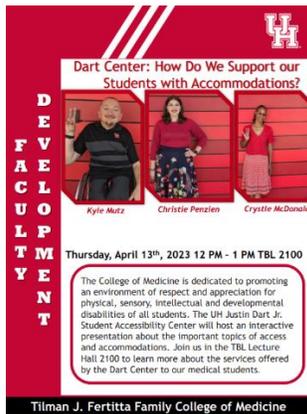
- Letter Golf
- Make your own stress ball.
- Canvas and paints
- Coloring pictures and markers
- Resource Information about services
- Estimated 35 students attended the event.



Universal Design and Equity	DART	Kyle Mutz - Director of the Justin Dart Jr. Student Accessibility Center; Crystle McDonald - Assistant Director, Christie Penzien - Communication Access Assistant Director	This presentation will explore Universal Design and Equity to help our campus community create spaces, environments, and events that support all identities on campus in the most holistic way possible. By working together and developing our knowledge about different topics in disability awareness, we can collectively work to develop a campus culture that embraces this part of diversity and campus wellbeing.
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College of Medicine, Luch and Learn with Dart (1st time event)

- 26 faculty attended to learn about Dart services, how to support students with disabilities, accommodation implementation, and Universal Design concepts.



Veterans Center Visit and Outreach with Dart – 1st time visit and connection.

- Staff learned about Dart Services
- Accommodations
- How to refer students
- Available support services
- Assistive technology available
- How to register
- Over 10 staff attended, student and full-time



4. Please list your 2024-2025 strategic initiatives and action steps in priority order and if operating under the DSA, cite the specific Division of Student Affairs Values and University of Houston Strategies Goals to which they relate. If your unit does not operate under the DSA, reference the strategic plan your unit operates under. Larger units may wish to group responses by subprograms. 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.

The Strategic priorities for the Division of Student Affairs (DSA) and the Dart Center are as follows:

- i. Increase retention of first time in college (FTIC) students
 - a. Promote increased student credit hours and GPA for FTIC

- b. Increase the retention rate of Pell Eligible FTIC
 - ii. Increased alumni engagement/giving to DSA
 - iii. Increased grants/donations to DSA
 - a. Lowering costs for economically disadvantaged students
 - iv. Increased student engagement
 - a. Increased engagement for students at UH Sugar Land and UH Katy campuses
 - v. **Articulate how KPIs are tracked and how/when your unit utilizes them to measure progress towards your goals. Are there any deficiencies in your ability to measure your KPIs? If so, explain why.**

Top 50 Metrics:

- FTIC retention rates
- FTIC Pell eligible retention rates
- Number of UH bachelor graduates who donate to DSA.
- The number of dollars' worth of services provided to students with financial need.

UH Strategic Plan Metrics:

- UH Strategic Plan Goal 1: Student Success
 - Number of hours of career related experiences by student employees
- UH Strategic Plan Goal 3: Social Responsibility
 - Number of students and student hours volunteering in the Third Ward
 - Number of faculty/staff and hours providing service/volunteering for DSA department programs
- UH Strategic Plan Goal 4: Nationally Relevant Athletics:
 - Number of student-athletes utilizing DSA services each semester
- UH Strategic Plan Goal 5: Competitive Funding:
 - Dollars raised from grants and donations
 - Number of UH bachelor graduates who donate to DSA

DSA Specific Metrics:

- Sense of Belonging rating from students
- Number of unique students served by departments and division
- Percentage of total addressable population served by division
- External ratings of student employees' competencies
- Average GPA of students engaged in DSA programs/services
- Average completed student credit hours of students engaged in DSA programs/services

- ii. **Identify the milestones laid out on the path to achieving the long-term goals you have laid out. How do these milestones contribute to your unit's ability to hold itself accountable to the long-term goals?**

Each semester, the Dart Center will share with the Director of Assessment and Planning in the Vice President's office the ID numbers for students involved with different programs/services from those departments. Those codes will be connected to the university's student information system (PeopleSoft) which will allow the Director to report the GPA, retention rate, and student credit hours for each department, as well as identifying special populations such as PELL eligible students and student-athletes who use programs/services offered by those departments. As these metrics directly relate to the priorities of the DSA, each department will know if they are improving outcomes or not and will be able to adjust programs/services to better achieve the priorities of the division and the university.

- iii. **In your response, identify who (besides the department director) is responsible for each milestone in the plan and for measuring each KPI you have identified.**

The Director of Assessment and planning for the Vice President's office.

Dart Center 2024/2025 Strategic Initiatives -

Goal 1) Engagement and Student Success

- Increase the number of students with disabilities utilizing accommodations.
- **Action Step:** Send students through AIM message about submitting accommodation letters for courses every term.
- **Assessment:** Improve Student Engagement
 - o Data will be collected using AIM or Access Information Management database and Qualtrics surveys on the following to demonstrate improvement on:
 - General database usage
 - Testing
 - Alternative format
 - Communication Access
 - G.P.A information
 - Front desk information and referral
 - Assistive Technology
 - Universal Design Implementation
 - Evaluation and improving social aspects of going beyond standard accommodations.

Goal 2) Resource Development

- The Dart Center will work to identify opportunities and evaluate resources to improve efficiency, resource management, and utilization.
- **Assessment:** Improve Resource Management – Implementation of Part-time Interpreting Staff
 - o The Dart Center will work to demonstrate the financial impact of utilizing part-time staff interpreters vs. contracted vendors. The following data will be collected.
 - Students feedback
 - Analysis of funding
 - Data of using staff vs. vendors
 - Cost savings to colleges or dept.
 - Increase of Deaf students attending University of Houston

Goal 3) Strategic Partnership Development

- The Dart Center will expand its outreach to key university stakeholders.
- **Action Step:** Expand Outreach to key stakeholders – Participating or hosting at least 4 Division of Student Affairs events that support students.
- **Assessment:** Increase Engagement, Division Cohesion, Programming, and Access Support
 - o ***The Dart Center will host or partner with at least 4 different student-centered events on campus or in the community to provide some aspect of disability education or increase access for all in attendance.*** Data will be collected on:
 - Activity and purpose
 - Attendance stats
 - Compare data with departments or partner for activity.
 - Identify access provided.
 - Include at least 2 different activities at the Sugarland/Katy Instructional Sites.

Goal 4) Division Cohesion, Signature Department Events, and Collaboration

- The Dart Center will work to increase the adoption of Universal Design
- **Action Step:** Reach out to at least 4 campus stakeholders to promote the utilization of Universal Design
- **Assessment:** Universal Design benchmark. The Dart Center will assess this by:
 - o ***Benchmarking top 50 schools and their implementation of how Universal Design is adopted in classroom spaces.***
 - o ***Top 5 public universities***
 - o ***Email and phone calls to Disability Service Offices***

- i. **The Dart Center utilizes AIM or Access Information Management** database which tracks in real time the utilization of our accommodation resources. These are measured and gathered at the end of the fall, spring, and summer academic terms.
 - ii. The **utilization of our support services** is determined by the number of students that continue to use our services. Increases in usage indicate effectiveness. We can measure these increases by baseline data previously established. If it is indicated that a service sees a negative increase this will help us know whether a service needs to be evaluated.
 - iii. Other **staff included** in this information gathering are the Assistant Director, Assistant Director for Communication Access, Access Coordinators, Assistive Technology Coordinator, Alternative Testing Coordinator, Secretary II, and Director.
- 5. 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 exists, 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 this data. If your unit holds events, please provide revenue sources breakdown of each revenue stream including but not limited to the number of:**
- i. **Tickets sold/number of attendees recorded.**
 - ii. **Merchandise**
 - ii. **Concessions sold/distributed.**
 - iii. **Revenue generated from these sales**

As mentioned above, every department will track ID numbers for students involved in key programs and services, and report them to the Vice President of Student Affairs's office. These IDs will then be used to determine the academic success of students involved with those different programs, including average completed credit hours, average GPA, retention rates, and overall engagement rates. We also track student satisfaction from students through the annual student satisfaction survey that is sent to all students every spring semester.

These are the most important metrics the division could utilize to measure the success of the division and its units as they directly relate to the core mission and vision of the university, help students succeed in their academic careers and preparing them for life after UH. Additionally, every unit within the Division of Student Affairs conduct their own assessments, as they are required to come up with assessment plans every summer for what they would like to assess during the coming academic year.

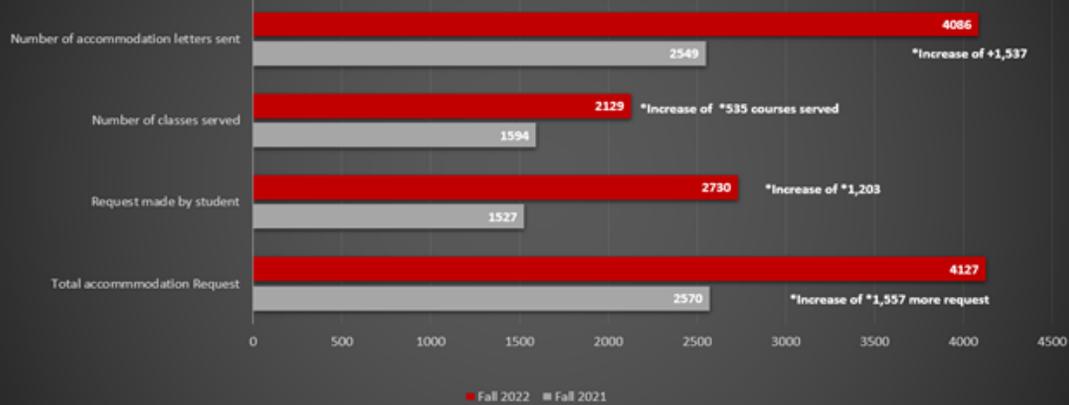
Utilization Reports:

*Below is a comparative break down of the utilization of the Dart Centers recently implemented AIM database that started in Fall 2021 and Fall 2022. The data below shows a significant increase between Fall 21 and Fall 22 in the number of accommodation letters sent to faculty, classes served, requests made by students, and overall accommodation request made by students. (Data obtained through AIM database reports)

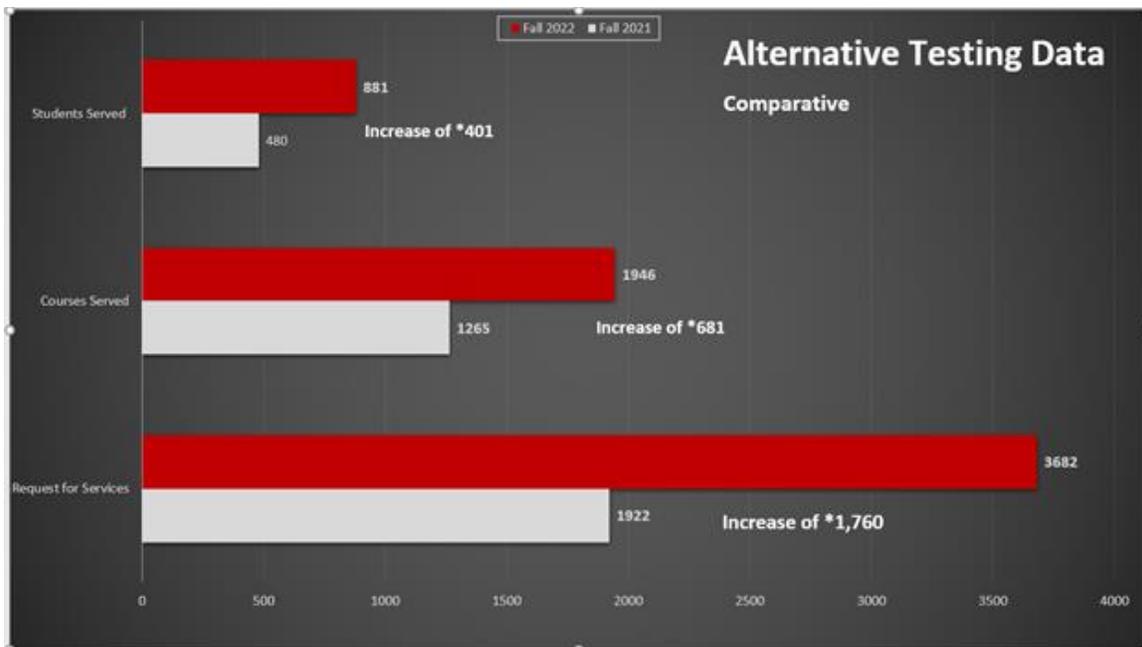
- Students are using AIM more effectively.
- The Dart Center is serving more courses.
- Services have been made more accessible to students and faculty.



Fall 2022 Comparative AIM database Usage by Students



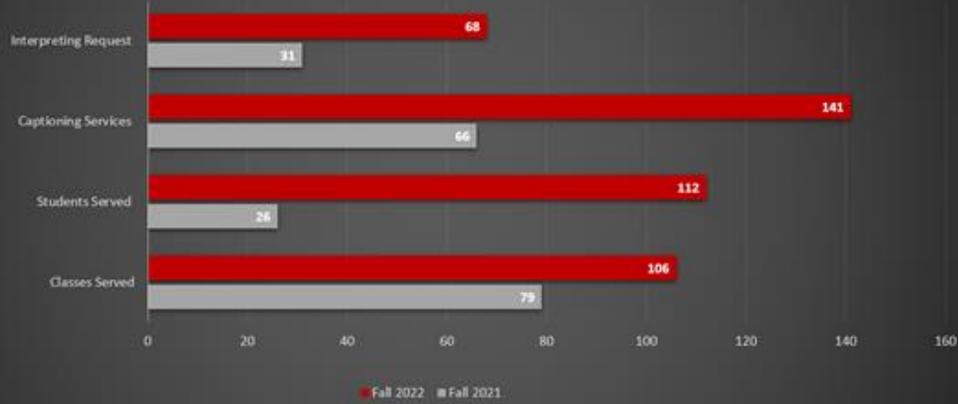
Alternative testing is a critical service provided to students with disabilities on campus who need a distraction reduced environment, use of assistive technology, alternative format, accessible desk, or alternative environment to help them demonstrate their knowledge.



Communication Access Services – Support services provided to students at the University of Houston who are Deaf or have hearing loss. These services extend to providing access through sign language interpreters and CART or Communication Access Real-time (captioning for courses).



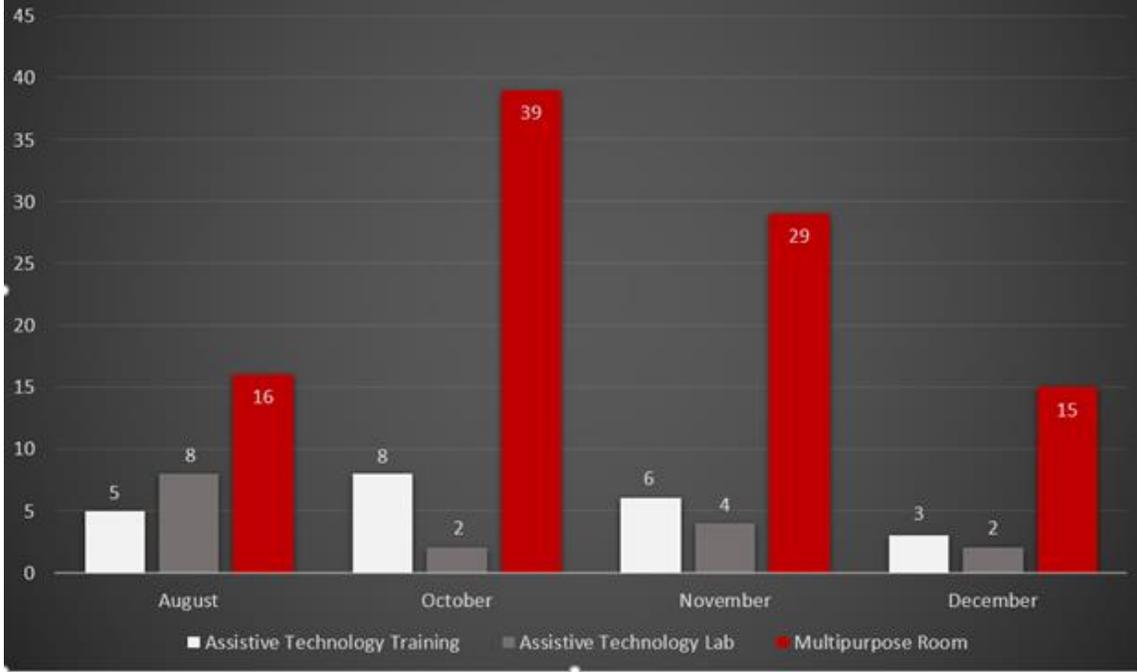
Communication Access – Interpreting/Captioning Services

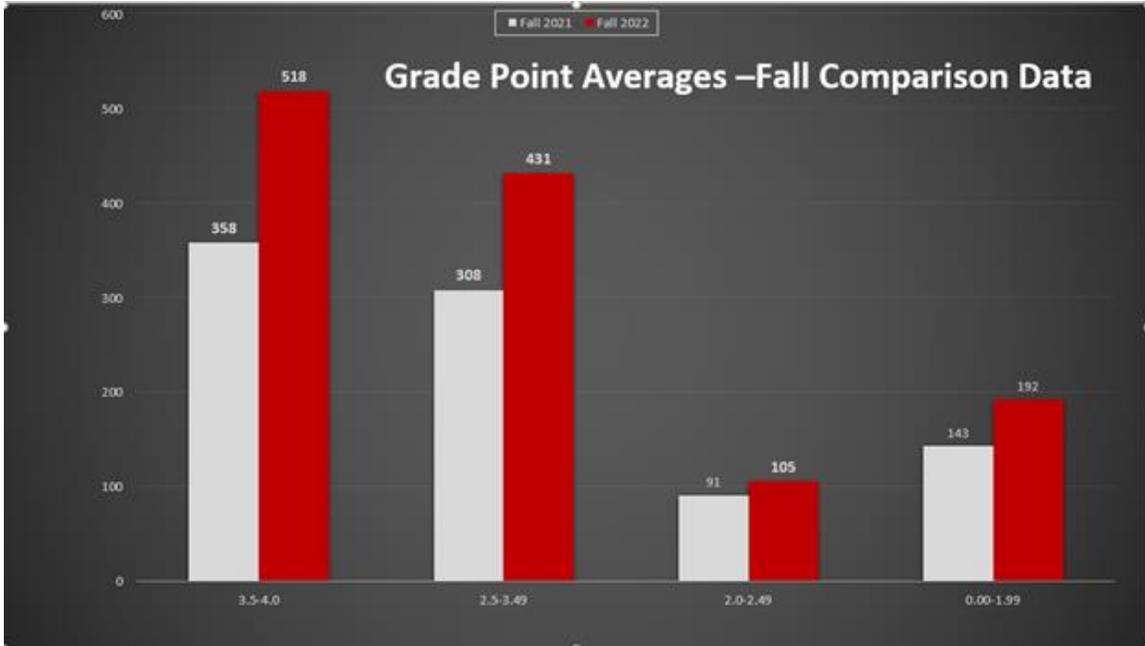


Assistive Technology and Multipurpose data for Fall 2022– this data was established in Fall 2022. This is the first time the Dart Center has collected data for these spaces as they are new to students.

Assistive Technology and Multipurpose Data Fall 2022

*baseline data



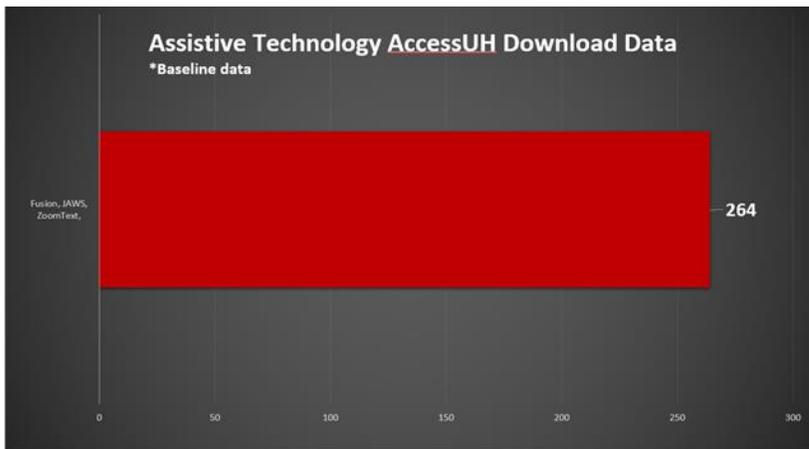


*Affordability and Accessibility for students on campus in accessing *assistive technology* has been a previous barrier. Through establishing partnerships and creative design the Dart Center team was able to make assistive technology available to the campus community through AccessUH for the first time in its history. Below are stats this past fall in how many people downloaded the software.

Software Downloads > Assistive Technology

Export to Excel

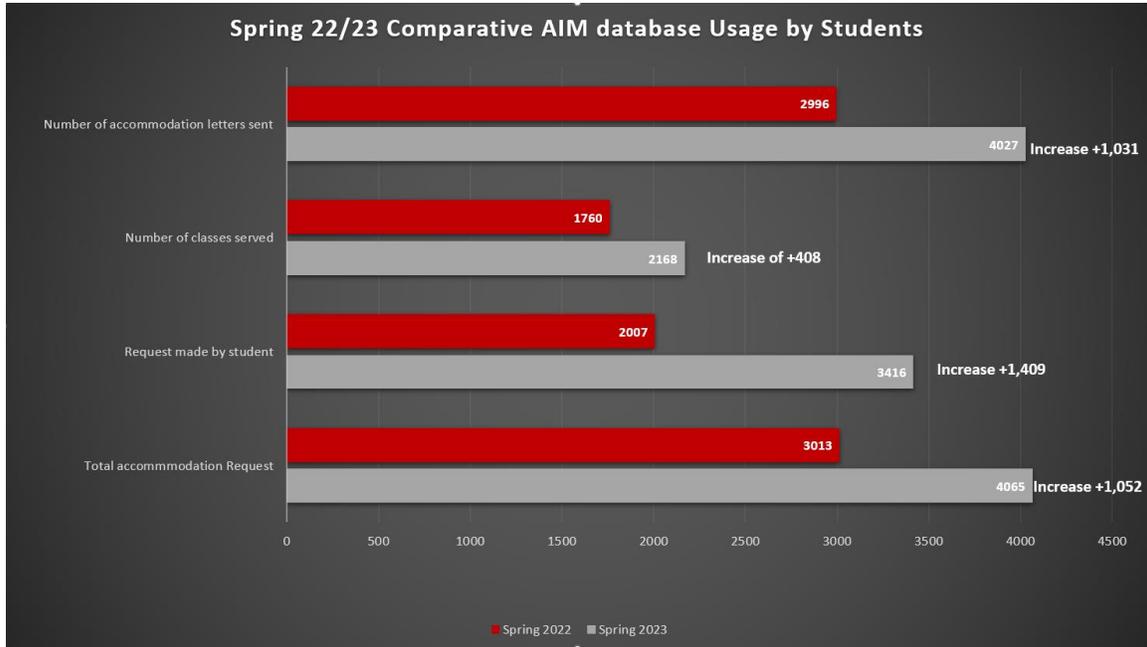
Logo	Name	Description	Start Here	Instructions
JAWS ZoomText FUSION	Accessibility Software.url	JAWS, ZoomText, and Fusion. Free for enrolled students and current	DOWNLOAD ↓	URL How-To



Dart 2023 Spring Term Report Item
Justin Dart, Jr. Student Accessibility Center

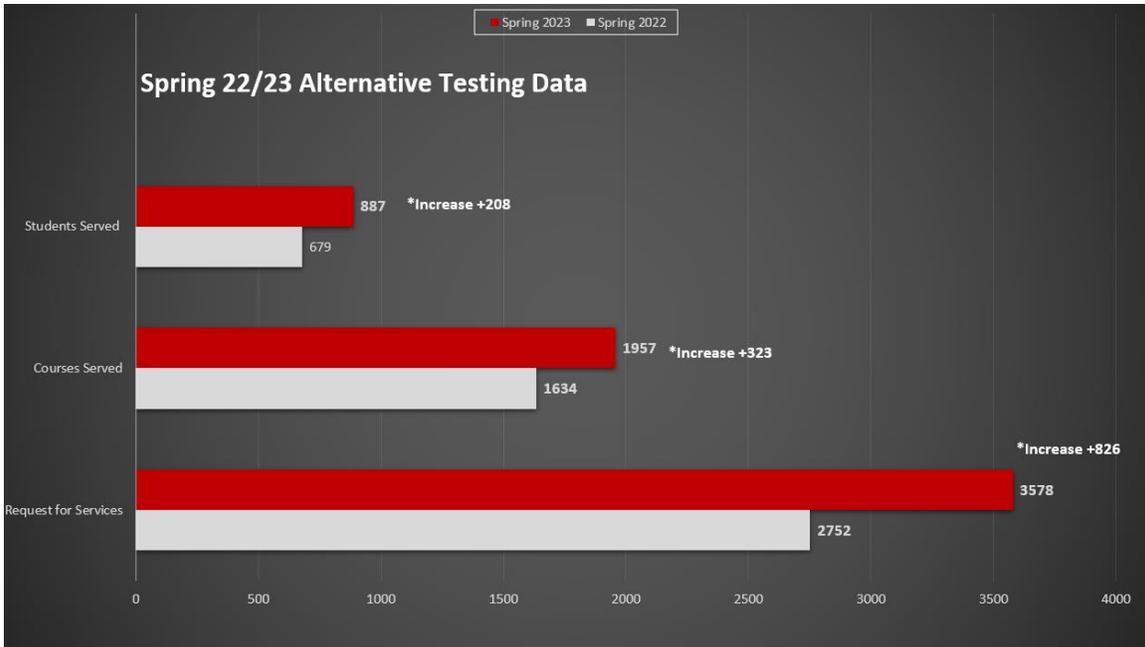
Utilization Reports:

- *Below is a comparative break down of the utilization of the Dart Centers AIM or Access Information Management database used to manage and distribute students with disabilities accommodations/support services who are officially registered with Dart. The data below shows a continued increase of utilization by our students using our services. Spring 23 saw increases in letters sent, classes served, requests made by students, and overall accommodation request made by students. This data highlights the following:
- Students continue to use our system and are using it well.
- The Dart Center continues to increase its number of students using our services.
- The courses at the University being served shows our outreach and effectiveness.
- Services are following much more streamlined increasing access across the University



Alternative Testing - is a critical service provided to students with disabilities on campus who need a distraction reduced testing environment, assistive technology, alternative format, accessible furniture, or alternative environment. This critical service serves students and faculty. It helps students to find a way to demonstrate their knowledge of course materials. In our visual of testing utilization, it is clear students and faculty continue to use our services frequently and our ability to serve more classes on campus has also increased.

- Students continue to use our services more frequently.
- Faculty trust in our services is indicated by the increase in courses served.
- AIM request system is working more effectively and supporting our students.



Communication Access - Interpreting and Captioning Services for Deaf/hard of hearing students. These services are essential for students to have the same and equal access to course materials, lectures, content, media, events, and other university sponsored events.

- Numbers for this area of service continue to remain stable and visibility is increasing.
- Dart Team values mentorship
- Professional development is a priority for our team.
- Dart has a diverse team that values education and outreach.

INTERPRETING & CAPTIONING PARTNERSHIPS

- English and Creative Writing
- Center for Diversity and Inclusion
- A.D. Bruce Religion Center
- Undergraduate Admissions
- Vice President for Student Affairs

SPRING

Category	Spring 2022	Spring 2023
Students	26	22
Access Requests	83	78
Classes	76	77
Custom Requests	24	30
Staff Classes	30	54
Other Dept Requests	10	6

MENTORING

Each spring the Dart Center staff interpreters partner with the UH American Sign Language Interpreting program to provide internship hours for seniors.

INTERNS

- Thermodynamics
- Business Writing
- Political Theory
- Mexican American Literature

Madison Gates

Kat Badillo

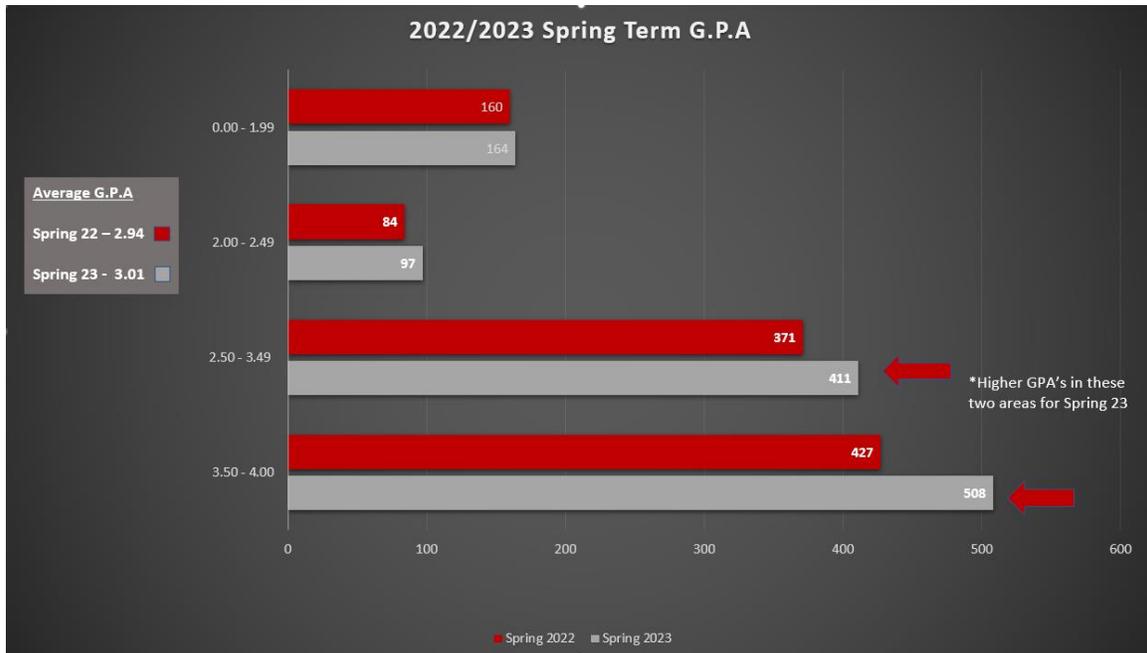
PROFESSIONAL DEVELOPMENT

- Terp Academy
- National Association for Court Reporters - Registered Skills Reporter
- UH Green Zone
- AHEAD - Supports for Deaf and Hard of Hearing Students
- NAD - Exploring Interpreter Shortages in Postsecondary Settings
- CAPS - Helping Students of Concern
- Living with Low Vision
- CAPS - GPR
- UH Recovery Ally

OUR TEAM

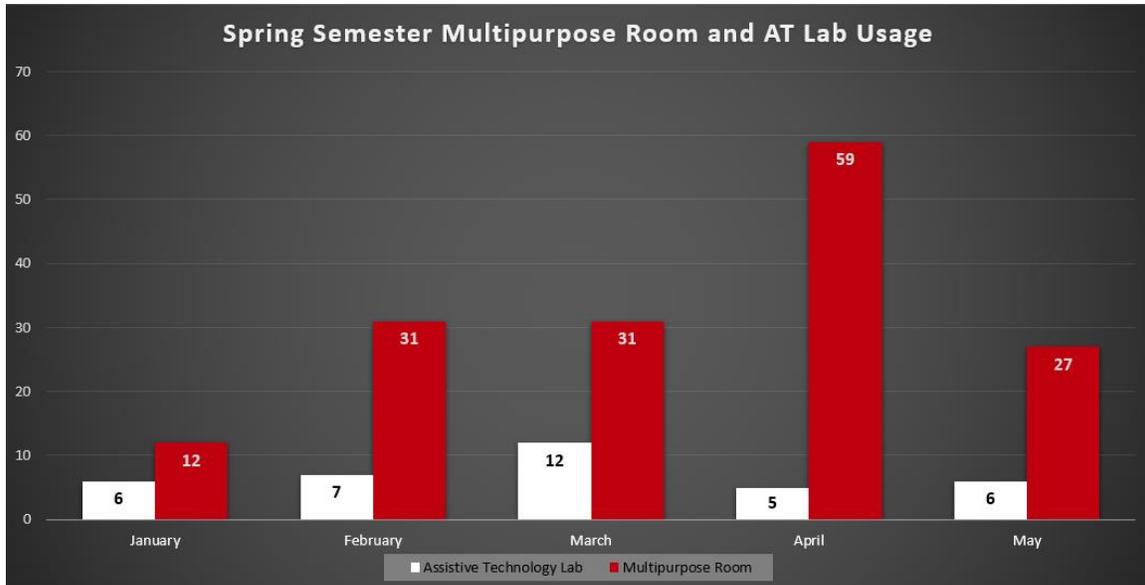
Dart Center Student 2022/2023 Spring Term G.P.A Information: The graph below shows increases in students achieving higher G.P.A's in Spring 23 compared to Spring 2022. In addition the overall average G.P.A from Spring 22, increase to a 3.01 in 2023. With the increases in usage of our services in almost every category of utilization

- Dart registered students G.P.A continue to improve
- 3.50 to 4.00 students have increased since last spring
- Overall average of students grades continues to improve
- Our services are having a positive impact on students



Assistive Technology and Multipurpose data for Spring 2023 (Data from AIM)- This is the first time spring semester data is also being recorded. Data from the spring continues to show usage and steady numbers for Assistive Technology training, lab usage, and the multipurpose room.

- These new spaces continue to be used by our students.
- Growth continues to show satisfaction and a need for these spaces.



- If your unit concluded FY2023 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which cause the addition and provide a line-item identification of the budgetary sources(s) of the addition (i.e., lapsed salary, conference travel, etc.).

The Student Accessibility Center returned \$17,833 in FY2023. This was split evenly between salary and wages and maintenance and operations.

- Recognizing that the potential to generate additional Student Service Fee income for FY2025 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 5.0% in your total FY2025 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.**

If the Dart Center were to have a 5.0% reduction it would have to come from our M&O base budget (Please see our budget sheet). The Dart Center recognizes the challenges in limited funding. With the increased usage of our services broadly by the College of Medicine, Pharmacy, College of Law, and more students registering with our office, any cut in funding would severely impact our ability to serve students on campus. In addition, with the growth of the Sugarland/Katy instructional sites having enough staffing and funding to provide both staffing is critical for our ability to support the campus. With the sole responsibility being put on our office to ensure compliance with the federally mandated Americans with Disability's Act it is essential for us to have all necessary support to meet the capacity of students we are serving.

The Dart Center takes great pride in working to attract new students to campus and being able to provide them with outstanding services and inclusive accessible programming. Our efforts not only impact students with disabilities but impact faculty and staff as well. I strongly feel any budgetary cuts to our department would limit and also set us back on all the efforts that have been made. I would greatly appreciate consideration in not making cuts to our department.

- Please discuss any budget or organizational changes experienced since your last year (FY2024) 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 Center did receive a reduction in temporary staffing. Due to the increase demand of faculty and students utilizing our testing support services, having less resources to help hire supporting staffing has impacted our ability to keep up with the growing demands of our services. In addition to the staffing challenges, having enough funding to support comprehensive programming is essential. Prior to SFAC's financial support and chances in 2021, the Dart Center and students with disabilities did not have the ability to provide workshops, educational events, or sponsor opportunities to showcase different aspects of disability. We are very appreciative of the support received so far and are hoping that it continues. Our goal is to make the University of Houston one of the best destinations and a home for students with disabilities and everyone no matter their ability.

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.

i. If applicable, what can be done to increase donations, sponsorship sales, and other revenue streams? Please answer each separately.

The Dart Center did create a one-page document to help university advancement advertise the Dart Center, services provided, students served, and other critical context to provide to donors. We are hoping the creation of this new endeavor will attract new and existing donors to help support the Dart Center financially. In addition, the Dart Center is always actively working to build new partnerships and encourage on campus entities to financially support the department, to help increase the types of programming opportunities for the campus community. Currently we do have some donors, but these funds are typically allocated for a very specific purpose and cannot be used for general usage.

Advancement Opportunities currently being utilized:

- Justin Dart Jr. Student Accessibility Center received a total of \$15,000 from Enbridge. \$5,000.00 is available to support one campus event each year. This funding source is aimed at the Dart Center collaborating with a campus partner which has been the University of Houston's Career services. Last year the Dart Center held the 2022 Disability Employment Symposium in collaboration with Career services at the University of Houston's Houston room. The event supported both students with disabilities and those without to learn about employment opportunities, resources, learn about accommodations in the workplace, connect with different employers, and learn from a diverse panel of speakers.
 - This year the Dart Center is in discussions with Career services to provide a Career centered mixer for students on campus.
 - The ultimate goal is to educate our students and encourage employers to look behind the typical employee and provide opportunities for everyone.
- Shell -Gifted the Dart Center \$1000.00. This is an ongoing annual gift.

10. Does your unit generate revenue? (Please do not address donations in this question) If your unit does not generate revenue, respond "not applicable. If so:

- i. Provide your unit's P&L statement for the current fiscal year and trailing five-years showing all revenue streams for your unit.
- ii. Provide line-item data for each revenue stream.
- iii. For each revenue stream, provide an explanation of the nature of the revenue and briefly articulate the successes and failures for each line item.

Not applicable

11. Does your unit raise money from donors and sponsors? If your unit does not receive donations or sponsorships, respond "not applicable." If so:

- i. Identify key staff members responsible for development and seeking sponsorships.

- ii. Provide financials for the current fiscal year, as well as the trailing five fiscal years including:
 - 1. An analysis of your development activities. Include a breakdown of the nominal quantity of donors donating \$20m+, \$10m+, \$5m+ \$1m+, \$500k+, \$100k+, \$50k+, \$25k+, \$10k+, \$5k+, \$1k+, \$100+. Provide this both in terms of lifetime contributions and annual contributions.
 - 2. An analysis of your sponsorship activities. Include a breakdown of total sponsorship dollars and identify your top twenty-five (25) sponsorship deals.
- iii. If applicable, provide a breakdown of each capital project or capital campaign in your unit. Explain how each capital project or campaign aligns with the goals and milestones laid out in your departments strategic plan.

Not applicable

12. 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 is unique in the fact that it is the primary designated department on campus to ensure compliance with the Americans with Disabilities Act and access for students with disabilities. Our services are critical due to the University of Houston receiving federal funds.

13. What percentage of department M&O is allocated to marketing?

- i. Please detail your comprehensive marketing strategy towards the student body including metrics used to measure the effectiveness of the marketing strategy.
- ii. How much revenue is allocated towards the marketing strategy?

Not applicable – the Dart Center does not generate any revenue related to marketing.

14. If any of your funding from the student service fee goes to your general operating fund, please detail where any student service fees you received went and what they were spent on as well as future intentions if granted. Otherwise please respond “not applicable”.

Not applicable.

15. How does your unit contribute to campus culture and improve the student experience? How is the effectiveness of these contributions measured by your unit if at all? What else can your unit do going forward to continue to improve your contribution to the student experience?

- i. Does your unit contribute to turning students into coogs for life?

The Dart Center is critical to supporting an aspect of diversity on campus that is often forgotten and struggles to be seen. It takes a village and everyone at the University to provide true access. On campus and in our community, there is often a negative stigma around having a disability. Our services, programming, and advocacy give students and our disability community a voice. We have played an integral role in enhancing new student orientation by having a presence at almost every orientation. This helps ensure that new Coogs get the access they need depending on their disability. Automated captioning for presentations during preview and orientations is also something we worked to incorporate in standard practices for staff. By utilizing universal design, advocating, outreach, educational presentations, and programming we help ensure all Coogs no matter their ability or disability have a voice and feel valued. The Dart Center wants all Coogs to feel like they have a home when coming to the University of Houston. Our priority is to make the University of Houston the destination for accessibility and innovation in engagement for all students.

NOTE:

Please use the following file naming conventions when submitting your pdf files to the Dean of Students.

FY25Q_DepartmentName	Questionnaire
FY25OT24a_DepartmentName	Add'l One time request – change “a” to “b”, “c”, etc for additional one-time requests
FY25WS_DepartmentName	Excel worksheet
FY25BA_DepartmentName	Base Augmentation request
FY25OTa_DepartmentName	One time request – change “a” to “b”, “c”, etc for multiple one-time requests
FY25PRES_DepartmentName	Presentation

The totality of your responses to these questions should give the member of the Committee a comprehensive understand if of the role and function of your unit(s). To the extent that your responses do not accomplish this, please revise them accordingly.

Please send electronic responses to (PDF format) to: Chair, SFAC

% Dean of Students Office

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