Funding Request Form FY2021

Department should complete one form for each individual request

Department:
Disability Resources

Program, Service or Operation Requested:
Student Development Specialist II- Access Coordinator

General Description:
Disability Resources is requesting funding for an additional entry level Access Coordinator position (SDS II) to work with a caseload of students.

Request Type:

☒ Full ☐ Increase ☐ One-Time ☐ Partial/Matching

Type of Funds Requested:

☒ UAF ☐ Other

General Questions

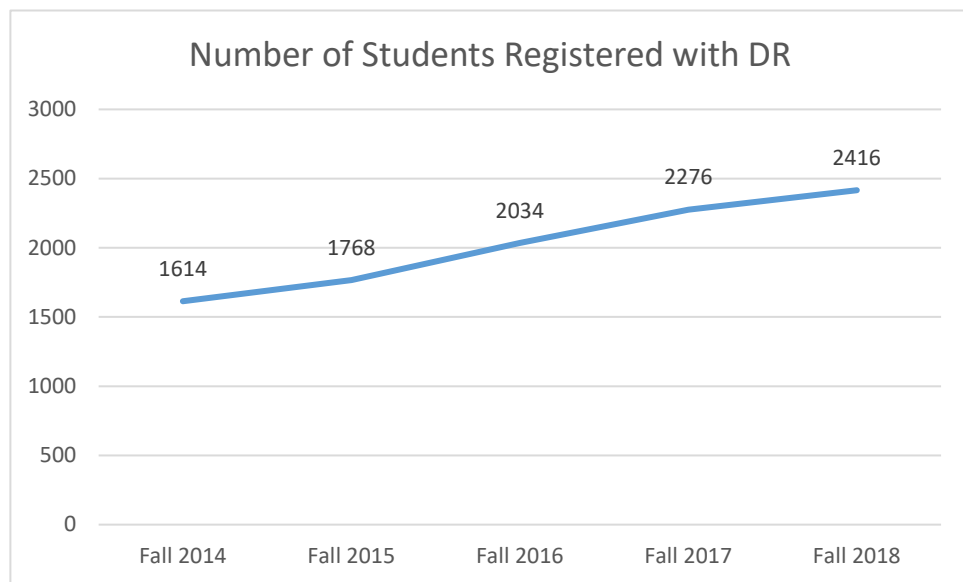*How does this address an important need and/or positively impact students?*

The number of students with disabilities has increased every year. In order to continue to provide access for students with disabilities in a timely manner and prevent staff burnout from overwork, DR needs an additional access coordinator to work with a caseload of students. Students will be impacted by this request in that they will be able to get an appointment with their access coordinator more quickly and be able to contact their access coordinator and get a response more quickly when they have a concern about a compliance issue.

*What department/Division strategic plan item does this support?*
This request supports the Division Strategic Goal 4: Support Student Wellbeing (f. Meet or exceed local, state, and federal mandates that support the student experience).

Please provide data, evidence, and/or input (student faculty, staff, other) you gathered to help you determine the need for additional resources.

In order to research Disability Resources staffing needs, we looked at two primary measures. First, we looked at trends in numbers of students registered with Disability Resources of the last several years. The first chart shows the increase in the number of students with disabilities each year since Fall 2014. For Fall 2019, the 12th class day numbers are a 5% increase over Fall 2018. This would indicate that we could expect over 2500 students by the end of Fall 2019.

Number of Students Registered with DR

Year	Students
Fall 2014	1614
Fall 2015	1768
Fall 2016	2034
Fall 2017	2276
Fall 2018	2416

As seen in the second chart, this increase is not totally related to the increase in the number of students enrolled at Texas A&M since the percentage of students with disabilities registered with DR has grown from 2.72% of the TAMU population in Fall 2014 to 3.48% of the population in Fall 2018. Not only are more students registering with Disability Resources, but the challenges related to working with remote campuses and more professional students means that ACs often spend more time making sure that students have access.

Percentage of students with disabilities

Year	Percentage
Fall 2014	2.72
Fall 2015	2.87
Fall 2016	3.2
Fall 2017	3.44
Fall 2018	3.48
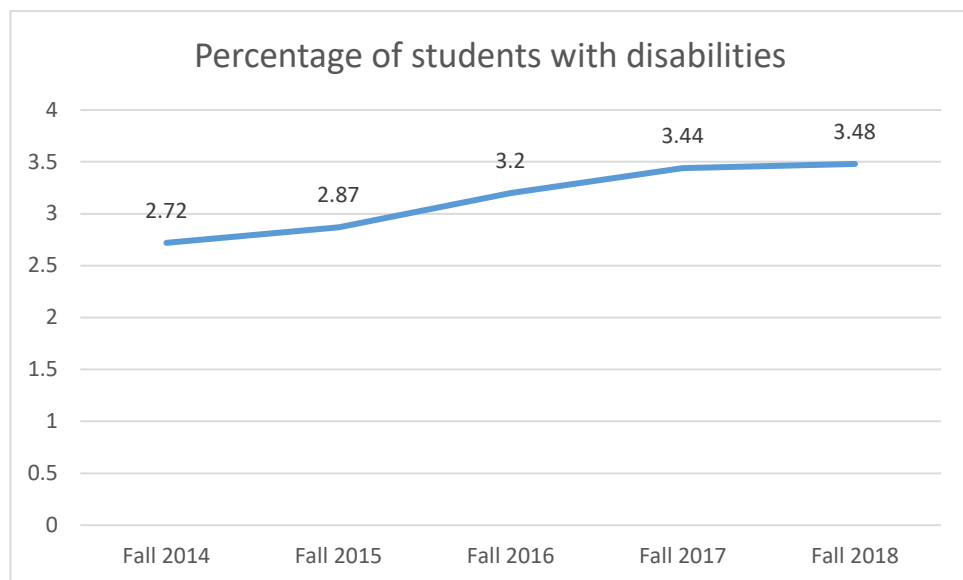
Although there is no way to know for sure, it is assumed that this percentage will increase even more when Disability Resources moves into the new Student Services Building that is more centrally located with larger and nicer facilities.

In addition to the number of students increasing, Disability Resources has been working over the last several years to increase outreach efforts especially to faculty and staff so that they understand how to be more accessible and inclusive for disabled students. This means that Access Coordinators need to focus part of their time on educating and presenting and working with instructors on designing courses to be more accessible with less need for accommodations.

What actions have you implemented or discontinued internally to address the identified need?
In the past, we shortened initial meetings with students, but found that the access coordinators could not get through the information that quickly. We have streamlined our documentation review process so that students can get assigned an access coordinator as quickly as the same day and no more than a week and a half after they turn in their information. In assigning students to ACs, we look at calendars to determine who has the capacity to meet with a student quickly, but this doesn't help when issues arrive later in the semester and also doesn't mean less appointments or shorter meetings. It also doesn't help with access coordinators working long hours and feeling burnt out.

If funding is granted, what metrics will you use to evaluate success of this program/service/operation?

DR uses a data management system (Tracker) to store student information. Tracker can be used to look at caseloads per AC. DR also conducts an annual survey of students and can ask about the length of time that it takes to get an appointment with an AC as well as how quickly ACs respond when they are contacted by phone or email.

Have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered? Please explain.
Given that the request is a permanent position request needed to ensure compliance, other sources would not be appropriate.

Total Estimated Cost

Funding Description	Amount
Student Development Specialist II-Access Coordinator (salary and benefits)	$61,345
Less Estimated Partial/Matching Funds (if Applicable)	
TOTAL INCREASE REQUESTED	$61,345