



**The University of Texas at San Antonio**

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Student Assistance Services/Student Ombudsperson  
2019-2020 Annual Report

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**I. Introduction**

The 2019-2020 annual report includes the following:

- scope of services provided,
- outreach efforts,
- a summary of individuals served including areas of concern,
- a comparative analysis for the years 2017-2020, and
- recommendations for change and/or improvement.

**II. Student Assistance Services/Student Ombudsperson**

Student Assistance Services serves as a central hub and collaborative resource to assist students with navigating academic and non-academic matters related to their enrollment to help them bring closure or resolution to their situation or circumstances and support their progress to degree completion and personal and professional development.

Student Assistance Services promotes a student-centric approach and culture of care when providing services within an ombuds framework of informality, neutrality, independence and confidentiality (with some exceptions). Parents and other third-party contacts are also assisted within Family Education Rights and Privacy Act (FERPA) guidelines. Additional information about the scope of services provided and operating principles is available for review at <https://www.utsa.edu/students/services/>. The Director of Student Assistance Services/Student Ombudsperson reports to the Senior Vice Provost for Student Affairs and Dean of Students.

**III. Outreach**

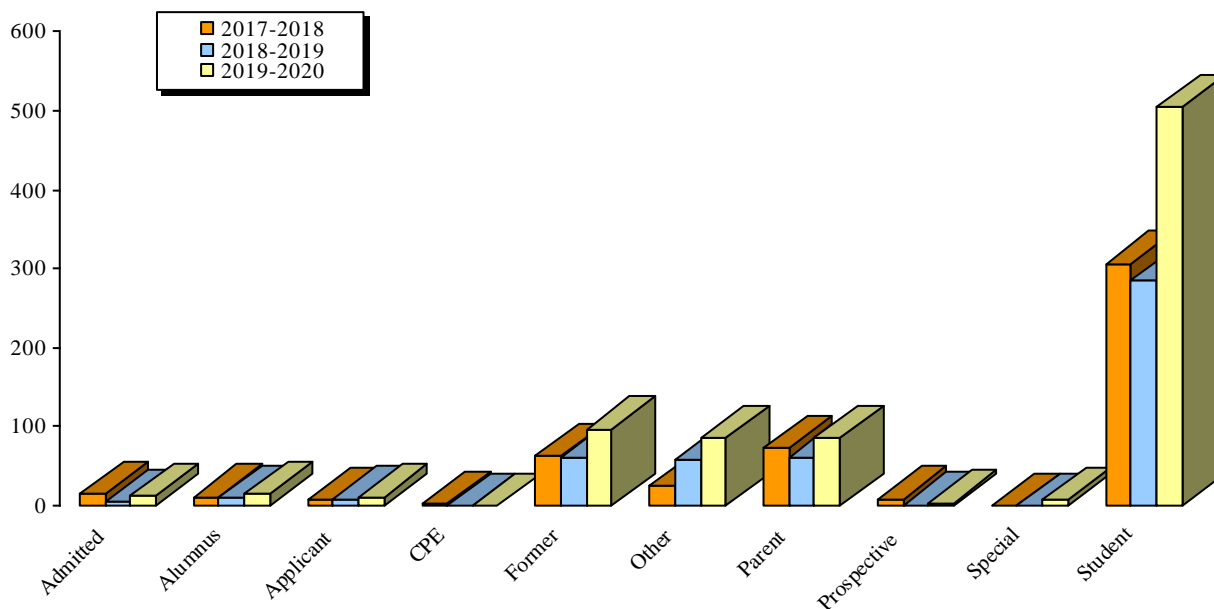
Outreach efforts included participation in the Student Union Success Hour and presentations about scope of services and/or discussion of common issues for the Student Government Association and various orientation programs and/or resource fairs for new students, faculty and teaching and research assistants.

Student assistance/ombudsperson services are publicized via the web and in the online Student Policies publication. Information about a student's rights and responsibilities, which includes information about ombudsperson services at UTSA, is also communicated to all currently enrolled students via email.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**IV. Statistics**

**Person Type**



Person Type	2017-2018	2018-2019	2019-2020	Total
Admitted	14	5	12	31
Alumnus	11	9	14	34
Applicant	7	8	11	26
CPE	2	0	0	2
Former	62	61	97	220
Other	25	58	85	168
Parent	72	61	86	219
Prospective	8	1	3	12
Special	0	0	7	7
Student	306	285	505	1,096
Total	507	488	820	1,815

Student Assistance Services assisted 820 visitors during 2019-2020. This represents a 68% increase from the prior year. The number of interactions (i.e. phone calls, emails, etc.) affiliated with helping these visitors amounted to 4,933. The total number served from 2017-2020 was 1,815.

Currently enrolled students, former students and parents were the types of visitors served most often. Cumulatively, these same categories represented the majority of individuals assisted by Student Assistance Services from 2017-2020.

*Note: Total percentages of various areas tracked in report may exceed 100 due to rounding.*

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

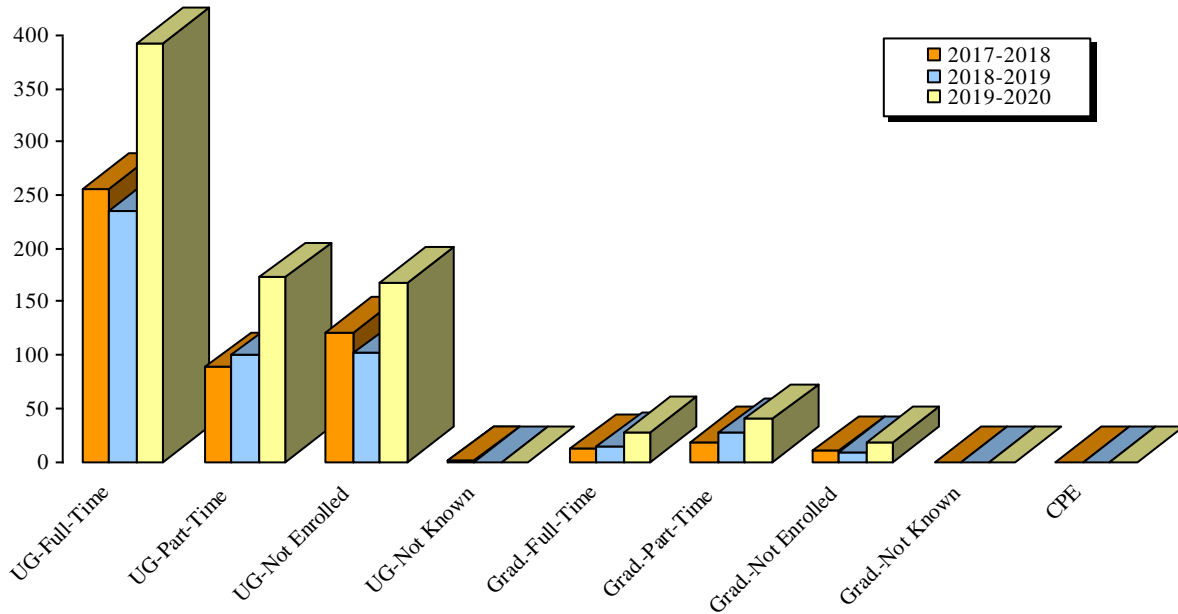
Person Type	2017-2018	2018-2019	2019-2020
Former	62 = 12%	61 = 13%	97 = 12%
Parent	72 = 14%	61 = 13%	86 = 10%
Student	306 = 60%	285 = 58%	505 = 62%

The individuals assisted were as follows:

- Admitted Accepted to the University.
- Alumnus Graduated from the University.
- Applicant Applied to the University.
- CPE Enrolled in classes through the Center for Professional Excellence.
- Former Previously attended the University (not currently enrolled).
- Other Third party inquiry (e.g. aunt, uncle, counselor, etc.).
- Parent Inquiry by mother, father, stepparent, or legal guardian.
- Prospective Interested in applying to/attending the University.
- Special Non-degree seeking.
- Student Currently enrolled at the University.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Enrollment Status**



\* UG = undergraduate students and Grad. = graduate students.

Enrollment Status	2017-2018	2018-2019	2019-2020	Total
Undergraduate (Full-time)	256	236	393	885
Undergraduate (Part-time)	89	100	173	362
Undergraduate (Not enrolled)	121	102	168	391
Undergraduate (Not known)	1	0	0	1
Graduate (Full-time)	12	14	28	54
Graduate (Part-time)	18	27	40	85
Graduate (Not enrolled)	10	9	18	37
Graduate (Not known)	0	0	0	0
CPE Student (Center for Professional Excellence)	0	0	0	0
<b>Total</b>	<b>507</b>	<b>488</b>	<b>820</b>	<b>1,815</b>

During 2019-2020, undergraduates continued to constitute a majority of the visitors. This trend remained the same for all three years.

Enrollment Status	2017-2018	2018-2019	2019-2020
Undergraduate (Full-time)	256 = 50%	236 = 48%	393 = 48%
Undergraduate (Part-time)	89 = 18%	100 = 20%	173 = 21%
Undergraduate (Not enrolled)	121 = 24%	102 = 21%	168 = 20%

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

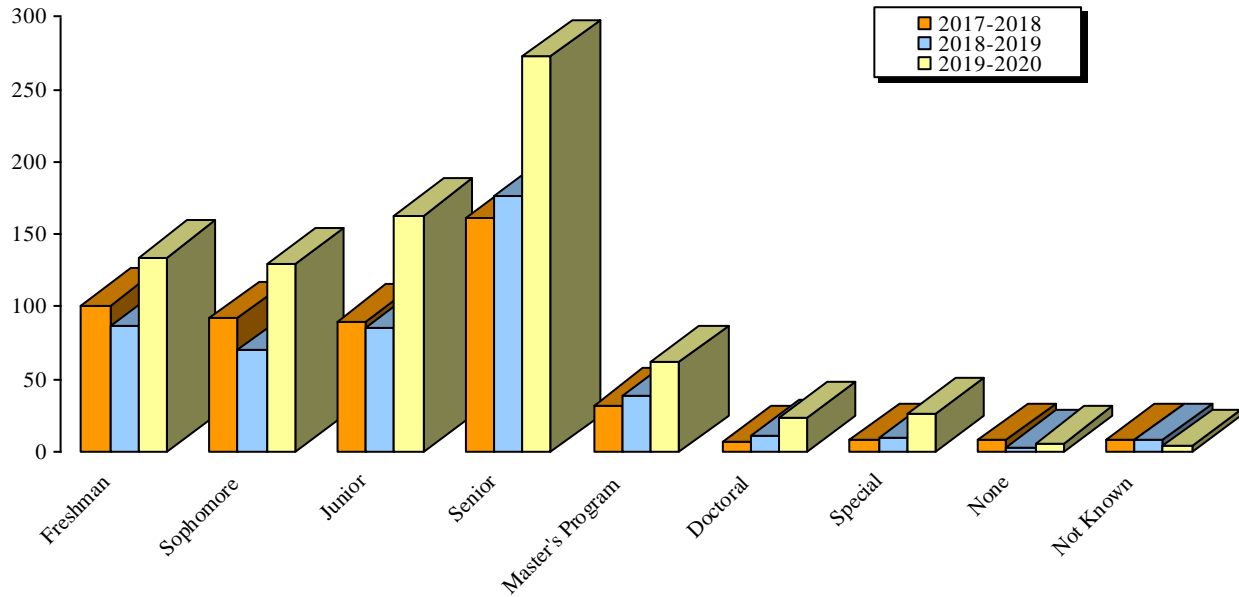
Enrollment statuses included the following:

- Undergraduate Full-Time Freshman, Sophomore, Junior, Senior, or Special student enrolled at least 12 semester credit hours.
- Undergraduate Part-Time Freshman, Sophomore, Junior, Senior, or Special student enrolled less than full-time.
- Undergraduate Not Enrolled Not currently enrolled.
- Undergraduate Not Known Enrollment status not confirmed.
- Graduate Full-Time Doctoral, Master's degree, or Special student enrolled at least 9 semester credit hours.
- Graduate Part-Time Doctoral, Master's degree, or Special student enrolled less than full-time.
- Graduate Not Enrolled Not currently enrolled.
- Graduate Not Known Enrollment status not confirmed.
- CPE Center for Professional Excellence student.

Note: If a parent or other (e.g. aunt, uncle, etc.) were assisted, enrollment of the student was checked.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Classification**



Classification	2017-2018	2018-2019	2019-2020	Total
Freshman	101	87	134	322
Sophomore	92	70	129	291
Junior	90	86	163	339
Senior	161	176	273	610
Master's Program	32	38	62	132
Doctoral	7	11	23	41
Special	8	9	26	43
None	8	3	6	17
Not Known	8	8	4	20
<b>Total</b>	<b>507</b>	<b>488</b>	<b>820</b>	<b>1,815</b>

During 2019-2020, seniors were assisted most frequently followed by juniors, freshmen and sophomores. Collectively, the same classifications were assisted most often from 2017-2020.

Classification	2017-2018	2018-2019	2019-2020
Freshman	101 = 20%	87 = 18%	134 = 16%
Sophomore	92 = 18%	70 = 14%	129 = 16%
Junior	90 = 18%	86 = 18%	163 = 20%
Senior	161 = 32%	176 = 36%	273 = 33%
Master's Program	32 = 6%	38 = 8%	62 = 8%

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

Classifications included:

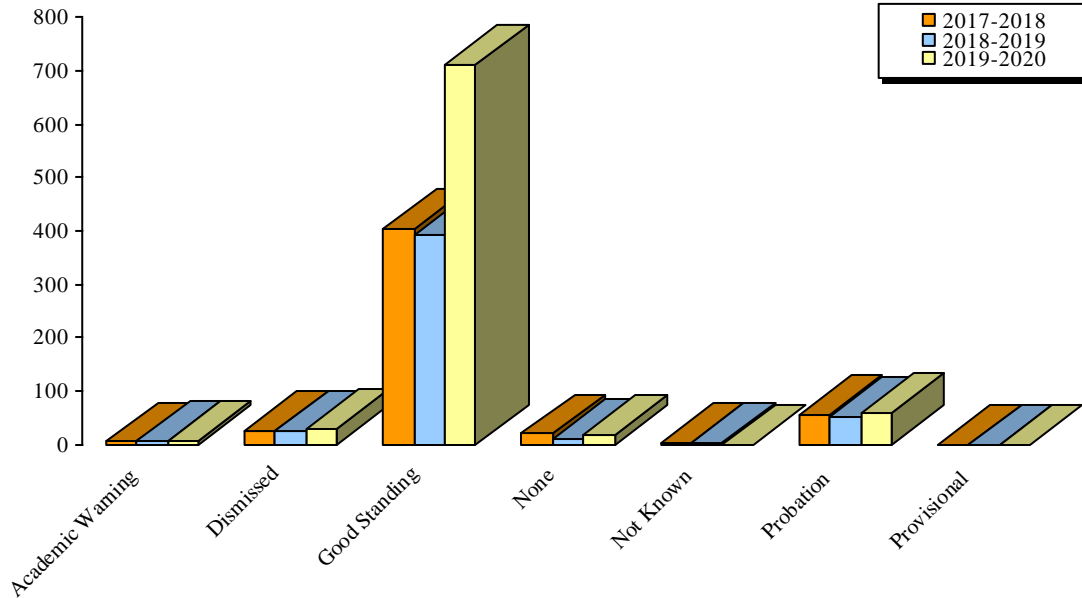
- Freshman 0–29 semester credit hours earned.
- Sophomore 30-59 semester credit hours earned.
- Junior 60-89 semester credit hours earned.
- Senior 90+ semester credit hours earned.
- Master’s Program Enrolled as a graduate student in a master’s degree program.
- Doctoral Enrolled as a graduate student in a doctoral degree program.
- Special Non-degree seeking at the undergraduate or graduate level.
- None Classification not available (e.g. prospective student, new admit, etc.).
- Not Known Classification not confirmed.

Note: If a parent or other (e.g. aunt, uncle, etc.) were assisted, classification of the student was checked.



**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Academic Status**



Academic Status	2017-2018	2018-2019	2019-2020	Total
Academic Warning	4	7	6	17
Dismissed	23	24	28	75
Good Standing	404	392	713	1,509
None	19	11	16	46
Not Known	2	2	0	4
Probation	55	52	57	164
Provisional	0	0	0	0
Total	507	488	820	1,815

A majority of the visitors assisted during 2019-2020 were in good academic standing with the university. This outcome was the same for all three years followed by those on academic probation.

Academic Status	2017-2018	2018-2019	2019-2020
Good Standing	404 = 80%	392 = 80%	713 = 87%
Probation	55 = 11%	52 = 11%	57 = 7%

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

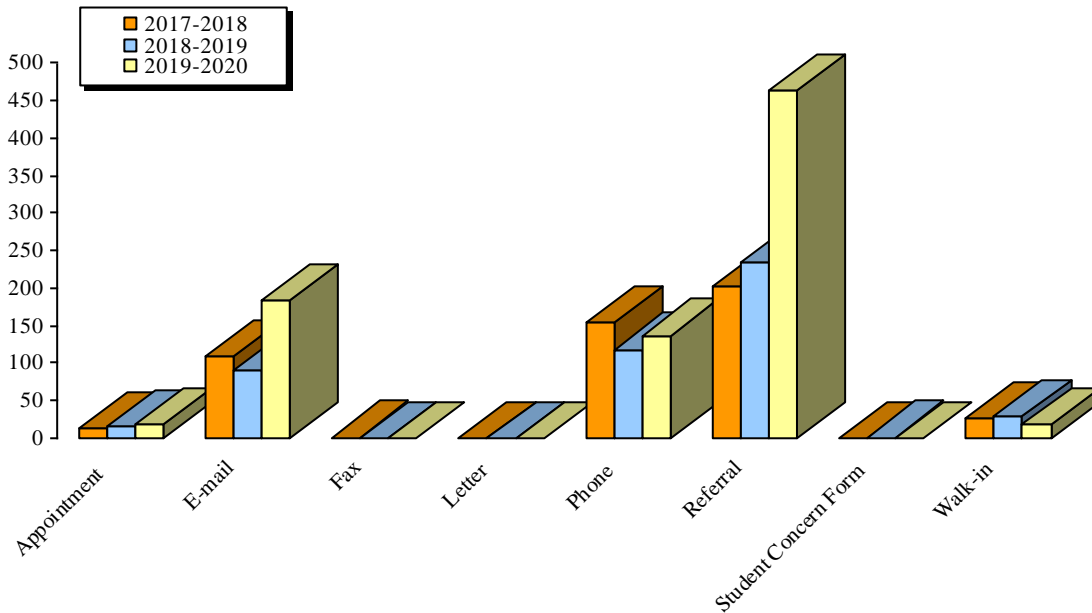
The academic statuses consisted of:

- **Academic Warning** First-time undergraduate, admitted in good standing, who earned between a 1.00 and 1.99 semester grade point average during his/her first semester at UTSA.
- **Dismissed** Undergraduate on probation who earned below a 2.00 semester grade point average or a graduate who earned a grade point average of less than a 2.00 in any term, earned a grade of “F” in any course, or who was on probation and would be placed on probation again under the probation provisions listed below for graduate students.
- **Good Standing** Undergraduate who maintained at least a 2.00 or higher UTSA grade point average or a graduate who maintained at least a 3.00 or higher UTSA grade point average who did not fall into any of the categories which would cause a graduate student to be placed on probation or dismissal.
- **None** Academic status not available (e.g. prospective student, new admit, etc.).
- **Not Known** Academic status not confirmed.
- **Probation** Undergraduate in good standing whose overall UTSA grade point average fell below a 2.00 or a graduate who failed to achieve a grade point average of 3.00 in any term at UTSA, or who earned a grade of “D” in any course in a term, also includes undergraduates and graduates admitted on probation and those who have been reinstated following dismissal.
- **Provisional** Undergraduate admitted as provisional due to deficiencies in entrance scores or high school records.

Note: If a parent or other (e.g. aunt, uncle, etc.) were assisted, academic status of the student was checked.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Contact Type**



\* Student Concern Form was created during 2006-2007 and discontinued beginning 2019-2020 due to low usage over a period of time.

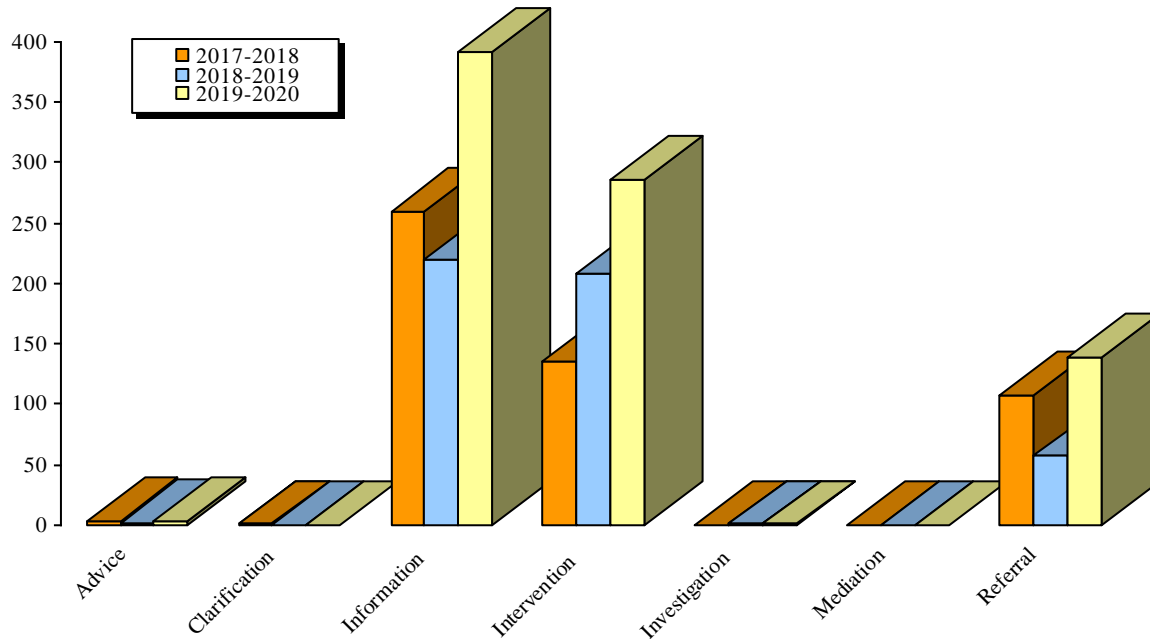
Contact Type	2017-2018	2018-2019	2019-2020	Total
Appointment	14	15	18	47
E-mail	108	90	184	382
Fax	1	0	0	1
Letter	0	0	0	0
Phone	154	118	137	409
Referral	203	235	463	901
Student Concern Form*	0	1	--	1
Walk-in	27	29	18	74
Total	507	488	820	1,815

During 2019-2020, referrals to Student Assistance Services almost doubled from the prior year and were made most often followed by email and phone outreach. From 2017-2020, these same contact methods were used most frequently when requesting assistance and/or to express concerns.

Contact Type	2017-2018	2018-2019	2019-2020
E-mail	108 = 21%	90 = 18%	184 = 22%
Phone	154 = 30%	118 = 24%	137 = 17%
Referral	203 = 40%	235 = 48%	463 = 56%

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Action Taken**



Action Taken	2017-2018	2018-2019	2019-2020	Total
Advice	4	2	3	9
Clarification	1	0	0	1
Information	259	220	391	870
Intervention	135	208	286	629
Investigation	0	1	1	2
Mediation	0	0	0	0
Referral to other office, department, community resource	108	57	139	304
<b>Total</b>	<b>507</b>	<b>488</b>	<b>820</b>	<b>1,815</b>

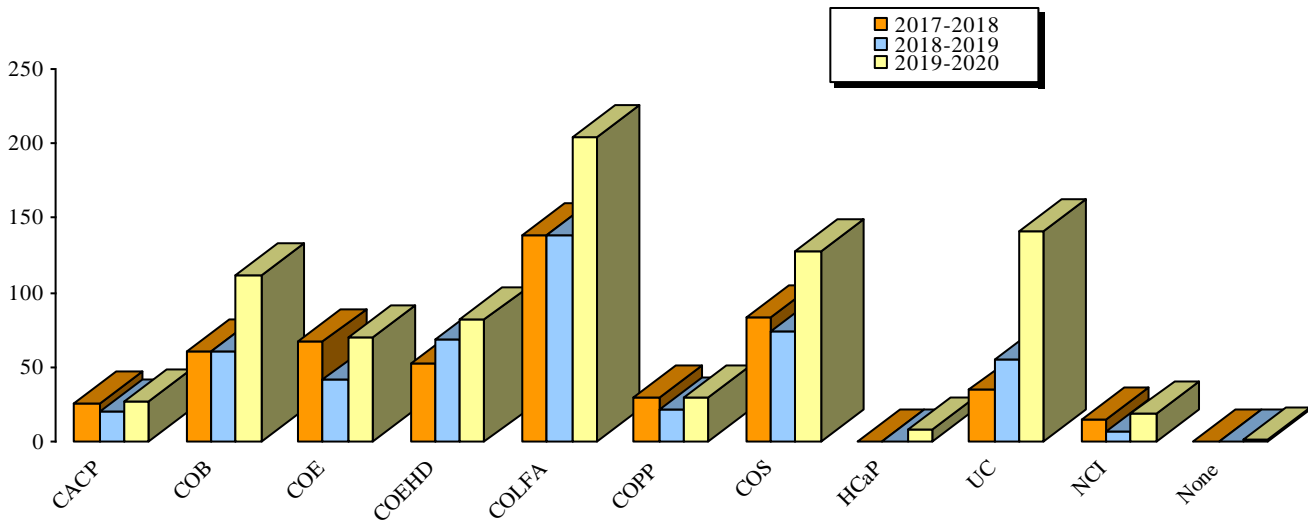
Providing information, followed by intervention and referrals were utilized most often when assisting visitors during 2019-2020. These same actions were consistently used most often from 2017-2020.

Action Taken	2017-2018	2018-2019	2019-2020
Information	259 = 51%	220 = 45%	391 = 48%
Intervention	135 = 27%	208 = 43%	286 = 35%
Referral to other office, department, community resource	108 = 21%	57 = 12%	139 = 17%

Note: Some actions included multiple actions. The primary action taken is listed above.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**College of Major**



\* New college as of summer 2020.

College of Major	2017-2018	2018-2019	2019-2020	Total
CACP	25	20	27	72
COB	61	61	111	233
COE	67	42	70	179
COEHD	53	69	82	204
COLFA	138	139	204	481
COPP	30	21	29	80
COS	83	74	128	285
HCaP*	--	--	8	8
UC	35	55	141	231
NCI	15	7	19	41
None	--	--	1	1
<b>Total</b>	<b>507</b>	<b>488</b>	<b>820</b>	<b>1,815</b>

For all three years, visitors assisted most often were from COLFA. Visitors from COS, COB and UC were also assisted most frequently during this time period.

College of Major	2017-2018	2018-2019	2019-2020
COLFA	138=27%	139=28%	204=25%
COS	83=16%	74=15%	128=16%
COB	61=12%	61=13%	111=14%
UC	35=7%	55=11%	141=17%

**The University of Texas at San Antonio (UTSA)**

**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

- CACP            College of Architecture, Construction and Planning
- COB            College of Business
- COE            College of Engineering
- COEHD        College of Education and Human Development
- COLFA        College of Liberal and Fine Arts
- COPP         College of Public Policy
- COS            College of Sciences
- HCaP         College for Health, Community and Policy
- UC             University College
- NCI            No College Identified
- None

Note: If a parent or other (i.e. aunt, uncle, etc.) were assisted, the college of the student's major was included in this report.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**V. Areas of Concern**

Area of Concern	Total 17-18	Total 18-19	Total 19-20	Area of Concern	Total 17-18	Total 18-19	Total 19-20
Academic and Grade Grievance	48	51	71	Fiscal Services	29	28	42
Accessibility	0	0	0	Grade Point Average	0	1	1
Admissions – Undergraduate	35	18	26	Grades	3	1	22
Admissions - Graduate	3	2	7	Graduation	0	6	2
Advising – Undergraduate	30	28	50	Grant	0	0	0
Advising – Graduate	0	1	2	International Programs	6	3	7
ASAP	0	0	0	Internship	5	3	2
Bookstore	0	1	2	Library	0	0	0
CAP	1	0	2	Military Orders	0	0	0
Card Office	1	0	0	Meal Plan*	---	1	1
Career Services**	---	---	2	myUTSAemail	0	0	0
Challenge Exam	0	0	0	Off-Campus Housing	4	6	24
Change of Grade	5	2	3	On-Campus Housing	12	10	16
Classification Change	0	0	0	Other	99	36	104
CLEP	0	0	0	Paisano	0	0	0
Computer Lab	0	1	0	Parking and Transportation Services	8	9	4
Core Curriculum	0	0	0	Registration	6	6	14
Course – Attendance	71	84	102	Reinstatement	11	13	21
Course – Drop	9	16	17	Repeat Policy	0	0	0
Course – Grading Process	0	1	3	Residency	6	3	2
Course – Instruction	2	5	12	Safety	1	6	4
Course – Make-up Exam/Work	2	2	6	Scholarships	6	6	12
Course – Missed Quiz	0	0	0	Scholastic Dishonesty*	---	9	5
Course – Schedule	5	4	9	Student Conduct and Community Standards	5	3	11
Course load Reduction	0	0	0	Student Disability Services	3	4	2
CPE	0	0	0	Student Health Services	2	2	2
Cheerleading/Dance Team	1	0	0	Student Organization	4	2	6
Counseling and Mental Health Services*	---	2	1	Study Days	0	0	0
Diploma	0	0	6	Testing Services	0	1	2
Dissertation	0	1	1	Transcript Request	3	0	1
Enrollment Verification	1	0	1	Texas Success Initiative	0	0	2
Equal Opportunity Services*	---	28	7	Tuition	0	0	2
ExCET/TE <sub>x</sub> ES	0	0	1	University of Texas System Online Consortium	0	0	0
FCSA Evaluation	0	0	0	University Police	0	1	3
Fees	3	3	16	Veteran Affairs	5	5	13
FERPA	3	1	0	VISA	0	0	1
Field Placement	1	0	0	WebCT	0	0	0
Final Exams	0	0	14	Withdrawal	31	45	58
Financial Aid	37	27	73	<b>Total by year</b>	<b>507</b>	<b>488</b>	<b>820</b>
* New category beginning 2018-2019							
**New category beginning 2019-2020				<b>Grand total (2017-2020)</b>			
							1,815

Note: If there were multiple areas of concern, the primary area of concern was tracked.

**The University of Texas at San Antonio (UTSA)  
2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

The areas of concern that were expressed most often during 2019-2020 consisted of the following (in descending order by total):

Area of Concern	2019-2020
Other	104
Course-Attendance	102
Financial Aid	73
Academic and Grade Grievance	71
Withdrawal	58
Advising-Undergraduate	50
Fiscal Services	42
Admissions-Undergraduate	26
Off-Campus Housing	24
Grades	22
Reinstatement	21
Total	593/820 = 72%

These areas accounted for seventy-two percent (72%) of the concerns brought forward for assistance during this year.

Of the seventy-seven (77) areas of concern, the following areas represent a majority of the concerns that were communicated to Student Assistance Services/the Student Ombudsperson during 2017-2020 (in descending order by total):

Area of Concern	2017-2018	2018-2019	2019-2020	Total
Course-Attendance	71	84	102	257
Other	99	36	104	239
Academic and Grade Grievance	48	51	71	170
Financial Aid	37	27	73	137
Withdrawal	31	45	58	134
Advising-Undergraduate	30	28	50	108
Fiscal Services	29	28	42	99
Admissions-Undergraduate	35	18	26	79
Total	380	317	526	1223/1815 = 67%

Cumulatively, these areas represent sixty-seven percent (67%) of all of the concerns that were brought forward for assistance during this three-year period. The collective summary below provides details about the topics communicated most often (in descending order by total).

**Course-Attendance (257)**

- Inquiry about text-to-speech software due to transitory medical condition.
- Appeal request for an extension of time to complete remaining course requirements for a grade of incomplete (IN).



**Course-Attendance continued (257)**

- Students unable to attend class due to COVID-19, care of sick child and/or family member, religious holy day, birth of child, off-campus burglary, concussion, car accident, loss of family member, family member in hospice, medical/mental health condition, outpatient treatment, surgery, personal vehicle vandalized, etc.
- More time needed to recover following surgery.
- Concerns about behavior/control of service animals in classrooms.
- Referrals to academic advising if student decided to drop a course(s), withdraw or delay future enrollment.
- Concerns about academic standing.
- Referrals to University Police to check on welfare of student and for safety information and resources.
- Students unable to complete final exams due to unexpected hospitalization.
- Referral to the Tomás Rivera Center (i.e. academic coaching, tutoring, etc.).
- Referral to Center for Military Affiliated Students for questions about impact to veteran educational benefits if student decided to drop a course(s) or withdraw from the university or if student received a grade of IN.
- Referrals from Behavioral Intervention Team (BIT).
- Inquiries about student absences due to military service.
- Questions about student status (i.e. active/inactive) due to uncertainty of when the student would be able to resume his/her studies.
- Impact on course attendance due to Hurricane Harvey (i.e. students unable to return to San Antonio due to road closures, homes were flooded, clean up and salvaging efforts, relief efforts, active duty military service, military deployment extended, etc.).
- Provided information about the UTSA Bluebook.
- Change or delay to expected date of graduation due to student illness, hospitalization, or loss of family member.
- Inquiries about leave of absence to care for parent who was ill/in intensive care; student was primary care provider.
- Provided drop, refund and withdrawal deadline information.
- Referrals to the Equal Opportunity Services and Title IX Office (i.e. Title IX issue, allegation of discrimination).
- Referrals to the Office of Financial Services and University Bursar for information about account balance if student decided to drop a course(s) or withdraw and appeal process for non-attendance.
- Referrals to community resources such as Care Link and United Way for students without medical coverage and the Crime Victims' Compensation Program.
- Parent, professor or staff member concerned about the well-being of a student due to no contact from the student, excessive class absences, etc.
- Questions about the instructor-initiated drop policy and impact to gateway course requirements, the Six Drop Policy, Three-Attempt Rule and Undergraduate Credit Limitation for dropped courses and/or withdrawing from the university.

**Course-Attendance continued (257)**

- Informed students and parents about the Student Authorization to Release Education Records process (i.e. proxy web access), whereby students can grant a parent or third party access to their student record/account.
- Referrals to the Financial Aid Office to discuss impact to financial aid award including scholarships, Return of Title IV and Satisfactory Academic Progress (SAP) if a student decided to drop a course(s) or withdraw from the university, emergency aid/re-evaluation of financial aid award for students who were experiencing financial hardship and/or the cancellation of future financial aid for students who decided to delay future enrollment or not return.
- Referrals to Student Disability Services for information about registration process and possible academic accommodations based upon medical/mental health condition, recent diagnosis, return to school after accident/car accident, surgery, absence leniency, etc.
- Information about transitory/minor medical conditions.
- Referrals to Counseling and Mental Health Services, Student Health Services and/or the Roadrunner Pantry due to medical/mental health conditions, personal and/or family issues, crisis situations, etc.
- Referrals to academic departments to request assistance with contacting professors.
- Contact information for professors and/or academic departments; provided link to online directory.
- Inquiries about course attendance requirements and/or course participation grades as outlined in syllabi including online course requirements.
- Available options (i.e. drop course, possible grade of IN, extra credit, seeking approval to make up missed assignments and/or complete assignments remotely, independent study request, medical or mental health reduced course load or withdrawal, regular withdrawal, etc.).
- Assisted students with notifying professors about accidents/car accidents, death of a family member or relative, illnesses, hospitalizations and other extenuating circumstances.
- Assisted parents when students were unable to contact the university on their own (i.e. student in coma, sedated/medicated due to accident, emergency medical treatment, short-term inpatient care).
- Inquiries about Handbook of Operating Procedures (HOP) 5.09-Class Attendance Policy, Excused Absence from Class Attendance Form and filing an academic and grade grievance/levels of appeal.

**Other (239)**

- Inquires about campus operations, safety protocols and contact tracing for COVID-19, loaner laptops and off-campus internet resources/services.
- Questions about obtaining a student identification card and what areas a student's preferred name will appear (i.e. on the Automated Student Access Program (ASAP), Blackboard, etc.).
- Requests for a letter of recommendation or letter of good standing.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Other continued (239)**

- Requests for legal services for students.
- Inquiries about childcare assistance.
- Request for the university to use the Canvas in place of Blackboard and to offer sign-language courses.
- Questions about filing a claim for an on-campus incident and the university serving as a potential sponsor for a community event.
- Gender identity access concerns.
- Correction to student record.
- Concerns about content of social media posts and group chat.
- Referrals to Institutional Compliance and Risk Services.
- Questions about HOP 1.33-Conflict of Interest, Conflict of Commitment, and Outside Activities, HOP 4.01-Code of Ethics, HOP 4.02-Rights and Responsibilities, HOP 9.37-Peaceful Public Assembly (regulation and scheduling of amplified sound).
- Allegation of identity theft.
- Classroom incident; risk management concern.
- Concerns about increase in tuition and cost of textbooks.
- Background check for alumnus who applied for a security sensitive position.
- On-campus solicitation concerns; HOP 9.10-Solicitation on UTSA Campuses.
- Customer service concerns.
- Referrals from BIT.
- Funding support to participate in conferences and leadership opportunities.
- Request to establish a new degree.
- Requests for healthier food options.
- Difficulty accessing e-book.
- Feedback about student experience.
- Lack of reply from department/office.
- Housekeeping concern.
- Request for additional merchandise to be sold at Provision on Demand (POD) locations, the Rowdy Campus Store and RowdyMart.
- Concern about behavior of fans/visitors during athletic events.
- Suggestion that university curriculum needs to be more rigorous.
- Create awareness about the importance of proper hydration.
- Supporting documentation inadvertently faxed to incorrect department/office.
- Provided information about the First-Generation and Transfer Student Center, Summer Law School Preparation Academy, Principals of Accounting Competency Exam (PACE), Career Closet and academic success coaching.
- Interest in pursuing a career in Student Affairs.
- Inquiry about the reduction of trash cans in the parking garages.
- Injury during intramural game.
- Information about program requirements for the Air Force Reserve Officer Training Corps (AFROTC).
- Requests for shuttle service to and from the Downtown Campus.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Other continued (239)**

- Questions and concerns by Deferred Action for Childhood Arrival (DACA) students.
- Provided students with orientation and Rowdy Ready information.
- Assisted students impacted by Hurricane Harvey (i.e. course attendance concerns, students unable to return/travel to San Antonio, emergency funding requests, inquiries about extending payment deadlines and/or requests to waive late fees, requests to travel home to help family members with clean-up and salvaging efforts, active duty/emergency deployments, referrals to professors, financial aid, counseling services, academic advising, Roadrunner Pantry, etc., assistance with late registration, concerns about gas shortages, inquiries by students and student organizations to coordinate and support donation drives and volunteer efforts, inquiries from transfer students, etc.).
- Referrals from the Equal Opportunity Services and Title IX Office and Prevention, Education, Advocacy, Consultation and Empowerment (PEACE) Center; provided information and discussed options to consider based upon a comprehensive review of the student's record including referrals to on and/or off-campus support services and resources.
- Questions about how the university holiday schedule is determined, length of holiday break periods and requests for Good Friday and Veteran's Day to be designated as university holidays.
- Questions about service animal training for faculty and scholastic distinctions (i.e. President's List, Dean's List and Honor Roll).
- Follow-up with students who were hospitalized.
- Question about status of tuition rebate application and request to apply late for a tuition rebate.
- Referrals to community resources such as the Bexar County Dispute Resolution Center, Department of Health and Human Services, Texas Rehabilitation Commission and United Way.
- Concerns about curriculum changes.
- Referrals to University Ombudsperson for questions about graduate research and teaching assistant job duties/expectations, dismissal from a work-study position and filing a complaint about a supervisor.
- Needs of food insecure students, foster care students and homeless students.
- Questions about completing the visitor application form for volunteer work at The University of Texas Health Science Center at San Antonio.
- Assisted families of deceased or missing students, who inquired about withdrawing their student from the university, closing out their account, moving out their belongings from the residence hall, returning textbooks, awarding of degree posthumously, etc.
- Questions about the Student Fitness for Professional Practice policy, Level III review process and field placements/practicums.
- Referrals to the Equal Opportunity Services and Title IX Office (i.e. Title IX issues, allegations of discrimination based upon disability, concerns about implementation of approved academic accommodations, allegations of defamation and harassment, service animals, pregnant and parenting students).

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Academic and Grade Grievance (170)**

- Concerns about group projects, research requirements, subject matter of course content, homework assigned/due during spring break and transitioning to online learning due to COVID-19.
- Lack of advance notice for some remote exams; students unable to plan accordingly for childcare.
- Questions and confusion over course modalities.
- Course assignments were not available/posted in Blackboard and assignments due dates indicated on the syllabus did not match with information listed in Blackboard.
- Outreach to professors and/or academic departments on behalf of student with their permission.
- Requests for exam reviews.
- Concerns about an unexpected assignment by professor; students were given short notice about the assignment.
- Lack of and/or untimely posting of grades/grade updates.
- Concerns about change of date for final exam; student missed a final exam.
- Referrals to Counseling and Mental Health Services due to anxiety/stress about academic concerns.
- Concerns about communicating with professors and/or academic departments.
- Referrals to advising and financial aid due to non-passing grades.
- Disagreement about supplemental assignment.
- Plus/minus grading system used, but not indicated on syllabus.
- Request to utilize the credit/no-credit option retroactively.
- Course transition and notification concerns when there was a change to the professor of record.
- Concern about Campus Carry Policy.
- Questions about course evaluation process and providing feedback anonymously versus through the online course evaluation process.
- Inquiries about HOP 2.40-Administrative Grade Change Policy.
- I-clicker issues, access code concerns, software/technological errors, purchase of online tools/subscriptions, internet connectivity issues and need for technological support.
- Lack of and/or untimely response from professors.
- Request for more time to make up missed work due to illness/hospitalization and recovery.
- Concerns about grading subjectivity and peer evaluations.
- Requests to change to a different section of the same course.
- Questions about class participation grade and excused absences.
- Referrals to Institutional Compliance and Risk Services, Office of the Registrar, department chairs and deans.
- Provided information about grade of IN, repeat policy and challenge examination process for undergraduate students and course drop deadline.
- Professor cancels class, arrives late or leaves class early; professor arrived late for final exam – students felt rushed.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Academic and Grade Grievance continued (170)**

- Questions about implementation of approved academic accommodations.
- Referrals to the Equal Opportunity Services and Title IX Office as some students may elect to engage in both grievance options (i.e. academic and grade grievance and the Equal Opportunity Services and Title IX Office complaint processes) simultaneously due to nature of concerns.
- Allegations of discrimination, retaliation and/or differential/unfair treatment.
- Allegations of scholastic dishonesty (i.e. cheating, plagiarism).
- Concerns about assignment due dates, grading rubric, score distribution on exams, passage rates and percentage of students who dropped a course(s).
- Concerns about behavior of professors and/or teaching assistants, lack of professionalism, inappropriate and/or unfavorable comments, tone of voice, students felt singled out during class, etc.
- Request to engage in the grade grievance process beyond the appeal timeframe.
- Concerns about quantity of assignments, classroom environment, management and structure of courses, quality of course instruction, transition to online learning, teaching strategies and communicating with professors, former professors and academic departments.
- Provided students with information about the academic and grade grievance procedure.
- Requests for a copy of the Student Academic and Grade Grievance form.
- Contact information for grievance levels: professor, department chair, dean of the college where the course is offered, dean and vice provost of university college (for undergraduate students) and dean and vice provost of the graduate school (for graduate students).
- Questions about status of grievance, time limit on submitting a grievance, grievance decision, change of grade, change of academic status, etc.

**Financial Aid (137)**

- Financial aid funding options for out-of-state students, students who already have a degree and studying abroad.
- Requests to cancel financial aid due to non-enrollment.
- Internal Revenue Service (IRS) questions, submitting a tax transcript, etc.
- Availability during peak periods.
- Questions about the Bold Promise.
- Inquiry about awarding process; federal regulations change which impact funding availability and amount of awards from year to year.
- Question about employee educational benefit.
- Emergency aid, Coronavirus Aid, Relief and Economic Security (CARES) Act and Higher Education Emergency Relief Fund (HEERF) requests and status of these requests (i.e. processing time, disbursement of funding).
- Request to re-offer student loan funding to help with housing costs.
- Hazlewood educational benefit reversed because limit on tuition exemption hours had been reached.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Financial Aid continued (137)**

- Question about foster care exemption and cost of attendance.
- Request for a comprehensive review/audit of financial aid award(s).
- Question about census date and eligibility for financial aid.
- Questions about eligibility for work-study funding and students unable to find/secure a work-study job/position.
- Inquiries about applying for and receiving financial aid during the summer (i.e. proration of grant, packaging block prevented student from being awarded).
- Students no longer eligible for Pell grant; used 100% of Pell grant eligibility.
- Requests for grant housing assistance.
- Referrals to University Career Center and Fiscal Services.
- Referrals to the Roadrunner Pantry and community resources such as the United Way.
- Questions about projected budget, expected family contribution, end of term processing and disbursement of financial aid award.
- Questions about Return of Title IV guidelines due to dropped courses which resulted in a change in enrollment hours or withdrawing from the university.
- Questions about the Free Application for Federal Student Aid (FAFSA), Texas Application for State Financial Aid (TASFA), Institutional Student Information Record (ISIR) and correcting errors.
- Questions about alternative/private loans, book loans, the College Access Loan (CAL), Parent Loan for Undergraduate Students (PLUS), loans for graduate students, subsidized and unsubsidized student loans, the tuition and fee loan application process, renewal requirements for the Texas B-On-Time Loan, loan counseling and master promissory note requirements.
- Students selected for verification and questions about the verification process (i.e. estimated processing time).
- Referrals to the Financial Aid Ombudsperson.
- Adjustments to financial aid awards due to audits, changes in enrollment status, exemptions, graduation, scholarships, veteran educational benefits, etc.
- Available funding options for international students (i.e. international student grant) and questions about eligibility requirements (i.e. valid F-1 Visa, I-20 form, etc.) for the international student grant.
- Funding options when aggregate loan limits had been reached.
- Special financial circumstances (i.e. dependency override, loss of income/job, seeking independent student status, etc.) and financial hardship requests (i.e. apartment fire, bankruptcy, COVID-19, currency devaluation, eviction, homeless students, Hurricane Harvey, parent extremely ill, surcharges, etc.).
- Questions about outstanding documents and/or processes that needed to be submitted/completed for awarding and/or disbursement purposes (i.e. entrance and/or exit loan counseling requirements, submitting student information and/or I-94 forms, registering with selective service, processing of consortium agreement, letter from lender indicating student was no longer in default, etc.).
- Inquiries about SAP, appeal process for those who did not meet standards or missed the deadline and/or the impact to veteran educational benefits and status of a SAP appeal.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Withdrawal (134)**

- Questions about student status and delay of future enrollment and/or a leave of absence for graduate studies following a medical or mental health withdrawal.
- Questions about changes to medical and/or mental health withdrawal policy (i.e. reduced course load no longer an option).
- Provided general information about withdrawal options/processes for parent inquiries.
- Request to reexamine/revisit medical or mental health withdrawal request/paperwork.
- Withdrawing from the university due to caregiver responsibilities, hospitalization, illness, treatment programs (inpatient and outpatient), military service/duties, online/virtual learning environment, change in structure of internship due to COVID-19 and other extenuating circumstances.
- Request for an explanation about the denial of a medical or mental health withdrawal request.
- Provided information about course drops, grade of IN and HOP 5.09.
- Students initially withdrew under the regular withdrawal process and then pursued a retroactive medical or mental health withdrawal. This resulted in the return of additional financial aid funding because the withdrawal date changed to an earlier date due to the onset of the medical or mental health condition.
- Request for contact information for professors.
- Deadline to request a medical, mental health or regular withdrawal had passed.
- Requests to remove enrollment from student record due to non-attendance with supporting documentation from professors.
- Questions about academic standing/status and the repeat policy.
- Referrals from BIT to discuss options.
- Inquiries about the financial appeal process and scheduling payment arrangements through the Office of Financial Services and University Bursar.
- Questions about the Limitation on Attempting Gateway Courses, Six Drop Policy, Three-Attempt Rule and Undergraduate Credit Limitation for reduced course load requests and/or a withdrawal from the university.
- Impact of withdrawal on university and outside scholarships, stipend and/or expected date of graduation.
- Referrals to academic advising, the Equal Opportunity Services and Title IX Office, the Financial Aid Office, Fiscal Services, One Stop Enrollment Center, the Registrar's Office and the Center for Military Affiliated Students.
- Concerns about processing time of medical or mental health withdrawal requests.
- Assisted with the regular withdrawal process (i.e. faxed form, took completed form to the Office of the Registrar, etc.) when students were unable to complete the process on their own due to hospitalization, severe medical conditions, etc.
- Questions about the regular withdrawal process including instructions about how to withdraw via ASAP, where to find the withdrawal form online, withdrawing when enrolled in different terms within the same semester (i.e. 8-week term and 16-week term during the fall semester), etc.



**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Withdrawal continued (134)**

- Inquiries about medical and mental health withdrawal processes, reduced course load/partial withdrawal requests, whether students could pursue a second medical and/or mental health withdrawal, appeal options and contact information for and/or referrals to Counseling and Mental Health Services, Student Disability Services, Student Health Services, University College and community resources.
- Questions about drop and withdrawal deadlines, refund timeframes, effective date of withdrawal and impact on Return of Title IV, SAP, veteran educational benefits, stipends received, third-party payments, cancellation of financial aid award, status of meal plan and housing contract, return of parking permit and textbooks.
- Retroactive withdrawal requests and emergency financial assistance requests due to extenuating circumstances.

**Advising-Undergraduate (108)**

- Provided students with assigned advisor information, location and contact information.
- Inquiry about whether remaining degree program requirements can be taken online due to job opportunity.
- Questions about change of student status after graduation and eligibility for a tuition rebate.
- Advisor inquiries about resources to help students with various circumstances.
- Inquiry about accessing the Assessment and Learning in Knowledge Spaces (ALEKS) system as a non-degree seeking student.
- Concerns about processing of requests for waiver of Undergraduate Credit Limitation surcharges when a SAP appeal is also in the process of review to determine financial aid eligibility.
- Tracking for compliance of approved surcharge waiver requests.
- Technological error in DegreeWorks for core curriculum; manual correction needed.
- Independent study requests.
- Request to waive signature experience due to extenuating circumstances.
- Request for letter of degree completion for employment purposes.
- Inquiry about different math courses which are considered equivalent with regard to the surcharges associated with the Three-Attempt Rule.
- Request to utilize credit/no credit option retroactively.
- Questions about evaluation of transcript when not enrolled, but students have an active student status.
- Reason for denial of petition.
- Inquiries about the possibility of adjusting the enrollment cap on courses to allow for registration.
- Concerns about lack of course offerings, waitlists and progression toward degree completion.
- Request to take more than twelve (12) semester credit hours while on academic probation.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Advising-Undergraduate continued (108)**

- Questions about next steps/onboarding process for newly admitted transfer student.
- Advisor availability during peak periods, walk-in times, by appointment and delay in responses.
- Concern about advising experience/guidance provided, miscommunication and/or allegation of being misadvised/receiving inconsistent or incorrect information.
- Referrals to Graduation Help Desk and Resilience and Retention advisors.
- Questions about changing area of concentration and change of major process; 75-hour major change petition not approved.
- Questions about the College Level Examination Program (CLEP), challenge examination process and competency based exams to meet degree program requirements.
- Prerequisite override requests and questions about when new prerequisite requirements go into effect.
- Questions about admission requirements for certain degree programs, pursuing two degrees from different colleges simultaneously, seeking a second degree, minor requirements and participating in commencement.
- Requests for refund of duplicate course, retroactive drop of course or removal of course from student record and potential impact to financial aid, veteran educational benefits and scholarships received.
- Questions about appeal, grievance and petition processes (i.e. course substitution, request for catalog extension, Petition for Exceeding 30/45 Semester Credit Hours (SCH) Above Degree Requirements, 30/45 SCH Fee Waiver Contract to Graduate, Limitation on Attempting Gateway Courses, Six Drop Policy, Three-Attempt Rule, Undergraduate Credit Limitation, student denied admission to or exited from a college, waiver of core curriculum or university requirement, etc.).
- Inquiries about academic status, core complete, evaluation of advanced placement, dual and transfer credit including study abroad course work, grade IN and no report (NR), math placement, registration, repeating courses, teacher certification requirements, the Texas Common Course Numbering (TCCN) System and Texas Success Initiative (TSI).
- Questions about degree audit process (pre and post), submitting an appeal to apply late for graduation, incorrect final degree audits/clearance for graduation, semester credit hours remaining to complete degree program.

**Fiscal Services (99)**

- Checking on status of HOP 5.20 Authorization for Waiver of Mandatory or Incidental (Discretionary) Fees for Qualifying Academic Programs request for Curricular Practical Training.
- Questions about Tax Form-1098T and no show fees.
- Scholarship not renewed which resulted in a balance due.
- Inquiries about proration or reversal of aid received (i.e. Pell, subsidized and/or unsubsidized student loans, veteran educational benefits, etc.).
- Awarded enough financial aid to cover balance due and future enrollment charges.
- Parent inquiries regarding billing; proxy permission on file for parents.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Fiscal Services continued (99)**

- Questions about housing, meal plan and parking permit cancellations.
- Request to apply property deposit toward account balance.
- Nonsufficient funds (NSF) submitted.
- Direct deposit not set-up; refund was cancelled and a refund check was issued.
- Request for copy of promissory note.
- Late payment to account as student was waiting for tuition reimbursement from employer.
- Requests for copy of statement of account/itemized bill.
- Request to expedite processing of refund after withdrawal and checking on status of refund.
- Course schedule dropped due to non-payment.
- Requests for assistance by parents or relatives of deceased students.
- Requests to waive interest charges and late payment fees.
- Partial payment requests due to financial hardship to permit registration or release of official transcript for educational, employment or scholarship purposes.
- Providing supporting documentation from professors indicating non-attendance for financial appeals.
- Questions about applying for a tuition and fee loan, paying online, installment payment options, third party payments (i.e. Texas Tomorrow Fund), posting of payments, processing of exemptions, payment deadlines and refund periods.
- Comptroller, fiscal services, Perkins Loan or athletics hold on account; unable to register, receive diploma, request official transcript, obtain enrollment verification or apply for a scholarship.
- Questions about outstanding balance due to citation charges, housing charges, medical, mental health or regular withdrawal, Return of Title IV and surcharges associated with the Three-Attempt Rule and Undergraduate Credit Limitation.
- Account sent to collections, balance owed from previous terms, scheduling payment arrangements and signing a payment agreement.

**Admissions-Undergraduate (79)**

- Inquiry about core complete status.
- Questions about applying online via the ApplyTexas portal, Academic Fresh Start and completing certain sections of the undergraduate admissions application.
- Prospective high school student unable to obtain an official high school transcript until a specific timeframe; in the interim, student submitted an unofficial copy for evaluation with the official transcript forthcoming.
- Concern about alignment of associate degree offerings and transfer plans.
- Transfer applicant requesting to apply with unofficial transcripts due to impact of Hurricane Maria in Puerto Rico.
- Request to update student record information.
- Lack of or delayed reply from admissions counselor.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Admissions-Undergraduate continued (79)**

- Referrals to academic advising and the Financial Aid Office for readmitted students.
- Appeal for possible waiver of application fee.
- Request to refund application fee.
- Request to add letter of recommendation to admission file.
- Error with evaluation of transfer course credit; request for reimbursement of duplicate course credit.
- Requests to expedite the processing of admission application/file.
- Request to change from special student status to degree seeking.
- Student unable to register; admission transcript hold was subsequently cleared.
- Requests to change term of admission, delay enrollment or cancel admission to the university due to extenuating circumstances.
- Request to visit campus; provided UTSA Day information.
- Inquiries about admission policies (i.e. beyond initial acceptance) for various majors at the university.
- Questions about reapplying to the university including after first or subsequent dismissal.
- Student status inactive due to non-attendance.
- Questions about holistic admissions review process.
- Questions about onboarding process (i.e. orientation, testing, etc.) for newly admitted undergraduate students.
- Appeal process for those who were denied admission or missed the application or deferred admission deadline; checking on status of appeals/reason for denial.
- Status of incomplete files; checking if credentials had been received; monitoring admission status via ASAP.
- Questions about application deadlines and admission requirements for various student types (i.e. freshmen, transfer, international, special, non-degree seeking and transient).
- Provided information about the TCCN System, transfer credit calculator, transfer plans and contact information for Transfer Specialists.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**VI. Recommendations**

Suggestions for consideration include the following:

- Create accessibility map(s) to locate American with Disabilities Act (ADA) entrances, parking and paths along with directional signage (also recommended in 2017-2018).
- Establish a policy/guidelines for animals (i.e. service animals, emotional support animals) on campus.
- Create a bereavement/grief absence policy for students.
- Include information/guidelines in HOP 5.09 to address absences due to transitory/minor medical conditions and pregnancy.
- Include HOP 5.09 as part of the Common Syllabus (information that is explicitly included in all syllabi).
- Review the notification and tracking/compliance processes for assessment of the undergraduate credit limitation surcharge.
- Offer various options/pathways versus only a singular option/pathway to complete a signature experience degree program requirement (i.e. internship, practicum, study abroad, capstone course, etc.).
- Modify the grade of IN policy to include an appeal option with supporting documentation for the three-fourths attendance requirement due to mitigating circumstances.
- Change the deadline date for dropping an individual course(s) with an automatic grade of “W” to match the last day to withdraw (i.e. drop all courses with grades of “W”) through the regular withdrawal process.
- Add the following dates to the Academic Calendar: financial aid priority deadlines for the FAFSA and TASFA and installment meal plan payment deadlines.
- Create a frequently asked questions supplement for the Academic Calendar.
- Raise funding for the Student Emergency Fund.
- Create one form for withdrawal requests: regular, medical, mental health or for military service.
- Permit students who are auditing courses to participate in the course evaluation process.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**VI. Recommendations continued**

- Expand guidelines for the use of skateboards on campus grounds and include the use of hoverboards, bikes, etc.
- Update the online directory with current phone information for all faculty and staff versus N/A for the phone section. For adjunct faculty without an extension, consider adding the appropriate departmental extension. For staff, either a direct or main department/office extension would be available.

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Abbreviations**

Academic Fresh Start	Statute whereby course credit or grades earned ten or more years before the semester for which the student seeks enrollment are not considered for admission purposes
ADA	American with Disabilities Act
AFROTC	Air Force Reserve Officer Training Corps
ALEKS	Assessment and Learning in Knowledge Spaces System
ApplyTexas	Online common admission application for two and four year public colleges in Texas
ASAP	Automated Student Access Program
BIT	Behavioral Intervention Team
Blackboard	Web-based Learning Management System
Bold Promise	Financial aid package automatically awarded to qualified Texas residents who meet program qualifications
CACP	College of Architecture, Construction and Planning
CAL	College Access Loan
Canvas	Web-based Learning Management System
CAP	Coordinated Admissions Program
CARES Act	Coronavirus Aid, Relief and Economic Security Act
CLEP	College Level Examination Program
COB	College of Business
COE	College of Engineering
COEHD	College of Education and Human Development
COLFA	College of Liberal and Fine Arts
COPP	College of Public Policy
COS	College of Sciences
COVID-19	Coronavirus
CPE	Center for Professional Excellence
DACA	Deferred Action for Childhood Arrival
DegreeWorks	Web-based degree audit system
ExCET/TEExES	Examination for the Certification of Educators in Texas/Texas Examinations of Educator Standards
F-1	Non-immigrant student visa which permits academic studies and/or language training programs in the United States
FCSA	Foreign Credentials Service of America
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
HCaP	College for Health, Community and Policy
HEERF	Higher Education Emergency Relief Fund
HOP	Handbook of Operating Procedures
I-Clicker	Electronic Student Response Device
I-20	Certificate of eligibility for non-immigrant (F-1) student status for academic and language students
I-94	Initial nonimmigrant arrival-departure document
IN	Grade of incomplete

**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

**Abbreviations continued**

IRS	Internal Revenue Service
ISIR	Institutional Student Information Record
N/A	Not applicable
NCI	No College Identified
NR	Grade of no report
NSF	Nonsufficient Funds
PACE	Principals of Accounting Competency Exam
Paisano	Independent Collegiate Student Newspaper
PEACE	Prevention, Education, Advocacy, Consultation and Empowerment Center
PLUS	Parent Loan for Undergraduate Students
POD	Provision on Demand
Return of Title IV	Return of unearned financial aid
Roadrunner Pantry	Resource area which provides free food and toiletries to students
Rowdy Campus Store	Bookstore
RowdyMart	Convenience store at the Student Union Paseo
Rowdy Ready	Onboarding/To-Do List Information for undergraduate students
SAP	Satisfactory Academic Progress
SCH	Semester Credit Hours
TASFA	Texas Application for State Financial Aid
Tax Form-1098T	Tax form which may qualify a dependent student or parents for education related tax credits
TCCN	Texas Common Course Numbering System
Title IX	Federal law that prohibits discrimination based on gender in educational institutions which receive federal financial assistance
TSI	Texas Success Initiative
UC	University College
University Ombuds	Serves as the ombuds for university employees (faculty, staff and student employees) regarding work related matters
UTSA	University of Texas at San Antonio
UTSA Bluebook	Public access to department, faculty, course information, etc.
UTSA Day	Recruiting event for undergraduate prospective, applicant and admitted students and their families
Visa	Conditional authorization granted by a country to enter and temporarily remain within, or to leave that country
WebCT	World Wide Web Course Tools



**The University of Texas at San Antonio (UTSA)**  
**2019-2020 Student Assistance Services/Student Ombudsperson Annual Report**

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