



2019-2020 Program Review Report

Division/Area Name: Office for Students with Disabilities (OSD)	For Years: 2019-2020
Name of person leading this review: Dr. Louis Lucero	
Names of all participants in this review: Dr. Louis Lucero, Director OSD Ann Loi, High Tech Center Lab Technician Darlene O’Keeffe, Clerical Assistant III Tamira Palmetto Despain, Disability Services Specialist Harry Pleer, Coordinator Deaf Services-Interpreter Maricela Ruvalcaba, Learning Disability Testing Technician Ken Sawicki, Access Technology Alternative Media Specialist John Wanko, Disability Services Specialist Tracie White, Learning Disability Specialist/Counselor	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission:

AVC Mission Statement

Antelope Valley Community College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success, offering value and opportunity in service to our community.

The district mission is to provide a quality, comprehensive education to a diverse population of learners. OSD directly contributes to this mission by assisting individuals with disabilities to attend college; without the services of OSD, these individuals might not attend college. Students with disabilities increase the diversity of the campus population.

Additionally, OSD helps students with disabilities achieve their comprehensive education through the provision of accommodations and counseling services. Without these services, students with disabilities might not fully achieve their educational and vocational potential.

Moreover, the OSD Program supports the AVC mission by serving and supporting students with disabilities as they strive to attain their educational goals. OSD offers disability related counseling, individualized student accommodations, academic planning and course advisement, designed to level the educational playing field so students with disabilities can reach their true potential.

1.2.State briefly program highlights and accomplishments:

- **Accommodation Letters:** We continue to fully implement our Accessible Information Management (AIM) online system, improving the communication of students' needs/accommodations to instructional faculty. Using AIM, OSD staff have transitioned to a totally paperless process for the students, faculty, and staff, increasing efficiency, productivity, and greatly improving overall service to our students. Students were able to send over 1,200 accommodation letters directly to their instructors with a few clicks of their mouse from their online portal, greatly reducing the need for students to stand in line to request paper copies from the OSD front counter at the beginning of each term. Instructors have indicated that they like receiving the accommodation letters prior to the start of the semester as it gives them more time to prepare for the needs of the students. One instructor was able to prepare course materials in Braille prior to the start of the term because of early notification with the AIM program.
- **Alternative Testing:** Currently, the Testing & Assessment Coordinator, Wade Saari, along with Darlene O'Keeffe and Dr. Louis Lucero, are building out the many components that make up the AIM Alternative Testing module. Once this module is activated for instructors and students, all exams will be sent to, and then proctored through the testing center, greatly improving efficiency and security. Palmdale Center staff will also be trained and will provide alternative testing for students enrolled in Palmdale courses.
- **Alternative Media:** A new online Alternative Media Request process was rolled out for students accommodated for alternative media formats, increasing efficiency and decreasing turnaround time.
- **LD Testing:** Tracie White, full-time Learning Disability Specialist/Counselor was hired on 9/16/2020 and she will be handling the backlog of students requesting testing, along with students who need intake appointments and disability related counseling.
- **Collaboration:** Continue OSD growth and collaboration with Palmdale staff and faculty which is contributing to improved OSD services for Palmdale students.
- **Faculty Professional Development:** Continue to offer Faculty Professional Development presentations to faculty regarding the OSD program and disabilities, and their resulting limitations, with the purpose of educating and stimulating dialogue and developing a greater understanding by all.
- **High School Transition:** Continue high school transition visits by HS seniors to AVC with the purpose of providing them with an orientation to OSD services and to give them a college tour to assist them in becoming familiar with and more comfortable with continuing their education at AVC.
 - Continue participation in the annual LA County Regional Center/high school transition fair for Special Education seniors.
- **Behavior Intervention Team:** Continue participation and membership on AVC's Behavior Intervention Team (BIT) to maximize support for students with disabilities who are in distress.
- **Local Community:** Continue linkage efforts with local community service agencies that serve people with disabilities, such as the Department of Rehabilitation, Mental Health America (MHA), North LA County Regional Center, and local high schools to improve communication between all agencies and AVC.
- **Education Goals:** Continue to insure that all OSD students have an Ed Plan, and Comprehensive Student Education Plan along with course advisement, by conducting regular outreach to students by mail and phone and getting the students serviced by OSD counselors.
- **Technology Expansion:** Continue the expansion of technology for low vision and blind students; such as purchase and utilization of tactile graphics (Swell paper) for STEM courses. OSD has also implemented Fusion which combines a screen reader along with the ability to enlarge print on a computer monitor which is utilized by blind and low vision students. This software has been installed on computers in the Learning Center in Lancaster and Palmdale, and the Library, as well as the Test Proctoring Center private rooms. OSD has purchased talking scientific calculators, talking thermometers and a tactile anatomical model for biology to assist low vision and blind students in STEM courses.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program.

<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career & Specialized Knowledge	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.

<input checked="" type="checkbox"/> Goal 1*:	Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/> Goal 2*:	Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/> Goal 3:	Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/> Goal 4*:	Advance more students to college-level coursework- Develop and implement effective placement tools.
<input type="checkbox"/> Goal 5:	Align instructional programs to the skills identified by the labor market.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Student Fall 2019: Received 75 Student Satisfaction Surveys

- 96% of students indicated that they found the OSD to be a welcoming and a positive environment in which they felt comfortable asking for assistance. This is mirrored in students' indications that they found the overall college to be responsive to students with disabilities, at a rate of 94.6% agree or strongly agree.
- 87% of respondents indicated that OSD services contributed to their success in college, and 88% indicated that the use of accommodations helped them in reaching their education goal. The majority of OSD students are utilizing their accommodations and this is increasing their overall success and completion.
- 92% of students agree or strongly agree with the statement they can explain the connection between their functional limitations and their academic adjustments/accommodations. This could further explain why students responded at a rate of 90 % agree/strongly agree that they felt they could self-advocate with instructors regarding their accommodations.
- 52% of students are unaware of the process to file complaints with the OSD. Although this is always reviewed at the time of OSD intake, this is an area that we should improve upon. Our new AIM eligibility letters, which the students receive during the intake process and when additional accommodations are added clearly explains the dispute process. In Fall 2019 we were not using the eligibility letter, so we now expect new surveys to reflect a higher level of awareness. We will also create and display posters in our OSD lobby and offices (Lancaster and Palmdale).
- Nine students indicated that they had filed a complaint in Fall 2019, yet 15 students responded about complaint resolution. This may indicate that students are not understanding what it means to file a complaint or how to seek resolution. As indicated above, we will continue to highlight the process to file a complaint so students are aware of their rights and OSD processes. It should be noted that all respondents stated that their complaint was resolved in "less than a week".

Faculty/Staff Fall 2019: Received 91 Faculty/Staff Satisfaction Surveys

- 94% responded that they are aware of accommodations and services provided by OSD.
- 94% indicated they had contacted OSD with questions or concerns and had received a response in a timely manner.
- 92% feel confident in their ability to create accessible materials for their class.
- 84% of faculty stated they have a disability statement on their class syllabus; of concern is the 16% that indicated they do not have a disability statement. We had provided a sample disability statement in the General Session of Fall 2019 Opening Day; however, we may need to follow up by sending out an all faculty email with a sample statement they can use. We will follow up again Fall 2020 when we highlight AIM in the Opening Day general session

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Student numbers for 2019-2020 continue to show a downward trend in OSD student enrollment. This may be reflective of the larger campus population trend, or a result of more universal design being used by instructional faculty.

Student Counts by Disability

Academic Year	Hearing	ABI	ADHD	Autism Spectrum	LD	Vision	Mobility	Other	DDL	Speech	Psych	Unduplicated Student Count
15-16	57	30			158	33	232	504	42	4	271	1331
16-17	44	37	62	91	414	33	184	100	46	NA	230	1241
17-18	42	41	57	94	376	25	193	98	49	NA	237	1212
18-19	36	36	60	93	299	22	167	84	37	NA	209	1043
19-20	37	33	75	105	282	25	127	94	38	NA	214	1030

Information found at Datamart: http://datamart.cccco.edu/Services/DSPS_Status.aspx

OSD staff reviewed data from our Institutional Effectiveness Research and Planning (IERP) for Fall 2020, and summarized the findings to arrive at the following conclusions: (The IERP data is found in Section 5)

Fall 2020 IERP Data:

AGE: OSD student age is older than the general campus population

- 17.4% are 19 years or less (vs. 30.8%) OSD Students are older than the general campus population
- 31.1% are between 20-24 years (vs. 33.9%) OSD student are also more likely to be in their 30s and 40s or older.
- 13.4 % are between 35-44 years (vs. 8.2%), and
- 14.2% being 45+ years (vs. 6.4%). This indicates that on average, our students are independent, working adults.

Race/Ethnicity: Our Race/Ethnicity data is quite different from the general campus population

- African American/Black student population is 10% higher than the general campus population at 24.7% vs 14%
- Hispanic/Latinx students, significantly less than the general campus population at 43.4% vs. 55.1%

Goals: Our students also have different goals than the general campus population. Our students are right in line with the general campus population in terms of 'Obtain an AA and Transfer,' yet OSD Students are choosing to 'Obtain without Transfer' at much higher rates and choose Earn a Career Technical Cert at about double the rate of the general campus population as shown below:

- **Obtain an AA and transfer:** OSD students 50% (vs. general campus population at 48%)
- **Obtain a Two-year...Without Transfer:** OSD students at 34.6% (vs. campus general population 21.2%)

- **Earn a Career Technical Cert. Without Transfer:** OSD students chose this at double the rate of the general campus population, 6.3% OSD (vs. 3.8% general population)

The above data indicates that our students are older, independent adults who have returned to college with goals directly related to employment. Our students want to earn a degree or certificate (shorter term) that will lead directly to a career or career advancement, or employment.

Transfer Completion Rate:

- **Transfer Completion:** OSD's rate is 91.2%, which is the same as the 91.2% for the general population. This would indicate that OSD students are receiving the information they need to move on, using their accommodations, and are staying focused and on track.

Average Number of Terms:

The transfer completion rate is even more remarkable when considering the average number of terms an OSD student is staying at AVC.

- **Avg. # of Terms:** OSD students at 5.1 terms with the general campus population at 4.0 terms.

It is taking an average of 1 term longer for our OSD students to complete their goals, but they are transferring at a rate on par with the rest of the campus. Students with disabilities often work harder and longer to complete the same course work as their non-disabled peers. This makes it difficult to enroll in 12 units or more, as they may be studying 4-5 hours for every lecture hour, vs. the general population of 2-3 hours of study for every hour of class lecture. So, their persistence is quite remarkable.

Completion Rates:

- OSD is just under the average completion rate of the general campus population, 73.4% for OSD vs. 78.3% for the general population. This would indicate that despite any barriers presented due to their disabilities, our students have a completion competitive with the rest of the campus.

In summary, our students are a unique subset within the AVC campus population. They are older, more likely to be AA/Black, they take longer to complete their goals, are more likely to need remediation and are more likely to be part-time students (4% less full-time than the general population). They are more likely to choose a shorter-term goal, such as AA/AS without transfer or a Technical Certificate. However, despite these differences, our students are transferring and completing their goals at roughly the same percentages at the general campus population. So, our students may need more time and support, but their success and transfer rates are in line with the rest of the AVC campus.

In addition, IERP had provided OSD staff with a detailed analysis of student success and retention rates by disability group for 2017-2018. OSD staff determined that students with mental health disabilities had lower rates of success and retention compared to other disability groups. Based on this information OSD staff plan to target students with mental health disabilities for high touch contact. This might take the form of staff contact by telephone, email or by setting up scheduled appointments. OSD staff will determine after contacting a student how they are doing academically, if they are utilizing their accommodations, and determining if they need a referral for mental health services on or off campus. The results of the IERP report are shown below.

Comparison of Success Rates Based on Primary Disability			
Fall 2017		Spring 2018	
Below Average Success Rates	Above Average Success Rates	Below Average Success Rates	Above Average Success Rates
ADHD	Acquired Brain Injuries	Intellectual Disabilities	ADHD
Physical Disabilities	Intellectual Disabilities	Learning Disabilities	Acquired Brain Injuries
Mental health Disabilities	Deaf/Hard of Hearing	Mental Health Disabilities	Deaf/Hard of Hearing
Other	Learning Disabilities	"Other"	Physical Disabilities
	Autism Spectrum		Autism Spectrum
	Blind/Low Vision		Blind/Low Vision
Comparison of Retention Rates Based on Primary Disability			
Fall 2017		Spring 2018	
Below Average Success Rates	Above Average Success Rates	Below Average Success Rates	Above Average Success Rates
Physical Disabilities	ADHD	Intellectual Disabilities	ADHD
Mental health Disabilities	Acquired Brain Injuries	Learning Disabilities	Acquired Brain Injuries
Other	Intellectual Disabilities	Mental Health Disabilities	Deaf/Hard of Hearing
	Deaf/Hard of Hearing	"Other"	Physical Disabilities
	Learning Disabilities		Autism Spectrum
	Autism Spectrum		Blind/Low Vision
	Blind/Low Vision		

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Part 2.B. continued. Strengths and Weaknesses

<p>Strengths</p>	<ul style="list-style-type: none"> • A strong, caring, OSD team comprised of faculty, classified staff, and student workers, with deep knowledge and skillsets who care about the success of AVC’s disabled students and provide them quality support services. • The Accessible Information Management (AIM) system has enabled OSD to move all our front desk and counseling processes online and has eliminate massive paper forms, logs, and processes. AIM has enabled students to easily request their accommodation letters online from anywhere, using their phone or computer, and it will enable students to schedule their proctored exams online when the module is completed. Using AIM has allowed reception processes to be redesigned to be more efficient and less prone to error, and as a result, it has enabled us to improve our direct support to students, whether in-person or remotely, by allowing us to focus more time and attention directly on their needs with more accurate data, rather than on administrative tasks.
<p>Weaknesses</p>	<ul style="list-style-type: none"> • Many students do not have access to training by the High-Tech Center staff person due to scheduling limitations as a result of their part-time status. This has resulted in complaints to the dean of counseling. • OSD depends on a transient workforce of student workers to be the front-line customer support to our OSD students. This creates instability as student workers graduate, or are unable to work due to their own class schedules. Student workers are also generally new to the workforce and require more training and supervision for longer periods of time. • Antiquated equipment, obsolete software programs, and other obsolete assistive devices which diminish students’ access. • Due to COVID-19 social distancing requirements, the current configuration of the OSD Front Desk, which normally accommodates 3 staff, can now only accommodate 1 staff member. There is no location at the office for the other 2 staff members to work.
<p>Opportunities</p>	<ul style="list-style-type: none"> • Increase the success and student retention rates by hiring an Education Advisor that will help OSD fully implement a Case Management process to follow-up with specific disability groups and flow them to the appropriate counselors and OSD staff. This staff would reach out and proactively bring in students to OSD for services rather than the more passive approach of addressing students as they reach out to us. • Increase security and efficiency of test proctoring by moving the function to the Assessment Center through the buildout of the AIM Alternative Testing module. • Improve students access to alternative media in a timely manner by building out the AIM Alternative Media management module. This will greatly increase the efficiency of receiving book requests as well as the timeliness of converting textbooks and getting the new media to the students. All delays in this area negatively impact the student in the classroom. • Improve weak areas of student satisfaction as measured by the OSD Student Satisfaction Survey, including helping students better understand the complaint process. • Increase the knowledge base and create efficiencies by training faculty, staff, and OSD students on the AIM Alternative Testing processes to prepare for a smooth rollout. • Increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by targeting them for high touch contact, via phone and email, and scheduling appointments with the counselors.
<p>Threats</p>	<ul style="list-style-type: none"> • If the College and OSD staff are unable to provide approved accommodations to students in a timely and effective manner, the threat of an Office for Civil Rights complaint is possible. • The state has a new funding formula that may impact the funding of OSD services.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

OSD has been utilizing three OOs in its surveys through the Fall 2018 semester which were as follows:

- OO 1. Do you understand what your disability is?
- OO 2. Do you understand how your disability limits you in a classroom or on a campus?
- OO 3. Do you understand the types of support services and accommodations you may receive as a result of your disability?

OSD’s target for these outcomes were to have an 80% ‘Yes’ response. Furthermore, over the past several years OSD has made these three questions part of our OSD Student Satisfaction Survey, which was and continues to be administered via Survey Monkey. Using Survey Monkey has greatly improved our student participation.

At the beginning of the Spring 2019 semester, as a part of our required Program Plan, the California Community College Chancellor’s Office DSPS Unit provided all campuses with a student survey that we were to administer to our students. It is further anticipated that the CCCO DSPS survey will be required in the future as well.

On 3/7/2019 (Spring ’19) at an OSD staff meeting the CCCO DSPS student survey was reviewed. During the review process OSD staff decided to select three new OOs that were similar to the current OOs, and in some ways better.

The three new adopted OOs are as follows:

1. I self-advocated with my instructors about the need for accommodation.
2. I can explain the connection between my academic adjustments and my disability.
3. My academic adjustment has helped me reach my educational goal.

OSD’s target for these questions were to have outcomes of 80% Strongly Agree/Agree responses by students.

Spring 2019 Student Survey Results:

Q1: I self-advocated with my instructors about the need for accommodation.

A1: Strongly agree/agree: 87.78% Target Goal: 80% strongly agree/agree (met)

Q2: I can explain the connection between my academic adjustments and my disability.

A3: Strongly agree/agree: 88.88% Target Goal: 80% strongly agree/agree (met)

Q3: My academic adjustment has helped me reach my educational goal.

A3: Strongly agree/agree: 90% Target Goal: 80% strongly agree/agree (met)

Fall 2019 Student Survey Results:

Q1: I self-advocated with my instructors about the need for accommodation.

A1: Strongly agree/agree: 90.54% Target Goal: 80% strongly agree/agree (met)

Q2: I can explain the connection between my academic adjustments and my disability.

A2: Strongly agree/agree: 91.89% Target Goal: 80% strongly agree/agree (met)

Q3: My academic adjustment has helped me reach my educational goal.

A3: Strongly agree/agree: 88% Target Goal: 80% strongly agree/agree: 80% (met)

****The target goal was met for all three OOs no additional action is required.**

*****OSD student surveys were not conducted during Spring 2020 due to Covid-19 shutdowns. Student surveys will be conducted for Fall 2020.**

Part 2.D. Review and comment on progress towards past program review goals:

Goal 1: Continue to fully implement the Accessible Information Management (AIM) online service for OSD students, staff, and faculty. Starting in Spring 2020, all OSD students were able to 1) request their accommodation letters through AIM with a few clicks of their mouse from any location, while staff were able to approve those requests in seconds, and the notification letters were received by faculty via email, and 2) fully apply to the OSD program from any device, through AIM, and also submit their verification documentation online.

Goal 2: Hire additional clerical support to insure more timely service to OSD students and staff. Ongoing request.

Goal 3: Hire full-time LD Specialist- Completed 9/14/2020.

Goal 4: Purchase a second computer that is used by OSD students at the OSD front counter. Train students on its use, repurpose an OSD computer in the Learning Center for placement and use at the OSD front counter- Completed Fall 2018.

Goal 5: Hire an Education Advisor to actualize a case management approach to serving all OSD students. This position would be able to provide case management of student accommodations, in addition to academic needs, in order to meet federal and state compliance. New request.

Goal 6: Keep current with trends and best-practices concerning students with disabilities through professional staff development for OSD faculty and staff in. Ongoing request.

Goal 7: Transfer OSD test proctoring to Assessment, increasing exam security as well as freeing up OSD staff from the task of proctoring exams so they can focus more attention on assisting students with issues they face. Process started 6/29/2020. Will be ready to go live when students return to campus.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program / Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1	ILO2, ILO4, OO1, OO2, OO3	To better prepare students for success in their classes by providing faster access to their alternative media textbooks.	<ul style="list-style-type: none"> • Build out the AIM Alternative Media module once the Alternative Testing Module is completed and rolled out. <ul style="list-style-type: none"> ○ Create a team and set a schedule for buildout working meetings. ○ Work with AIM as needed to build out the module. ○ Announce the new process to students and instructors. ○ Train staff, students, instructors in the module's use. ○ Roll out the completed module and begin using.
2	ILO1, ILO2, ILO3	To provide OSD students more consistency and greater stability at OSD's front desk.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT clerical support staff to support the functions of the front desk/reception operations.
3	ILO2, ILO3, ILO4, OO1	To empower students to advocate for themselves and ensure their rights are protected by improving weak areas of student satisfaction as measured by the OSD Student Satisfaction Survey, including assisting students to better understand the complaint process.	<ul style="list-style-type: none"> • Update verbal and written communications to the students, (such as in the explanation within the eligibility letter) to thoroughly explain the process, with detailed guidelines. • During intake appointments, continue providing students with written dispute procedures. • In AIM, create and publish a student agreement that presents the complaint process in detail. <ul style="list-style-type: none"> ○ Require students to read and acknowledge this electronic document once each semester.
4	ILO4, OO1, OO3	To increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by building a stronger support structure through high touch contact, via phone and email, and scheduling appointments with the counselors to help ensure they are utilizing their accommodations, as well as other available support tools.	<ul style="list-style-type: none"> • Run student lists in AIM, for the various targeted at-risk groups, to identify students that are at risk. • Contact identified students and schedule counseling appointment to resolve academic issues, make any needed accommodation adjustments, increase services, etc. • Set up regular check-in appointments(s) for later dates through OSD front desk.

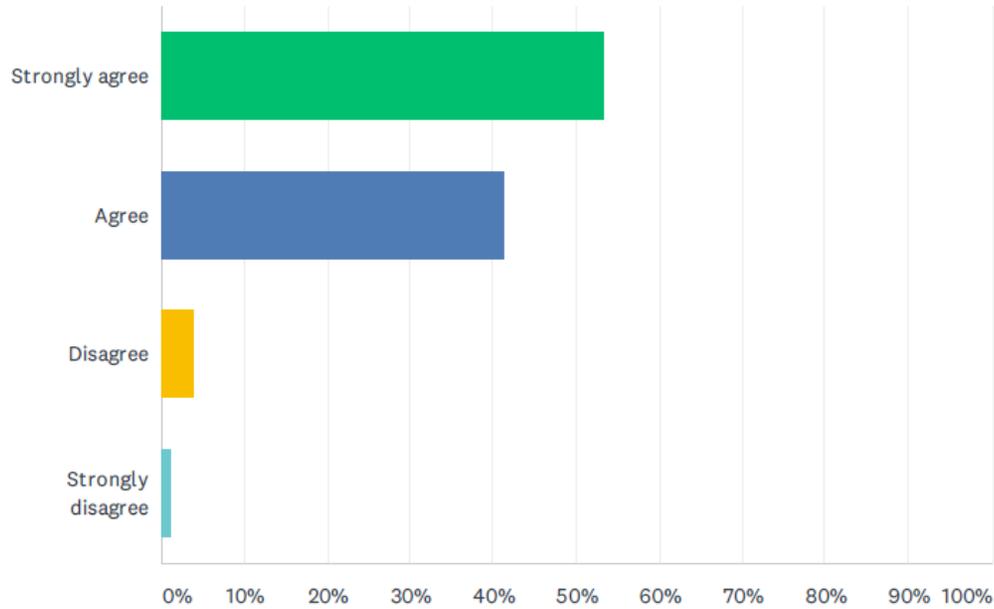
5	ILO1, ILO2, ILO3	To improve student success by hiring an Education Advisor to actualize a case management approach to serve all OSD students; to bring in students who otherwise have not seen their counselor.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT Education Advisor.
6	ILO3, ILO4	To provide the best services to our students in an uncertain and ever-changing environment by keeping current with best practices regarding accommodations for students with disabilities, as well as providing instructional faculty with the knowledge and tools necessary for student success.	<ul style="list-style-type: none"> • Submit funding request to immediate supervising administrator to attend professional development conferences/trainings. <ul style="list-style-type: none"> ○ Attend Annual California Association Post-Secondary Educators of the Disabled (CAPED)
7	OO1, OO2	To improve student success by increasing the security and efficiency of test proctoring for OSD students and instructional faculty.	<ul style="list-style-type: none"> • Move test proctoring to the Assessment center utilizing the Accessible Information Management tool. <ul style="list-style-type: none"> ○ Conduct buildout team meetings 3x per week to complete the AIM Alternative Testing module. ○ Train Alternative Testing staff (Lancaster & Palmdale) to administer the module. ○ Create trainings for students on how to schedule their exams through their AIM student portal, and about how the overall process works. ○ Create trainings for instructional faculty on how to complete their AIM test proctoring agreement, how to upload their exams to AIM through their instructor’s portal, and how to utilize their AIM Instructor’s portal to their best advantage.
8	ILO2	Promote success/retention by continuing to provide disabled students access to the front counter staff who assist them in various aspects of academic/disability needs by being their first accessible contact with the office. This would be accomplished by reconfiguring the OSD front counter to incorporate COVID-19 social distancing requirements in order to accommodate the normal compliment of three staff as well as the physical safety of students’ accessibility.	<ul style="list-style-type: none"> • Communicate the space needs and limitations to supervising Dean and Facilities Planning Supervisor. • Obtain approval of reconfiguration design and quote • Present quote to supervising administrator for funding approval, and enter requisition once approved. • Schedule reconfiguration date with Facilities.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Physical/Facilities	Reconfigure Front Counter (to conform w/ Social Distancing guidelines, accommodating 3 staff and students that will be coming to the office once campus re-opens.)	New	\$ Waiting for cost estimate	One-time	Dr. Louis Lucero
Technology	Assistive Devices for Students (Replace outdated/ defective/lost equipment; stay up-to-date with current technologies/software.)	New	\$ 6,000	Recurring	Dr. Louis Lucero
Classified Staff	PT High-Tech Center Staff to Full Time	New	\$31,330	Recurring	Dr. Louis Lucero
Classified Staff	Education Advisor- New Hire	New	\$52,071	Recurring	Dr. Louis Lucero
Classified Staff	Clerical Support- New Hire	Repeat	\$38,551	Recurring	Dr. Louis Lucero
Professional Development	Professional Development	Repeat	\$ 6,000	Recurring	Dr. Louis Lucero
Supplies	Office Supplies	New	\$ 6,000	Recurring	Dr. Louis Lucero
Other					

Q1 Overall, the College is responsive to students with disabilities.

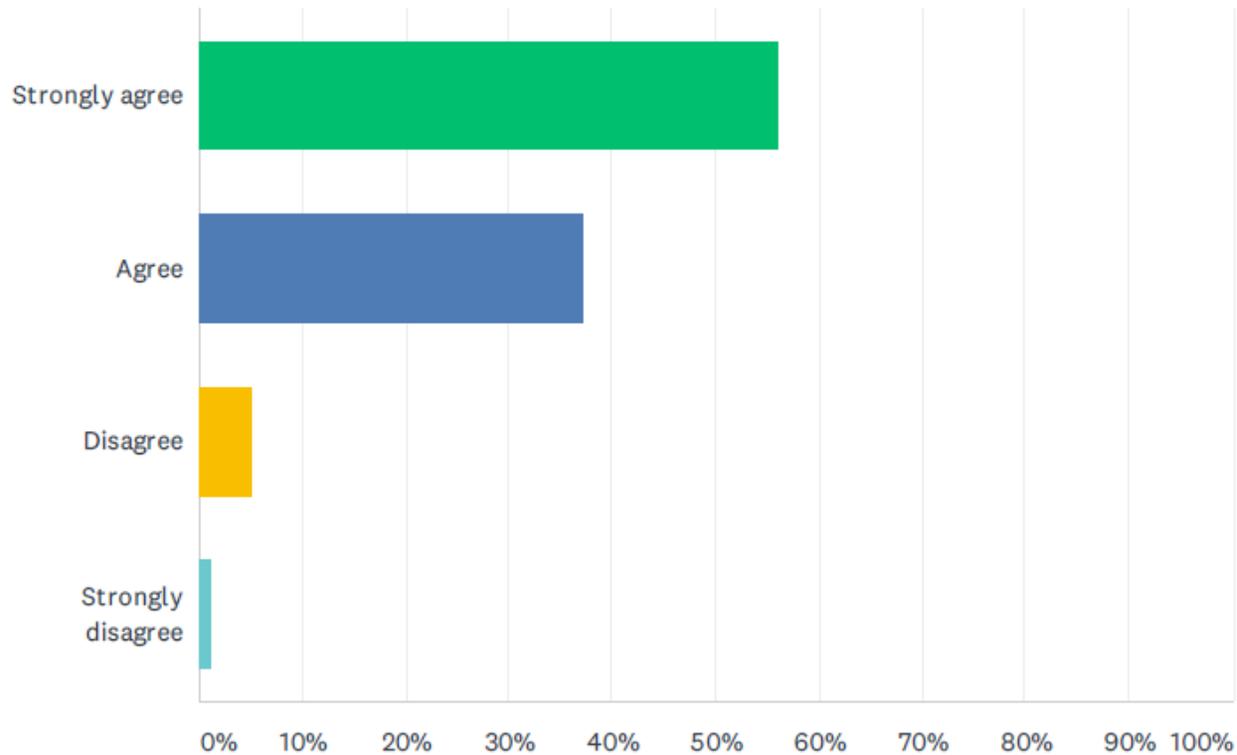
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	53.33% 40
Agree	41.33% 31
Disagree	4.00% 3
Strongly disagree	1.33% 1
TOTAL	75

Q2 Overall, Office for Students with Disabilities services contributed to my success in college.

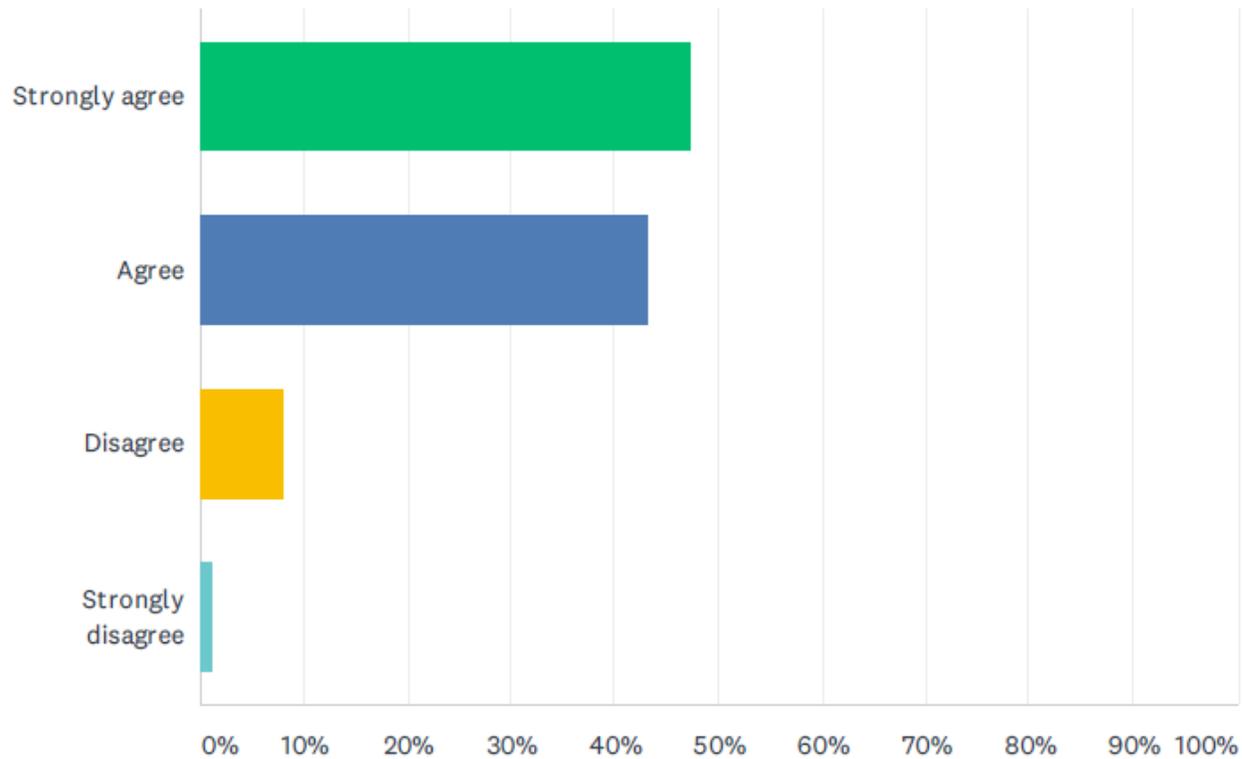
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	56.00%	42
Agree	37.33%	28
Disagree	5.33%	4
Strongly disagree	1.33%	1
TOTAL		75

Q3 I self-advocated with my instructors about the need for accommodation.

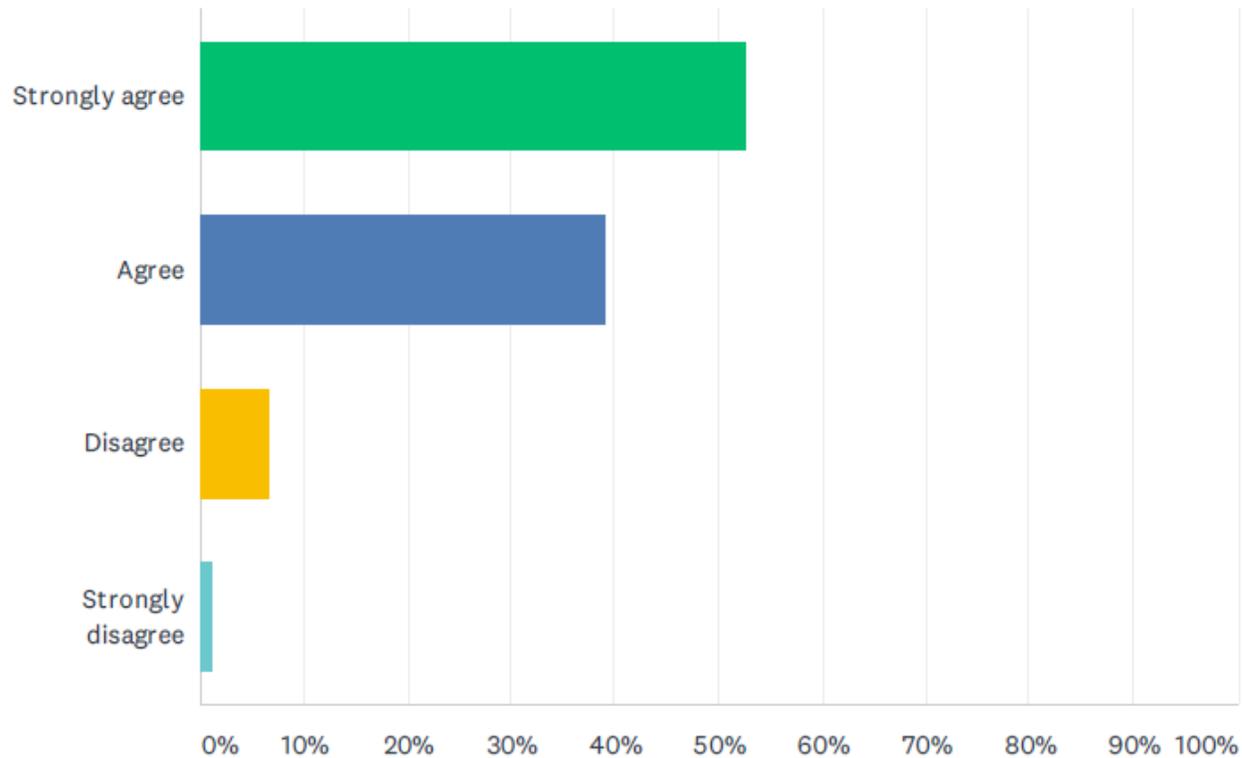
Answered: 74 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	47.30%	35
Agree	43.24%	32
Disagree	8.11%	6
Strongly disagree	1.35%	1
TOTAL		74

Q4 I can explain the connection between my academic adjustments and my disability.

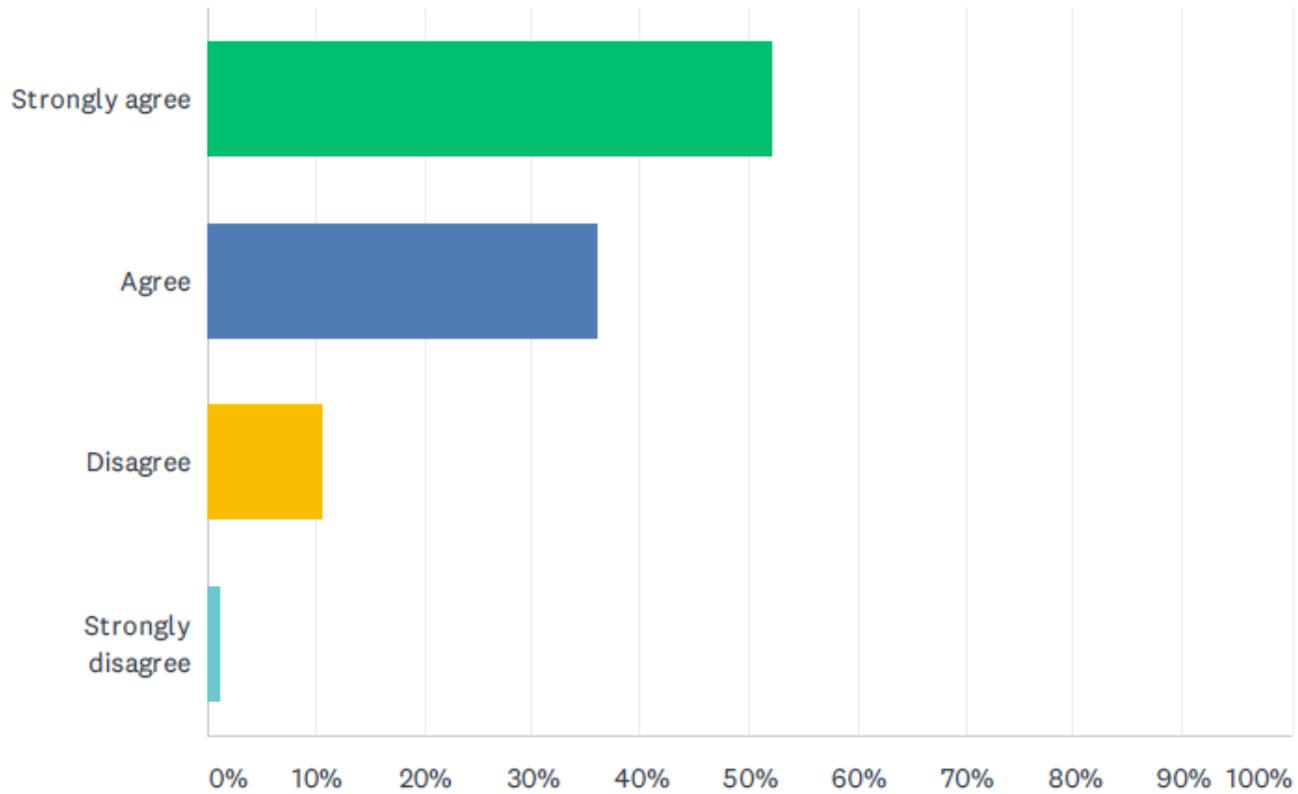
Answered: 74 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	52.70%	39
Agree	39.19%	29
Disagree	6.76%	5
Strongly disagree	1.35%	1
TOTAL		74

Q5 My academic adjustment has helped me reach my educational goal.

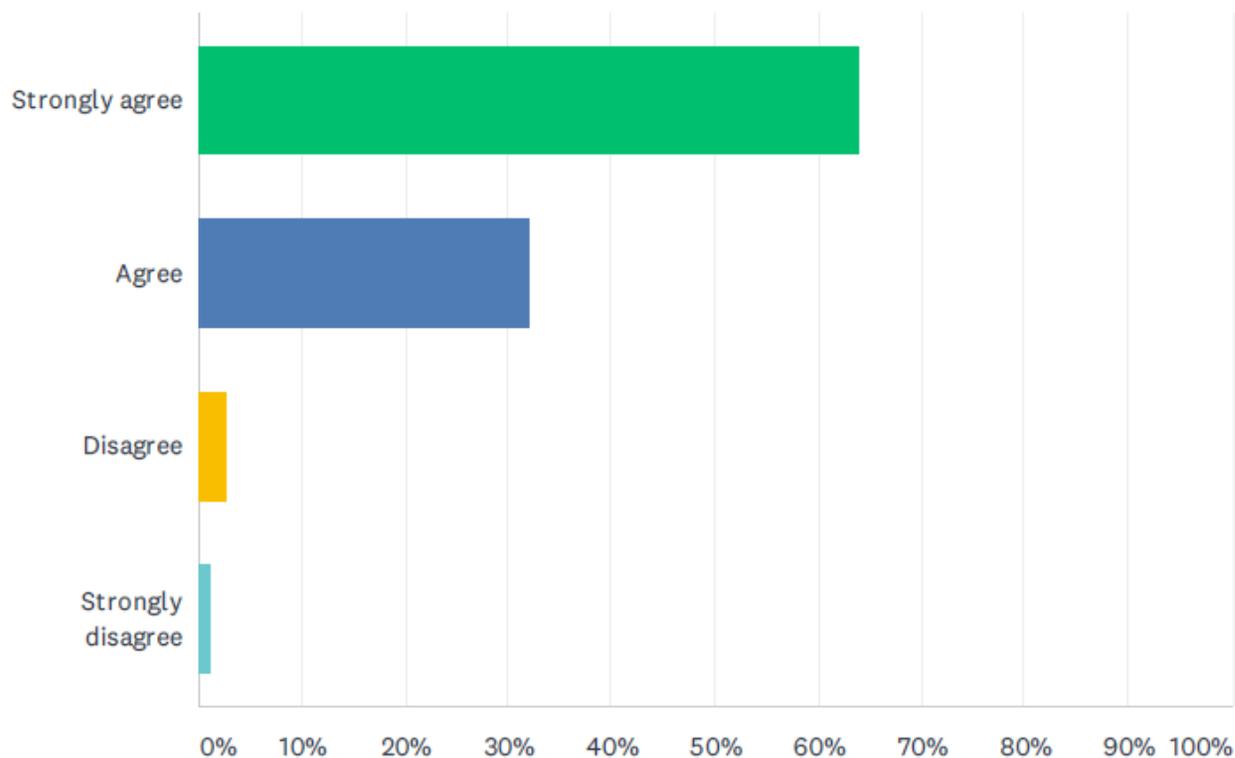
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	52.00%	39
Agree	36.00%	27
Disagree	10.67%	8
Strongly disagree	1.33%	1
TOTAL		75

Q6 The Office for Students with Disabilities is a welcoming and positive environment making it comfortable to request assistance.

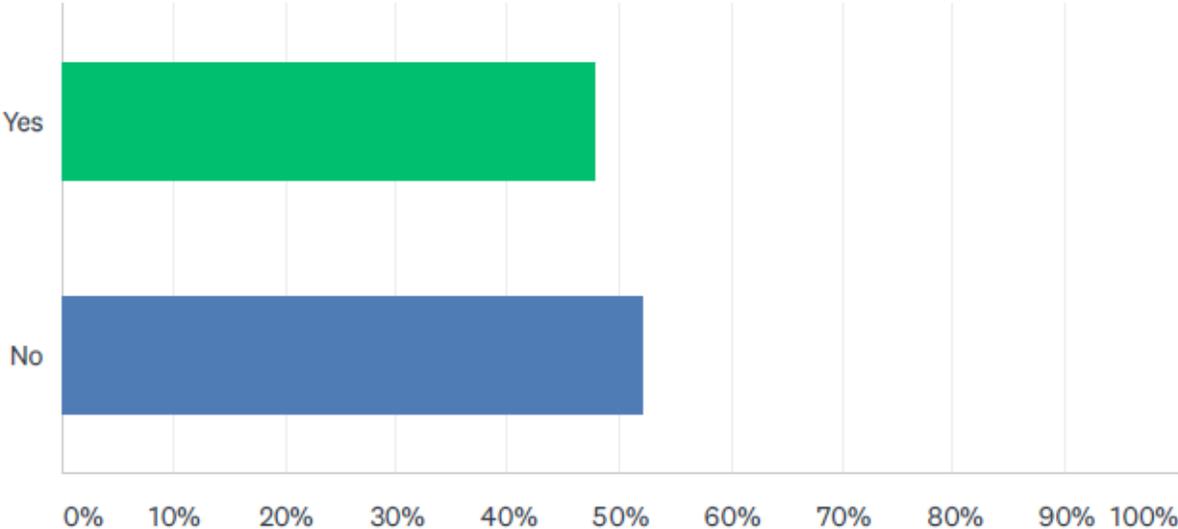
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	64.00%	48
Agree	32.00%	24
Disagree	2.67%	2
Strongly disagree	1.33%	1
TOTAL		75

Q7 Are you aware of the process to file complaints with the Office for Students with Disabilities?

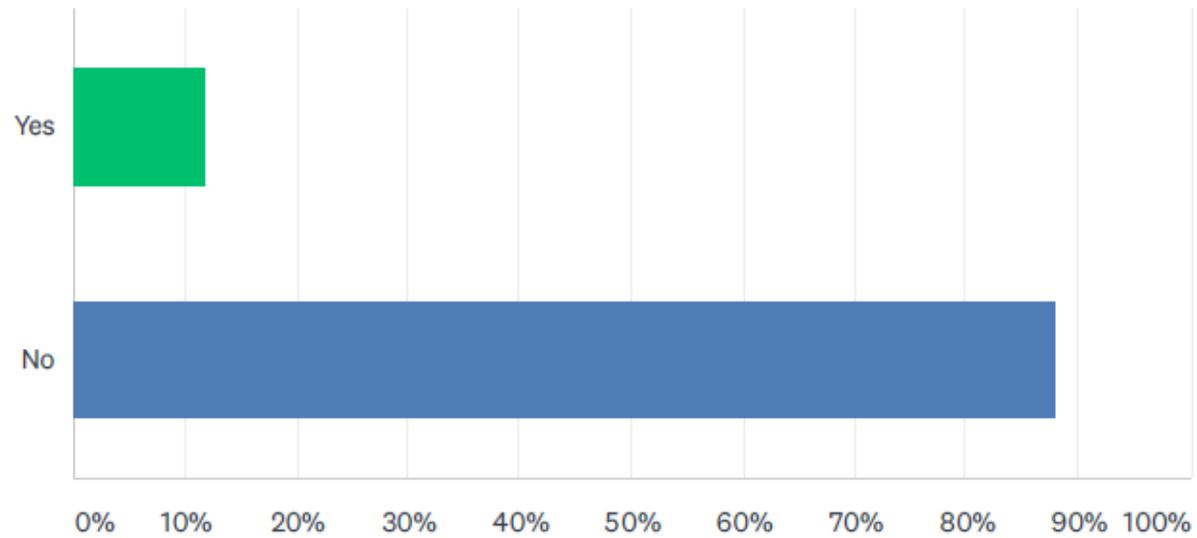
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	48.00%	36
No	52.00%	39
TOTAL		75

Q8 Did you/have you ever filed a complaint?

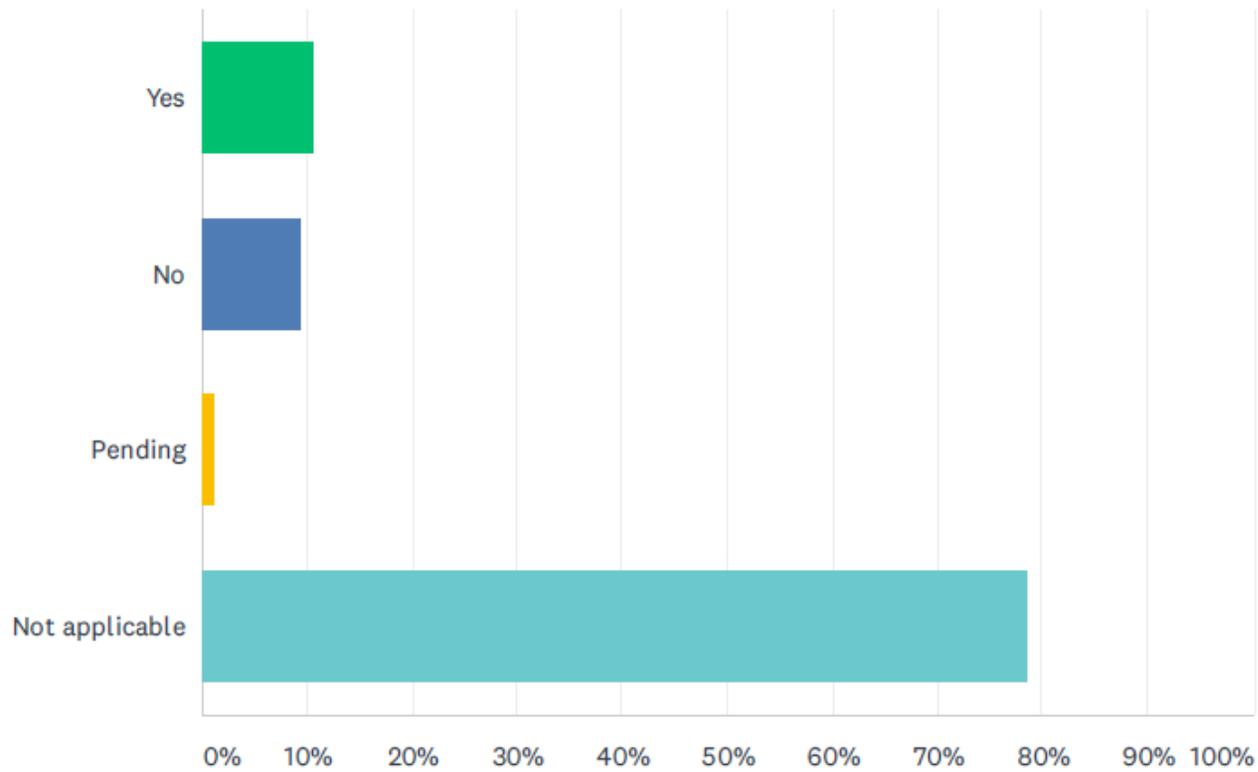
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	12.00%	9
No	88.00%	66
TOTAL		75

Q9 Was your complaint resolved?

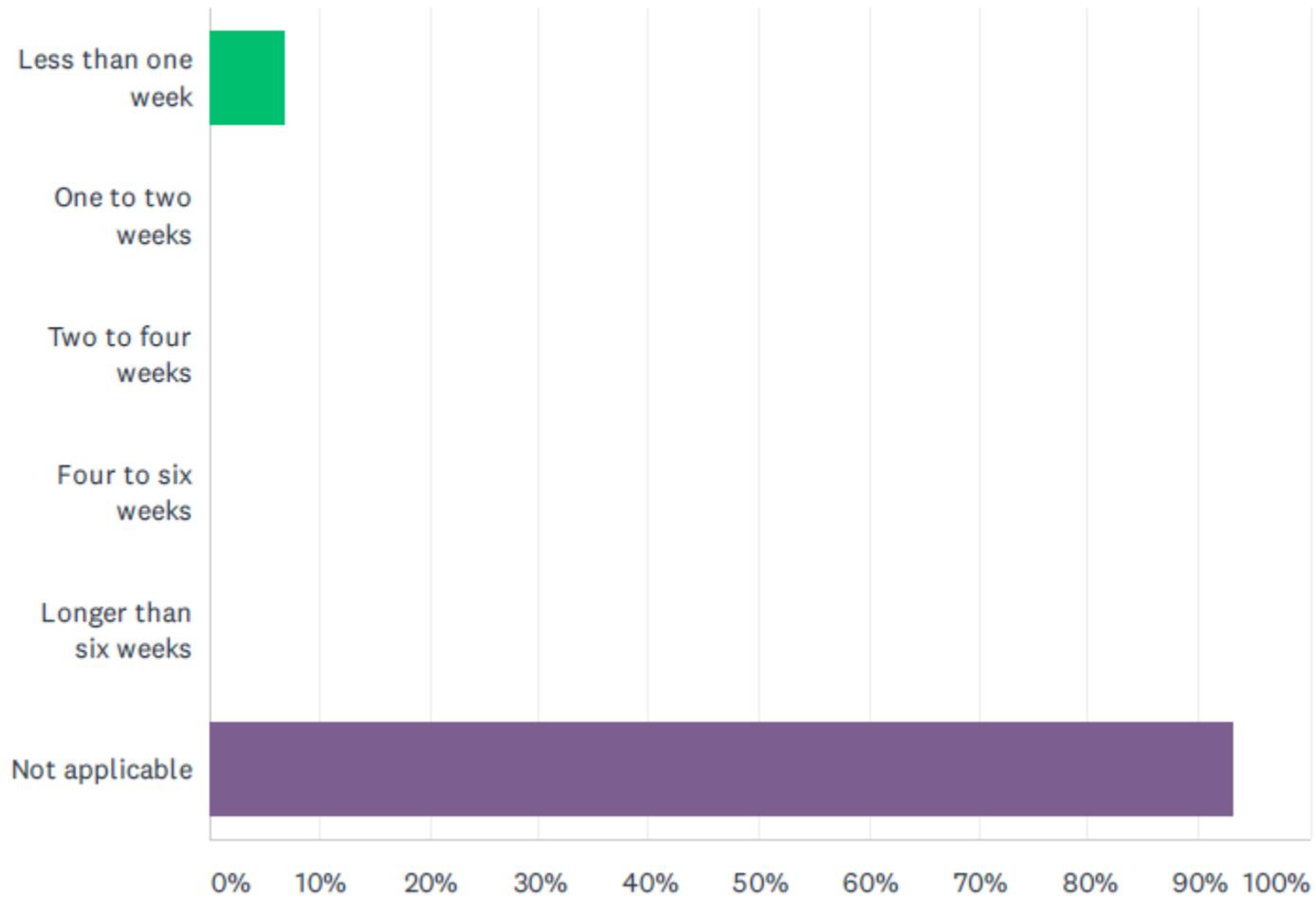
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	10.67%	8
No	9.33%	7
Pending	1.33%	1
Not applicable	78.67%	59
TOTAL		75

Q10 How long did it take to get resolved?

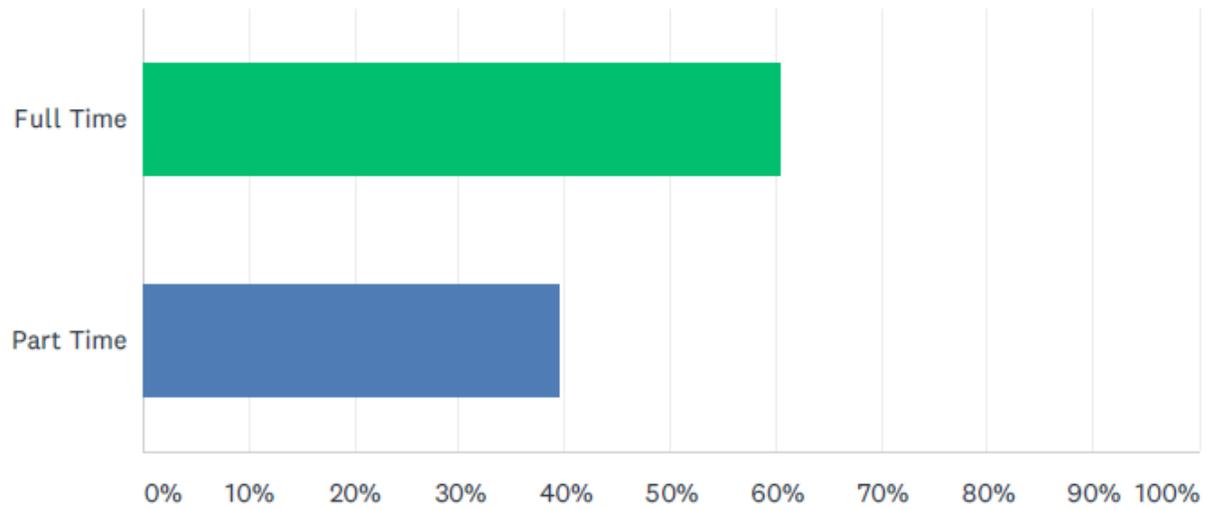
Answered: 73 Skipped: 2



Office for Students with Disabilities Survey of Faculty and Staff, Fall 2019

Q1 Employment Status

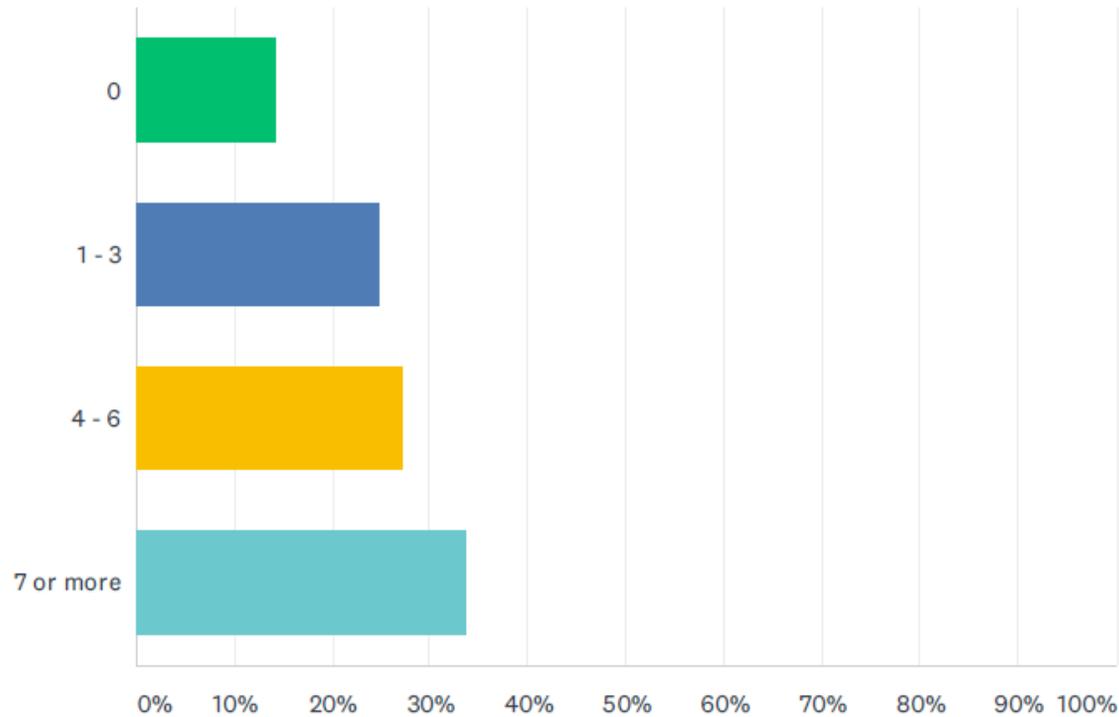
Answered: 91 Skipped: 1



ANSWER CHOICES	RESPONSES	
Full Time	60.44%	55
Part Time	39.56%	36
TOTAL		91

Q2 Approximately how many times in the past year have you interacted with the Office for Students with Disabilities?

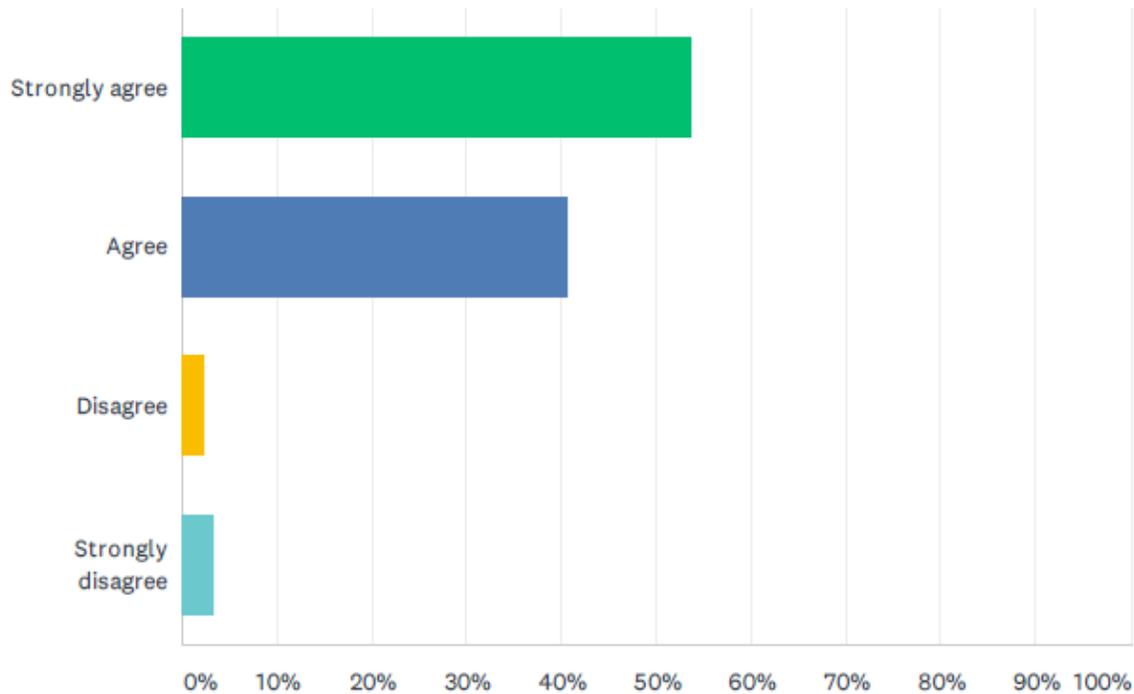
Answered: 92 Skipped: 0



ANSWER CHOICES	RESPONSES	
0	14.13%	13
1 - 3	25.00%	23
4 - 6	27.17%	25
7 or more	33.70%	31
TOTAL		92

Q3 I am aware of the different disability accommodations and services provided by the Office for Students with Disabilities (e.g., Adaptive Computer Lab, Alternate Media, Interpreting Services, Testing Accommodations, Note-taking)

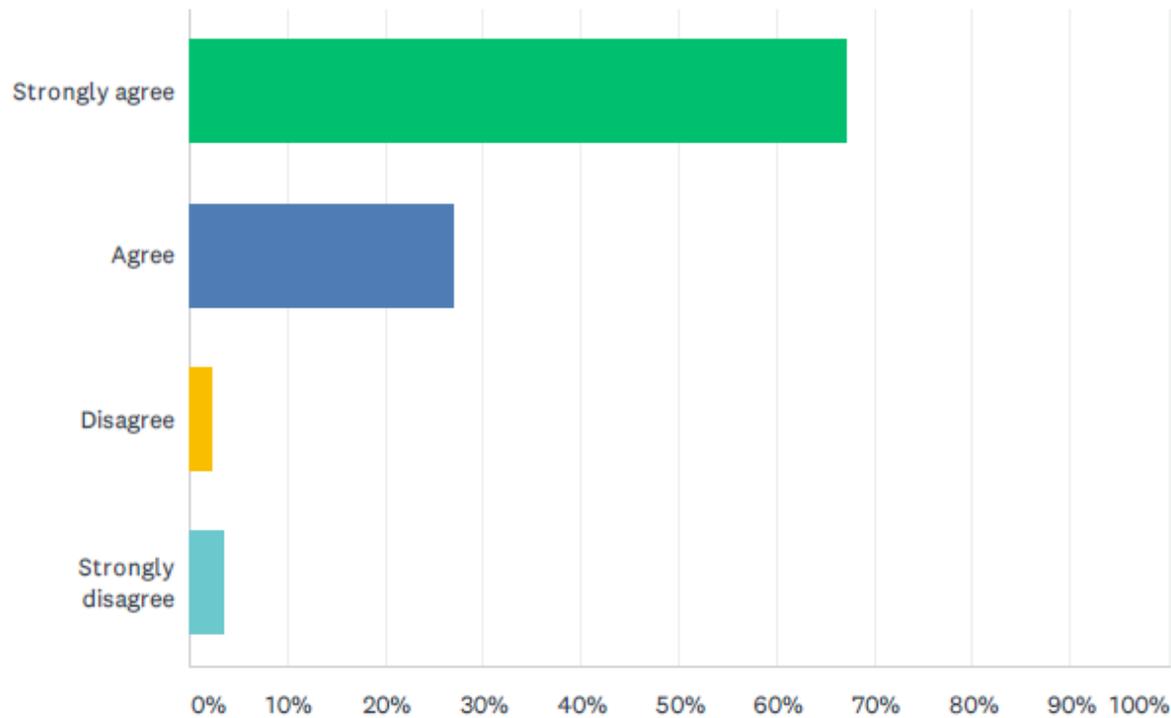
Answered: 91 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	53.85%	49
Agree	40.66%	37
Disagree	2.20%	2
Strongly disagree	3.30%	3
TOTAL		91

Q4 When I have contacted the Office for Students with Disabilities regarding questions/concerns for a student, I have received a response in a timely manner.

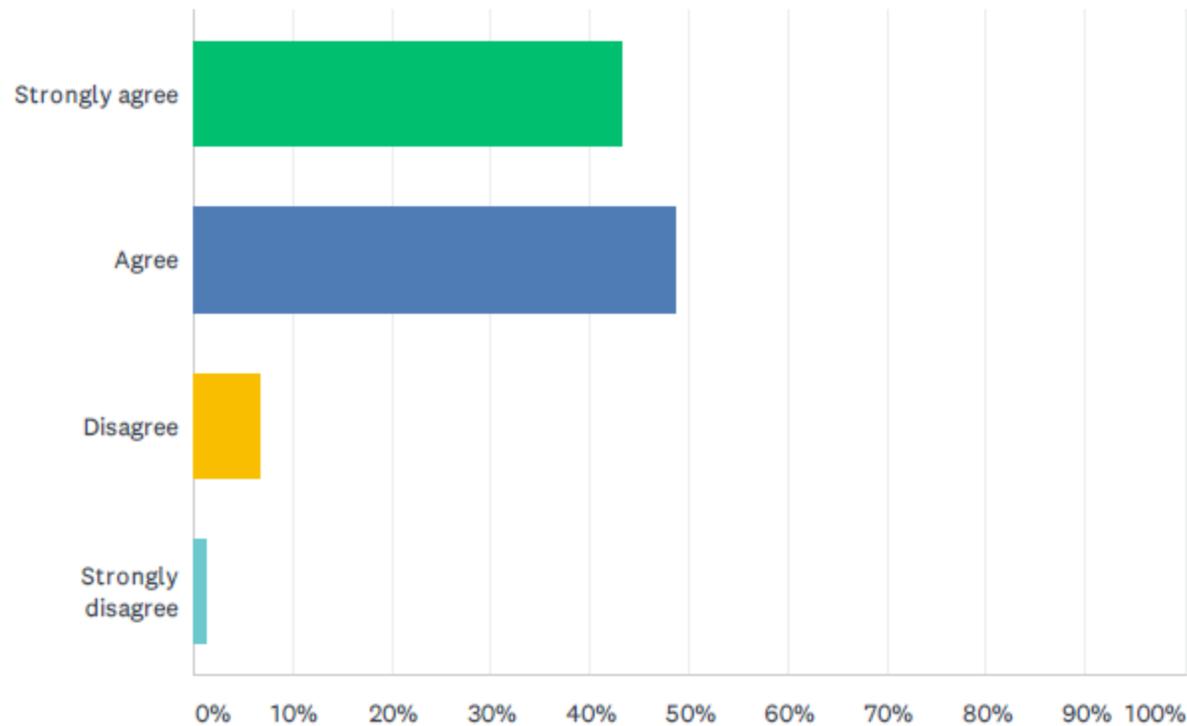
Answered: 85 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	67.06%	57
Agree	27.06%	23
Disagree	2.35%	2
Strongly disagree	3.53%	3
TOTAL		85

Q5 I feel confident in my ability to create accessible materials for my class.

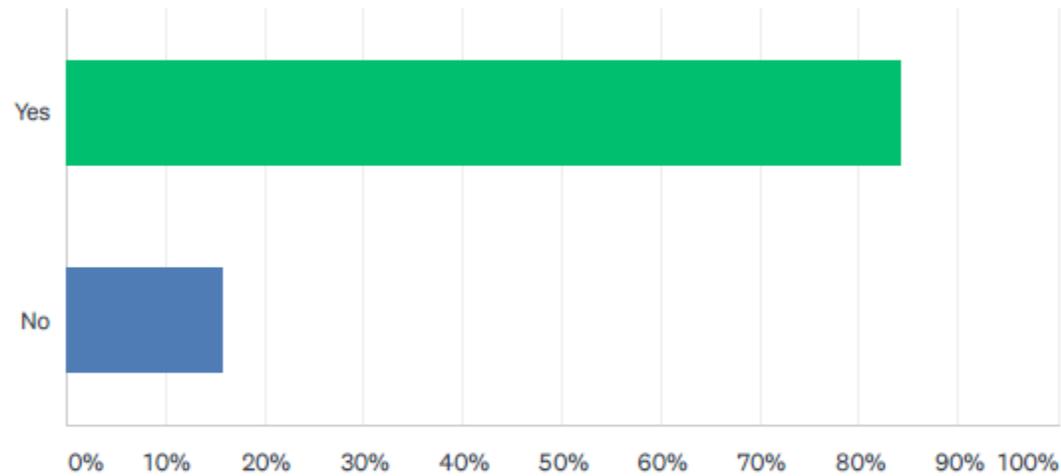
Answered: 74 Skipped: 18



ANSWER CHOICES	RESPONSES	
Strongly agree	43.24%	32
Agree	48.65%	36
Disagree	6.76%	5
Strongly disagree	1.35%	1
TOTAL		74

Q6 Do you have a disability statement on your syllabus that informs students to register with the Office for Students with Disabilities if they have a disability and asks them about their learning needs?

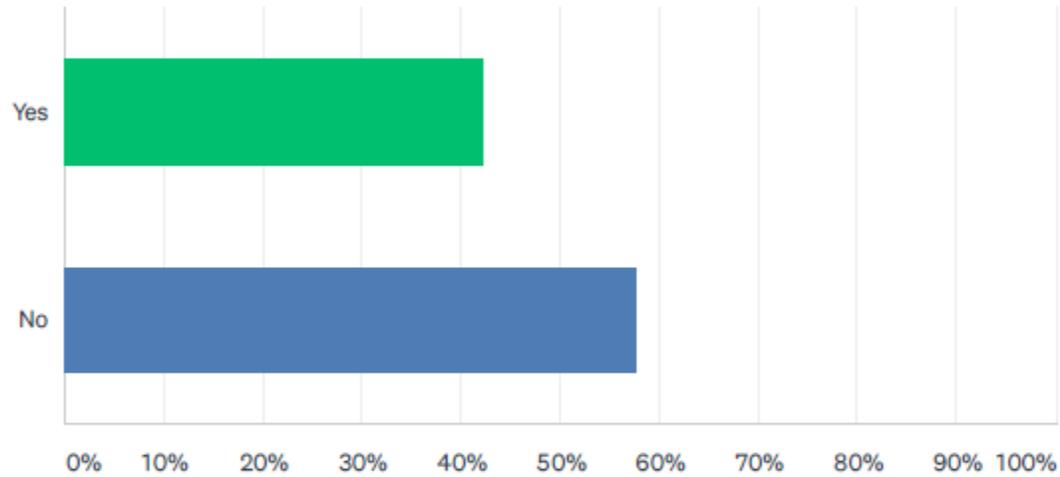
Answered: 76 Skipped: 16



ANSWER CHOICES	RESPONSES	
Yes	84.21%	64
No	15.79%	12
TOTAL		76

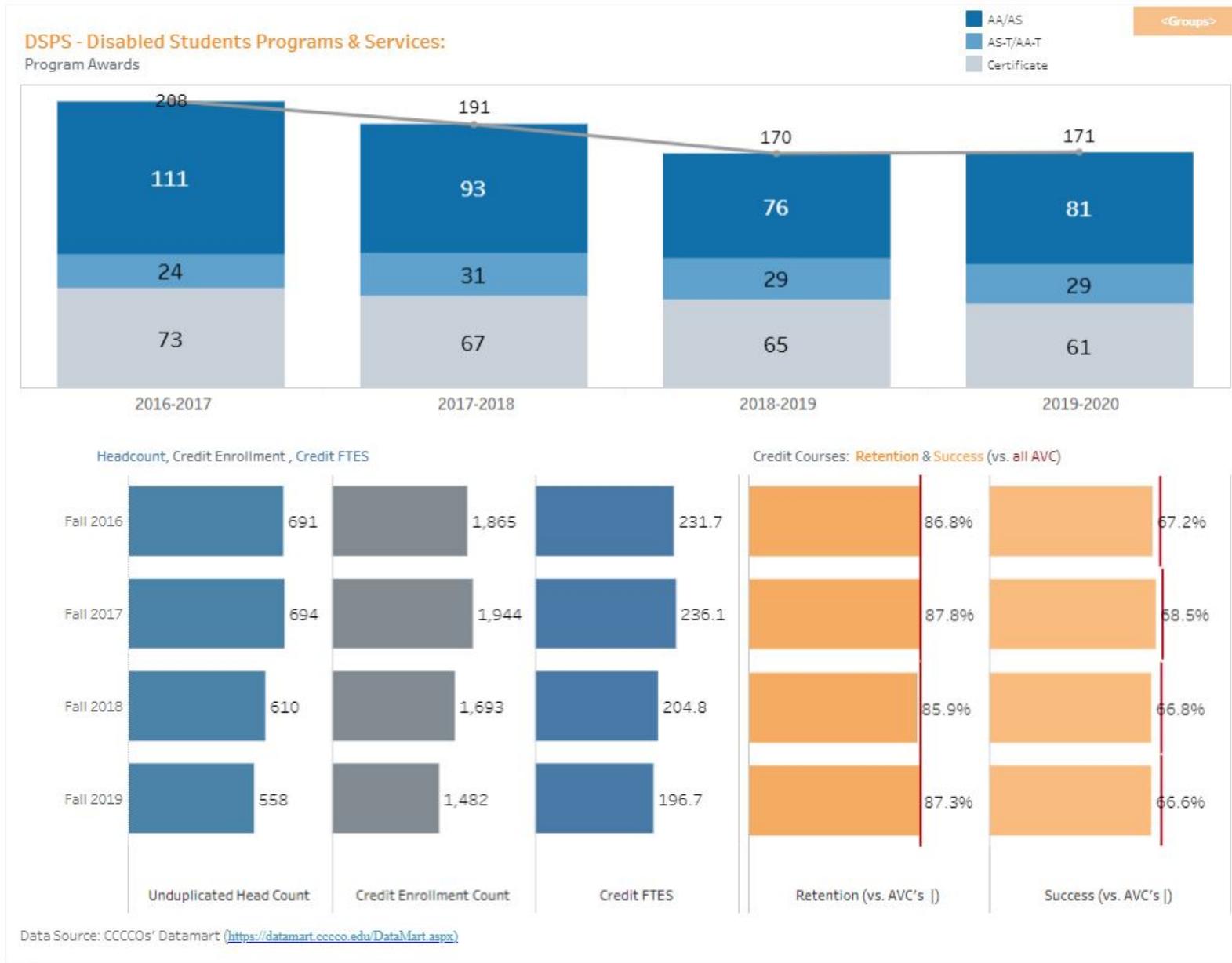
Q7 Would you like to be provided with a sample statement for use in the future?

Answered: 78 Skipped: 14

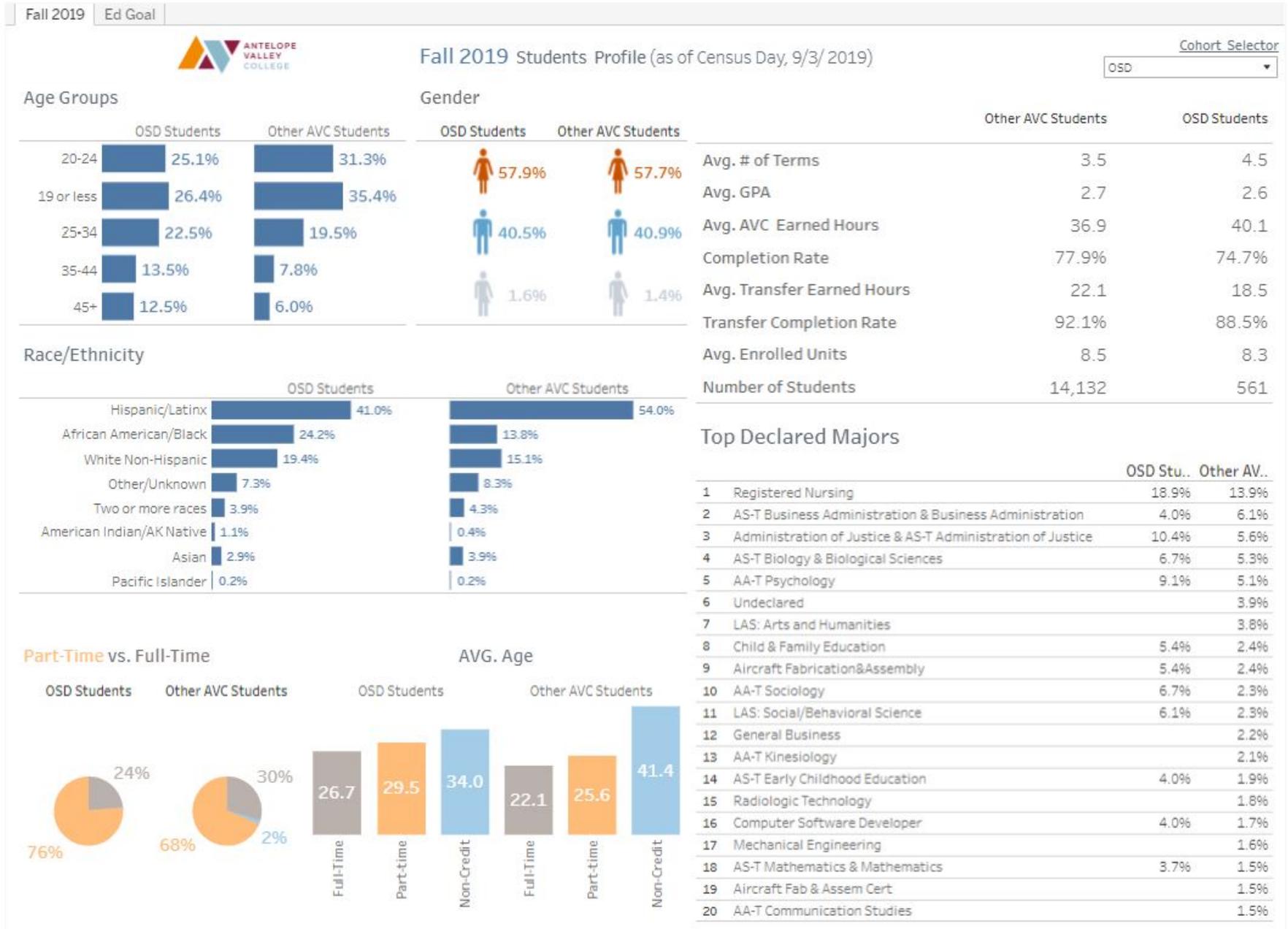


ANSWER CHOICES	RESPONSES	
Yes	42.31%	33
No	57.69%	45
TOTAL		78

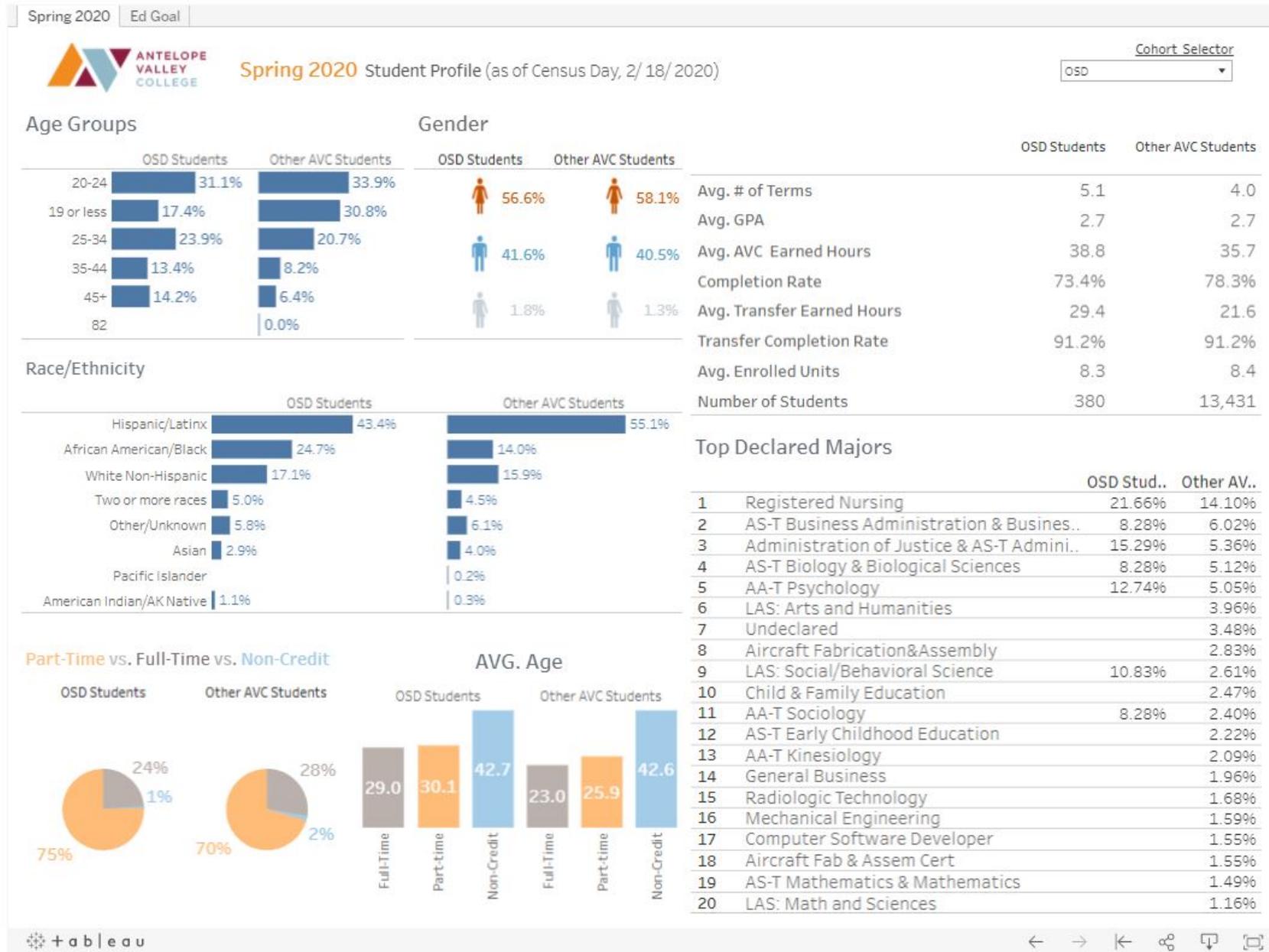
Part 5. Supporting Data- DSPS Headcount



Part 5. Supporting Data- Fall 2019 Students Profile



Part 5. Supporting Data- Spring 2020 Students Profile



Part 5. Supporting Data- Ed Goals Fall 2019

Fall 2019 Ed Goal

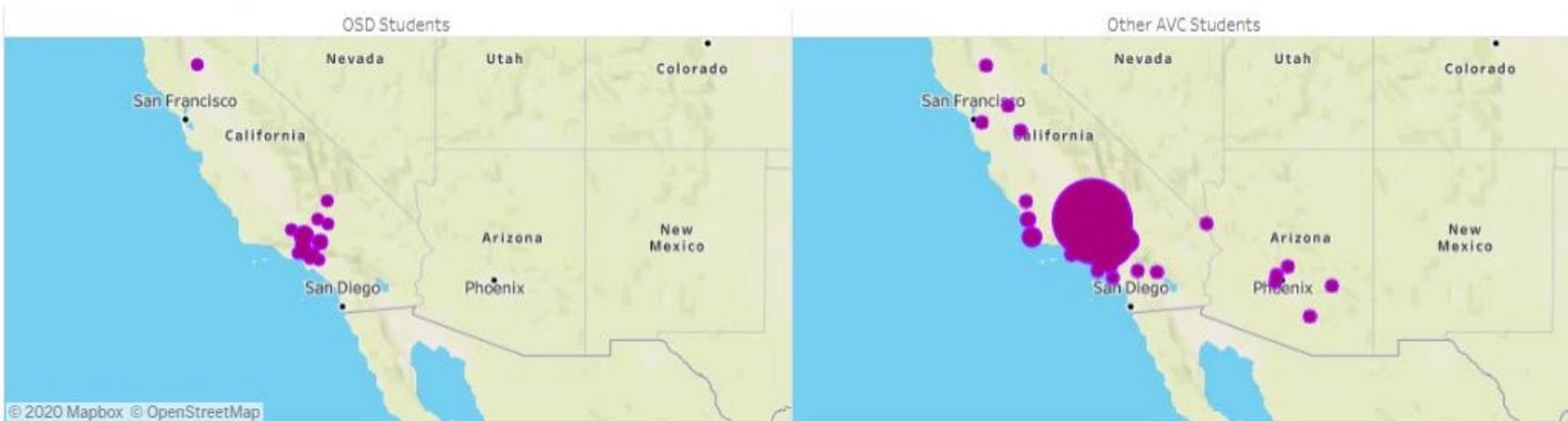
Cohort Selector

Ed Goals (Percentage | (Number of students if more than 10))

OSD

	OSD Students	Other AVC Students
Obtain an AA and transfer to baccalaureate granting institution	49.7% (279)	48.0% (6,779)
Obtain a two-year associate degree without transfer	34.2% (192)	21.1% (2,980)
Discover/Formulate career interests, plans, goals	1.1% (0)	2.3% (318)
Earn a career technical Certificate without transfer	6.6% (37)	3.8% (538)
Transfer to a 4-year institution without an AA degree	1.2% (0)	1.9% (270)
Prepare for a new career (acquire job skills)		0.4% (50)
Educational development (intellectual, cultural)	0.5% (0)	0.1% (14)
Undecided on goal	0.4% (0)	0.9% (129)
University /4-year college student taking courses to meet university/college requirements	0.2% (0)	0.2% (30)
Advance in current job/career (update job skills)		0.1% (11)
Maintain certificate or license (e.g. Nursing, Real Estate)		0.0% (0)
Obtain a two-year vocational degree without transfer		0.2% (25)
Improve basic skills in ENGL, READ, or MATH	0.2% (0)	0.6% (90)
Uncollected / unreported		0.0% (0)
Grand Total	100.0% (561)	100.0% (14,132)

Number of Students by City/Zip Code



Part 5. Supporting Data- Ed Goals Spring 2020

Spring 2020 Ed Goal

Ed Goals (Percentage | (Number of students if more than 10))

Cohort Selector

OSD

	OSD Students	Other AVC Students
Obtain an AA and transfer to baccalaureate granting institution	54.2% (206)	50.0% (6,716)
Obtain a two-year associate degree without transfer	32.1% (122)	21.2% (2,843)
Earn a career technical Certificate without transfer	5.8% (22)	3.4% (458)
Transfer to a 4-year institution without an AA degree	1.3% (0)	1.8% (241)
Discover/Formulate career interests, plans, goals	0.5% (0)	2.7% (363)
Educational development (intellectual, cultural)	0.3% (0)	0.1% (11)
Undecided on goal	0.8% (0)	0.7% (95)
University /4-year college student taking courses to meet university/college requirements	0.5% (0)	0.2% (29)
Prepare for a new career (acquire job skills)	0.5% (0)	0.3% (41)
Advance in current job/career (update job skills)		0.1% (0)
Maintain certificate or license (e.g. Nursing, Real Estate)		0.0% (0)
Obtain a two-year vocational degree without transfer	0.3% (0)	0.1% (19)
Complete credits for high school diploma or GED		0.0% (0)
Improve basic skills in ENGL, READ, or MATH	0.5% (0)	0.5% (71)
Uncollected / unreported		0.0% (0)
Grand Total	100.0% (380)	100.0% (13,431)

Number of Students by City/Zip Code

