



Fall 2023 Program Review Report

<p>Division/Area Name: Office for Students with Disabilities</p>	<p>For Planning Years: 2024-2025</p>
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<p>Part 1. Program Overview: Briefly describe how the program contributes to the district mission</p>	
<p>AVC Mission Statement: Antelope Valley 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.</p> <p>The District’s 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 enroll and be successful in college. However, without the services of OSD, these individuals might not attend college. Students with disabilities increase the diversity of the campus population.</p> <p>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.</p> <p>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.</p> <p>Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <p>Use the following questions to guide your analysis:</p> <p>Overall (Use the Program Review tab to inform your analysis)</p> <ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? <p>Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)</p> <ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section. <p>Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> • What does your program/area do well, including capabilities and greatest accomplishments? • What are the practices that were implemented to increase success and retention rates or program awards? 	

The Office for Students with Disabilities provides accommodations services for all students who attend AVC. We have seen a 9% increase in our student population from the 21-22 AY to the 22-23 AY (DataMart). All disabilities are placed into one of the following categories for data purposes: Acquired Brain Injury (ABI), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Developmentally Delayed Learner (DDL), Hard of Hearing & Deaf (DHH), Learning Disabled (LD), Mobility Impaired (M), Psychological Disabilities (P) and Other disabilities (O). In 22-23 AY we had an unduplicated count of 1,043 students, having served 984 in the 21-22 AY. Most categories of disabilities were stable with little change in the number of students served from one academic year to the next. However, there were significant increases for both ASD and Psychology Disabilities (DataMart). These increased numbers for ASD and Psychological Disabilities correspond to our increased requests for Class Aides and increased contact with the BIT team. These are both high-touch populations that require a significant amount of faculty and staff time to address their needs and concerns.

According to our AVC IR data (tableau public) for the 22-23 AY, we had a significant jump in student requesting services from the fall to spring terms, an almost 30% increase. Our data also shows that our students are older than the overall campus, with spring 23 data showing almost twice as many OSD students in the 45+ age bracket when compared to the overall campus. We have many students who are returning to the workforce and need retraining. A more significant relationship with our community partners, such as Department of Rehabilitation (DOR), the Regional Center, and the Department of Mental Health is needed, so that we can provide additional community support and resources for our students and assist them with competitive employment upon completion. Another significant partnership is with the Workforce Recruitment Program that provides paid internship and employment opportunities for students who have disabilities. Additional faculty and staff are needed to keep up with the additional demands of this program and follow students through the process.

In terms of populations, we have significantly fewer Hispanic / Latinx students (~49% vs ~60%), and a significantly higher number of African American/ Black students (~25% vs ~13%). We also have more students who identify as being of "two or more races," (~5% vs ~4%). We have a convergence of students who are identified as having equity gaps in our population. Furthermore, we have likely have many students who would qualify for services but reluctant to seek them due to culture biases regarding disability. More partnerships are needed between our office and support programs such as Umoja and Puento. The push to have students complete both Math and English in their first year, is especially critical for our population. Our students often need additional support that can be found in finding student community groups. Having a more significant relationship with the Learning Center and increasing tutoring opportunities for our students is critical for their success.

Our students take longer to complete averaging (~4.5 terms vs ~3.6 terms) but earn comparable grades (GPAs). Our completion rate is lower than the campus average and this could be a result of many factors, including the fact it is taking many of our students longer to complete slowly over time, they may have significant functional limitations associated with disability, lack of transportation and technology, and they may stop and start their education due to finding employment or needing a break.

The most recent "Special Populations" data in our dashboards is for the 21-22 AY. This data shows that our Retention (89.6% vs 89.2%) and Success (73.3% vs 73.3%) numbers were on par with the overall student population, showing that academic accommodations and OSD services work to support our students in creating an equitable environment where they can succeed, even if it is taking them longer.

Our paperless system, AIM, has enabled students to easily submit their accommodation letters online informing their instructors, and making it possible to schedule their proctoring exams as well as request their alternative formatted textbooks. We are in a new location that has 2 computer labs, allowing us to assist students one-on-one with their alternative media needs.

OSD was able to purchase an accessible cart with wheelchair access and a ramp. This is a huge improvement for our students who have mobility issues. Currently, the cart runs daily throughout each semester, and is utilized by not only our students but staff and faculty who have mobility issues as well. Cart services are limited to the hours our student worker are available.

The SSV building has increased the visibility of the OSD office and made it more convenient for students to access our services. The location on the ground floor is central to the student service areas that students may need to access and allows for a warm hand off, from our office to the next (e.g., Financial Aid, Admissions and Records, Health Services, Counseling, and more). This has improved communication for both students and staff across these areas and allowed for a more comprehensive service when we meet with students in OSD.

STUDENT SURVEY RESULTS:

Our fall 2023 student survey was significantly different from surveys conducted in the past. Many of the questions do not align to previous years' data. However, students indicated the following:

Q1: I understand how my disability affects my academics: 86.14% yes, 13.86% sometimes, and 0% for no. This is a strong indicator that students understand the functional limitations associated with their disabilities and how they will be impacted in the classroom.

Q2: I feel welcomed and valued as a member of the campus community: 89.22% agree or strongly agree, 6.68% neither agree or disagree, and 3.92% disagreed or strongly disagreed. Overall, our campus appears to be succeeding in "being kind," and ensuring that students who have disabilities feel part of the campus community.

Q3: As a student, the following DSPS services and support is the most important to me (select all that apply). All answers were selected ~50-70%. The highest response was for "timeliness in receiving my accommodations," with "accessibility in my in-person classes," and "understanding my pathway toward my academic goal," being close 2nd and 3rd place. As accommodation services are our primary function in OSD, ensuring students know how and when to send their accommodation letters is crucial. We often send out several emails prior to the start of any term, letting students know it's time to send their accommodation letters and providing directions. The pathway answer stands out as we have wanted to move to a case management approach for years. Additional faculty and staff are needed to effectively implement this approach. In light of the responses to Q7 (below), this answer may also indicate that students want a clearer connection between their education at AVC and what comes next.

Q7: As a student, I understand my educational goal: 67.65% strongly agree, 27.45% somewhat agree or agree, and 4.9% somewhat or strongly disagree. That the vast majority of students have a clear understanding of their educational goal, is a strong indication that the educational planning and course advisement provided in our office is effective.

Q8: As a student, I have the tools and support to accomplish my educational goal: 68.63% strongly or somewhat agreed, 19.61% agreed, and 11.76% somewhat disagreed or strongly disagreed. Again, supports like academic accommodations are working to assist students in providing what they need to be successful. However, more can always be done and 11.76% is a significant number. A separate survey may be needed to see what additional support and tools students need to be successful.

Q11: I understand my rights and responsibilities as a student with a disability: 89.22% strongly agreed or agreed, 8.82% neither agreed or disagreed, 1.96% disagreed and 0% strongly disagreed. Past student surveys indicated that students were not always clear about their rights or what to do if they needed to file a complaint. Though we did not ask the "complaint question" this year, we have been making sure that all students receive a copy of the Dispute Procedure in the case our office cannot handle a student complaint to the student's satisfaction. We also strive to ensure that all students are made aware of their rights and responsibilities during the initial intake appointment.

Q12: My academic accommodations and services help me reach my educational goals: 92.16% strongly agree or agree, 2.94% neither agree or disagree, and 4.9% disagreed or strongly disagreed. This supports the response in question 8, indicating that OSD faculty are providing the appropriate and necessary accommodations for students, based on their individual functional limitations.

Q13: My instructors understand disability related resources and procedures: 76.23% strongly agree or agree, 12.87% neither agree or disagree, and 10.89% disagree or strongly disagree. OSD faculty work with classroom faculty each semester, to answer questions and to provide support and resources. Faculty Professional Development opportunities are also provided by OSD faculty each year, though attendance is low. While it seems that most classroom faculty are comfortable with accommodations and understand how to provide them, 10.89% indicates more needs to be done.

New syllabus language for accommodation services was developed last year and has been widely accepted and used by our classroom faculty. In the Staff-Faculty DSPS Survey for Fall 2023, the vast majority of respondents indicated they had syllabus language related to disability.

Q14: I provide language in my syllabus and/or locations in my course encouraging students to access disability services on campus: 17.19% yes, 3.23% no, and 22.58% does not apply to my role.

The survey also indicates faculty and staff are overall comfortable with implementing student access and accommodations (Q13), and see themselves as collaborative partners in the provision of access and disability accommodations (Q8).

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

There are some clear opportunities in the data and a **case management** approach would help with many of them. We have an intersection of vulnerable populations that need a more high-touch, proactive approach to ensure they are utilizing their accommodations, have access to needs supports and resources, and actively working towards completion. This requires more faculty and staff to ensure we keep up with day-to-day demands, meet with all students at least once per term, and can meet the needs of classroom faculty if they struggle with accommodation and/or student issues.

Rebuilding our relationships with the Department of Rehabilitation, the Regional Center, and bringing back programs like the Workforce Recruitment Program will assist our students in having additional resources and support while at AVC and ensure they have support after certificate / degree completion in finding gainful employment.

Despite our completion and retention percentages being on par with the overall college population (see Strengths and Accomplishments above), our completion rates are ~7.5% below the overall campus population. Fall 2022 OSD Students' completion rate 70.9% vs 77.6% for Other AVC Students, and in Spring 2023 that gaps widens to 69.4% vs 78.1%.

Many of our students need more direction and assistance navigating completion and even applying for graduation. We, not infrequently, meet with students who have met all graduation requirements but simply haven't applied for graduation. The restoration of our Education Advisor position (not filled after Deb Lose retired), would assist greatly in putting into place a case management system and assisting our students with staying on track for graduation and applying for graduation, and transfer, in a timely manner.

We continue to hover around the 70% mark (73% fall 2022 & 74% spring 2023) for students sending their accommodations letters to classroom faculty, our goal is 80-90%. If students do not submit their accommodation letter(s), they will not be able to schedule alternative exams in the Testing Center or request alternative formatted textbooks through the AIM online service. Furthermore, instructors are not aware of the accommodations needed by our students unless they submit their accommodation letters through the AIM system. This can place our students at a disadvantage as the accommodations are in place to meet functional limitations our students may experience in a classroom setting.

Increasing the percentage of students who send their accommodation letters by 10-20% will require a significant number of contact hours by OSD staff. Again, the **case management** approach would be helpful in ensuring all students send their accommodation letters in a timely fashion. The addition of an Education Advisor

and an additional Disabilities Services Specialist would ensure that all students had current education plans, and timely access to counseling and accommodation services. Currently, students can wait up to 2 weeks for an Intake appt to determine accommodation services at AVC. This is a significant amount of time, especially once the semester begins.

Currently, OSD cannot effectively implement a case management system due to current staffing levels. Staff are looking to reach out and touch base with students during the semester to ensure they are utilizing their accommodation services and are aware of campus resources and support.

Cart services can be limited during the term, depending on the availability of student workers. Increasing the number of student workers at OSD and training more in cart driving would be a great help in meeting the needs of our mobility impaired students.

Many students do not have access to training by the High-Tech Center staff person due to scheduling limitations because of that person's part-time status. This has resulted in complaints by students. We have requested to increase this position to full-time in the past and will continue to do so, to meet student demand / access for high-tech support.

OSD depends on Student Workers to be the front-line customer support to our OSD students. This creates instability as a Student Worker graduate and leave AVC, causing a reduction in the level of service our front office provides while new student workers are trained and gain experience working with our population. Having a full-time Clerical II staff member would greatly improve the working of the front office and provide stability through the ebbs and flows of student worker staffing levels.

Professional Expert Interpreters are limited to a total of 29 work hours per week. This limitation, coupled with an overall decrease in the number of available Professional Expert Interpreters, has resulted in an increased utilization of agency interpreters from agencies such as Life Signs. The cost of utilizing these agency interpreters can TRIPLE the cost of using Professional Expert Interpreters, and often these agency interpreters are less dependable. In some instances, this lack of dependability results in the need to use available Professional Expert Interpreters who may already be at the 29-hour limit per week, causing them to exceed that limit. OSD must always provide interpreter services when they are available. Action is needed.

- 1) OSD needs to hire two full-time staff interpreters who can cover student assignments, and who will not be subjected to the 29-hour weekly limit.
- 2) Take action to recruit more professional expert interpreters with the goal of increasing the number of qualified interpreters who can serve our students. Further, the AIM Deaf & Hard of Hearing module to be reviewed and "turned on" to get the system in place for students to request services and provide information to the interpreting coordinator directly from AIM. This will greatly increase access to services for Deaf and Hard of Hearing students.

Increase completion rates and increase the number of units students take per term by hiring an Education Advisor who will help OSD fully implement a case management process to follow-up with specific disability groups and refer them to the appropriate counselors and OSD staff. The Education Advisor would reach out and proactively bring students into OSD for services rather than the more passive approach of addressing students as they reach out to us.

Increase access to alternative media for students by filling the vacant position and hiring a new Full Time Alternative Media Specialist. We would then be able to provide assistance for multiple students at one time, by appointment or on a walk-in basis. This assistance could provide a range of support in the areas of training in adaptive hardware and software, applying to OSD, assistance with myAVC, and help with registration are just some of the possible services available.

Increase retention and success rates for high-risk disability populations by targeting them for high touch contact, via phone and email, and scheduling appointments for accommodation and educational planning services.

The Veteran's Center is located next to OSD in the SSV building, and an increase in communication was anticipated. However, we have not had much communication between offices and a relationship needs to still be developed, to provide more access to accommodation services for our Veteran population.

The Staff-Faculty DSPS Survey for fall 2023 shows some concerning data:

Q3: As a college stakeholder, I am engaged in professional learning activities related to disability: ~60% responded sometimes (once semester), rarely (once a year), or never. Our office has typically held two FPD events for faculty, but they are not well attended and often attended by the same faculty each year. There is a need for Professional Development available for all employees regarding disability awareness, accommodations, and universal design. October is Disability Awareness month; however, we have never held any campus-wide events to raise awareness and educate the campus as a whole.

Q4: My view of disability is most related to the following perception: the largest response for "impairment" at 34%, and "ability" being only 17%. Other responses were as follows: difference, 11.7%; diversity, 23.4%; social justice, 8.51% and challenge/burden 5.3%. Professional Development opportunities and education are critical to changing perception from one of impairment and deficit to one of ability and unique skills.

Q6: I think disability accommodations give an advantage to the students who use them: 40.43% strongly agree, 11.7% somewhat agree, 17.02% agree, and only 11.7% somewhat agree or 19.15% strongly disagree. Education is also critical in changing how accommodations are viewed by classroom faculty, from an advantage for students who have accommodations to learning why accommodations are required to allowing equitable access and participation in class.

Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

In reviewing our strengths and challenges we have several aspirations as an office:

- Provide timely accommodation services for students and continue to be known as a place of support for our students, staff, and faculty.
- Increase OSD staff and faculty availability for both students and employees and offer campus-wide learning opportunities.
- Develop and maintain a case management system to ensure that all students are seen at least once per term and have the support and accommodations they need to be successful.
- Change the name of our office to reflect a more positive image.
- Change the perception of disability on campus from impairment to one that focuses on ability.
- Provide learning disability testing for all students who need this testing for accommodation services.
- Provide more cost-effective and reliable ASL Interpreting support and more accessible services for our Deaf and Hard of Hearing students.
- Provide education and training opportunities related to universal design, to reduce the need for classroom accommodations and increase access for all students.
- Increase completion rates for students and link them with campus and community supports that can assist with gainful employment when they complete their certificates and degrees.
- Provide more high-touch support and better links to resources for our more vulnerable populations.

All of these aspirations require additional personnel. We need additional faculty and staff to increase services for our students, shorten appointment wait times, provide case management, provide campus-wide professional development opportunities, and provide a higher level of support for our students who need a high-touch approach.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIP) and progress toward meeting those plans. (NA)

Past Course Improvement Plans	Progress Made

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

List your past outcomes analysis (Action Plans) and progress towards those goals.

OO 1: Increase OSD student success by increasing the number/ percentage of students who submit their accommodation letters to their instructors.

The sooner OSD students can submit their accommodation letter to their instructor, the better equipped instructors will be to assist their students. Moreover, the accommodation letters start the process for students who are eligible for and want to receive alternative testing, alternative formats, note taking services, and more. Specifically, the percentage of students submitting their accommodation letters were as follows: Fall 2020 59%, Spring 2021 64%, Fall 2021 67%, Spring 2020 80%, Fall 2022 73% and Spring 2023 74%.

Action Plan OO 1: The following actions will be taken to increase the percentage/ number of OSD students who submit their accommodation letter during any given semester/term. Targeted emails will be sent out to students who have not yet submitted their letter. Emails will be sent out twice a week beginning two weeks prior to any term and will continue through the fourth week. OSD student workers will start calling to remind students to submit their letter beginning with the third week of the term. Targeted weekly emails will continue from the fifth through the last week of the term.

Targeted Goal OO 1: The goal is to have 80-90% of OSD students submit their accommodation letters. The goal was met in spring 2022 but has not been met since.

OO 2: Increase access and use of accommodation services to help OSD students achieve their educational goals.

OSD staff and faculty will continue to engage students through the interactive process in order to ensure that reasonable and appropriate course adjustments are provided to students with the goal of maximizing academic success.

Student Survey Q12: My academic accommodations and services help me reach my educational goals: 52.94% strongly agree and 39.22% agree.

This response from students on our most recent survey (fall 2023), indicates that our students are receiving accommodations that meet their needs and that they are making progress toward their educational goals.

Action Plan: OSD faculty will continue to be mindful of the importance of the interactive process during the student's intake appointment when accommodations are discussed and agreed upon. Furthermore, all OSD staff/faculty will respond to students' concerns in a timely manner, especially when their accommodations might not be meeting their needs, or when they are not receiving their accommodations.

Targeted Goal OO 2: The goal is to have 80% or more of OSD students strongly agree or agree with the statement, "My academic accommodations and services help me reach my educational goal."
The goal is being met.

OO 3: Change the perception of disability on campus from one of impairment and deficit to one of ability and unique skills.
More disability awareness education and professional development opportunities are needed on campus. OSD faculty generally provide 1-2 Faculty Professional Development events on campus a year. This is not enough to reach the bulk of campus employees, including CMS, staff, faculty, and administration. Disability awareness and education should be provided widely on campus, year-round.

Staff and Faculty DSPS survey Q4: My view of disability is most related to the following perception: impairment 16.13%, difference 7.53%, ability 9.68%, diversity 12.9%, social justice 26.88%, and challenge/burden 26.88%.
The more positive responses of ability, diversity and social justice are 49.46%.

Action OO 3: Increase professional development opportunities for faculty and staff. Create Disability Awareness week during the month of October. Hold forums for staff, faculty, and students who have disabilities to share their stories and help create a more "normalized" view of those with disabilities.

Targeted Goal OO 3: The goal is to increase positive responses (ability, diversity, social justice) to "my view of disability is most related to the following perception," to 70% or more, and decrease the response "burden/challenge" to 10% or less.

Past Goal	Progress Made
Better prepare students for success in their classes by providing faster access to their alternative media textbooks	Revised job description for Alt Media Specialist, conducted job search and made an offer of employment. Selected candidate declined position. HR will repost position. Ongoing
Provide more consistency and stability at OSD front desk by hiring a Clerical II	Submit a New Hire request to supervising Administrator for FT Clerical Support staff to support the functions of the front desk/ reception area. Not yet begun
Increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by building 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	Running students lists in AIM to identify students that are at risk. Provide lists to OSD faculty and staff to ensure students are contacted and follow up with. Not Started (Need additional staff support for implementation)
Increase the number of students who submit their accommodation letters	Despite emailing students with instructions on how to send accommodation letters multiple times both prior to term and during the term, we have still not

		reached our goal of 80% of students sending their accommodation letters to their instructors. Ongoing (need staff hours to contact all students and assist with sending accommodation letters)
Review the AIM Deaf and Hard of Hearing module to determine feasibility of implementation.		Discussions with Interpreting Coordinator confirm that module is still desired. Need to set up meetings with AIM to work out implementation steps and staff requirements. Not started
Increase the success of Deaf and Hard of Hearing students by increasing the total number of qualified Professional Expert interpreters employed by OSD.		New OSD Director will need to work with Interpreting Coordinator and HR to expand recruitment efforts to include list serves, universities and colleges, and Deaf and Hard of Hearing service agencies, so more qualified interpreters can be hired. Need 2 FT positions. Not started
Improve student success and completion by hiring an Education Advisor to actualize a case management approach to serve all OSD students with better access and support.		New OSD Director will need to work with supervising administrator and submit New Hire request for an Education Advisor. Not started
Provide funding for professional development opportunities for OSD staff and faculty to stay current with ever-changing regulations and legislation as it relates to serving students with disabilities.		New OSD Director will need to work with supervising administrator and submit funding requests for OSD staff and faculty to attend CAPED and other professional development and training opportunities as they arise. Not started
Increase student access and success by providing updated accessibility equipment and software and training students on how to use disability-related accommodation tools and software.		Previous OSD Director submitted a request to supervising administrator to convert Hi-Tech Center staff position to a FT position. Conversion has been achieved (according to last PR), however position is still part time. Current equipment and software need to be inventoried and updated. New equipment and software will be purchased as needed. Ongoing

Part 3: Based on Part 2 above, please list program/area goals for 2024-2025:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge			OO 2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human	Increase student success by providing faster access to Alternative Media.	HR will need to start a new recruitment for FT Alternative Media Specialist.	New Alt Media Specialist is hired (and accepts position).

#2	ILO 1. Communication			Resources; Business Services Goal 2: Increase efficient and effective use of resources: Technology; Human Facilities; Human Resources; Business Services	Provide better customer service and accurate information when students access the OSD front desk.	Rely less on student workers and hire FT Clerical II. This position will be stable and provide consistent service and information for all OSD students accessing our front desk.	New Clerical II is hired.
#3	ILO 1. Communication	OO 2		Goal 2: Increase efficient and effective use of resources: Technology; Human Facilities; Human Resources; Business Services	Increase success and retention of students in high-risk disability categories and/or who belong to populations with current equity gaps.	Implement case management system. Utilize AIM and ARGOS to run lists of students who belong to high-risk populations and follow up with students throughout the term. At least one appointment per term.	When case management system is in place, and we have the required staff and faculty to support the work.
#4	ILO 1. Communication	OO 1		Goal 2: Increase efficient and effective use of resources: Technology; Human Facilities; Human Resources; Business Services	Increase the percentage of students who send their accommodation letters to their instructors.	Utilize AIM to determine which students have not sent their accommodation letters and contact them with information and instructions.	AIM report will show 80% or higher of all students in system having sent their accommodation letters.
#5	ILO 1. Communication	OO 2		Goal 2: Increase efficient and effective use of resources: Technology; Human Facilities; Human Resources; Business Services	Increase access to accommodation services for all Deaf and Hard of Hearing students.	New OSD Director will meet with Interpreting Coordinator and AIM representatives to determine if DHH AIM module is viable for use at AVC.	AIM Deaf and Hard of Hearing module will be available for all DHH students so they can more easily access their accommodations and make interpreting requests.
#6	ILO 1. Communication	OO 2		Goal 2: Increase efficient and effective use of resources: Technology; Human Facilities; Human Resources; Business Services	Increase success for Deaf and Hard of Hearing students by increasing access to reliable Professional Expert Interpreting services.	Recruitment of at least 2 FT Professional Expert Interpreters. New OSD Director will work with HR and Interpreting Coordinator.	Hiring 2 FT Prof Expert Interpreters.

#7	ILO 4. Career and Specialized Knowledge			Resources; Business Services	Increase student success and completion by providing more high-touch support and more access to educational planning and support.	New OSD Director will work with supervising administrator and HR to put in New Hire request for an Education Advisor.	Education Advisor is hired.
#8	ILO 4. Career and Specialized Knowledge	OO 2, OO 3		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase professional development opportunities for OSD staff and faculty, to order better support OSD students and provide learning opportunities for AVC faculty and staff.	New OSD Director will work with supervising administrator to secure funds for professional development opportunities for OSD staff and faculty, including annual attendance of CAPED conference.	OSD faculty and staff will attend CAPED conference annually and other disability related professional development opportunities.
#9	ILO 1. Communication	OO 3		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase professional development opportunities for AVC faculty and staff.	The creation and implementation of campus events like Disability Awareness week in October, and forums for students/staff/faculty to share their stories and create a more "normalized" view of disabilities. The creation of an OSD Canvas page for all faculty and staff to access.	Canvas page creation, the scheduling and marketing of campus events. Increase in percentage of positive responses to Staff and Faculty DSPS survey Q4.
#10	ILO 2. Creative, Critical, and Analytical Thinking	OO 1, 2		Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Provide faster access to Intake services and the establishment of accommodation services for incoming OSD students.	The creation of more appointment openings for initial Intake services by hiring an additional Disability Services Specialist. This position will also help with the establishment and maintenance of new case management system.	Hiring of Disability Services Specialist.
#11	ILO 4. Career	OO 1,2		Goal 2: Increase efficient and	Student access to Learning Disability testing	New OSD Director will work to promote posted position	Hiring of LD Specialist.

	and Specialized Knowledge			effective use of resources: Technology; Facilities; Human Resources; Business Services	services for students who have historically struggled in school settings but have never been diagnosed through formal testing and assessment.	for LD Specialist (open till filled).	
#12	ILO 4. Career and Specialized Knowledge		OO 2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase student success by providing access to up-to-date accessibility equipment and software and the necessary training for effective use.	Move forward with the hiring of a full-time High-Tech Center staff member to increase hours available for training students. Full inventory of all equipment and update/replace as needed.	FT position hired. Old equipment and software updated or replaced.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Alternative Media Specialist – Replace Vacancy	#1	Repeat	77,498	Recurring	Director of OSD, or Dr. Brown-Elize
Classified Staff	Clerical II Support	#2	Repeat	43,562	Recurring	Director of OSD, or Dr. Brown-Elize
Classified Staff	Education Advisor	#7	Repeat	62,441	Recurring	Director of OSD, or Dr. Brown-Elize
Faculty	Learning Disabilities Specialist	#11	Repeat (open till filled)	79,811	Recurring	Director of OSD, or Dr. Brown-Elize
Faculty	Disabilities Services Specialist	#10	New	79,811	Recurring	Director of OSD, or Dr. Brown-Elize
Classified Staff	Convert Part-time High-Tech Center staff position to full-time	#12	Repeat	Additional 37,436	Recurring	Director of OSD, or Dr. Brown-Elize
Classified Staff	FT Sign Language Interpreter (2)	#6	Repeat	~125,000 each	Recurring	Director of OSD, or Dr. Brown-Elize

Professional Development	Professional Development funds for faculty and staff	#8 & 9	Repeat	15,000	Recurring	Director of OSD, or Dr. Brown-Elize
Technology	Equipment inventory to replace and update equipment	#12	Repeat	15,000	Recurring	Director of OSD, or Dr. Brown-Elize
Technology	Review software and purchase new or update as needed	#12	New	20,000	Recurring	Director of OSD, or Dr. Brown-Elize

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

I attempted to complete this survey but it kept giving me an error for #10 stating that "the comment you entered is in an invalid format." This will have to be done at another time. Tamira, 12/14/2023.

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area

Report Area

DSPS (Disabled Students Programs & Services) Status

Page 1 of 2 (11 items) < 1 2 >

	Student Count	Annual 2021-2022 Student Count (%)
<input type="checkbox"/> Antelope CCD Total	984	100.00 %
Acquired Brain Injury	41	4.17 %
Attention Deficit Hyperactivity Disorder (ADHD)	93	9.45 %
Autism Spectrum	131	13.31 %
Developmentally Delayed Learner	31	3.15 %
Hearing Impaired	38	3.86 %
Learning Disabled	263	26.73 %
Mobility Impaired	87	8.84 %
Other Disability	87	8.84 %
Psychological Disability	185	18.80 %

Page 1 of 2 (11 items) < 1 2 >

Report Format Selection Area - Check field to include in the report

- District Name
- College Name
- DSPS Status
- Gender
- Age Group
- Ethnicity

Update Report

You are here : Data Mart > Student Services > DSPS Status > Graphics

DSPS (Disabled Students Programs & Services) Status Report - Parameter Selection Area

Select State-District-College: Districtwide Search
 Select District-College: Antelope CCD
 Select Term-Annual Option: Annual (Unduplicated Count)
 Select Term: Annual 2021-2022

[View Report](#)

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To -> Excel CSV Text
 Records Per Page: 10 Simple Layout Advanced Layout

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area

Report Area: DSPS (Disabled Students Programs & Services) Status

Page 2 of 2 (11 items) < 1 2 >

Visually Impaired	Student Count	Student Count (%)
28	2.85 %	

Page 2 of 2 (11 items) < 1 2 >

Report Format Selection Area - Check field to include in the report

District Name College Name DSPS Status Gender Age Group Ethnicity [Update Report](#)

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area

Report Area

DSPS (Disabled Students Programs & Services) Status

Page 1 of 2 (11 items) < 1 2 >

		Annual 2022-2023	
		Student Count	Student Count (%)
<input type="checkbox"/>	Antelope CCD Total	1,043	100.00 %
	Acquired Brain Injury	36	3.45 %
	Attention Deficit Hyperactivity Disorder (ADHD)	105	10.07 %
	Autism Spectrum	155	14.86 %
	Developmentally Delayed Learner	28	2.68 %
	Hearing Impaired	30	2.88 %
	Learning Disabled	268	25.70 %
	Mobility Impaired	83	7.96 %
	Other Disability	93	8.92 %
	Psychological Disability	219	21.00 %

Page 1 of 2 (11 items) < 1 2 >

Report Format Selection Area - Check field to include in the report

- District Name
- College Name
- DSPS Status
- Gender
- Age Group
- Ethnicity

Update Report



You are here : Data Mart > Student Services > DSPS Status

DSPS (Disabled Students Programs & Services) Status Report - Parameter Selection Area

Select State-District-College: Districtwide Search

Select District-College: Antelope CCD

Select Term-Annual-Option: Annual (Unduplicated Count)

Select Term: Annual 2022-2023

[View Report](#)

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To -> Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area

Report Area: DSPS (Disabled Students Programs & Services) Status

Page 2 of 2 (11 items) < 1 2 >

Visually Impaired	Student Count	Student Count (%)
25	25	2.49 %

Page 2 of 2 (11 items) < 1 2 >

Report Format Selection Area - Check field to include in the report

District Name College Name DSPS Status Gender Age Group Ethnicity

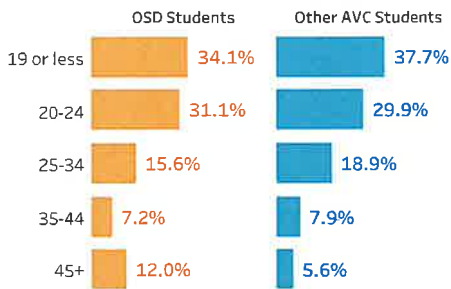
[Update Report](#)



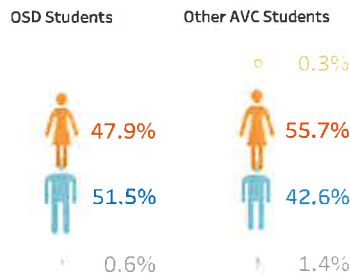
FALL 2022 Student Profile (as of 8/29/22 | Snapshot) Each bar works as Filter

OSD Students **167** Other AVC Stu.. **12,172** Cohort Selector **OSD**

Age Groups



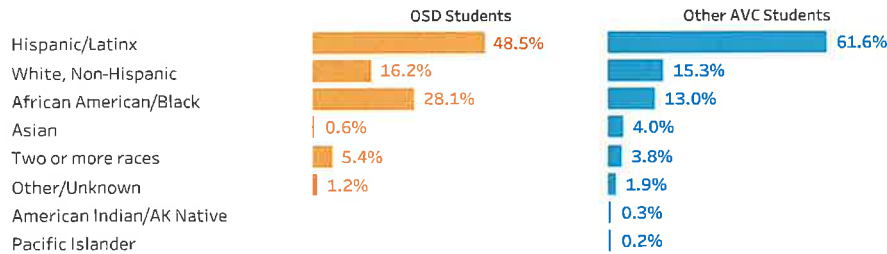
Gender/Sex



Metrics

Metric	OSD Students	Other AVC Students
Avg. # of Terms	3.9	3.4
Avg. GPA	2.60	2.76
Avg. AVC Earned Hours	37.7	36.9
Completion Rate	70.9%	77.6%
Avg. Enrolled Units	7.9	8.5
Number of Students	167	12,172

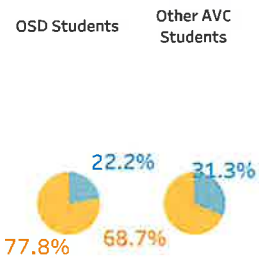
Race/Ethnicity



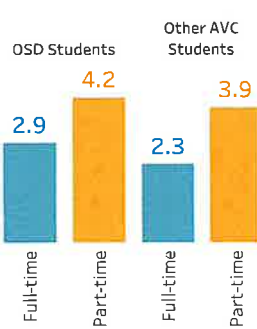
Top Majors (if more than 10)

Rank	Major	OSD Students	Other AVC Students
1	Registered Nursing	7.2%	12.1%
2	AS-T Business Admin 2.0, AS-T Business Administrat...		5.1%
3	AA-T Psychology	6.6%	5.0%
4	AS-T Biology & Biological Sciences		5.0%
5	LAS: Arts and Humanities		4.8%
6	Administration of Justice & AS-T Administration of J..		3.7%
7	Undeclared		3.6%
8	Aircraft Fabrication&Assembly		2.9%
9	General Business		2.5%
10	Radiologic Technology		2.4%
11	AS-T Early Childhood Education		2.3%
12	Mechanical Engineering		2.3%
13	AA-T Kinesiology		2.1%
14	Child & Family Education		2.0%
15	Aircraft Fab & Assem Cert		2.0%
16	LAS: Social/Behavioral Science		1.8%
17	AS-T Computer Science		1.7%
18	AA-T Sociology		1.6%
19	AA-T English, English - Non Transfe r& Transfer		1.5%
20	AA-T Communication Studies		1.3%

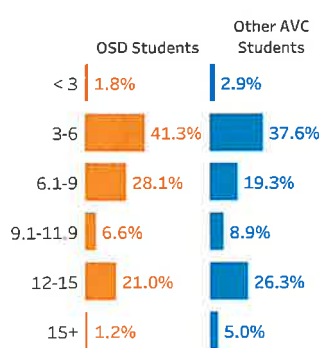
Part-Time | Full-Time



AVG.# of Terms



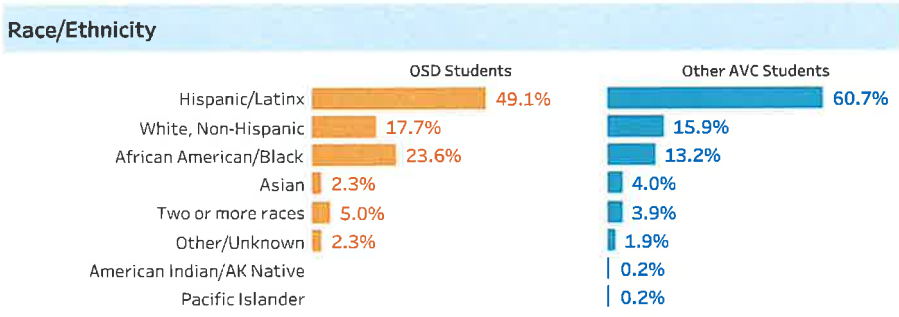
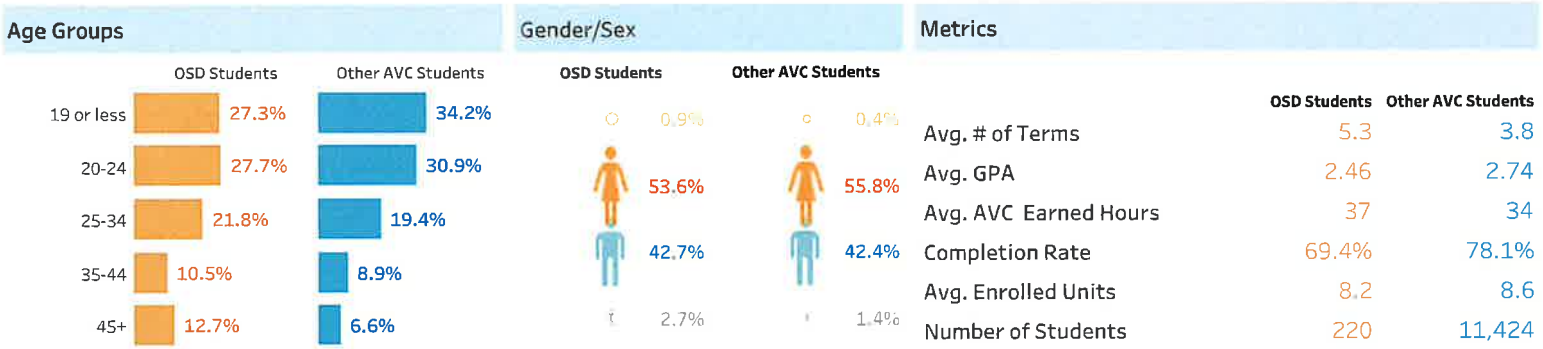
Enrolled Units



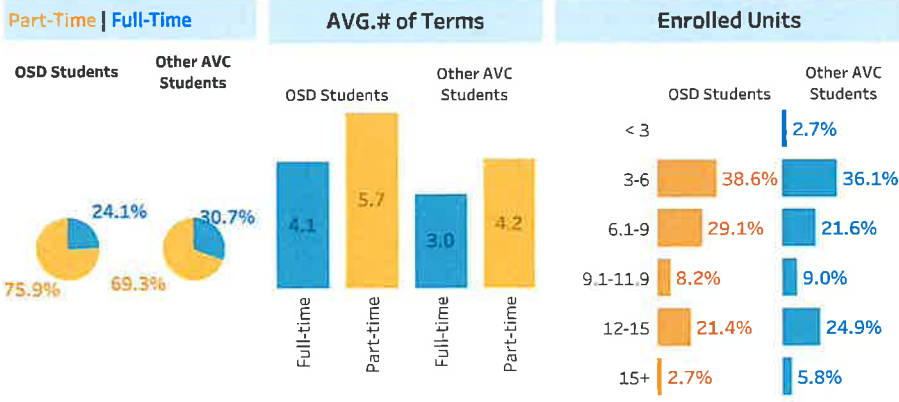


SPRING 2023 Student Profile (as of 1/23/23 | Snapshot) Each bar works as Filter

OSD Students **220** Other AVC Stud.. **11,424** Cohort Selector OSD



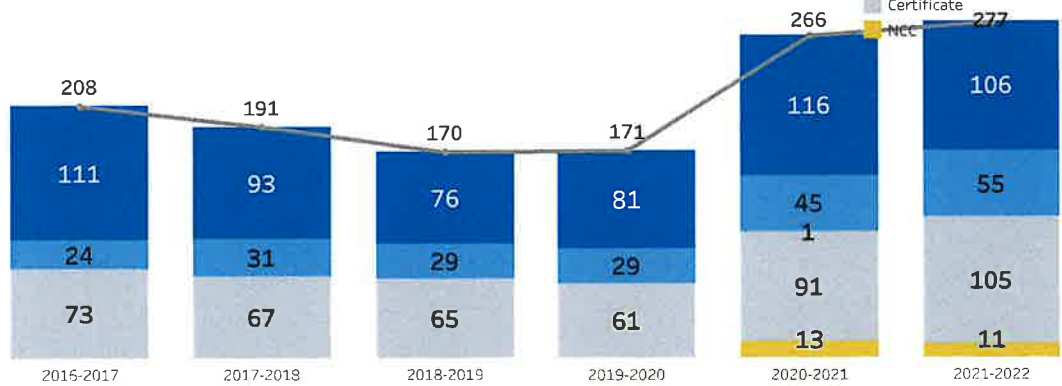
Top Majors (if more than 10)		
	OSD Students	Other AVC Students
1 Registered Nursing	10.5%	11.8%
2 AS-T Business Admin 2.0, AS-T Business Admini..		5.3%
3 AA-T Psychology	5.5%	4.7%
4 LAS: Arts and Humanities		4.8%
5 AS-T Biology & Biological Sciences		4.7%
6 Administration of Justice & AS-T Administration..		3.9%
7 Undeclared		3.5%
8 Aircraft Fabrication&Assembly		3.0%
9 Radiologic Technology		2.8%
10 General Business		2.5%
11 AS-T Early Childhood Education		2.3%
12 Mechanical Engineering		2.2%
13 Aircraft Fab & Assem Cert		2.2%
14 AA-T Kinesiology		2.1%
15 LAS: Social/Behavioral Science		2.0%
16 Child & Family Education		1.9%
17 AA-T Sociology	5.9%	1.9%
18 AS-T Computer Science		1.9%
19 AA-T Communication Studies		1.4%
20 AA-T English, English - Non Transfe r& Transfer		1.3%



- Select a Group X (Hide Filter)
- CalWORKs - California Work Opp..
 - CARE - Cooperative Agencies Res..
 - CCAP - College and Career Access..
 - DSPS - Disabled Students Progra..
 - EOPS - Extended Opportunity Pr..
 - First Generation
 - Foster Youth
 - Incarcerated
 - MCHS - Middle College High Scho..
 - Military (Active Duty, Active Res..
 - Puente
 - Special Admit
 - Umoja
 - Veteran

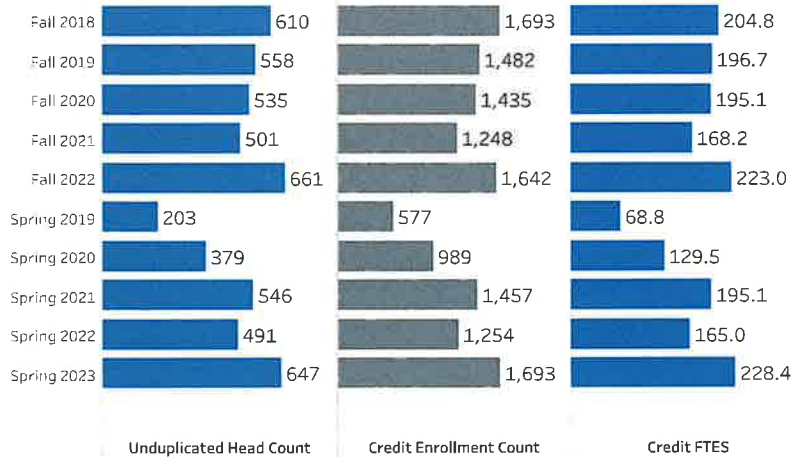
DSPS - Disabled Students Programs & Services:
Program Awards

- AA/AS
- AS-T/AA-T
- BS
- Certificate
- NCC

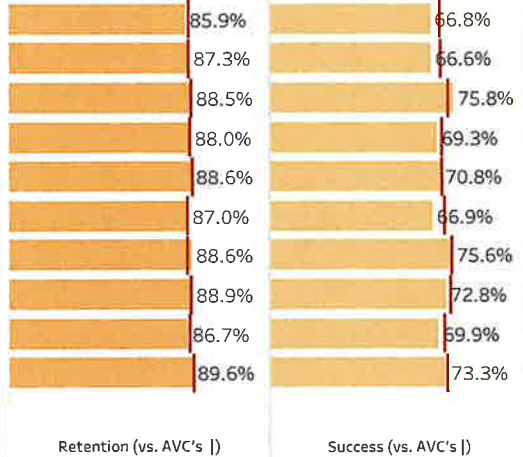


Terms
Multiple values

Headcount, Credit Courses Enrollment, Credit FTES



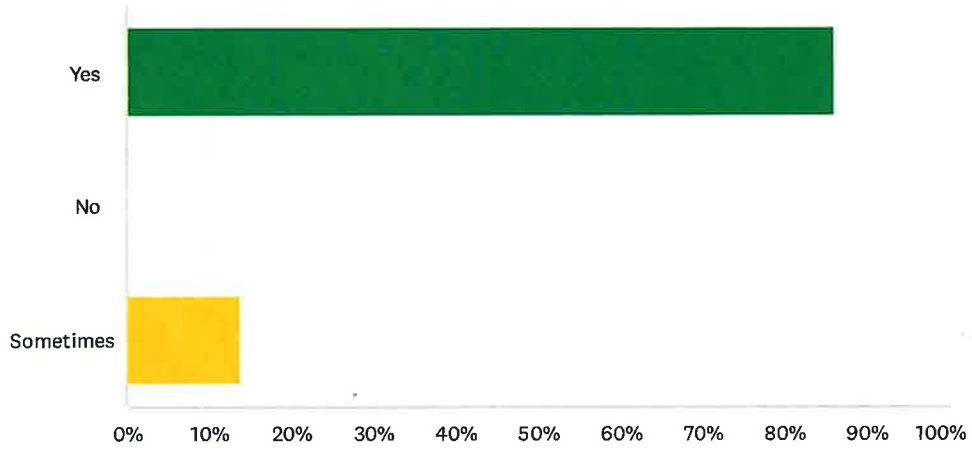
Credit Courses: Retention & Success (vs. all AVC)



Data Source: CCCC's DataMart: <https://datamart.cccc.edu/DataMart.aspx> To Save, click on (X) and choose Download PDF (bottom left) in Landscape format

Q1 I understand how my disability affects my academics:

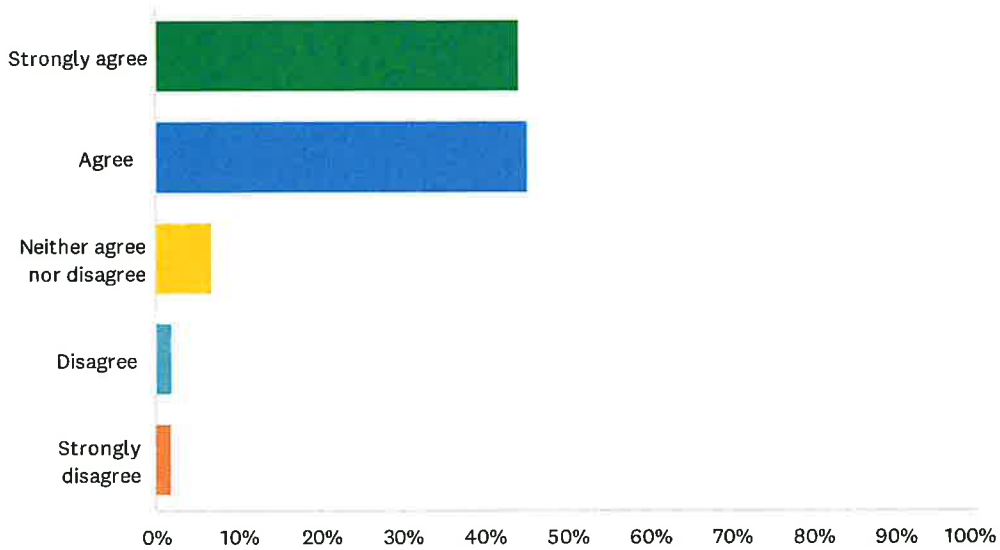
Answered: 101 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	86.14%	87
No	0.00%	0
Sometimes	13.86%	14
TOTAL		101

Q2 I feel welcomed and valued as a member of the campus community:

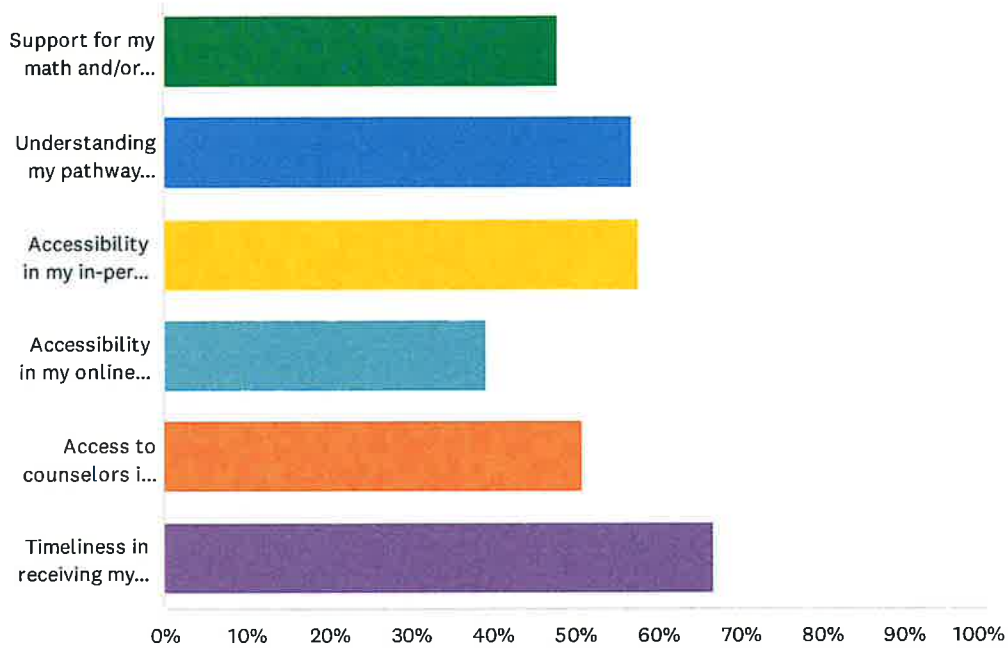
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	44.12%	45
Agree	45.10%	46
Neither agree nor disagree	6.86%	7
Disagree	1.96%	2
Strongly disagree	1.96%	2
TOTAL		102

Q3 As a student, the following DSPS services and support is the most important to me (select all that apply):

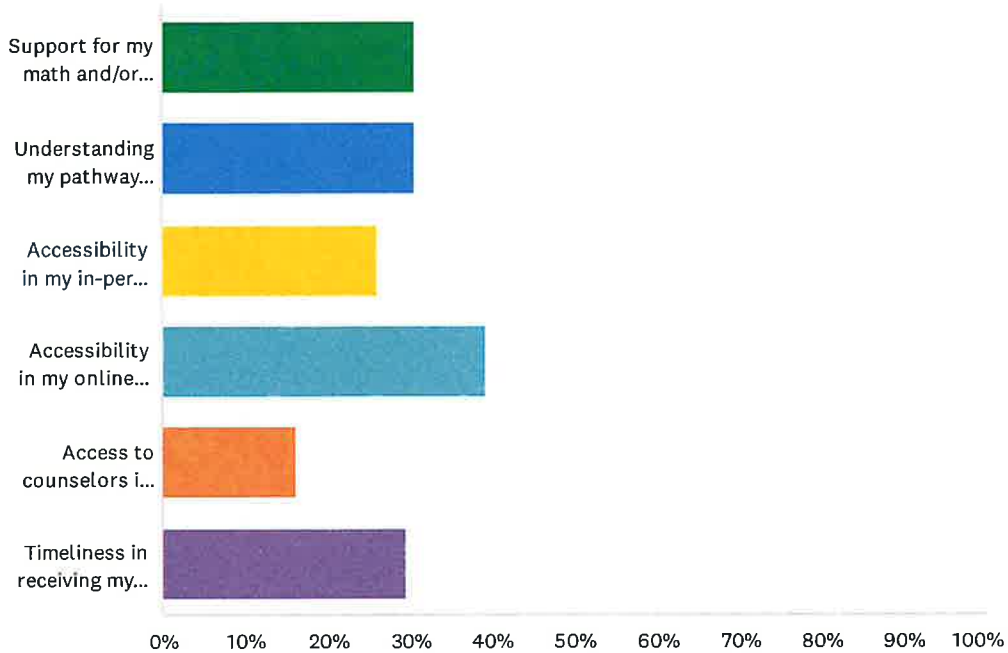
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Support for my math and/or English classes	48.04%	49
Understanding my pathway toward my academic goal	56.86%	58
Accessibility in my in-person classes	57.84%	59
Accessibility in my online classes	39.22%	40
Access to counselors in a timely manner	50.98%	52
Timeliness in receiving my accommodations	66.67%	68
Total Respondents: 102		

Q4 As a student, the following DSPS services and support is the least important to me (select all that apply):

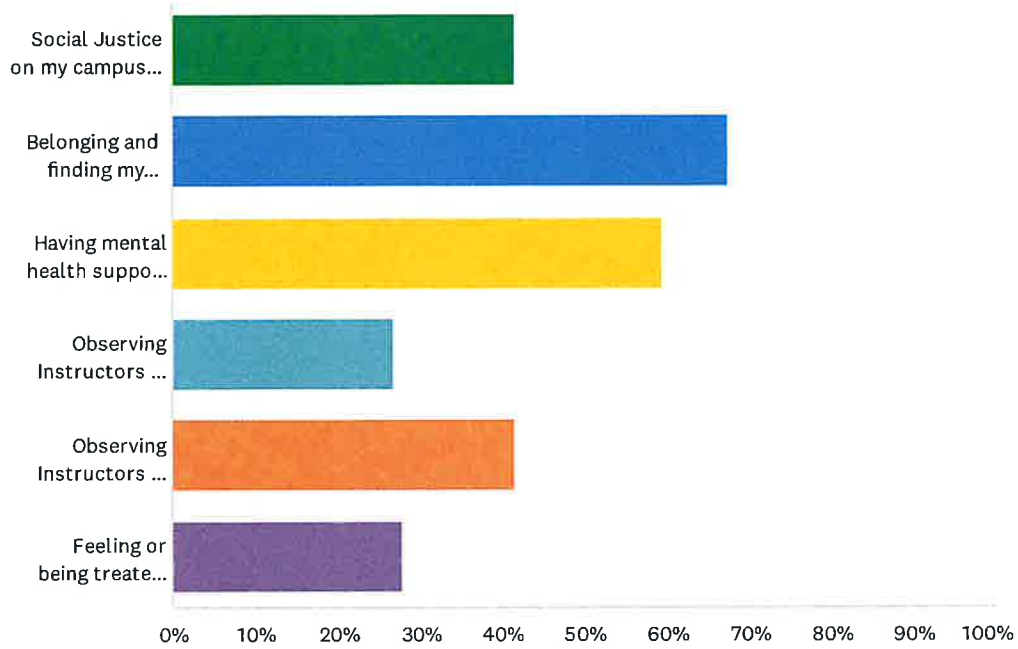
Answered: 92 Skipped: 10



ANSWER CHOICES	RESPONSES	
Support for my math and/or English classes	30.43%	28
Understanding my pathway toward my academic goal	30.43%	28
Accessibility in my in-person classes	26.09%	24
Accessibility in my online classes	39.13%	36
Access to counselors in a timely manner	16.30%	15
Timeliness in receiving my accommodations	29.35%	27
Total Respondents: 92		

Q5 As a student, the following factors related to Disability and Identity that I value most are (select all that apply):

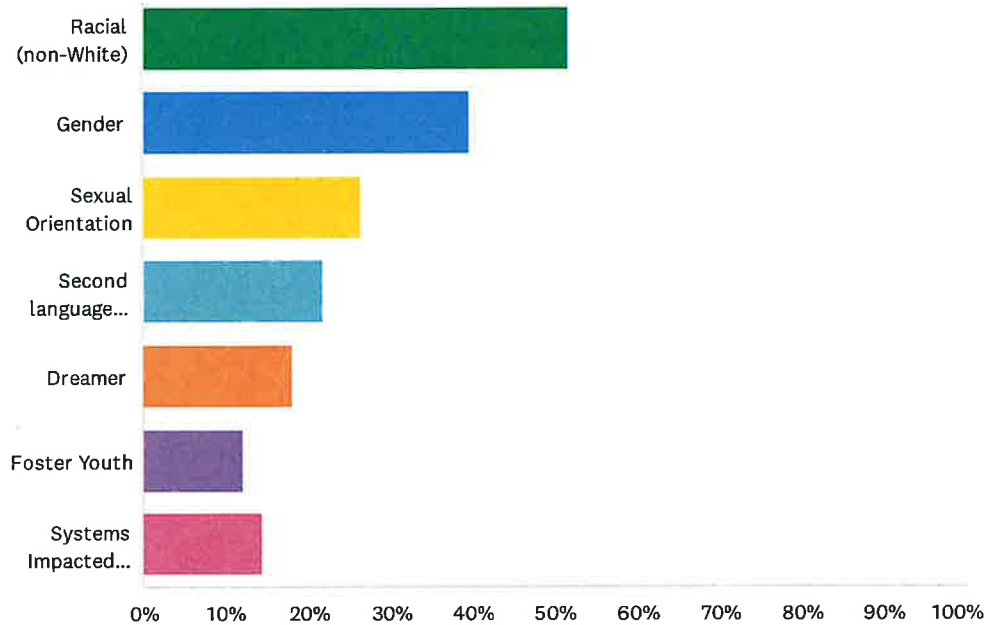
Answered: 101 Skipped: 1



ANSWER CHOICES	RESPONSES	
Social Justice on my campus and in my classroom	41.58%	42
Belonging and finding my place/community at my school	67.33%	68
Having mental health support available to me	59.41%	60
Observing Instructors and college employees who are the same racial background as me	26.73%	27
Observing Instructors and college employees who have disabilities	41.58%	42
Feeling or being treated differently from other students	27.72%	28
Total Respondents: 101		

Q6 Along with managing a disability, I identify with the following socially marginalized group(s) (select all that apply):

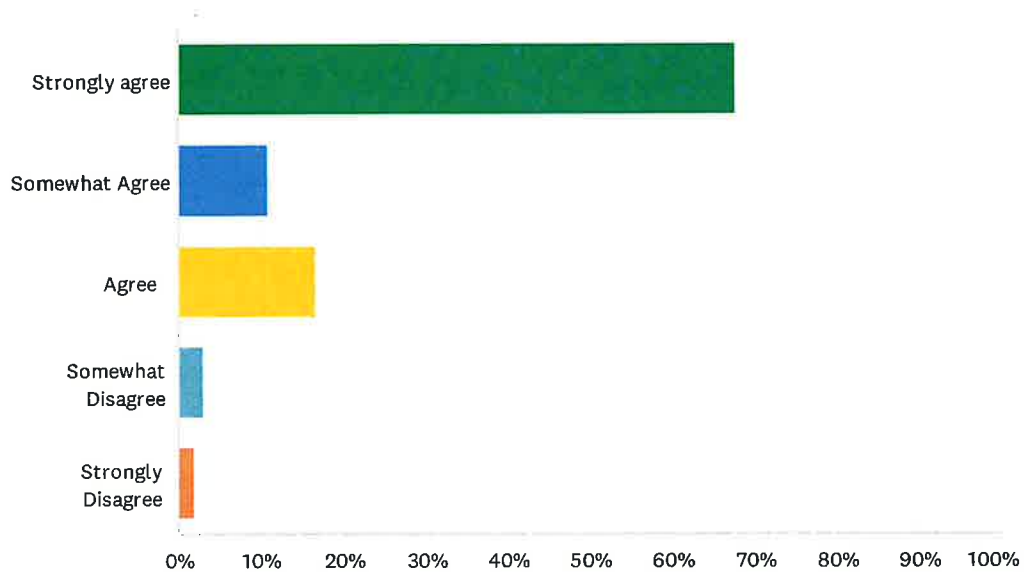
Answered: 83 Skipped: 19



ANSWER CHOICES	RESPONSES	
Racial (non-White)	51.81%	43
Gender	39.76%	33
Sexual Orientation	26.51%	22
Second language learner	21.69%	18
Dreamer	18.07%	15
Foster Youth	12.05%	10
Systems Impacted (formerly incarcerated)	14.46%	12
Total Respondents: 83		

Q7 As a student, I understand my educational goal:

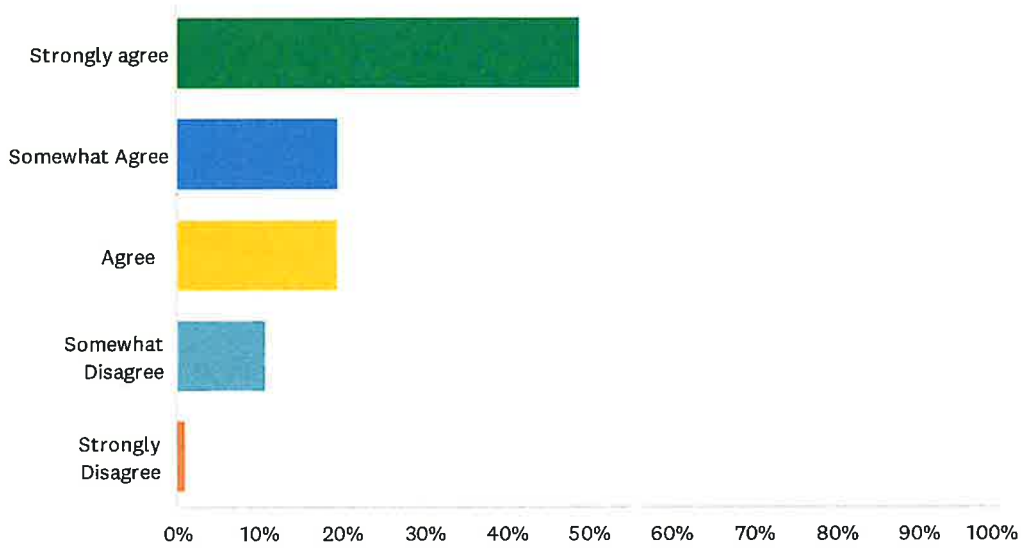
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	67.65%	69
Somewhat Agree	10.78%	11
Agree	16.67%	17
Somewhat Disagree	2.94%	3
Strongly Disagree	1.96%	2
TOTAL		102

Q8 As a student, I have the tools and support to accomplish my educational goal:

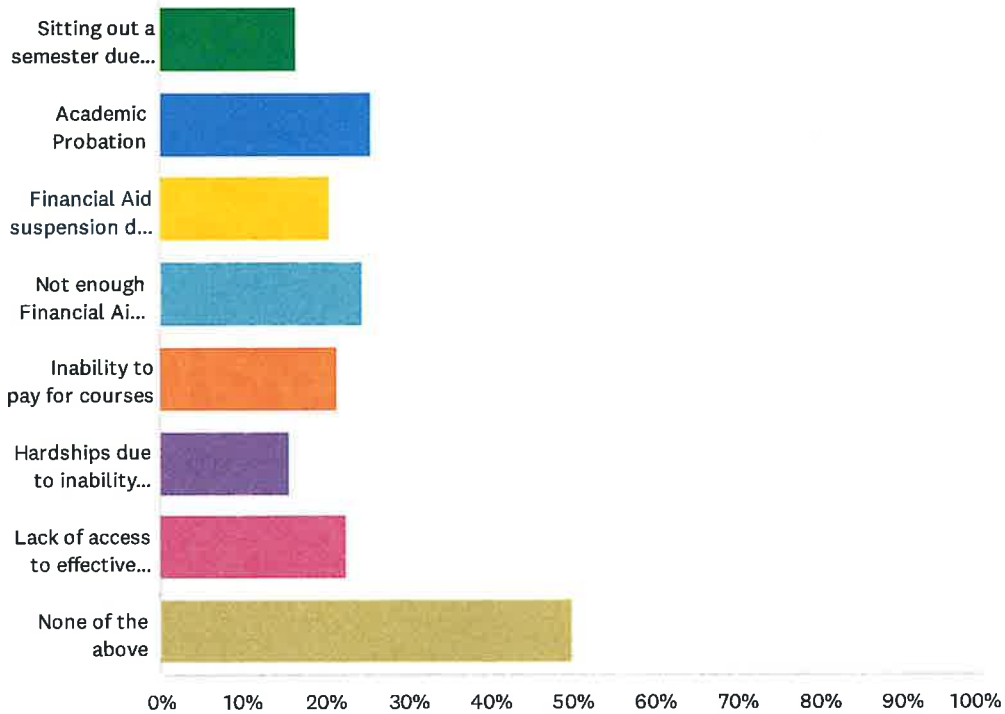
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	49.02%	50
Somewhat Agree	19.61%	20
Agree	19.61%	20
Somewhat Disagree	10.78%	11
Strongly Disagree	0.98%	1
TOTAL		102

Q9 As a student, I have experienced the following (check all that apply):

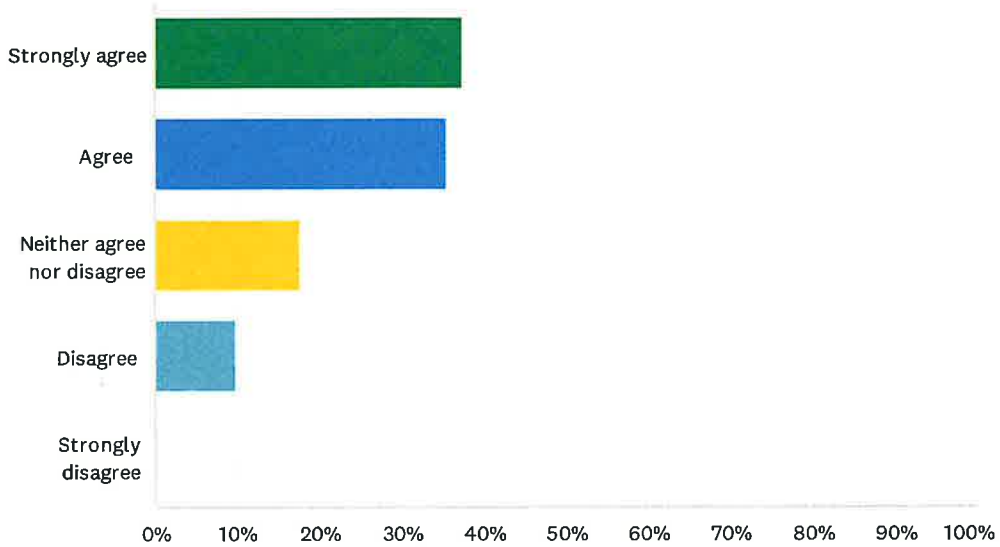
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sitting out a semester due to low grade point average (GPA)	16.67%	17
Academic Probation	25.49%	26
Financial Aid suspension due to non-satisfactory progress	20.59%	21
Not enough Financial Aid due to enrollment in less than 12 units	24.51%	25
Inability to pay for courses	21.57%	22
Hardships due to inability to obtain healthcare	15.69%	16
Lack of access to effective technology (laptops, hot spots)	22.55%	23
None of the above	50.00%	51
Total Respondents: 102		

Q10 I know what to do to improve my grade point average if it goes below 2.0:

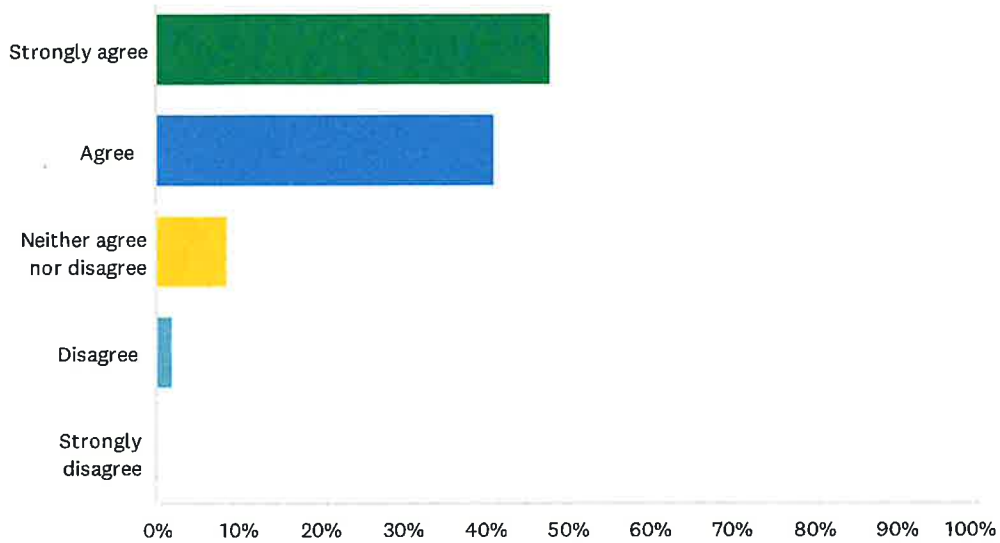
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	37.25%	38
Agree	35.29%	36
Neither agree nor disagree	17.65%	18
Disagree	9.80%	10
Strongly disagree	0.00%	0
TOTAL		102

Q11 I understand my rights and responsibilities as a student with a disability:

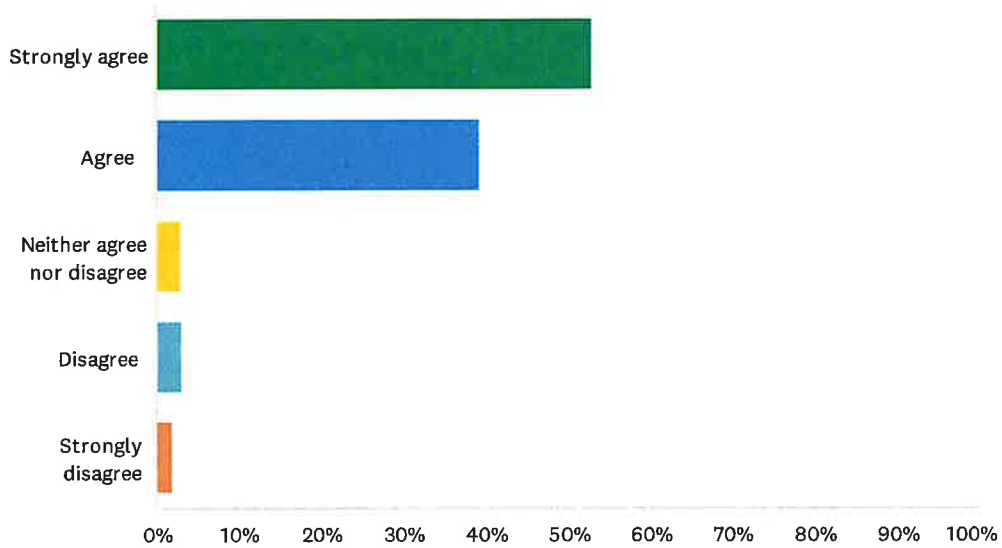
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	48.04%	49
Agree	41.18%	42
Neither agree nor disagree	8.82%	9
Disagree	1.96%	2
Strongly disagree	0.00%	0
TOTAL		102

Q12 My academic accommodations and services help me reach my educational goals:

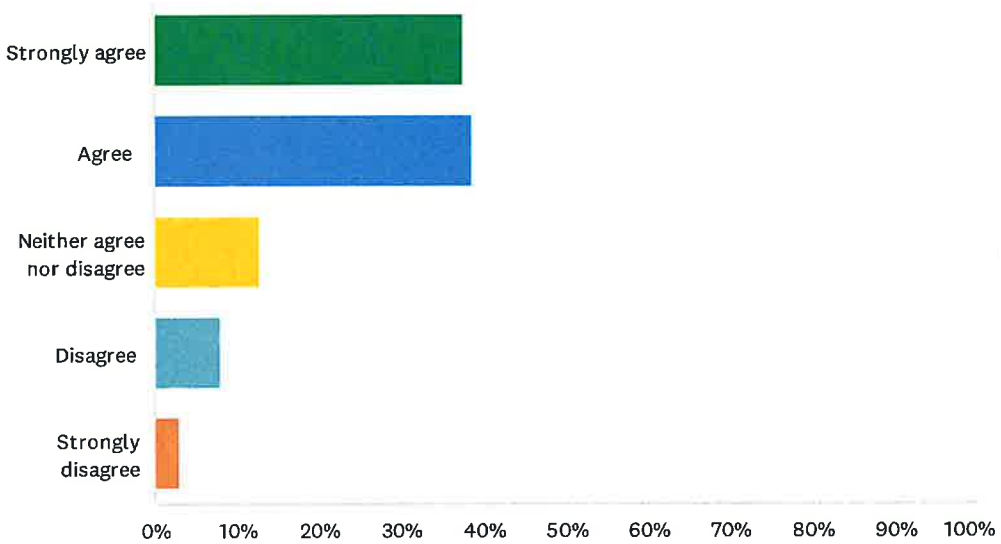
Answered: 102 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	52.94%	54
Agree	39.22%	40
Neither agree nor disagree	2.94%	3
Disagree	2.94%	3
Strongly disagree	1.96%	2
TOTAL		102

Q13 My instructors understand disability related resources and procedures:

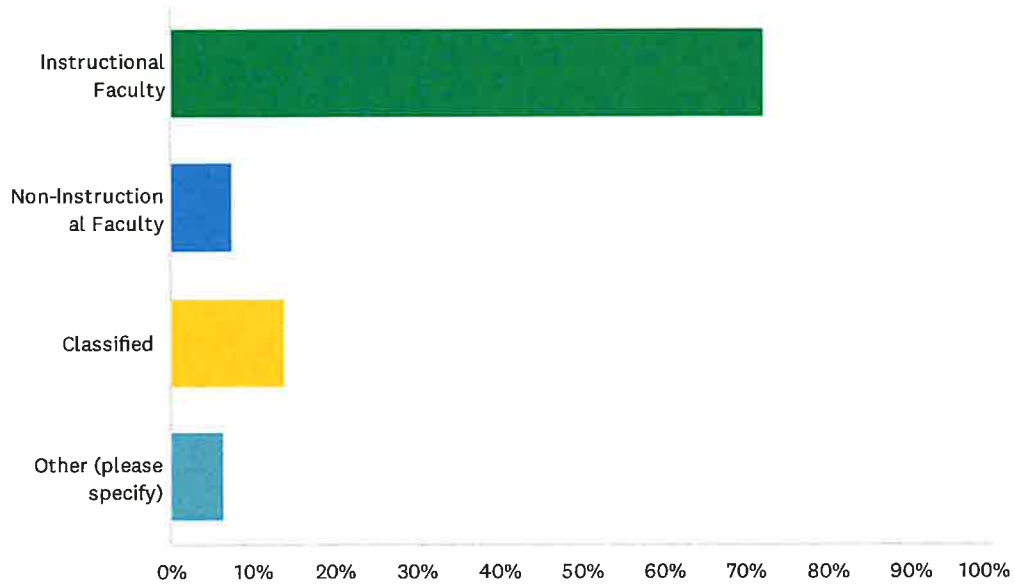
Answered: 101 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	37.62%	38
Agree	38.61%	39
Neither agree nor disagree	12.87%	13
Disagree	7.92%	8
Strongly disagree	2.97%	3
TOTAL		101

Q1 What best describes your main role?

Answered: 94 Skipped: 0

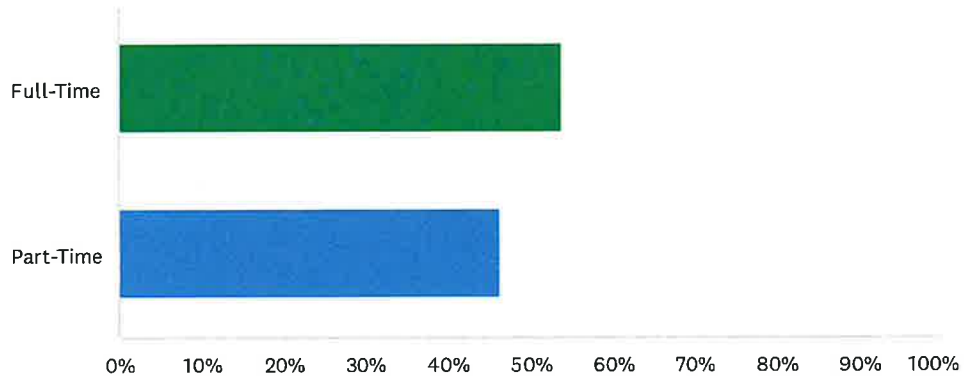


ANSWER CHOICES	RESPONSES	
Instructional Faculty	72.34%	68
Non-Instructional Faculty	7.45%	7
Classified	13.83%	13
Other (please specify)	6.38%	6
TOTAL		94

#	OTHER (PLEASE SPECIFY)	DATE
1	I am both instructional and non-instructional	11/13/2023 10:00 AM
2	Administration	11/7/2023 4:49 PM
3	Trustee	10/31/2023 7:36 PM
4	Confidential Management	10/30/2023 3:22 PM
5	Counselor and adjunct faculty	10/30/2023 3:09 PM
6	CMS	10/30/2023 2:13 PM

Q2 Employment Status

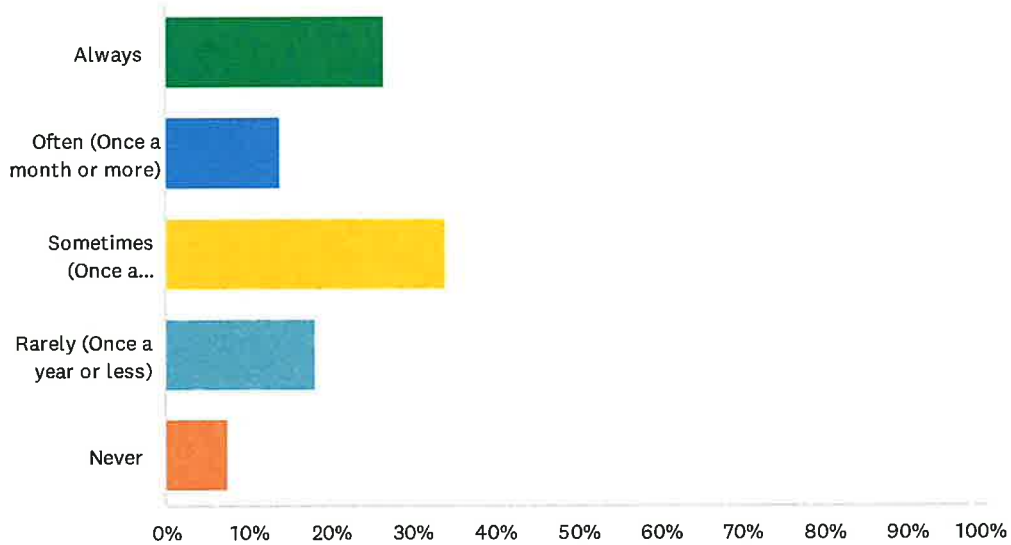
Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
Full-Time	53.76%	50
Part-Time	46.24%	43
TOTAL		93

Q3 As a college stakeholder, I am engaged in professional learning activities related to disability:

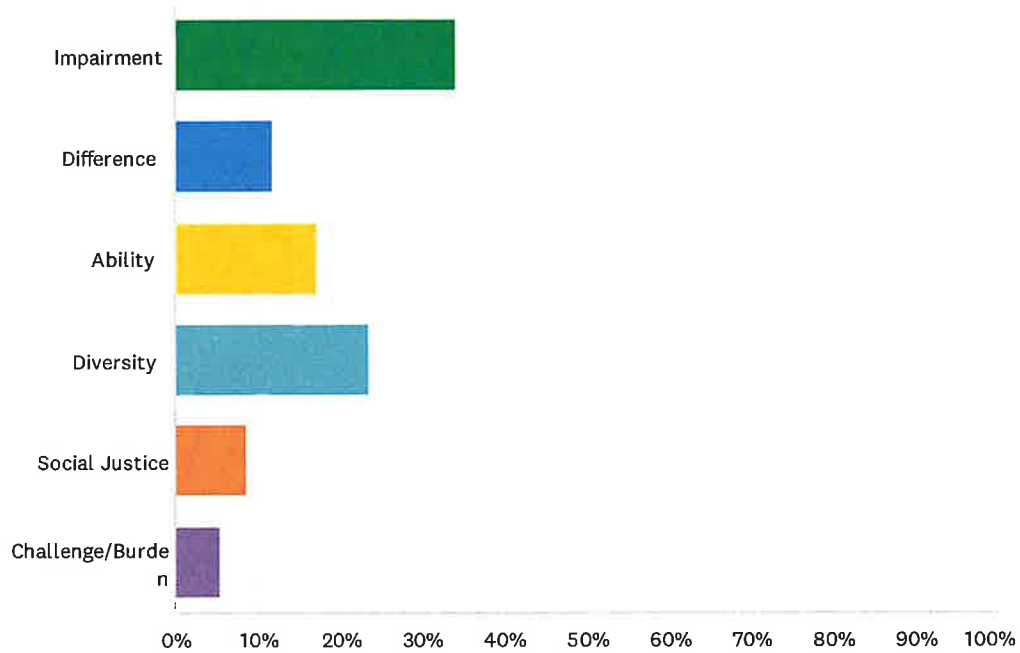
Answered: 94 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always	26.60%	25
Often (Once a month or more)	13.83%	13
Sometimes (Once a semester)	34.04%	32
Rarely (Once a year or less)	18.09%	17
Never	7.45%	7
TOTAL		94

Q4 My view of disability is most related to the following perception:

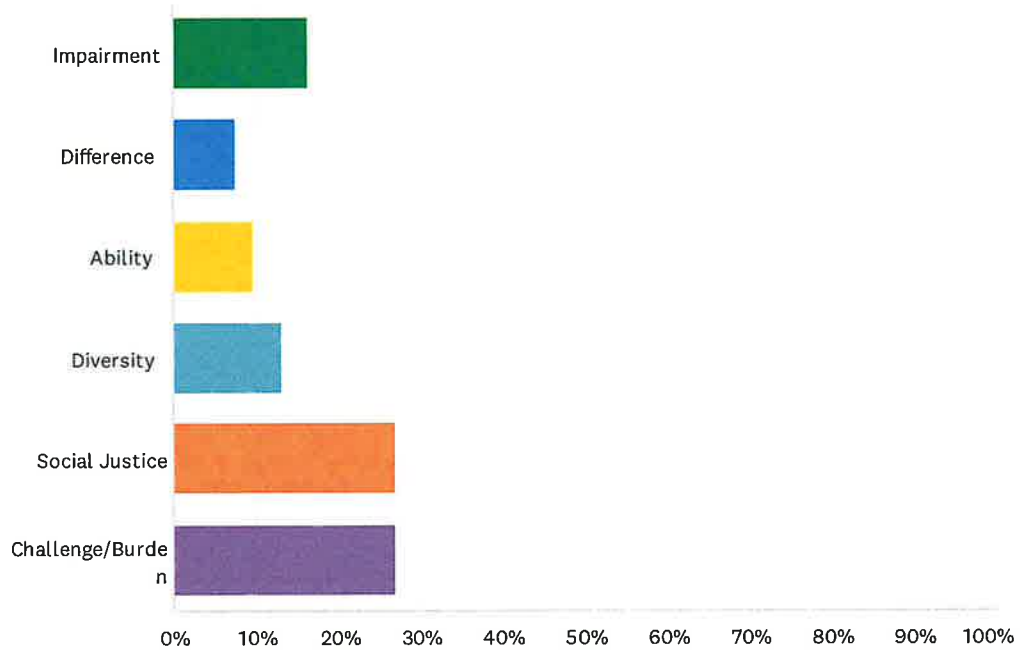
Answered: 94 Skipped: 0



ANSWER CHOICES	RESPONSES	
Impairment	34.04%	32
Difference	11.70%	11
Ability	17.02%	16
Diversity	23.40%	22
Social Justice	8.51%	8
Challenge/Burden	5.32%	5
TOTAL		94

Q5 My perception of disability is least related to the following perception:

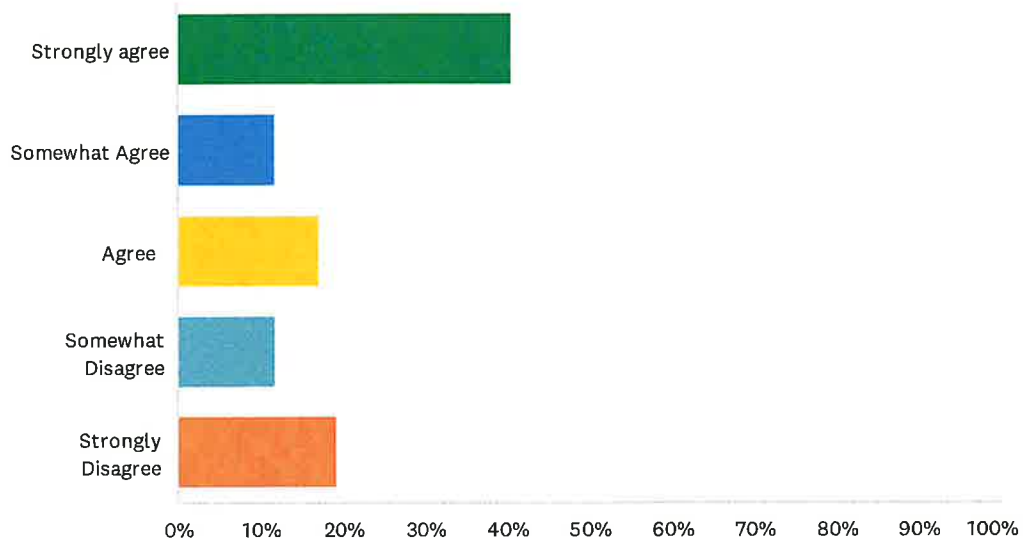
Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
Impairment	16.13%	15
Difference	7.53%	7
Ability	9.68%	9
Diversity	12.90%	12
Social Justice	26.88%	25
Challenge/Burden	26.88%	25
TOTAL		93

Q6 I think disability accommodations give an advantage to the students who use them:

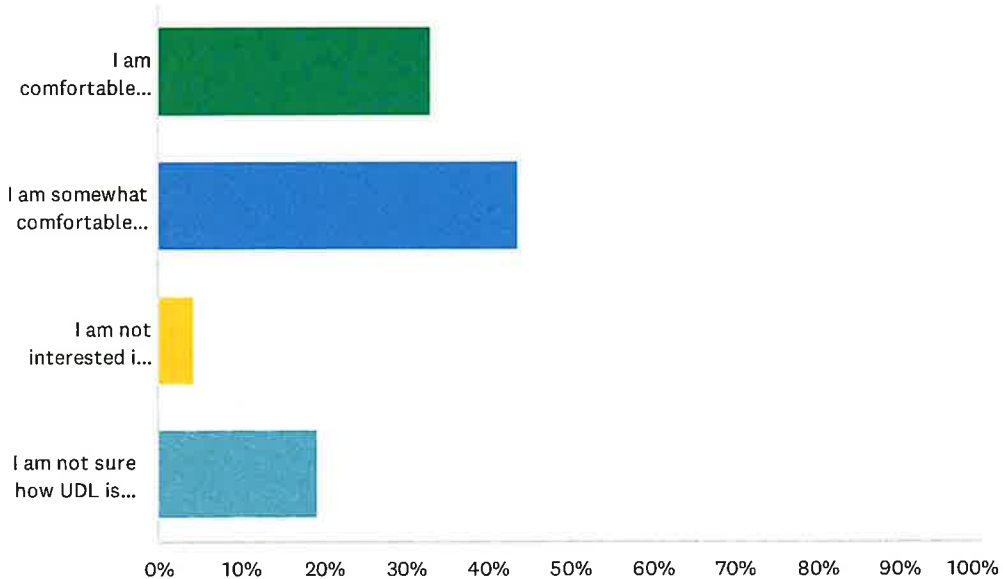
Answered: 94 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	40.43%	38
Somewhat Agree	11.70%	11
Agree	17.02%	16
Somewhat Disagree	11.70%	11
Strongly Disagree	19.15%	18
TOTAL		94

Q7 Regarding my comfort level, as it relates to the implementation of Universal Design for Learning (UDL) as a culturally responsive and access-centered practice in the classroom/learning or service environment:

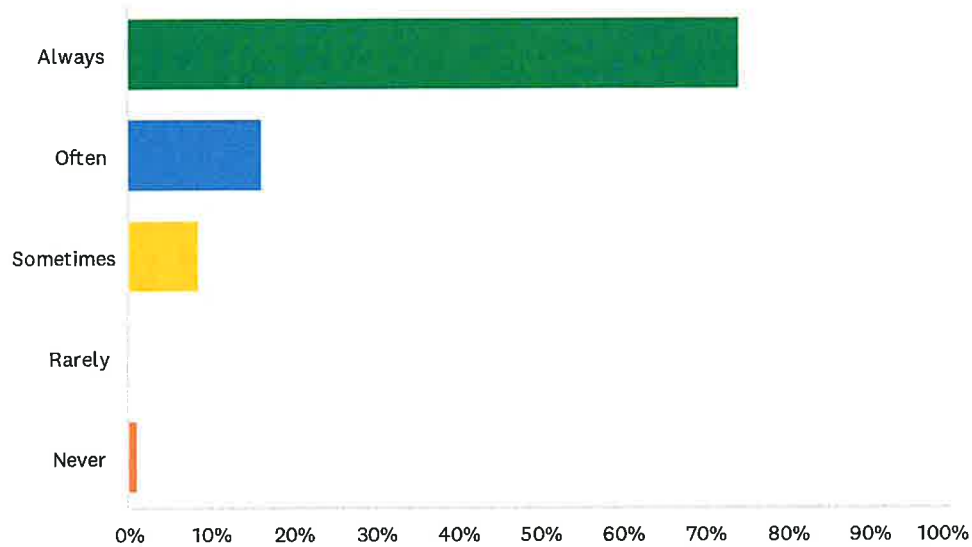
Answered: 94 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am comfortable with my level of understanding	32.98%	31
I am somewhat comfortable with my level of understanding and would like to learn more	43.62%	41
I am not interested in implementing UDL practices in my role	4.26%	4
I am not sure how UDL is related to my role on campus	19.15%	18
TOTAL		94

Q8 I regard myself as a collaborative partner in the provision of access and disability accommodations for the students that I serve:

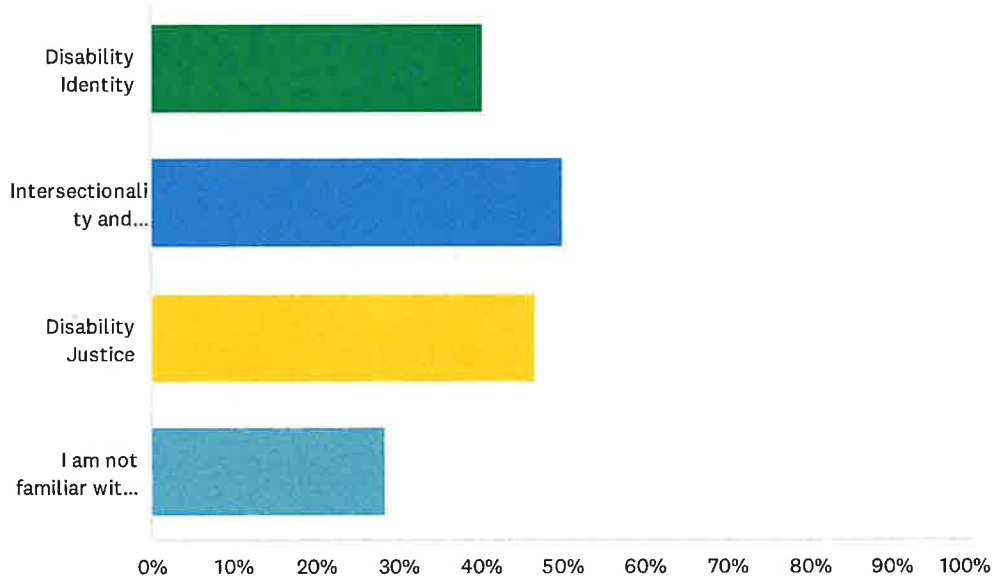
Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
Always	74.19%	69
Often	16.13%	15
Sometimes	8.60%	8
Rarely	0.00%	0
Never	1.08%	1
TOTAL		93

Q9 I am interested in expanding my understanding of (select all that apply)

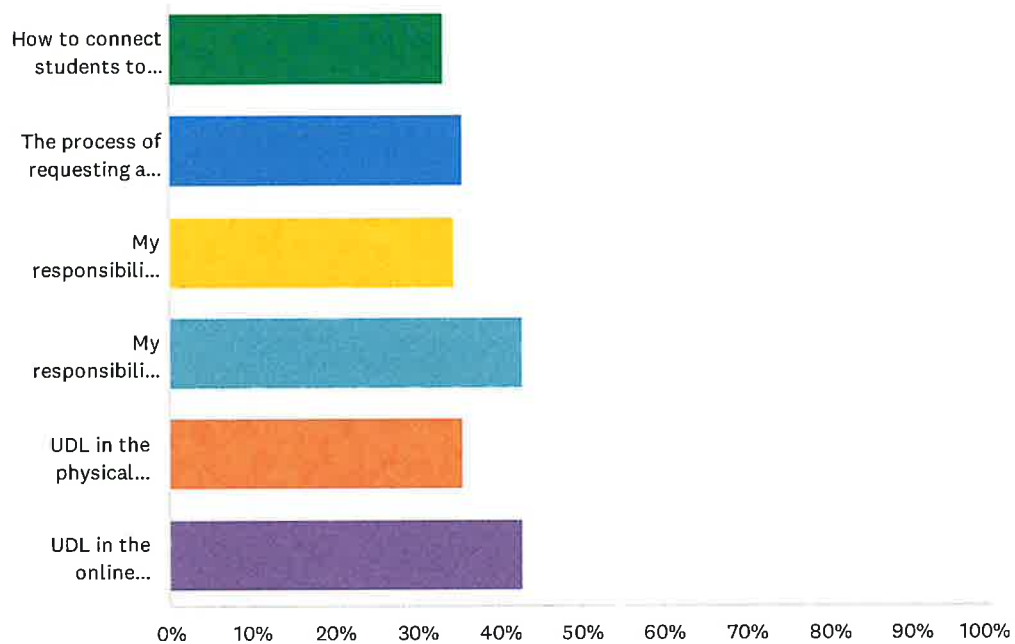
Answered: 92 Skipped: 2



ANSWER CHOICES	RESPONSES	
Disability Identity	40.22%	37
Intersectionality and Disability	50.00%	46
Disability Justice	46.74%	43
I am not familiar with these terms	28.26%	26
Total Respondents: 92		

Q10 Regarding DSPS services and accessibility training, for both the physical classroom and online education, I would like training related to the following items (select all that apply):

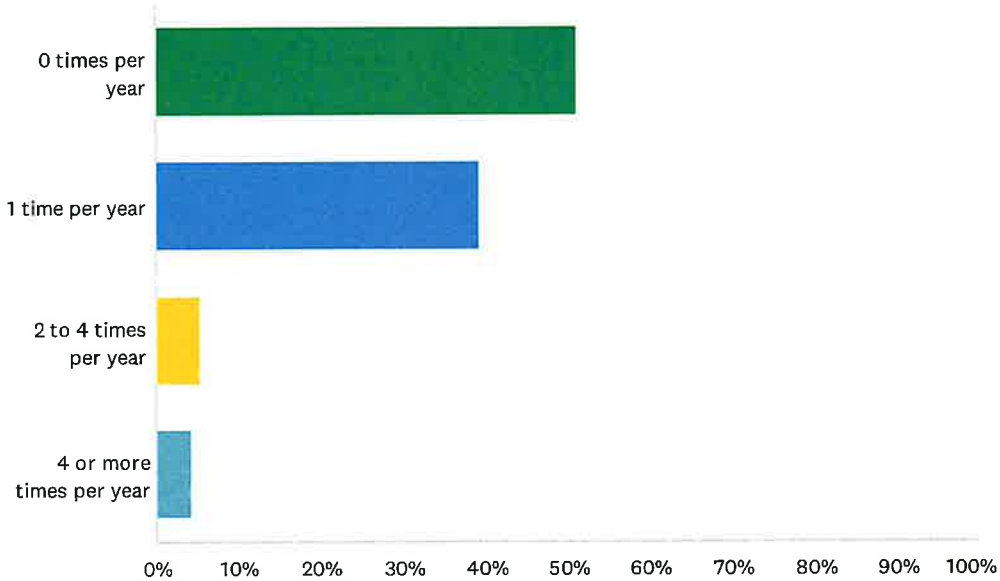
Answered: 84 Skipped: 10



ANSWER CHOICES	RESPONSES	
How to connect students to DSPS	33.33%	28
The process of requesting and receiving disability resources	35.71%	30
My responsibility to support accommodations	34.52%	29
My responsibility in creating accessible materials to students with disabilities	42.86%	36
UDL in the physical classroom	35.71%	30
UDL in the online classroom	42.86%	36
Total Respondents: 84		

Q11 I have engaged in the professional learning opportunities related to accessibility and reasonable accommodation provided by the California Community College Accessibility Center (CCCAC):

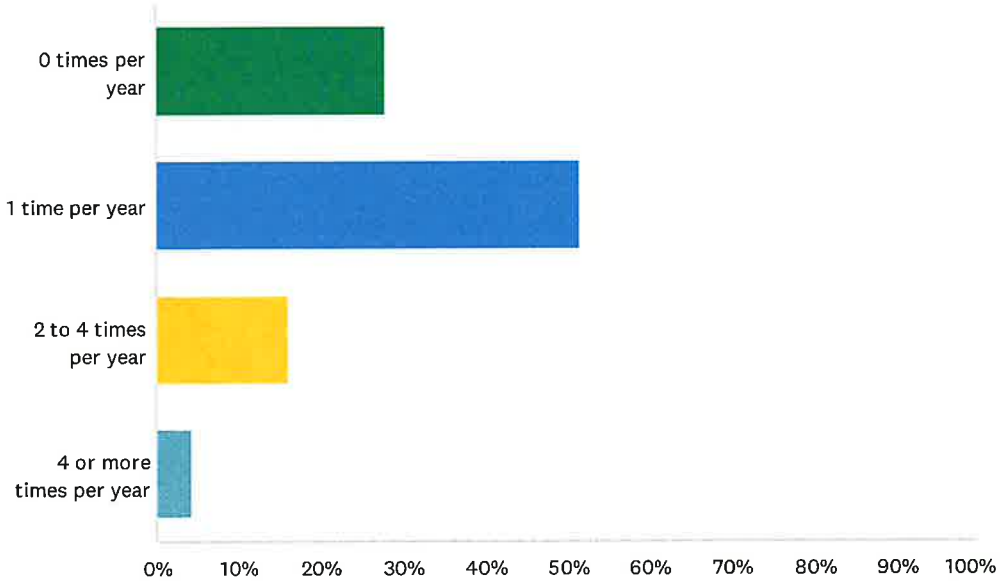
Answered: 92 Skipped: 2



ANSWER CHOICES	RESPONSES	
0 times per year	51.09%	47
1 time per year	39.13%	36
2 to 4 times per year	5.43%	5
4 or more times per year	4.35%	4
TOTAL		92

Q12 I have engaged in the professional learning opportunities related to accessibility and reasonable accommodation provided by my college and/or other professional associations:

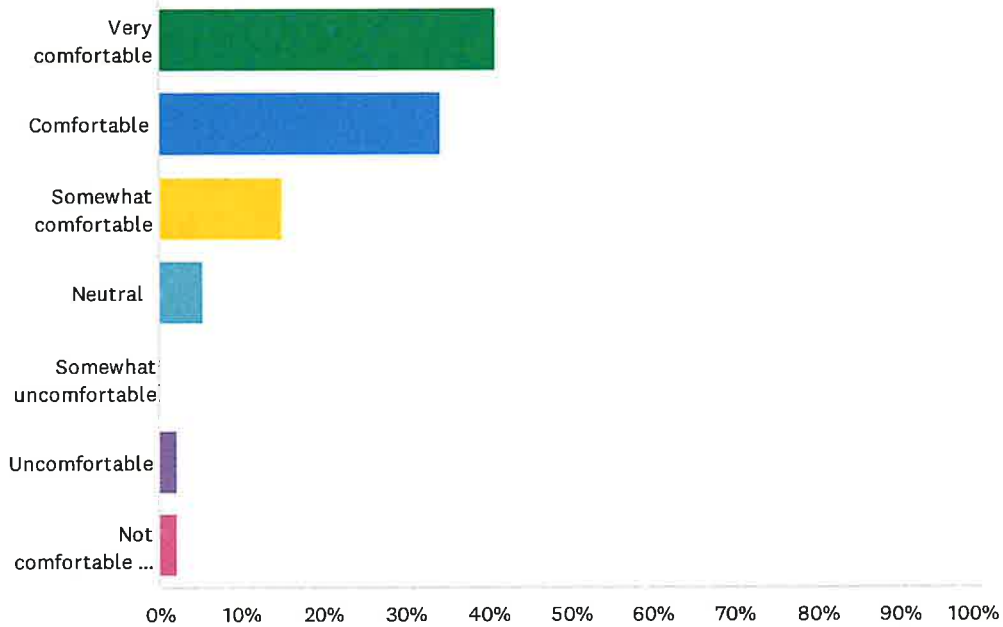
Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
0 times per year	27.96%	26
1 time per year	51.61%	48
2 to 4 times per year	16.13%	15
4 or more times per year	4.30%	4
TOTAL		93

Q13 How comfortable are you with implementing student access and accommodation needs in the classroom or learning/service environment?

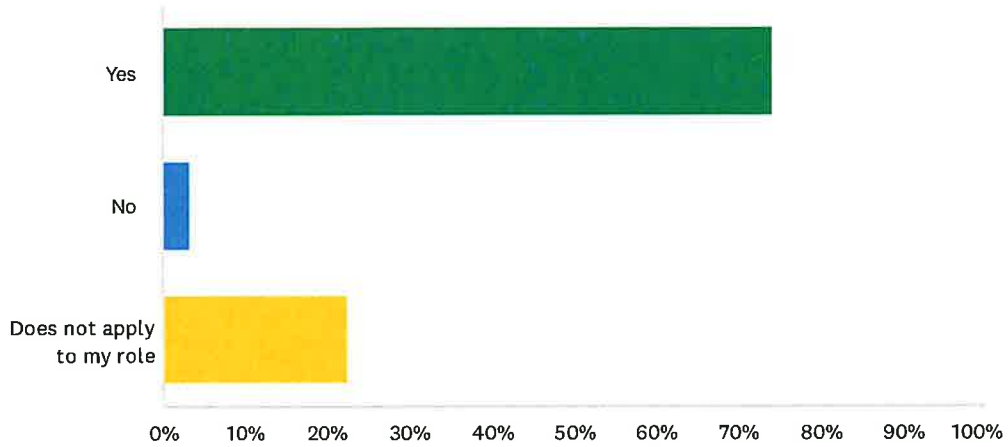
Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very comfortable	40.86%	38
Comfortable	34.41%	32
Somewhat comfortable	15.05%	14
Neutral	5.38%	5
Somewhat uncomfortable	0.00%	0
Uncomfortable	2.15%	2
Not comfortable at all	2.15%	2
TOTAL		93

Q14 I provide language in my syllabus and/or locations in my course encouraging students to access disability services on campus:

Answered: 93 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	74.19%	69
No	3.23%	3
Does not apply to my role	22.58%	21
TOTAL		93