



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Office for Students with Disabilities	For Planning Years: 2026-2027
Name of person leading this review: Tamira Palmetto	
Names of all participants in this review: Carlos Rosas, John Wanko, Harry Nicolai-Pleer, Karla Lima, Maricela Ruvalcaba, Felix Vasquez, Monica Haro, Ann Loi	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<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 student population. OSD directly contributes to this mission by assisting individuals with disabilities and guiding them 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 academic accommodations and counseling services. Without these services, students with disabilities might not fully achieve their educational and vocational potential.</p> <p>The OSD Program supports the AVC mission by serving and supporting students with disabilities as they strive to attain their educational goals. OSD offers academic related counseling, individualized student academic accommodations plans (AAP’s), academic planning and course advisement. These strategies are designed to level the educational playing field so students with disabilities can reach their true potential during their academic journey.</p>	

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.
<p>Use the following questions to guide your analysis:</p> <ul style="list-style-type: none"> • Who do you primarily serve and what services do you provide for each of the groups? • How is the work of your area measured or quantified? What is your measure of success? • How do the demographics served by your area’s work compare to AVC’s service area demographics? • Which race/ethnicity groups experience the largest equity gaps? • What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?
<p><i>Consider the above questions and provide written analysis of your data.</i></p> <p>The Office for Students with Disabilities provides academic accommodations services for all students who qualify for academic accommodation and who are enrolled at AVC. We have seen annual increases in our student population across the last three academic years, (1,043 in 22-23 AY, 1,141 in 23-24 AY, and 1,439 in 24-25 AY) (DataMart). The last increase represents a 26% increase for students seeking OSD services. The Chancellor’s Office’s DataMart has disability data placed into one of the following categories (AVC Banner reported data): Acquired Brain Injury (TBI), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Intellectual Disabilities (ID), Deaf & Hard of Hearing (DHH), Learning Disability (LD), Physical Disability (M), Mental Health Disability (P), Blind & Low Vision (BLV), and Other disabilities (O) (DataMart).</p>

From the 23-24 AY to the 24-25 AY, significant increases were found in the following categories: ADHD up 50%, ASD up 24%, BLV up 37%, ID up 65%, LD up 28%, P up 11%, and O up 45% (DataMart). Some of the increase with ASD can be attributed to new diagnostic criteria (DSM V) which is much broader, as well as the merging of Asperger's and Autism diagnosis into Autism Spectrum Disorder. The increase of 45% for students whose disabilities fall into the Other category represent an increase in awareness for accommodation services, especially for temporary accommodation services. Some categories remained stable, such as TBI, P, and TBI or showed only slight increases that would be expected with an overall increased OSD population.

For categories that saw significant increases (ADHD, ASD, BLV, ID, LD and P), these are high-touch populations that require a significant amount of faculty and staff time to address their needs and concerns. Many of these populations would also benefit greatly from assistive technology, though we are limited in assessing their needs without a full-time Alternative Media Specialist. Data provided by AVC IR (Tableau Public) for the 24-25 AY shows a significant decrease in active OSD students from fall 2024 (790 students) to spring 2025 (624 students). As the overall, unduplicated population for 24-25 AY saw an increase of 26% over the previous 23-24 AY, it appears that the demand for OSD services peaks in the fall terms when the campus sees the largest enrollment increases for the AY. This trend is shown by reviewing fall 2024 (790 students), spring 2025 (624 students) and fall 2025 (812 students so far) student numbers which show increased demand in the fall terms. Reviewing OSD student count from fall 2024 to fall 2025, data would seem to indicate that we are on track for an increase in unduplicated students for the 25-26 AY, as we are still enrolling students for OSD services weekly.

Our data also shows that OSD students are older than the overall campus, with fewer students in the "19 or younger," age bracket and more students in the "45+," age bracket (Tableau Public). 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. Additional faculty and staff are needed to keep up with the additional demands of this program and follow students through the process.

Student data (24-25 AY) shows that when OSD students are compared to the general population, we have an overrepresentation of Black/African American (~22.1% vs ~13.9%) and White (~17.7% vs 12.7%) students and an underrepresentation for Hispanic/Latine students (52.5% vs 64.5%) (Tableau Public). Explaining the over/underrepresentation is complex. We likely have many Hispanic/Latine students who would qualify for services but may be reluctant to seek accommodations due to cultural biases regarding some types of disabilities. Conversely, OSD has a historical trend for serving African American/Black students with a roughly 7-10% pt difference between our OSD population and the overall campus population. More partnerships are needed between our office and support programs such as Umoja and Puente, EOP&S, CalWORKs, and other Student Service Programs that provide resources to students. Our students often need additional support that can be found in finding student community groups.

According to Tableau Public: OSD students show slightly lower retention and success rates (~3-5% pts difference) when compared to their nondisabled peers for the fall 2023 and fall 2024 years, showing that OSD students are just as likely to stay enrolled in classes and successfully complete them as their nondisabled peers. OSD students are consistently more likely to be degree or transfer seeking than the overall campus population according to Tableau Public, and OSD consistently has 0% of students with an Undeclared major. Further, OSD students showed a 36% increase in certificates and degrees awarded from the 23-24 AY to the 24-25 AY. These successes take more time with data showing OSD students needing ~1-2 more terms to complete their educational goals when compared to their nondisabled peers. 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 (~4.75 terms vs ~3.25 terms, 24-25 AY) but earn comparable grades (GPAs). Our student's 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, as 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.

OSD's 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 have 2 computer labs, allowing us to assist students one-on-one with their alternative media needs. However, more is needed. There have been significant strides with respect to assistive technology, but without a full-time Alternative Media Specialist who is trained to provide technology assessments for students, many of our students are unaware of these technologies and do not have access to them.

A Biennial Survey from the Chancellor's Office was provided and is provided in this Program Review. The survey asked students questions on DPSS – OSD Services. 123 students completed the survey which is a good number of students who responded. The data shows how many students identified a disability and how DPSS services affected their overall success in college.

To close equity gaps in OSD and truly provide OSD students with the same opportunities as their nondisabled peers, OSD needs to be fully staffed. We are incredibly understaffed and run the risk of not providing accommodation services in a timely manner as required by the Office of Civil Rights (OCR). Critical areas that need to be filled are as follows: full-time Director (current director is serving as Dean of General Counseling), 2 full-time Counselors (replacement/growth), 2-3 full-time Interpreters, an Alternative Media Specialist (waiting for job description approval), and a Clerical II (position approved, waiting candidate search).

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

- Use the following questions to guide your analysis:**
- Who do you primarily serve and what services do you provide for each of the groups?
 - Describe how your program/area incorporates constituent feedback.
 - How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

- Consider the following questions:*
- What does your program/area do well, including capabilities and greatest accomplishments?
 - What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?

The Office for Students with Disabilities has seen significant increases in students seeking accommodation services, up 26% from 23AY to 24AY (DataMart), and significant increases in students completing their education goals (certificate/degree), up 36% from 23AY to the 24 AY (Tableau Public). Further, OSD students have comparable retention and success rates to the general campus population, as discussed above. This appears to reflect well on the overall support and accommodation services our students are receiving. Students are encouraged to schedule course advisement appointments and education plan appointments to ensure they are on track for certificate/degree/transfer completion. OSD faculty and staff are student friendly and accessible, regularly communicating with students through email and phone calls to assist with academic questions and concerns.

Our OSD student success and retention rates show that our students are on par with the campus general population, with a 36% increase in certificates and degrees awarded from the 23-24 AY to the 24-25 AY (Tableau Public). This appears to reflect well on the overall support and accommodation services our students are receiving. Success rates increased for many OSD groups from the 23-24 AY to the 24-25 AY, with 3 exceptions: Hispanic/Latine, which stayed the same (70.3%); and Asian and Masked/Unknown, which both saw their success rates decrease (Tableau Public).

For the 24-25 AY, data shows that OSD students are more likely to be degree seeking (~35.9% vs ~29.8%) and transfer seeking (~53% vs ~47.5%), and that all OSD students had declared majors (Tableau Public). This is likely a reflection of early career and educational planning. OSD faculty generally reviews students' transcripts and educational goals at all appointments, even those for accommodation services. Commencement celebrations like Students on the Move also promote certificate/degree completion and provide a celebration ceremony that is reduced in size and stimulation when compared to the general commencement ceremony. OSD front office and support staff also provide a vital touchpoint for our students. OSD student workers assist with numerous questions and concerns daily, and assist students as needed with directions, documentation, cart services, computer lab support, and more. College can be challenging for any college student but can be especially challenging for students who are also dealing with the functional limitations imposed on them due to disability. Having a welcoming and safe place to go is vital for our students and supports their overall success.

OSD has made significant strides with Black/African American student success from the 23-24 AY to the 24-25 AY, gaining ~6.7%pts (Tableau Public). For our students who identify as Black/African American our student success numbers are below the general population. However, when success rates for OSD students who identify as Black/African American are compared to the success rates of Black/African American in the general population, our students have comparable rates to their non-OSD peers. Data from Tableau Public: For 22-23 AY OSD students who identified as Black/African American had a 61.3% success rate vs 62% for this demographic in the general population. The trends continue for the 23-24 AY (59.4% vs 60%) and the 24-25 AY (65.1% vs 64%). Students who identify as Black or African American are enrolled with OSD at rates above that of the general population. Enrollment numbers for this population in fall 2024 were 23% vs 13.7% (gen pop). This trend continues for spring 2025 (21.2% vs 14%) and fall 2025 (21.8% vs 14.2%). Our enrollment numbers could reflect an overall greater need for services by this population due to the stressors and resulting illnesses that arise from experiencing institutional racism and daily microaggressions. Our enrollment numbers could also reflect that OSD is seen as a welcoming and supportive place with a "one stop" philosophy where we provide accommodation services, educational planning, course advisement, and alternative media training and assistance. We also have two computer labs and student workers who can assist students with a variety of tasks, like sending accommodation letters, assistance with emails, accessing Canvas, and much more.

Institutional Research (Tableau Public) shows: We are making significant strides increasing the number of Hispanic/Latine students registered with OSD. Numbers of students served increased from 472 (22-23 AY) to 506 (23-24 AY), representing a 7% increase, and our numbers for 24-25 AY show a 29% increase from the 23-24 AY, with a total of 657 Hispanic/Latine students served. In reviewing retention and success rates for this group, Hispanic/Latine students show rates that are 1-4%pts below the campus general population with success rates of 70.3 for both the 23-24 AY (vs 71.7% gen pop) and 24-25 AY (vs 73.4 gen pop). Retention rates are also relatively stable with a retention rate of 87.2% for 23-24 AY (vs 88% gen pop) and 86.6% for 24-25 AY (vs 88.9% gen pop). Overall, 1-4%pt difference does not represent a significant deviation from general population retention and success rates. We do have strong Hispanic/Latin representation in our OSD workforce, and Spanish speakers on staff. Our adjunct Counselor identifies as Latina and is fluent in Spanish. In addition, our office is open to having parents attend Intake Appointments with students and our students in this demographic appear to respond positively to having more family involvement. Other contributing factors could be overall campus efforts to raise Latino/Latina visibility with programs like Puente and campus-wide cultural events. An area for improvement would be outreach and case management in an effort to increase retention back to the 22-23 AY number of 91% retention.

Institutional Research (Tableau Public) shows: White students have had success rates that have met or exceeded the general population for the 22-23 AY (77.4% vs 72.7%), the 23-24 AY (71.2% vs 71.7%), and the 24-25 AY (77.5% vs 73.4%). Retention rates have been slightly below the general population for all three years, but the 1-3%pts difference does not represent a significant deviation. The Unknown/Masked population may reflect White students choosing this category over the "White" category. The trends for this group are close to the general population for the 22-23 AY but begin to drift for the 23-24 and 24-25 AYs. Success rates showed an inverse pattern from the 23-24 AY (80.4% vs 71.7%) to the 24-25 AY (63.2% vs 73.4%). The reason for this swing is unknown as it is impossible to know which demographic groups this population represents. Overall, the N for this population has remained low, ranging from 13-16 students total across all three academic years. In general, White students tend to outperform their peers for a variety of reasons, including campus representation (administration, faculty, and staff), and generally coming from higher socio-economic backgrounds (reducing the burden of working while attending college). These students also have strong representation in OSD with the two full-time counselors being in this demographic.

OSD has worked to increase student access to their accommodation services. 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. Our office location in SSV has increased the visibility of our 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 most recent student survey was administered in spring 2024.

Q1: I understand how my disability affects my academics: 83.82% yes, 16.18% sometimes, and 0% for no. This is a strong indicator that students understand the functional limitations associated with their disabilities and how it will impact them in the classroom.

Q2: I feel welcomed and valued as a member of the campus community: 81.16% strongly agree or agree, 10.14% Neither agree nor disagree, and 8.7% disagree or strongly disagree. Overall, our campus appears to be succeeding in 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 selected were between ~49%-~74%. The highest response was for “understanding my pathway toward my academic goal,” with “accessibility in my in-person classes,” and “timeliness in receiving my accommodations,” following in the 2nd and 3rd highest responses. As accommodation services are our primary function in OSD, ensuring students know how and when to send their accommodations letters is crucial. We often send several emails prior to the start of any term, letting students know it’s time to send their accommodation letters and providing directions to do so. Students clearly desire clear pathways to educational and career goals. Our office would seem to be doing well in this area, as indicated in responses to Q7 below. To ensure students understand the requirements of the educational goals and register for classes needed for their goals, OSD has proposed moving to a case management system repeatedly in program review. Additional faculty and staff are needed to effectively implement this approach.

Q7: As a student, I understand my educational goal: 66.18% selected strongly agree or agree, 29.41 selected somewhat agree, 4.41% selected somewhat disagree; 0% selected strongly disagree. Most of the responses being in an “agree” category appears to indicate that the educational planning and course advisement provided by our office is effective.

Q8: As a student, I have the tools and support to accomplish my educational goal: 66.67% selected strongly agree or agree, 24.64% selected somewhat agree, and 8.7% selected somewhat disagree or strongly disagree. These responses appear to indicate that supports like academic accommodations are working to assist students in providing what they need to be successful. However, 8.7% of students selecting a “disagree” response indicates that we may need explore our students’ needs, possibly with an internal questionnaire or survey.

Q11: I understand my rights and responsibilities as a student with a disability: 88.41% selected strongly agree or agree, 7.5% selected neither agree nor disagree, and 4.35% selected disagree or strongly disagree. Past student surveys indicated that students were not always clear about their rights and what to do if they needed to file a complaint. All student Intake appointments include a discussion on student rights and legal protections. We also make sure students are aware of the Dispute Procedure and are given a copy at the Intake appointment.

Q12: My academic accommodations and services help me reach my educational goals: 86.95% selected strongly agree or agree, 8.7% selected neither agree nor disagree, and 4.35% selected disagree or strongly disagree. This supports the response in question 8, indicating that OSD faculty are providing the appropriate and necessary accommodations for students, based on their individual needs.

Q13: My instructors understand disability related resources and procedures: 72.46% selected strongly agree or agree, 17.39% selected neither agree nor disagree, and 10.15% selected disagree or strongly disagree. OSD faculty work with classroom faculty each semester, to answer questions and provide support and resources. Faculty Professional Development opportunities are also provided by OSD faculty each year, though attendance is often low. While student answers indicate that the majority of faculty are comfortable with accommodations and understand how to provide them, 10.15% would indicate that more needs to be done. Our office has discussed a “road tour,” where OSD faculty and staff could present at academic division meetings to discuss accommodations, legal protections, and answer questions.

FACULTY/STAFF SURVEY:

Q13: How comfortable are you with implementing student access and accommodation needs in the classroom or learning/service environment? 77.8% responded as very comfortable or comfortable, 17.85% responded as somewhat comfortable or neutral, and 1.19% responded as uncomfortable or not comfortable at all. It is encouraging that the majority of faculty and staff understand accommodation services and feel comfortable implementing them in the classroom. An area of opportunity is to raise the “very comfortable,” and “comfortable,” respondents to >85%.

Q14: I provide language in my syllabus and/or locations in my course encouraging students to access disability services on campus: 65.88% responded yes, 0% responded no, and 34.12% responded as “does not apply to my role.” All faculty who responded to the survey have accommodation language in their syllabus. This type of partnership with the instructional faculty is vital to ensure students are aware of accommodation services and how to access them. In addition, new syllabus language was developed in the spring of 2023 in partnership between OSD, PCT, and the Academic Senate. This language is sent out to all faculty each term, by the Academic Senate.

State Chancellor’s Biennial Survey Report:

Q6. I understand my rights and responsibilities as a student with a disability:

33% Strongly Agreed. This data is low and indicates that OSD needs more staff to comply with Title 5 and also keep up student retention. With staffing shortages (Counselors) we are not meeting students where they need to be in understanding their student responsibilities and their student rights.

Q7. My instructors understand disability related resources and procedures:

29% Strongly Agreed.

Q8. My academic accommodations and services help me reach my educational goals: 39% Strongly Agreed. This number needs to be higher. To close this gap we need to address hiring in OSD. Ideally, OSD will need 3 FT counselors to continue to meet the needs of the students, but also assist in retention and case management follow-up.

Opportunities and Challenges: (Include your data analysis of 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?

We have several challenges facing our office, including reductions in personnel. Our OSD Director has taken on an additional role as interim Dean for General Counseling, making him unavailable for Intake appointments and shifting those appointments to remaining OSD faculty. We have two full-time Counselors and one adjunct Counselor who is still being trained. One of our full-time Counselors will be retiring at the end of fall 2025, leaving one full-time Counselor and one adjunct Counselor in training. Our Education Advisor retired years ago and was never replaced. We are still in need of a full-time Alternative Media Specialist, a Clerical II, and 2 full-time Interpreters.

An office reorganization and the implementation of a case management approach is vital to ensuring that we can meet growing student needs with an ever-smaller workforce. 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 needed support and resources, and are actively working towards certificate and degree completion. Data shows that we have a significant dip in students accessing accommodation services from fall to spring terms: 790 (fall 2024), 624 (spring 2025), and 812 (fall 2025) (Tableau Public). This dip could reflect be a result of OSD students in their first semesters not doing well due to several factors: not fully understanding how to utilize their accommodations, not feeling comfortable asking for help and as their grades in class fall through the fall term, they may become discouraged and stop persisting. A case management approach, like that employed by EOPS and CalWORKs, could help keep OSD students actively engaged throughout the semester and would allow our office to better coordinate services with student support programs like Puente and Umoja.

Completion rates for OSD students are slightly below the overall campus population for fall 2024 (75.4% vs 78.2%) and spring 2025 (76.2% vs 79.4%) (Tableau Public). Success and retention rates are also slightly below the overall campus population (see Strengths and Accomplishments above). Many of our students need more direction and assistance navigating certificate/degree completion and need assistance 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.

Our numbers for students sending their accommodation letters to their instructors have fallen, with our numbers being 70.5% for fall 2024 and 67.8% for spring 2025 (in house data, see attached). In our fall 2023 program review numbers were reportedly 73% for fall 2022 and 74% for spring 2023. This clear downward trend needs to be addressed. OSD currently sends out numerous reminders to students via email, reminding them to send their accommodation letters and providing directions. As fewer students read their emails, it may be time to have an "opt out," system in place for accommodation letters in which OSD automatically sends accommodation letters to all OSD students' faculty, unless the students choose to "opt out," and send their letters themselves. If faculty do not receive students' accommodation letters, they are unaware of the accommodations needed by our students, placing these students as a disadvantage as student accommodations are in place to meet functional limitations our students may experience in the classroom setting. Further, if students do not send their accommodation letters, they are unable to schedule their exams with the Assessment/Alternative Testing Center.

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 helpful in meeting the needs of our mobility impaired students. Additionally, having cart services that could operate independently of OSD business hours would allow equal access for our weekend and evening students who have mobility impairments. This would need to be explored with campus Title IX coordinator.

OSD depends on student workers to be the front-line customer service support for our OSD students. This creates instability when student workers 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 (PEI) are limited to a total of 29 work hours per week. This limitation, coupled with a overall decrease in the number of available PEIs, has resulted in an increased utilization of agency interpreters from agencies such as Linguabee. The cost of utilizing these agency interpreters can TRIPLE the cost of using PEIs, and often these agency interpreters are less dependable. In some instances, this lack of dependability results in the need to use PEIs 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: OSD needs to hire two full-time interpreters who can cover student assignments, and who will not be subject to the 29-hour weekly limit. Further, we need to take action to recruit more PEIs with the goal of increasing the number of qualified interpreters who can serve our students.

OSD's paperless system, AIM, has a Deaf & Hard of Hearing module that needs 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 for our Deaf & Hard of Hearing students.

Adoption of case management approach to increase success and retention rates for high-risk disability populations by targeting them for high touch contact, via phone and email, and scheduling appointments for accommodation review and educational planning services.

Increase access to alternative media for students by filling the vacant position for 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, apply to OSD, assistance with myAVC, and help with registration are just some of the possible services available.

The Veteran's Center is located next to OSD in the SSV building, and an increase in communication was anticipated. However, likely due to staffing shortages in both locations, we have not had the opportunities to coordinate referrals and services between offices. Having more faculty and staff who could be available to provide outreach to our Veterans would provide more access to accommodation services for this population.

Though we have made strides with our Black/African American students to increase success rates from 23-24 AY to the 24-25 AY (see Strengths and Accomplishments above), these rates are still hovering around 60-65%. More needs to be done to move this success rate closer to the overall campus success rate (~70%). The need for support for this population is obvious, and we need more faculty and staff to provide regular outreach. The addition of an Education Advisor and two full-time Disability Counselors would ensure that this population, and all OSD students, had updated education plans each term, course advisement going into each new term, and regular check-ins with regard to their classes and accommodations.

Raising awareness of disabilities as natural part of the human experience and reducing stigma are goals for our office. We held our first Disability Awareness Month in October 2025. We had several events, including a Student/Faculty/Staff panel, weekly movies and various other events. Most events were not well attended but as a first attempt we were heartened by the feedback received from those who attended. In future, more campus-wide coordination is needed to elevate and promote events of this nature.

FACULTY/STAFF SURVEY:

Data from our spring 2024 data had some concerning responses.

Q4: My view of disability is most related to the following perception: The largest response was "impairment," at 25.88%, followed by the second highest response, "ability," at 22.35%. That the top two answers are at opposite ends of the spectrum indicates that the "ability" response was likely a result of a social-desirability

response, while “impairment,” would seem to indicate a lack or deficit that someone has. Professional Development opportunities and education are critical to changing perceptions and challenging bias, conscious and unconscious.

Q6: I think disability accommodations give an advantage to the students who use them: 46.43% selected strongly agree or agree, 16.67% selected somewhat agree, and 38.1% selected somewhat disagree or 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 for allowing equitable access and participation in class.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
<p>#1) Need for students to have <u>timely access to accommodation services</u>, including regular check-ins by faculty and staff to ensure students understand their accommodations, how to use them, and have the support they need to be successful in their educational journeys.</p> <p>OSD has increased the total number of students served each year for the last three years. Many of our students are in disability categories that require a high level of support and accommodation services, such as ADHD, ASD, BLV, ID, LD, and P. From the 23-24 AY to the 24-25 AY, significant increases were found in the following categories: ADHD up 50%, ASD up 24%, BLV up 37%, ID up 65%, LD up 28%, P up 11%, and O up 45% (DataMart).</p> <p>To close equity gaps in OSD and truly provide OSD students with the same opportunities as their nondisabled peers, OSD needs to be fully staffed. We are incredibly understaffed and run the risk of not providing accommodation services in a timely manner as required by the Office of Civil Rights (OCR). Critical areas that need to be filled are as follows: full-time Director (current director is serving as Dean of General Counseling), 2 full-time Counselors (replacement/growth), 2 full-time Interpreters, an Alternative Media Specialist (waiting for job description approval), and a Clerical II (position approved, waiting candidate search).</p> <p>The need for additional faculty and staff to meet this growing need for services is imperative. Currently, students may wait two or more weeks for an initial appointment to review verification and provide accommodation services. The retirement of one of our full-time Counselors means that wait time could increase even more. If we lack the resources to meet the accommodation needs of our students, we run the risks of being out of compliance and having Office of Civil Rights complaints filed against our department and the campus.</p>	5
<p>#2) Need for full-time Alternative Media Specialist, as we currently lack resources and support to meet accessible technology needs of our students.</p> <p>This position is needed to stay in compliance for offering timely alternative media services/accommodations for OSD students. Alt Media Specialists meet with students to review the technology they are working with (hardware/software), make assessments for students’ needs and the available technology to meet those needs, and demonstrates for students how to use accessible technology on their devices. There is so much that is available in the realm of accessible technology, and our students often lack knowledge and access. An Alt Media Specialist could also support increasing success and persistence rates for our students by providing them better access to their course materials.</p> <p>We have been waiting for this position for 2+ years.</p>	5

#3) Increase campus educational opportunities for faculty and staff to learn more about disability as a normal part of the human experience, learn about student accommodation services and how they are provided, and best practices for universal design in the classroom.

4

The Faculty and Staff Survey showed a desire for additional educational opportunities and need for that education. Managing faculty complaints and expectation with regard to OSD students in the classroom is time consuming for OSD faculty who serve as liaisons with instructional faculty. **Having additional support and funding to bring outside educators who specialize in disability to campus would help to raise overall disability awareness and raise the profile of OSD.** Continuing events like Disability Awareness Month, yearly FPD events hosted by OSD faculty, and making OSD presentations at academic division meetings could all help to raise awareness and provide education as well.

Aspirations: (Include your data analysis of 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 for our office:

- Provide timely accommodations services for our students and continue to be known as a place of support for our students, staff, and faculty.
- Hire additional OSD faculty and staff to make services more readily available and increase student access to accommodation services.
- Develop and maintain a case management system to ensure all students are seen at least once per term and have the support they need to be successful.
- Provide more high-touch support and better connections to outside resources for our most vulnerable populations.
- Provide more cost-effective and reliable ASL interpreting services for our Deaf & Hard of Hearing students, staff and faculty by hiring 2 full-time Interpreters.
- Increase completion rates for students and link them with campus and community supports that can assist with gainful employment when students complete their certificates and degrees.
- Provide education and training opportunities related to universal design to reduce the need for classroom accommodation and increase access for all students.
- Change the perception of disability on campus from “impairment,” to one that focuses on students’ abilities.

These aspirations all 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 opportunities, and provide a higher level of support to the ever-increasing number of students who need a high-touch approach.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Outcome Improvement Plans as reported in OSD Program Review for planning years 2024-2025:

OO1: Increase OSD student success by increasing the number/percentage of students who submit their accommodation letters to their instructors.

The sooner that OSD students can submit their accommodation letters to their instructors, the better equipped instructors will be to assist their students. Moreover, the accommodations letters start the process for students who are eligible for and want to receive alternative testing, alternative media formats, note taking services, and more. The percentages of students who sent their accommodations letters as reported in the 24-25 program review for fall 2022 (73%) and spring 2024 (74%) have significantly reduced for fall 2024 (70.5%) and spring 2025 (67.88%).

Action Plan OO1: Past actions to reach the targeted goal of 80-90% of accommodation letters submitted to instructors has included: 1) targeted emails sent to all OSD students who are enrolled but have not submitted accommodation letters to their instructors, this continues throughout the term. 2) OSD student workers calling to remind students to send their accommodation letters in the third week of the term.

As we have seen a reduction, not an increase in letters sent, despite these efforts, a new approach needs to be considered. OSD will explore using an “opt out,” system for automatically sending accommodation letters for students each term.

Targeted Goal OO1: The goal is to have 80-90% of accommodation letters submitted to instructors. This goal was met in spring 2022 but has not been met since.

OO2: Increase access and use of accommodation service to help OSD students achieve their educational goals.

OO1 would seem to indicate that fewer students are using their accommodation services. OSD faculty and staff 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. Hiring more faculty and staff to provide a case management approach and regular student check-ins will help students understand their accommodations and how to use them.

Student Survey (spring 2024), Q12: My academic accommodations and services help me reach my educational goals: to which 86.95% of students responded strongly agree or agree. Students are making the clear link between access to accommodation services and access to course materials, allowing them to achieve their educational goals. However, this only represents the students who chose to answer the survey and OO1 would indicate an overall downward trend in students using their accommodations.

Action Plan OO2: OSD faculty will continue to be mindful of the importance of the interactive process during students’ intake appointments when accommodation services are discussed and agreed upon. Furthermore, all OSD faculty/staff will respond to students’ concerns in a timely manner, especially when their accommodations might not be meeting their needs, or when they are not utilizing their accommodations.

Targeted Goals OO2: We have met our previous goal of (program review 23-24) of having more than 80% of students of students responding “strongly agree” or “agree” in Student Survey Q12 , with 86.95% responding agree or strongly agree with accommodation services helping to reach educational goals (Student Survey, spring 2024). However, this may not be a representative sample as we have fewer students sending their accommodation letters to instructors. Moving to a case management approach would allow for more faculty and staff interaction with students and more opportunities to provide support throughout the semester. Also, having an “opt out,” system for accommodation letters would ensure that students in our most vulnerable populations would have their accommodation letters automatically sent to their instructors. These changes will hopefully lead to overall higher retention and success rates for OSD students.

OO3: Change the perception of disability on campus from one of impairment to one of ability and unique skills.

More disability awareness education and professional development opportunities are needed on campus. OSD faculty generally provides 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 survey (spring 2024) shows that perceptions have changed from results reported in our 24-25 program review.

Q4: My view of disability is most related to the following perceptions (fall 2023 staff and faculty survey): impairment 16.13%, difference 7.53%, ability 9.68%, diversity 12.9%, social justice 26.88%, and challenge/burden 26.88%.

Q4 for spring 2024 survey: impairment 25.88%, difference 9.41%, ability 22.35%, diversity 17.65%, social justice 15.29%, and challenge/burden 9.41%.

Across surveys the responses for both impairment and ability went up significantly.

Action OO3: Increase professional development opportunities for faculty and staff. Continue to hold Disability Awareness Month each October, with more campus-wide involvement and support. At our Student, Staff and Faculty panel, students requested to have more panel discussions on campus where students can share their experiences and engage in meaningful dialogue with faculty and staff and help create a more “normalized” view of those with disabilities.

Targeted Goal OO3: Our past goal (24-25 program review) was 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 to decrease the response to “burden/challenge” to 10% or less.”

Past Outcomes Improvement Plans	Progress Made
OO1 (above)	We have not made progress towards this goal and are exploring an “opt out,” system and a case management approach to increase student use of accommodation services.
OO2 (above)	Mixed progress. More students responded that they are making the link to accommodations and meeting their educational goals, but fewer students are sending accommodation letters. More regular, proactive student contact is needed to ensure students understand their accommodations and how to use them.
OO3 (above)	We have mostly met this goal, though the response for disability seen as an “impairment,” did rise considerably. More campus-wide events discussing disability and more educational opportunities for staff and faculty are needed.

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

List your past program review goals and progress towards those goals.

Goals are from 24-25 program review.

Past Goal	Progress Made
Increase student success by providing faster access to Alternative Media.	Failed search in 2023. Job description updated in 2024, but the position has yet to be posted.
Provide better customer service and accurate information when students access the OSD front desk.	Clerical II position approved, but the position has not yet been filled.
Increase student success and retention for high-risk disability categories and/or who belong to populations with current equity gaps.	Lack faculty and staff resources needed to implement a case management system for student contact. This goal has not been met.

Increase the percentage of students who send their accommodation letters to their instructors.	We have seen a decrease in students sending their accommodations letters, despite email and phone reminders. This goal has not been met.
Increase access to accommodation services for all Deaf & Hard of Hearing students.	AIM module for DHH students has not been explored or implemented.
Increase success for Deaf & Hard of Hearing students by increasing access to reliable Professional Expert services.	We are still waiting to hire 2 full-time Professional Expert Interpreters.
Increase student success and completion by providing more high-touch support and more access to educational planning and support.	We have requested to hire an Education Advisor but have not been granted this position. Will explore hiring more full-time faculty who can provide both educational planning and accommodation services.
Increase professional development opportunities for OSD staff and faculty, in order to better support OSD students and provide learning opportunities for AVC faculty and staff.	OSD staff and faculty have started attending the annual CAPED conference again and have attended for both 2024 and 2025. This connection to the larger DSPS community in higher education is vital. Additional professional development opportunities need to still be explored.
Increase professional development opportunities for AVC faculty and staff.	OSD held our first annual Disability Awareness Month in October 2025 and will continue to hold this event annually. Exploring additional opportunities to raise disability awareness on campus. An OSD Canvas page is not realistic at this time due to staff and faculty shortages.
Provide faster access to Intake services and the establishment of accommodation services for incoming OSD students.	We have not been able to establish a case management approach due to increasing demand and limited availability of faculty who provide accommodation services.
Increase student success by providing access to up-to-date accessibility equipment and software and the necessary training for effective use.	Focus has shifted from hiring a full-time High Tech Center staff member, to hiring a full-time Alt Media Specialist and keeping the High-Tech Center position hourly for now. The hourly position is filled.
Student access to Learning Disability testing services for students who have historically struggled in school settings but have never been diagnosed through formal testing and assessment.	This number of students who may have a learning disability, and who do not qualify for services as a result of other disability verification is quite small. Current focus for hiring is on Disability Counselors who can provide accommodations and educational planning services for all students.

Part 3. Based on Part 2 above, please list program/area goals:								
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 (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge			OO1&2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success by providing faster access to Alternative Media.	PCT will need to start recruitment for FT Alternative Media Specialist.	New Alt Media Specialist is hired.

#2	ILO 1. Communication			OO1	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success for Deaf & Hard of Hearing students by increasing access to Professional Expert Interpreters.	Approval of positions. Recruitment of at least 2 Professional Expert Interpreters.	2 full-time Professional Expert Interpreters are hired. Success – more availability and flexibility for Interpreting services for students, faculty and staff.
#3	ILO 1. Communication			OO1&2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase student success and retention rates, especially among high-risk populations, by implementation of a case management system.	Hiring 2 OSD Counselors (replacement & growth) and restore full-time OSD Director (conducts Intake appts and provides accommodation services)	2 Counselors hired and OSD Director full-time in office. Success – All students contacted a lease once a term to ensure they understand their accommodations and how to use them. All students have current education plans and know what classes to register for. Success and retention numbers meet or exceed overall campus population.
#4	ILO 1. Communication			OO1	Goal #6 Success: Boost success rates by prioritizing the student experience.	Provide faster access to Intake services and the establishment of accommodation services for incoming OSD students.	Hiring additional OSD faculty who can review disability verification and provide accommodation services. Hire Education Advisor who can provide educational planning and course advisement services to free up Counselor time to provide accommodation services.	Hiring additional OSD Counselors (2). Hiring Education Advisor. All Intake appointments are scheduled within a week of students' first request. All students having a current education plan.
#5	ILO 1. Communication			OO2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase percentage of students who send accommodations letters the first week of the term.	Additional clerical support to help with case management system and who can manage a possible "opt out," system for sending accommodation letters automatically.	Hire Clerical II for front office. Explore how to implement "opt out," system for sending letters.
#6	ILO 3. Community			OO3	Goal #2 Equity: Improve the	Increase Professional Development	Support Professional Development opportunities	OSD faculty and staff continue to attend CAPED.

	/Global Consciousness				college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Opportunities to raise campus awareness of disabilities, accommodations, and universal design.	for OSD faculty and staff, continue to hold annual Disability Awareness Month with more community buy in and participation, and more Professional Development opportunities campus-wide throughout the year.	OSD strengthening relationships with community partners to provide training opportunities. OSD seeking campus wide participation for the implementation of Disability Awareness month, including administration, PCT, Campus Safety, Facilities, PR, and all faculty and staff who chose to participate. Having outside educators coming to campus to conduct targeting professional training (e.g., math, English, social sciences, etc.). Success - survey responses will shift towards more positive view of disability, and feeling more sure of how to implement accommodations and universal design.
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***If applicable for instructional areas*

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	#1	Repeat	77,498	Recurring	Dean/Director, Mr. Carlos Rosas
Classified Staff	Clerical II	#5	Repeat	43,562	Recurring	Dean/Director, Mr. Carlos Rosas
Classified Staff	Education Advisor	#4	Repeat	62,441	Recurring	Dean/Director, Mr. Carlos Rosas
Faculty	Disability Counselor—Currently labeled as Disability Services Specialists	#3 & #4	New	79,811	Recurring	Dean/Director, Mr. Carlos Rosas
Faculty	Disability Counselor—Currently labeled as	#3 & #4	Repeat	79,811	Recurring	Dean/Director, Mr. Carlos Rosas

	Disability Services Specialists					
Classified Staff	Full-time Sign Language Interpreters (2)	#2	Repeat	~125,000/each	Recurring	Dean/Director, Mr. Carlos Rosas
Professional Development	Professional Dev. Funds for faculty and staff	#6	Repeat	15,000	Recurring	Dean/Director, Mr. Carlos Rosas
Technology	Equipment inventory to replace and update equipment.	#1	Repeat	15,000	Recurring	Dean/Director, Mr. Carlos Rosas
Technology	Review software and purchase new or update as needed	#1	Repeat	20,000	Recurring	Dean/Director, Mr. Carlos Rosas
Choose an item.			Choose an item.		Choose an item.	

- Please note that “repeat” may refer to 24-25 program review completed in fall 2023 and prior.

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

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2022-2023	Annual 2022-2023
	Student Count	Student Count (%)
Antelope CCD Total	1,043	100.00%
Acquired Brain Injury (ABI)	36	3.45%
Attention Deficit Hyperactivity Disorder (ADHD)	105	10.07%
Autism Spectrum	155	14.86%
Blind and Low Vision	26	2.49%
Deaf and Hard of Hearing (DHH)	30	2.88%
Intellectual Disability (ID)	28	2.68%
Learning Disability	268	25.70%
Mental Health Disability	219	21.00%
Other Health Conditions and Disabilities	93	8.92%
Physical Disability	83	7.96%

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California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2023-2024	Annual 2023-2024
	Student Count	Student Count (%)
Antelope CCD Total	1,141	100.00%
Acquired Brain Injury (ABI)	40	3.51%
Attention Deficit Hyperactivity Disorder (ADHD)	101	8.85%
Autism Spectrum	180	15.78%
Blind and Low Vision	19	1.67%
Deaf and Hard of Hearing (DHH)	27	2.37%
Intellectual Disability (ID)	26	2.28%
Learning Disability	307	26.91%
Mental Health Disability	242	21.21%
Other Health Conditions and Disabilities	118	10.34%
Physical Disability	81	7.10%

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California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

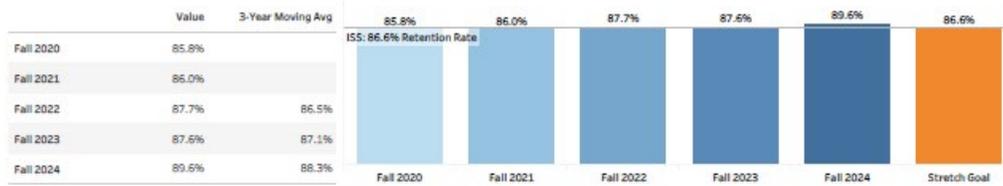
	Annual 2024-2025	Annual 2024-2025
	Student Count	Student Count (%)
Antelope CCD Total	1,439	100.00%
Acquired Brain Injury (ABI)	38	2.64%
Attention Deficit Hyperactivity Disorder (ADHD)	152	10.56%
Autism Spectrum	224	15.57%
Blind and Low Vision	26	1.81%
Deaf and Hard of Hearing (DHH)	30	2.08%
Intellectual Disability (ID)	43	2.99%
Learning Disability	394	27.38%
Mental Health Disability	270	18.76%
Other Health Conditions and Disabilities	172	11.95%
Physical Disability	90	6.25%

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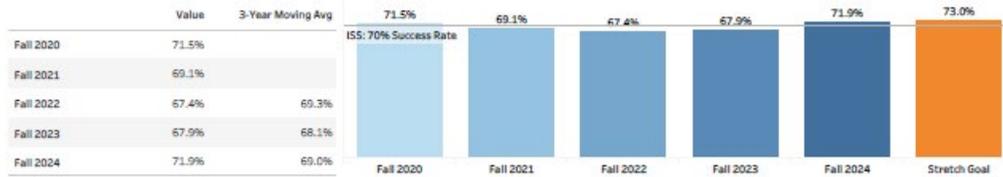
Overall Success and Retention Rate

Modality
Online Learning Success

Retention Rate - Percentage of students remaining in the course after the no-penalty drop over the number of students enrolled at census

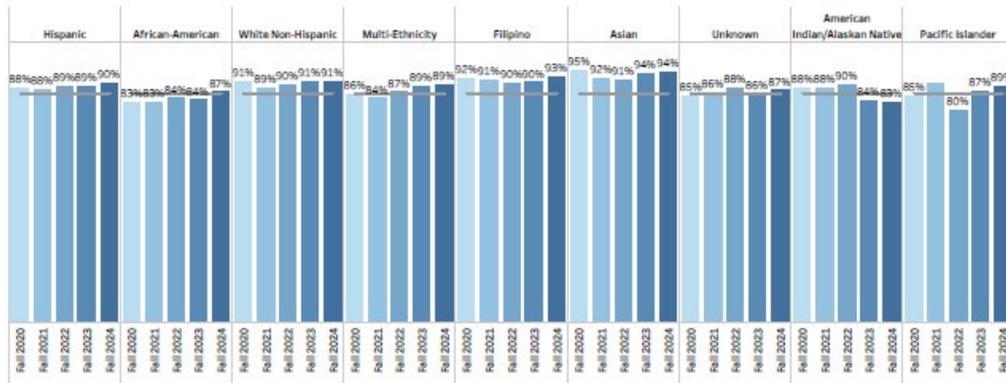


Success Rate - Percentage of students who received a successful grade (A, B, C, P) over the number of students enrolled at census



Success and Retention Rates by Demographic Categories and Modality

Select Measure	Demographic Group	Modality				
Retention Rate	Ethnicity	Overall				
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Hispanic		88.2%	87.9%	89.2%	89.2%	90.2%
African-American		82.8%	82.6%	84.5%	83.6%	86.9%
White Non-Hispanic		90.8%	88.5%	89.7%	90.6%	90.8%
Multi-Ethnicity		86.1%	84.5%	86.8%	89.1%	89.3%
Filipino		92.2%	90.9%	90.0%	90.3%	92.8%
Asian		94.9%	91.7%	91.2%	93.8%	94.3%
Unknown		85.2%	86.3%	87.9%	85.7%	87.5%
American Indian/Alaskan Native		88.0%	88.3%	89.6%	83.6%	83.1%
Pacific Islander		85.4%	90.2%	80.0%	87.2%	88.6%



Student Support Services | Success & Retention

Overall AVC Retention & Success Rates are shown in orange | Use this line to determine whether there are existing gaps.

Term/Annual Academic Year	All	CalWorks	All	CCAP	All	Early College HS	All	EOPS	All	First Gen	All	Foster Youth
Academic Year Multiple values	Yes	OSD	All	Puente	All	Rising Scholars	All	Special Admit	All	Umoja	All	Veteran

Headcount, Enrollments, FTES, Success and Retention

2022-23	900	3,634	471.4	88.4%	72.0%
2023-24	973	4,452	540.6	85.5%	68.4%
2024-25	1,244	6,012	727.4	86.0%	70.4%
	Headcount	Enrollment	FTES	Retention Rate	Success Rate

Headcount, Enrollments, Success and Retention by Race/Ethnicity

2022-23	Hispanic/Latine	472	1,937	257.6	91.0%	74.3%
	White	170	692	91.4	88.3%	77.4%
	Black/African American	186	717	84.4	82.8%	67.3%
	Asian	18	80	11.6	87.5%	68.8%
	Two or more	29	157	19.9	82.0%	69.9%
	Unknown/Masked	15	51	6.5	90.2%	70.6%
2023-24	Hispanic/Latine	506	2,322	289.2	87.2%	70.3%
	White	173	833	99.0	85.5%	71.2%
	Black/African American	213	909	105.5	81.6%	59.4%
	Asian	21	115	13.6	89.6%	80.9%
	Two or more	47	217	27.0	73.8%	65.7%
	Unknown/Masked	13	56	6.3	89.3%	80.4%
2024-25	Hispanic/Latine	657	3,020	374.1	86.6%	70.3%
	White	209	1,077	135.3	87.7%	77.5%
	Black/African American	286	1,437	161.1	84.2%	65.1%
	Asian	26	163	18.8	85.9%	73.6%
	Two or more	51	247	29.5	82.4%	71.0%
	Unknown/Masked	16	68	8.6	82.4%	65.2%
	Headcount	Enrollment	FTES	Retention Rate	Success Rate	

Headcount, Enrollment, Success and Retention by Gender

2022-23	Women	488	2,016	257.7	88.3%	72.8%
	Men	388	1,526	201.8	88.6%	71.4%
	Non-Binary		32		90.6%	75.0%
	Other/Unknown	17	60	7.8	86.7%	58.3%
2023-24	Women	546	2,634	309.7	84.6%	67.7%
	Men	405	1,723	219.5	87.0%	70.0%
	Non-Binary				100.0%	10.0%
	Other/Unknown	22	92	11.0	81.8%	50.1%
2024-25	Women	642	3,242	377.1	85.5%	70.1%
	Men	553	2,562	324.9	87.3%	71.4%
	Other/Unknown	52	208	25.4	77.7%	67.7%
	Headcount	Enrollment	FTES	Retention Rate	Success Rate	



DSPS - Disabled Students Programs & Services Program Awards

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA-T/AS-T	45	55	59	44	66
AA/AS	116	106	101	90	131
Certificate	88	93	98	67	115
AVC Local Certifica..	3	12	12	14	8
BS	1		1	1	1
Non-Credit Certific..	13	11	1	22	3
Grand Total	266	277	272	238	324

Source: CCCC DataMart; Last Update: October 2025



Outlook

Accommodation Letter Numbers

From Felix K Vasquez <felix.vasquez@avc.edu>

Date Wed 11/12/2025 4:25 PM

To Tamira J Palmetto <tamira.palmetto@avc.edu>

Hi Tamira.

Hope these are the numbers you are looking for:

Fall 2024

- Total OSD Students: 1006
- Sent Accommodation Letters: 710
- Did not send: 296

Spring 2025

- Total OSD Students: 998
- Sent Accommodation Letters: 677
- Did not send: 321

In the Fall '24, we had a total of 1006 OSD students enrolled. Out of this number, we found that 710 students submitted their accommodation letters. In Spring '25, we had a total of 998 students, and out of this number, 677 students submitted their accommodation letters. Looking at the 2 semesters, we see that there was a 4.9 % decrease in the number of students that submitted letters in Fall '24 (710) compared to Spring '25 (677). In addition, we found that the numbers of students that didn't submit accommodation letters was at a higher percentage. We saw that in Fall '24, out of 1006 OSD students, 296 students did not submit accommodation letters, but in the Spring '25, we saw that 321 students did not submit their accommodation letters. This is an Increase of 8.5%. Hope this helps. Let me know if you need anything else.

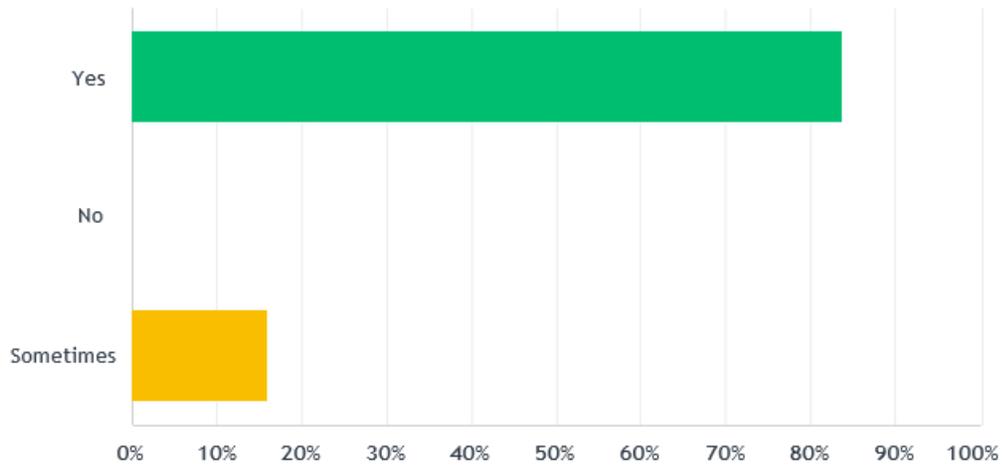
Regards,

Felix

Felix Vasquez
Clerical Assistant III
OSD
Antelope Valley College
3041 West Ave K

Q1 I understand how my disability affects my academics:

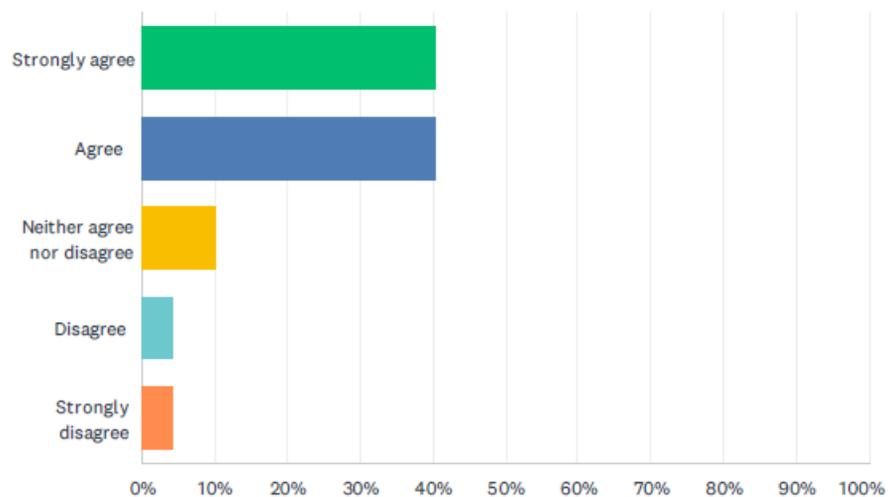
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	83.82%	57
No	0.00%	0
Sometimes	16.18%	11
TOTAL		68

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

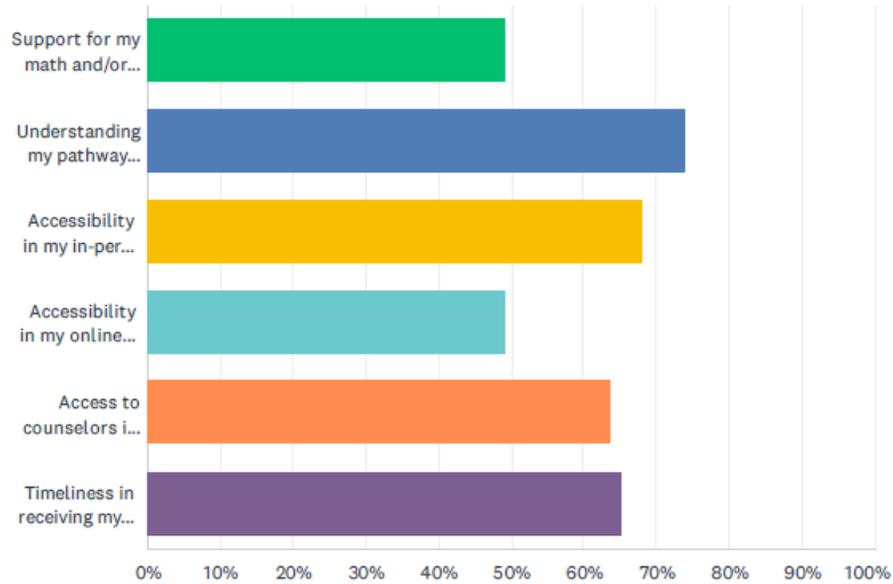
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	40.58%	28
Agree	40.58%	28
Neither agree nor disagree	10.14%	7
Disagree	4.35%	3
Strongly disagree	4.35%	3
TOTAL		69

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

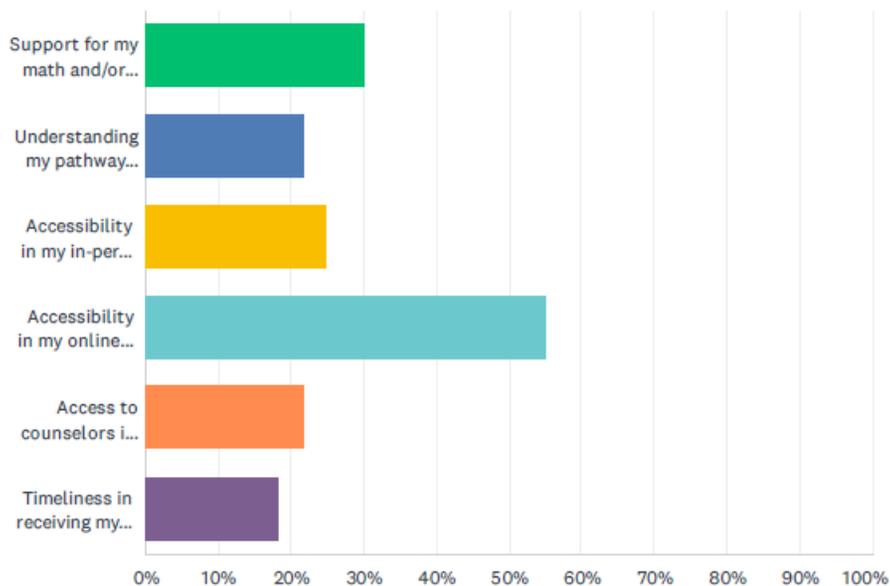
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Support for my math and/or English classes	49.28%	34
Understanding my pathway toward my academic goal	73.91%	51
Accessibility in my in-person classes	68.12%	47
Accessibility in my online classes	49.28%	34
Access to counselors in a timely manner	63.77%	44
Timeliness in receiving my accommodations	65.22%	45
Total Respondents: 69		

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

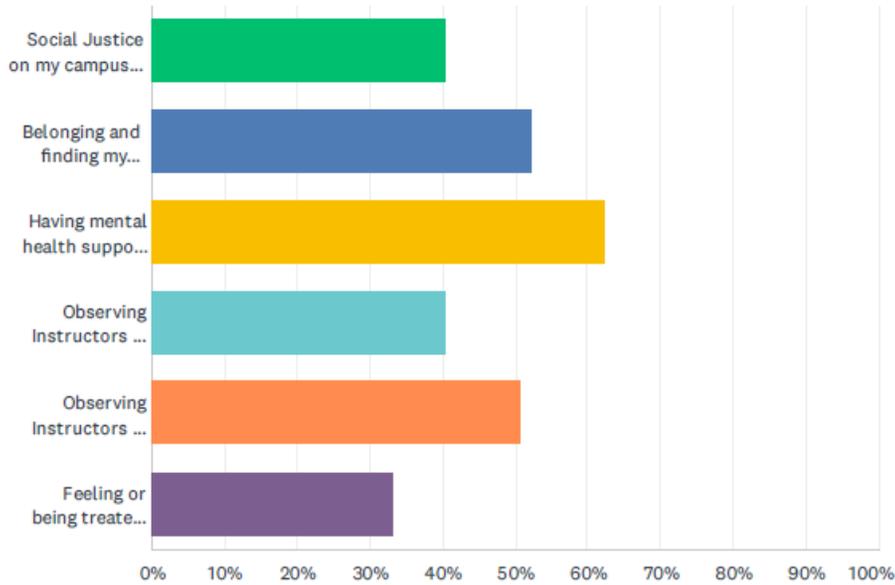
Answered: 60 Skipped: 9



ANSWER CHOICES	RESPONSES	
Support for my math and/or English classes	30.00%	18
Understanding my pathway toward my academic goal	21.67%	13
Accessibility in my in-person classes	25.00%	15
Accessibility in my online classes	55.00%	33
Access to counselors in a timely manner	21.67%	13
Timeliness in receiving my accommodations	18.33%	11
Total Respondents: 60		

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

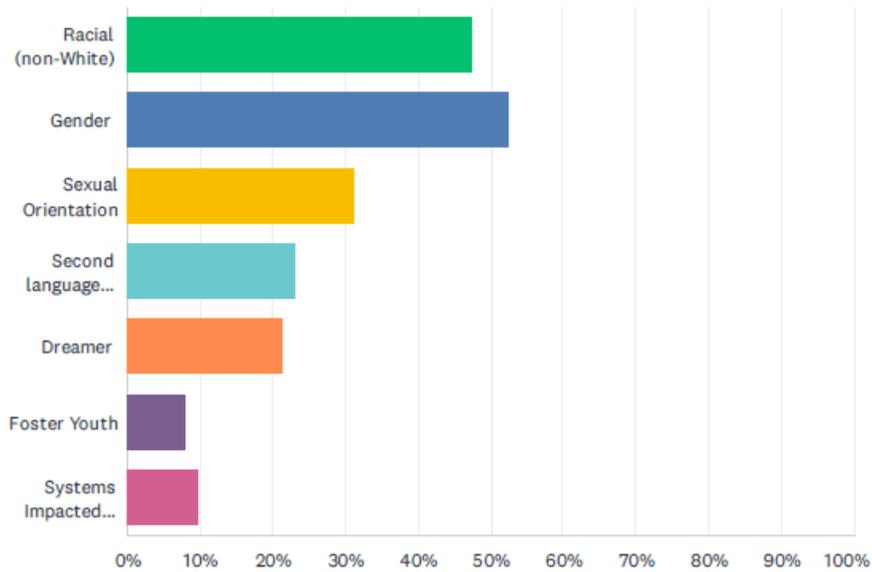
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Social Justice on my campus and in my classroom	40.58%	28
Belonging and finding my place/community at my school	52.17%	36
Having mental health support available to me	62.32%	43
Observing Instructors and college employees who are the same racial background as me	40.58%	28
Observing Instructors and college employees who have disabilities	50.72%	35
Feeling or being treated differently from other students	33.33%	23
Total Respondents: 69		

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

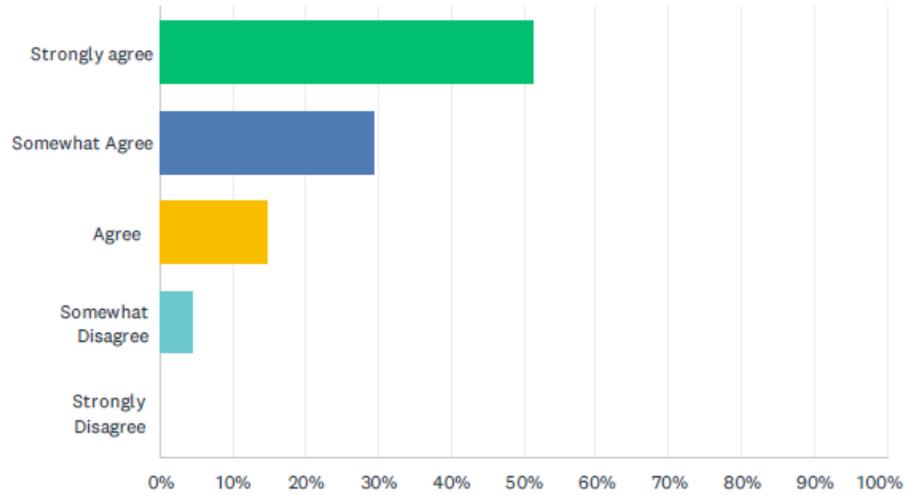
Answered: 61 Skipped: 8



ANSWER CHOICES	RESPONSES
Racial (non-White)	47.54% 29
Gender	52.46% 32
Sexual Orientation	31.15% 19
Second language learner	22.95% 14
Dreamer	21.31% 13
Foster Youth	8.20% 5
Systems Impacted (formerly incarcerated)	9.84% 6
Total Respondents: 61	

Q7 As a student, I understand my educational goal:

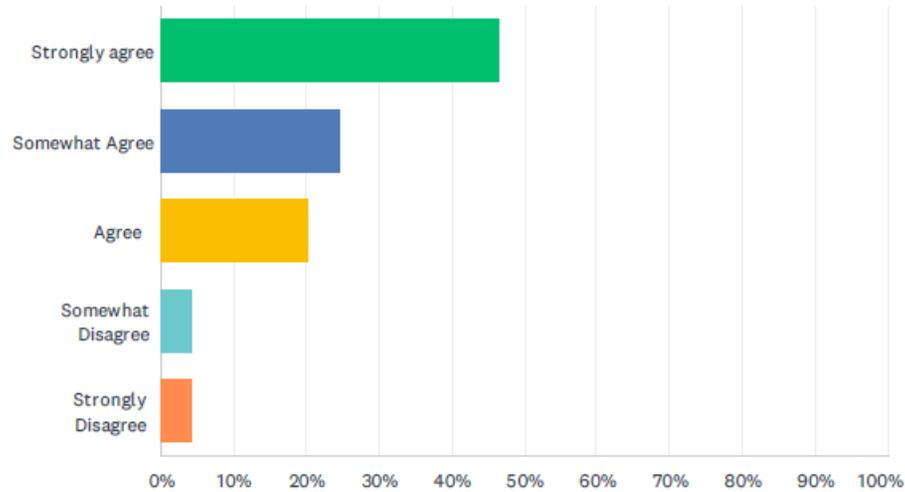
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	51.47%	35
Somewhat Agree	29.41%	20
Agree	14.71%	10
Somewhat Disagree	4.41%	3
Strongly Disagree	0.00%	0
TOTAL		68

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

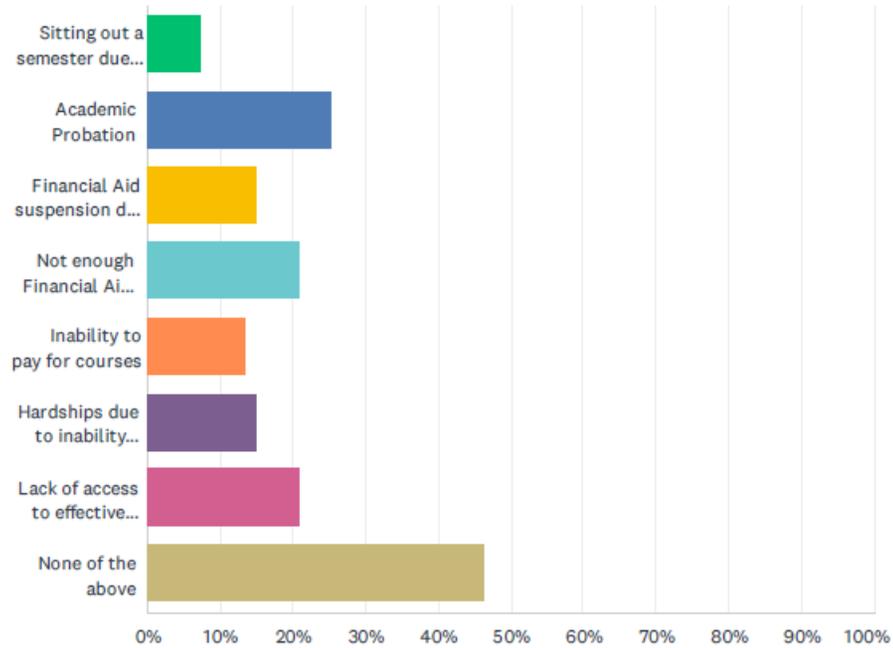
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	46.38%	32
Somewhat Agree	24.64%	17
Agree	20.29%	14
Somewhat Disagree	4.35%	3
Strongly Disagree	4.35%	3
TOTAL		69

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

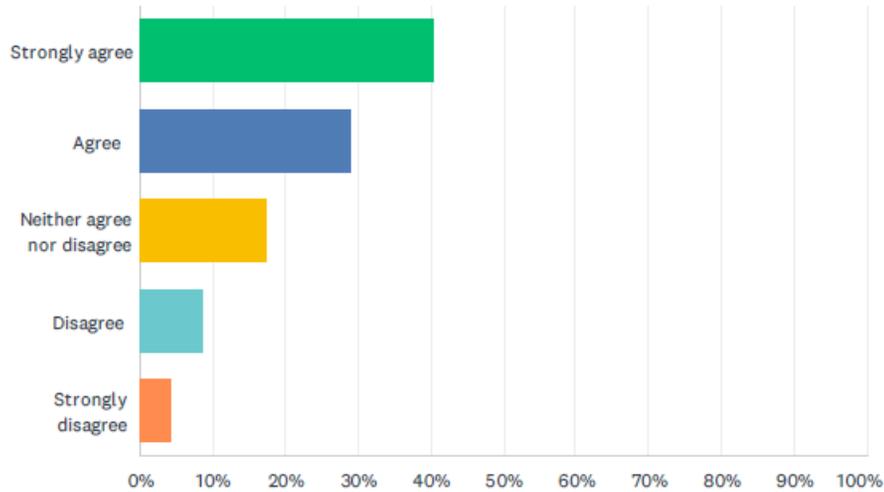
Answered: 67 Skipped: 2



ANSWER CHOICES	RESPONSES	
Sitting out a semester due to low grade point average (GPA)	7.46%	5
Academic Probation	25.37%	17
Financial Aid suspension due to non-satisfactory progress	14.93%	10
Not enough Financial Aid due to enrollment in less than 12 units	20.90%	14
Inability to pay for courses	13.43%	9
Hardships due to inability to obtain healthcare	14.93%	10
Lack of access to effective technology (laptops, hot spots)	20.90%	14
None of the above	46.27%	31
Total Respondents: 67		

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

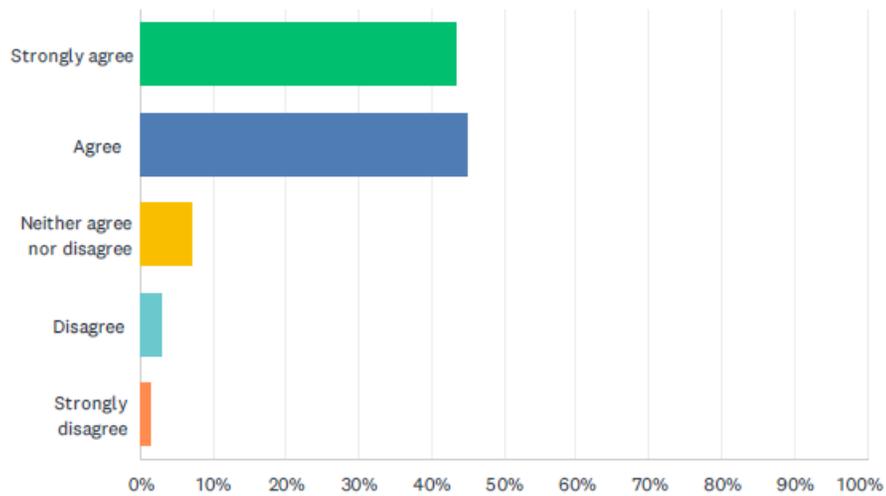
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	40.58%	28
Agree	28.99%	20
Neither agree nor disagree	17.39%	12
Disagree	8.70%	6
Strongly disagree	4.35%	3
TOTAL		69

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

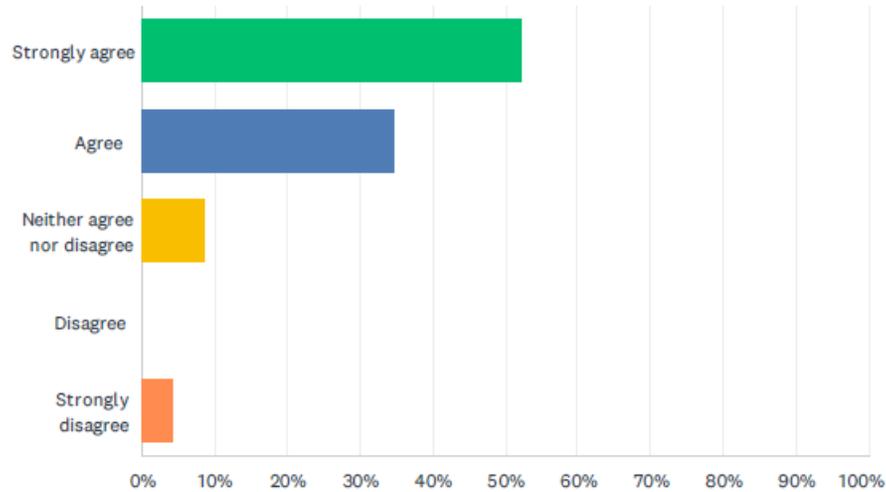
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	43.48%	30
Agree	44.93%	31
Neither agree nor disagree	7.25%	5
Disagree	2.90%	2
Strongly disagree	1.45%	1
TOTAL		69

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

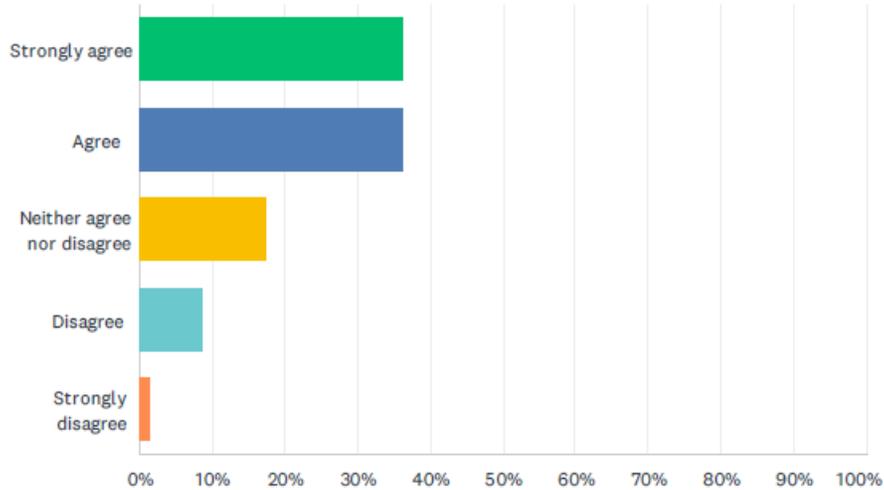
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	52.17%	36
Agree	34.78%	24
Neither agree nor disagree	8.70%	6
Disagree	0.00%	0
Strongly disagree	4.35%	3
TOTAL		69

Q13 My instructors understand disability related resources and procedures:

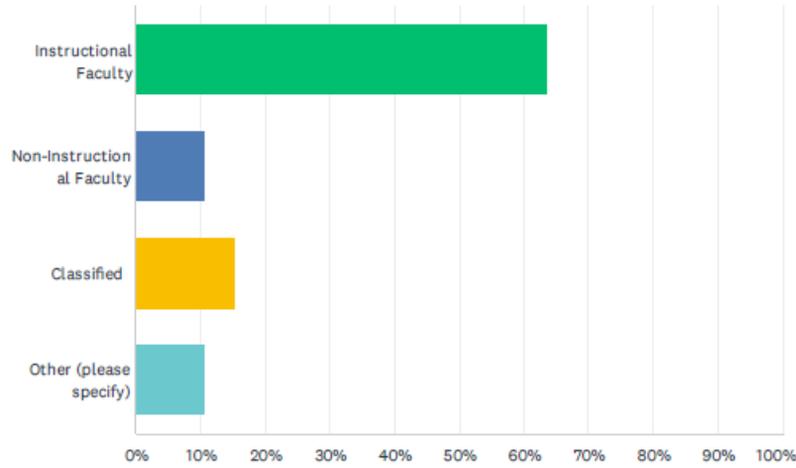
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	36.23%	25
Agree	36.23%	25
Neither agree nor disagree	17.39%	12
Disagree	8.70%	6
Strongly disagree	1.45%	1
TOTAL		69

Q1 What best describes your main role?

Answered: 85 Skipped: 0

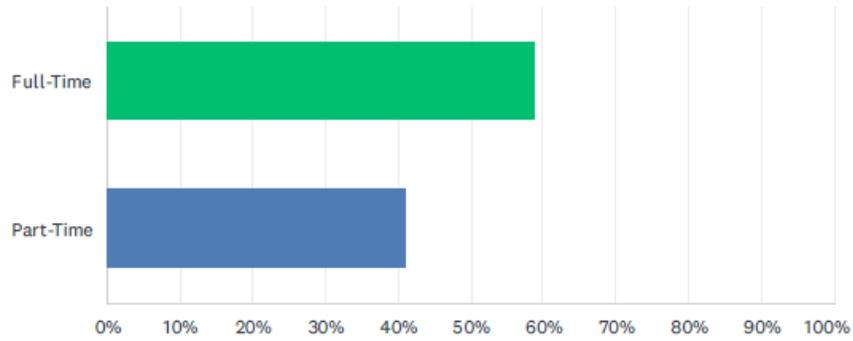


ANSWER CHOICES	RESPONSES
Instructional Faculty	63.53% 54
Non-Instructional Faculty	10.59% 9
Classified	15.29% 13
Other (please specify)	10.59% 9
TOTAL	85

#	OTHER (PLEASE SPECIFY)	DATE
1	Administrator	4/16/2024 11:38 AM
2	Administration	4/16/2024 10:28 AM
3	Interpreter	4/16/2024 10:08 AM
4	Administration	4/16/2024 8:31 AM
5	short term hourly	4/16/2024 8:26 AM
6	student worker	4/15/2024 7:54 PM
7	Learning Center Tutor	4/15/2024 6:01 PM
8	.	4/15/2024 5:38 PM
9	Confidential	4/15/2024 5:17 PM

Q2 Employment Status

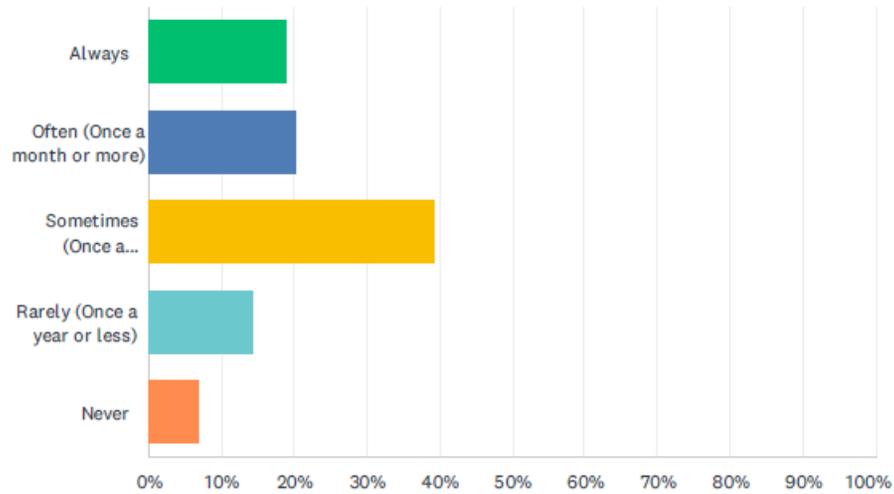
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Full-Time	58.82%	50
Part-Time	41.18%	35
TOTAL		85

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

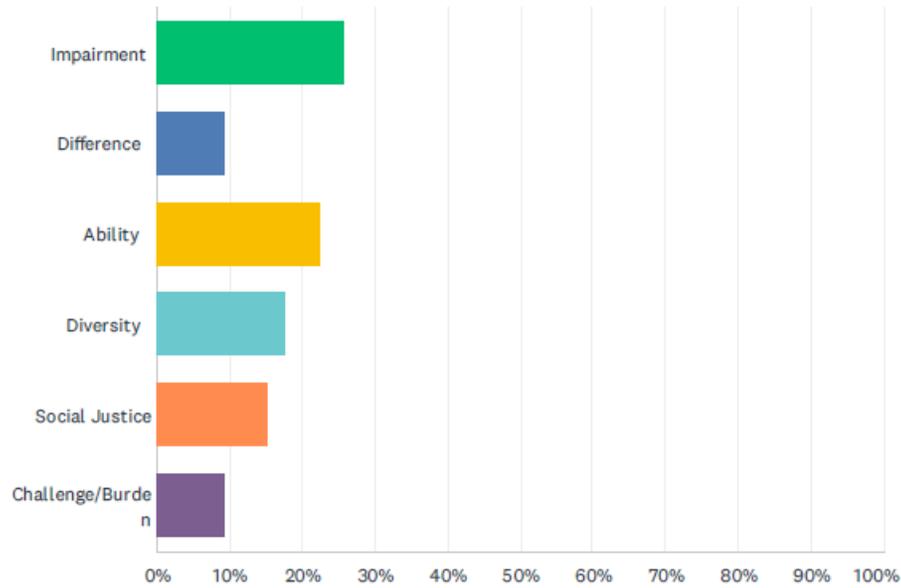
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
Always	19.05%	16
Often (Once a month or more)	20.24%	17
Sometimes (Once a semester)	39.29%	33
Rarely (Once a year or less)	14.29%	12
Never	7.14%	6
TOTAL		84

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

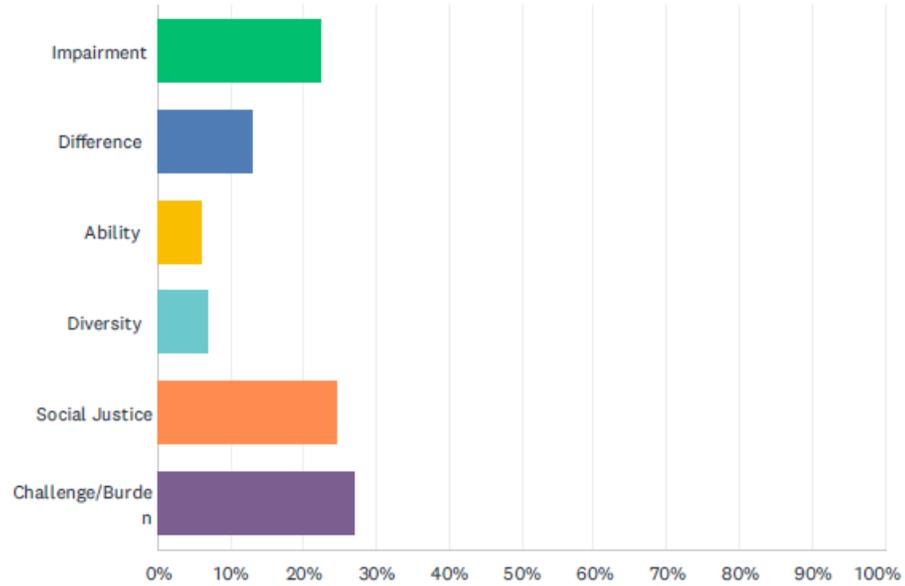
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Impairment	25.88%	22
Difference	9.41%	8
Ability	22.35%	19
Diversity	17.65%	15
Social Justice	15.29%	13
Challenge/Burden	9.41%	8
TOTAL		85

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

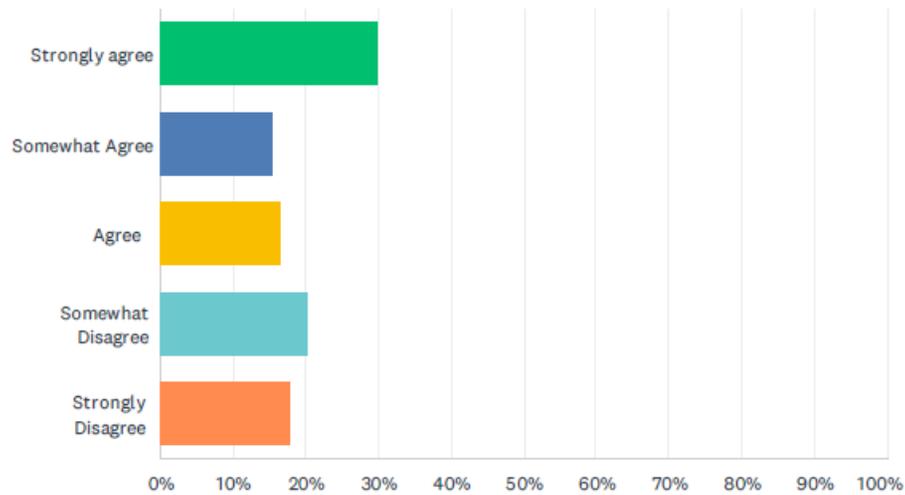
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Impairment	22.35%	19
Difference	12.94%	11
Ability	5.88%	5
Diversity	7.06%	6
Social Justice	24.71%	21
Challenge/Burden	27.06%	23
TOTAL		85

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

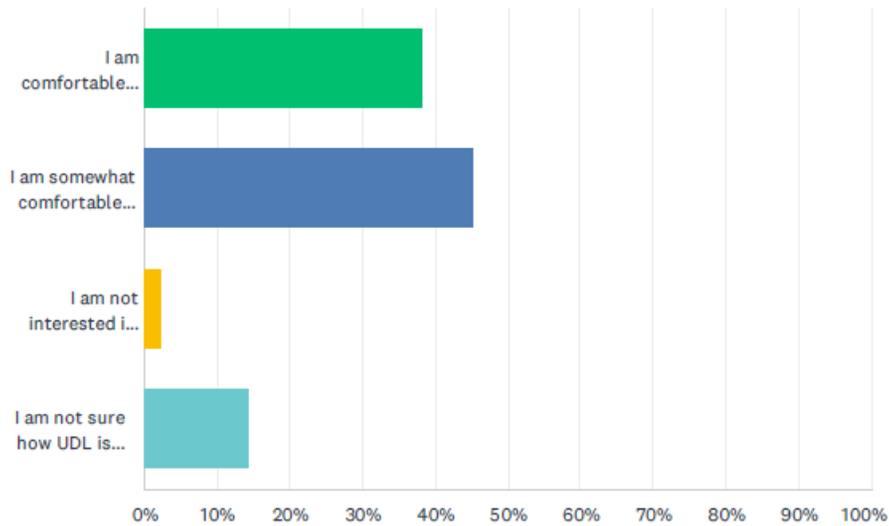
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	29.76%	25
Somewhat Agree	15.48%	13
Agree	16.67%	14
Somewhat Disagree	20.24%	17
Strongly Disagree	17.86%	15
TOTAL		84

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:

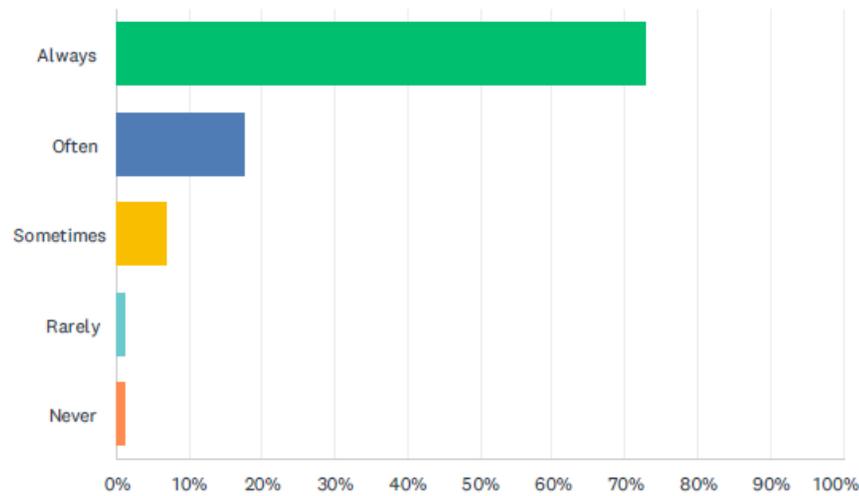
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
I am comfortable with my level of understanding	38.10%	32
I am somewhat comfortable with my level of understanding and would like to learn more	45.24%	38
I am not interested in implementing UDL practices in my role	2.38%	2
I am not sure how UDL is related to my role on campus	14.29%	12
TOTAL		84

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

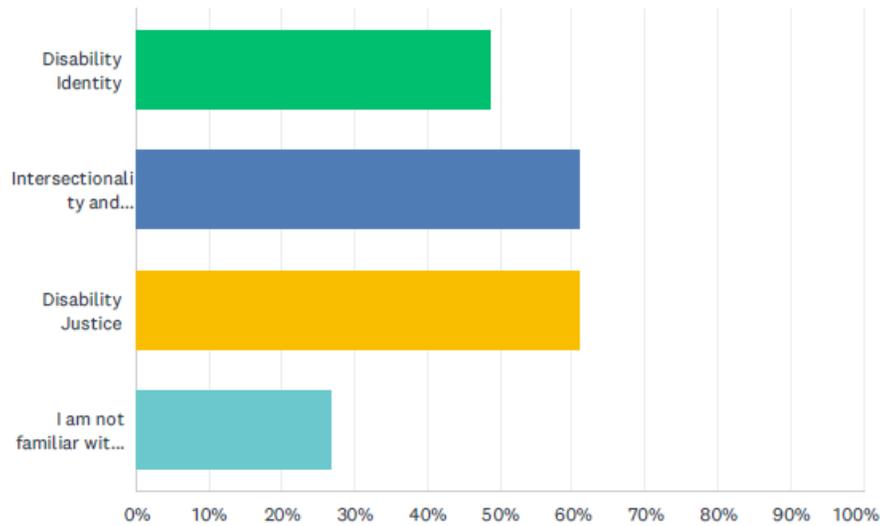
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always	72.94%	62
Often	17.65%	15
Sometimes	7.06%	6
Rarely	1.18%	1
Never	1.18%	1
TOTAL		85

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

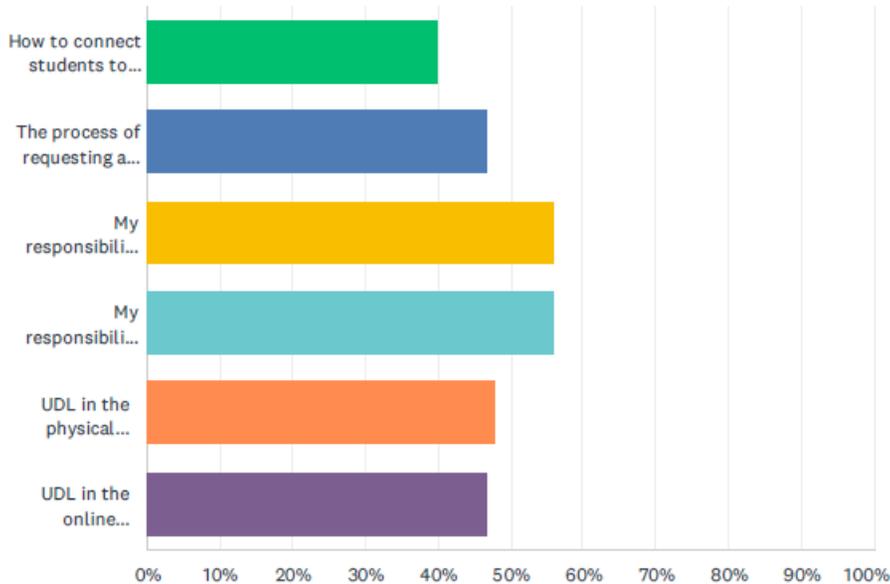
Answered: 82 Skipped: 3



ANSWER CHOICES	RESPONSES
Disability Identity	48.78% 40
Intersectionality and Disability	60.98% 50
Disability Justice	60.98% 50
I am not familiar with these terms	26.83% 22
Total Respondents: 82	

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):

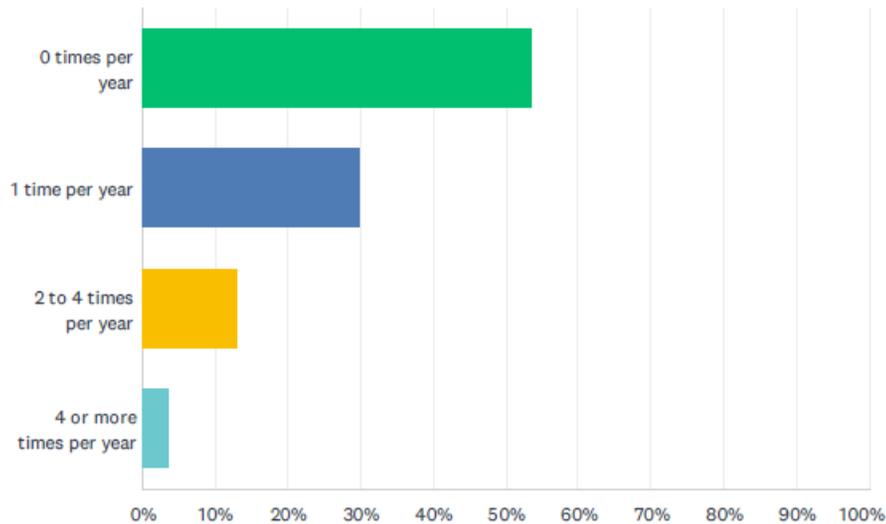
Answered: 75 Skipped: 10



ANSWER CHOICES	RESPONSES	
How to connect students to DSPS	40.00%	30
The process of requesting and receiving disability resources	46.67%	35
My responsibility to support accommodations	56.00%	42
My responsibility in creating accessible materials to students with disabilities	56.00%	42
UDL in the physical classroom	48.00%	36
UDL in the online classroom	46.67%	35
Total Respondents: 75		

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

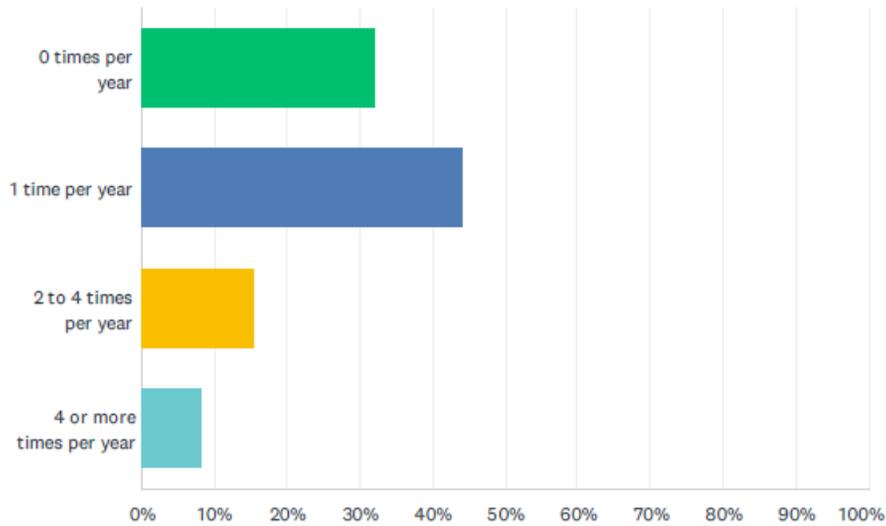
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
0 times per year	53.57%	45
1 time per year	29.76%	25
2 to 4 times per year	13.10%	11
4 or more times per year	3.57%	3
TOTAL		84

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

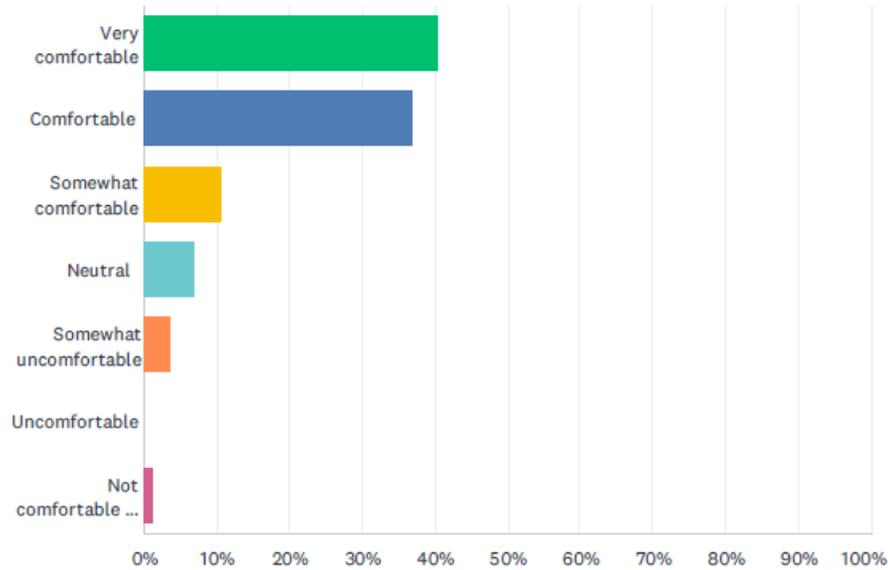
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
0 times per year	32.14%	27
1 time per year	44.05%	37
2 to 4 times per year	15.48%	13
4 or more times per year	8.33%	7
TOTAL		84

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

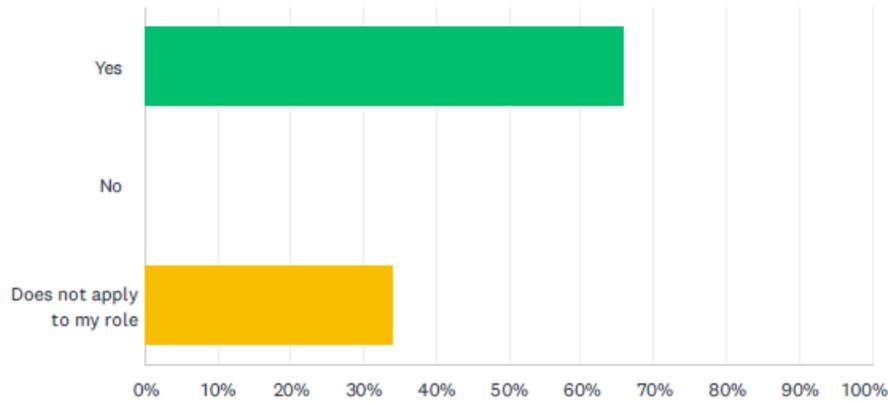
Answered: 84 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very comfortable	40.48%	34
Comfortable	36.90%	31
Somewhat comfortable	10.71%	9
Neutral	7.14%	6
Somewhat uncomfortable	3.57%	3
Uncomfortable	0.00%	0
Not comfortable at all	1.19%	1
TOTAL		84

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

Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	65.88%	56
No	0.00%	0
Does not apply to my role	34.12%	29
TOTAL		85

Re: Interpreter Data Needed for Program Review



Harry Nicolai-Pleer

Tamira J Palmetto

Hi Tamira,

Everything in the last program review looks good. The only correction is that for '24-'25, we worked with Linguabee instead of LifeSigns.

I don't have formal documentation, but I can provide some estimates of the numbers you requested. Please note that these numbers include sick time, OSD/prep hours, and other payable time that isn't tied directly to student requests but is still essential for supporting our DHH population. They also include Faculty hours, which technically fall outside of OSD's budget.

'24-'25

Total PEI Hours (Approx.): 4,611.75

Total Spent (Approx.): \$191,000.00

'24-'25

Total Agency Hours (Approx.): 1,182

Total Spent (Approx.): \$220,000.00

of Professional Expert Interpreters: 8

Average Hours Per Week: 140

of DHH Students Who Requested Services: 15

of DHH Faculty Who Requested Services: 4

Regarding the Professional Expert Interpreters, only a few of the eight provided consistent availability. Some PEIs work only a small number of hours each year. Interpreting services are nuanced, and the hours they work can be hard to quantify, especially since some assignments require two interpreters at once, which reduces overall availability. In practice, we currently have one certified PEI with strong, consistent availability each semester and three uncertified, newer PEIs who are suited for a limited number of student and class assignments. The rest offer limited and/or inconsistent hours.

I think it's important to highlight the continued need for full-time interpreters and for getting the AIM module activated, as this will greatly improve our ability to track and analyze this data going forward.

I've attached an Excel file that includes the same information outlined above. I hope this helps!

Best regards,

Harry Nicolai-Pleer (he/him)

Coordinator - Deaf Services (Interpreter)

Antelope Valley College | Office for Students with Disabilities

3041 West Avenue K

Lancaster, CA 93536

phone: 661.722.6300, ext. 6204

e-mail: harry.nicolaipler@avc.edu

www.avc.edu

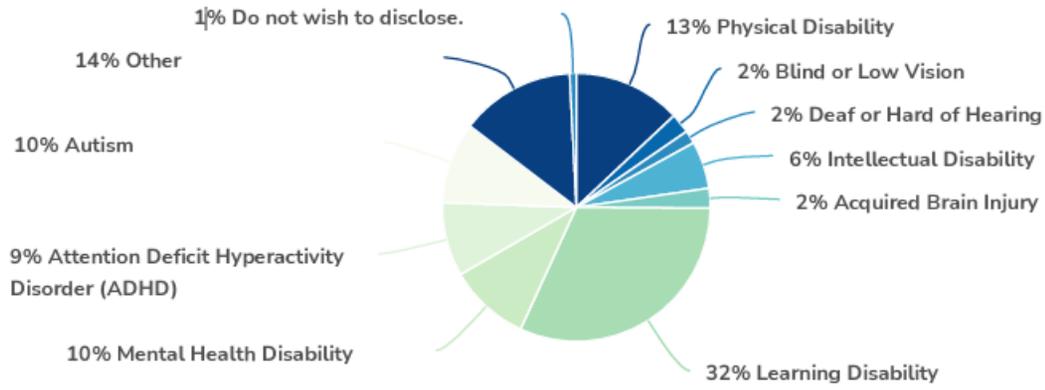
**Interpreting data attached in above
email from Harry Nicolai-Pleer:**

24-'25 Total PEI Hours (Approx.)	4611.75
24-'25 Total Spent (Approx.)	\$191,000.00

24-'25 Total Agency Hours (Approx.)	1182
24-'25 Total Spent (Approx.)	\$220,000.00

# of Professional Expert Interpreters	8
# of Hours Per Wk (average)	140
# of Deaf/Hard of Hearing Students Who Requested Services	15
# of Deaf/Hard of Hearing Faculty Who Requested Services	4

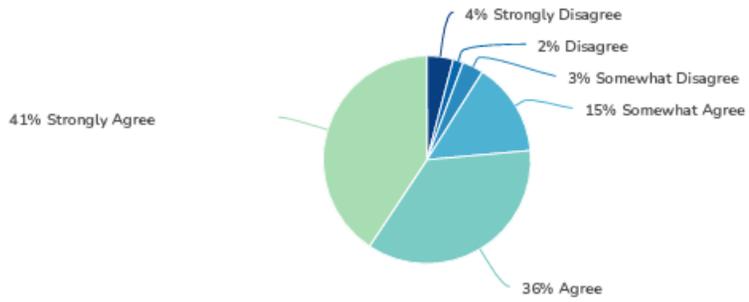
1. What is your primary disability?



Value	Percent	Responses
Physical Disability	13.0%	16
Blind or Low Vision	2.4%	3
Deaf or Hard of Hearing	1.6%	2
Intellectual Disability	5.7%	7
Acquired Brain Injury	2.4%	3
Learning Disability	31.7%	39
Mental Health Disability	9.8%	12
Attention Deficit Hyperactivity Disorder (ADHD)	8.9%	11
Autism	9.8%	12
Other	13.8%	17
Not sure	0.0%	0
Do not wish to disclose.	0.8%	1

Totals: 123

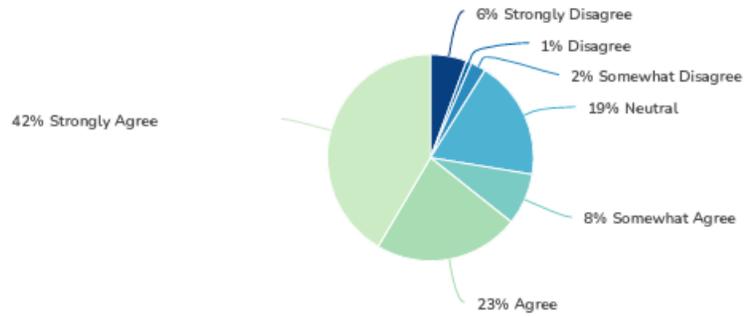
2. I understand how my disability affects my academics:



Value	Percent	Responses
Strongly Disagree	4.1%	5
Disagree	1.6%	2
Somewhat Disagree	3.3%	4
Somewhat Agree	14.6%	18
Agree	35.8%	44
Strongly Agree	40.7%	50

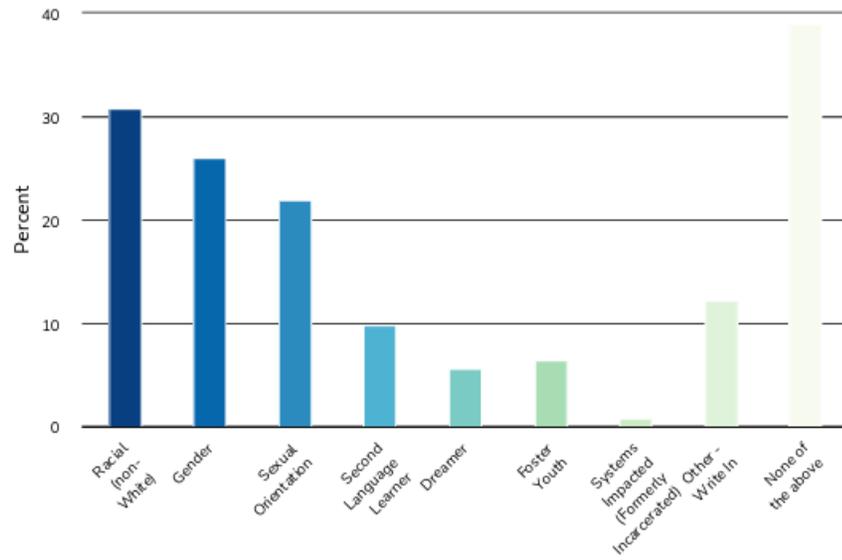
Totals: 123

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



Value	Percent	Responses
Strongly Disagree	5.7%	7
Disagree	0.8%	1
Somewhat Disagree	2.4%	3
Neutral	18.7%	23
Somewhat Agree	8.1%	10
Agree	22.8%	28
Strongly Agree	41.5%	51
		Totals: 123

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

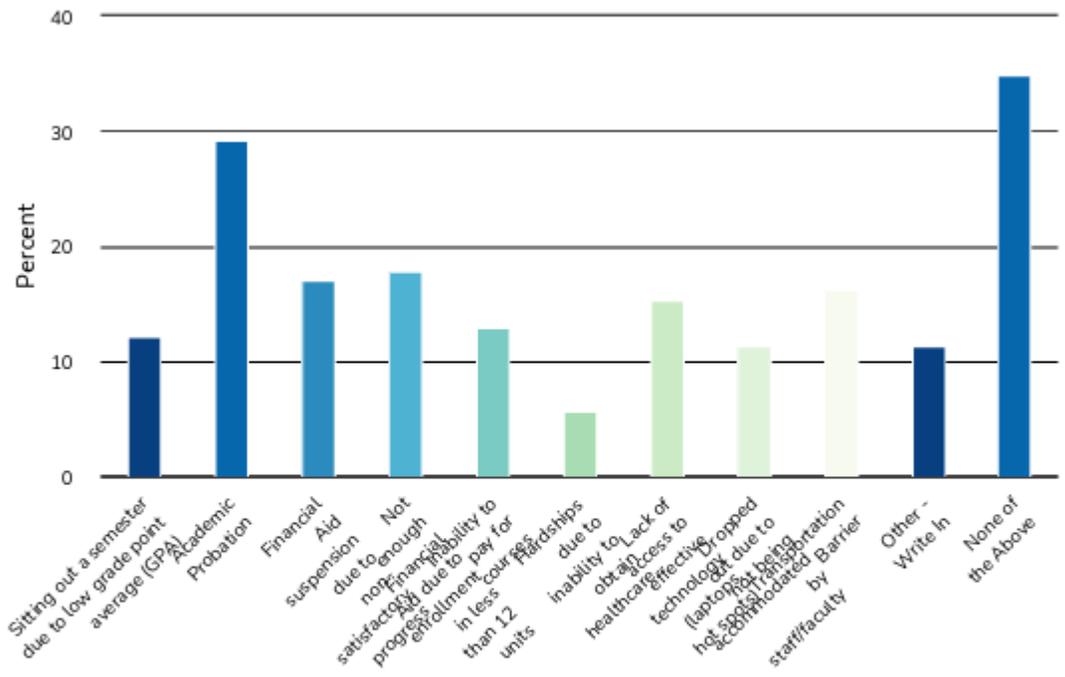


Value	Percent	Responses
Racial (non-White)	30.9%	38
Gender	26.0%	32
Sexual Orientation	22.0%	27
Second Language Learner	9.8%	12
Dreamer	5.7%	7
Foster Youth	6.5%	8

Systems Impacted (Formerly Incarcerated)	0.8%	1
Other - Write In	12.2%	15
None of the above	39.0%	48

Other - Write In	Count
50+	1
Autism	1
Complex multiple disabilities	1
Disability and age	1
EOPS and Guardian Scholars,	1
Homelessness	1
I feel by my self	1
Mixed background	1
Older	1
Over 50	1
Tattooed	1
Veteran of the streets	1
White	1
female	1
mixed race	1
Totals	15

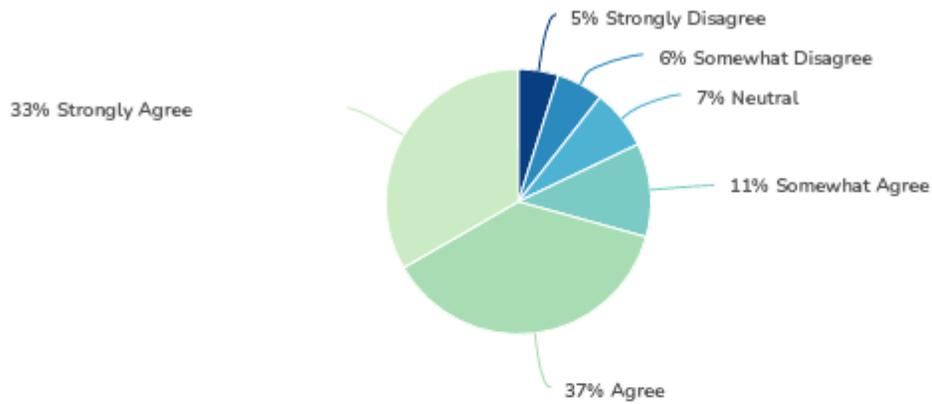
5. As a student, I have experienced the following (select all that apply):



Value	Percent	Responses
Sitting out a semester due to low grade point average (GPA)	12.2%	15
Academic Probation	29.3%	36
Financial Aid suspension due to non-satisfactory progress	17.1%	21
Not enough Financial Aid due to enrollment in less than 12 units	17.9%	22
Inability to pay for courses	13.0%	16
Hardships due to inability to obtain healthcare	5.7%	7
Lack of access to effective technology (laptops, hot spots)	15.4%	19
Dropped out due to not being accommodated by staff/faculty	11.4%	14
Transportation Barrier	16.3%	20
Other - Write In	11.4%	14
None of the Above	35.0%	43

Other - Write In	Count
Availability of classes, meeting with counselors who don't know how to help.	1
Bad OSD staff	1
Disabilities office often hostile and dismissive	1
Financial aid	1
Financial problems	1
Lack of accommodation for religious observation	1
Lack of required accommodation	1
Lack of social support	1
My wheel chair breaks down...pain rules my life I can't get out of bed NOW.	1
Not enough food to focus on learning	1
People who tend to stalk me	1
Some programs that the professors use do not work with the screen readers. That presents a hardship.	1
Unable to register classes due to slots being full	1
illness	1
Totals	14

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

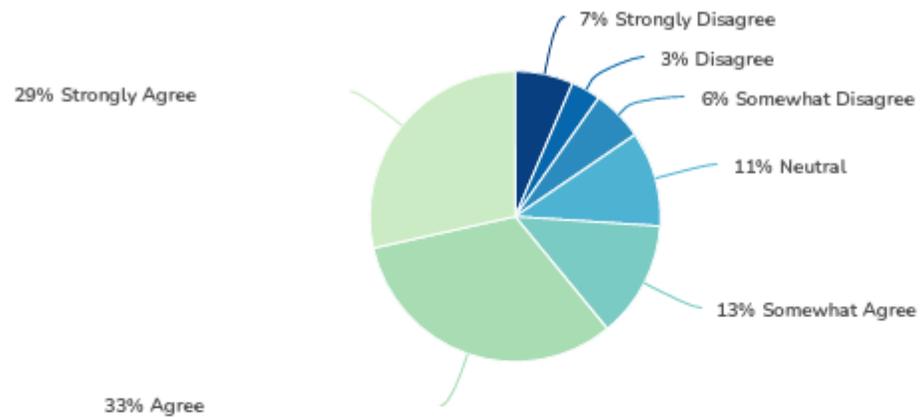


Value	Percent	Responses
Strongly Disagree	4.9%	6
Disagree	0.0%	0
Somewhat Disagree	5.7%	7

Neutral	7.3%	9
Somewhat Agree	11.4%	14
Agree	37.4%	46
Strongly Agree	33.3%	41

Totals: 123

7. My instructors understand disability related resources and procedures:

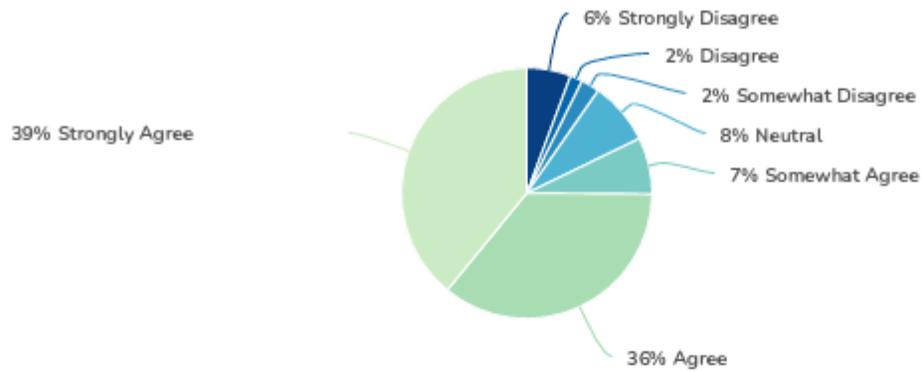


Value	Percent	Responses
Strongly Disagree	6.5%	8
Disagree	3.3%	4
Somewhat Disagree	5.7%	7
Neutral	10.6%	13
Somewhat Agree	13.0%	16

Agree	32.5%	40
Strongly Agree	28.5%	35

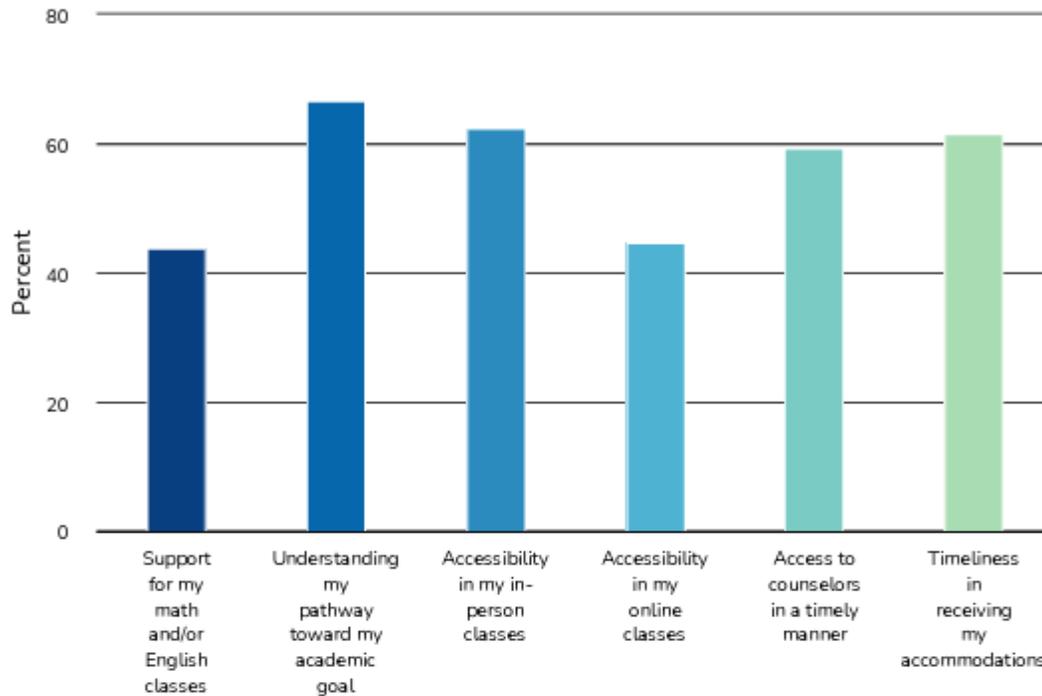
Totals: 123

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



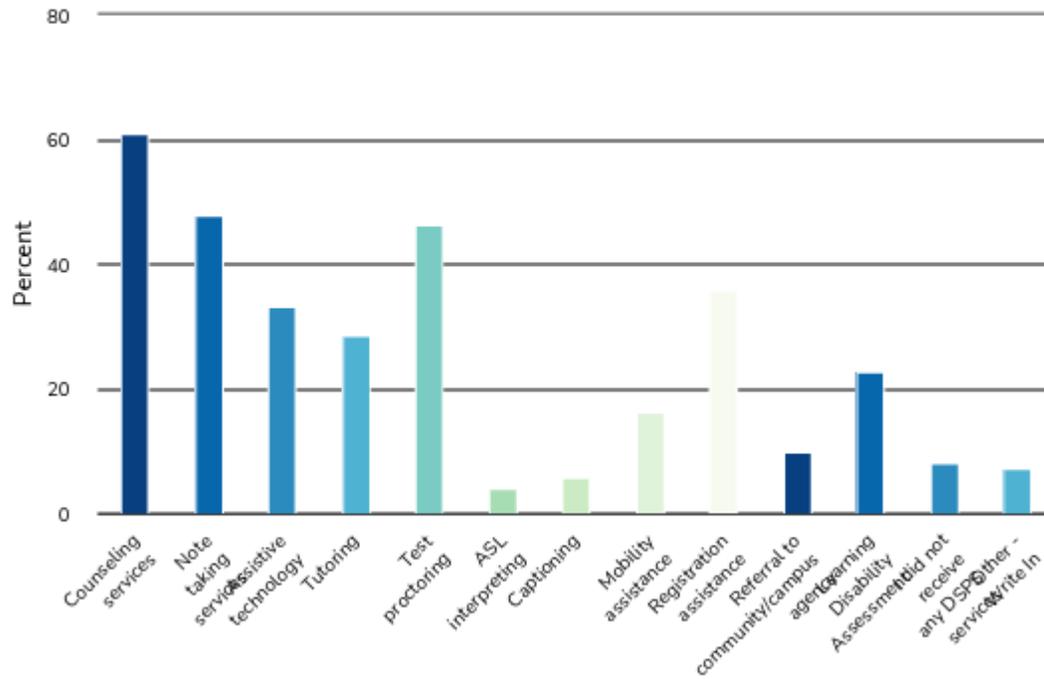
Value	Percent	Responses
Strongly Disagree	5.7%	7
Disagree	1.6%	2
Somewhat Disagree	2.4%	3
Neutral	8.1%	10
Somewhat Agree	7.3%	9
Agree	35.8%	44
Strongly Agree	39.0%	48

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



Value	Percent	Responses
Support for my math and/or English classes	43.9%	54
Understanding my pathway toward my academic goal	66.7%	82
Accessibility in my in-person classes	62.6%	77
Accessibility in my online classes	44.7%	55
Access to counselors in a timely manner	59.3%	73
Timeliness in receiving my accommodations	61.8%	76

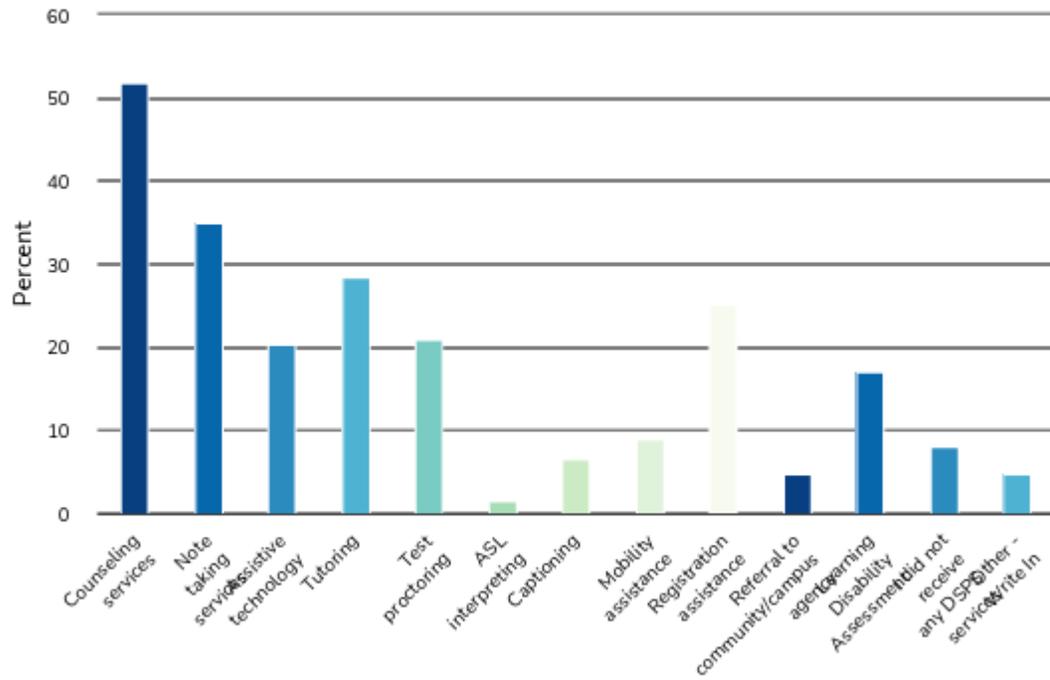
10. What services did you receive as a DSPS student? (select all that apply)



Value	Percent	Responses
Counseling services	61.0%	75
Note taking services	48.0%	59
Assistive technology	33.3%	41
Tutoring	28.5%	35
Test proctoring	46.3%	57
ASL interpreting	4.1%	5
Captioning	5.7%	7
Mobility assistance	16.3%	20
Registration assistance	35.8%	44
Referral to community/campus agency	9.8%	12
Learning Disability Assessment	22.8%	28
I did not receive any DSPS services	8.1%	10
Other - Write In	7.3%	9

Other - Write In	Count
A class to learn how to use the digital book reading	1
Access to a calculator and extra time on assignments	1
Extended time, Priority Reg	1
Extra Time	1
KINDNESS. ESSENCE OF LIFE. BEING KIND IS FREE AND THEY DO IT WELL. THANK YOU.	1
More time to do test	1
Refused to provide many services	1
alternative testing site and ability to record lectures	1
Totals	8

11. Which services most helped you meet your educational goals? (select all that apply)



Value	Percent	Responses
Counseling services	52.0%	64
Note taking services	35.0%	43
Assistive technology	20.3%	25
Tutoring	28.5%	35
Test proctoring	21.1%	26
ASL interpreting	1.6%	2
Captioning	6.5%	8
Mobility assistance	8.9%	11
Registration assistance	25.2%	31
Referral to community/campus agency	4.9%	6
Learning Disability Assessment	17.1%	21
I did not receive any DSPS services	8.1%	10
Other - Write In	4.9%	6

Other - Write in	Count
Extended time	1
Extra time on tests and priority registration	1
I don't know yet or to be determined	1
My own strength our disability office is crap	1
None, because they aren't accommodating.	1
alternative testing site and ability to record lectures	1
Totals	6

12. Do you have anything else you would like to share regarding your time as a DSPS student at this college?

ResponseID Response

268 Office needs more counselors and overhauled. College website not accessible staff hostile and never have enough help

271 While I appreciate all of my accommodations, I have a laundry list of learning disabilities including Dysgraphia and Dyscalculia. I need extra time on assignments as some things that would on average take someone 3 hours would take me 6 hours because I'm slow at processing and understanding. My college was informed of that and simply said "our hands are tied, we can't give you extra time because teachers have grade deadlines."

272 The counselors at AVC are amazing and so kind

274 No

277 The staff have never made me feel like a burden or treated me with any sort of uncomfortable extraneous. I felt heard for my needs and they acted accordingly! It has been a very comfortable process so far!

282 I'm just in fear for my life but I'm trying to push through

286 this program is amazing

287 Thank you for helping me

293	I would like more extra time with my Exams in the upcoming semesters
294	No
296	Nothing your services are the best. You really help students to achieve their goals and help them with their learning disabilities to achieve their goals to be successful.
297	Very helpful and I am truly grateful.
298	No Comment
299	Front desk is not very welcoming some times, they make you wait a lot for appointments
304	They helped me with my accommodations and my very thankful!
312	I would like to request additional time for assignments and quizzes, not just exams, as part of my accommodations through DSPS. Having this support for all assessments will allow me to better manage my time and complete tasks at my own pace, ensuring I can perform to the best of my ability without feeling rushed. I appreciate the accommodations I've received thus far and hope this can be considered for a more consistent academic experience.

21

ResponseID Response

313 the people that help in the DSPS center are great and vary personable.

314 No

315 The process of buying a book, and having it converted to a format that reads, it's not easy. That whole process should be streamlined, for an example when they have a book that is rent only, that book cannot be taken apart to be scanned. I'm not quite sure what the answer is, but that needs to be fixed.

316 I would not be graduating and moving to the next level of education if I did not have the support of OSD and the accommodations I was qualified for. Their guidance was impeccable and precise, and I always felt like I was heard and a part of the process

317 That the staff are very kind and accommodating, they've been very patient with me when I was registering for college and helped reassure me of the work load I was taking. It's been fantastic!

322 Not much, but I would like to say thank you for all the help and support.

337 nope

340 The DSPS counseling offerings at this college have been great for me. The advisers have been very helpful. They took the time to understand my needs and help me with my schoolwork and tools like Kurzweil3000. They helped me stay on track by giving me good advice on which classes to take, how to get help, and what tools are available. They helped me feel better about myself and helped me do better in school by encouraging me and being willing to listen. Thank you, team AVC OSD.

346 My accommodation's definitely helped me. They are very useful to the students that need them

377 I am very new to being a DSPS student at AVC as I have only recently been diagnosed; however, my experience so far has been nothing but positive. I am incredibly grateful toward the staff at the disability office as, without them, I truly believe I would not have been able to succeed nearly as much as I have now. Big shout out to them and everyone working there.

419 I do not believe that the my accommodations services provided by the Office of Students with Disabilities are necessary at this moment. I have been able to take my notes in person without any accommodations nor do I require a place to test in a quiet environment.

2686 In my experience, the professors at AVC are very open to accommodations and strive to accommodate students to their best ability.

3765 I completed my RISE course. It said completed and after ITT updates it was not in the system as completed. and I was not given any recognition for the course.

ResponseID Response

3906 Thank you for all your help and support.

5090 No

6895 no

6897 No

6898 N/A

6902 I have felt comfortable with the OSD when taking tests. The Office of Students' Disability is a great service to use when taking tests or exams. Extremely easy to schedule appointments. I encourage any students with disabilities to use this resource to help them succeed in any area.

6903 No

6905	No but I do think the Financial aid department is cheating me out of my money
6910	N/A
6915	None at the moment. Thank you all for your help in accomodations.
6921	Getting my books on kurzweil sooner and more efficently would have been a huge help. They just kept sending me email after email about my requirements on what I needed to do to get my books on kurzweil when I had already done my part. So eventually I just went without the books on kurzweil and had to read them myself which is difficult with my learning disabilities. Also my counselor (Tamira) went trememdously fast during our appointment and I was confused if she was transferring adaquate credits from my old college to this new SEP, I would have liked her to be slow and thorough during my entire SEP appointment. I was left with more questions then answers when I left. She was very sweet and kind but entirely too fast.
6940	No
6968	Very great service, Feels like everyone cares about me and my education :)]
6973	I wish I could know my rights as a student with a disability, and more involvement when it comes from counselors for students with disability.
6994	no
6995	No Comment
7006	I want more info about DSPS and their services.
7020	The rights and accommodations helped me complete my college courses leading me to graduation.

7040	OSD students need tutors who are trained to accommodate multiple learning styles. There are many OSD students who are struggling in class even with tutoring accommodations because of a receptive or expressive processing barrier between OSD students with high communication support needs and tutors/faculty/Counseling staff. This does not meet the needs of the vast OSD community at AVC
7043	To sure new professors understand OSD students needs.
7142	No
7143	I'm very grateful and happy for my counselors who have helped me achieve my academic goals.
7145	N/A
7146	I had an smooth meeting nice people
7147	N/A
7148	Yes, for the 100th time they do not give me what I need due to the aged "college status quo."
7150	Your office is much better than counseling office Thank you for that
7152	I love it here
7157	I know that no matter what is going on in my day I can run in there or roll and find answers or peace if I can't find anything else I know I'll find kindness and understanding and patients. I get overwhelmed extremely easily and somehow or other they always help me keep my head together thank you.
7158	Thanks for the DSPS services!
7159	Nope
7160	I wish they would do programs or activities to help us out . I need a resources to get tested to see what kind of learning disability I have they weren't able to provide. I need additional help. Teachers seem not to care that you have a learning disability.

7163	Thank you for working with me my experience has been good.
7173	Being at this college and taking DSPS really helped me. It was easy for me to focus on my classes and do my best with the help and accommodations. The staff was helpful and kind, and I got the sense that they cared. I'm more sure of myself now.
7181	My Counselor or assigned case manager has been very helpful. I feel more at ease now that there is some assistance in place for my educational goals here at AVC.

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ResponseID Response

7183	Yes, there is an issue with books that the professors Assign, and then the bookstore only has them on Loan, you cannot get this book put into the curse system, which is a screen reader. This is a problem. Without a solution.
7188	no
7189	I am GRACEFUL for OSD @ Antelope Valley College without them I wouldn't be GRADUATING
7205	thank you very much
7206	No
7338	None so far

- 7349 The majority of staff dealt with at dsps are not good. Not enough counselors random assignments to people. Do not help make sure accommodations are followed. Does not deal with inaccessibility issues on campus etc
- 7355 I am very grateful for the staff and all their support this semester. I couldn't have done it without them
- 7379 OSD has really made it easier to achieve my goals in school.