ANTELOPE
VALLEY
COLLEGE

NON-INSTRUCTIONAL/ADMINISTRATIVE PROGRAM REVIEW
ANNUAL UPDATE

1. Discipline/Area/Department Name: Office for Students with Disabilities (SD)	2. Year: 2015-2016

3. Name of person leading this review: Dr. Louis Lucero

4. Names of all participants in this review: Tamira Palmetto, John Wanko, Maricela Ruvalcaba, Ken Sawicki, Ann Loi

5. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update Year 4: Annual update or status quo option	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. ☐ Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)

Data/Outcome Analysis and Use

Please review and interpret data by following the provided links:

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures)	Comment on trends and how they affect your program: Over the past five years OSD has continued to serve large numbers of students with disabilities with complex needs and concerns. Although, very positive strides have been made in the area of replacing computers used by OSD staff and students, upgrading accessibility software and hardware and purchasing an integrated paperless management system, (Accessible Information Management, AIM) there is still a tremendous need to add faculty and staff to be able to serve the many OSD students in a timely manner as required by the ADA. The OSD student counts as reported by Data Mart are as follows: 2010-2011 1,452 2011-2012 1,486 2012-2013 1,657 2013-2014 1,875

2014-2015 1,393

Fall 2015 827

In Spring 2015 the Learning Disability Specialist retired leaving only one faculty member a Disability Services Specialist to serve our many students. Thankfully, in Spring 2016 the OSD Program was allowed to hire another Disability Services Specialist, which was much needed.

There is still a tremendous need to replace or fill the following positions:

LD Specialist – replacement, vacant Spring 2015
Coordinator Deaf Services/Interpreter – replacement, vacant 2002
Clerical III in place of OSD Secretary – replacement, vacant 2015
Education Advisor – replacement, vacant Fall 2015
Clerical III – new position OSD budget support and tracking
Disability Services Specialist – new position support students in Palmdale
Clerical III – new position track and monitor student progress toward their academic goals

The Office for Students with Disabilities (OSD) provides essential classroom accommodations and educational planning services for AVC students who have disabilities. The last five years show a steady increase in the number of students served by OSD, until the 2014-2015 academic year. The unduplicated number of students served in 2010-2011 was 1,4523; for 2011-2012 the number increases slightly to 1,486; the trend continues in 2013-2013 with 1,657 students served; and finally, peak numbers are reached in the 2013-2014 year with 1,875 students served.
The trend is broken in the 2014-2015 academic year with the unduplicated number of students served falling below 2010-2011 levels to 1,393 students served.

There are a number of possible explanations for this decrease in students served by OSD. The most likely contributing factor would be the significant reduction of faculty/staff the office has faced beginning in the 2014-2015 academic year. This reduction in faculty/staff has greatly impacted the timely availability of accommodation and educational planning services provided by OSD.

The most significant position to be lost was the position of Learning Disability Specialist. This position provided vital learning disability testing for students, as well as academic support.

There are currently well over 100+ students who have requested Learning Disability testing, yet OSD has no qualified faculty/staff to administer such testing. At present, all students are being referred to off-campus testing facilities. The vast majority of students who attend AVC receive financial aid and cannot afford the high cost of Learning Disability testing on their own. This has created a significant barrier for AVC students seeking accommodation services as a result of a suspected learning disability. Although, in the Summer of 2015 OSD did hire an Adjunct Learning Disability Specialist, they only come to campus one day a week during the Summer to test students for a Learning Disability, which cannot keep pace with the number of students desiring to be tested.

The other significant position to be lost was the position of Education Advisor. This position provided key educational planning and course advisement services. The loss of this position has resulted in longer waiting periods for OSD students to receive educational planning services, and students are often referred to General Counseling.

OSD is currently operating without a full-time Deaf Services Coordinator. The office is utilizing a part-time, hourly staff member to fulfill the duties of this position, including the scheduling of all campus Deaf Interpreters for both faculty and students.

On a more positive note, OSD has hired one tenure track Disability Services Specialist, effective Spring 2016. This will, over time, allow OSD to provide more timely and robust accommodation and educational planning services. It should be noted that even when this position is operating at full capacity, it will still not be able to provide all accommodation and educational planning services that have been lost as a result of both the Education Advisor and Learning Disability Specialist positions being vacant.

Recently, OSD has submitted a funding request through SSSP/Equity to hire a full time Education Advisor and one Clerical III position, to provide educational planning and follow up services for OSD students. This request is currently pending and even if hired, these positions can be rescinded at any time.

The crucial position of full-time Learning Disability Specialist is currently vacant and all students needing this service are still facing the significant barriers of being referred off-campus, and not receiving accommodation services.

7. Cite examples of using outcome (PLO, ILO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

ILO/PLO/OO	Action Plan	Current Status	Impact of Action

The OSD Program had the following OOs:

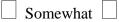OO #1: Students will learn what their disability or disabilities are.

OO #2: Students will learn their educational functional limitations as a result of their disability.

OO #3: Students with disabilities will learn their specific support services/reasonable accommodations that have been recommended by OSD staff.

The Disability Awareness Checklist was the measurement instrument utilized with the following three questions to determine a student's level of understanding regarding the three OOs. The questions were:

1. Do you understand what your disability is?   Yes ☐   No ☐ Somewhat ☐

2. Do you understand how your disability limits you on campus or in a classroom?   Yes ☐   No ☐ Somewhat ☐

3. Do you know/understand the types of support/accommodation services you are entitled to receive as a result of your disability? Yes ☐   No ☐ Somewhat ☐

OSD staff will report the OO findings and conclutions in next years Comprehensive Program Review.

8. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

Following a review of the most recent comprehensive self-study and annual report goals here is there current status of completed, in progress, or terminated.

It should be noted that during the 2014-2015 academic year much of the OSD funding from the state was restored making it possible to complete eight goals and partially complete two goals.

Goal (1.) Completed:
Recommend that all Counselors and Educational Advisors and programs that have Counselors and Educational Advisors report to the same supervising administrator. All Counselors and Educational Advisors are not receiving the same information and this is having a negative impact on students when they are receiving academic advisement.

Goal (2.) Ongoing:
Review all current and future OSD students' matriculation components to ensure that they have completed assessment, general orientation, counseling and a first semester plan.

Following the creation of the Armada tracking system all AVC students are monitored to insure that they are completing the college general orientation, assessment and receiving a comprehensive student educational plan. OSD staff utilize the Armada information to follow up with their students when necessary.

Goal (3.) Completed:
Assist in the development of a campus wide Behavioral Intervention Team (BIT) to serve students in crisis.

The BIT team has been developed and are meeting on a regular basis to meet the needs of students in crisis.

Goal (4.) In progress, still needed:
OSD staff will determine the most effective method in which to provide students with disabilities learning opportunities that will improve their skills necessary for them to be as independent as possible.

Workshops targeted toward specific disability types, such as students with autism spectrum disorder have been discussed. Manuals have been ordered for staff which will assist in the planning and development process of specific workshops.

Goal (5.) In progress, still needed:
Participate in professional development presentations, seminars, and conferences with the purpose to improve service to students with disabilities as delivered by the OSD Program.

The restoration of OSD funding has provided staff the opportunity to attend Region 6 meetings and to also attend the annual conference of the California Association of Postsecondary Education of Disabilities (CAPED).

Goal (6.) Completed:
Office Copier – Replace Canon copier recommended by American Business Machines; as of January 2014, it will not be supported and parts will not be available.

Replaced Canon copier 2014.

Goal (7.) In progress, immediate need:
Clerical II – Provide OSD front counter coverage to ensure students receive accurate and prompt disability related service.

Goal (8.) 4 Partially complete:
Place two accessible computers in the OSD lobby for students' use and where student workers and staff can teach and assist students.

One computer was placed at the OSD front counter for student use and so student workers can assist OSD students with a variety of MyAVC functions. In addition, one more computer was placed behind the OSD front counter for OSD staff and student workers making it possible now to have three workers available to assist student and faculty. One more computer is still needed at the OSD front counter for students, but at this time all five data ports are being utilized. OSD staff will work with ITS to determine if one additional port can be added to support one more computer at the front counter.

Goal (9.) Complete:
Replace OSD staff computers – The current computers have surpassed their useable life span.

All OSD computers and monitors have been replaced.

Goal (10.) Complete:
Replace computers in the High Tech Center – Computers used to train students in the High Tech Center are past their life span and in many cases unusable.

Computers in the High Tech Center have been replaced.

Goal (11.) Complete: 1 to 2 years:
OSD Disability Services Specialist, (one position) - Provide disability related counseling for students with disabilities including verifying eligibility for services, recommending classroom accommodations, developing Student Education Plans (SEP), and following up with students on academic probation and dismissal.

A Disability Services Specialist was hired Spring 2016. One additional Disability Specialist is still needed in several years to support the increasing number of OSD students at the Palmdale Center.

Goal (12.) In progress, still needed, 1 to 2 years:
Overload or adjunct Disability Services Specialist support to be used during the summer and Intersession. Large numbers of students are needing to have their disability documents verified and intake appointments scheduled, so students can be made eligible for disability related services and accommodations in a timely manner for the Fall and Spring semesters.

Goal (13.) Complete, ongoing:
Renew site license for accessibility software as a recommended accommodation for students by OSD faculty. The software includes Kurzweil 3000 Firefly and Dragon dictation. All the software needed are accommodations as set forth in the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act.

All accessibility software has been updated and licenses are current.

Goal (14.) Completed: 1 to 2 years:
Transition to a paperless filing system for all OSD records.

Accessible Information Management (AIM) has been purchased and will be implemented during Spring/Summer/Fall 2016.

Goal (15.) In progress, still needed, 1 to 2 years:
Hourly Clerical person - To be brought in for special projects.

Goal (16.) Partially complete: 3 to 5 years:
Coordinator, Deaf Services/Interpreter – Coordinate Deaf services and interpret for Deaf and Hard of Hearing students.

The Deaf Services Coordinator position will serve both Deaf students and Deaf employees. The position has been posted and will close on April 25, 2016. It is anticipated that the position will be filled during Summer 2016.

Goal Reinstated:
Educational Advisors (two positions) – Provide course advisement, Student Educational Plans (SEP), and follow-up for students on academic probation and dismissal. Determined that the scope and level of the Educational Advisor job duties are too limiting and Disability Service Specialists are needed.

One Education Advisor to focus solely on monitoring OSD students academic progress toward their educational goals.

Goal (17.) In Progress, and ongoing:
Recommend that OSD staff, with the leadership of the Access Technology Alternative/Media Specialist, continue to remain current with advances in the assistive technology field with the purpose to provide this technology to students.

Goal (18.) In progress, still needed:
Recommended that funds be set aside in the general college budget to insure that access technology, including hardware and software, is built in when upgrading computers throughout the campus.

Goal (19.) Complete, and ongoing:
Recommend that tests be conducted on the fire alarm systems in the T100 modular to insure the safety of all staff and students. Likewise, fire drills should be conducted on a regular basis.

Goal (20.) Complete, and ongoing:
Recommend that OSD staff continue to cultivate positive working relationships with local agencies and organizations that serve persons with disabilities to insure a smooth transition and delivery of services for all parties.

9. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

**Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

OSD Goal (2.): Review all current and future OSD students' matriculation components to ensure that they have completed assessment, general orientation, counseling and a first semester plan.

- Guided by district Strategic Goal(s) #1
- Guided by _____Plan Summary in EMP
- Supporting action plan, data analysis, or other documentation

Objectives: Beginning in Summer 2013, OSD staff did start evaluating current OSD students to determine which students were lacking specific matriculation components. Students who were missing counseling and or a first semester plan and who had a complete Student Education Contract (SEC) which includes their educational major and planned courses necessary for their academic goal were given credit for completing these two matriculation components. OSD staff will complete their review of student files by the conclusion of the Fall 2013 semester. In addition, OSD will begin e-mailing students in the program information on how essential and beneficial it is for them to complete the four matriculation components. Moreover, students will also be provided information on how to complete the general orientation and college assessment if they have not already.

Following the creation of the Armada tracking system in Spring 2015 all AVC students are monitored to insure that they are completing the college general orientation, assessment and receiving a comprehensive student educational plan. OSD staff utilize the Armada information to follow up with their students when necessary. This has made a tremendous difference in insuring that all OSD students have an informed educational goal and a comprehensive education plan.

OSD Goal (1.): To have all Counselors and Educational Advisors and programs with Counselors and Educational Advisors report to the same supervising administrator.

- Guided by District Strategic Goal(s) #1, #5, Palmdale Goal #3
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Provide input to the appropriate administrator regarding the need for all Counselors and Educational Advisors and programs that have Counselors and Educational Advisors report to the same supervising administrator. All Counselors and Educational Advisors are not receiving the same information and this is having a negative impact on students when they are receiving academic advisement.

This goal was completed Fall 2014 when all service programs or areas with counseling faculty and Education Advisors reported to the Dean of Counseling and Matriculation.

OSD Goal (6.): Replace Canon office copier recommended by American Business Machines; as of January 2014 it will not be supported and parts will not be available. The copier is breaking down on a regular basis and is not dependable.

- Guided by District Strategic Goal(s) #1, #5, #7
- Guided by _____Plan Summary in EMP

- Supporting data analysis or other documentation

Objectives: Make a top priority any extra DSPS funds, or any campus funding sources for the replacement of the OSD office copy machine.

The OSD copy machine was replaced in 2014.

OSD Goal (9.), (10.): Replace computers in the High Tech Center for student training and also replace computers for OSD staff. ITS staff has said some of the computers are almost unusable.

- Guided by District Strategic Goal(s) #1, #7
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Make a top priority any extra DSPS funds, or any campus funding sources for the replacement of OSD and High Tech Center computers.

Replacement of computers and monitors for OSD staff and for the High Tech Center occurred during the 2014-2015 academic year.

OSD Goal (13.): Renew Kurzweil 3000 Firefly software which is used by reading/print impaired students to access standard text books. This software will expire at the end of the 2013-2014 academic year. Hundreds of OSD students qualify and are trained and use this much needed software. In addition, Dragon, a dictation program, also needs to be updated. All the software needed are accommodations as set forth in the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act.

- Guided by District Strategic Goal(s) #1, #7
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Make a top priority any extra DSPS funds, or any campus funding sources, for the upgrade of accessibility software used by students with disabilities.

During the 2014-2015 academic year all site licenses and upgrades for accessibility software was purchased and made current.

OSD Goal (14.): Migrate to a paperless filing system where all student disability files are scanned and stored electronically.

- Guided by district Strategic Goal(s) #1, #5, #7, Palmdale #3, #4
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Determine the cost to scan and electronically store all existing student disability files. Also research the overall cost to scan and maintain new student records into the electronic storage system. Work toward securing funds to establish and maintain the electronic filing system.

Spring 2016 OSD purchased and will implement Accessible Information Management (AIM) a complete integrated web based disability services management system. It will greatly improve access for OSD students and maximize staff efficiency which in turn will enhance overall service to students.

OSD Goal (4.): OSD staff will determine the most effective method in which to provide students with disabilities learning opportunities that will improve their skills necessary for them to be as independent as possible.

- Guided by District Strategic Goal(s) #1, Palmdale Goal #3
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: OSD staff will determine the most effective method in which to provide students with disabilities learning opportunities that will improve their skills necessary for them to be as independent as possible.

OSD Goal (11.): Hire a Disability Services Specialist needed to serve the growing numbers of students with disabilities on the Lancaster and Palmdale campuses. Also with the purpose to remain in compliance with the OCR Resolution Agreement of April 18, 2012 that stated in part "The College will ensure that all enrolled students with disabilities have an opportunity to request, establish the need for, and receive academic adjustments and/or auxiliary aids in a timely manner."

- Guided by district Strategic Goal(s) #1, #5, #6, Palmdale #2, #3, #5
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Submit budget request to the supervising Dean of Student Development and Services for their review, so it can be prioritized among other Division program needs.

Spring 2016 OSD hired a Disability Services Specialist to meet the growing disability needs and concerns of students on the Lancaster and Palmdale Center campus.

OSD Goal (7.): A Clerical II for the OSD front counter is a very high priority in view of the large number of students with disabilities that require prompt and accurate information and service. Moreover, the recent Office for Civil Rights (OCR) claim against the College and the OSD Program was in large part a result of the lack of training for student workers who did not adequately inquire as to the purpose of a student's visit in to the OSD office, so they could appropriately be assisted, when the concern by the student was that they were not being

accommodated by their instructor. A skilled and well trained classified staff member serving students at the OSD front counter will alleviate this concern and greatly improve the level of disability related service in a wide variety of areas that takes place on a daily basis.

- Guided by district Strategic Goal(s) #1, #5

- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Submit budget request to the supervising Dean of Student Development and Services for their review, so it can be prioritized among other Division program needs.

OSD Goal (8.): Two computers at the OSD front counter to be used by students. Student workers could then show OSD students how to apply to AVC, navigate through the My AVC system, which would include registering for classes, checking their course schedule, and use of AVC Gmail. OSD staff has found that students are lost and unfamiliar with many aspects of using a computer and individual assistance and training is much needed. It is the goal of the OSD Program to train students on the computer so they can then become more self reliant.

- Guided by district Strategic Goal(s) #1, #5, #7
- Guided by _____Plan Summary in EMP
- Supporting data analysis or other documentation

Objectives: Make a top priority any extra DSPS funds, or any campus funding sources for the purchase of two computers to be used by students at the OSD front counter.

This goal was partially completed in 2014-2015. One computer was placed at the OSD front counter for student use and so student workers can assist OSD students with a variety of MyAVC functions. In addition, one more computer was placed behind the OSD front counter for OSD staff and student workers making it possible now to have three workers available to assist students and faculty. One more computer is still needed at the OSD front counter for students, but at this time all five data ports are being utilized. OSD staff will work with ITS to determine if one additional port can be added to support one more computer at the front counter.

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 9 guide this need**.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Physical[2], Technology[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring Cost, $?	Contact's name

[1]List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order. This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

OSD Goal (7.): A Clerical II for the OSD front counter is a very high priority in view of the large number of students with disabilities that require prompt and accurate information and service. Moreover, the recent Office for Civil Rights (OCR) claim against the College and the OSD Program was in large part a result of the lack of training for student workers who did not adequately inquire as to the purpose of a student's visit in to the OSD office, so they could appropriately be assisted, when the concern by the student was that they were not being accommodated by their instructor. A skilled and well trained classified staff member serving students at the OSD front counter will alleviate this concern and greatly improve the level of disability related service in a wide variety of areas that takes place on a daily basis.

Guided by district Strategic Goal(s) #1, #5

OSD Goal (11.): A Disability Services Specialist (1 position) which is needed to serve the growing numbers of students with disabilities on the Lancaster and Palmdale campuses. The Disability Services Specialist would provide disability related counseling for students with disabilities, including verifying eligibility for services, recommending class accommodations, developing Student Education Contracts (SEC), and following up with students on academic probation and dismissal. Also, this position will make it more likely that OSD will remain in compliance with the OCR Resolution Agreement of April 18, 2012 that stated in part "The College will ensure that all enrolled students with disabilities have an opportunity to request, establish the need for, and receive academic adjustments and/or auxiliary aids in a timely manner."

Guided by district Strategic Goal(s) #1, #5, #6, Palmdale Goal #2, #3, #5

OSD Goal (1.): LD Specialist, replacement, vacant Spring 2015: to assess and test students with the purpose to determine eligibility for Learning Disability services.

Guided by district Strategic Goal(s) #1, #5, #6, Palmdale Goal #2, #3, #5

- List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

OSD Goal (8.): Two computers at the OSD front counter to be used by students. Student workers could then show OSD students how to apply to AVC, navigate through the My AVC system, which would include registering for classes, checking their course schedule, and use of AVC Gmail. OSD staff has found that students are lost and unfamiliar with many aspects of using a computer and individual assistance and training is much needed. It is the goal of the OSD Program to train students on the computer so they can then become more self reliant.

Guided by district Strategic Goal(s) #1, #5, #7

This goal is partially complete. One computer has been placed at the OSD front counter for student use and an assessment has been requested from ITS to see if another computer can be added.

OSD Goal (9.): Seven replacement computers for OSD staff. ITS has recommended that the computers be replaced.

Guided by district Strategic Goal(s) #1, #5, #7

This goal is complete. All OSD staff computers and monitors were purchased during 2014-2015.

OSD Goal (10.): Six replacement computers at the High Tech Center to be used by students for training on accessibility software as recommended by OSD faculty. Currently the majority of computers at the High Tech Center are unusable and the ones that do work are very old making compatibility problems with the accessibility software.

Guided by district Strategic Goal(s) #1, #5, #7

This goal is complete. All High Tech Center computers and monitors were purchased during 2014-2015.

OSD Goal (13.): Renew site license for accessibility software as a recommended accommodation for students by OSD faculty. The software includes Kurzweil 3000 Firefly and Dragon dictation. All the software needed are accommodations as set forth in the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act.

Guided by district Strategic Goal(s) #1, #5, #7

This goal is complete. All site licenses and upgrades for recommended accessibility software were purchased in 2014-2015.