

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond N/A to questions which are not applicable to your division/program/area. The self-study reports of all programs/areas will include responses to Areas 1-7. Self-study reports of academic divisions will include a division overview in Area 1 and analysis of each discipline in Areas 2-7.

Division/Program/Area Name - Office for Students with Disabilities (OSD)

Year – 2012

Area 1 - Division or Program Overview

- 1.1 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

The OSD mission does support the district mission by promoting and providing students with disabilities equal access to education by offering quality support services that directly relate to a student's limitations as a result of their disability. Moreover, the OSD Program is committed to the academic success and personal growth of all students with disabilities at AVC. As stated in the district mission, OSD staff also place student success and student-centered learning as our number one priority through high quality educational standards and innovative programs and services in a professional, team-driven environment.

- 1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or program.

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- Identify career opportunities that contribute to the economic well-being of the community.

- 1.3 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program's strengths, weaknesses and opportunities for improvement.

Although the District has witnessed a decline in students of 20.68% from 2007-2008 to 2011-2012 the OSD student population has increased by 50.25%. In student numbers this

has meant that students with disabilities attending AVC has grown from 989 to 1,486. Needless to say, this has strained the capacity of staff to be able to provide timely support services as required by law.

Although, during these five years, the first OSD Counselor was hired, which was essential to providing disability related counseling to students; it was still not nearly enough. Moreover, as the number of OSD students has increased so too has the number of disability related services needed by students. Disability related services are represented in a student's OSD file as student contacts. As expected a large number of student service contacts were registered over the period of 2008-2009 through 2011-2012.

In analyzing the increasing number of students with disabilities, the growing level of required support services, and in light of the recent Office for Civil Rights Resolution Agreement with AVC that necessitates the timely provision of academic adjustments take place for students, there are some concerns. The concerns are regarding the ability of hard working, dedicated OSD staff, to keep pace with the required level of service to students with their current numbers.

Originally, OSD staff developed two OOs and a Disability Awareness Checklist as the data gathering instrument. Following several cycles of gathering OO data, it was determined by OSD staff during the 2010-2011 academic year to split OO #1 into two OOs as it really is asking two distinct questions. The revised OOs are now as follows:

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.

In 2011-2012 all three OOs met the 80% standard as set forth by OSD staff to be acceptable. OSD staff will continue their efforts to work with students to increase their level of awareness regarding all aspects of their disability.

It is the commitment of the OSD staff to continue to have a positive working relationship with all stakeholders with the purpose to improve overall service to students with disabilities. This is, in part, achieved by receiving formal and informal feedback from students, AVC staff, and from service agency personnel. In addition, the OSD student satisfaction survey will be modified and shortened in order to obtain more meaningful feedback from students. Furthermore, with the purpose to improve student success OSD staff has developed a new case management system which will provide for more follow-up with students and will also foster a greater sense of rapport between students and staff. Likewise, steps will be under taken to ensure that all OSD students complete the four Matriculation components of Assessment, General Orientation, Counseling and First Semester Plan, which will further improve student success.

The facilities with the move into the T100 modular are meeting the faculty, staff and student needs. Although, the OSD Program has pressing needs in the area of computer replacement for OSD staff and for computers being used by students in the High Tech Center.

Additionally, software for students with disabilities which is a reasonable accommodation set forth in Federal law needs to be updated. In the future OSD will need additional faculty support with a Disability Services Specialist. Clerical support and several Educational Advisors will also be necessary to meet the growing needs of students on the Lancaster and Palmdale campuses.

1.4 Name of person leading this review.

Dr. Louis Lucero, OSD Director

1.5 Names of all participants in this review.

Tamira Palmetto Despain, Disability Services Specialist
Michael Hancock, Learning Disability Specialist
Debra Lose, Education Advisor
Maricela Ruvalcaba, Learning Disability Testing Technician
Linda Rose, Program Secretary
Ann Loi, High Tech Center Lab Technician
Ken Sawicki, Access Technology/Alternative Media Specialist

Area 2 - Data Analysis

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed by each discipline; please identify the discipline.

Longitudinal data

District headcount and FTES
Division headcount and FTES
Discipline headcount and FTES
Student PT/FT enrollments
Number of sections offered by location/distance education
PT/FT faculty ratio by LHE
Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention and term to term persistence
Progression through remedial courses
Program completion
Degree/certificate completion rate
Transfer rates to 4-year institutions
Licensure exam results
Job placement/post training

- 2.1 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program. Note: This is question number 5 in the annual update template.

An examination of 2007-2008 through 2011-2012, revealed that the District had a peak enrollment of 21,780. For 2011-2012, the total student population was 17,276. This was a decrease of 20.68%. During the same time frame the OSD Program experienced a 50.25% increase in the number of students served. The OSD total number of students grew from 989 to 1,486. This has strained the capacity of staff to be able to provide timely support services as required by law.

Although, during these five years, the first OSD Counselor was hired, which was essential to providing disability related counseling to students it was still not nearly enough. Furthermore, with the untimely death of the OSD Counselor in April 2012, steps have been taken to fill the faculty position and to also revise and modify the existing job description. The job description was modified and the title of the position was changed to be Disability Services Specialist.

- 2.2 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the web link. Comment on trends and how they affect your program.

NA

- 2.3 Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template.

OSD staff will begin to compare OSD student success, retention, and/or persistence with district numbers next year.

- 2.4 Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template.

NA

- 2.5 Analyze and summarize trends in student progression through remedial courses, if applicable.

NA

- 2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates.

NA

- 2.7 Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing.

Over the past four years, OSD hired its first Disabled Student Services Counselor on August 1, 2008. The DSS Counselor increased the ability of the OSD Program to more effectively provide disability related services and accommodations in a timely manner for students. Beginning next year, OSD staff will work with the Office of Institutional Effectiveness and Research Planning to determine if the hiring of the DSS Counselor has increased the transfer rates of OSD students.

- 2.8 Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

An examination of the OSD Program over the past four academic years has seen an increase of students of 19.94%. Specifically, the student totals for the individual academic years are as follows: 2008-2009, 1,239; 2009-2010, 1,204; 2010-2011, 1,452; 2011-2012, 1,486.

Furthermore, the OSD Program submits to the Chancellors Office at the completion of every term student count, disability code for each student and the number of service contacts. This information is entered into Banner in the form (SGADISA). Student service contacts are disability related services for OSD students that support their educational functional limitations resulting from their disability. These service contacts consist of the following activities: intake process involving the review of disability verification documents and recommending accommodations; disability related counseling; learning disability testing and recommendation of course adjustments and support services; educational plan development, academic course advisement, follow-up and registration assistance; interpreter and real-time captioning services; alternative text production in electronic media, large print and Braille; training for students on specialized adaptive software and hardware at the High Tech Center; test proctoring; equipment checkout; readers and scribes for exams; volunteer notetaker service, and in-class student aides.

A review of the past four years reveals an increase in the number of student service contacts when compared to the 2008-2009 academic year. The increases were as follows

2009-2010, up 15.33%; 2010-2011, up 10.80%; and 2011-2012, up 8.11%. Furthermore, it is very impressive when examining the total number of student service contacts over each of the four years, in light of the number of OSD staff. The total number of student service contacts for each of the four academic years are as follows: 2008-2009, 5,165; 2009-2010, 5,957; 2010-2011, 5,723; and 2011-2012, 5,584.

It should be noted that these total student service contact numbers are on the conservative side, as the Banner data base is only designed to register a maximum service count per student of four contacts for each academic term. There are definitely students who utilize OSD services more than four times per term, but between Banner and the SARS GRID, it is not possible to obtain a truly accurate count of the number of student service contacts that occur over an entire year. Although, it is reasonable to believe that a majority of the total number of student service contacts are electronically counted, it is also reasonable to surmise that possibly as much as 10% to 20% of student service contacts are currently not being registered. The OSD Director will check with ITS to see if Banner has the capability to register more than four student contacts for an individual term.

In analyzing the increasing number of students with disabilities and the growing level of required support services and in light of the recent Office for Civil Rights Resolution Agreement with AVC that necessitates the timely provision of academic adjustments take place for students, there are some concerns. The concerns are regarding the ability of hard working, dedicated OSD staff, to keep pace with the required level of service to students with their current numbers. It is greatly appreciated that the District has decided to fill the Disability Services Specialist position, which is a faculty position, keeping the current level of OSD staff at 2011-2012 numbers.

As a result of the large number of students, and with the current level of OSD staff, and with the determination to serve more students, staff have shortened one hour appointments to 45 minutes and 30 minute appointments to 15 minutes. This shortening of the time allotted for some student appointments began during the Fall 2012 semester and will be evaluated by OSD staff for its effectiveness in the future.

Area 3 - Outcomes

3.1 N/A

3.2 Analyze changes in student learning outcomes (OOs) and program learning outcomes (PLOs) assessment results over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in the learning outcomes. Note: Changes in learning outcomes are discussed in question 9 in the annual update template.

Originally, OSD staff developed two OOs and a Disability Awareness Checklist as the data gathering instrument.

The OSD Program had the following OOs:

- #1. OO: Students will learn what their disability or disabilities are and how the resulting functional limitations might affect them in an educational setting.
- #2 OO: Students with disabilities will learn the specific support services/reasonable accommodations that have been recommended by OSD staff and that they are entitled to receive as a result of their disability.

The Disability Awareness Checklist utilized the following three questions to determine a student's level of understanding regarding the two 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 began by collecting and analyzing data from the Disability Awareness Checklist for the two OOs during the Spring/Summer/Fall 2008 and Summer/Fall 2009 terms. It was determined by OSD staff that 80.0% of students with disabilities should understand what their disability is, how it limits them in an educational setting and what accommodations have been recommended to them by OSD staff. For OO #1 the data revealed that 79.96% of students did understand what their disability was and how it limited them in an educational setting. The goal of 80.0% was virtually met. OSD staff would continue reviewing with students these very important aspects of their awareness as it relates to their disability.

When examining the data from Spring/Summer/Fall 2008 and Summer/Fall 2009 terms for OO #2, only 54.72% of students indicated that they knew what support services and accommodations had been recommended to them by OSD staff. Needless to say, students cannot utilize their recommended accommodations if they are not sure what they are. Therefore, OSD staff undertook efforts to emphasize to students what their accommodations were during their scheduled OSD appointment. Staff would review with students their accommodations both orally and in writing. OSD staff would utilize the Student Education Contract (SEC) and the Program Eligibility Verification forms both of which are contained in all students' OSD file as a tool to review their support services. The Program Eligibility Verification form is provided to all OSD students each semester to give to their instructors. As OSD staff has focused on student's level of understanding, resulting data of OO #1 and OO #2 have steadily improved.

Following several cycles of gathering OO data, it was determined by OSD staff during the 2010-2011 academic year to split OO #1 into two OOs as it really is asking two distinct questions. In the past the first two questions of the Disability Awareness

Checklist were added together to determine a student's level of understanding in relationship to OO #1. The Disability Awareness Checklist did not change.

The revised OOs are as follows:

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.

An examination of the 2010-2011 data revealed that for OO #1, 88.30% of students understood what their disability was which surpassed the 80.0% standard that had been set by OSD staff. For OO #2, 74.19% of students stated that they had an understanding of how their disability limits them in an educational setting. OSD staff continued to work with students on improving their level of understanding. In addition, when analyzing the data for OO #3, 73.40% of students indicated that they understood what types of support services were recommended to them. This was a vast improvement from the 54.72% that was reported in 2008-2009.

The improvements continued into 2011-2012, for OO #1, 89.32% of students knew what their disability was and for OO #2, 86.89% understood how their disability might limit them in an educational setting. Again, the largest improvement was with OO #3, with 81.07% of students indicating that they knew what types of accommodations had been recommended by OSD staff. All three OOs met the 80% standard as set forth by OSD staff to be acceptable. OSD staff will continue their efforts to work with students to increase their level of awareness regarding all aspects of their disability.

Area 4 - Stakeholder Assessment

- 4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

It is the commitment of the OSD staff to continue to have a positive working relationship with all stakeholders with the purpose to improve overall service to students with disabilities. This is, in part, achieved by receiving formal and informal feedback from students, AVC staff, and from service agency personnel.

Moreover, OSD staff is very committed to change as it relates to benefiting students. One such recent example is that OSD staff have decided to completely overhaul the manner in which they follow-up and work with students. Staff has developed a case management system of assigning students to staff based on their specific disability.

Students and staff can then establish a meaningful rapport which will also include follow-up contact at least twice a semester. OSD staff has never had the opportunity to have a group of students that they are responsible for. It is anticipated that this new method of working with students will improve student's academic success. OSD staff recognizes that this new student case management system is a work in progress that will be reexamined and discussed during ongoing OSD staff meetings.

In addition, staff has been receiving feedback from students who utilize OSD services from a student satisfaction survey that was first administered in the Fall of 2001. The survey consists of 37 questions and has undergone minor revisions over the years. Following an examination of the survey and the corresponding results, several changes will be made to improve the focus of the survey.

Originally the survey encompassed questions regarding overall program satisfaction, to more specific questions pertaining to accommodations or services that a student might have utilized. There were even three questions that were later developed into the OSD Program's OOs. It has been determined that the survey should be shortened to include those questions that are relevant for all students. This should, in turn, increase the participation rate and also provide more meaningful feedback.

The survey questions that will be utilized in the future are:

How would you rate your overall experience with the OSD office?

Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

Please rate the quality of customer service in the OSD office:

Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

Availability of OSD staff to discuss your needs when you need them?

Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

Do you feel that you are receiving appropriate support services/accommodations as they relate to your individual needs? Yes, No, Somewhat

Do you feel that OSD staff and the delivery of support services/accommodations promote independence? Yes, No, Somewhat

If you experienced academic difficulties, please rate how helpful the OSD Office was to you in resolving the problem? Yes, No, Somewhat

Do you feel that the OSD Office contributed to your educational success while at AVC?

Yes, No, Somewhat

If you feel there is something we did not address, or if you have any general comments or suggestions, please take a moment to let us know.

When reviewing the results from the Fall 2012 OSD student satisfaction survey and focusing on the 7 general questions, the following were the students' responses. Approximately 102 students filled out the survey.

How would you rate your overall experience with the OSD office?

Very Satisfied: 70.6%, Satisfied: 25.5%, Dissatisfied: 2.0%, Very Dissatisfied: 2.0%.

It is very positive that 96.1% of students responding to the survey selected Satisfied or Very Satisfied for this question.

Please rate the quality of customer service in the OSD office:

Very Satisfied: 57.4%, Satisfied: 36.6%, Dissatisfied: 4.0%, Very Dissatisfied: 2.0%.

This question revealed that 94.0% of students identified with Satisfied or Very Satisfied which is also very positive.

Availability of OSD staff to discuss your needs when you need them?

Very Satisfied: 55.9%, Satisfied: 36.3%, Dissatisfied: 4.9%, Very Dissatisfied: 1.0%.

The results on this question were also positive with 92.2% of students identifying with Satisfied or Very Satisfied. Additional walk-in hours have been added which should improve the 92.2% in the future.

Is the level of confidentiality within the OSD office acceptable to you?

Very Satisfied: 67.3%, Satisfied: 28.7%, Dissatisfied: 1.0%, Very Dissatisfied: 2.0%.

When analyzing the results from this question, although 96.0% of students identified with Satisfied or Very Satisfied the goal for the office is 100%.

Do you feel that you are receiving appropriate support services /accommodations as they relate to your individual needs? Yes 57.8%, No 7.8%, Somewhat 34.3%.

It is not clear when examining the results of this question if students have unrealistic expectations regarding their accommodations or what they are actually thinking. This question will need to be refined and even decided what is the purpose of this question.

Do you feel that OSD staff and the delivery of support services/accommodations promote independence? Yes 79.2%, No 2.0%, Somewhat 17.8%.

It is encouraging that 79.2% of students felt that OSD staff does promote independence.

Staff will continue to strive to assist students to be as independent as possible.

If you experienced academic difficulties, please rate how helpful the OSD Office was to you in resolving the problem. Yes 41.4%, No 10.0%, Somewhat 16.2%; Not Applicable 32.3%.

OSD staff will strive to improve their overall effectiveness when working to resolve a student's academic difficulties by staying up-to-date with all aspects of educational advisement. They will do this by continuing to attend General Counseling and Student Development and Services Division meetings. Also, the addition of the Disability Services Specialist will be able to further provide a great deal of academic support to students.

Do you feel that the OSD Office contributed to your educational success while at AVC?
Yes 77.5%, No 3.9%, Somewhat 18.6%. The results of this question are very positive with 96.1% of students indicating Yes or Somewhat that OSD contributed to their educational success.

Here are the results of the Fall 2012 OSD Student Satisfaction Survey in its entirety.

OFFICE FOR STUDENTS WITH DISABILITIES (OSD)

QUESTIONS

(Fall 2012)

We would like to know what you think of our services and also hear your suggestions for how we might improve them. Please rate the following areas for us. If you have not used a particular service, or have no opinion, please mark "N/A".

Please grade us using the following scale:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
1. How would you rate your overall experience with the OSD office?	70.6%	25.5%	2.0%	2.0%	0.0%
2. Please rate the quality of customer service in the OSD office:	57.4%	36.6%	4.0%	2.0%	0.0%
3. Availability of OSD staff to discuss your needs when you need them?	55.9%	36.3%	4.9%	1.0%	2.0%
4. Is the level of confidentiality within the OSD office acceptable to you?	67.3%	28.7%	1.0%	2.0%	1.0%
5. Did OSD staff clearly explain your disability?	58.8%	26.5%	4.9%	1.0%	8.8%
6. Did OSD staff clearly explain the limitations due to your disability?	51.5%	31.7%	5.0%	2.0%	9.9%
	Yes	No	Somewhat	Not Applicable	
7. Do you know what support services you are eligible for?	57.8%	7.8%	34.3%	0.0%	
8. Do you feel that you are receiving appropriate support services / accommodations as they relate to your individual needs?	67.6%	7.8%	24.5%	0.0%	
9. Do you feel that OSD staff and the delivery of support services / accommodations promote independence?	79.2%	2.0%	17.8%	1.0%	
10. If you experienced academic difficulties, please rate how helpful the OSD Office was to you in resolving the problem?	41.4%	10.1%	16.2%	32.3%	

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
11. If you were receiving Learning Disability services, rate the following:					
a. The LD testing process at AVC	25.6%	26.7%	3.3%	4.4%	40.0%
b. The overall support services offered meet my educational needs	30.5%	31.6%	6.3%	7.4%	24.2%
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
12. If you use Deaf/Hard of hearing services, please rate the following services:					
a. Interpreting Service	9.3%	7.0%	1.2%	0.0%	82.6%
b. Real Time Captioning	8.3%	7.1%	1.2%	0.0%	83.3%
c. Type Well Service	4.8%	8.3%	1.2%	1.2%	84.5%
d. Adequate Office Support	14.1%	7.1%	1.2%	1.2%	76.5%
	Yes	No	Somewhat		
13. Do you know about the OSD High Tech Center?	11.1%	71.7%	17.2%		
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
14. If you have used the High Tech Center, please rate the following:					
a. Variety of computer hardware, software and other equipment to meet your needs?	7.5%	11.3%	0.0%	1.3%	80.0%
b. Availability of computer hardware, software and other equipment you use?	6.4%	11.5%	1.3%	0.0%	80.8%
c. If you received training, did it meet your needs?	1.3%	15.0%	2.5%	0.0%	81.3%
d. Are the hours adequate to meet your needs?	6.3%	15.0%	1.3%	0.0%	77.5%
15. If you have used our Test Proctoring Service, please rate the following:					
a. Are the hours adequate to meet your needs?	28.3%	21.7%	2.2%	2.2%	45.7%
b. Distraction reduced environment	29.3%	20.7%	1.1%	1.1%	47.8%
c. Space available when you need it?	28.3%	21.7%	2.2%	1.1%	46.7%

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
16. If you have used any of the following services, please rate your satisfaction with them:					
a. Course Advisement	42.7%	28.1%	4.2%	2.1%	22.9%
b. Textbooks in Alternative Format (Kurzweil 3000, audio textbooks, large print, Braille)	17.0%	16.0%	3.2%	2.1%	61.7%
c. Alternative Seating in Classrooms	20.6%	22.7%	4.1%	2.1%	50.5%
d. Handicap Parking	18.4%	11.2%	4.1%	1.0%	65.3%
e. Readers/Scribes	9.5%	10.5%	4.2%	2.1%	73.7%
f. Notetakers	17.3%	17.3%	5.1%	5.1%	55.1%
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
17. If you have taken Adaptive P.E. (P.E. 101), please rate the following:					
a. Overall benefit of the course	6.7%	12.4%	0.0%	0.0%	80.9%
b. Adequate Number of student workers to assist in the class	9.0%	9.0%	2.2%	0.0%	79.8%
c. Variety of equipment/activities to meet your needs	9.0%	11.2%	1.1%	0.0%	78.7%
d. Time of day that the class is offered	5.7%	12.6%	5.7%	1.1%	74.7%
	Yes	No	Somewhat		
18. Do you feel that the OSD Office contributed to your educational success while at AVC?	77.5%	3.9%	18.6%		

If you feel there is something we did not address, or if you have any general comments or suggestions, please take a moment to let us know:

Instructor discouraged me from using services. I felt intimidated. Could not get course advisement as I did not get my old transcripts.

The success of OSD due to Dr. Louis Lucero and the rest of the OSD staff and student workers. They work together and make OSD a well oiled machine.

Counselor has very few appointments. Hard to get in if new and starting out.

Wants OSD to email students about services.

The opportunity through Workforce Recruitment Program has reinforced my projected goal of independence.

Would like to see a packet of all services given to OSD students. OSD advisors are very professional and attentive.

Want additional customer service training for front office staff.

Grateful for testing I received at OSD. I can now get the A's and B's.

Where is the help for those who have trouble writing (due to MS)?

Wants classrooms to have one or two large desks available up front for students with walkers.

I received a hearing enhancer.

I received letters to take to my instructors regarding my disabilities.

Dr. Lucero was incredibly kind and helpful. I really appreciated the help and services that they gave me.

Want hours of testing extended for those who work during the day and attend school at night.

Wants access to wheel chairs or rides to classes.

Has carpal tunnel and wants to learn "Dragon".

Would like to be advised as to which professors are better with the students that have disabilities as a few do not comply or do not take accommodations seriously.

Good support from OSD staff.

Tables in the ASL I class difficult to use without needing to turn in a way that I could get in and out more easily.

Feels OSD could be more helpful in classroom seating, specialized tutoring help, and distraction reduced environment.

I'm learning confidence and independence with the OSD office.

More flexible test taking hours.

Your time, efforts, and dedication you provide have really helped me at AVC.

I'm new at the college and am still learning about services available for me.

Dr. Lucero has been an excellent mentor, guide, and counselor. He is an excellent example and sets the standards very high.

Feel OSD office is extremely disorganized. When nursing students have a test for 8 a.m. and don't get to take test until 8:30 due to "lost paperwork". Every minute counts in nursing lectures so we cannot be missing them.

OSD student staff needs training on how to provide services such as scheduling tests, providing testing forms, locating and administering tests.

There is often a long wait to be assisted. When I call for help, the wait is often long as well.

Wish the Kurzweil 3000 software was available for MAC. Would like tutor for the program. Wants a list of approved notetakers as finding someone to volunteer in class is not always easy or are not good notetakers.

Long wait to be assisted at the front counter.

Unable to find test when it was emailed. It was during finals.

Treated good with dignity and respect. My accommodations were met.

I'm unable to prioritize and procrastinate due to diagnosis. Wants additional time to complete assignments but was told that it cannot be done.

OSD is wonderful. Educational service is perfect.

Wants more classroom integration within educational settings of similar fields.

Good services.

Often I can't get a notetaker in class. Wants to have notetaker provided.

Thank you for taking the time to fill out our survey. We are constantly striving to improve our service to students and value any input you can give us.

In addition to receiving student input regarding OSD services, the program also hosts an annual OSD Advisory Committee Meeting. Approximately 40 interested people are invited representing local high schools, agencies serving persons with disabilities, staff from California State University Bakersfield, and AVC staff from a variety of programs. Our goals are to continue our positive communication between each other, share information regarding individual programs and agencies, which will, in turn, benefit the smooth delivery of our services to students with disabilities.

Furthermore, OSD staff and other AVC department representatives have met with counseling staff from the California Department of Rehabilitation (DOR) when the need has arisen. General topics covered have been Financial Aid requirements and changes, purchasing of text books through the AVC bookstore, and understanding the deadlines and tuition and fees students are required to pay so they are not dropped from their classes.

In the Fall of 2011, OSD participated for the first time as a college campus in the Workforce Recruitment Program (WRP). The WRP is sponsored by the U.S. Department of Labor and by the U.S. Department of Defense. Qualified students with disabilities are interviewed by a federal employee for possible employment. Following the interviews students are then placed on a federal registry made up of qualified disabled persons that may be hired for Summer or permanent employment. AVC had 12 students with disabilities interviewed during Fall 2011 and were offered Summer employment. AVC again, in the Fall of 2012, participated and again filled up a full day of interviews. The OSD Program will continue its successful participation in the WRP.

In addition, the OSD Program continues the long standing practice of working closely with the area high schools in transitioning their Special Education seniors through the matriculation process and into AVC. The half day high school visits occur during the Spring semester and consist of an OSD orientation to college services and a campus tour. Students then return for an OSD Intake appointment and course advisement in preparation for Fall registration. Also, during the Spring semester, OSD staff participate in the annual transition fair put on by the North Los Angeles County Regional Center for Special Education seniors transitioning from high school.

OSD staff is very proud of their working relationships they have developed with Antelope Valley service agencies over the years. Staff looks forward to a continued dialogue with the goal to continue the positive working relationships, which benefit our students with disabilities.

Area 5 - Goals and Objectives

- 5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.

The most recent OSD Program Review was completed in 2008. The goals and recommendations with their current status of completed, in progress, or terminated are as follows:

- Adjunct DSS Counselor - for 30 days, Terminated no funding.
- Adjunct LD Specialist, for LD testing with the purpose to shorten the waiting list for students who are seeking to be tested for a Learning Disability, for 30 days, Terminated no waiting list as a result of changing the LD testing process.
- Hourly Clerical person to support the increasing demands of data entry, test proctoring and tracking of equipment checked out to students, Terminated no funding.
- DSS Counselor, (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. Position is now Disability Services Specialist, In Progress still needed 3 to 6 years.
- Learning Disability Specialist – Provide LD testing and recommendations for support services along with follow-up for academic probation and dismissal students. Terminated Modified the LD testing process to serve more students.
- Coordinator, Deaf Services/Interpreter – Coordinate Deaf services and interpret for Deaf and Hard of Hearing students. Terminated no funding.
- Clerical III – Provide a wide variety of clerical support for students and staff of the DSS Program. In Progress still needed 2 to 6 years.
- Educational Advisors (two positions) – Provide course advisement, Student Educational Plans (SEP), and follow-up for students on academic probation and dismissal. In Progress still needed 3 to 6 years.
- DSS Staff Interpreters (two positions) – Provide interpreter service for Deaf and Hard of Hearing students. Terminated. Currently using consultants for interpreter services.
- Learning Disability Technician – Assist the LD Specialist with certain portions of the LD testing process and follow-up with at risk students. Terminated.
- Place an accessible computer in the DSS lobby for students use and where student workers and staff can teach and assist students. In Progress.
- Recommend that DSS 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. In Progress and ongoing.

- It is 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. Terminated at this time no funding.
- It is recommended 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. Complete and ongoing.
- It is recommended that DSS 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. Complete and ongoing.

5.2 List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.

Immediate Term (up to 3 years)

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

Objectives:

OSD staff has begun evaluating current OSD students to determine which students are lacking specific matriculation components. It is anticipated that the completion of these four matriculation components will greatly improve student success.

Short Term (3 to 5 years)

Goal:

Objectives:

Long Term (6 or more years)

Goal:

Objectives: Significant steps or actions needed to achieve the goal.

5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

Immediate Term (up to 3 years)

Goal Immediate: 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.

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

Goal Immediate: Upgrade Kurzweil 3000 software which is used by reading/print impaired students to access standard text books. Hundreds of OSD students qualify and are trained and use this much needed software. Our current version of Kurzweil 3000 is 11.0 which is two versions from being the most current. Our version is not compatible with Windows 8 making it more and more unusable for students using the newer computers. In addition, the following software also needs to be updated: Duxbury, a Braille translation program, JFW for Windows, a screen reading program, Kurzweil 1000 reading software for the blind, and Dragon, a dictation program. All the software needed are accommodations as set forth in the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act.

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.

Short Term (3 to 5 years)

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

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.

Goal: Develop strategies and learning opportunities for students with disabilities so they can create skills to be as independent as possible.

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.

Long Term (6 or more years)

Goal: 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.”

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.

Area 6 - Resource Planning

If applicable, describe significant resource needs that should be addressed immediately, short term and long term. The Educational Master Plan, Outcomes Assessment Reports and/or data analysis must provide reference information to support requested resources. If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided, please make this known.

6.1 List human resources requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.

3 to 6 years: 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.” This position was put forward as a high priority in the 2010 Educational Master Plan.

3 to 6 years: A Clerical III (1 position) to assist with office support for students and staff. Clerical support was also a priority in the 2010 Educational Master Plan.

3 to 6 years: Educational Advisor (2 positions) to provide course advisement, student educational plans, and follow-up for students that are on academic probation and academic dismissal. At least one position would be used to serve OSD students, faculty and staff at the Palmdale campus. These positions were a priority in the 2010 Educational Master Plan.

6.2 List additional/updated technology resources needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.

Immediate: 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.

Immediate: 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.

1 to 2 years: Five replacement computers for OSD staff. ITS has recommended that the computers be replaced.

1 to 3 years: Upgrade site licenses for accessibility software as a recommended accommodation for students by OSD faculty. The software includes: Kurzweil 3000, Duxbury Braille translation software, JFW for Windows, Kurzweil 1000, 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.

6.3 List facilities/physical resources (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order.

As a result of the OSD Program and the Assessment Center moving into T100 in December 2008, the problems surrounding test proctoring and inadequate office space was solved. The OSD Program currently has no facility needs at this time.

6.4 Identify financial resources needed to improve outcomes and/or student achievement. List needs in priority order.

2 computers for OSD front counter - \$1,246.50

6 replacement computers for High Tech Center - \$3,739.50

5 replacement computers for OSD staff - \$3,116.25

Accessibility software:

Kurzweil 3000 unlimited site license - \$4,000

JFW screen reader site license (20) - \$2,495

Duxbury Braille translation - \$300

Kurzweil 1000 site license (4) - \$3,180

Dragon dictation site license (4) - \$800
Total - \$10,775

Salaries include benefits.

1 Disability Services Specialist 11 months - \$98,231

1 Clerical III 12 months - \$58,813

2 Educational Advisors 12 months - \$142,510

6.5 Identify professional development resources needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

OSD faculty has not attended the annual state convention for California Association for Postsecondary Education and Disability (CAPED) since 2009, as a result of severe budgetary restraints. CAPED is made up of administrators, faculty and staff serving students with disabilities at both the community college and university level. The state conventions have always been stimulating, where new ideas are shared and where networking takes place among fellow educators. Furthermore, learning about “best Practices” which includes how to improve services and accommodations to students with disabilities will in turn improve outcomes and/or facilitate student achievement. Every effort will be made to attend the CAPED convention in the future.

Professional development will also occur as OSD staff expands their involvement with local organizations, focusing on mental health, disabled veterans, and developmentally delayed learners with the goal to benefit OSD students. Staff will also be involved with on campus faculty professional development activities.

Area 7 - Recommendations and Comments

7.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to learning and/or operational outcomes.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

Changes will be made to the Educational Master Plan to reflect the staffing and technology needs necessary for students with disabilities on the Lancaster and Palmdale campuses.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

None