



2018-2019 Program Review Report

Division/Area Name: Office for Students with Disabilities (OSD)	For Years: 2020-2021
Name of person leading this review: Dr. Louis Lucero	
Names of all participants in this review: Tamira Palmetto Despain, Disability Services Specialist John Wanko, Disability Services Specialist Gina Beaman, Adjunct Learning Disability Specialist Harry Pleer, Coordinator Deaf Services-Interpreter Ken Sawicki, Access Technology Alternative Media Specialist Maricela Ruvalcaba, Learning Disability Testing Technician Mari-Ali Baiza, Clerical Assistant III Ann Loi, High Tech Center Lab Technician	

Part 1. Program Overview:

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

AVC Mission Statement

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

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

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

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

the educational playing field so students with disabilities can reach their true potential.

1.2.State briefly program highlights and accomplishments:

- Continue to strive to fully implement our Accessible Information Management (AIM) online system; when implemented, will improve communication of students' needs/accommodation to instructional faculty. Furthermore, OSD staff will become more efficient resulting in improved overall service to students. (Spring 2016)
- HR has begun the process to hire a full-time LD Specialist with the anticipated start being August 2019.
- Continued OSD growth and collaboration with Palmdale staff and faculty which is contributing to improved OSD services for Palmdale students.
- Continue to offer Faculty Professional Development presentations to faculty regarding the OSD program, disabilities and their resulting limitations with the purpose to educate and stimulate dialogue and develop a greater understanding by all.
- Continue high school transition visits by HS seniors to AVC with the purpose to provide them with an orientation to OSD services and to give them a college tour.
- Continue participation in the annual LA County Regional Center/high school transition fair for Special Education seniors.
- Continued participation and membership on AVC's Behavior Intervention Team (Bit).
- Continued linkage with local community service agencies that serve people with disabilities, i.e. Department of Rehabilitation and local high schools.
- Insure that all OSD students have an Ed goal, or Comprehensive Ed Plan based on data provided by the Armada along with course advisement.
- Continued partnership with local county mental health department, including seat on area advisory committee and participation in resource fair for mental health clients.
- Expansion of technology for low vision and blind students.

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

X <input type="checkbox"/> Communication	X <input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
X <input type="checkbox"/> Creative, Critical, and Analytical Thinking	X <input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X <input type="checkbox"/> Community/Global Consciousness	X <input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	X <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X <input type="checkbox"/> Career and Specialized Knowledge	X <input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program.	
<input type="checkbox"/>	X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/>	X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/>	X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/>	X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/>	Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

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

A summary of the 11 question OSD student satisfaction survey for 2016 2017 revealed a positive response of 88% to 99% on questions 4 through 11 with the first 3 questions dealing with the program's OOs, which will be discussed in a different part of this report. The four most positive questions were: 8. Do you feel that OSD staff and the delivery of support services/accommodations promote your independence? Yes/Somewhat 99%; 7. Do you feel that you are receiving appropriate support services/accommodations as they relate to your individual needs? Yes/Somewhat 98%; 10. Do you feel that the OSD contributed to your educational success while at AVC? Yes/somewhat 96%; 11. If you experienced disability-related difficulties, please rate how helpful the OSD was to you in resolving the problem? Very Helpful/Helpful. 96%.

The conclusions are that students see OSD as contributing to their independence, overall have contributed to their success and have been helpful when disability related problems have occurred.

There were four questions that were less positive and they were as follows: 4. How would you rate your overall experience with the OSD? Very Satisfied/Satisfied 88%; 6. Please rate your level of satisfaction with availability of OSD staff to discuss your needs when you need them? Very Satisfied/Satisfied 89%; 5. Please rate your level of satisfaction with the quality of customer service in the OSD. Very Satisfied/Satisfied 90%; 9. If you experienced academic difficulties, please rate how helpful the OSD staff was to you in resolving the problem? Very Helpful/Somewhat Helpful 95%.

It is anticipated that with the hiring of an additional faculty member, a LD Specialist that the availability of staff to assist students when they need them will be greatly enhanced. The new LD Specialist is scheduled to start Fall 2019. Overall student satisfaction is always a priority when students seek service through OSD. During future OSD staff meetings we will review the results of this survey and brainstorm how we can continue to improve.

A summary of the 2017 2018 OSD student satisfaction survey revealed a positive response of 79% to 97% on questions 4 through 11, which is a 9% drop in the lowest question and a 2% drop from the highest question from 2016 2017 survey data. The highest 4 questions were as follows: 8. Do you feel that OSD staff and the delivery of support services/accommodations promote your independence? Yes/Somewhat 97%; 10. Do you feel that the OSD contributed to your educational success while at AVC? Yes/Somewhat 97%; 11. If you experienced disability-related difficulties, please rate how helpful the OSD was to you in resolving the problem? Very Helpful/Somewhat Helpful 96%; 7. Do you feel that you are receiving appropriate support services/accommodations as they relate to your individual needs? Yes/Somewhat 95%.

The four less positive questions were as follows: 6. Please rate your level of satisfaction with availability of OSD staff to discuss your needs when you need them? Very Satisfied/Satisfied 79%; 4. How would you rate your overall experience with the OSD? Very Satisfied/Satisfied 80%; 5. Please rate your level of satisfaction with the quality of customer service in the OSD? Very Satisfied/Satisfied 85%; 9. If you experienced academic difficulties, please rate how helpful the OSD staff was to you in resolving the problem? Very Helpful/Some What Helpful 94%.

Again, with the hiring of an additional faculty member it is anticipated that satisfaction of students regarding being able to receive assistance when they need it will improve once the LD Specialist starts in Fall 2019. It is further anticipated that as we are able to implement our Accessible Management Information system (AIM) and students can realize their benefits of requesting their accommodations online overall satisfaction will improve. In future OSD staff meetings discussions will take place to see how OSD might improve and what could have caused the drop in overall student satisfaction from 2016 2017 to 2017 2018. The complete OSD survey results will be attached to this report.

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

Over the past four academic years 2014-2015 through 2017-2018 the OSD student population has remained relatively stable ranging from 1,393 to 1,212. The difference being 181. It is anticipated that the OSD student population will continue to be stable with some increases with the hiring of an LD Specialist in Fall 2019.

Below is a table showing student counts by disability.

Academic Year	Hearing	ABI	ADHD	Autism Spectrum	LD	Vision	Mobility	Other	DDL	Speech	Psych	Unduplicated Student Count
11-12	58	49			314	27	232	494	55	4	253	1486
12-13	67	45			307	28	287	564	50	4	305	1657
13-14	70	51			302	31	334	677	59	2	349	1875
14-15	49	44			214	25	259	488	55	5	254	1393
15-16	57	30			158	33	232	504	42	4	271	1331
16-17	44	37	62	91	414	33	184	100	46		230	1241
17-18	42	41	57	94	376	25	193	98	49		237	1212

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

OSD staff reviewed data from our Institutional Effectiveness Research and Planning (IERP) and summarized the findings and came up with the following conclusions. The data from IERP is attached.

Our students are older on average than the general campus population. Our students' average age (full-time & part-time) is ~31 years old, while the general campus populations' age is 22-25 years old (full-time & part-time). This indicates that on average our students are independent, working adults. To further add to that point, 20% of our students are over the age of 45.

Our Race/Ethnicity data is quite different from the general campus population, with our African American/Black students almost 3x that of the rest of the campus. We also have significantly fewer Hispanic/Latino students, just 39.7 %, than the general campus population of 56.1%.

Our students also have different goals. Our students are right with the general campus population in terms of "obtain an AA and transfer," with OSD students selecting this goal 53% and the general campus population selecting it at 54%. However, our students are choosing "obtain a two-year...without transfer," at 33% (vs. campus general population 24%), and "earn a career technical Cert. without transfer at double the rate of the general campus population, 8.2% OSD vs. 4.2% general population.

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

For our 53% of OSD students interested in AA/AS and transfer, they are transferring at a higher rate than the general campus population, 94% OSD vs. 91% general population. This would indicate that they are receiving the information they need to move on, using their accommodations, and are staying focused and on track.

This is even more remarkable when looking at the Average number of term an OSD student is staying at AVC. OSD students have "avg. # of Terms," at 5 terms. While the general campus population has "avg. # of term," at 3.5 terms. It is taking an average of 1 1/2 years longer for our OSD students to complete their goals, but they are transferring at a higher rate than the rest of the campus. Students with disabilities often work harder and longer to complete the same course work as their non-disabled peers. This makes it difficult to enroll in 12 units or more, as they may be studying 4-5 hours for every lecture hour, vs. the general population of 2-3 hours of study for every hour of class lecture. So, their persistence is quite remarkable.

As to Completion rates, OSD is just under the average completion rate of the general campus population, 74.2% for OSD vs. 78.6% for the general population. This would indicate that despite any barriers presented due to their disabilities, our students have a completion on par with the rest of the campus.

In summation our students are a unique subset within the AVC campus population. They are older, 3x more likely to be AA/Black, they take longer to complete their goals, are more likely to need remediation (~10% more likely to be in basic skills courses), and are more likely to be part-time students (5% less full-time than the general population). They are more likely to choose a shorter term goal, such as AA/AS without transfer or a Technical Certificate. However, despite these differences, our students are transferring and completing their goals at roughly the same percentages at the general campus population. So, our students may need more time and support, but their success and transfer rates on par with the rest of the AVC campus.

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

Strengths	OSD staff, including faculty, classified and student workers are a strength to providing quality support services to students with disabilities. Accessible Information Management (AIM) continued implementation.
Weaknesses	Need for additional clerical staff to adequately serve students.
Opportunities	The hiring of a full-time LD Specialist for Fall 2019 will provide additional opportunities for students who otherwise would not have been served. Continue to roll out AIM features, including test proctoring and alternative media management. College Connect liaison which

	would be their on-campus staff to support currently enrolled Regional Center students at AVC. Strive to improve all areas of student satisfaction as measured by the OSD Student Satisfaction Survey.
Threats	If the College and OSD staff are unable to provide accommodations to students in a timely manner the threat of an Office for Civil Rights complaint is possible. OSD student completion rates are being raised and the funding formula is changing.

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

OSD has been utilizing three OOs through the Fall 2018 semester which were as follows: OO 1. Do you understand what your disability is? OO 2. Do you understand how your disability limits you in a classroom or on a campus? OO 3. Do you understand the types of support services and accommodations you may receive as a result of your disability? OSD target for these outcomes were to have an 80% Yes response for these questions. Furthermore, over the past several years OSD has made these three questions part of our OSD student Satisfaction Survey, which was and is administered via Survey Monkey. OSD using Survey Monkey has greatly improved our student participation as well.

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

On 3/7/2019 at an OSD staff meeting the CCCO DSPS student survey was reviewed. During the review process OSD staff decided to select three new OOs that were similar to the current OOs and in some ways better. The three new adopted OOs are as follows: 1. I self-advocated with my instructors about the need for accommodation. 2. I can explain the connection between my academic adjustments and my disability. 3. My academic adjustment has helped me reach my educational goal. OSD target for these questions will be to have outcomes of 80% Strongly Agree/Agree responses by students. OSD will gather student responses during the Spring 2019 semester and in to the future.

For the currently utilized OSD Student Satisfaction Survey the results for the three OOs for 2016-2017 and 2017-2018 were as follows. OO 1. Do you understand what your disability is? Yes 95.99%, 94.57%. OO 2. Do you understand how your disability limits you in a classroom or on a campus? Yes 94.81% 93.80%. OO 3. Do you understand the types of support services and accommodations you may receive as a result of your disability? Yes 92.92%, 91.09%.

The three OOs for OSD are exceeding their target goal of a Yes response rate of 80% by students. OSD staff are doing their part by explaining a student's disability, how it affects them and what their recommended accommodations are.

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

<p>Goal 1: Continue to fully implement the Accessible Information Management (AIM) online service for OSD students, staff and faculty, ongoing.</p> <p>Goal 2: Hire a Clerical III to insure the timely service to OSD students and staff, ongoing request.</p> <p>Goal 3: Hire full-time LD Specialist, anticipated Fall 2019, process has started.</p> <p>Goal 4: Purchase a second computer to be used by OSD students at the OSD front counter and train students on its use, repurposed an OSD computer in the Learning Center for placement and use at the OSD front counter, completed Fall 2018.</p> <p>Goal 5: Hire an Education Advisor to actualize a case management approach to serving all OSD students. This position would be able to provide case</p>

management of student accommodations, in addition to academic needs, to meet federal and state compliance. New request.
Goal 6: Request funding for professional staff development for OSD faculty and staff, in order to keep current with trends and legal issues concerning students with disabilities, ongoing request.

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

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
1	ILO2, ILO4, OO1, OO2, OO3	Continue to fully implement the Accessible Information Management (AIM) online service for OSD students, staff and faculty with the anticipation that overall disability related services will be greatly enhanced.	Continue to work with ITS and all OSD staff to fully implement AIM with all its benefits.
2	ILO1, ILO2, ILO3	Hire a Clerical III to insure the timely service to OSD students and staff as it relates to providing the smooth delivery of student accommodations.	Submit employee request to immediate supervising administrator.
5	ILO1, ILO2, ILO3	Hire an Education Advisor to actualize a case management approach to serving all OSD students among the OSD staff making them more efficient.	Submit employee request to the supervising administrator.
6	ILO3, ILO4	Request funding for professional staff development for OSD faculty and staff, in order to keep current with trends and legal issues concerning students with disabilities.	Submit funding request to the immediate supervising administrator.

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	Clerical III	Repeat	\$40,471	Recurring	Dr. Louis Lucero
Classified Staff	Education Advisor	New	\$52,071	Recurring	Dr. Louis Lucero
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development	Professional Development	New	\$6,000	Recurring	Dr. Louis Lucero
Other					