



2020-2021 Program Review Report

Division/Area Name: Office for Students with Disabilities (OSD)	For Planning Years: 2022-2023
Name of person leading this review: Dr. Louis Lucero	
Names of all participants in this review: Dr. Louis Lucero, Director OSD Ann Loi, High Tech Center Lab Technician Darlene O’Keeffe, Clerical Assistant III Tamira Palmetto Despain, Disability Services Specialist Harry Pleer, Coordinator Deaf Services-Interpreter Maricela Ruvalcaba, Learning Disability Testing Technician John Wanko, Disability Services Specialist	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district <u>mission</u>
<p>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.</p> <p>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.</p> <p>Additionally, OSD helps students with disabilities achieve their comprehensive education through the provision of accommodations and counseling services. Without these services, students with disabilities might not fully achieve their educational and vocational potential.</p> <p>Moreover, the OSD Program supports the AVC mission by serving and supporting students with disabilities as they strive to attain their educational goals. OSD offers disability related counseling, individualized student accommodations, academic planning and course advisement, designed to level the educational playing field so students with disabilities can reach their true potential.</p>

1.2.State briefly program highlights and accomplishments

- **Accommodation Letters:** We continue to fully implement our Accessible Information Management (AIM) online system, improving the communication of students' needs/accommodations to instructional faculty. Using AIM, OSD staff have transitioned to totally paperless process for the students, faculty, and staff, increasing efficiency, productivity, and greatly improving overall service to our students. During Fall 2020-Spring 2021 students were able to send 852 accommodation letters directly to their instructors with a few clicks of their mouse from their online portal- no more standing in line to request paper copies from the OSD front counter at the beginning of each term. Specifically, for Fall 2020 425 students or 59% of 713 students requested their accommodation letters. During Spring 2021, 427 students or 64% of 657 students requested their accommodation letters. Instructors have indicated that they like receiving the accommodation letters prior to the start of the semester as it gives them more time to prepare for the needs of the students.
- **Transformation, Expansion, and Increase in Efficiency of OSD Services During COVID:**
 - **Before COVID**, all OSD appointments with staff, including Intake, Ed Plan, Course Advisement, and disability related counseling were done in-person. And although staff were using our Accessible Information Management tool, nearly all internal processes, and those between students and staff, and staff and instructors, were driven by paper, tracked on paper logs, and required a physical presence.
 - Students were still being given paper applications and forms to complete in order to apply for OSD services and Academic Accommodation Plans were hand-written on forms.
 - In order to use their testing accommodations to take their exams, students would be required to 1) stop by the office to pick up their paper alternative testing forms (each signed by an OSD staff member), 2) bring the form to their instructors, 3) wait for their instructors to enter the proctoring instructions onto the form, and 4) bring the completed paper form back to OSD when they wanted to take their exam.
 - During appointments with students, the paper files (containing the student's Academic Accommodation Plan, their disability verification document, and all other required paper forms), would need to be reviewed by the staff with students during their face-to-face appointments. This was very cumbersome for both OSD students, their instructors, and OSD staff.
 - Hand-written paper logs were used to track applications, tests, and student files, which was very time-consuming and mostly ineffective.
 - **After COVID**, in order to enable OSD staff to maintain a continuity of service and assist our students remotely, all appointments were conducted via Zoom, Google Meet, or telephone.
 - Additional methods of contacting OSD were implemented, including the creation of 1) an OSD Zoom account used by front desk staff to replace face-to-face, 2) one central OSD email box, maintained by front desk staff, 2) an OSD Google appointment request form, linked to our OSD webpage,
 - Templated emails with text and image-rich instructions helped to not only walk students through each step of the activities they needed assistance with (such as how to apply to AVC; how to apply to OSD; how to submit their accommodation letters to their instructors; how to add/drop classes, and more), but also provided staff managing the mailbox an efficient way to respond to requests without retyping a fresh email for the same types of requests for each student, massively cutting down response times, and eliminating confusion and the dissemination of inaccurate information.
 - All required paper forms were converted to fillable pdfs, accessible from the AVC website or via email.
 - AIM's capabilities were fleshed out with many templated emails and case note titles, providing a standard outflow of information to students, and standardized electronic record-keeping.

- Front desk workflows were converted from paper to electronic and created to run through, and be managed within, the AIM case management tool. Instruction in these new processes were conducted through Zoom, via email, and also by phone, enabling AIM to be utilized more effectively by each group, no matter their learning style.
- Since our services to students were no longer bound by in-person contact or paper processes, we were now able to reach students where they are and in whatever modality works best for them.
- Creating and implementing standard operating procedures for electronic and in-person activities, providing extensive training for front desk staff in those new procedures, and fleshing-out the AIM database and case management tool to make it the foundation of all student-facing activities and record-keeping, has resulted in a calmer, less stressful environment for OSD students and staff by eliminating nearly all confusion and errors, and creating much greater efficiencies. And as a result, we are able to focus more time and attention on directly supporting the success of our students rather than struggling to keep up with and keep track of mountains of paper.
- **Front Office Reconfiguration:**
 - **Before COVID:**
 - Three front desk staff (2 student assistants and one clerical assistant) were crowded into a 6-foot space with only a small portion of the counter and one reception staff actually facing incoming students- the largest part of the counter faced offices along an inner hallway.
 - More than half the reception area of the office was taken up by file cabinets containing paper student files. The clerical assistant was cramped into a 2-foot work space, situated with their back to the student workers they directed, as well as the OSD students requesting assistance. There was nearly no space to place and work with all the paper forms, binder logs, exams, verification forms, and student files. Often, front desk staff would need to work off their laps. This created confusion, and resulted in misplaced files, documents and exams, and errors. Front desk/reception staff were also working on very old computers, with one screen, that were slow and had a lot of problems.
 - **After COVID:**
 - A file purging project was conducted and completed, resulting in the shredding of long-time inactive student paper files. OSD was able to reduce paper file storage from 12 filing cabinets, down to 5, freeing up enough space for the necessary reconfiguration of the reception area so that we could continue to support our students in person when campus reopened, while maintaining social distancing guidelines.
 - Computers were updated and second screens were added at both front desk stations as servicing our students with online processes requires several programs being open at the same time. Updated computers and two screens per station has resulted in a near elimination of scheduling errors.
 - The front desk now accommodates the in-person assisting of two or three students at the same time while maintaining social distancing. The workspace now also provides the counterspace needed when working on projects.
- **Alternative Testing:** The Testing & Assessment Coordinator, Wade Saari, along with Darlene O’Keeffe and Dr. Louis Lucero, continued building out the many components that make up the AIM Alternative Testing module. The Alternative Testing module was activated May 17, 2021 for instructors and students, with all exams now being sent to, and proctored through the testing center, greatly improving efficiency and security. Palmdale Center staff were also trained and are now providing alternative testing for students enrolled in Palmdale courses.
- **Alternative Media:** The new online Alternative Media Request process that was rolled out in 19/20, resulted in better access for students to request and receive their books in alternative media formats. Tracking of the process was dramatically improved, increasing efficiency and decreasing turnaround time. During Summer 2021 a build-out of the AIM Alternative Format module was started with a roll out for students to begin sometime in Fall 2021.

- **OSD Services Web Page:** The OSD web page was updated and fleshed-out. Outdated information removed and newly created Alternative Testing tutorials for students and staff were added. OSD contact information was updated and a link to an online appointment request form was added.
- **Case Management:** Implementation of case management was attempted. We were unable to accomplish the goal to any great degree due workload issues and the lack of available staff and faculty.
- **LD Testing:** Tracie White, full-time Learning Disability Specialist/Counselor was hired on 9/16/2020 and it was planned that she would be handling the backlog of students requesting testing, along with students who need intake appointments and disability related counseling. As a result of Covid-19 and guidance from the Chancellor's Office, LD testing was temporarily postponed until in-person appointments could be resumed. Student intakes and disability related counseling were conducted remotely. Tracie White resigned her position 10/22/2021. Steps will be undertaken to refill the LD Specialist/Counselor position.
- **Collaboration:** Continue OSD growth and collaboration with Palmdale staff and faculty which is contributing to improved OSD services for Palmdale students.
- **Faculty Professional Development:** Continue to offer Faculty Professional Development presentations to faculty regarding the OSD program and disabilities, and their resulting limitations, with the purpose of educating and stimulating dialogue and developing a greater understanding by all. OSD faculty have expanded their FPD events to focus on specific disability groups such as Autism Spectrum Disorder, which was very well received.
- **High School Transition:** Continue high school transition visits by HS seniors to AVC with the purpose of providing them with an orientation to OSD services and to give them a college tour to assist them in becoming familiar with and more comfortable with continuing their education at AVC.
 - Continue participation in the annual LA County Regional Center/high school transition fair for Special Education seniors.
- **Behavior Intervention Team:** Continue participation and membership on AVC's Behavior Intervention Team (BIT) to maximize support for students with disabilities who are in distress.
- **Local Community:** Continue linkage efforts with local community service agencies that serve people with disabilities, such as the Department of Rehabilitation, Mental Health America (MHA), North LA County Regional Center, and local high schools to improve communication between all agencies and AVC.
- **Education Goals:** Continue to insure all OSD students have an Education Plan, and Comprehensive Student Education Plan, along with course advisement, by conducting regular outreach to students by mail and phone and getting the students serviced by OSD counselors.
- **Technology Expansion:** Continue the expansion of technology for low vision and blind students; such as purchase and utilization of tactile graphics (Swell paper) for STEM courses. OSD has also implemented Fusion which combines a screen reader along with the ability to enlarge print on a computer monitor which is utilized by blind and low vision students. In addition, we are utilizing a free screen reader called NVDA, which can be placed on any computer on campus and can also be provided to students. These types of software have been installed on computers in the Learning Center in Lancaster and Palmdale, and the Library, as well as the Test Proctoring Center. OSD has purchased talking scientific calculators, talking thermometers and a tactile anatomical model for biology to assist low vision and blind students in STEM courses.

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> Community/Global Consciousness	<input checked="" 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. <input checked="" type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career & Specialized Knowledge	<input checked="" 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. Type an "X" if checkbox is unavailable.	
<input checked="" type="checkbox"/>	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.
<input checked="" type="checkbox"/>	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/>	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/>	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.

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.

* For Fall 2020, the Chancellor’s Office modified the surveys we were to provide to OSD students, faculty and staff. The surveys reflected a new reality, a Covid-19 reality, where remote learning and services were the norm. Unfortunately, there were issues with students accessing the survey through Survey Monkey. When the final results were requested it was found that there was no data. Fortunately, access issues were corrected and Spring 2021 responses were received.

Spring 2021 Student Survey: 75 Respondents

- 73% of students strongly agreed, and 18% of students somewhat agreed with the statement: **My academic accommodations and services helped me reach my educational goals.** The majority of OSD students are utilizing their accommodations and this is increasing their overall success and completion.

- 78% of students strongly agreed with the statement: **OSD has been available and accessible online making it easy to request assistance while the campus is closed.** This is very gratifying as OSD staff worked very hard to ensure that students were responded to by the same day or within 36 hours. Students were able to access OSD staff through our web site, telephone, and by email. The OSD front counter staff played a major role in not only providing information back to students in a timely manner, but ensuring they understood how to reach us and how to use our new online processes, as well as also referring students to the appropriate OSD staff for assistance.
- 68% of students strongly agreed with the statement: **During this period of remote learning, my instructors have been supportive and helpful in ensuring my accommodations were facilitated.**
- 72% of students that they strongly agree with the statement: **During remote instruction, I feel comfortable approaching my instructor with my accommodation needs in recorded or real-time lectures.**
- 84% of students responded that they strongly agree with the statement: **I understand my rights and responsibilities as a student with a disability. OSD counseling staff have stressed this during intake appointments.** In addition the AIM eligibility letters, which the students receive during the intake process and when additional accommodations are added clearly explains the student's rights and the dispute process. As a result of counselor's efforts improvements have been achieved in this area. Note, in Fall 2019 52% of students were unaware of the process to file complaints with OSD.
- 25% of students indicated that **Due to remote instruction and remote learning, I have needed: More accommodations and access support.** OSD staff have been keenly aware of this and have been utilizing a case management system to reach out to students to make sure they are doing okay and inquiring if we can be of any assistance.
- 92% of students stated 'No' to **Have you ever needed to file a disability-related complaint?** 8% of students indicated 'Yes' to this statement. OSD staff are laser focused on responding quickly to students who call or email the office that they are not receiving their accommodations. Staff work closely with the student's instructor to resolve any problems at the lowest level before escalating the problem higher.
- 25% of students indicated that **Due to remote instruction and remote learning, I have needed: More accommodations and access support.** OSD staff were absolutely aware of this fact and were mobilizing all resources at their disposal to assist students.
- 14% of students responded 'Yes' to the statement: **Do you have concerns regarding the long-term effects of COVID-19 and need for new or additional accommodations (i.e., breathing complications, stamina, chronic mental health conditions, etc.)** OSD staff have been especially sensitive to this concern by students and have been proactively calling students to touch base with them and to see if we can provide them with any assistance.

Fall 2020 and Spring 2021 Faculty and Staff surveys

There were two different faculty and staff surveys used over Fall 2020 and Spring 2021 based on guidance from the Chancellor's Office. The Spring 2021 survey focused on questions surrounding COVID and the remote status of all our campuses. Here are the results for both surveys.

Fall 2020 Faculty and Staff Survey: 74 Respondents

- 56% responded strongly agree and 39% agreed with the statement: **I am aware of the different disability accommodations and services provided by the Office for Students with Disabilities (e.g., Adaptive Computer Lab, Alternate Media, Interpreting Services, Testing Accommodations, Note-taking).** This level of awareness indicates that faculty and staff would be more able to assist their students because they have an understanding of our typical services.

- 70% indicated strongly agree and 26% agreed with the statement: **When I have contacted the Office for Students with Disabilities regarding questions/concerns for a student, I have received a response in a timely manner.** This means that 96% of respondents either strongly agreed or agreed, which is very positive. OSD staff take pride in serving instructors and it is reflected in this question.
- 92% replied 'Yes' to the question: **Do you have a disability statement on your syllabus that informs students to register with the Office for Students with Disabilities if they have a disability and asks them about their learning needs?** This is positive, but OSD staff will always strive to achieve a perfect 100%.
- 53% responded yes to the question: **Would you like to be provided with a sample statement for use in the future?** It is unclear why 92% stated on the previous question they had a statement and on this question 53% would like a statement- unless they might think there is a more updated or better worded statement. Nevertheless, OSD staff will email out syllabus statements to all faculty during the course of each semester.

Faculty and Staff Survey Spring 2021: 151 Respondents

- 22% or 35 faculty/staff responded 'Yes' to the question: **Directly in response to COVID-19, have you made any referrals to OSD for academic accommodations?** This sounds higher than normal, but is expected as a result of all the extra demands on students and staff due to COVID-19.
- 10% of faculty/staff indicated 'Yes' to the question: **Are you aware of any students that were forced to drop out or withdraw because of the intersection of their disability and the online modality of instruction due to COVID-19?** OSD staff were also keenly aware based on student feedback that some students had a very difficult time navigating the totally remote environment that was forced upon them due to COVID-19.
- 13% or 21 faculty/staff responded 'Yes' to the question: **As a result of COVID-19, have you consulted with OSD more frequently for technical assistance than you have previously?** This was not surprising, with the added stressors of remote instruction and with the combined struggles of students, faculty and staff reached out to OSD in higher numbers.
- 74% of respondents strongly agreed with the statement: **When I have contacted the Office for Students with Disabilities regarding questions/concerns for a student, I have received a response in a timely manner.** This is a 4% improvement from the Fall 2020 faculty staff survey and further indicates the pride OSD staff has in serving our AVC community.
- 76% of respondents indicated 'Yes' to the question: **Do you have a disability statement on your syllabus that informs students to register with the disability services office if they have a disability?** This is lower than the 92% of faculty/staff who indicated yes to the same question for Fall 2020. OSD staff will need to ensure that faculty statements are emailed out to instructors.
- 22% of faculty/staff responded 'Yes' and 77% indicated 'No' to the question: **Are you utilizing universal design and/or accessibility tools in Canvas such as Immersive Reader and Blackboard Ally?** OSD faculty do discuss universal design during their FPD presentations. It might be necessary to expand this part of their presentations.

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):

Student numbers for 2020-2021 continue to show a downward trend in OSD student enrollment. This is likely due to the larger trend of enrollment being down across the entire California Community College system in the wake of the current pandemic.

Student Counts by Disability

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

	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021
	Student Count	Student Count	Student Count	Student Count
Antelope Valley Total	1,212	1,043	1,030	848
Acquired Brain Injury	41	36	33	36
ADHD	57	60	75	57
Autism Spectrum	94	93	105	104
Developmentally Delayed Learner	49	37	38	20
Hearing Impaired	42	36	37	36
Learning Disabled	376	299	282	236
Mobility Impaired	193	167	127	89
Other Disability	98	84	94	68
Psychological Disability	237	209	214	180
Visually Impaired	25	22	25	22

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

OSD staff reviewed data from our Institutional Effectiveness Research and Planning (IERP) for Fall 2020, and summarized the findings to arrive at the following conclusions: (The IERP data is found in Section 5)

Fall 2020 IERP Data:

Age: OSD student age is older than the general campus population

- 27.1% are 19 years or less (vs. 36.5%) OSD Students are older than the general campus population
- 20.2% are between 20-24 years (vs. 30.8%) OSD student are also more likely to be in their 30s and 40s or older.
- 11.2% are between 35-44 years (vs. 7.6%), and
- 17.6% being 45+ years (vs. 5.5%). This indicates that on average, our students are independent, working adults.

Race/Ethnicity: Our Race/Ethnicity data is quite different from the general campus population

- African American/Black student population is 10% higher than the general campus population at 23.9% vs 12.4%
- Hispanic/Latinx students, significantly less than the general campus population at 46.8% vs. 58.4%

Goals: Our students also have different goals than the general campus population. Our students are trending higher than the general campus population in terms of 'Obtain an AA and Transfer,' and OSD Students are choosing to 'Certificate/ Career Planning' at a much higher rate than the general campus population as shown below:

- **Obtain an AA and transfer:** OSD students 88.3% (vs. general campus population at 69%)
- **Certificate/Career Planning:** OSD students chose this at the rate of 7.4% (vs the general campus population 5.1%)

The above data indicates that our students are older, independent adults who have returned to college with goals directly related to employment. Our students want to earn a degree or certificate (shorter term) that will lead directly to a career or career advancement, or employment. Our students are also focused on long term career/educational goals that require a higher level of education, and are preparing for transfer to a university at a higher rate than the general population.

Transfer Completion Rate:

- **Transfer Completion:** OSD's rate is 92.5% (increase from 19-20 year), which is slightly higher than the rate for the general population at 90.5%. This would indicate that OSD students are receiving the information they need to move on, using their accommodations, and are staying focused and on track.

Average Number of Terms:

The transfer completion rate is even more remarkable when considering the average number of terms an OSD student is staying at AVC.

- **Avg. # of Terms:** OSD students at 5.7 terms (significantly the same as 19-20 academic year) with the general campus population at 3.8 terms (also significantly the same as 19-20 academic year).

It is taking an average of 2 terms longer for our OSD students to complete their goals, but they are transferring at a rate on par with 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.

Completion Rates:

- OSD is just under the average completion rate of the general campus population, 73.4% for OSD vs. 78.6% for the general population (virtually the same numbers at 19-20). This would indicate that despite any barriers presented due to their disabilities, our students have a completion rate competitive with the rest of the campus.

In summary, our students are a unique subset within the AVC campus population. They are older, more likely to be AA/Black, they take longer to complete their goals, are more likely to need remediation and are slightly more likely to be part-time students (4% 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 are in line with the rest of the AVC campus.

Retention & Success:

In reviewing the Chancellor's Office (Data Mart) data concerning retention and success rates, OSD students were found to be comparably similar for credit courses, degree applicable courses, transferable courses and vocational courses. Most differences in rate were 2% or less, with the exception of vocational courses in Fall 2020 where OSD students had both higher retention and success rates than the general population.

The largest discrepancy was found in basic skills courses, where rates of retention and success were much higher than the general population in Fall 2020; and success rates markedly lower in Spring 2021. Basic Skills courses for Spring 2021 appears to be an outlier, as only 8 OSD students enrolled in basic skills courses for that term.

It appears that OSD students are persisting and succeeding at rates on par with the general campus population. This indicates that students are utilizing their accommodations to gain class access equal that of their nondisabled peers.

Fall 2020 Retention & Success:

- **Basic Skills:** OSD retention rate 88.46% & success rate 61.54% vs the General Population at 79.59% and 45.41%
- **Credit Courses:** OSD retention rate 88.54% & success rate 75.82% vs the General Population at 88.01% and 73.42%
- **Degree Applicable:** OSD retention rate 88.55% & success rate 76.3% vs the General Population 88.16% and 74%
- **Transferable Courses:** OSD retention rate 88.23% & success rate 75.76% vs the General Population 87.84% and 73.22%
- **Vocational Courses:** OSD retention rate 91.05% & success rate 81.66% vs the General Population 89.71% and 77.91%

Spring 2021 Retention & Success:

- **Basic Skills:** OSD retention rate 100% & success rate 37.5% vs the General Population at 77.19% and 44.74%
- **Credit Courses:** OSD retention rate 88.86% & success rate 72.83% vs the General Population at 87.9% and 74.22%
- **Degree Applicable:** OSD retention rate 89.14% & success rate 73.51% vs the General Population at 88.22% and 74.68%
- **Transferable Courses:** OSD retention rate 88.8% & success rate 73.15% vs the General Population at 88.02% and 74.13
- **Vocational Courses:** OSD retention rate 90.89% & success rate 74.84% vs the General Population 90.08% and 78.59%

<p>Strengths</p>	<ul style="list-style-type: none"> • A strong, caring, OSD team comprised of faculty, classified staff, and student workers, with deep knowledge and skillsets who care about the success of AVC’s disabled students and provide them quality support services. This is evidenced by OSD student success and retention rates that are comparable with the AVC general population. • The Accessible Information Management (AIM) system, which has enabled OSD to move all our front desk and counseling processes online, and has eliminate massive paper forms, logs, and processes. • AIM has enabled students to easily request their accommodation letters online from anywhere, using their phone or computer, and it will enable students to schedule their proctored exams online when the module is completed. • Using AIM has allowed us to redesign and standardize all processes for our front desk operations in support of our students so that the services and information we provide are consistent and accurate, no matter who is staffing the front desk. These processes are efficient and less prone to error. As a result, it has enabled us to improve our direct support to students, whether in-person or remotely, by allowing us to focus more time and attention directly on the needs of the students we support, with more accurate data, rather than on administrative tasks. • OSD offers very competitive pay for our Professional Expert interpreters. In addition, scheduled assignments can be stable and last through the entire semester.
<p>Weaknesses</p>	<ul style="list-style-type: none"> • If OSD students do not submit their accommodation letter they, will not be able to schedule their alternative testing exams, or request alternative formatted textbooks through the AIM online service. The problem is that only 59% and 64% of students during Fall 2020 and Spring 2021 respectively submitted their accommodation letter. Additionally, this prevents the instructors from being aware of the student’s accommodations. • Many students do not have access to training by the High-Tech Center staff person due to scheduling limitations as a result of their part-time status. This has resulted in complaints to the dean of counseling. • OSD depends on a transient workforce of student workers to be the front-line customer support to our OSD students. This creates instability as student workers graduate, or are unable to work due to their own class schedules. Student workers are also generally new to the workforce and require more training and supervision for longer periods of time. • Antiquated equipment, obsolete software programs, unreturned equipment, and other obsolete assistive devices which diminish students’ access. • Professional Expert interpreters are limited to a total of 29 work hours per week. This limitation, coupled with an overall decrease in the number of available Professional Expert interpreters and an increase in Deaf/Hard of Hearing students requiring interpreting services, has resulted in an increased utilization of agency interpreters from agencies such as Life Signs. The cost to utilize these agency interpreters can be triple the cost of using Professional Expert interpreters, and oftentimes they are less dependable. In some instances, this lack of dependability results in the need to use available Professional Expert interpreters who may already be at the 29-hour limit per week, causing them to exceed that limit. OSD must always provide interpreter services when they are available. • Currently OSD cannot effectively implement a case management system due to current staffing levels, including classified and faculty. Students may go without OSD contact for one or more semesters, resulting in a lack of access to accommodation services, current education plans, and review of their career and academic goals to ensure they remain on track. • Inability to provide students their alternative media formats in a timely fashion, negatively impacting their academic success.

Opportunities	<ul style="list-style-type: none"> • Increase the success and student retention rates by hiring an Education Advisor that will help OSD fully implement a case management process to follow-up with specific disability groups and refer them to the appropriate counselors and OSD staff. This staff would reach out and proactively bring students into OSD for services rather than the more passive approach of addressing students as they reach out to us. • Increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by targeting them for high touch contact, via phone and email, and scheduling appointments with the counselors. • Increase access to alternative media for students by filling the vacant position, hiring a new full time Alternative Media Specialist. • Take actions to recruit more professional expert interpreters with the goal to dramatically increase the number of qualified interpreters to service our students. • Hire two full-time staff interpreters who can cover student assignments and who will not be subjected to the 29-hour weekly limit. • Improve students access to alternative media in a timely manner by building out the AIM Alternative Media management module. This will greatly increase the efficiency of receiving book requests as well as the timeliness of converting textbooks and getting the new media to the students. All delays in this area negatively impact the student in the classroom. • Improve weak areas of student satisfaction, as measured by the OSD Student Satisfaction Survey, including helping students better understand the complaint process. An E-form will be created in AIM explaining to students their disability related rights and the complaint process when they feel they have been denied an accommodation. Students will be required read and sign this form once a term. • Continue to increase the knowledge base and create efficiencies by training faculty, staff, and OSD students on the AIM Alternative Testing processes to prepare for a smooth rollout. • To increase the percentage of OSD students who submit their accommodation letter via AIM. This will make it possible for them to also seamlessly access and utilize alternative testing and alternative formatted textbooks services through this online service. The goal is to raise the percentage to 80%-90%. This will be accomplished by emailing and calling students throughout the semester, who have not submitted their letter.
Threats	<ul style="list-style-type: none"> • If the College and OSD staff are unable to provide approved accommodations to students in a timely and effective manner, the threat of an Office for Civil Rights complaint is possible.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):

During the COVID-19 shut down of our campuses to in-person support services and instruction, the Chancellor’s Office revised their student survey that was to be administered over Fall 2020 and Spring 2021. 60% of the questions dealt with possible student concerns surrounding remote learning and support services. In the past, OSD used three questions on the CCCCCO student survey as our OOs. For Fall 2020 there were access issues where students were unable to take the survey. This fact was not discovered until it was revealed that there were no student results at all. Thankfully, this was corrected for Spring 2021.

But as a result of an OSD staff oversight it was not caught that the three questions used as our OOs, which had always been on the CCCCCO student survey, were not utilized this time. In the future, for Fall 2021, OSD will revert back to the original CCCCCO Student Survey containing our three OO questions.

OSD's 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.

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

Goal 1: Increase access to Alternative Media Textbooks to increase student success. During the 2020-2021 academic year, OSD staff developed a paperless online process and form, for students to request their textbooks in Alternative Media formats. This is an intermediary step as we strive to fully implement the AIM alternative media module.

Goal 2: Provide OSD students more consistency and greater stability at OSD's front desk: Although no progress was made in hiring additional clerical support staff at this time, the combination of more in-dept training for our student assistants and the implementation of standardized processes, has helped us achieve a greater consistency in our support to students. The primary challenge is changing front desk personnel due to class schedules each semester, and as students graduate. Ongoing request.

Goal 3: Empower students to advocate for themselves and ensure their rights are protected. In-progress. Converted to AIM paperless system. Creating and publishing a student agreement that presents the complaint process in detail is currently in process. The dispute process is being reviewed verbally during Intake appointments with new OSD students.

Goal 4: Increase student retention & success rates: Continuing to work on a case management system that would increase intrusive counseling/advising services. Progress has been made in the 20-21 year, however we will need to implement the case management system earlier for more effectiveness in the 21-22 year.

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 management of student accommodations, in addition to academic needs, in order to meet federal and state compliance. No progress. Ongoing request.

Goal 6: Keep current with trends and best-practices concerning students with disabilities through professional staff development for OSD faculty and staff. Ongoing request.

Goal 7: Transfer OSD test proctoring to Assessment: Significant progress has been made towards moving test proctoring to the Assessment center utilizing the Alternative Testing Module in AIM. In-Process. Full implementation will begin Fall 2021.

Goal 8: Reconfigure OSD front counter: Completed May 2021.

Part 3. Based on Part 2 above, please list program/area goals for 2021-2022

<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	To better prepare students for success in their classes by providing faster access to their alternative media textbooks.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator to fill vacant Alternative Media Specialist FT position. • Continue building out the AIM Alternative Media module once the Alternative Testing Module is completed and rolled out. <ul style="list-style-type: none"> ○ Continue conducting buildout working meetings. ○ Work with AIM as needed to build out the module. ○ Once completed, announce the new process to students. ○ Train staff and students in the module's use. ○ Roll out the completed module and begin using.
2	ILO1, ILO2, ILO3	To provide OSD students more consistency and greater stability at OSD's front desk.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT clerical support staff to support the functions of the front desk/reception operations.
3	ILO2, ILO3, ILO4, OO1	To empower students to advocate for themselves and ensure their rights are protected by improving weak areas of student satisfaction as measured by the OSD Student Satisfaction Survey, including assisting students to better understand the complaint process.	<ul style="list-style-type: none"> • During intake appointments, continue reviewing dispute procedure with students verbally. • Supply students with electronic stand-alone dispute procedure document. • In AIM, create and publish a student agreement that presents the complaint process in detail. <ul style="list-style-type: none"> ○ Require students to read and acknowledge this electronic document once each semester.
4	ILO4, OO1, OO3	To increase retention and success rates for students with mental health disabilities, autism spectrum disorder, and other high-risk disability populations by building a stronger support structure through high touch contact, via phone and email, and scheduling appointments with the counselors to help ensure they are utilizing their accommodations, as well as other available support tools.	<ul style="list-style-type: none"> • Continue running student lists in AIM to identify students that are at risk. • Contact identified students and schedule counseling appointment to resolve academic issues, make any needed accommodation adjustments, increase services, etc. • Set up regular check-in appointments for later dates through OSD front desk.

5	ILO1, ILO2, ILO3	To improve student success by hiring an Education Advisor to actualize a case management approach to serve all OSD students; to bring in students who otherwise have not seen their counselor.	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT Education Advisor.
6	ILO3, ILO4	To provide the best services to our students in an uncertain and ever-changing environment by keeping current with best practices regarding accommodations for students with disabilities, as well as providing instructional faculty with the knowledge and tools necessary for student success.	<ul style="list-style-type: none"> • Submit funding request to immediate supervising administrator to attend professional development conferences/trainings. <ul style="list-style-type: none"> ○ Attend Annual California Association Post-Secondary Educators of the Disabled (CAPED)
7	OO1, OO2	To improve student success by increasing the security and efficiency of test proctoring for OSD students and instructional faculty.	<ul style="list-style-type: none"> • Train Alternative Testing staff at Palmdale center to administer the module. • Fully transition all test proctoring to Assessment Center utilizing the Alternative Testing Module in AIM. • Continue to provide training to students on how to schedule their exams through their AIM student portal, and about how the overall process works. • Continue to provide training to instructional faculty on how to complete their AIM test proctoring agreement, how to upload their exams to AIM through their instructor's portal, and how to utilize their AIM Instructor's portal to their best advantage.
8	OO3, ILO1, ILO2	To improve access for Deaf and Hard of Hearing students by hiring 2 full time staff interpreter(s).	<ul style="list-style-type: none"> • Submit a New Hire request to supervising administrator for a FT ASL Interpreter.

9.	ILO1, ILO2, ILO4, 003	To increase the success of DHH Student's by increasing the total number of qualified Professional Expert interpreters employed by OSD.	<ul style="list-style-type: none"> • Work with HR to expand the recruitment efforts to include list serves, universities and colleges and Deaf and Hard of Hearing service agencies, so more qualified interpreters can be hired.
10	ILO1, ILO4, 003	To increase student access and success by empowering them to submit their accommodation letters to their instructors through AIM.	<ul style="list-style-type: none"> • Email students the image-rich instructions, as well as reminders • Call students and offer them assistance- walk them through the steps to submit their letter requests, using Zoom, in-person, or phone consults. • Remind students to submit their letter requests during course advisement, intake, and Ed Plan update appointments.
11	ILO1, ILO2, 003	To increase student access and success by training them on the use of disability-related accommodation tools and software.	<ul style="list-style-type: none"> • Submit a to supervising administrator to convert the part-time Hi-Tech Center staff position to a Full-time position.
12	ILO2	To increase student access to the instruction and knowledge needed to achieve their educational goals.	<ul style="list-style-type: none"> • Request funding from appropriate supervisory 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>
Classified Staff	Alternative Media Specialist – Replace vacancy	New	\$60,000	Recurring	Dr. Louis Lucero
Classified Staff	FT Sign Language Interpreter – New Hire	New	\$125,000	Recurring	Dr. Louis Lucero
Classified Staff	FT Sign Language Interpreter – New Hire	New	\$125,000	Recurring	Dr. Louis Lucero
Classified Staff	Clerical II Support- New Hire	Repeat	\$38,551	Recurring	Dr. Louis Lucero
Classified Staff	Convert Part-time High-Tech Center Staff Position to Full-time	Repeat	An additional \$31,330	Recurring	Dr. Louis Lucero
Classified Staff	Education Advisor- New Hire	Repeat	\$52,071	Recurring	Dr. Louis Lucero
Professional Development	Professional Development	Repeat	\$ 6,000	Recurring	Dr. Louis Lucero
Technology	Assistive Devices for Students (Replace outdated/ defective/lost equipment; stay up-to-date with current technologies/software.)	Repeat	\$ 6,000	Recurring	Dr. Louis Lucero

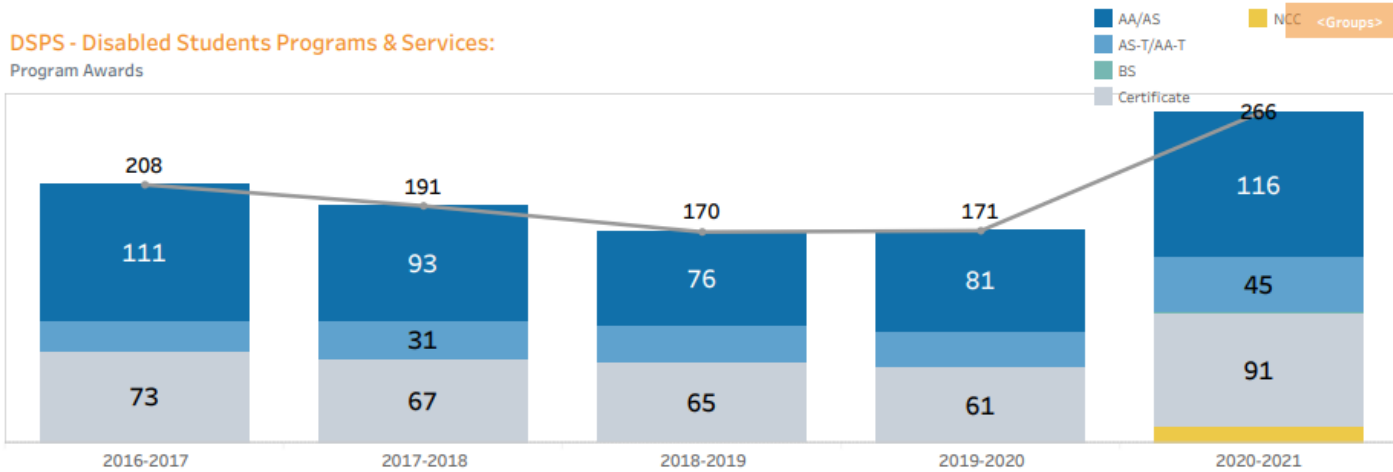
****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

<https://www.surveymonkey.com/r/20-21ProgramReview>

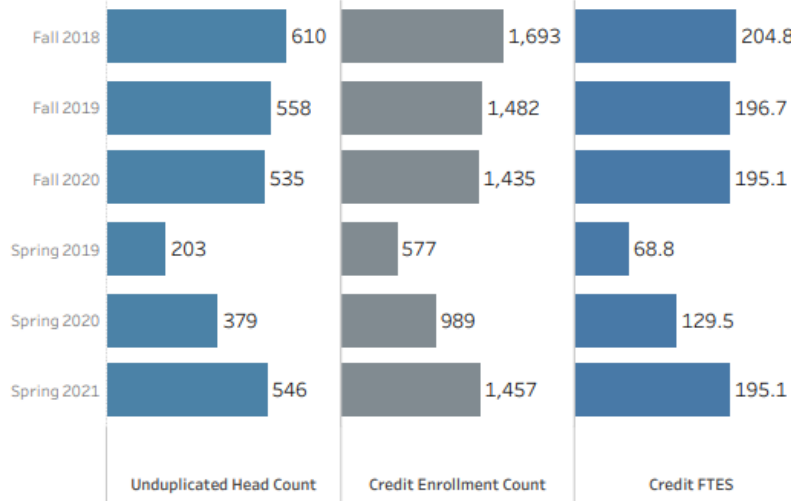
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

DSPS - Disabled Students Programs & Services:

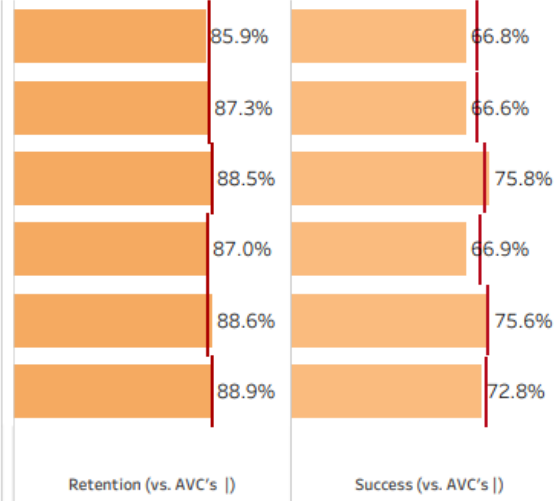
Program Awards



Headcount, Credit Courses Enrollment, Credit FTES



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



Data Source: CCCCO's Datamart (<https://datamart.cccco.edu/DataMart.aspx>)



Fall 2021 Student Profile (as of 9/16/2021)

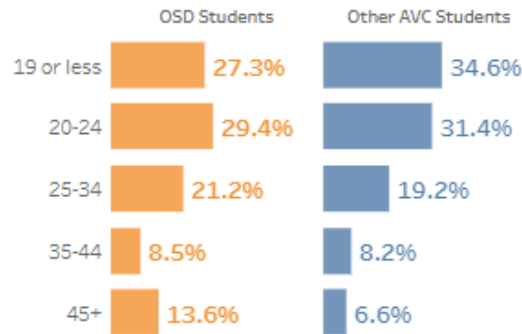
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330 11,102

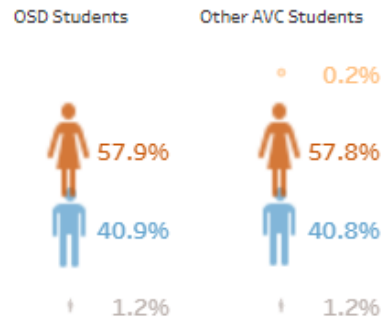
Cohort Selector

OSD

Age Groups



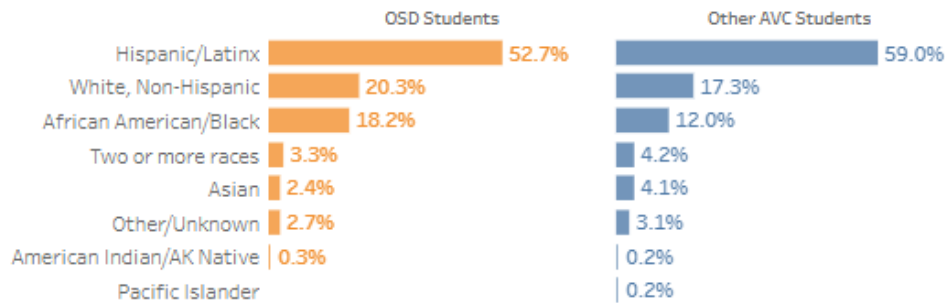
Gender



Metrics

Metric	OSD Students	Other AVC Students
Avg. # of Terms	5.1	3.7
Avg. GPA	2.6	2.9
Avg. AVC Earned Hours	44.7	39.5
Completion Rate	71.6%	79.4%
Avg. Transfer Earned Hours	25.0	24.4
Transfer Completion Rate	84.9%	92.3%
Avg. Enrolled Units	7.6	8.3
Number of Students	330	11,102

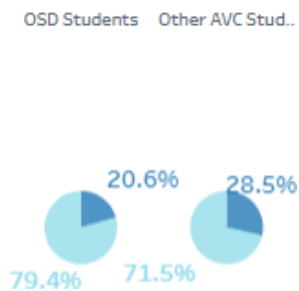
Race/Ethnicity



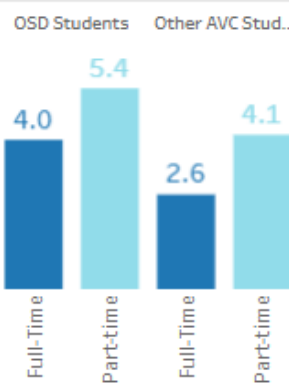
Top 20 Majors

Rank	Major	OSD Students	Other AVC St..
1	Registered Nursing	8.5%	13.3%
2	AS-T Biology & Biological Sciences	3.9%	5.4%
3	AA-T Psychology	7.3%	4.9%
4	AS-T Business Administration & Business Administration		4.8%
5	LAS: Arts and Humanities		4.5%
6	Administration of Justice & AS-T Administration of Justice	4.2%	4.2%
7	Undeclared		3.9%
8	Child & Family Education	3.6%	2.5%
9	Aircraft Fabrication&Assembly		2.5%
10	AA-T Communication Studies		2.4%
11	General Business		2.3%
12	AS-T Early Childhood Education		2.2%
13	Mechanical Engineering		2.2%
14	AA-T Sociology		2.1%
15	Radiologic Technology		2.0%
16	AA-T Kinesiology		1.9%
17	LAS: Social/Behavioral Science	3.6%	1.8%
18	Aircraft Fab & Assem Cert		1.7%
19	AS-T Mathematics & Mathematics		1.1%
20	Computer Software Developer		1.1%

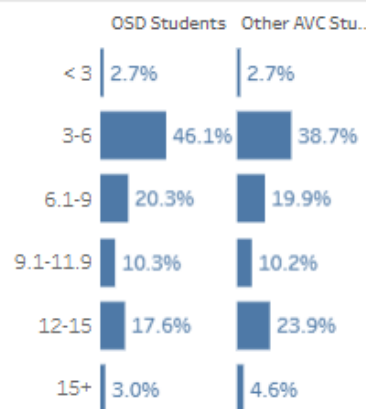
Part-Time|Full-Time



AVG.# of Terms



Enrolled Units





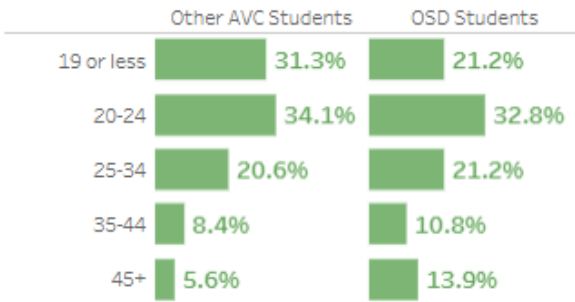
SPRING 2021 Student Profile (as of 1/22/2021)

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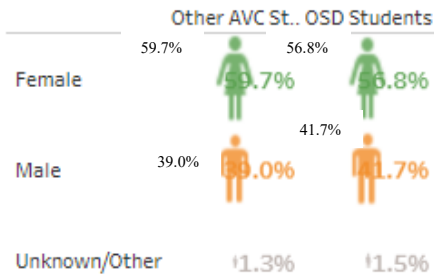
Cohort Selector

OSD

Age Groups



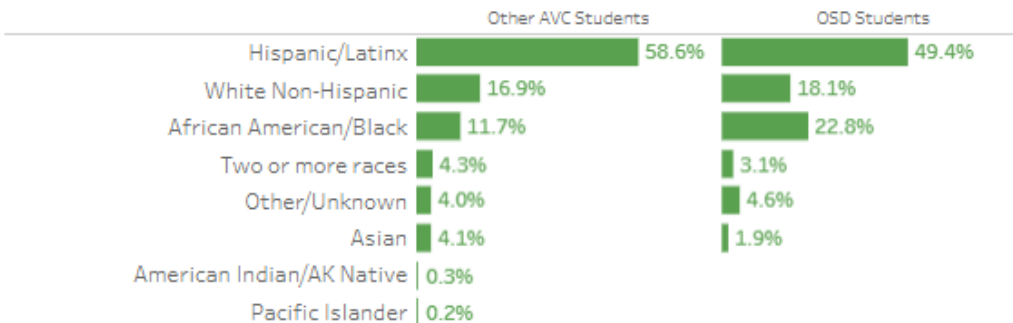
Gender



259
10,875

	Other AVC Students	OSD Students
Avg. # of Terms	4.3	6.1
Avg. GPA	2.8	2.4
Avg. AVC Earned Hours	37.7	43.2
Completion Rate	79.6%	72.0%
Avg. Transfer Earned Hours	22.0	20.8
Transfer Completion Rate	92.2%	79.2%
Avg. Enrolled Units	8.8	8.4
Number of Students	10,875	259

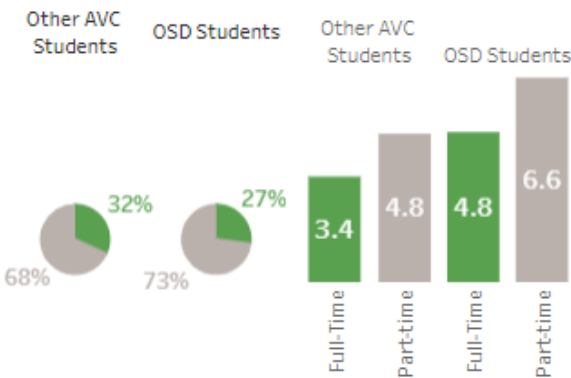
Race/Ethnicity



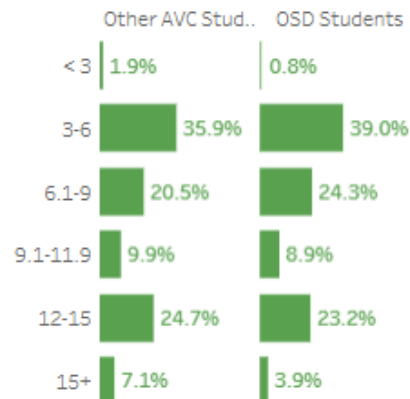
Top 20 Majors

	OSD Students	Other AVC St..
1 Registered Nursing	6.9%	14.5%
2 AS-T Business Administration & Business Administration	4.2%	5.8%
3 AS-T Biology & Biological Sciences	4.2%	5.5%
4 AA-T Psychology	6.2%	5.0%
5 Administration of Justice & AS-T Administration of Justice	5.8%	4.5%
6 LAS: Arts and Humanities		4.5%
7 Undeclared		3.1%
8 Aircraft Fabrication&Assembly		2.8%
9 AA-T Sociology		2.4%
10 AS-T Early Childhood Education		2.4%
11 Child & Family Education	5.8%	2.1%
12 General Business		2.1%
13 LAS: Social/Behavioral Science		2.0%
14 Mechanical Engineering		1.9%
15 AA-T Kinesiology		1.9%
16 Radiologic Technology		1.8%
17 AA-T Communication Studies		1.7%
18 Aircraft Fab & Assem Cert		1.7%
19 AS-T Mathematics & Mathematics		1.4%
20 Computer Software Developer		1.2%

Part-Time vs. Full-Time



Enrolled Units





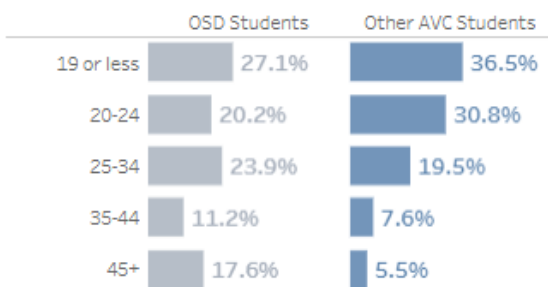
Fall 2020 Student Profile (as of 8/28/2020)

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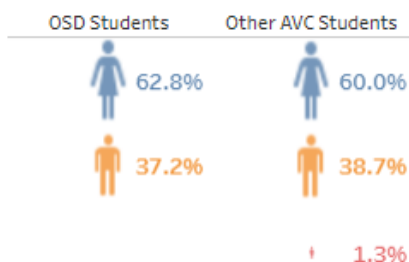
Cohort Selector

OSD ▼

Age Groups

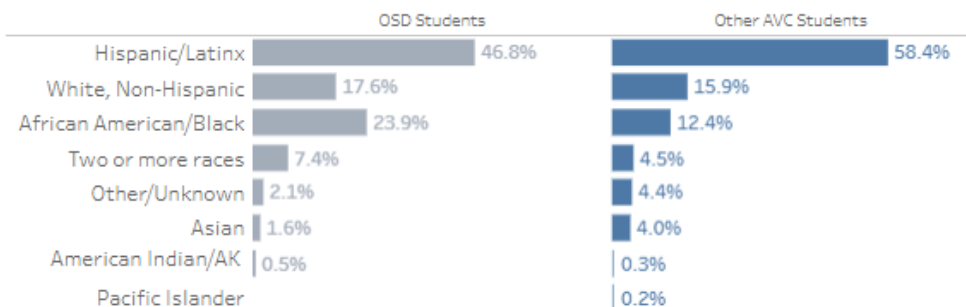


Gender



	OSD Students	Other AVC Students
188		
12,484		
Avg. # of Terms	5.7	3.8
Avg. GPA	2.7	2.8
Avg. AVC Earned Hours	42.9	37.8
Completion Rate	73.4%	78.6%
Avg. Transfer Earned Hours	29.8	22.8
Transfer Completion Rate	92.5%	90.5%
Avg. Enrolled Units	8.4	8.8
Number of Students	188	12,484

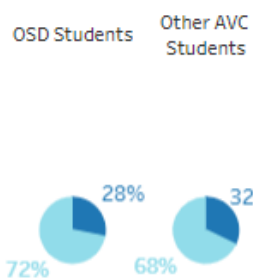
Race/Ethnicity



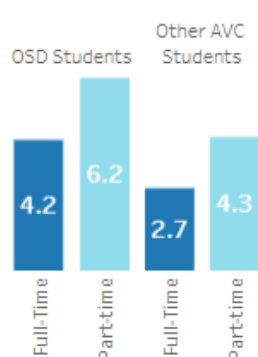
Top 20 Majors

Rank	Major	OSD Students	Other AVC St..
1	Registered Nursing		14.9%
2	AS-T Business Administration & Business Administration		5.7%
3	AS-T Biology & Biological Sciences		5.4%
4	AA-T Psychology		5.1%
5	Administration of Justice & AS-T Administration of Justice	5.9%	4.8%
6	LAS: Arts and Humanities		4.3%
7	Undeclared		3.6%
8	Aircraft Fabrication&Assembly		2.6%
9	Child & Family Education		2.3%
10	AA-T Sociology		2.3%
11	General Business		2.1%
12	AS-T Early Childhood Education		2.1%
13	LAS: Social/Behavioral Science		2.0%
14	AA-T Kinesiology		1.9%
15	Mechanical Engineering		1.9%
16	AA-T Communication Studies		1.7%
17	Radiologic Technology		1.7%
18	Computer Software Developer		1.5%
19	Aircraft Fab & Assem Cert		1.4%
20	AS-T Mathematics & Mathematics		1.3%

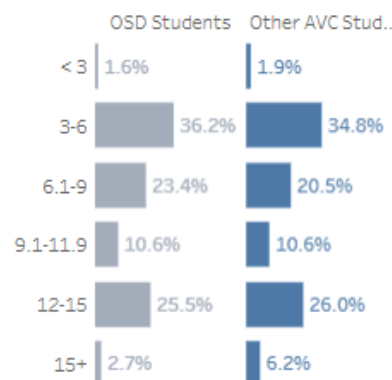
Part-Time vs. Full-Time



AVG.# of Terms

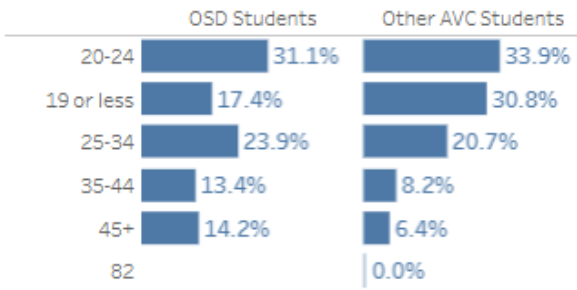


Enrolled Units

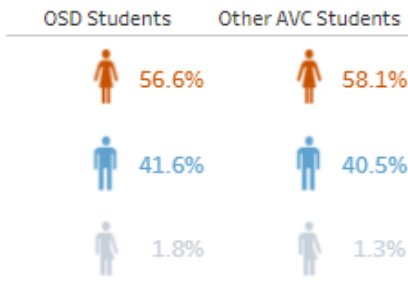




Age Groups

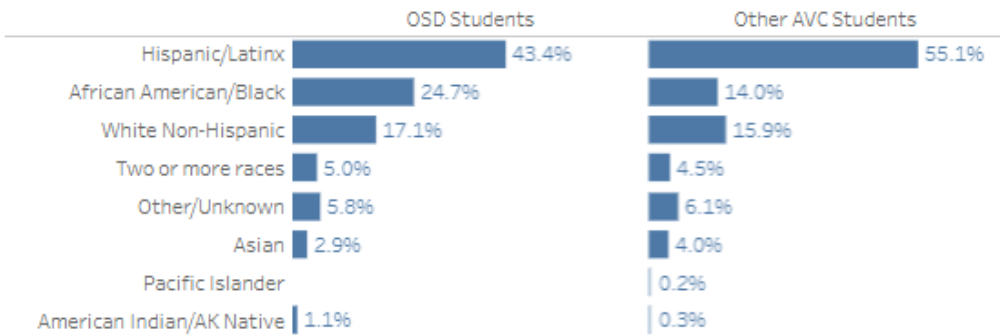


Gender



	OSD Students	Other AVC Students
Avg. # of Terms	5.1	4.0
Avg. GPA	2.7	2.7
Avg. AVC Earned Hours	38.8	35.7
Completion Rate	73.4%	78.3%
Avg. Transfer Earned Hours	29.4	21.6
Transfer Completion Rate	91.2%	91.2%
Avg. Enrolled Units	8.3	8.4
Number of Students	380	13,431

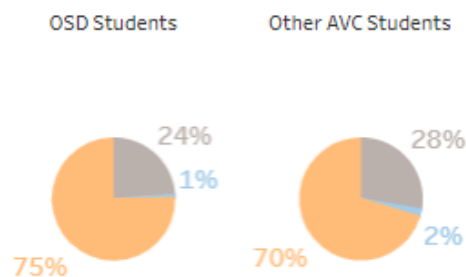
Race/Ethnicity



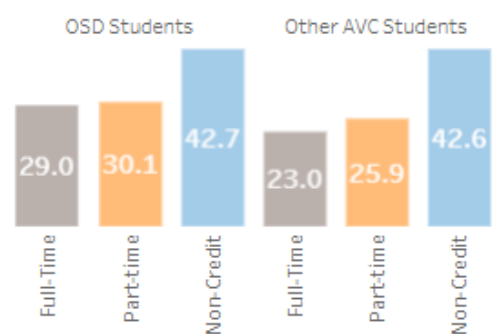
Top Declared Majors

	OSD Stud..	Other AV..
1 Registered Nursing	21.7%	14.1%
2 AS-T Business Administration & Busines..	8.3%	6.0%
3 Administration of Justice & AS-T Admini..	15.3%	5.4%
4 AS-T Biology & Biological Sciences	8.3%	5.1%
5 AA-T Psychology	12.7%	5.0%
6 LAS: Arts and Humanities		4.0%
7 Undeclared		3.5%
8 Aircraft Fabrication&Assembly		2.8%
9 LAS: Social/Behavioral Science	10.8%	2.6%
10 Child & Family Education		2.5%
11 AA-T Sociology	8.3%	2.4%
12 AS-T Early Childhood Education		2.2%
13 AA-T Kinesiology		2.1%
14 General Business		2.0%
15 Radiologic Technology		1.7%
16 Mechanical Engineering		1.6%
17 Computer Software Developer		1.6%
18 Aircraft Fab & Assem Cert		1.6%
19 AS-T Mathematics & Mathematics		1.5%
20 LAS: Math and Sciences		1.2%

Part-Time vs. Full-Time vs. Non-Credit



AVG. Age



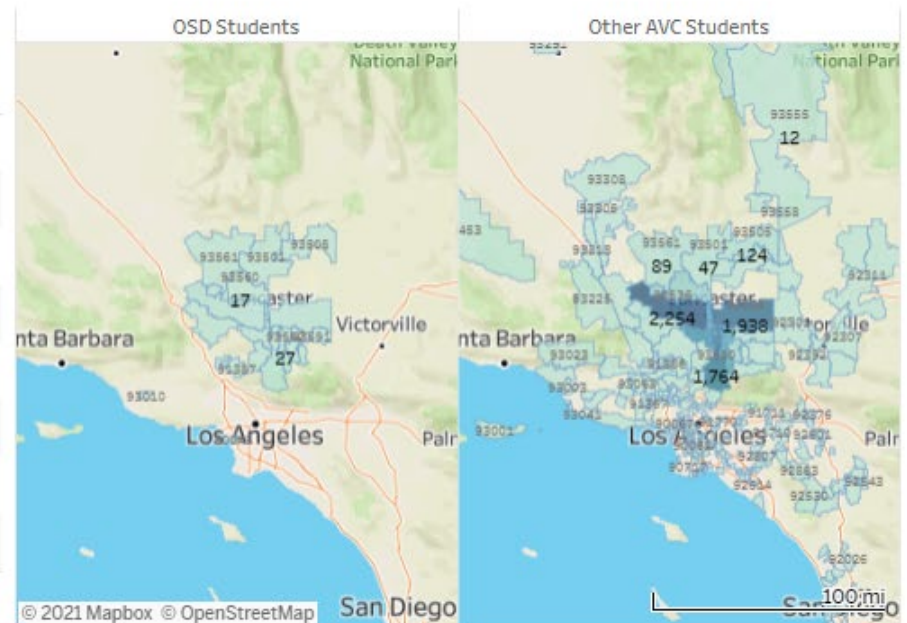
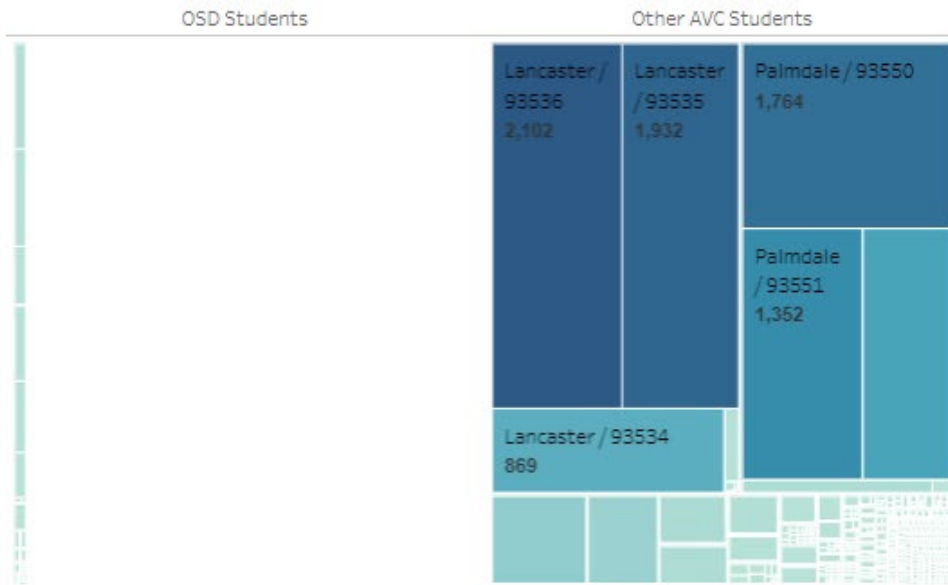
Ed Goals (% | N)
(if N of students > 10)

Cohort Selector

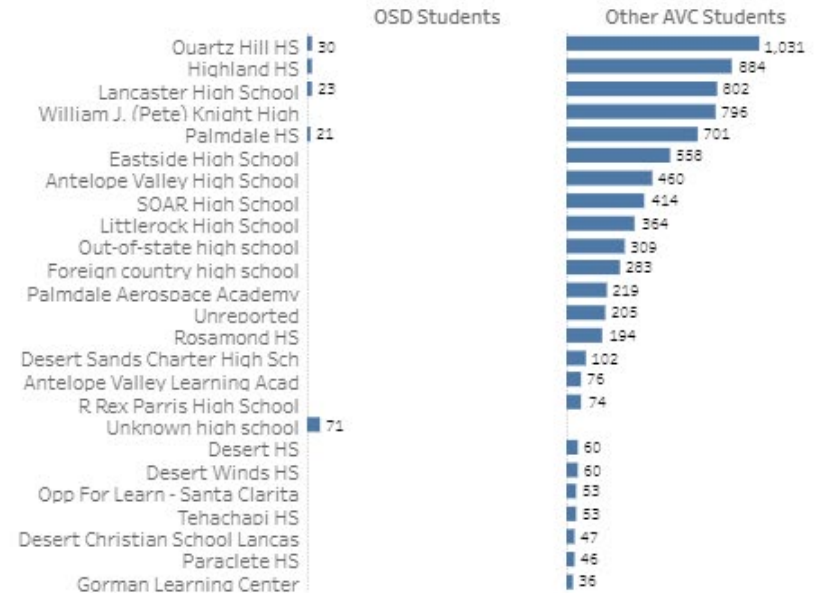
OSD

	OSD Students	Other AVC Students
Degree/Transfer Seeking	85.5% (282)	65.8% (7,310)
Unknown	3.0% ()	27.1% (3,009)
Certificate/Career Planning	10.0% (33)	6.0% (664)
Undecided	0.3% ()	0.6% (68)
Basic Skills or GED	0.6% ()	0.3% (28)
University Student		0.1% (11)
Skills for Current Job		0.1% ()
Intellectual Development	0.6% ()	0.0% ()
Grand Total	100.0% (330)	100.0% (11,102)

Number of Students by City/Zip Code (works as Filter as well)



Feeder High Schools (Top 25)



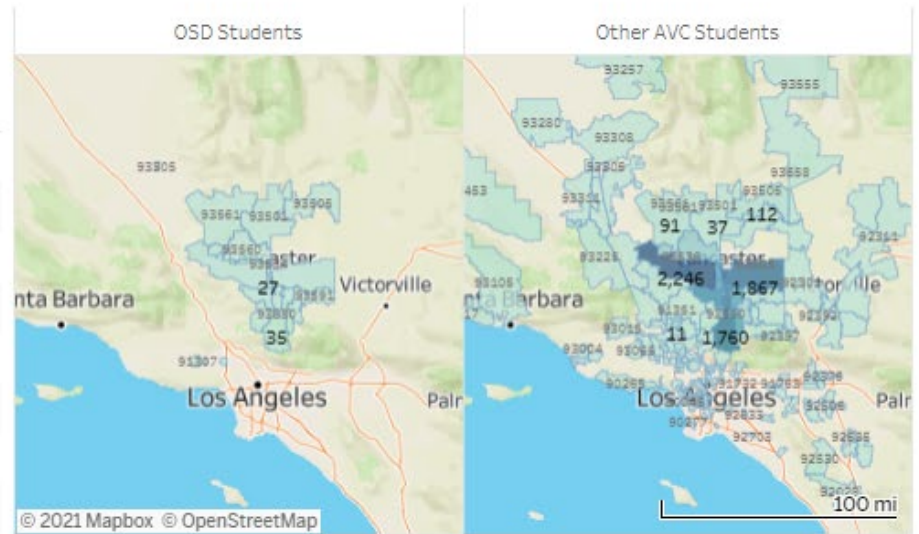
Cohort Selector

OSD ▼

Ed Goals (Percentage)

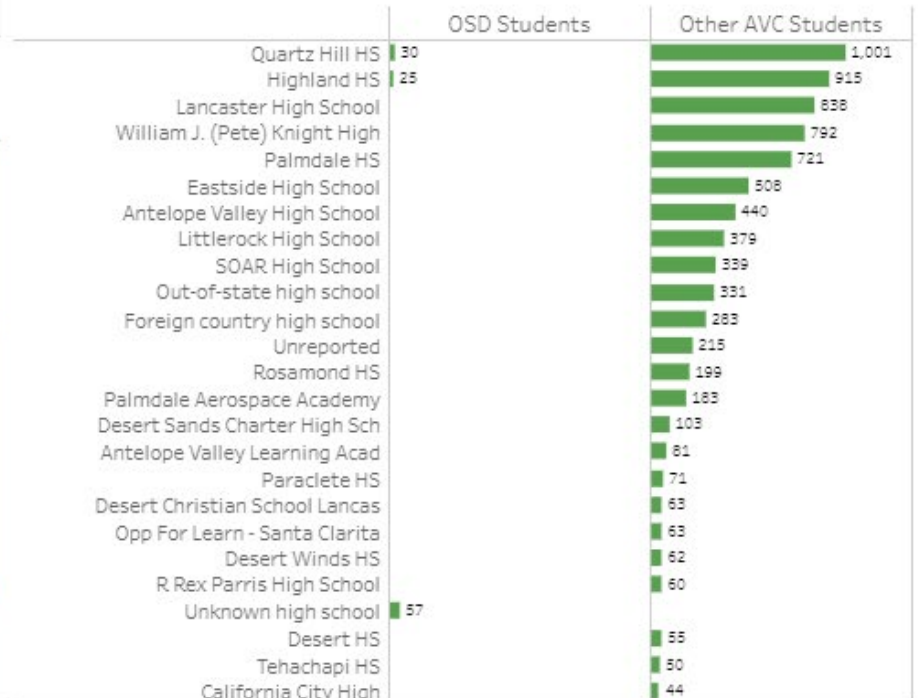
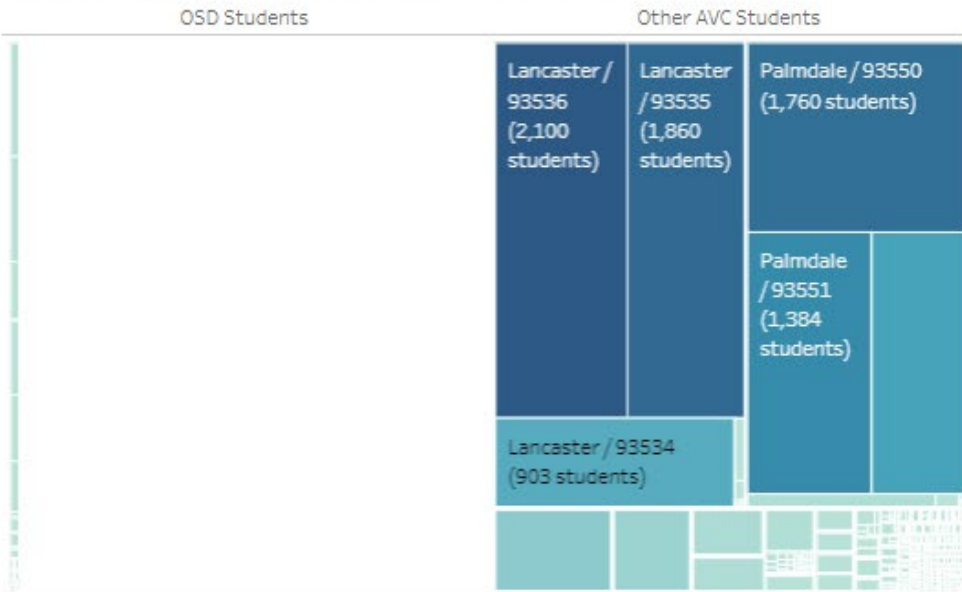
(N of students if more than 10)

	OSD Students	Other AVC Students
Advance in current job/career (u..		0.1% ()
Basic Skills or GED	0.8% ()	0.3% (30)
Certificate/Career Planning	5.4% (14)	5.0% (545)
Degree/Transfer Seeking	90.7% (235)	71.2% (7,746)
Intellectual Development	0.8% ()	0.0% ()
Maintain certificate or license		0.0% ()
Uncollected / unreported	1.2% ()	22.7% (2,466)
Undecided	0.4% ()	0.6% (63)
University student	0.8% ()	0.1% (15)
Grand Total	100.0% (259)	100.0% (10,875)



High School (Top 25)

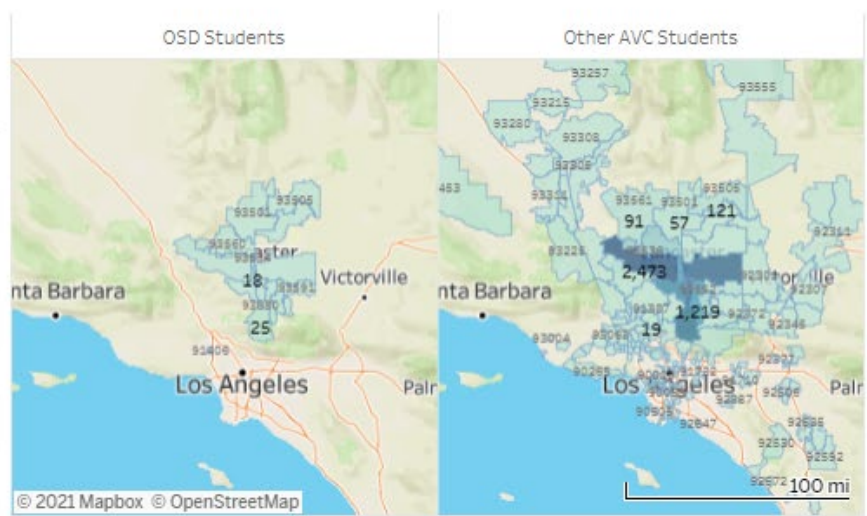
Number of Students by City/Zip Code (works as Filter as well)



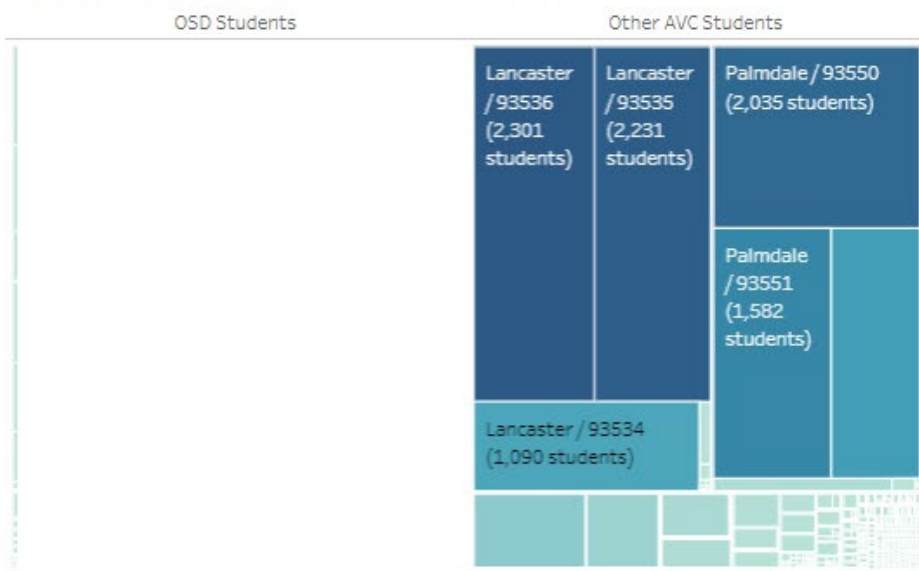
Ed Goals (Percentage)
(N of students if more than 10)

Cohort Selector
OSD

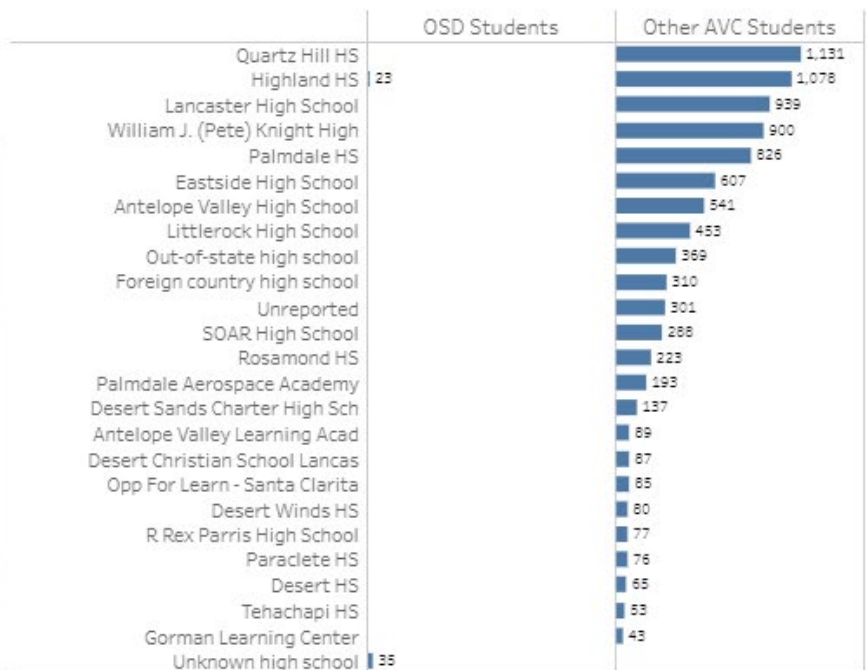
	OSD Students	Other AVC Students
Unknown	3.7% ()	24.7% (3,080)
University Student		0.2% (20)
Undecided		0.7% (85)
Skills for Current Job		0.1% ()
Intellectual Development	0.5% ()	0.1% ()
Degree/Transfer Seeking	88.3% (166)	69.0% (8,611)
Certificate/Career Planning	7.4% (14)	5.1% (635)
Basic Skills or GED		0.3% (35)
Grand Total	100.0% (188)	100.0% (12,484)



Number of Students by City/Zip Code (works as Filter as well)

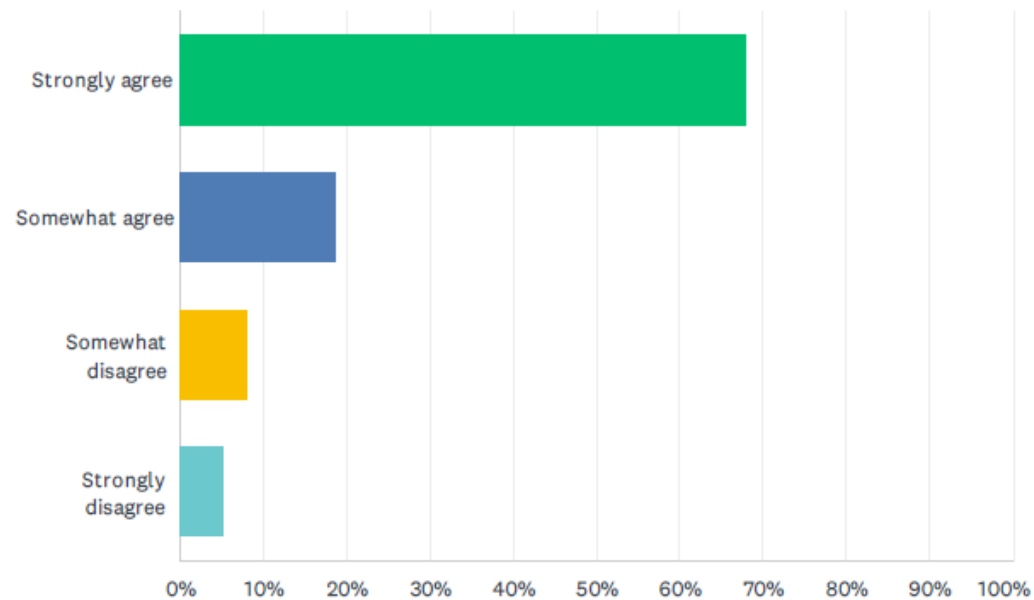


High School (Top 25)



Q1 During this period of remote learning, my instructors have been supportive and helpful in ensuring my accommodations were facilitated?

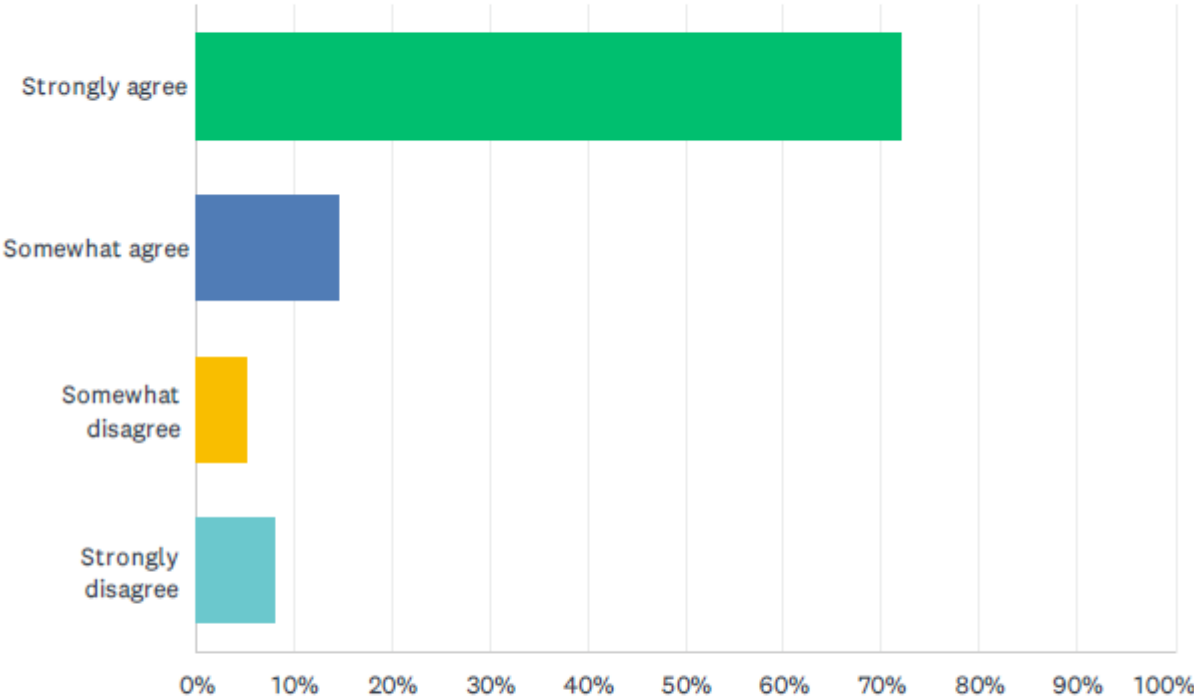
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	68.00%	51
Somewhat agree	18.67%	14
Somewhat disagree	8.00%	6
Strongly disagree	5.33%	4
TOTAL		75

Q2 During remote instruction, I feel comfortable approaching my instructor with my accommodation needs in recorded or real-time lectures.

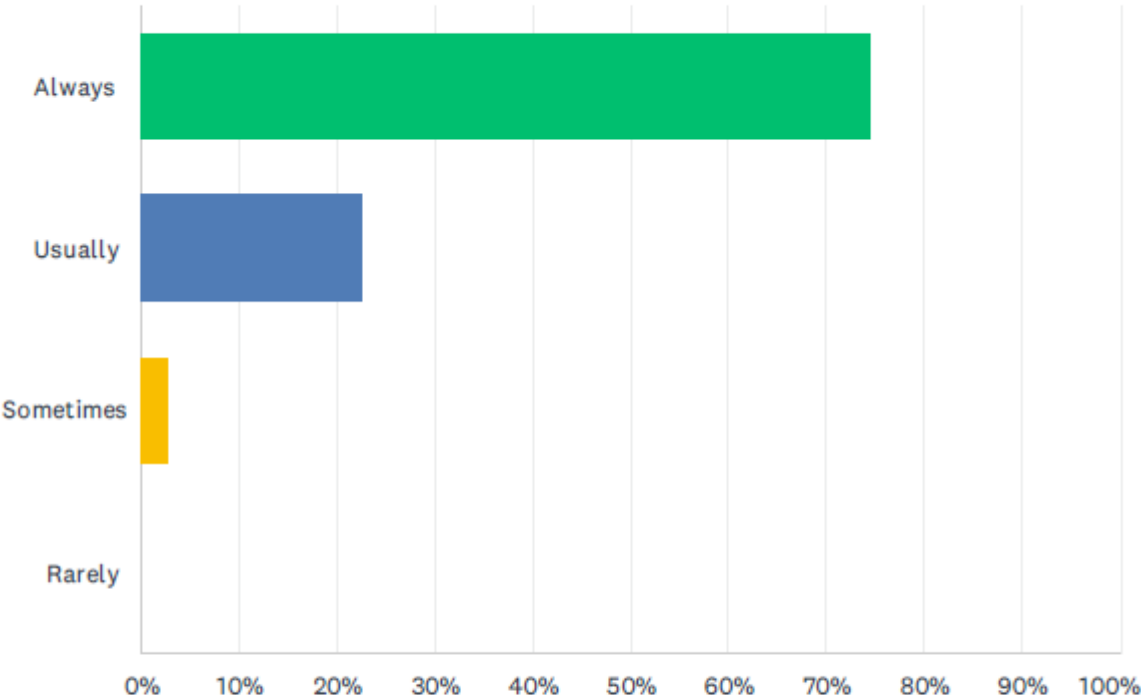
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	72.00%	54
Somewhat agree	14.67%	11
Somewhat disagree	5.33%	4
Strongly disagree	8.00%	6
TOTAL		75

Q3 Are you able to access information in your courses online?

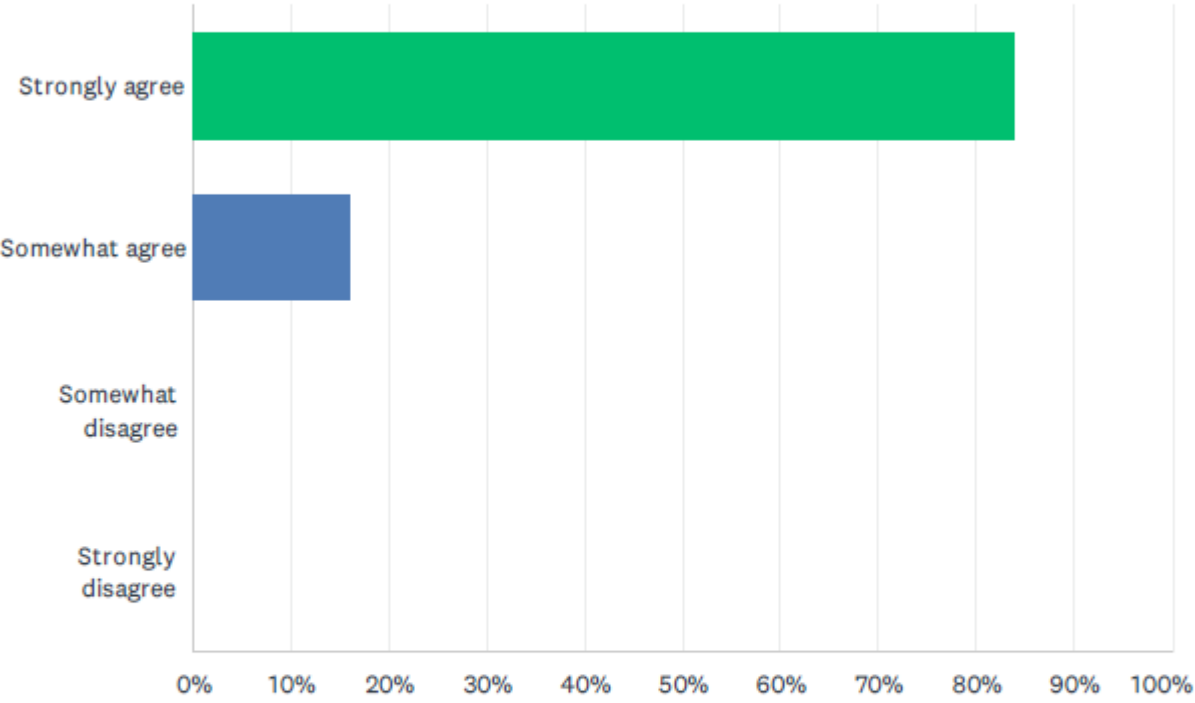
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always	74.67%	56
Usually	22.67%	17
Sometimes	2.67%	2
Rarely	0.00%	0
TOTAL		75

Q4 I understand my rights and responsibilities as a student with a disability.

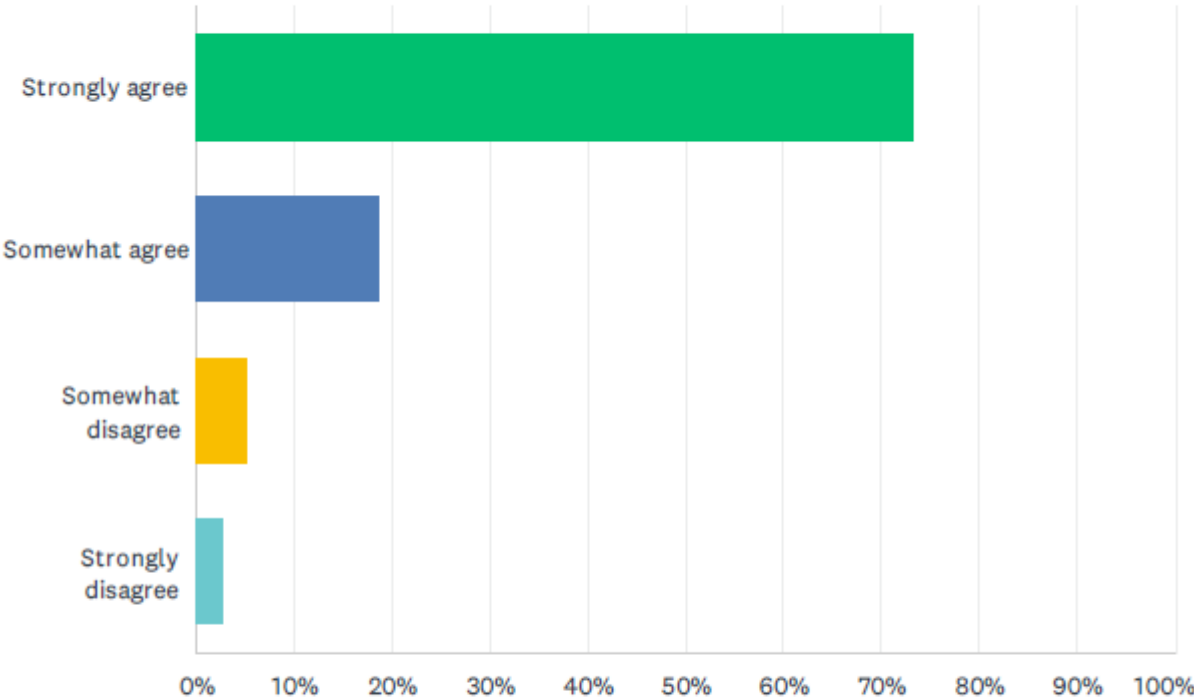
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	84.00%	63
Somewhat agree	16.00%	12
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		75

Q5 My academic accommodations and services helped me reach my educational goals.

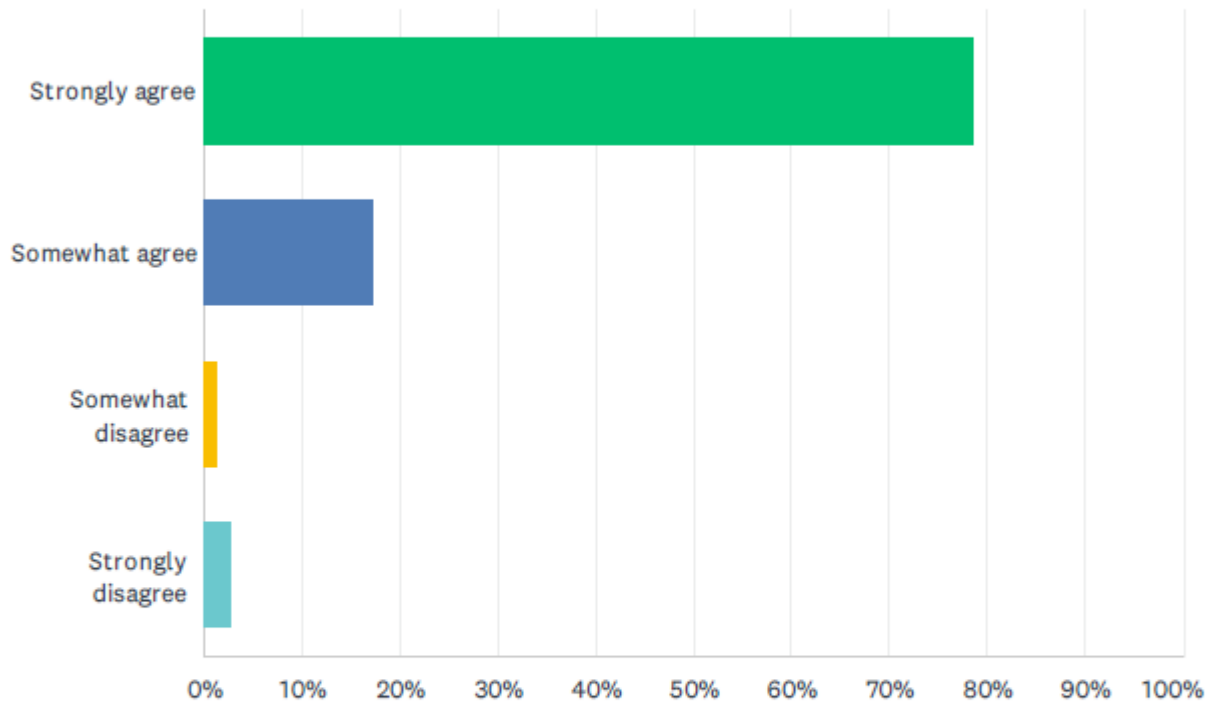
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	73.33%	55
Somewhat agree	18.67%	14
Somewhat disagree	5.33%	4
Strongly disagree	2.67%	2
TOTAL		75

Q6 OSD has been available and accessible online making it easy to request assistance while the campus is closed.

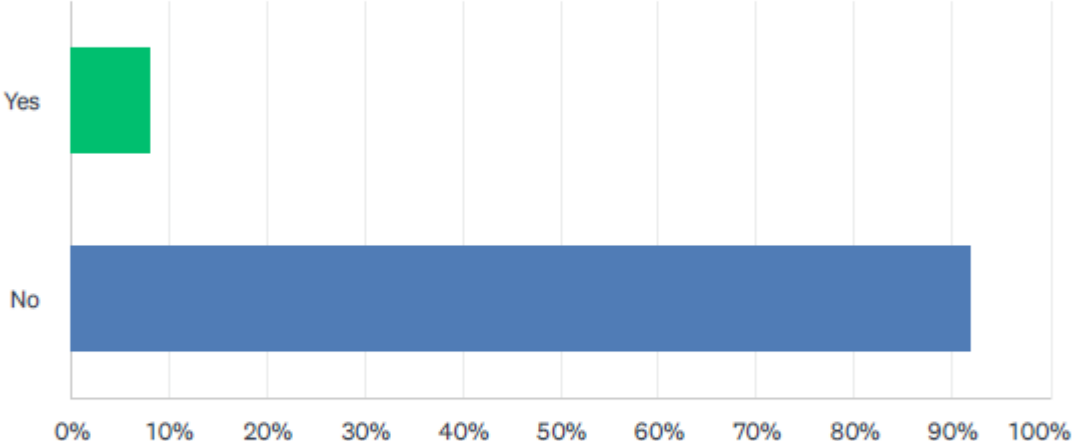
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	78.67%	59
Somewhat agree	17.33%	13
Somewhat disagree	1.33%	1
Strongly disagree	2.67%	2
TOTAL		75

Q7 Have you ever needed to file a disability-related complaint?

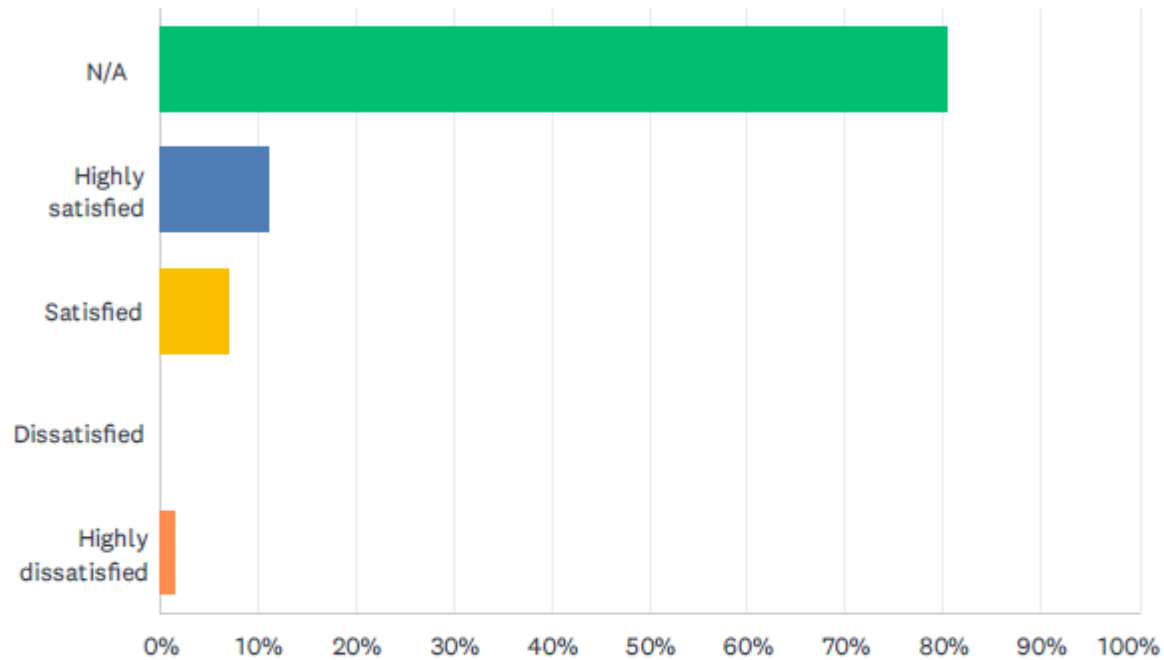
Answered: 75 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	8.00%	6
No	92.00%	69
TOTAL		75

Q8 If yes, how satisfied were you with the process?

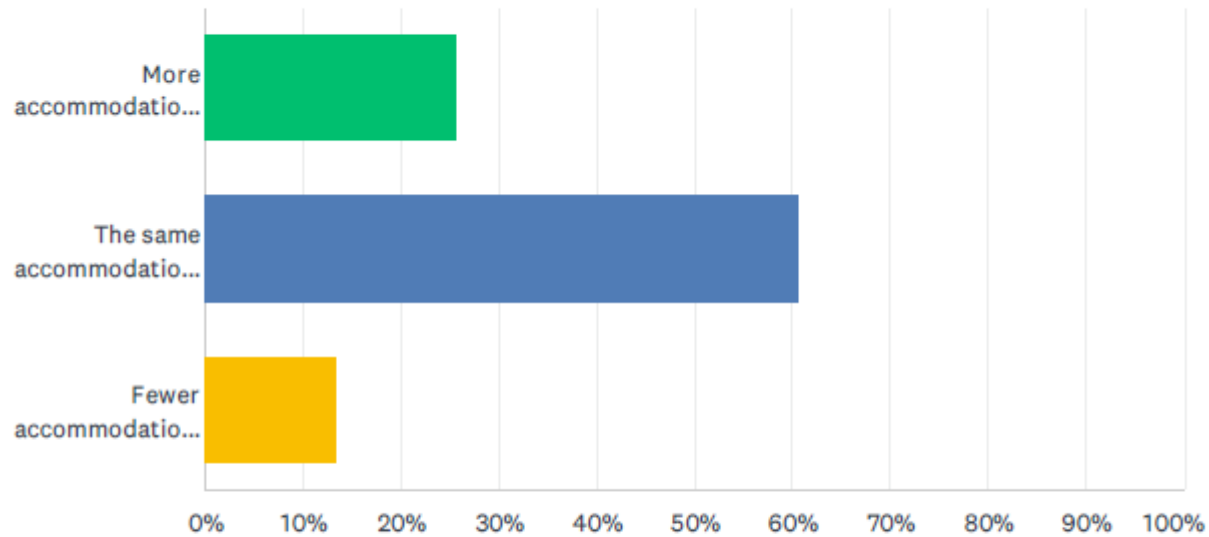
Answered: 72 Skipped: 3



ANSWER CHOICES	RESPONSES	
N/A	80.56%	58
Highly satisfied	11.11%	8
Satisfied	6.94%	5
Dissatisfied	0.00%	0
Highly dissatisfied	1.39%	1
TOTAL		72

Q9 Due to remote instruction and remote learning, I have needed:

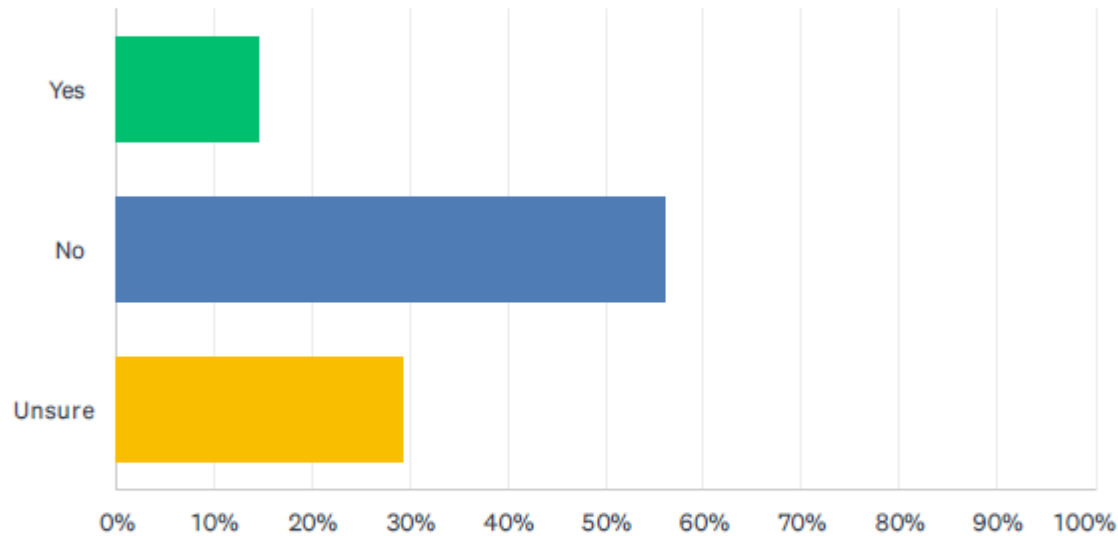
Answered: 74 Skipped: 1



ANSWER CHOICES	RESPONSES	
More accommodations and access support	25.68%	19
The same accommodations and access support	60.81%	45
Fewer accommodations and access support	13.51%	10
TOTAL		74

Q10 Do you have concerns regarding the long-term effects of COVID-19 and need for new or additional accommodations (i.e., breathing complications, stamina, chronic mental health conditions, etc.)

Answered: 75 Skipped: 0

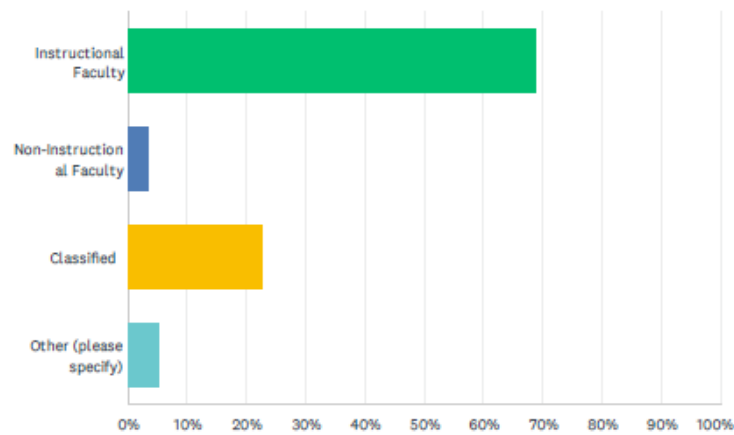


ANSWER CHOICES	RESPONSES	
Yes	14.67%	11
No	56.00%	42
Unsure	29.33%	22
TOTAL		75

Office for Students with Disabilities (OSD) Survey of Faculty and Staff Spring 2021

Q1 What best describes your main role?

Answered: 151 Skipped: 0

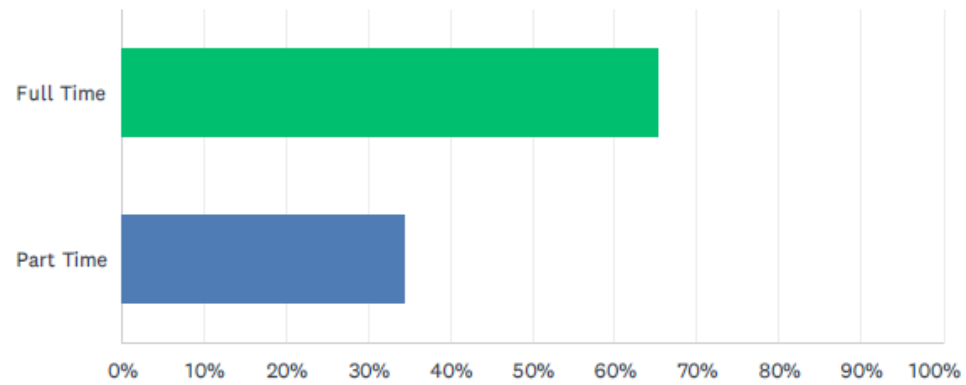


ANSWER CHOICES	RESPONSES
Instructional Faculty	68.87% 104
Non-Instructional Faculty	3.31% 5
Classified	22.52% 34
Other (please specify)	5.30% 8
TOTAL	151

#	OTHER (PLEASE SPECIFY)	DATE
1	CMS	5/13/2021 7:46 AM
2	CMS	4/15/2021 1:24 AM
3	Director of Risk Management	4/12/2021 12:49 PM
4	alternative media specialist	4/12/2021 9:39 AM
5	CMS	4/12/2021 8:32 AM
6	Capital Project - Facilities CMS	4/12/2021 7:32 AM
7	Administrator	4/11/2021 11:54 AM
8	Administrator	4/7/2021 9:12 AM

Q2 Employment Status

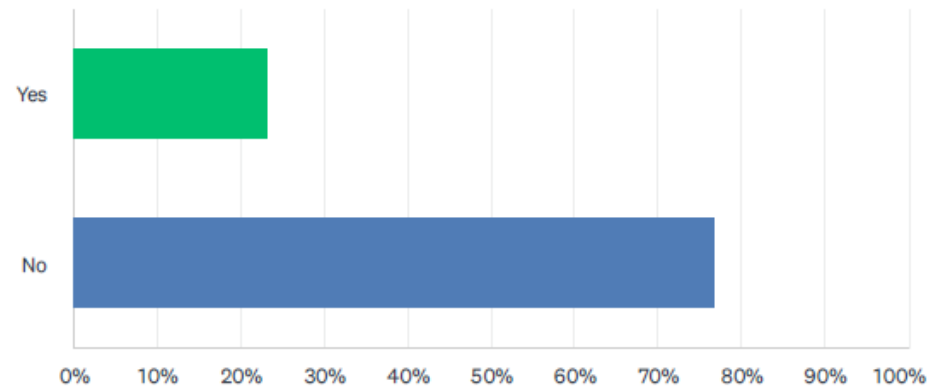
Answered: 151 Skipped: 0



ANSWER CHOICES	RESPONSES
Full Time	65.56% 99
Part Time	34.44% 52
TOTAL	151

Q3 Directly in response to COVID-19, have you made any referrals to OSD for academic accommodations?

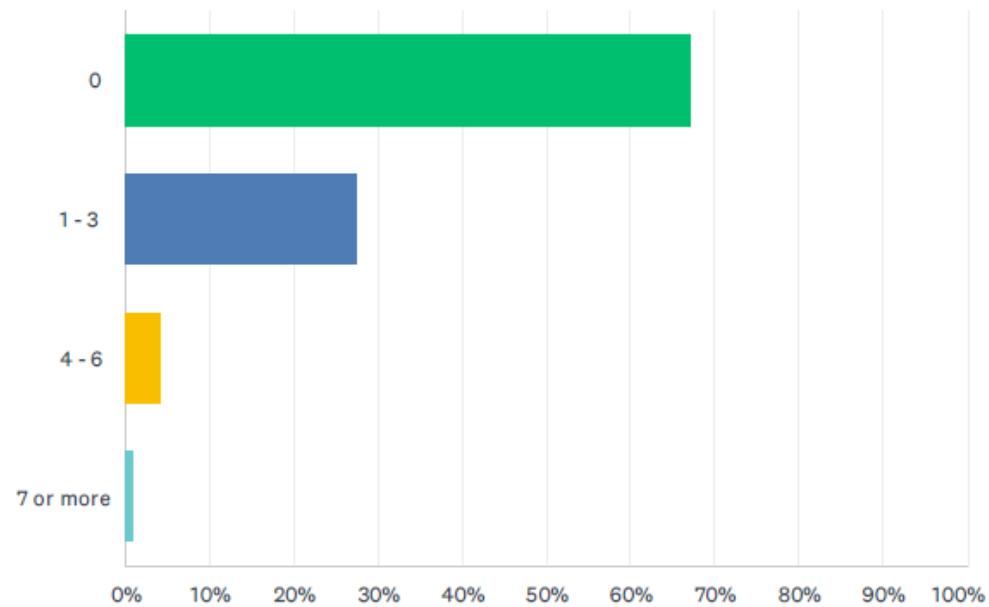
Answered: 150 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	23.33%	35
No	76.67%	115
TOTAL		150

Q4 If you've answered yes, approximately how many times in the past year during COVID-19 have you referred a student to OSD?

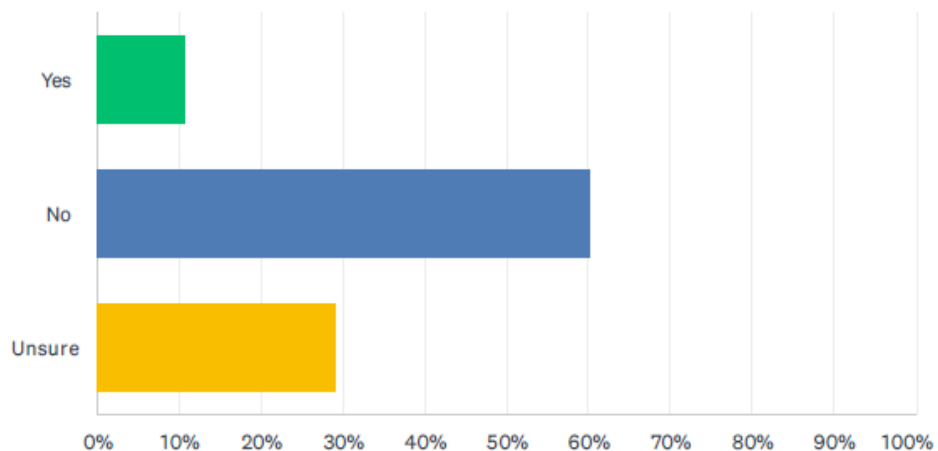
Answered: 116 Skipped: 35



ANSWER CHOICES	RESPONSES	
0	67.24%	78
1 - 3	27.59%	32
4 - 6	4.31%	5
7 or more	0.86%	1
TOTAL		116

Q5 Are you aware of any students that were forced to drop out or withdraw because of the intersection of their disability and the online modality of instruction due to COVID-19?

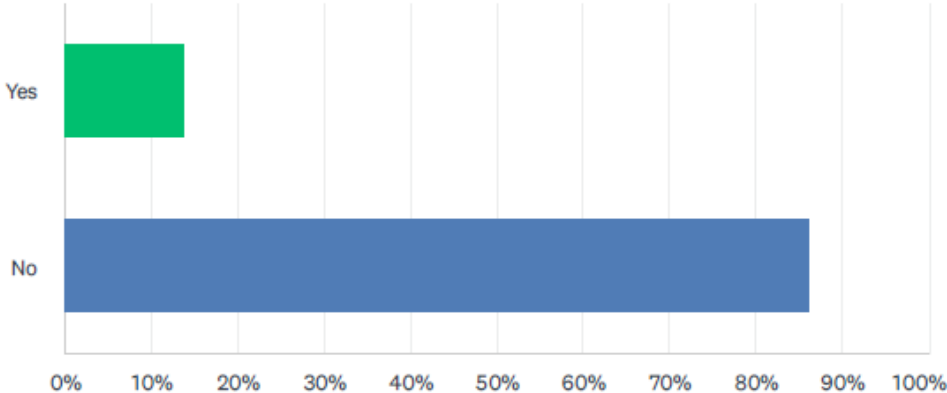
Answered: 151 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	10.60%	16
No	60.26%	91
Unsure	29.14%	44
TOTAL		151

Q6 As a result of COVID-19, have you consulted with OSD more frequently for technical assistance than you have previously?

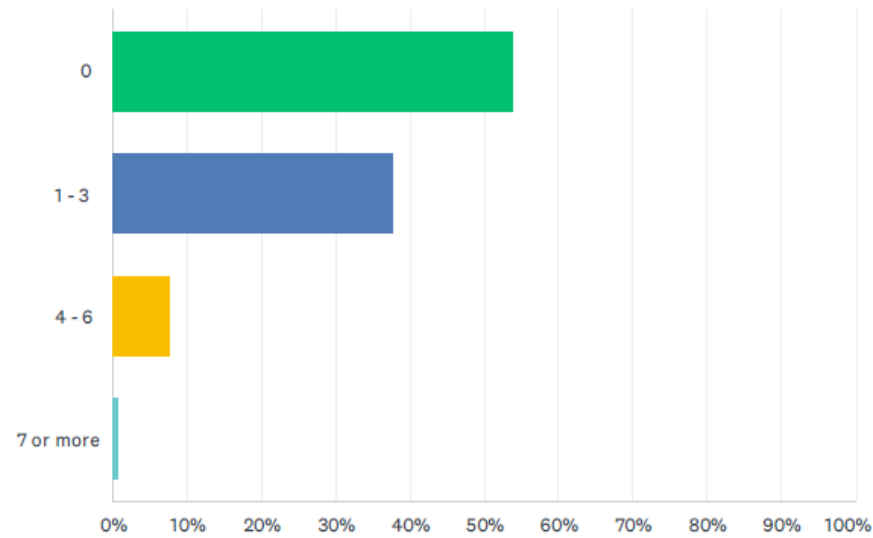
Answered: 151 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	13.91%	21
No	86.09%	130
TOTAL		151

Q7 As a result of remote instruction, approximately how many students with disabilities have you identified experiencing greater difficulty in your courses?

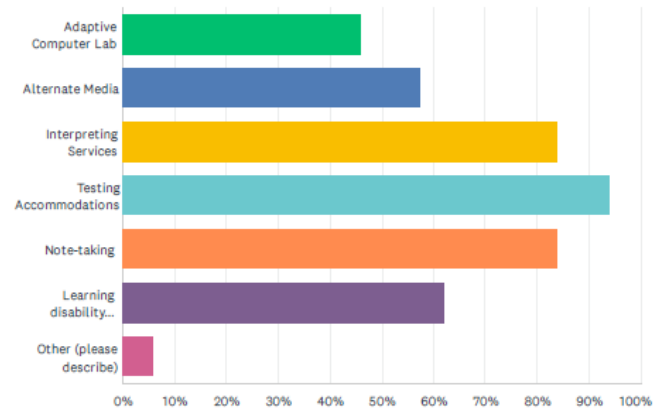
Answered: 143 Skipped: 8



ANSWER CHOICES	RESPONSES	
0	53.85%	77
1 - 3	37.76%	54
4 - 6	7.69%	11
7 or more	0.70%	1
TOTAL		143

Q8 I am familiar with the following types of disability accommodations and services provided by the disability services office. (Please check all that apply.)

Answered: 150 Skipped: 1

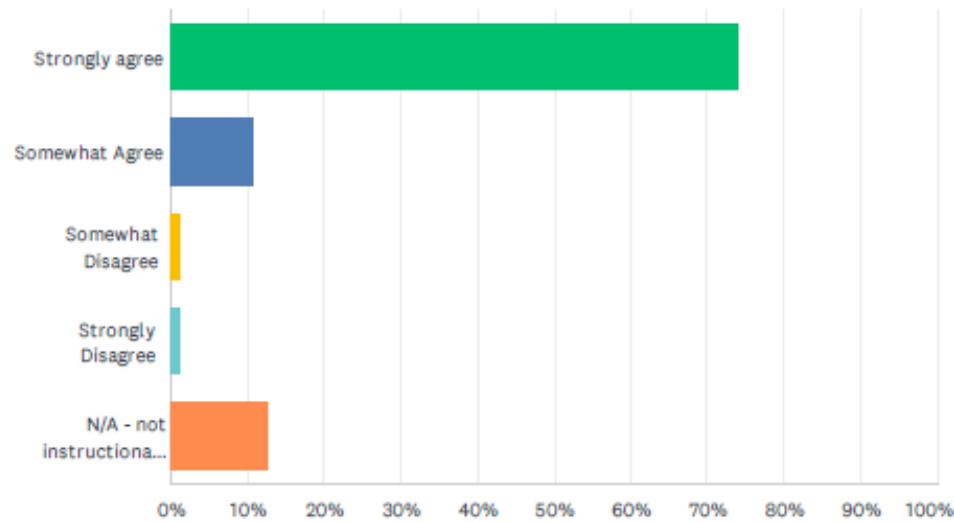


ANSWER CHOICES	RESPONSES
Adaptive Computer Lab	46.00% 69
Alternate Media	57.33% 86
Interpreting Services	84.00% 126
Testing Accommodations	94.00% 141
Note-taking	84.00% 126
Learning disability testing	62.00% 93
Other (please describe)	6.00% 9
Total Respondents: 150	

#	OTHER (PLEASE DESCRIBE)	DATE
1	programming presentation challenges	5/4/2021 9:15 PM
2	Scribe	4/12/2021 2:04 PM
3	I am a Disability Services Specialist/Counselor... I provide accommodations to students	4/12/2021 11:59 AM
4	Students have the ability to record lectures with appropriate paperwork.	4/12/2021 10:07 AM
5	scribe (in addition to note-taking by classmates)	4/12/2021 9:42 AM
6	Not real sure of what they offer, no interaction between them and the bookstore	4/12/2021 8:01 AM
7	Transportation of students to classrooms	4/12/2021 7:32 AM
8	provision of in-class aides	4/6/2021 3:01 PM
9	audio/mic for hard of hearing students	4/6/2021 10:17 AM

Q9 When I have contacted the Office for Students with Disabilities regarding questions/concerns for a student, I have received a response in a timely manner.

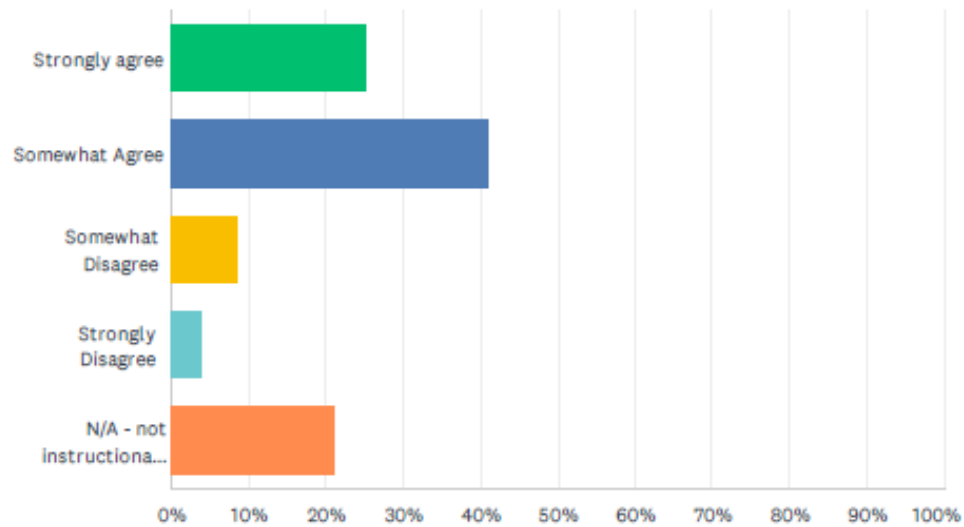
Answered: 151 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	74.17%	112
Somewhat Agree	10.60%	16
Somewhat Disagree	1.32%	2
Strongly Disagree	1.32%	2
N/A - not instructional faculty	12.58%	19
TOTAL		151

Q10 With remote instruction, I have the skills, training, and resources to educate/assist students with disabilities.

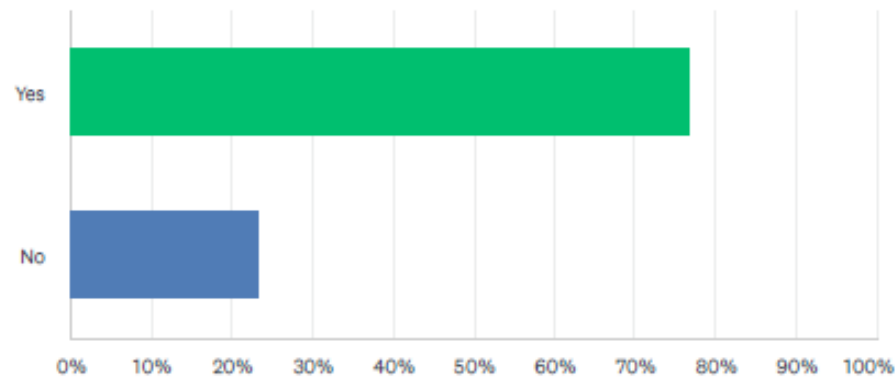
Answered: 151 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	25.17%	38
Somewhat Agree	41.06%	62
Somewhat Disagree	8.61%	13
Strongly Disagree	3.97%	6
N/A - not instructional faculty	21.19%	32
TOTAL		151

Q11 Do you have a disability statement on your syllabus that informs students to register with the disability services office if they have a disability?

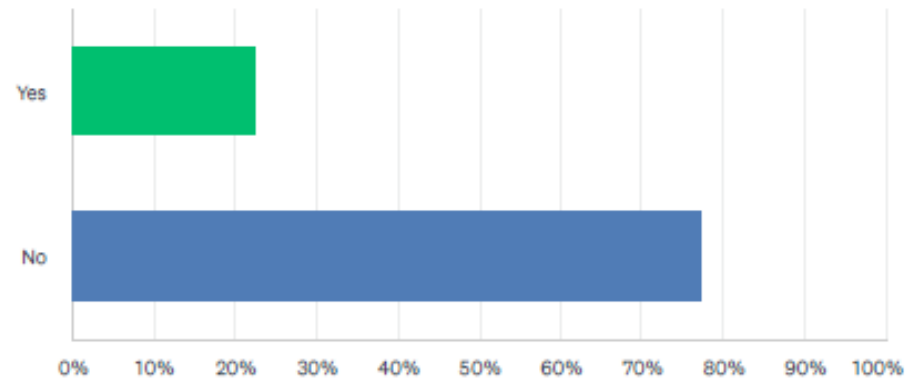
Answered: 138 Skipped: 13



ANSWER CHOICES	RESPONSES	
Yes	76.81%	106
No	23.19%	32
TOTAL		138

Q12 Are you utilizing universal design and/or accessibility tools in Canvas such as Immersive Reader and Blackboard Ally?

Answered: 137 Skipped: 14



ANSWER CHOICES	RESPONSES	
Yes	22.63%	31
No	77.37%	106
TOTAL		137