NON-INSTRUCTIONAL/ADMINISTRATIVE AREAS
2016-2017 COMPREHENSIVE PROGRAM REVIEW

Division/Area/Department Name: Office for Students with Disabilities (OSD)	For Years: 2018-2022
Name of the 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, Learning Disability Specialist
Harry Pleer, Coordinator Deaf Services-Interpreter
Ken Sawicki, Access Technology Alternative Media Specialist
Maricela Ruvalcaba, Learning Disability Testing Technician
Angela Nary, Clerical III
Ann Loi, High Tech Center Lab Technician

Part 1 – Division/Area/Department Overview

1.1.   Briefly describe how the office/area/department contributes to the district <u>mission</u>:

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. The OSD directly contributes to this mission by assisting individuals with disabilities to attend college; without the services of the OSD, these individuals might not attend college. Students with disabilities increase the diversity of the campus population.
Additionally, the 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 highlights and accomplishments in your office/area/department:

- Hired adjunct Learning Disability Specialist to provide LD support and testing (Summer 2015- present)
- Hired second Disability Services Specialist which has resulted in quicker access to OSD program services and accommodations, including disability and academic counseling. (Spring 2016)
- Hired Coordinator Deaf Services-Interpreter to more effectively and promptly support the needs of Deaf and Hard of Hearing students and faculty. (Spring 2017)
- Hired Clerical III to replace OSD Secretary to provide office and accommodation support to students and faculty and staff. (Fall 2016)
- Purchase of Accessible Information Management (AIM paperless system; when implemented, will improve communication of students' needs/accommodation to instructional staff. Will also allow more counseling time during appointments by reducing the need to complete forms by hand. (Spring 2016)
- 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. Furthermore, continue OSD staff visits to high school Special Education classes upon requests.
- 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, abbreviated Ed Plan, or Comprehensive Ed Plan based on data provided by the Armada.
- Implemented a case management system in Spring 2017 for OSD students with the purpose to better serve and follow up with them.
- Continued partnership with local county mental health department, including seat on area advisory committee and participation in resource fair for mental health clients

1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.

☐**Communication**	☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
	☒Demonstrates listening and speaking skills that result in focused and coherent communications
☐**Creative, Critical, and Analytical Thinking**	☒Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
	☐Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

☐ **Community/Global Consciousness**	☒Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. ☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4   Division/area/department's data

Number of Full-Time Employees		Number of Part-Time Employees		Personnel Budget		Discretionary Budget	
2014-2015	**2015-2016**	**2014-2015**	**2015-2016**	**2014-2015**	**2015-2016**	**2014-2015**	**2015-2016**
7	7	2	2	550520	$448512	39253	$40383

Part 2 - Assessment

2.1. Please indicate how your division/area/department contributes to and enhances AVC students' educational experience.
The OSD Program contributes to and enhances AVC students' educational experience by offering disability and academic counseling coupled with appropriate accommodations that enable students to reach their potential and to attain their educational goals. OSD services are delivered to students by dedicated, sensitive staff who have a passion for each and every student they have the opportunity to serve and to work with.

2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends Over the past 5 years, 2011-2012 through 2015-2016 revealed the following: The average unduplicated student count for the five years was 1,548. The highest annual count was 1,875 for 2013-2014. The OSD student population has appeared to level off with the two most recent years having an unduplicated student count of 1,393 and 1,331. Furthermore, it is anticipated that for the upcoming three years the OSD student count will remain stable at approximately 1,300 to 1,400 students. This will mean that the OSD Program will continue to have as our highest priority the addition of more faculty and classified support staff so we can serve students with disabilities in a timely manner.

Below is a table showing student counts by disability.

Academic Year	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	PSYCH	Unduplicated Student Count	
11-12	58	49	314	27	232	494	55	4	253	1486	Information found at
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	

Datamart: http://datamart.cccco.edu/Services/DSPS_Status.aspx

Part 3 – Outcome Analysis and Use

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

PLO/OO/ILO	Action Plan	Current Status	Impact of Action
ILO 3 and 4	**Down one faculty member Spring 2015; Unable to serve OSD students in a timely manner; need additional faculty support.**	Completed	**Hired Disability Service Specialist full-time Spring 2016; improved timely service to OSD students.**
OO 1	**None at this time**	Ongoing	**Met standard 80% of OSD students understood what their disability is. Will continue to administer OSD Student Satisfaction Survey during Fall and Spring semester to insure the standard is being met.**
OO 2	**None at this time**	Ongoing	**Met standard 80% of OSD students understood how their disability limits them in an educational setting. Will continue to administer OSD Student Satisfaction Survey during Fall and Spring semester to insure the standard is being met.**
OO 3	**None at this time**	Ongoing	**Met standard 80% of OSD students understood what accommodations they were eligible to receive. Will continue to administer OSD Student Satisfaction Survey during Fall and Spring semester to insure the standard is being met.**

Part 4 - Stakeholder Assessment

Assess how well the division/area/department serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Survey	OSD students	Summary of recommendations and findings based on an OSD student satisfaction survey conducted during the 2015-2016 academic year. A total of 708 OSD students responded to the online survey. Overall the responses were positive with the lowest positive findings in respect to question (3.) Please rate availability of OSD staff to discuss your needs when you need them. Only 58% and 60% of students were very satisfied with this statement during the Fall 2015 and Spring 2016 semester. In addition, 9 students wrote in the comments that more OSD staff was needed and it was difficult to get an appointment. Similarly, students during Fall 2016 were less positive when answering the same question, but with a different number (6.) Please rate availability of OSD staff to discuss your needs when you need them. Only 53% of students were very satisfied in respect to this statement. Moreover, 3 students made the following comments, need more express counselors; need more walk-in counselors; and need more staff at the front counter when there are long lines. Recommendations: OSD will continue to request a third faculty member, Disability Services Specialist in order to meet the disability and academic needs of students with disabilities in a timely manner. In addition, OSD will ask for two more clerical support staff to provide service at the front counter and to more effectively support the many functions of the office.	Continue to discuss with the supervising Dean of the area the need for additional faculty and clerical staff to insure the timely accommodations for students with disabilities. Faculty and classified staff will be placed on the appropriate request for personnel forms.
Survey	OSD students		Continue to receive feedback as a part of the evaluation

		Additional findings from the 2015-2016 OSD student satisfaction survey revealed that the two most positive questions were (5.) Do you feel that OSD staff and the delivery of services/accommodations promote your independence? 85% of students answered yes on this question. Another very positive question was (4.) Do you feel that you are receiving appropriate support services/accommodations as they relate to your individual needs? 81% of students answered yes on this question. Likewise, for Fall 2016 the OSD student satisfaction survey found that 84% of students answered yes on question (8.) Do you feel that OSD staff and the delivery of services/accommodations promote your independence? In addition, 78% of students answered yes on (7.) Do you feel that you are receiving appropriate support services/accommodations as they relate to your individual needs? Another very telling and positive response by students over 2015-2016 and for Fall 2016 was that 82% and 78% of students answered yes on this question, Do you feel that the OSD contributed to your educational success while at AVC?

Recommendations: Continue to strive for excellent service to students by constant open evaluation and improvement of the OSD program. The feedback of students to staff and suggestions by staff and during OSD weekly staff meetings will be the communication vehicle that will lead to improvement of the program. | process of the OSD program with the purpose to more effectively serve students with disabilities at AVC. |
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Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent program review. Briefly discuss your progress in achieving those goals.

Goals/Objective	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Hire Deaf Services Coordinator-Interpreter for Deaf and Hard of Hearing students and faculty	Completed	The college has been without a permanent full-time classified Deaf Services Coordinator-Interpreter since Fall 2002. AVC's Deaf faculty have increased along with the growing needs of our Deaf Students over the past 15 years. AVC has needed a permanent full-time coordinator to keep up with both the complex scheduling needs of the Deaf students and faculty along with the requirements of Business Services necessary to pay and hire the many interpreters.
Continue implementation of OSD's online electronic management system, Accessible Information Management (AIM).	Ongoing	OSD has been documenting the need to transition to a paperless management system which would greatly improve service to students and at the same time increase staff productivity. OSD staff cited the need for a paperless management system in its 2013 Program Review.
Continued need for additional clerical support to insure timely disability related services to students and to more effectively manage the smooth delivery of program services.	Ongoing	Clerical support was also a priority in the 2010 Educational Master Plan for the OSD Program.
Briefly discuss your progress in achieving those goals: Goal 2: The OSD Director is receiving training from an AIM technical support specialist on a weekly basis with the purpose to build the individual modules for each service component. It is anticipated that by Summer 2017 some parts will be available for students and staff to use. The roll out of AIM will continue during the 2017-2018 academic year. Goal 3: The OSD Director will continue to submit clerical staff positions forward to the supervising Dean and to HR for consideration and funding.		

2018-2022 Planning

5.2. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

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

		other			
# 1	Continue implementation of Accessible Information Management AIM, which will improve access and communication to OSD services for students while at the same time improve productivity and effectiveness of the OSD staff.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	It is anticipated that overall OSD services will improve for students as the online AIM management system is implemented and students find it more convenient accessing and requesting their accommodations. OSD staff will also become more productive and better able to serve students.	The OSD Director is receiving training from an AIM technical support person on a weekly basis as he builds all the various modules in the AIM management system. The plan is to start using parts of AIM during Summer 2017 with the roll out continuing throughout the 2017-2018 academic year. OSD is also receiving support from the ITS department as AIM links up with AVC Banner data.	Yes
#2	Insure that students with disabilities in both Lancaster and Palmdale have access to OSD program services, including receiving academic adjustments and auxiliary aids, in a timely manner.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. - Supporting PLO(s), SLO(s), OO(s), ILO(s) Other: In order to remain in compliance with the Office of Civil Rights (OCR) Resolution Agreement of April 18, 2012 that stated in part "The College will ensure that all enrolled students with disabilities have an opportunity to request, establish the need for, and receive academic adjustments and/or auxiliary aids in a timely manner."	It is anticipated that students will be more successful having the increased opportunity to receive disability and academic counseling with the addition of a third Disability Services Specialist.	Continue to submit the request to the Dean of Counseling and Matriculation to hire a third Disability Services Specialist.	Yes
#3	Insure timely disability	1. Commitment to strengthen	OSD students and staff will be	Continue to submit a request for	Yes

	related services to students and to more effectively manage the smooth delivery of program services.	Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. - Other Reasons Other: In order to remain in compliance with the Office of Civil Rights (OCR) Resolution Agreement of April 18, 2012 that stated in part "The College will ensure that all enrolled students with disabilities have an opportunity to request, establish the need for, and receive academic adjustments and/or auxiliary aids in a timely manner."	served more effectively and professionally with the addition of two clerical staff members.	two additional clerical support staff to the Dean of Counseling and Matriculation for hiring consideration.	
#4	Improve the success of students with undocumented or undiagnosed Learning Disabilities by identifying their disabilities.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	Students who have a history of academic difficulties and who have not been tested for a Learning Disability and have been found eligible for OSD services, it would then be anticipated that they would now be more successful now that they are receiving services.	Hire an LD Disability Services Specialist.	Yes
#5	Improve the success of students who need notetaker accommodation.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework.	It is anticipated that once OSD students are trained in using Sonocent and they become proficient in its use that their academic success will improve.	Purchase a site license for Sonocent software for OSD students who are accommodated to use a volunteer notetaker or standard digital recorder. Sonocent is notetaker software for smart phones and laptops that makes it possible to record class lectures in a far	Yes

				more interactive and powerful way. For students who have smart phones or laptops it would no longer be necessary to use a volunteer classmate to take notes. This would in turn remove a burden for many OSD students and faculty in obtaining a student notetaker.	
# 6	Increase the self-reliance of OSD students.	1. Commitment to strengthen Institutional Effectiveness measures and *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *4. Advance more students to college-level coursework. - Supporting PLO(s), SLO(s), OO(s), ILO(s)	As OSD students become more self-reliant and proficient with the computer in respect to accessing AVC services it is anticipated that this will contribute to their retention and educational success.	Purchase a second computer to be used by OSD students at the OSD front counter and train students on its use.	Yes

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

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5])	New or Repeat Request?	Briefly describe your request here	Amount, $	One-time or Recurring cost?	Contact person's name
Goal #1	Technology	Repeat	Continue implementing and funding of AIM	$15,000	Reccuring	Dr. Louis Lucero
Goal #2	Personnel	Repeat	Hire a third Disability Services Specialist.	$58,429	Reccuring	Dr. Louis Lucero
Goal #3	Personnel	Repeat	Hire two additional Clerical IIs	$71,538	Reccuring	Dr. Louis Lucero

Goal #4				$58,429	Reccuring	Dr. Louis Lucero
	Personnel		Repeat	Hire a LD Disability Services Specialist		
Goal #5					One-time	Dr. Louis Lucero
	Technology		New	Purchase a site license for Sonocent audio notetaker note	$4,800 annual 100 license	
Goal #6					One-time	Dr. Louis Lucero
	Technology		Repeat	Purchase a second computer to be placed at the OSD front counter	$800	

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

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	☒	☐	☐	☐	☐
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	☐	☒	☐	☐	☐
Comments: This 2016-2017 Program Review form was so much more streamlined and far easier to complete. Thanks to All!					