



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: Office for Students w Disabilities (OSD)	For Planning Years: 2025-2026
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**Part 1. Program Overview: Briefly describe how the program contributes to the district mission**

AVC Mission Statement:  
 Antelope Valley 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’s mission is to provide a quality, comprehensive education to a diverse student population. OSD directly contributes to this mission by assisting individuals with disabilities and guiding them to enroll and be successful in college. However, without the services of OSD, these individuals might not attend college. Students with disabilities increase the diversity of the campus population.

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

The OSD Program supports the AVC mission by serving and supporting students with disabilities as they strive to attain their educational goals. OSD offers academic related counseling, individualized student academic accommodations plans (AAP’s), academic planning and course advisement. These strategies are designed to level the educational playing field so students with disabilities can reach their true potential during their academic journey.

**Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.**

- Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
  - How is the work of your area measured or quantified? What is your measure of success?
  - How do the demographics served by your area’s work compare to AVC’s service area demographics?
  - Which race/ethnicity groups experience the largest equity gaps?
  - What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

**The Office for Students with Disabilities provides academic accommodations services for all students who qualify for academic accommodations and who attend and are enrolled at AVC. We have seen an increase in our student population from the 21-22 AY to the 23-24 AY (DataMart). All disabilities are placed into one of the following categories for data purposes: Acquired Brain Injury (ABI), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Developmentally Delayed Learner (DDL), Hard of Hearing & Deaf (DHH), Learning Disabled (LD), Mobility Impaired (M), Psychological Disabilities (P) and Other disabilities (O). In 22-23 AY we had an unduplicated count of 1,043 students, having served 984 in the 21-22 AY. In 2023-2024 we served 1,141 (Data Mart),**

representing an 8.6% increase. Most categories of disabilities were stable with little change in the number of students served from one academic year to the next.

There was an increase in serving students with ASD vs. serving students with ADHD. In the 2023-2024 AY OSD's ADHD students represented 8.85% of our OSD student population, while our ASD students represented 15.78%. Students who reported LD in 2023-2024 increased slightly from 2022-2023 from 25.70% to 26.91% in 2023-2024. Students who reported mental health as a disability in 2023-2024 (21.21%) stayed steady and did not increase by much from 2022-2023 (21.00%).

These are high-touch populations that require a significant amount of faculty and staff time to address their needs and concerns. According to our AVC IR data (tableau public) for the 22-23 AY, we had a significant jump in student requesting services from the fall to spring terms, an almost 30% increase. Our data also shows that our students are older than the overall campus, with spring 23 data showing almost twice as many OSD students in the 45+ age bracket when compared to the overall campus. We have many students who are returning to the workforce and need retraining. A more significant relationship with our community partners, such as Department of Rehabilitation (DOR), the Regional Center, and the Department of Mental Health is needed, so that we can provide additional community support and resources for our students and assist them with competitive employment upon completion. Another significant partnership is with the Workforce Recruitment Program that provides paid internship and employment opportunities for students who have disabilities.

Additional faculty and staff are needed to keep up with the additional demands of this program and follow students through the process. We have a convergence of students who are identified as having equity gaps in our population. We have likely had many students who would qualify for services but reluctant to seek them due to culture biases regarding disability. More partnerships are needed between our office and support programs such as Umoja and Punte, EOP&S, CalWORKs, and other Student Service Programs that provide resources to students. Our students often need additional support that can be found in finding student community groups. Having a more significant relationship with the Learning Center and increasing tutoring opportunities for our students is critical for their success. Our students take longer to complete averaging (~4.5 terms vs ~3.6 terms) but earn comparable grades (GPAs). Our student's completion rate is lower than the campus average and this could be a result of many factors, including the fact it is taking many of our students longer to complete slowly over time, as they may have significant functional limitations associated with disability, lack of transportation and technology, and they may stop and start their education due to finding employment or needing a break.

Our paperless system, AIM, has enabled students to easily submit their accommodation letters online informing their instructors, and making it possible to schedule their proctoring exams as well as request their alternative formatted textbooks. We have 2 computer labs, allowing us to assist students one-on-one with their alternative media needs.

To close equity gaps in OSD, OSD needs to be fully staffed. OSD continues to need a full time OSD Counselor, a Full-Time Alternative Media Specialists, and a Full-Time Clerical II. OSD is currently operating with No Full-Time Alternative Media Specialists, and an hourly Clerical 2. OSD has hired 1 Adjunct Counselor, to assist with the overload of appointments that are 2 Full-Time OSD Counselors are experiencing. It's crucial that OSD always continues serving students in a timely manner and provides timely appointments for students with disabilities to get their academic accommodations approved and implemented.

**Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:**

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?

- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

**Strengths and Accomplishments:** *(Include your data analysis of relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area do well, including capabilities and greatest accomplishments?
- What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?

The Office for Students with Disabilities (OSD) provides accommodation services for all students who attend AVC. We have seen increases from the 21-22 AY (984 unduplicated student count) to the 22-23 AY (1, 043 unduplicated student count), and again for the 23-24 AY (1,141 unduplicated student count) (DataMart). The most recent increase was 8.6% and represents a sizable increase in workload for the OSD faculty and staff.

All disabilities are placed into one of the following categories for data purposes: Acquired Brain Injury (ABI), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), Developmentally Delayed Learner (DDL), Blind and Low Vision (V), Hard of Hearing & Deaf (DHH), Learning Disabled (LD), Mobility Impaired (M), Psychological Disabilities (P), and Other Health Conditions and Disabilities (O) (DataMart).

Our OSD student success and retention rates (Tableau Public), show that our students are on par with the overall campus population, with slightly higher success rates for the 23-24 AY (71.8% for OSD students vs 70.0% for the overall population). This appears to reflect well on the overall support and accommodation services our students are receiving. Success rates appear to exceed the overall campus population for the following populations: Hispanic/ Latine, White and Unknown/Masked.

We are making significant strides with Hispanic/Latine students (Tableau Public) with success and retention rates higher than the campus average. For the 21-22AY success was at 73.4% (vs 72.3% gen pop), and retention was at 90.3% (vs 87.8% gen pop). This trend continued for the 22-23 AY with a success rate of 75.5% (vs 72.8% gen pop), and a retention rate of 90.8% (vs 88.9% gen pop); and for the 23-24 AY success was at 72.0% (vs 71.8% gen pop) and retention stayed strong at 86.6% (vs 87.8% gen pop). We do have strong Hispanic/Latin representation in our OSD workforce, and Spanish speakers on staff. Our office is open to having parents attend Intake Appointments with students and our students in this demographic appear to respond positively to having more family involvement. Other contributing factors could be overall campus efforts to raise Latino/Latina visibility with programs like Puente and campus-wide cultural events.

We have also outperformed the general population with respect to White and Unknown/Masked students in OSD (Tableau Public). White student success rates were generally higher than the general population for the 21-22 AY (75.3% vs 72.3%), the 22-23 AY (77.6% vs 72.8%), and for the 23-24 AY (73.5% vs 71.8%). We also have strong White representation in our OSD workforce, with both OSD counselors in this demographic.

These trends were even stronger with Unknown/Masked (Tableau Public) and may reflect White students choosing this category over the “White” category. White students generally tend to outperform their peers who are represented in different demographics for a variety of reasons. Overall campus representation (Administration, faculty, and staff), and generally coming from higher socio-economic backgrounds (reducing the burden of working while attending college). These students also have strong representation with our OSD faculty, as 2 OSD Counselors are white.

For our students who identify as Black/African American our student success numbers are below the general population (all students). However, when success rates for OSD students who identify as Black/African American are compared to the success rates of Black/African American in the general population, our students are markedly more successful. For 2021 64.2% vs 59.4%, for 2022 63.6% vs 58.8%, and for 2023 59.0% vs 57.6% (Tableau Public). Clearly OSD provides a higher level of support for our students who identify as Black/AA and our students are succeeding at a higher rate than their counterparts in the general population. This could be in large part due to our “one stop” philosophy where we provide accommodation services, educational planning, course advisement, and alternative media training

and assistance. We also have two computer labs and student workers who can assist students with a variety of tasks, like sending accommodation letters, assistance with emails, accessing Canvas, and much more.

**Opportunities and Challenges:** *(Include your data analysis of relevant metrics in your response.)*

*Consider the following questions:*

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?

OSD faces some challenges with student success and retention for our Black/African students, and student who identify as Two or more [races] (Tableau Public). While our students are performing at higher levels than the overall population with a 59.0% success rate in the 23-24 AY (Tableau Public), clearly more can be done. Providing more support and proactive counseling in the form of case management could make a large difference for this population.

OSD is in the process of working to retitle the job titles of their OSD Counselors (current called Disability Services Specialists) to Counselor (Disability Services & Programs for Students or DSPS), so that we can hire actual Disability Services Specialists to work as case managers. We have had case management in our program reviews for years but have not been able to move forward with hiring the staff needed to implement this system. A case management system would allow our Disability Services Specialists to run reports to see which OSD students had not checked in for the term and reach out to those students. They could also offer ongoing support for some of our more high-touch populations.

In looking at our DataMart data for the last 3 years, some trends emerged regarding the types of disabilities we are serving in OSD. There have been significant decreases for both Blind and Low Vision (2021; 2.85%, 2022; 2.49%, and 2023; 1.67%) and for our Deaf and Hard of Hearing (2021- 3.86%, 2022- 2.88%, and 2023 2.37%). There have also been significant increases for our Autism Spectrum Disorder (ASD) student population (2021 13.31%, 2022 14.86%, and 2023 15.78%), and our Other Health Conditions and Disabilities (O) (2021 8.84%, 2022 8.92%, and 2023 10.34%).

For our Blind and Low Vision students, we have had many challenges with hiring a full-time Alternative Media Specialist and the lack of technology access and training may be leading to a lack of persistence for students who rely on technology to access class information. Many math courses rely on outside programs (Access Codes) for homework and assignments. Many of these can be difficult to navigate and may be virtually inaccessible for Blind and Low Vision students. Having an Alternative Media Specialist who understands the technology and who can guide the students is imperative to this population's success.

For students who are Deaf and Hard of Hearing, we have technology challenges as well. We struggle to purchase the necessary equipment for sound amplification, have no full-time interpreters on staff and pay high premiums for hiring interpreters for interpreting services agencies. The cost is prohibitive and often our Interpreting Coordinator is called to act as a classroom interpreter. More ready access services are needed for this population.

For student populations where we are seeing increases, more targeted support is needed. For our ASD students, more community and a sense of belonging are needed. Mentorship and a safe place to discuss social situations, boundaries and cues are needed. Most ideally would be a campus club and a weekly get together with one another and OSD faculty/staff. The spike in our "Other" population suggests that we are serving students with a wider variety of disabilities and that these students can have a wide range of needs. Some of these conditions can be chronic and severe in nature. Faculty/staff mentorship and case management are needed to better serve these populations.

Exploring other vendors that support our OSD students, who are connected with Regional Center and require a high level of support. Would like to contract with College Connect. This is no cost to the College or OSD budget. This service connects students who need extra support and guidance while on campus.

In reviewing our AIM data and reviewing the number of students served each term and the number of students who sent their accommodation letters to their instructors, we find a troubling trend emerging. For fall 2022; 27% of OSD student did not send their accommodation letters, for spring 2023 that number was 26%,

for fall 2023 was 32% and for spring 2024 it was 31%. If only 70% of our students are sending their accommodation letters to their instructors, many of our students are struggling without accommodation services. There could be many reasons for this. The transition from high school to college can be difficult and students often assume that OSD will send out their letters to instructors. Our clerical staff send multiple email reminders to students letting them know it's time to send their letter to their instructors, but emails are often not an effective form of communication. A possible solution would be for students to sign a waiver during the Intake process that allows OSD to send accommodation letters directly to faculty each term.

To better serve all our OSD students we need more faculty and staff. Specifically, we need Disability Services Specialists (classified) to serve as case managers to provide a better level of support for our students and regular check-ins, and timely intervention when students need additional services and resources. We need full-time interpreters to be on hand for campus functions and events, and to provide timely services for our Deaf and Hard of Hearing students.

In reviewing our student survey data from spring 2024 some additional opportunities present themselves. Students with disabilities do not always feel like valued members of the campus and desire a greater sense of belonging.

Q2 "I feel welcomed and valued as a member of the campus community." ~81% of students either "strongly agreed," or "agreed," with that statement, leaving another ~19% who "neither agree or disagree," "disagree," or "strongly disagree."

Q5 "As a student, the following factors related to Disability and Identity that I value most are (select all that apply):". The top three responses were "having mental health support available to me," at 62.3%, "belonging and finding my place/community at my school," at 52.17%, and "observing instructors and college employees who have disabilities," at 50.72%.

The desire for belonging and feeling seen and valued is highly desired by our population. Our students often feel stigmatized and unsure of their ability to succeed in a college environment, especially after graduating from a high school system that has generally lower expectations for their academic success. Like most members of marginalized groups, seeing successful professionals who are representative of their community is highly motivating and provides an external source of efficacy till they can build their own internal efficacy in their academic abilities. Having more campus activities where students can interact with professionals (from campus and the community) who are open about their disabilities, their struggles and their successes would likely lead to an increase in student motivation and success for our student. Also, holding campus events that celebrate disability and raise awareness for disability rights and access would go a long way in building pride for our and a sense of community for our students.

Q3 "As a student, the following DSPS services and support is the most important to me (select all that apply):". The number one response is "understanding my pathway toward my academic goal," with the next highest response being "accessibility in my in-person classes." We need to hire more faculty to meet the needs of our students. Students often wait weeks for an Intake appointment that allows them to meet with a counselor and receive accommodation services. The wait can be as long as 3 weeks. We have made some strides in hiring additional faculty and have a new adjunct counselor for OSD. However, it is not enough to meet the needs of our students who need not only accommodation services but academic support and educational planning.

Q13 "My instructor understands disability related resources and procedures:". 27.54% responded "neither agree nor disagree," "disagree," or "strongly disagree." More outreach is needed for our faculty. OSD faculty used to hold regular FPD events for their fellow faculty, but they have never been well attended. Higher visibility is needed. OSD presentations at division meetings, presentations and/or breakout sessions at Opening Day, and more visible FPD events are all possible solutions, in addition to holding campus-wide events as mentioned above.

This also ties in nicely with the spring 2024 faculty survey data that was completed by a mix of both full-time and adjunct faculty (60/40).

Q4 "My view of disability is most related to the following perception:". The number one answer was "impairment." The second highest answer was "ability." Again, more outreach and FPD is needed for our faculty.

Q6 “I think disability accommodations give an advantage to the students who use them:”. 61.9% responded “strongly agree,” or “somewhat agree,” or “agree.” The perception by instructional faculty is not that accommodations provide equal access due to a functional limitation but in fact give students with accommodations an edge. This could lead to bias and disparate treatment for students who have accommodations as they are seen as already having an “advantage” over their classmates. Again, more training and FPD events are needed for faculty. More faculty and staff are needed to meet this need.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
#1 Challenge is hiring an Alternative Media Specialist. AVC OSD needs a Full Time Alternative Media Specialist to stay in compliance in offering timely alternative media services to OSD students who request or require the service. Currently OSD does not have an Alt. Media Specialist. This poses a huge risk of not offering timely services to our OSD students. To be in compliance and offer timely service the need for an Alt Media Specialist is crucial.	5
# 2 Challenge is the hiring of full-time Counseling faculty to meet the needs of students in a timelier manner. We are in danger of being out of compliance.	5
# 3 Challenge is that a full-time High-Tech Center Specialist is needed to review students’ technology needs and ensure they have accessible software and programs. The standard of practice at many community colleges is to have the High-Tech Specialist meet with students following their initial intake to assess their technology needs and introduce them to programs and software that may provide more accessibility and allow the students to be more effective and view their day-to-day technology and equipment and how they are accessing course information.	5

**Aspirations:** (Include your data analysis of relevant metrics in your response.)

Consider the following questions:

- What does your program/area want to be known for?
- What is a desired future?

In reviewing our strengths and challenges we have several aspirations as an office:

- Provide timely accommodation services for students and continue to be known as a place of support for our students, staff, and faculty.
- Increase OSD staff and faculty availability for both students and employees and offer campus-wide learning opportunities.

- Develop and maintain a case management system to ensure that all students are seen at least once per term and have the support and accommodations they need to be successful.
- Change the name of our office to reflect a more positive image.
- Change the perception of disability on campus from impairment to one that focuses on ability.
- Continue to Provide more cost-effective and reliable ASL Interpreting support and more accessible services for our Deaf and Hard of Hearing students. Such as Closed Captioning and Outside ASL Interpreting Services.
- Provide education and training opportunities related to universal design, to reduce the need for classroom accommodations and increase access for all students.
- Increase completion rates for students and link them with campus and community supports that can assist with gainful employment when they complete their certificates and degrees.
- Hire a Full-Time OSD Counselor, Adjunct OSD Counselors, Full-Time Clerical II, & and a Full-Time Alternative Media Specialist.

**Part 2C. Review and comment on progress toward past Outcomes Improvement Plans**

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Hiring Full-Time Director.	Hired
Hiring Adjunct OSD Counselor	Hired. 23 Hours per week.
Hiring Full-Time Alt. Media Specialist	Job Description reviewed. Waiting on Union Approval. Ongoing Project.
Hiring Disability Specialist (Classified – Non-Counselor)	None Made.
Hire Full-Time ASL Interpreters to meet the needs of our ASL students.	

**Part 3. Based on Part 2 above, please list program/area goals:**

Goal Supports which:	Goal	Measure of Success
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Program /Area Goal #	ILO	PLO**	SLO**	OO (Service area Outcomes)	ESP Goal Primarily Supported:	(Student-focused)	Steps to be taken to achieve the goal?	(How would you know you've achieved your goal?)
#1	Choose ILO				Choose an item.			
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

\*\*If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Clerical 2	OSD	Repeat	65,000	Recurring	Director of OSD.
Classified Staff	Alt Media Specialist	OSD	Repeat	80,000	Recurring	Director of OSD.
Classified Staff	FT ASL Interpreters	OSD	Repeat	25,000/each	Recurring	Director of OSD.
Faculty	Disability Specialist	OSD	Repeat	85,000	Recurring	Director of OSD
Faculty	FT Counselor	OSD	Repeat	65,000	Recurring	Director of OSD

**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).**  
 Required:

- Supporting data/information