



2020 REPORT

Disabled Student Programs and Services

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

June 15, 2020

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Legislative Report on Disabled Student Programs and Services

Dear Governor Newsom:

On behalf of the Board of Governors for the California Community Colleges, I am pleased to present to you the California Community Colleges legislative report on Disabled Student Program and Services (DSPS). One hundred and fourteen California community colleges offer a DSPS program and accept DSPS categorical funding to assist in providing students with disabilities equal access to higher education.

This report is written in response to Education Code section 67312(b). It reflects the 2017-18 and 2018-19 academic years and contains data on the four elements mandated by legislation, staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data.

Executive Vice Chancellor of Educational Services and Support Marty J. Alvarado may be contacted for questions and comments. She can be reached at (916) 327-5492 or malvarado@cccco.edu.

Thank you for your support for these programs and the students they serve.

Sincerely,

Eloy Ortiz Oakley, Chancellor

Enclosure: Report

Chancellor's Office

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DISABLED STUDENT PROGRAMS AND SERVICES

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

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EXECUTIVE SUMMARY

This report reflects the 2017-18 and 2018-19 academic years and is written in response to Education Code section 67312(b). This section requires the Board of Governors of the California Community Colleges to report every two years to the governor and the education policy committees of the Legislature on its system for evaluating “state-funded programs and services for disabled students on each campus at least every five years.” The California Community Colleges Chancellor’s Office (Chancellor’s Office) is pleased to report on the four elements mandated by legislation: staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data. The report also includes a statewide review of the enrollment, retention, transition and graduation rates of community college students receiving services through DSPS compared to non-DSPS students. This data was collected from 114 colleges and has been analyzed in this report.

The California Community Colleges served 2,116,293 students in 2017-18 and 2,089,209 students in 2018-19. It is the largest system of higher education in the nation. One hundred and fourteen of the 115 California community colleges use state funding allocated for Disabled Student Programs and Services (DSPS) to assist in providing support services and educational accommodations to students with disabilities so they can have full and equitable access to community college classes. The 115th college, Calbright, does not receive DSPS funding specifically. In addition, most colleges include specialized instruction as part of their DSPS program. Examples of services the colleges provide to students with disabilities include test proctoring, learning disability assessment, specialized counseling, interpreter or captioning services for hearing-impaired and/or deaf students, mobility assistance, note taker services, reader services, transcription services, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. DSPS served 121,748 students during the 2017-18 academic year and 121,100 students during the 2018-19 academic year.

METHODOLOGY

Education Code 67312(b) requires this report to include information on four key areas:

1. The system for evaluating state-funded programs and services for disabled students on each campus;
2. Outcome data;
3. Staff and student perceptions of program effectiveness; and
4. Implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

The data collected and analyzed to complete the report for outcome data came from the Chancellor’s Office Management Information Systems Data Reports that were submitted by 114 community colleges. Please note that data from a five-year cohort study from the Chancellor’s Office Management Information Systems unit was used in the reporting areas of degree and certificate attainment, and transfer. In addition, as required by statute, campus-

by-campus outcome data can be found on the Chancellor's Office website by going to this link: <https://datamart.cccco.edu/Default.aspx>.

Data collected and analyzed to complete the remaining three elements (evaluating state-funded programs and services for disabled students, staff and student perceptions of program effectiveness, and program and physical access requirements) came from multiple sources, including:

- Student Services Automated Reporting for Community Colleges for evaluation of financial program compliance, including barrier removal;
- Findings of a meta-analysis of 10 extensive evaluations and needs assessments conducted by or on behalf of the Chancellor's Office during the period 2017-18 and 2018-19;
- Findings of a 2018-19 DSPS statewide Program Evaluation Plan survey from 114 community colleges;
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2019, including participants representing 91 of the state's 115 community colleges.

KEY FINDINGS

The data compiled for this report show that students with disabilities represent just under 5% of the population of the community colleges. This student population is typically located in the lower margins in different performance and completion metrics. This report shows those metrics are increasing slowly. The findings are as follows.

- DSPS students take and complete both credit and noncredit courses at the same rate as their non-disabled peers.
- Both DSPS and non-DSPS students take credit courses at higher rates than they take non-credit courses.
- DSPS students continue to persist year after year and are closing the gap in reaching a point of transfer preparedness.
- DSPS had a higher percentage of students earning degrees and certificates when compared to non-DSPS students. DSPS students attend California community colleges for much longer than non-DSPS students.
- DSPS students demonstrate greater persistence from spring to fall and retention from fall-semester to fall-semester in most classes.
- DSPS students have similar drop-out rates to non-DSPS students.

- DSPS students perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.
- When comparing success in basic skills courses, DSPS students lag behind their non-DSPS colleagues.

IMPLEMENTATION OF PROGRAM

Disability Category 2017-18	Number of Students	Percent
Acquired Brain Injury (ABI)	4,458	3.66%
Attention Deficit Hyperactivity Disorder (ADHD)	9,382	7.71%
Autism Spectrum	8,067	6.63%
Deaf/Hard of Hearing	4,498	3.69%
Intellectual Disability	7,395	6.07%
Learning Disability	31,907	26.21%
Mental Health	23,805	19.55%
Mobility	9,441	7.75%
Other (including speech)	19,530	16.04%
Vision	3,077	2.53%
TOTAL	121,560	100%

Data on the implementation of the program comes as each of the colleges receives numerous requests for academic adjustments, auxiliary aids and services. The college staff handle these requests by using an interactive process with the student whereby the educational limitation presented informs a support service recommendation to help provide better access to the educational system. College staff record the student, if eligible, based on the evidence gathered in the interactive processes described further in section Title 5 § 56001. A resulting entry into the California Community Colleges Chancellor's Office management information system provides tracking data of the eligible students.

The data presented above breaks down the amount of students served by DSPS by disability category for the year 2017-18. In addition to speech as noted above, the Other disability category is most commonly comprised of those with conditions of decreased levels of energy or stamina and pain. Some examples include but are not limited to, cardiovascular disease, chronic obstructive pulmonary disease, asthma, cancer, HIV, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue, multiple chemical sensitivity or severe allergies.

Disability Category 2018-19	Number of Students	Percent
Acquired Brain Injury (ABI)	4,174	3.45%
Attention Deficit Hyperactivity Disorder (ADHD)	9,840	8.13%
Autism Spectrum	9,558	7.89%
Intellectual Disability (ID)	7,205	5.95%
Deaf and Hard of Hearing (DHH)	4,324	3.57%
Learning Disability (LD)	31,608	26.1%
Physical Disability	8,759	7.23%
Other Health Conditions and Disabilities	17,557	14.5%
Mental Health	24,724	20.42%
Speech/Language Impaired	163	0.13%
Blind and Low Vision	3,188	2.63%
Total	121,100	100%

STAFF AND STUDENT PERCEPTIONS OF PROGRAM EFFECTIVENESS

STAFF PERCEPTIONS

As part of the program evaluation plan, each college conducted a survey of staff perception of program effectiveness. These were submitted to the Chancellor's Office for analysis in June 2019.

- Overall, approximately 80% of staff either strongly agreed (34%) or agreed (46%) that they were aware of the different disability accommodations and services available.
- When asked if they received a timely reply to questions/concerns for a student, 45% strongly agreed and 39% agreed.
- 88% feel that our colleges are responsive to students with disabilities.
- Reinforcing an area we are already working on, 67% agree that they are confident in creating accessible materials.

The following data was compiled from 91 DSPS directors and coordinators that participated in a focus group activity as well as the findings of the meta-analysis of evaluations and needs assessments, the following perceptions of program effectiveness emerged:

- Positive perceptions included the increased collaboration across campus programs. This is driven in large part by our Guided Pathways approach and will continue to focus on all areas related to student success.
- Directors are still unsure about forecasting their budget with new proposed funding formulas and the student-centered funding formula affecting their situations. The student-centered funding formula is an outcomes and equity based formula.
- Many directors reported challenges with placing students directly into transfer-level math without enough proper supports, due to changes in course offerings related to implementing AB705. This law allows students to enter directly into transfer level math and English courses. (AB 705, Irwin, Chapter 745, Statutes of 2017)
- With the emphasis on cross-training from the Chancellor's Office and a case management regionalized approach, directors are asking for more regional meetings and training.

STUDENT PERCEPTIONS

Also as part of the program evaluation plan, each college conducted a survey to gauge student perception of program effectiveness. Self-advocacy is an overarching goal of our programs which makes these results especially promising. Further, being able to identify the connection between their academic adjustment and their disability is evidence of the excellent quality of counseling that the students are receiving. The highlights include:

- Overall students strongly agreed (55%) or agreed (33%) that DSPS services contributed to their success in college.
- 84% either agreed or strongly agreed that they are able to self-advocate with their instructors.
- Students overwhelmingly (85%) understand the connection between their academic adjustment and their disability.
- They credit their academic adjustment with helping them reach their educational goal 86% of the time.
- When asked if the DSPS office is welcoming and positive, 61% strongly agreed and 26% agreed for a total of 87%.

The Chancellor's Office is especially pleased to present that last finding as it is an indication that students are being encouraged to succeed. If they do not feel welcomed in disability offices, they will not utilize the services to achieve the equal access they deserve.

OUTCOME DATA

ENROLLMENT

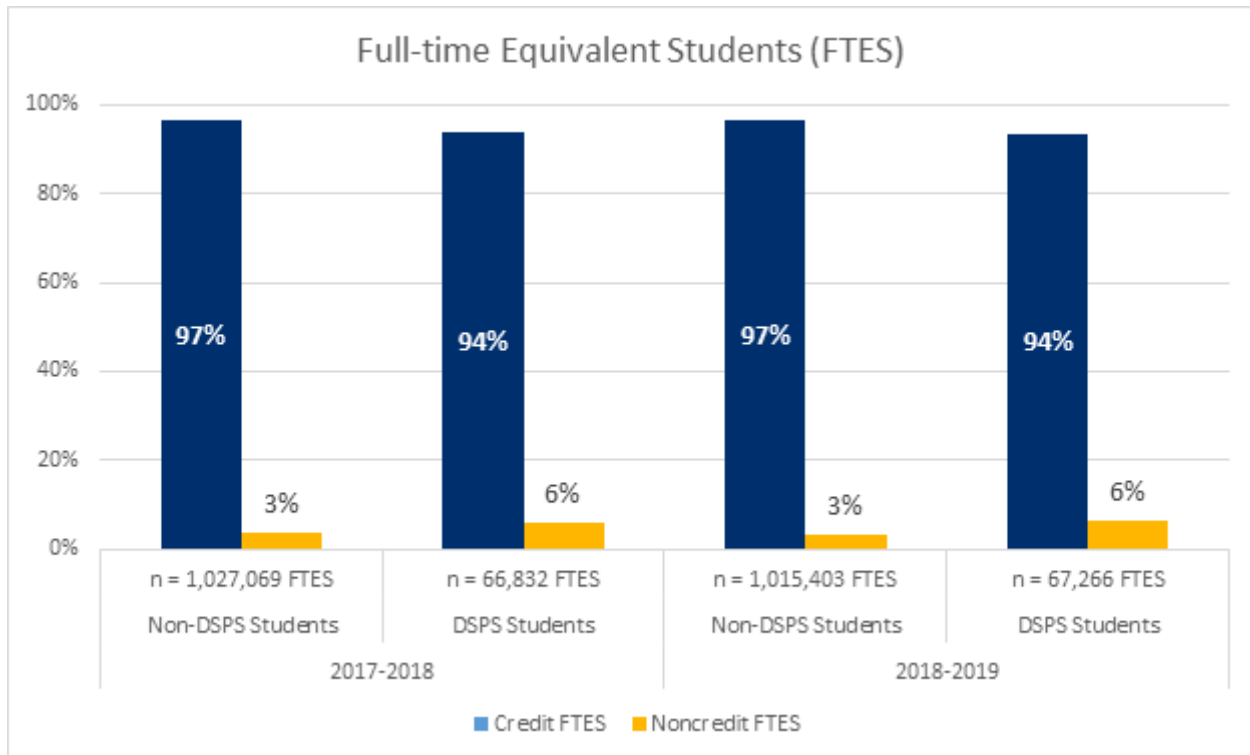
Student Type	FY 2017-18 # of Students	FY 2017-18 % of Population	FY 2018-19 # of Students	FY 2018-19 % of Population
DSPS Students	121,748	5.7%	121,100	5.8%
Non-DSPS Students	1,994,545	94.3%	2,163,812	94.2%
All Students	2,116,293	100.00%	2,089,209	100.00%

The numbers in the above graph represent the total enrollment of students in 114 California community colleges. Between 2017-18 and 2018-19, the overall number of students decreased slightly. The population of students with disabilities decreased also, at roughly the same rate overall.

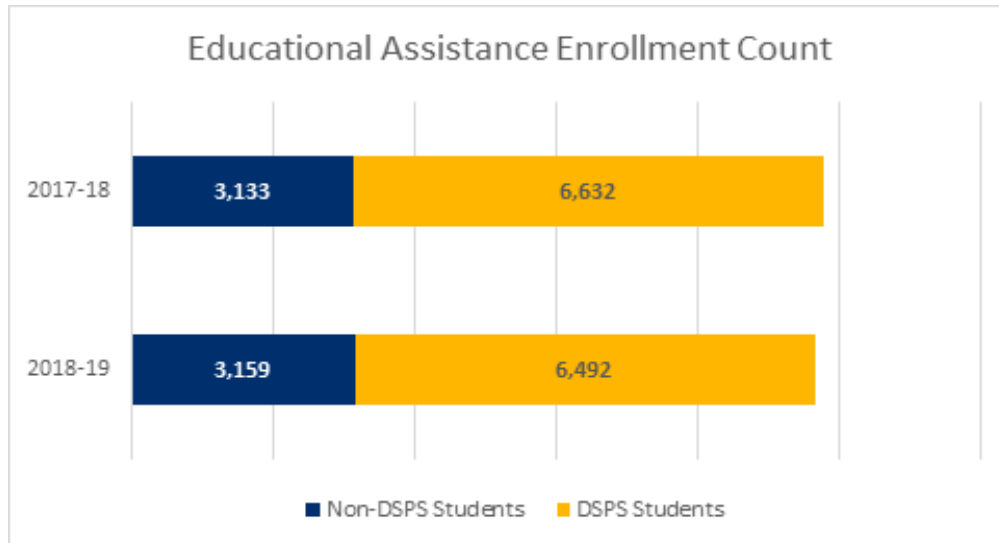
CREDIT V. NON-CREDIT CLASS ENROLLMENT

Students served by DSPS make up 3% of the non-credit course population compared to non-DSPS students for the 2017-18 and 2018-19 years. Further, DSPS students make up 6% of the credit course enrollment for those years.

Credit v. Non-credit for Full-time Equivalent Students (FTES) Course Enrollment



EDUCATIONAL ASSISTANCE COURSE ENROLLMENT

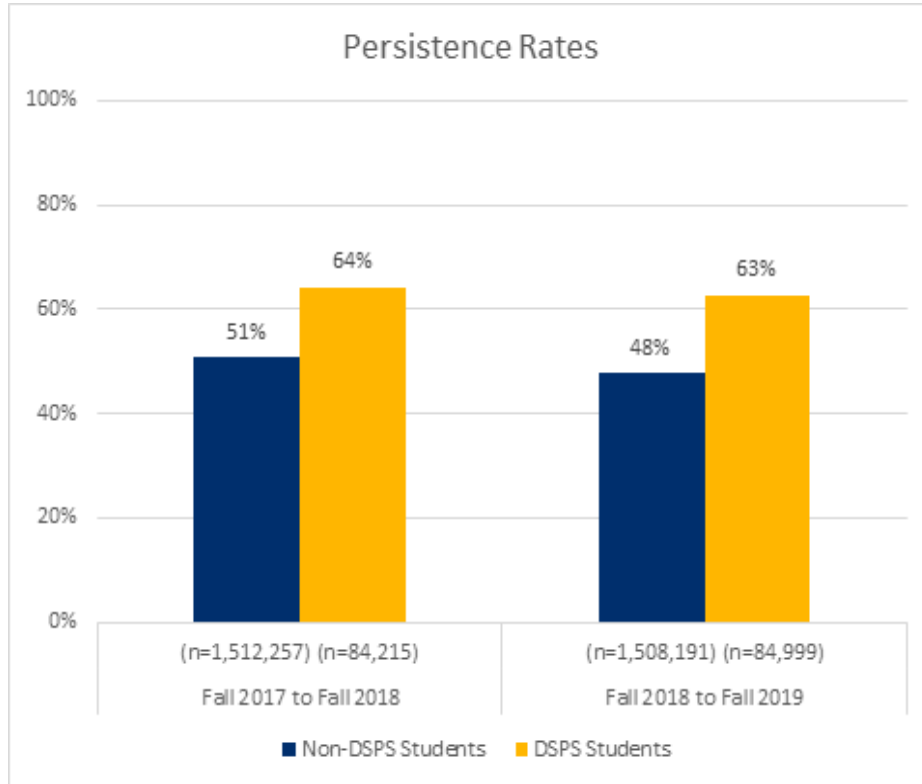


Educational assistance classes are instructional activities offered consistent with Title 5 § 56028. The courses are designed to address the educational limitations of students with disabilities but are open to all students. Practitioners sought assistance with educational assistance classes and documentation of measurable progress within those classes. Clarification was provided by the Chancellor's Office via training and online postings, the latter of which included an FAQ page for Educational Assistance Classes and sample forms from colleges for documenting measurable progress within such a class.

DSPS students represent 68% of students enrolled in educational assistance courses in 2017-18 and a slightly smaller representation of 67% for the 2018-19.

RETENTION AND PERSISTENCE

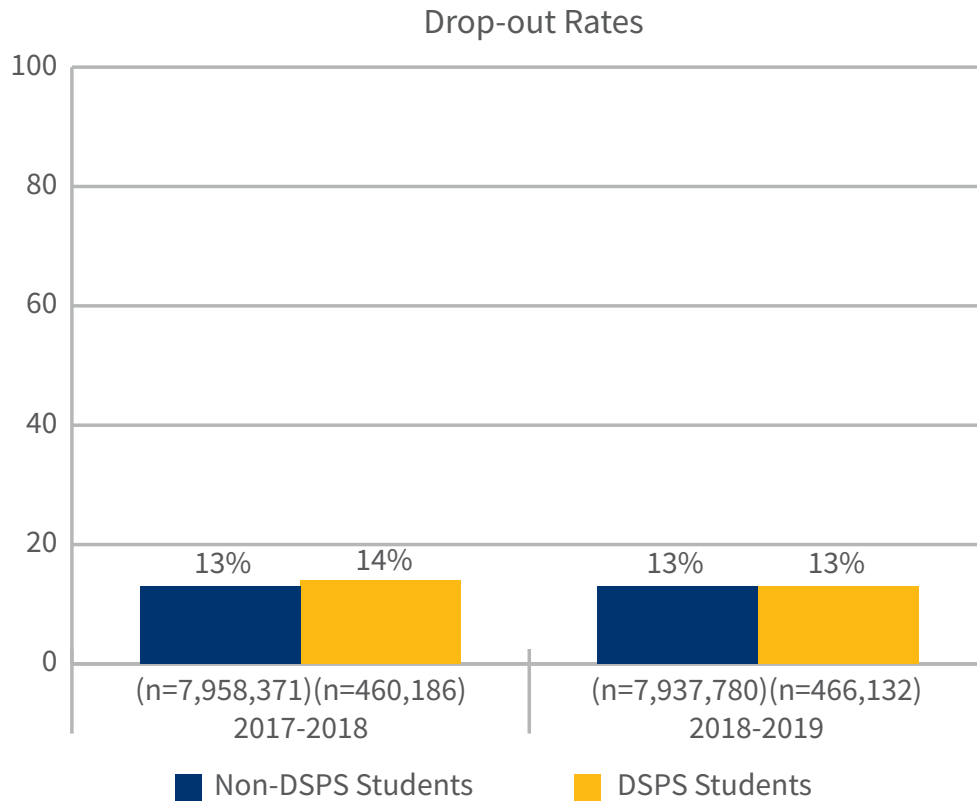
PERSISTENCE RATES



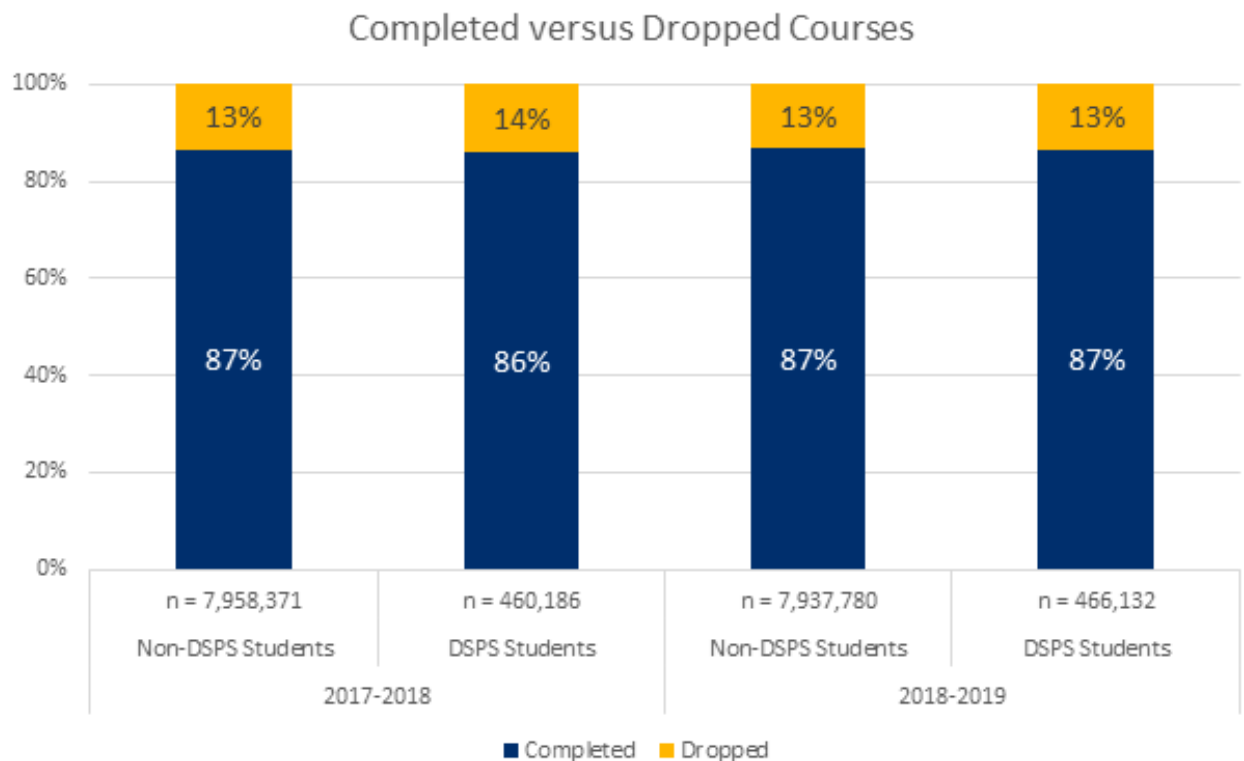
The above percentages were obtained from the students enrolled in the fall of 2017-18 and divided by those students enrolled again in the fall of 2018-19. The persistence rate for non-DSPS students decreased from 2017-18 to 2018-19, but maintained steady for DSPS students.

DROP-OUT RATES

Although the persistence rates for DSPS students is higher, the dropout rates are relatively the same as non-DSPS students. With the continued support to DSPS students, it is the goal of the Chancellor's Office that number continue to steadily drop and the persistence rate steadily increase.

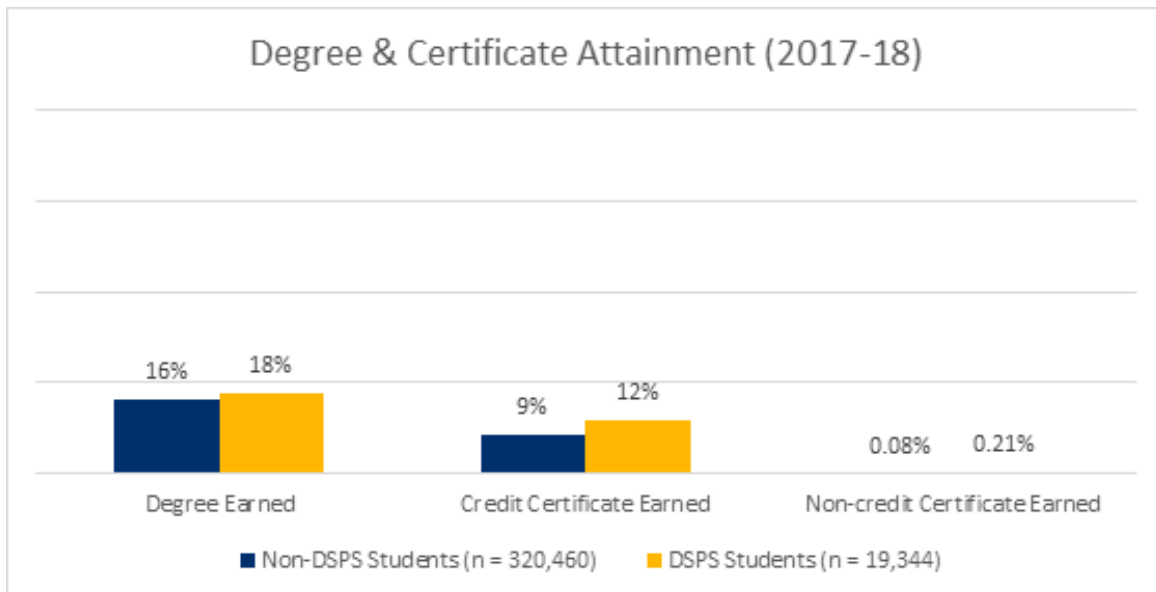


COMPLETED VERSUS DROPPED COURSES

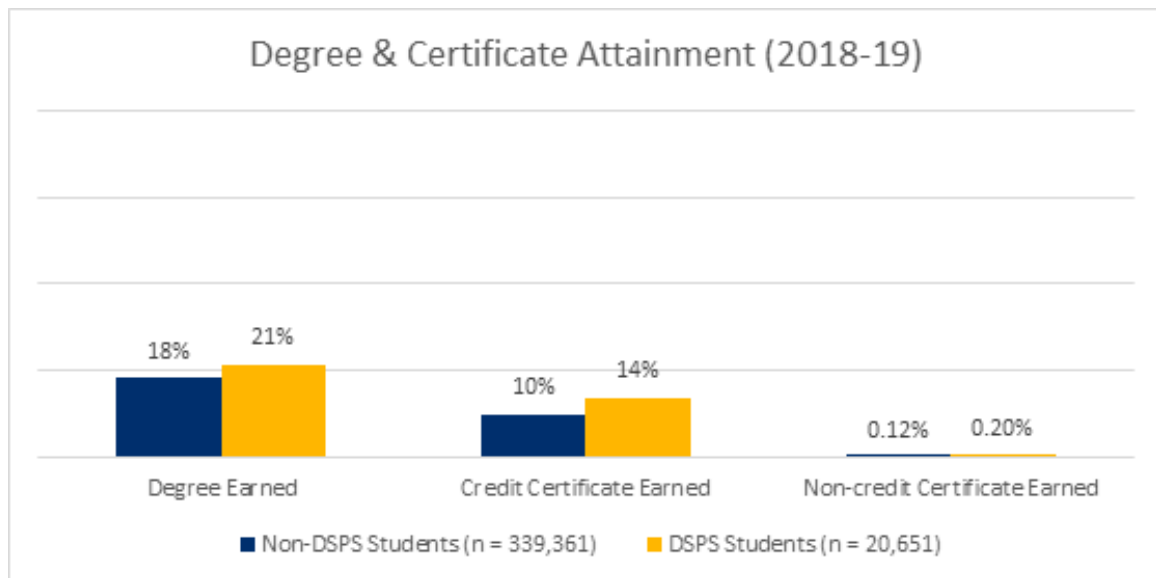


DSPS students do not show a discrepancy in this category when compared to non-DSPS students. It is important to take into consideration that students drop courses for many reasons that may not be related to course achievement. Students may drop courses due to schedules, other course choice or personal reasons such as childcare and non-academic reasons.

DEGREE AND CERTIFICATE ATTAINMENT

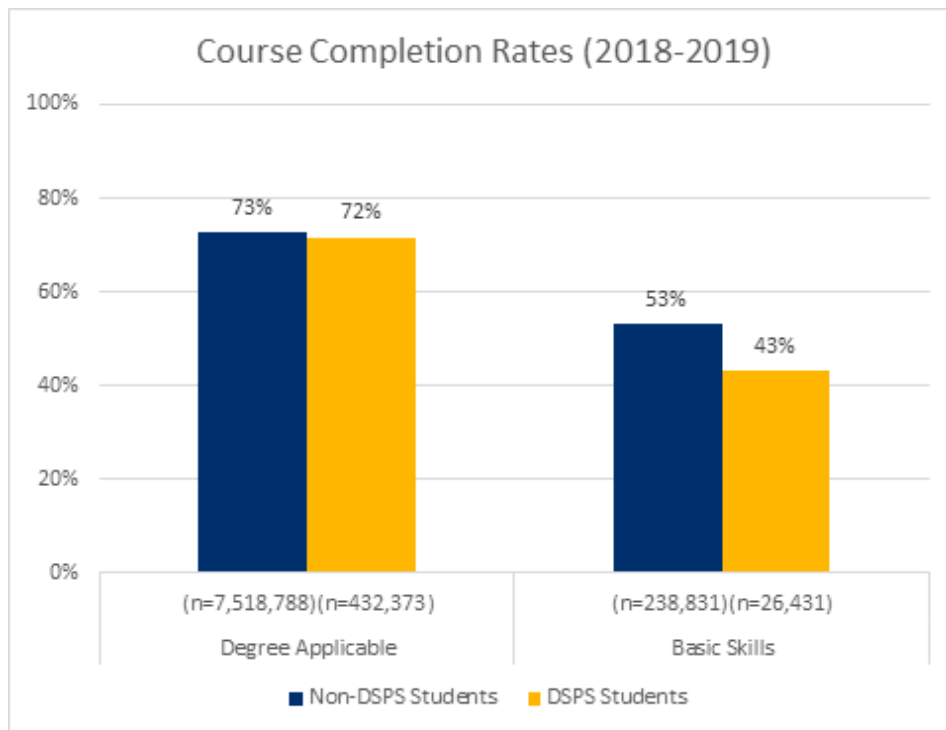
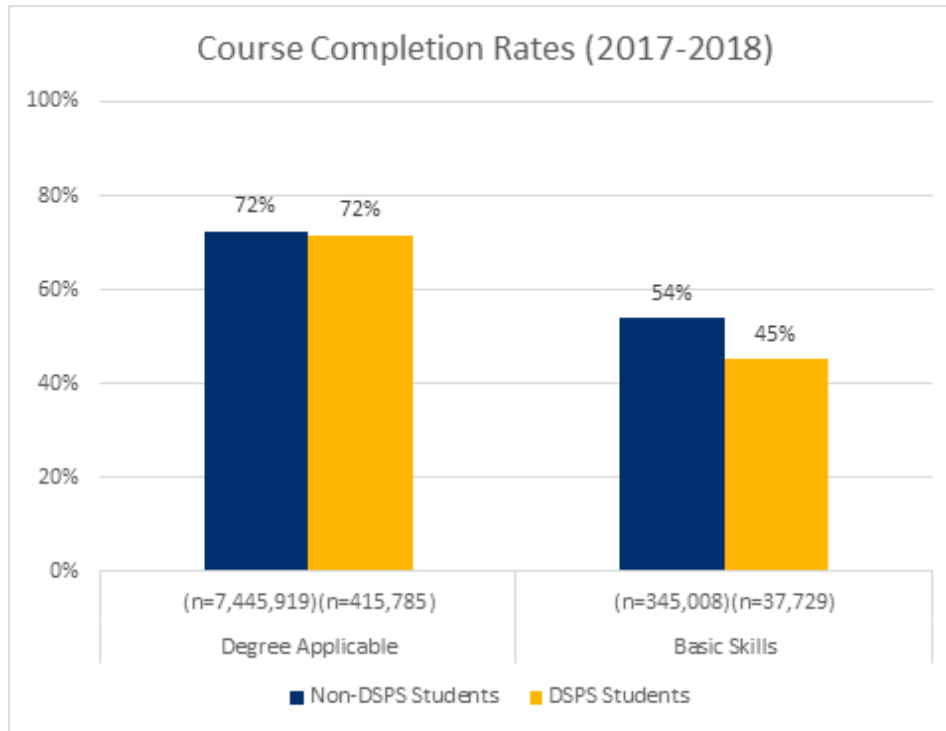


The results above represent a significant improvement from the last report. In fact, DSPS students are outperforming non-DSPS students in degree attainment and credit certificates earned in 2017-18 as a percentage.



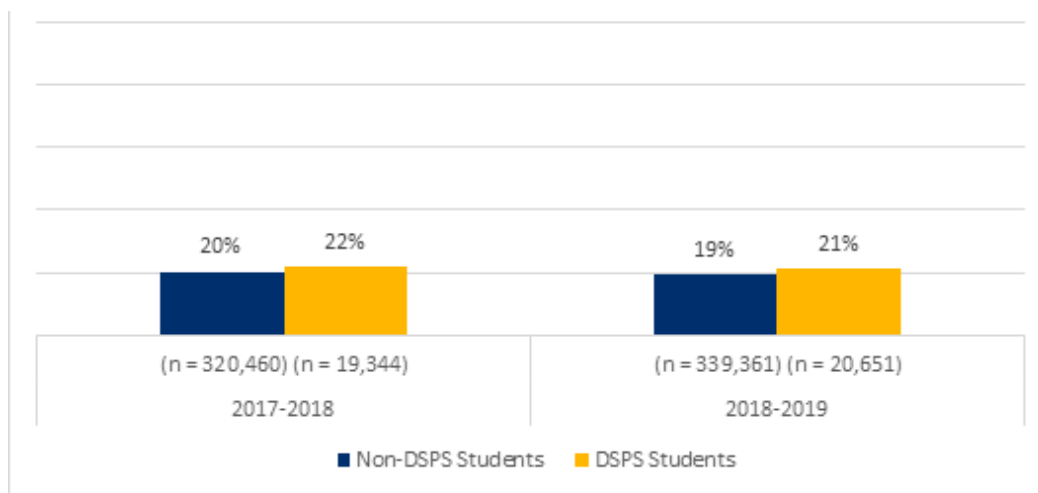
We see similarly promising results for 2018-19. This is a trend we want to continue.

COURSE COMPLETION



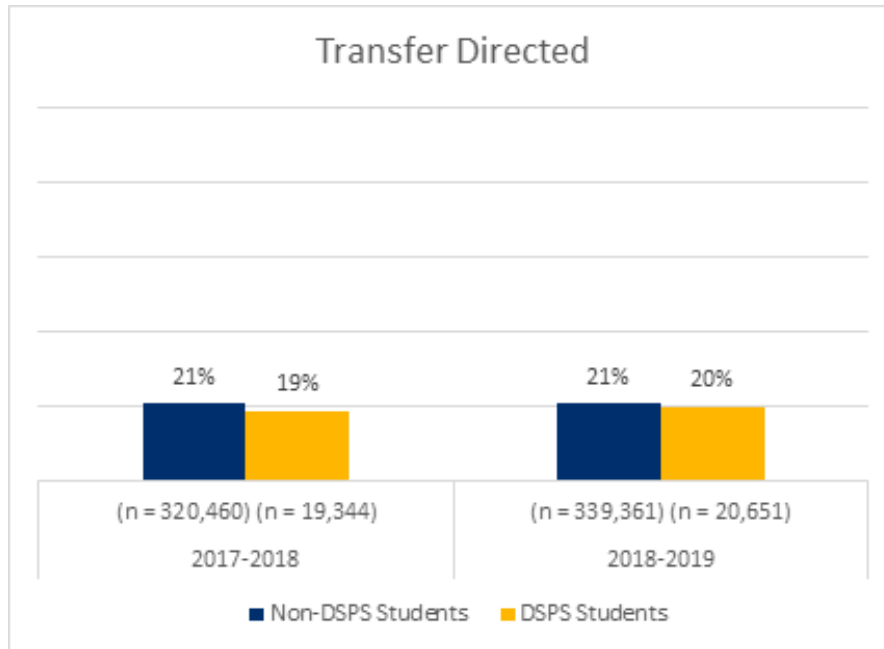
The comparison between 2017-18 and 2018-19 did not change by more than 2% for both DSPS and non-DSPS students. DSPS students still lag behind their non-DSPS counterparts in basic skills course completion. With a broad application of multiple measures being used for placement in English and math, fewer basic skills courses will be taken by all students. This will increase the overall success of students in transfer-level English and math classes since the drop-out rate for basic skills classes was contributing to lower persistence and transfer rates.

TRANSFER TO A FOUR-YEAR COLLEGE RATES



This measure of student success also includes those who earned an Associate Degree for Transfer. These numbers are promising. With so many of today’s high-demand, high-skill occupations requiring a baccalaureate degree and beyond, this indicates that the tendency towards unemployment and under-employment of persons with disabilities may be reduced going forward.

TRANSFER DIRECTED



The above chart reflects an increase in the number of DSPS students being placed into transfer level English and Math. This represents progress in this area and with continued supports should improve over time.

SHORT TERM VOCATIONAL

2017-18

	Non- DSPS Students	DSPS Students
Attempted credit enrollment	2,170,553	112,649
Completed credit enrollment	1,927,213	99,343
Successful credit enrollment	1,660,950	82,504

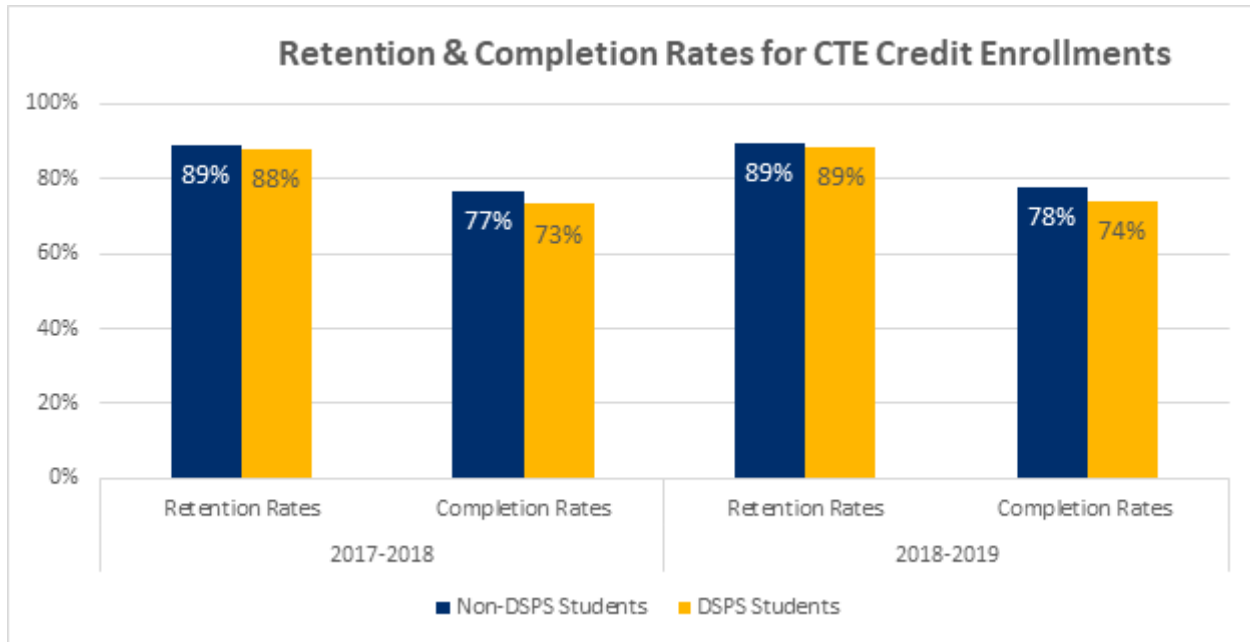
2018-19

	Non- DSPS Students	DSPS Students
Attempted credit enrollment	2,153,796	109,994
Completed credit enrollment	1,924,361	97,366
Successful credit enrollment	1,670,831	81,285

It is fitting that DSPS represents a total success rate of 4.9% for both 2017-18 and 2018-19 of enrolled students in credit vocational courses overall since it mirrors the percentage of student population. While this is an increase from prior results, the Chancellor's Office

is committed to further improvements in future fiscal years through recent initiatives and legislation. Below is a detailed graph representing the retention rates from 2017-18 to 2018-19.

Career Technical Education (CTE)



WORKFORCE PREPARATION

2017-18

	Non- DSPS Students	DSPS Students
Attempted credit enrollment	9411	369
Completed credit enrollment	7897	312
Successful credit enrollment	6135	234

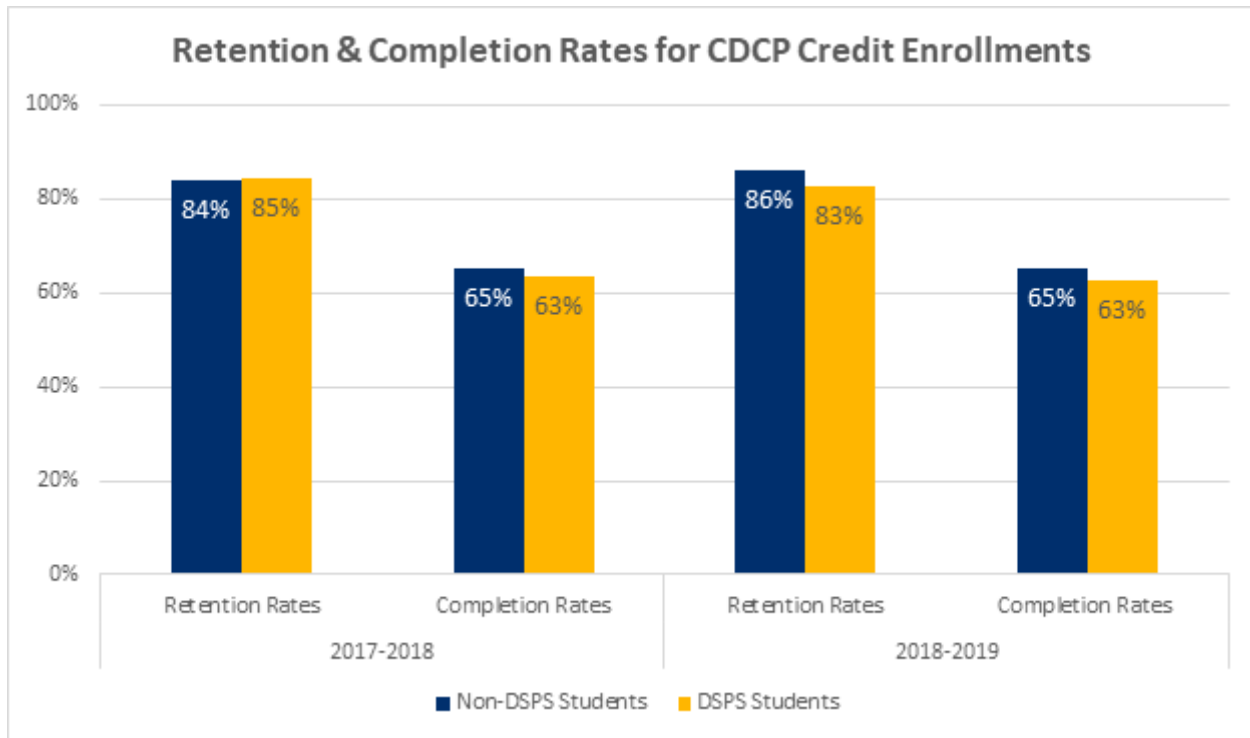
2018-19

	Non- DSPS Students	DSPS Students
	Non- DSPS Students	DSPS Students
Attempted credit enrollment	9771	416
Completed credit enrollment	8416	344
Successful credit enrollment	6382	261

DSPS was only represented at a rate of 3.8% for 2017-18 and 4.1% for 2018-19 of successful credit short-term vocational education. DSPS students continue to be disproportionately

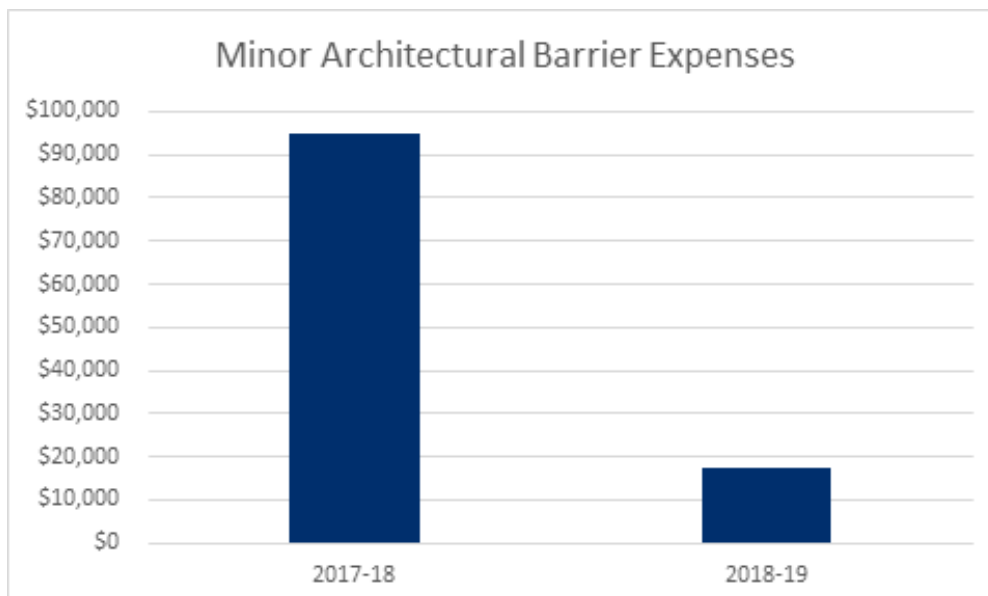
under-represented in the workforce. The Chancellor’s Office is committed to improving these inequities as part of the *Vision for Success*.

Career Development and College Preparation (CDCP)



PHYSICAL ACCESSIBILITY

Physical accessibility requirements are federally mandated by Title 29 of the federal Rehabilitation Act of 1973 § 794. Physical accessibility is the responsibility of the college and is part of the college’s facilities master planning. As part of the program evaluation plan that each college completed during 2019, the top three goals of the college facilities master plans were reported. Also requested was the last time the plan was updated and whether or not DSPS was involved in determining the plan. At the DSPS program level, physical accessibility is currently assessed by the Chancellor’s Office per appropriate use of Architectural Barrier Removal Funds. California Education Code permits colleges to use one percent of current year allocations to pay for the removal or modification of minor architectural barriers.



For the fiscal year 2017-18, funds totaling \$95,055 were spent among four colleges on repairing and removing architectural barriers like electrical doors, wheelchair accessible ramps and testing center alterations. In fiscal year 2018-19 \$17,344 was needed to be used for architectural barrier repairs. There were three colleges who made improvements to door openers and ramps.

This information was gathered through the Student Services Automated Reporting for Community Colleges. These funds are available each year so it is not a concern when there are fluctuations as the colleges utilize them as needed. The Chancellor’s Office will continue to support the efforts of California community colleges to create physically accessible campuses for our students.

CHANGES IN STATE-FUNDED PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

A number of challenges emerged from the evaluation. The most significant of these included: proposed implementation of a new DSPS funding formula that would further equity in state allocations, creation of new weights and allocations measures, adequately hiring and staffing DSPS personnel, compliance with information and communication technology (ICT) accessibility standards, effective office management information systems and participation in student success funding initiatives through the Chancellor’s Office.

BUDGET ALLOCATIONS: NEW DSPS ALLOCATION FORMULA

A new funding formula was created that included new weights for disabilities that more accurately reflected actual costs in terms of services and adjustments provided, and the impact of increased College Effort (additional funds provided by the college to support DSPS programs), which is incentivized in the new formula. The new formula was being phased in over a multiyear process; however, just as the Chancellor's Office was prepared to implement the final phase,

there was concern by some colleges that their programs and funding could be adversely affected. The formula is complex and many colleges are experiencing trouble with using it to predict next year's allocation. As a result, the Chancellor's Office, in collaboration with the Consultation Council, sought to pause the implementation of the final phase while additional research was conducted.

INFORMATION AND COMMUNICATION TECHNOLOGY: ACCESSIBILITY STANDARDS

This is an area where progress has been made and more is needed. In December 2017, the California State Auditors presented the Chancellor's Office with the findings of an audit into the state of alternate media production at three representative colleges and a few other topics. This launched the California Community Colleges into high alert to the shortcomings that were noted. It also contributed to a cohesive systemwide approach to the issues of accessible materials from the standpoint of faculty, administration and procurement. Some guidance and specific resources have been put in place to improve operations substantially. The Chancellor's Office is in the midst of finalizing the creation of mini-modules to address each of the three primary audiences that will keep the needle moving in the right direction. The point has been made that this effort takes everyone working together to achieve. It is an institutional responsibility as clarified by Eloy Ortiz Oakley, Chancellor of the California Community Colleges, in a letter to the community colleges June 2018.

CONCLUSION

This review of 2017-18 and 2018-19 Chancellor's Office data shows that in comparison to non-DSPS students, DSPS students:

- Make up nearly 5% of the community college student population;
- Continue to take educational assistance courses at a higher rate than non-DSPS students;
- Have higher rates of persistence from year to year;
- Drop out of college courses at the same rate as non-DSPS students;
- Are lower in the completion of basic skills courses;
- Are making progress towards being prepared to transfer to a four-year college;
- Perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

The finding that DSPS students have higher rates of persistence but lower levels of basic skills course completion suggests that this student population is taking more time in reaching their goals than non-DSPS students. Continued investment in these programs is consistent with the Chancellor's Office current emphasis on implementation of the Guided Pathways framework to ensure a clear path to transfer and degree attainment that will contribute to student success.

This report provides a point in time review of DSPS student success data that highlight some of the many program, policy and fiscal challenges facing DSPS programs as they serve increasing numbers of students. Additionally, by facilitating peer support, and providing technical assistance, training, and specialized consultation and support through targeted grants, the Chancellor's Office continues to assist colleges in making progress toward meeting the needs of their students with disabilities.

ACKNOWLEDGEMENTS

The California Community Colleges Chancellor's Office would like to acknowledge and thank those individuals who have made significant contributions to this report. From the Executive Leadership Team, Dr. Daisy Gonzalez, Deputy Chancellor and from Governmental Relations, David O'Brian, Vice Chancellor. From the Educational Services and Support Division, Marty J. Alvarado, Executive Vice Chancellor, Mia Keeley, Dean and Linda Vann, DSPS Specialist. From Digital Innovation and Infrastructure Division, Todd Hoig, Information Systems Specialist and Atsuko Nonoyama, Research Specialist. From Communications and Marketing Division, Paul Feist, Vice Chancellor, Paige Marlatt Dorr, Director and Carrie Tan, Public Information Officer.

APPENDIX

As part of the Chancellor's Office plan to provide a comprehensive evaluation of Disabled Student Programs and Services (DSPS) throughout the state's community college system, it conducted a meta-analysis of evaluation and needs assessment reports covering the period of 2017-18 and 2018-19. These data sources include:

- Multiple evaluations and needs assessments conducted with DSPS practitioners over the past two years, including those associated with:
 - 2017-18 DSPS Solutions Annual Evaluation and Needs Assessment
 - 2017-18 CAPED Mentorship Program Needs Assessment
 - 2017-18 New Directors Training
 - 2017-18 CAPED Convention CCCCCO session
 - 2018 All Directors Training
 - 2017-18 CAPED Mentorship Program Comprehensive Year-End Evaluation
 - 2017-18 DSPS Solutions Annual Evaluation
 - 2018-19 New Directors Training Evaluation and Needs Assessment
 - 2018-19 CAPED Mentorship Program Needs Assessment
 - 2019 All Directors Training Evaluation and Needs Assessment
- Findings of a 2019 DSPS statewide Program Evaluation Plan survey of all colleges.
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2019, including participants representing 91 of the state's 115 community colleges.

The findings from these evaluations and needs assessments, survey and focus group activity were used by the Chancellor's Office to serve, support and provide guidance to DSPS personnel as they administered their programs and served students with disabilities. The findings provide insight into the intricacies and achievements of DSPS programs as they worked to effectively deliver services compliant with federal and state laws, per California Education Code Sections 67310-67312, as operationalized in Title 5 Regulations.

Front cover photo: Cerritos College

Photo at right: Canada College

Back cover photo: San Jose City College



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