Reason Code Summary Report

By Name - By Reason Code
7/1/2017 - 6/30/2018

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Short Name	Reason Code / Course	Number of Student Contacts
BETH		
	ADVISING_SS08_A	83
	AEP_SS09_A	49
	ASST_SS07_3	2
	COUN_PLACEM_SS11_2	52
	DSPSINTAKE_SS06_A	49
	NOTETAKING	1
	OFU_SS11_4	24
	OFUED_SS11_3	5
	ORIENTATION_SS11_1	3
	OTHER	1
	PROB_AP_SS10_A	2
		271
JOHNNY		
	ADVISING_SS08_A	202
	AEP_SS09_A	71
	CAREER	148
	CART	2
	CEP_SS09_C	42
	COUN_PLACEM_SS11_2	158
	DSPSINTAKE_SS06_A	7
	ENGSTRAT	1
	EP_SS09_B	18
	NOTETAKING	22
	OFU_SS11_4	11
	OFUED_SS11_3	22
	OTHER	1
	PROB_AP_SS10_A	100
		805

Reason Code Summary Report

By Name - By Reason Code
7/1/2017 - 6/30/2018

Attendance: ☑Attended   ☐Not Attended   ☐Not Marked   ☐Cancelled

Short Name	Reason Code / Course	Number of Student Contacts
MARY		
	ADVISING_SS08_A	452
	AEP_SS09_A	164
	COUN_PLACEM_SS11_2	342
	DSPSINTAKE_SS06_A	71
	LD	22
	LDRESULTS	13
	LDTEST 1	13
	LDTEST 2	11
	NOTETAKING	1
	OFU_SS11_4	8
	OFUED_SS11_3	2
	ORIENTATION_SS11_1	110
	OTHER	11
	PROB_AP_SS10_A	90
		1,810
MJONES		
	ADVISING_SS08_A	248
	AEP_SS09_A	50
	COUN_PLACEM_SS11_2	206
	DSPSINTAKE_SS06_A	38
	OFU_SS11_4	190
	ORIENTATION_SS11_1	10
	OTHER	10
	PROB_AP_SS10_A	200
	SPEECH-LANG	242
		1,194

Reason Code Summary Report

By Name - By Reason Code
7/1/2017 - 6/30/2018

Attendance: ☑Attended ☐Not Attended ☐Not Marked ☐Cancelled

Short Name	Reason Code / Course	Number of Student Contacts
RACHELLE		
	ADVISING_SS08_A	430
	AEP_SS09_A	101
	CAREER	38
	CEP_SS09_C	113
	COUN_PLACEM_SS11_2	118
	DSPSINTAKE_SS06_A	17
	EP_SS09_B	1
	NOTETAKING	1
	OFU_SS11_4	215
	OFUED_SS11_3	106
	ORIENTATION_SS11_1	1
	OTHER	1
	PROB_AP_SS10_A	124

1,266

2/846 contacts

Reason Code Summary Report

By Reason Code - By Name
7/1/2017 - 6/30/2018

Attendance: ☑Attended ☐Not Attended ☐Not Marked ☐Cancelled

Reason Code / Course	Short Name	Number of Student Contacts
CART		
	BETH	4
	FRONT	542
	JOHNNY	1
	LEKAA	97
	VALERIE	47
		691

691 can't service one-stop

Cuyamaca College
Comparison of DSPS and All Other Students: Demographics
Fall 2017 - Spring 2018

| | DSPS Students | | | | All Other Students | | | |
| | Fall 2017 | | Spring 2018 | | Fall 2017 | | Spring 2018 | |
	#	%	#	%	#	%	#	%
Total Students	649	6.8	611	6.4	8,937	93.2	8,954	93.6
Gender	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Female	337	51.9	314	51.4	4,892	54.7	4,923	55.0
Male	304	46.8	289	47.3	3,938	44.1	3,918	43.8
Not Reported	8	1.2	8	1.3	107	1.2	113	1.3
Ethnicity	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Asian	23	3.5	27	4.4	559	6.3	581	6.5
Black non-Hispanic	52	8.0	52	8.5	480	5.4	466	5.2
Hispanic	188	29.0	165	27.0	2,992	33.5	2,921	32.6
White non-Hispanic	317	48.8	307	50.2	4,094	45.8	4,137	46.2
Two or More	63	9.7	57	9.3	683	7.6	724	8.1
Not Reported/Other	6	0.9	3	0.5	129	1.4	125	1.4
Age	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Under 20	126	19.4	107	17.5	2,674	29.9	2,400	26.8
20 - 24	179	27.6	178	29.1	2,805	31.4	3,026	33.8
25 - 39	149	23.0	141	23.1	2,294	25.7	2,347	26.2
40 and older	195	30.0	185	30.3	1,164	13.0	1,181	13.2
Educational Goal	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Degree/transfer	389	59.9	392	64.2	6,259	70.0	6,278	70.1
Vocational degree/transfer	25	3.9	18	2.9	210	2.3	201	2.2
Plan or maintain career	41	6.3	32	5.2	483	5.4	488	5.5
Basic skills	43	6.6	40	6.5	545	6.1	589	6.6
Undecided/uncollected	151	23.3	129	21.1	1,440	16.1	1,398	15.6

Note: Some students who were provided DSPS services in Fall 2017 were also provided services in Spring 2018.

Cuyamaca College
Comparison of DSPS and All Other Students: Outcomes
Fall 2017 - Spring 2018

| | DSPS Students | | | | All Other Students | | | |
| | Fall 2017 | | Spring 2018 | | Fall 2017 | | Spring 2018 | |
	#	%	#	%	#	%	#	%
Total Students	649	6.8	611	6.4	8,937	93.2	8,954	93.6
Course Retention	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Retained	1,443	89.3	1,468	92.5	17,456	87.2	17,756	87.8
Withdrew	172	10.7	119	7.5	2,554	12.8	2,477	12.2
Course Success	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Successful	1,220	75.5	1,248	78.6	15,052	75.2	15,508	76.6
Not Successful	223	13.8	220	13.9	2,404	12.0	2,248	11.1
Withdrew	172	10.7	119	7.5	2,554	12.8	2,477	12.2
Fall-to-Spring Persistence	649	100.0	---	---	8,937	100.0	---	---
Persisted	480	74.0	---	---	5,367	60.1	---	---
Did Not Persist	169	26.0	---	---	3,570	39.9	---	---
Semester Units Attempted	649	100.0	611	100.0	8,937	100.0	8,954	100.0
0.1 - 5.9	97	14.9	94	15.4	1,894	21.2	1,883	21.0
6.0 - 8.9	150	23.1	147	24.1	1,564	17.5	1,535	17.1
9.0 - 11.9	156	24.0	136	22.3	1,520	17.0	1,563	17.5
12.0 and above	246	37.9	234	38.3	3,959	44.3	3,973	44.4
Mean Units Attempted	9.3		9.5		9.6		9.9	
Semester Units Completed	649	100.0	611	100.0	8,937	100.0	8,954	100.0
0.0	81	12.5	55	9.0	1,181	13.2	1,096	12.2
0.1 - 5.9	139	21.4	127	20.8	2,150	24.1	2,147	24.0
6.0 - 8.9	140	21.6	141	23.1	1,628	18.2	1,560	17.4
9.0 - 11.9	127	19.6	129	21.1	1,356	15.2	1,421	15.9
12.0 and above	162	25.0	159	26.0	2,622	29.3	2,730	30.5
Mean Units Completed	7.3		7.7		7.4		7.8	
Semester GPA	573	100.0	557	100.0	7,823	100.0	7,877	100.0
1.99 and below	102	17.8	94	16.9	1,343	17.2	1,269	16.1
2.00 - 2.59	93	16.2	94	16.9	1,191	15.2	1,040	13.2
2.60 - 2.99	42	7.3	46	8.3	622	8.0	637	8.1
3.00 and above	336	58.6	323	58.0	4,667	59.7	4,931	62.6
Mean Semester GPA	2.83		2.86		2.85		2.92	

Comparison of DSPS and All Other Students: Outcomes by Ethnicity
Fall 2017 - Spring 2018

| | DSPS Students | | | | All Other Students | | | |
| | Fall 2017 | | Spring 2018 | | Fall 2017 | | Spring 2018 | |
	#	%	#	%	#	%	#	%
Students	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Asian	23	3.5	27	4.4	559	6.3	581	6.5
Black non-Hispanic	52	8.0	52	8.5	480	5.4	466	5.2
Hispanic	188	29.0	165	27.0	2,992	33.5	2,921	32.6
White non-Hispanic	317	48.8	307	50.2	4,094	45.8	4,137	46.2
Two or More	63	9.7	57	9.3	683	7.6	724	8.1
Not Reported/Other	6	0.9	3	0.5	129	1.4	125	1.4
Enrollments	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Asian	52	3.2	62	3.9	1,166	5.8	1,171	5.8
Black non-Hispanic	134	8.3	133	8.4	1,015	5.1	988	4.9
Hispanic	464	28.7	462	29.1	6,768	33.8	6,740	33.3
White non-Hispanic	813	50.3	788	49.7	9,331	46.6	9,532	47.1
Two or More	137	8.5	136	8.6	1,484	7.4	1,565	7.7
Not Reported/Other	15	0.9	6	0.4	246	1.2	237	1.2
Course Retention Rate	89.3		92.5		87.2		87.8	
Asian	90.4		88.7		89.4		89.0	
Black non-Hispanic	82.1		85.7		83.2		81.6	
Hispanic	90.7		91.1		85.7		85.3	
White non-Hispanic	90.2		94.3		88.6		90.2	
Two or More	90.5		94.9		87.0		86.0	
Not Reported/Other	53.3		100.0		87.8		89.9	
Course Success Rate	75.5		78.6		75.2		76.6	
Asian	78.8		83.9		78.9		79.2	
Black non-Hispanic	60.4		62.4		62.4		62.9	
Hispanic	73.3		74.9		69.6		70.5	
White non-Hispanic	79.3		84.4		80.1		82.3	
Two or More	78.8		71.3		75.1		75.0	
Not Reported/Other	33.3		83.3		80.1		80.6	
Fall-to-Spring Persistence	74.0		---		60.1		---	
Asian	87.0		---		59.7		---	
Black non-Hispanic	61.5		---		49.0		---	
Hispanic	71.8		---		57.1		---	
White non-Hispanic	77.9		---		63.8		---	
Two or More	69.8		---		59.0		---	
Not Reported/Other	33.3		---		58.1		---	

	DSPS Students		All Other Students	
	Fall 2017	Spring 2018	Fall 2017	Spring 2018
Mean Semester Units Attempted	9.3	9.5	9.6	9.9
Asian	8.6	8.9	9.7	10.0
Black non-Hispanic	8.5	8.7	8.9	9.2
Hispanic	9.2	9.8	9.2	9.5
White non-Hispanic	9.8	9.6	10.1	10.4
Two or More	8.4	8.6	9.1	9.2
Not Reported/Other	9.0	6.8	8.2	7.9
Mean Semester Units Completed	7.3	7.7	7.4	7.8
Asian	6.7	7.9	7.7	8.0
Black non-Hispanic	5.4	5.3	5.8	6.1
Hispanic	7.0	7.7	6.6	6.9
White non-Hispanic	8.0	8.3	8.3	8.8
Two or More	6.5	6.8	7.1	7.0
Not Reported/Other	3.2	5.5	6.6	6.4
Mean Semester GPA	2.83	2.86	2.85	2.92
Asian	3.21	3.22	3.01	2.98
Black non-Hispanic	2.25	2.26	2.47	2.38
Hispanic	2.55	2.67	2.59	2.67
White non-Hispanic	3.03	3.10	3.05	3.13
Two or More	2.99	2.50	2.91	2.95
Not Reported/Other	2.65	2.83	3.19	3.13

Cuyamaca College
Comparison of DSPS and All Other Students: Outcomes by Gender
Fall 2017 - Spring 2018

| | DSPS Students | | | | All Other Students | | | |
| | Fall 2017 | | Spring 2018 | | Fall 2017 | | Spring 2018 | |
	#	%	#	%	#	%	#	%
Students	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Female	337	51.9	314	51.4	4,892	54.7	4,923	55.0
Male	304	46.8	289	47.3	3,938	44.1	3,918	43.8
Not Reported	8	1.2	8	1.3	107	1.2	113	1.3
Enrollments	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Female	824	51.0	794	50.0	10,772	53.8	10,973	54.2
Male	768	47.6	772	48.6	8,987	44.9	8,993	44.4
Not Reported	23	1.4	21	1.3	251	1.3	267	1.3
Course Retention Rate	89.3		92.5		87.2		87.8	
Female	89.0		93.5		88.2		88.7	
Male	90.1		91.6		86.0		86.6	
Not Reported	78.3		90.5		88.4		88.8	
Course Success Rate	75.5		78.6		75.2		76.6	
Female	76.6		81.9		77.5		78.9	
Male	75.1		75.9		72.6		74.1	
Not Reported	52.2		57.1		70.5		68.5	
Fall-to-Spring Persistence	74.0		---		60.1		---	
Female	72.4		---		59.9		---	
Male	76.0		---		60.0		---	
Not Reported	62.5		---		68.2		---	
Mean Semester Units Attempted	9.3		9.5		9.6		9.9	
Female	9.2		9.5		9.5		9.7	
Male	9.4		9.4		9.8		10.0	
Not Reported	10.5		9.4		9.9		10.0	
Mean Semester Units Completed	7.3		7.7		7.4		7.8	
Female	7.2		8.0		7.5		7.9	
Male	7.3		7.5		7.4		7.7	
Not Reported	7.1		5.8		7.3		7.0	
Mean Semester GPA	2.83		2.86		2.85		2.92	
Female	2.91		2.89		2.94		3.02	
Male	2.75		2.83		2.75		2.80	
Not Reported	2.65		2.61		2.75		2.60	

Cuyamaca College

Technical Assistance Visit

El Cajon, CA

California Community Colleges Chancellor's Office
DSPS Program
Linda Vann, Specialist

Conducted by

Dr. Gail Conrad, Consultant
DSPS Solutions/Interwork Institute, SDSU
San Diego, CA

January 17, 2018

Interwork Institute | DSPS Solutions
Access and Achievement

TEAM COMPLEMENT:

Team Leader – Gail Conrad, DSPS Solutions, Consultant

CCCCO Leader – Linda Vann, DSPS Specialist

COLLEGE STAFF PRESENT FOR TECHNICAL ASSISTANCE VISIT:

College Staff – Dean Nicole Jones; Beth Viersen, DSPS Coordinator; Mary Ascher-Fitzpatrick, LD Specialist; Rachelle Panganiban, DSPS Counselor; Brian Josephson, AT Specialist; Valerie Peterson, SSS; Lekaa Yaldekko, SSA; Jennifer Moore, LRS Specialist; Roberta Gottfried, Test Proctor.

Additional time was spent on follow up phone calls with two faculty to clarify or inform on meeting that was held on campus (2 hours).

BACKGROUND TO COLLEGE AND DSPS:

DSPS – The College has had a few changes in the Vice President of Student Service position in the past few years. During that time, the DSPS program has grown to serve 1500 students. There is a faculty coordinator providing day-to-day operations of the department. The other contract positions include a fulltime Learning Disability Specialist, a fulltime DSPS Counselor, a fulltime Access Technology Specialist, and a 50 % Speech Pathologist. Other faculty positions are adjunct (part-time). The visit is requested to work with the DSPS faculty and staff to identify possible solutions for meeting the growing needs of the students with disabilities.

Prior to meeting with the faculty and staff, we reviewed the job descriptions, the budget, and the service activity reports (SARS) provided by the DSPS coordinator. The job descriptions appear to match the time of hire for the individuals. Additional history includes that the DSPS Coordinator has been in this role for about 10 years, previously having served in the colleges High Tech Center. The program has grown during that time from 400 students to the current 1500 students. Many positions in this department have been in place since before the growth period.

TECHNICAL ASSISTANCE ISSUES:

1. Review Title 5 changes with faculty if necessary – a short discussion to review the recent changes to the regulations and the affects that have occurred on the campuses. Also discussed the impact of new initiatives beyond DSPS, such as the SSSP/Student Equity and most recent Guided Pathways and the legislative discussion of the possible dissolution of categorical programs. This forces the college to look at individual student success to completion and how the DSPS program can provide support to the most individuals to meet those needs. Also discussed the need to look at service delivery in the area of strategies to get directly to students in natural ways within the college.
   The imbalance of current workload was a major discussion with DSPS having only one FT counselor for 1500 students. This was very concerning with the smaller loads for AT/HTC support, LD assessment, and Speech & Language.
   One additional concern has been the intense needs to support interpreters for the small number of students that are Deaf or Hard-of-hearing (DHH). It was noted that Grossmont has a FT position to coordinate this service and their student numbers are only slightly larger than this college.

2. Identification of college needs and prioritization of those concerns – In meeting with faculty, all felt that they had good rapport with the college community and served on a number of committees to share the concerns of DSPS and the students they serve.
   These committee assignments assist the college to meet requirements related to accessible websites, dual enrolled students, and campus-wide initiatives specific to Cuyamaca, such as the accelerated reading and math programs.
   In recent years the activity in the AT/HT Center has reduced with smaller numbers of students using the HTC and limited use of alternate media. Discussion of shared services through database work for alternate media with sister college. Also needed to work on improved support for AT with the classified staff during the time when instructor is no on schedule.
   Discussed the reduced numbers of students needing Learning Disability (LD) assessment and the possible issue related to the broader use of previous documentation to identify LD and the accelerated push for students to complete their education with work that supports the AA/AS degree or transfer degree. LD Specialist has made presentation and run classes, but referrals are small and classes have been small with some cancellation. Class for the Speech & Language specialist has been successful and although faculty was not here to discuss, the team discussed the fact that the individuals teaching skills are very good.

   Meeting also held with the classified staff to discuss issues related to their positions and the DSPS program. They felt that they were able to present a very positive approach to all students as the frontline or first responders in the DSPS Office. There was some concern that one staff person was often called upon to be the translation person for students that were often referred to DSPS by other offices to explain a service. They felt this was adding to the office workload.
   The office staff (and coordinator) were also providing cart transportation on the campus and felt it was not being used appropriately by students, with staff having to hunt for the student as they were not in the parking space yet. Staff in other areas (proctoring/AT) felt it was not something that they wanted to be part of their job.

Concerns in the test proctoring area were related to use of bathrooms in a locked building impacting staff supervision of testing and the impact of mid-term and finals schedules on the workload, which is assisted during finals with the HTC closed for use (allowing for more testing areas). The LRS specialist is available to assist testing during these times and also assists the students in HTC and the faculty that is handling AT (she clarified that it is often when the faculty is off schedule that she handles the AT).

We were unable to meet with students as it was between semesters, but did review the Student Survey that was done in the fall semester. Many comments that dealt with "did not know about this service" were probably due to new students at the college. There were some comments about services being "different at Grossmont" and would possibly want to consider how to make it simple for students that are shared to get information on the differences when possible.

3. Discuss budget concerns with DSPS Coordinator – We were unable to meet with the VPAS as they are unavailable due to a previous appointment. We did meet with the dean and discussed the ratio of students to counselor in the program and the need to improve that ratio to be similar to that of general counseling or better due to increased needs of accommodations along with other counselor requirements.

Additionally, we discussed the fact that the DSPS allocation is provided to offset the costs to provide accommodations to students with disabilities (a federal mandate) and that most colleges find it necessary to provide additional funds to support necessary services, identified in the SSARCC report as college effort. The new DSPS formula will be looking at college effort provided at the college in increasing reimbursement amounts by the reporting data of 2018 (this year) for 2019-2020 DSPS Allocation. This information should be shared with the VPAS.

TECHNICAL ASSISTANCE ISSUES RECOMMENDATIONS:

A. Look at upgrading job descriptions to meet current needs. Faculty would benefit from broader descriptions and the possibility of instructional roles instead of non-instructional roles. When dealing with low activity, the conversion to the 50% side of the college equation could be helpful to the greater college budget and assist students more efficiently in small group classes instead of one-to-one strategy sessions. Match teaching strengths with possible classes that could support students with disability for success in the transition to college or selection of career.

B. Discuss the sharing of the interpreter supervisor position with Grossmont to deal with low use services for DHH and high load due to technical nature of the process.

C. Consider changing the cart transportation service to a bus stop service so that searching for students is minimized by the cart driver while still meeting the need for access from building to building and parking lots.

D. Identify funds to support more DSPS Counseling support to have ratio be no greater than general counseling in order to provide accommodation support and college

initiative support. Implementing Guidelines recommend one fulltime coordinator when a program has 500 students and the counseling ratio should be closer to that ratio to allow for timely provision of services. Appointments that are 2 months out for students would be too long to meet college access needs.

E. Informational to the college is that additional requirements are coming to meet the 504-access technology needs of the college in general and this may be a consideration when looking at the time spent for the AT person on committees or in other departments to meet these upcoming requirements and distribute the limited work in this area to other departments.

TECHNICAL ASSISTANCE RESOURCES PROVIDED:

APPENDICES: None at this time.

FOR MORE INFORMATION ON THIS REPORT OR OTHER TECHNICAL ASSISTANCE ISSUES PLEASE CONTACT: dspssolutions@interwork.sdsu.edu

This report is funded by the California Community Colleges Chancellor's Office Contract # C17-0345

Cuyamaca DSPS Survey 2018: Results

Cuyamaca's Disabled Students Program and Services (DSPS) administered a survey in fall 2018 to understand students' experiences with these services and to gather students' suggestions for improving these services. In total, 136 students completed this online survey. The charts below reflect respondents' demographic information.

Demographics

Gender (n=128)

- Female
- Male
- Another gender

Values shown: 2, 50, 76

Age (n=129)

<20 years	20-24 years	25-39 years	40+ years
23	32	35	39
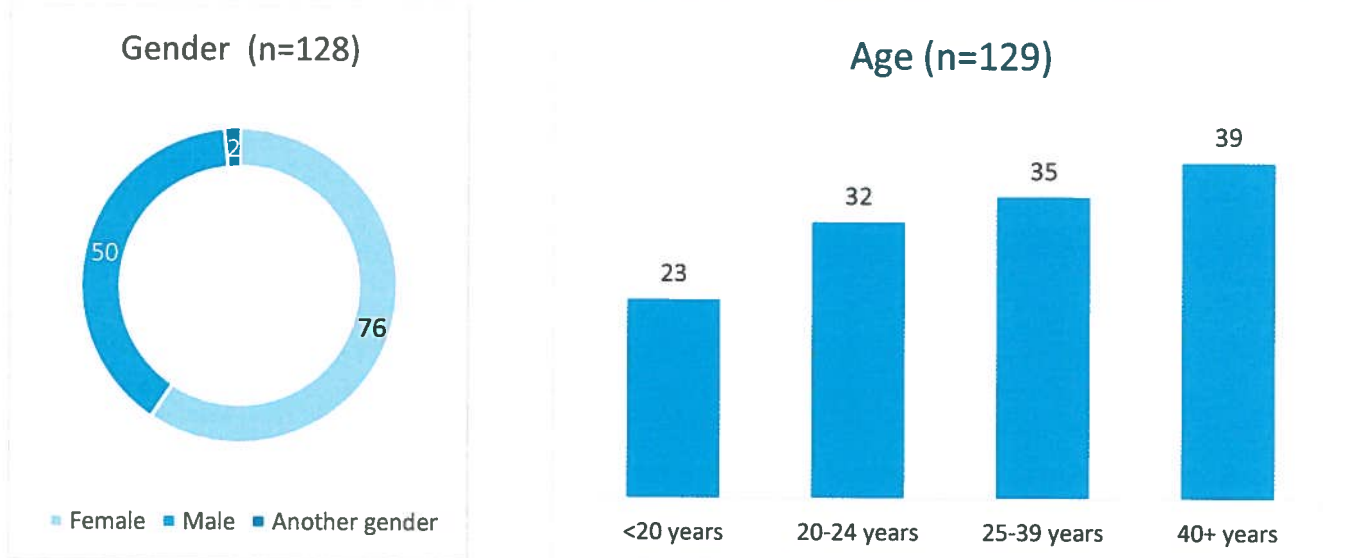
Approximately 59% of respondents were female, 39% were male, and 2% were another gender. Respondents' average age was approximately 34 years old; 18% of respondents were less than 20 years old, 25% were 20-24 years old, 27% were 25-39 years old, and 30% were 40 years or older. Approximately 48% of respondents were White, 31% were Hispanic or Latino, 18% were Middle Eastern, and 8% were African American or Black.

Race/Ethnicity (n=122)*

African American/Black	Asian	Filipino	Hispanic/Latino	Middle Eastern	Native American/Alaskan Native	Pacific Islander	White	Other
10	3	5	38	22	4	0	58	2
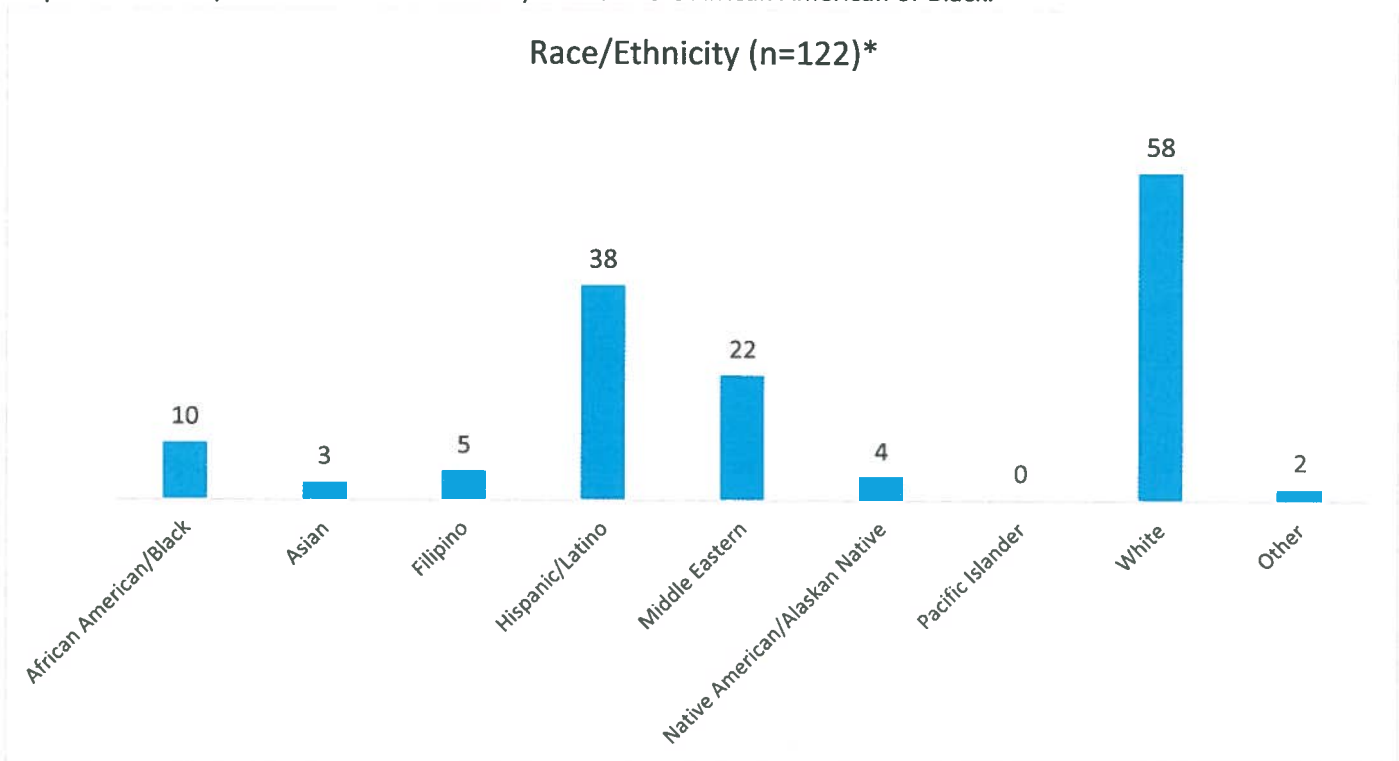
*Note: Some respondents selected more than one race/ethnicity.

Length of Participation in Cuyamaca's DSPS (n=129)

45	37	47

Less than one year   One to two years   More than two years
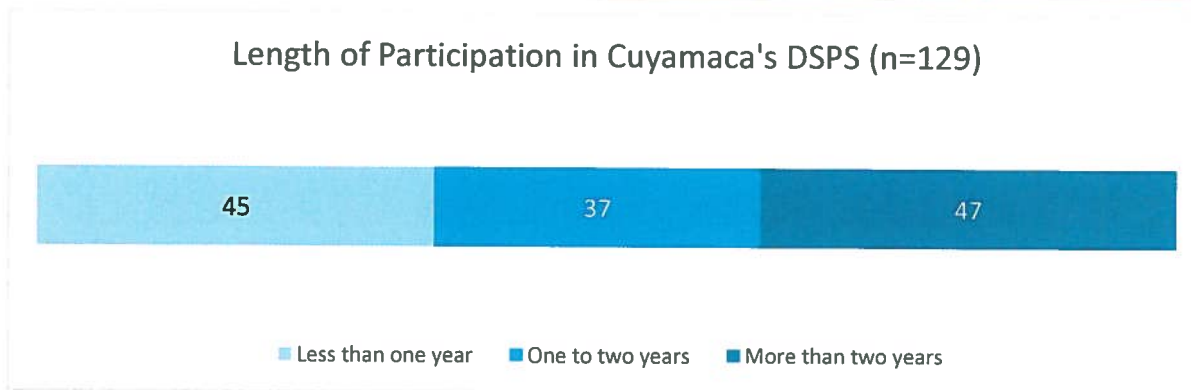
Approximately 36% of respondents indicated they participated in Cuyamaca's DSPS for more than two years, 29% participated for one to two years, and 35% participated for less than one year. The most commonly used services included personal and academic counseling, test proctoring, adapted equipment, registration assistance, additional tutoring, learning strategies appointment(s), and assessment for learning disabilities. Some students noted that they used "other" services, including extended time on exams, note-taking assistance, and priority registration.

DSPS Services Used (n=120)*

Service	Count
Counseling (personal and academic)	70
Test proctoring	53
Adapted equipment	40
Registration assistance	40
Additional tutoring	37
Learning strategies appointment(s)	29
Assessment for learning disabilities	26
Alternative media	14
Cart service	13
Other	13
Assistive technology	11
Referrals to on- and off-campus resources	9
Speech and language services	9
Sign language interpreter	3

*Note: Some respondents selected more than one response.

The majority of respondents indicated they agreed or strongly agreed with the following statements that align with the DSPS student learning outcomes (SLOs):

- 76% of respondents agreed or strongly agreed with the statement "I am able to explain my disability-related needs to others on campus, for example: instructors, counselors, and staff"
- 78% of respondents agreed or strongly agreed with the statement "I can identify the services that are appropriate to accommodate my disability"
- 75% of respondents agreed or strongly agreed with the statement "I use my disability-related accommodations to achieve my educational goals"

HTC Use (n=122)
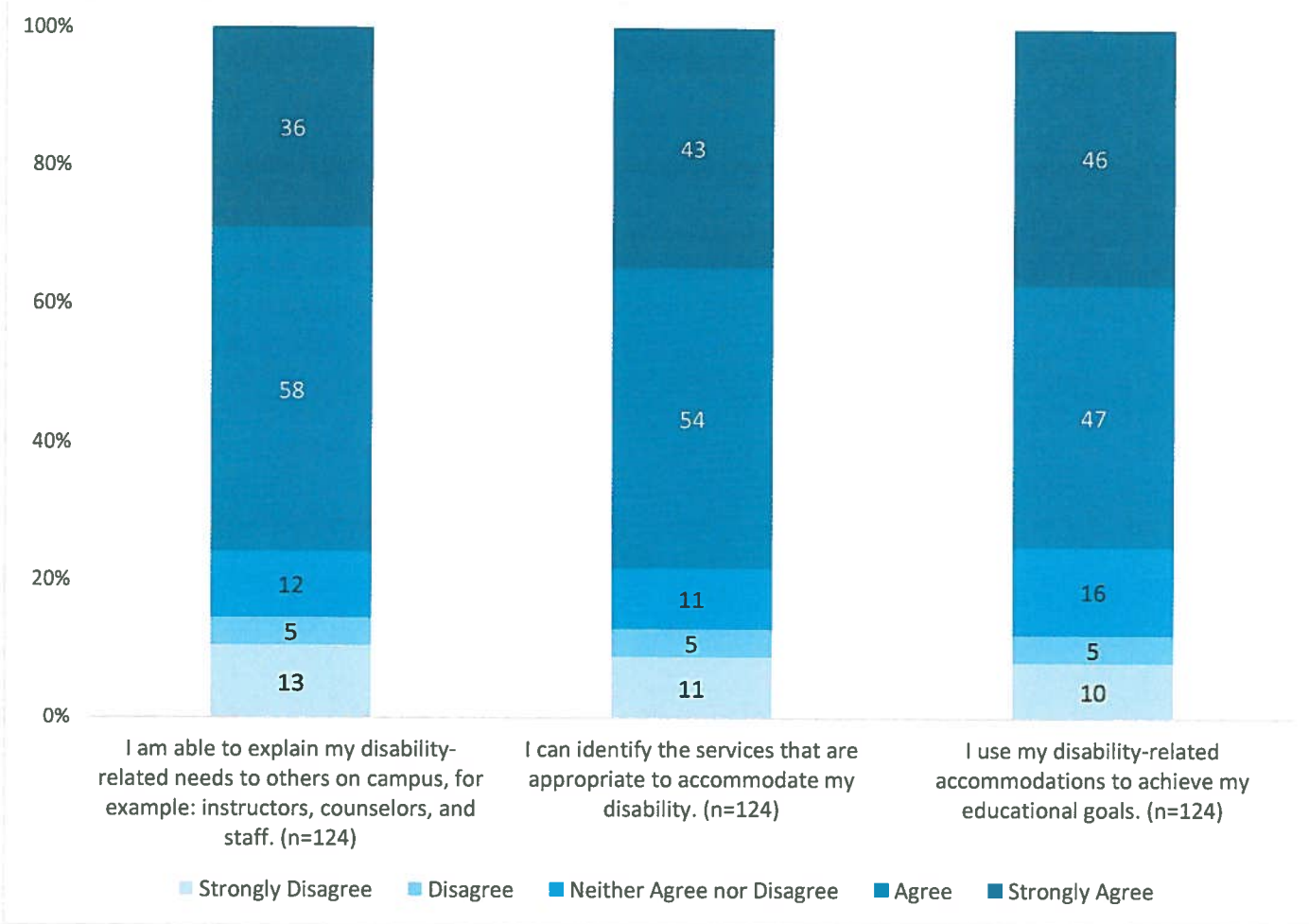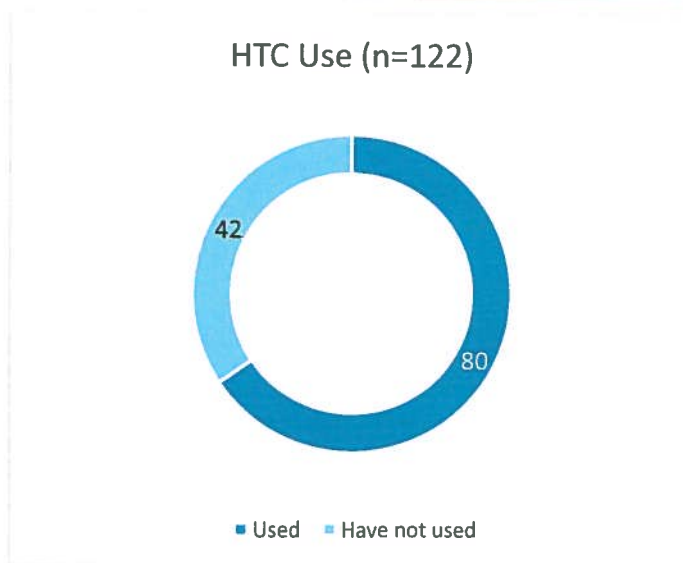
- Used
- Have not used

The majority of respondents (66%) indicated they have used Cuyamaca's High Tech Center (HTC); of these respondents, the vast majority (81%) agreed or strongly agreed with the statement "The technology available in the High Tech Center (HTC) meets my needs."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

The technology available in the High Tech Center (HTC) meets my needs. (n=78)
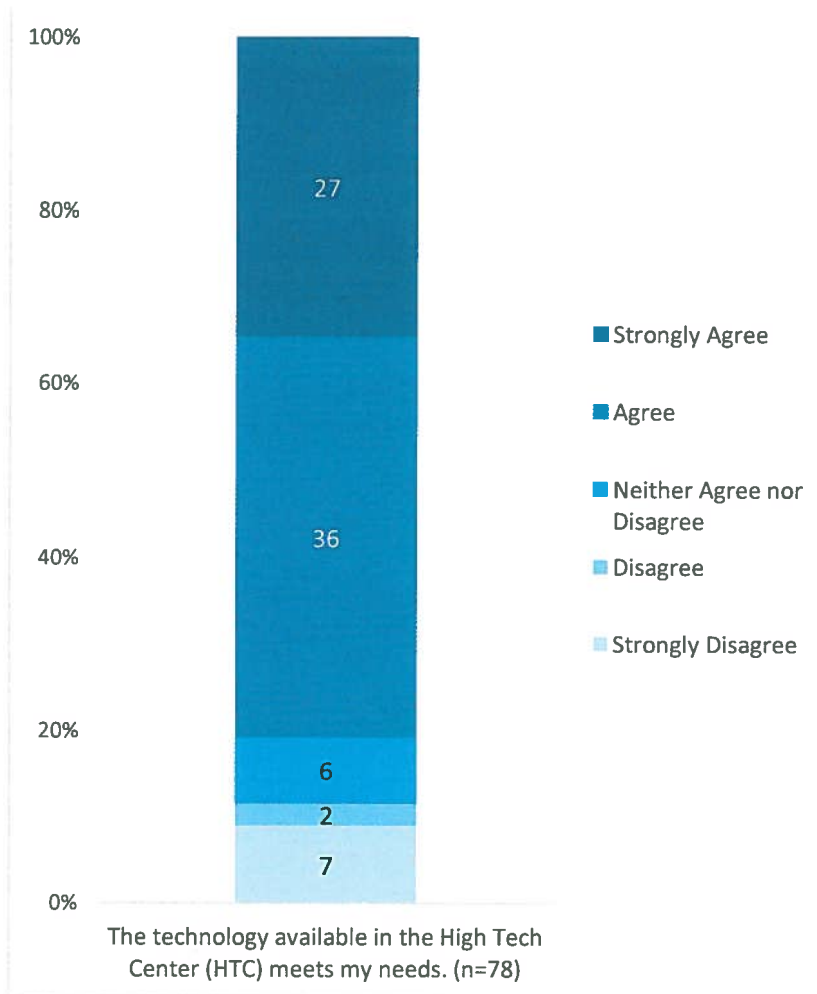
The respondents that indicated they had <u>not</u> used the HTC were asked to explain why they had not used the center. Students indicated that they were unaware of the HTC, did not need the HTC, did not have time to use the HTC, or that they felt uncomfortable. All verbatim responses are listed below.

Reasons for <u>not</u> using the HTC (n=44):

- I feel uncomfortable
- because I am improving my English till now.
- Because i don't need it at this moment.
- Beginning on 10-29-18
- Didn't have chance to.
- Do not know what that is
- Have my own computer and no time to go in since I work 8-5 Monday - Friday
- Have not needed to as yet
- Haven't really needed it yet
- Haven't gotten that far my first time being in the DSPS
- I did not know about it
- I didn't know about it or what it is.
- I didn't need yet I do not have enough time.
- I do know what is that
- I do not know what is it
- I don't have a lot of time on my hands to use the High Tech Center.
- I don't know what it is.
- I don't need id
- I don't need it
- I don't need it at the time
- I go to Grossmont College
- I go to school online and have not used too much of the accomodations unless it's tutoring, or early registration
- I have a laptop that meets my needs
- I have never used this
- I haven't needed it yet.
- I haven't needed test proctoring yet. It's in my accommodations if I need it, but I've been fine so far
- I iust dont use it
- I just never had the time to use it.
- I need more about this Center
- I never had any use for it
- I never herd of it. :-(
- I was told about it
- My classes are at night.
- na
- no
- No because I don't now what it is.
- No time
- Other places have computers that I'm already in.
- Text book
- To be honest i'm not sure
- Yes and it's very helpful
- Yes toDoing my homework on the college

Test Proctoring Use (n=118)

59   59

■ Used   ■ Have not used
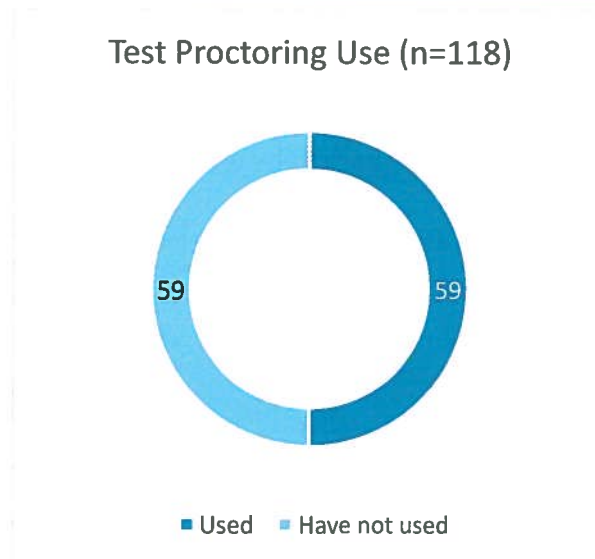
Half of respondents (50%) indicated they have used Test Proctoring, whereas 50% indicated they had <u>not</u> used Test Proctoring. The respondents that indicated they had not used Test Proctoring were asked to explain why they had not used this service. Students indicated that they did not need this service, they were not familiar with this service, they were too uncomfortable to use the service, or they took classes online. All respondents' reasons for not using Test Proctoring are listed below.

Reasons for <u>not</u> using Test Proctoring (n=56):

- Bc there is or was previous agreement between instructors and test proctoring.there was no plan ahead of time for me
- Because I am relaxed with my friends
- Didn't need it this semester
- don't know
- Don't know what that's is, maybe is call with another name?
- Don't need it yet for these classes
- Have not needed to as yet.
- have not needed to use it
- Have trouble getting out of bed to get to campus due to illness. Classes mostly online
- Haven't had time to schedule appointment also didn't know dsps afford that
- Haven't set up an appointment.
- I did not need it.
- I did not use
- I did not use it
- I do know
- I do not need it
- I do not need it.
- I don't know what is it
- I don't know
- I don't look for help because I'm uncomfortable with using the system compared to someone that can't. I believe that everyone should have the same.
- I don't need to
- I don't really know

- I have done well taking my tests in class.
- I have enough time
- I have never used it
- I have not come to this stage yet.
- I haven't needed it.
- I haven't needed the extra time to complete my tests.
- I haven't taken the assessment tests in Cuyamaca College yet.
- I haven't felt the need to yet.
- I haven't needed it yet
- I havent needed it this semester but I will next semester.
- I like to take the exam in class
- I prefer in class
- I simply don't need it but do need extended times.
- I will never because the Proctor's attitude
- my class in online.
- My classes are at night.
- My disability isn't something that always effects me. I haven't had a bad day on an exam day yet
- My instructors have been accomodating in allowing me to sit outside the classroom if I need silence or just have extra time in class to complete a test.
- My tests have been online
- Never heard of it
- Never herd of it.
- no
- No
- No because I don't need to be tested
- No I don't know what it is
- No need at this time
- No tests yet
- No use for it
- Not sure what this means.
- Not too sure what that is
- Not yet
- The professors give me enough time on my tests
- The teacher gives me extra time most of the time
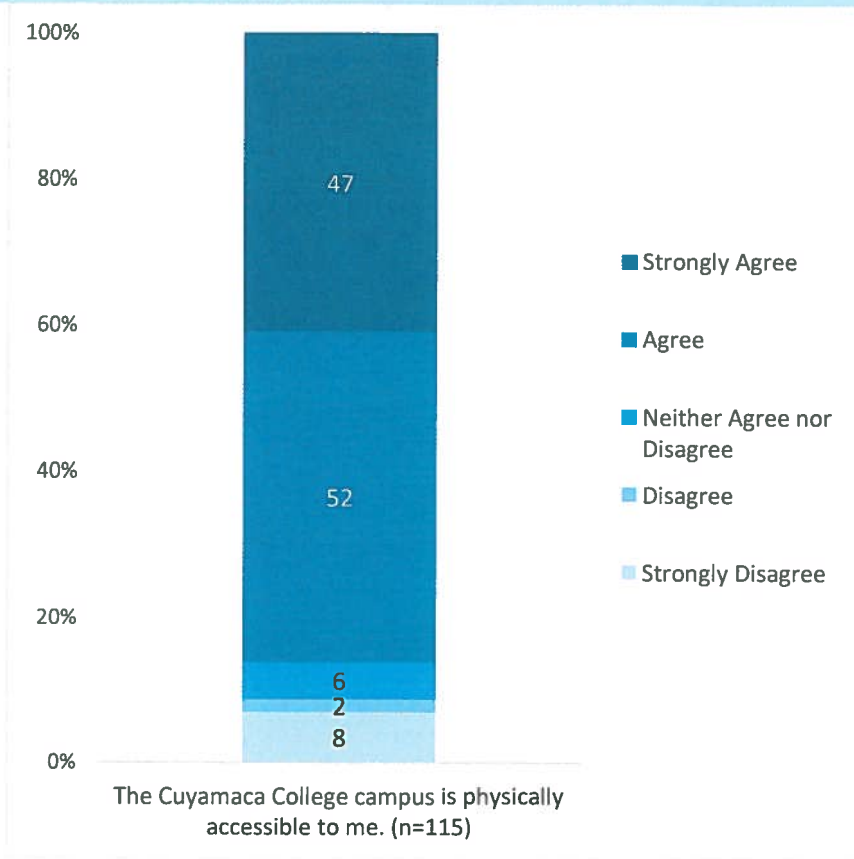- when teachers know they give the same accomondations

Half of respondents (50%) indicated they have used Test Proctoring; these respondents were asked what they liked about the service. Students indicated they liked the extra time they received; the quiet, private space; and the help they receive from the test proctoring staff. All of the aspects of test proctoring that respondents indicated they liked are listed below.

Best Aspects of Test Proctoring (n=53):
- A lot of help
- Able to take tests on my own schedule and time
- Easy to use
- everything
- Everything. The extra time. The quiet environment. [The staff member] is very understanding and flexible with me.
- extended time
- Extra time
- Extra time, quiet enviroment
- Gives me more time to take the test.
- Helpful with more time on exams to ease anxiety.
- How nice [the staff member] is and how she gives me my own room. I couldn't take test without test proctoring
- I did not like it
- I felt relaxed and rushed as well as supported.
- I get the distraction free environment I need.
- I really like the fact my surrounding is not chaos which helps me focus a lot better I also, like the extended time I get if I needed it knowing I have extra time definitely reduce my stress a lot.
- It allows me not to disturb other classmates with my noisy medical devices. It also gives me a quiet environment to take my test. It also allows for needed snack break if needed for my diabetes.
- It gave me more time to be able to finish my tests.
- It gave me more time to take my exams. I didn't have to feel rushed.
- It gives me extra time.
- it help me alot
- It helps me stay focused when I take my tests in a quite area by myself and I defintally do much better on tests.
- It is quiet and no distractions
- It was a quieter environment I fest less anxiety
- it was quiet and gave me the time I needed.
- It's easier to focus and not as nerve wrenching
- It's quiet and the technology reads it to me
- I like privacy and more space.
- [The staff member] their is really nice and helpful
- Like how you are in a quiet environment and u can focus on your test.
- Like most test development, I spent a lot of time making sure .
- [The staff member] is very nice and helpful. The quiet place with the east plugs to drown out distractions is nice. Just being able to have that extra time for times writing assignments is extremely helpful!
- No pressure to get it done
- No comments
- Quiet
- Quiet environment
- Quiet, extra time, fewer visual distractions
- quit, and I have lots of time to finish the test

- Quit, have extra time
- Since I broke my wrist I can't write so being able to type on the computer has been a huge help
- Test proctoring makes it easier to understand what's being asked. It's a nice tool to have because sometimes directions on tests are difficult to understand.
- That it is good and i dont need to worry about the time.
- that make the test big for me to see it clear
- The ability to take exams at my own pace and double time and quiet environment whenever I needed it.
- The environment
- the extra time I get for tests
- The extra time. My PTSD sometimes gets the best of me when I don't understand the question.
- the person (s) helping with testing.
- the quiet environment
- The system is easy to use to schedule exams and proctoring is set up well.
- There is more time
- Very helpful in providing a quiet place and longer testing time for exams
- Yes
- You can take your time not being rushed.it is very quiet and clean.

Half of respondents (50%) indicated they have used Test Proctoring; these respondents were asked what they would change about the service. Students suggested allowing students to take tests in a more private space, limiting distractions in the test environment, allowing them to drink coffee or chew gum while taking tests, expanding the times that test proctoring is available, simplifying the process to sign up for test proctoring, and teaching instructors about the test proctoring service. All respondents' recommended changes to Test Proctoring are listed below.

Recommended changes to Test Proctoring (n=38):
- i would like it if the teacher would know that it is
- Be in private, well -lit room.   Clear your workspace.
- breaks after a certain amount of time
- Everything is fair to get the test done.
- I would like more helpful staff.
- i would like to bring in my coffee when i take any test
- I would not like to change anything
- I would nothing change nothing about it
- If I could have a longer period of time to schedule my appointments for the test it would help a lot more because sometimes I forget to schedule them a week before and then I have to take the test in class which makes me have more anxiety.
- It is to quite for me in the room
- Make it to where once we have turned in our paperwork for test proctoring to schedule an appointment online.
- more privacy.. hard to concentrate...
- more secluded atmosphere
- N/A
- Nathing
- no changes
- none!
- nothing
- Nothing
- nothing everything is good and I like it
- Nothing in my opinion

- Nothing really I think the test proctoring is very well organized
- Nothing, it's perfect in my opinion
- Nothing.
- Nothing. Its perfect the way it is.
- Nothing. [The staff member] is spectacular.
- Prefer not said
- space or allowance to get up and walk, sometimes my nervous energy builds up over the 2 hours and it makes it harder to concentrate
- take tests by my self not in rooms with others
- That can't chew gum it helps me focus
- That it is easier to set up with the professor and the test center.
- The one week policy for students who schedule appointments and have other life emergencies come up but are unable to change their test time or push it back a week unless it complies with the supervisor.
- The staff over there they are not nice they look down on me ,
- The time the employees show up. They all should be there at 730. So we can schedule testing early
- There's not that much I would change except for a few things the clock in that room so freaking frustrating when you trying to gather your thought, especially during essay the clock keep making the ticking sound it's very distracting for me, I don't mind the clock I hate the ticking. The other thing I would change is the temperature in that room sometimes is unbearable, I like the temperature during summer however during winter or fall is freezing I know it says 70° Degrees but I definitely do not believe that.
- There is nothing that I see that I think needs to change.
- Until now everything is perfect
- Yes

The Cuyamaca College campus is physically accessible to me. (n=115)

Chart legend: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree

Values shown on bar: 47, 52, 6, 2, 8

The majority of respondents (86%) agreed or strongly agreed with the statement "The Cuyamaca College campus is physically accessible to me," whereas 9% of respondents disagreed or strongly disagreed with that statement. These respondents were asked to explain how the campus is not physically accessible, and their responses are listed below.

Reasons the campus is not physically accessible to respondents (n=18):

- Because I need to do my gol
- agree
- Because it's good college
- Because they help me with the car service
- Disagree.
- I can get there on time.
- I can go wherever I need freely.
- I get periority registration
- I have a physical illness that makes it difficult to get out of bed because of fatigue. It is also not close by.
- I live out of the area.
- I think. The center is all good
- I use the cart service and that helps me get to everywhere I need to.
- It is because it is a good campus to learn and help people
- It is close to where I live and they work hard to see the times that work for me.
- My teachers do not respond to my E-mails when I take online classes.
- Prefer not to mention
- So people can get where ever they want to go.
- The cart service does not accommodate my wheelchair, so I have to use my cane which is harder on my legs and wrists

Respondents were asked to identify which DSPS services at the Main Office have been most helpful to them. Their responses are listed below.

Most helpful DSPS services (n=94)

- I am not sure what her name was, but she showed me everything that was available for me. She made me feel very comfortable and explained everything for a perfect path for my degree.
- Ability to meet with someone as soon as I can and sit down to discuss academic adjustments and a schedule of what classes to take each semester to reach my graduation goal.
- Academic advisement
- Academic counseling has been very helpful.
- academic preparation
- Accommodation plans
- Achieve my goals
- agree
- all
- All
- All of them
- appointments
- At Cuyamaca college
- Being able to see my councilor when needed to help explain my needs and educational plan.
- Books
- Calleorks
- Car service
- Career counseling
- computer lab
- counseling
- Counseling
- Counseling and registration
- Counseling and test proctoring.
- Counseling and the high tech center
- Counseling services, registration services.
- Counseling, planning
- Counseling, services provided for my hearing loss, testing services, note taking
- Counseling.
- Counselling
- counselors appointment.
- Counsling office
- Counsoling
- Counsrlors
- Disability program
- Dsps counseling
- DSPS office
- early registration
- Early registration
- Early registration and being able to talk about my future schooling and what I have been doing in the past
- Early registration and real time captioning.
- Every thing from helping with edcration Plan.To getting the service I need.

- everybody has been helpful
- Extra time for the exams
- Front seating
- Going to talking to people.
- Guidance counseling
- Help in registration.
- Help with scheduling classes.
- Helping me with figuring out my educational goals and offering helpful options to accommodate my disability.
- Helping me with the strategies.
- High tech center and the staff at the main office have been extremely wonderful!
- HTC
- I have not had very many helpful services to help me with my classes.
- I have prior registration and that a counselor is there to help me choose which classes I need for each semester that I will be in school.
- I've only used the tech.
- Meeting the counslor
- Meeting weekly with [staff member]
- More testing time
- na
- No help at all
- None. The counselor I contacted was non-responsive. Left a message and never heard back from her.
- Planning my classes
- Registration priority has been definetly the most helpful as well as meetings with the counselors.
- Simply speaking with a counselor that has dealt with people/students with special needs makes a big difference
- Speech and language strategies
- Strategies, digital recorder and the cart service.
- Study tips classes
- Test Proctoring and cart rides
- Test proctoring.
- testing, counseling
- Text book
- The academic counseling
- The assessment
- The caring part of helping
- The counciling office and the DSPS.
- The counseling meets
- the counseling.
- The Counselors have helped me out a lot and been very heplful
- The counselors they help me a lot with my classes and other resources they recommend me to used
- The early registration
- the long time they give me for test and make test larger for me
- The most helpful is the cart service, special desk and chair , note taking
- The most helpful person to me is the [staff member], but she is always very helpful and easily approachable she works at the front desk. The other person that's always helpful is [the counselor] I don't really go to the main office often because I have the EOPS counselor and the athletic counselor STEM counselor and transfer counselor, I have many amazing helpful people around me. However this semester I was struggling a lot because my biology professor didn't want me to take the quiz or exam at the high tech center or have a recorder or note

taker, he was difficult I was able to talk to [the counselor] she was able to fix it less than 24 hour she's amazing she's always there for me when I need her the most.

- The office of the college
- The reading program is the most helpful
- The recoder
- The tape recorder the kurzweil and test proctoring
- the Tech Center.
- They are the best
- Tutoring
- Tutoring and counseling
- Tutoring people
- Yes
- yes they are very helpful

Respondents were asked to identify changes they would make to DSPS services. Their responses are listed below.

Recommended changes to DSPS services (n=67)

- It was simple, I made an appointment, she made me feel very comfortable and explained everything to the perfect degree.
- na
- Add another counselor to make more appointment times.
- agree
- Communication between dsps staff veterans staff and the instructors to co.e up with a tailored game plan. Check list, study guide etc at the beginning of the semester before classes start. I had 0 help this semester but I did receive cookie cutter speeches that didnt amount to any meaningful tangible help.
- everything in the DSPS services is great and I will not change anything.
- Extending the appointment time period
- Helping more students get to DS PS
- Hours make them open until 6:30
- I am satisfied with their services
- I don't feel like it helps much because I had more accommodations in high school
- I wish the staff was more accommodating to my needs. I feel like I don't receive the best help with my classes and I do have difficulty.
- I would change the way autistic and mentally challenged students are dealt with. Autistic people can't sit in a dsps meeting and listen for long lengths of time. It needs to be short and sweet. Too much talking loses the student and they are not understanding most of what you are saying. I would put beginning computer classes mandatory for all dsps students. In this world we all know how important this is. Most mentally challenged students may not have much practical computer knowledge that they can use at a job. Why are we leaving them out of this computerized world? Not fair. They at least need basic knowledge. The dsps classes should be more student interactive so students are engaged and not just listening, because you have lost a lot of them. I love that you are all there for these kids. I was disappointed in dsps for mentally challenged students.
- I would like to do the exam in the main office
- I would not change nothing about it
- I'm not sure
- If they could email my professors my accommodation sheet. There's not really a way to give that to them or negotiate a note-taking situation that doesn't draw a lot of attention to it.
- If you have a lifelong disability, you shouldn't have to coming in every year.
- It is good.

- It's great!
- Make sure all staff is on the same page and giving out correct information. A few times one person would tell me one thing, then the next person I talked to told me something totally different.
- Making appointments online.
- Maybe have another plan in mind of what classes you want to take depending if you don't want to follow the other plan anymore.
- More counselors to talk to.
- more counselors, more time to speak about different concerns, availability.
- N/A
- Nathing
- no
- no changes its fine for me
- No thing
- None!
- Not a thing
- Not a thing   Appreciate & recognize the staff more for their patience understanding kindness & effort to help all
- Not anything for now.
- Not sure to be honest.
- nothing
- Nothing
- Nothing every thing is ok.
- Nothing need to be changed in my Opinion
- Nothing that I can think of
- Nothing that I can think of.
- Nothing the program is really good that there shouldn't be no change they give good support
- Nothing they are wonderful
- Nothing thus far
- Nothing, everything is great
- Nothing, I'm not complaining. I say it's perfect
- Nothing, they're great.
- Nothing! Keep doing you! I love you guys, thank you for being the best support system outside of home :)
- nothing.
- Nothing.
- Nothing. DSPS is always there for our needs.
- Nothing. Its perfect.
- Nothing. Services met my needs.
- Number one thing I would change about this service is the name I'm not disabled I just learn different the word disabled justify people who use this service is not normal, other people who do not use it is normal. The school, in general, need to educate their faculty member especially professors I get asked a lot of questions what's wrong with me I look normal I live na ormal lifestylel I think the ignorance is very frustrating. None of the professor's respect students privacy when it comes to this thing especially my biology professor, he put my business out there everyone in class knows my business if I really want to I can get the school and him in trouble.
- Open more walk in assistence
- People need not to judge other no matter whom they are or what disability they have
- Possibly having later hours for appointments.
- Prefer not to mention

- spelling accomations
- The AAA process could be more integrated across Cuyamaca and Grossmont, rather than having their own forms/procedures for some things, while others are identical due to the two schools being in the same district.
- The counselors. They do not know anything
- The hours of availability. Help with financial aid.
- The mandatory 2 meetings in the semester. I'm doing well with light, as needed support and it's hard for me to find things to meet that requirement without having too much support.
- The office of the college
- They do not offer realistic policies or accommodations that help me achieve my educational goals from home. I find it incredibly insulting and ableist to not understand the difficulty I have coming to campus, and they were unwilling to show any compassion by working with me to allow for phone appointments when I spend almost every day, all day, in bed. It is unacceptable to not create programs where someone with extenuating circumstances can complete classes from home or have phone appointments if classes are online. Unacceptable and unempathetic. Make it accessible for those with difficulties to get a full education from home, if they need it. Don't make it so that those with disabilities have to explain it to their teachers every semester and embarrass themselves. It's humiliating and not our fault we have struggles. Send paperwork to teachers automatically. To make someone every semester say, "I have severe problems" is so degrading. To not allow for excused absences or home-based study arrangements if they are needed for those with physical or mental health challenges is degrading and we feel left behind. It feels like you are saying, "oh, well! Push through it or maybe you shouldn't be going to school." It's not okay. Also, the staff is completely disjointed and nobody has the same information. Ask anybody a question, and you will get a different answer if you ask someone else. If someone has to withdraw late for medical reasons, take it off the transcript. Don't show that they have a medical problem. Give us opportunities to succeed instead of making everything more difficult and more of a battle. Have staff that shows compassion and tries to understand what it's like to have these challenges. Some kind words and a small display of understanding that attending school with these challenges are extremely difficult, and an acknowledgment of what the student is going through rather than dismissal or invalidation, go a long way. If someone expresses that they can't get out of bed, don't respond with, "well, do you think you could try?" or, "it's our policy that we don't do phone appointments". Of course we have tried, and try hard every single day. It is heartbreaking, dismissive, abusive, and feels horrible to be talked to as though we should try harder when we have nothing left to give. The current policies and accommodations are extremely minimal and mentally unhealthy. Do not harm students more and call it help.
- to bring my coffee in with me
- Using gum to help concentrate

Currently Use Grad Guru App (n=114)

20

94

■ Yes ■ No
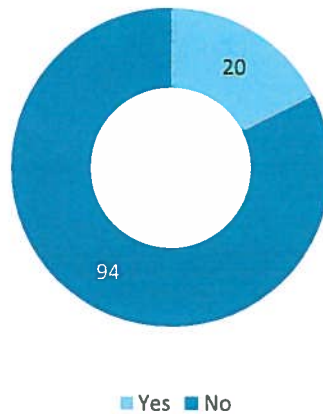
Approximately 18% of respondents currently use the Grad Guru app to learn about DSPS events or other college events, and 88% do <u>not</u> currently use Grad Guru. Of the respondents that do <u>not</u> currently use Grad Guru, the majority (64%) said they would be somewhat likely or very likely to use Grad Guru in the future to learn about DSPS events and other college events.

Likelihood of Using Grad Guru App for DSPS Events (n=90)

| 32 | 44 | 14 |

■ Not at all likely ■ Somewhat likely ■ Very likely

Region 10 Contacts List

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Learning Disabilities Specialist:
Nancy Schaefer
760-757-2121, Ext. 6311
nschaefer@miracosta.edu

---

[1] Cuyamaca College does not have a Learning Disabilities Specialist on staff at this time.
As of 10/25/18

PALOMAR COLLEGE
Director:
Shauna Moriarty
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Learning Disabilities Specialist:
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Learning Disabilities Specialist
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Imperial Valley College	Jeremy Wyatt	jeremy.wyatt@imperial.edu 760-355-6406
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High Tech Center Instruction

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Interpreting Services

College	Name	Contact
Cuyamaca College	Beth Viersen	beth.viersen@gcccd.edu 619-660-4576
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Palomar College	Denise VanderStoel	dvanderstoel@palomar.edu 760-744-1150, Ext. 2394
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San Diego Continuing Education	Daniel Nakaji	dnakaji@sdccd.edu Videophone: 798-7987
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San Diego Miramar College	Daniel Nakaji	dnakaji@sdccd.edu Videophone: 798-7987
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Learning Disability Specialists

College	Name	Contact
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Grossmont College	Carl Fielden	carl.fielden@gcccd.edu 619-644-7111
Imperial Valley College	Raquel Garcia	raquel.garcia@imperial.edu 760-355-6316
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San Diego City College	Frances Asio	fasio@sdccd.edu 619-388-3513
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San Diego Mesa College	Rebekah Corrales	rcorrale@sdccd.edu 619-388-2780
San Diego Miramar College	David Clark	dbclark@sdccd.edu 619-388-7046
Southwestern College	Jackie Gardea	jgardea@swccd.edu 619-421-6700, Ext. 5235

Accessibility / 508 Specialists

College	Name	Contact
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Grossmont College	Carl Fielden/Will Pines	carl.fielden@gcccd.edu 619-644-7111 will.pines@gccd.edu 619-644-7852
Imperial Valley College	Jeremy Wyatt	jeremy.wyatt@imperial.edu 760-355-6406
Mira Costa College	Robert Erichsen	rerichsen@miracosta.edu 760-757-2121, Ext. 6684
Palomar College	TBD	TBD
San Diego City College	TBD	TBD
San Diego Continuing Education	TBD	TBD
San Diego Mesa College	TBD	TBD
San Diego Miramar College	TBD	TBD
Southwestern College (508 only)	Khoa Pham	kpham@swccd.edu 619-421-6700, Ext. 5214

2018 Region 10 Questionnaire Responses

Administered: May 20, 2018 via SurveyMonkey

Intent: To collect input from campuses within Region 10, based upon questions and interests shared within the field respective to (a) collaboration, (b) accelerated/entry course options and (c) use of additional categorical funding.

Survey Questions:

1. **Please list your accelerated MATH and/or ENGLISH course options and include additional information such as number of units, any prerequisites needed, or required corequisites. Please enter any comments that you think may be helpful to consider (ex. recommendations, success rates, cautions).**

Cuyamaca College	• **MATH:** Math 110/10 and Math 160/60
	    ○ Degree-Applicable?: Yes
	 • **ENGLISH:** English 120/20
	    ○ Degree-Applicable?: Yes

Grossmont College	• **ENGLISH:** English 099
	    ○ Degree-Applicable?: No
	    ○ Comments: *Placement in course by exam or credit in English 090*

Imperial Valley College	• **ENGLISH:** English 010
	    ○ Degree-Applicable?: No
	    ○ Comments: *No prerequisites, any student can enroll including ESL students who complete the highest ESL class.*

MiraCosta College	• **MATH:** Elem/Int. Algebra (Math 30/64), 8 units; Pre-Calculus I/II (Math 126/131), 8 units ○ Degree-Applicable?: Yes, *Pre-calculus I/II are degree applicable*

2018 Region 10 Questionnaire Responses

Palomar College	• **ENGLISH**: *Can jump over English 50 by taking English 52/100, 6 units*
	    ○ Degree-Applicable?: Yes
	
	• **ENGLISH**: ENG 50A Preparation for College Composition
	    ○ Degree-Applicable?: No
	    ○ Comments: 6 unit course, Accelerated preparation for English Composition (ENG 100), this course offers intensive instruction in the academic reading, reasoning, and writing expected for transfer and associate-degree courses. Students will read college-level texts, review rules of grammar and essay form, and practice essay-writing.

San Diego City College	• **MATH**: 47A (Stat Way: Math 47A + Math 115)
	    ○ Degree-Applicable?: No
	
	• **ENGLISH**: English 47A (pre transfer) English 101/31 (transfer)
	    ○ Comments: The support option 31 class with 101 has been really helpful for DSPS, similarly we have a 21 that is associated with Eng 47A.

San Diego Mesa College	• **MATH**: Math 96x
	    ○ Degree-Applicable?: Yes
	
	• **ENGLISH: LCOM 101**
	    ○ Degree-Applicable?: Yes

San Diego Miramar College	• **MATH**: Math 96x
	    ○ Degree-Applicable?: Yes
	    ○ Comments: 6 units. 5 unit traditional course with a 1 unit support course added, no prereq.
	
	• **ENGLISH**: ENGL 101
	    ○ Degree-Applicable?: Yes
	    ○ Comments: 3 units with ENGL 265 C 1 unit. Prereq of one level below transfer level.

2. **Please list the highest math or English course(s) a student is allowed to attempt without or regardless of placement results or intervention such as prerequisite override. For example, is a student allowed to attempt a degree-applicable math or English course regardless of placement results? Please enter any comments that you think may be helpful to consider.**

Southwestern College	• skipped

Cuyamaca College	• **MATH**: Statistics– Math 160/60
	   o Degree-Applicable?: Yes
	• **ENGLISH**: English 120/20
	   o Degree-Applicable?: Yes

Grossmont College	• **MATH**: Math 088
	   o Degree-Applicable?: No
	• **ENGLISH**: English 090
	   o Degree-Applicable?: No
	   o Comments: *This will change in coming semesters with implementation of AB 705.*

Imperial Valley College	• **MATH**: No • **ENGLISH**: No • Comments: *Student can request multiple measures eval. Students bring in copy of HS transcript and complete form through Assessment office.*
MiraCosta College	• **MATH**: Math 28, Math Fundamentals I, 4 units o Degree-Applicable?: No • **ENGLISH**: English 49 or ACE/ESL 49, 4 units

2018 Region 10 Questionnaire Responses

Palomar College	Degree-Applicable?: No
San Diego City College	skipped
San Diego Mesa College	**MATH**: Math 38 - Degree-Applicable?: No **ENGLISH**: Eng 101/31 - Degree-Applicable?: Yes - Comments: *They can take 101/31 regardless of placement scores but have to enroll in both.*
San Diego Miramar College	**MATH**: 38 or 46 - Degree-Applicable?: No **ENGLISH**: 47A - Degree-Applicable?: No
Southwestern College	**MATH**: *can attempt AA degree applicable math without prereqs* - Degree-Applicable?: Yes **ENGLISH**: *can attempt AA and transfer level ENGL without prereqs beginning in Spring 2019.* - Degree-Applicable?: Yes
	skipped

3. **Please list additional categorical funding used to help your program serve students (ex. counselor or office staff, overload, additional or specialized tutoring, smartpens, hard/software, etc). Please include any information you're comfortable sharing regarding these supports.**

Cuyamaca College	*Adjunct Counseling- 3SP (SSSP)*

2018 Region 10 Questionnaire Responses

College	Response
Grossmont College	• DHH funding - 3SP (SSSP) • We have used Basic Skills and Perkins Act funding in the past to fund writing tutors and purchase software and hardware for the Assistive Technology Center.
Imperial Valley College	• Student Equity assisted with counseling staff salary and benefits, conferences, tutorial services.
MiraCosta College	• None currently
Palomar College	• Received Foundation funding for the purchase of SmartPens • SSSP for some adjunct counseling • AEBG for counseling • Equity funds for our new Testing Center and equipment for the new Access Technology Center • BSI funds for DR 15 embedded tutoring
San Diego City College	• SSSP - 2 adjunct Counselors for Ed Planning • Equity- 1 adjunct LD Specialist
San Diego Mesa College	• SSSP for counseling/academic planning support • Equity for tutoring support
San Diego Miramar College	• One DSPS contract counselor fully funded by Equity • 3 Adjunct DSPS counselors funded by SSSP • On rare occasion, specialized equipment for instruction for DSPS students is funded by Equity (ex. specialized microscope for biology for student with visual limitation)
Southwestern College	• skipped

2018 Region 10 Questionnaire Responses

4. Please provide any feedback you're comfortable sharing, specific to how your department went about requesting and obtaining additional categorical funding support.

Cuyamaca College	• skipped
Grossmont College	• We requested these funds from the Basic Skills Committee and Dean who administrated Perkins Act funding.
Imperial Valley College	• Submitted requests and proposals to Student Services Dean who also oversees Student Equity. Received approval for salary of two part time counselors and for one to one tutorial services for DSPS students. Part of our Student Equity plan is to increase retention and successful completion of courses for students with disabilities.
MiraCosta College	• skipped
Palomar College	• This will be helpful information to see - thank you for gathering and sharing it!
San Diego City College	• Filling out request form documenting lots of data associated to need. Continuing every year to advocate for it. Also strategic placement on campus committees.
San Diego Mesa College	• skipped
San Diego Miramar College	• Incorporated counseling need into program review, applied for small/mini funds for specialized equipment for instruction through equity process.
Southwestern College	• skipped

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EDUCATION CODE - EDC
   TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060] *(Title 3 enacted by Stats. 1976, Ch. 1010.)*
      DIVISION 7. COMMUNITY COLLEGES [70900 - 88933] *(Division 7 enacted by Stats. 1976, Ch. 1010.)*
         PART 48. COMMUNITY COLLEGES, EDUCATION PROGRAMS [78015 - 79500] *(Part 48 enacted by Stats. 1976, Ch. 1010.)*
            CHAPTER 2. Courses of Study [78210 - 78300] *(Chapter 2 enacted by Stats. 1976, Ch. 1010.)*

   ARTICLE 1.5. Student Equity Plans [78220 - 78222] *(Article 1.5 added by Stats. 2014, Ch. 34, Sec. 6.)*

78220. (a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students.

(H) Additional categories of students determined by the governing board of the community college district.

(2) To the extent that student data described in paragraph (1) has been collected, the Office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.

(3) Goals for access and retention, degree and certificate completion, English as a Second Language and basic skills, completion, and transfer for the overall student population and for each population group of high-need or disadvantaged students, and a determination of what activities are most likely to effectively meet those goals.

(4) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (3), based on the methodology established pursuant to subdivision (d) of Section 78221, measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (3), including, but not

(d) The chancellor shall establish a standard methodology, including guidelines, for measurement of student equity and disproportionate impact for disaggregated subgroups of the student population of the California Community Colleges. The chancellor shall establish the methodology for use in the student equity plans of community college districts.

(e) (1) The chancellor shall, consistent with the goal of eliminating any achievement disparities that are identified pursuant to the requirements of Section 78220, provide guidance to community college districts regarding expenditures and activities to ensure that funding is used to support evidence-based practices to implement student equity plan goals and coordinate services for the targeted student populations through evidence-based practices.

(2) On or before March 15, 2016, and on or before March 15 annually thereafter, the chancellor shall report to the Department of Finance, the Legislative Analyst, and the appropriate policy and fiscal committees of the Legislature, on the expenditure of funds for purposes of this article during the previous fiscal year.

(Amended by Stats. 2017, Ch. 751, Sec. 2.5. (AB 1018) Effective January 1, 2018.)

78221.5. As a condition for receiving funding pursuant to the Student Equity and Achievement Program established by Section 78222, a community college shall do all of the following:

(a) (1) Inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college, as provided in Section 78213.

(2) The information described in paragraph (1) shall be communicated in language that is easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information relating to student assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options.

(b) Annually report both of the following to the chancellor's office in a manner and form prescribed by the chancellor's office, consistent with the requirements of Section 78213:

(1) The community college's placement policies.

(2) (A) The community college's placement results. A community college shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, a community college district or college shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(c) Publicly post its placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

(d) Satisfy the requirements of this section by the implementation date, established by regulation pursuant to subdivision (d) of Section 78213, for purposes of compliance with the requirements of Section 78213.

(e) It is the intent of the Legislature that the chancellor's office shall make data collected pursuant to subdivision (b) publicly available, except for personally identifiable information, which shall be deemed confidential, by posting the data on the Internet Web site of the chancellor's office or making it publicly available upon request.

(Added by Stats. 2018, Ch. 531, Sec. 1. (AB 1805) Effective January 1, 2019.)

78222. (a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

(B) Ensuring students complete their educational goals and a defined course of study.

(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

2018 REPORT

Disabled Student Programs and Services

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

August 6, 2018

The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol
Sacramento, CA 95814

RE: Legislative Report on Disabled Student Program and Services

Dear Governor Brown:

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). All 114 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 2015-16 and 2016-17 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.

Vice Chancellor of Student Services Rhonda Mohr may be contacted for questions and comments. She can be reached at (916) 323-6894 or rmohr@cccco.edu.

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

Sincerely,

Eloy Ortiz Oakley, Chancellor

Table of Contents

EXECUTIVE SUMMARY

This report reflects the 2015-16 and 2016-17 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 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 all 114 colleges and has been analyzed in this report.

The California Community Colleges served 2.1 million students in 2015-16 and 2.1 million students in 2016-17. It is the largest system of higher education in the nation. Each of the 115* colleges in all 73 districts 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 the community college experience. 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 121,854 students during the 2015-16 academic year and 124,328 students during the 2016-17 academic year.

*Note: The California Community Colleges expanded to 115 colleges in 2018.

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 all 114 Community Colleges. Please note that data from a five-year cohort study from the Chancellor's Office MIS division 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 Data Mart website.

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 2015-16, 2016-17, and partial 2017-18;
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 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 2018, including participants representing 82 of the state's 115 community colleges.

KEY FINDINGS

The data compiled for this report show that students with disabilities represent five percent 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. This student population:

- 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 without reaching a point of transfer preparedness, transfer or degree or certificate attainment. DSPS students attend California community colleges for much longer than non-DSPS students.
- Demonstrate much greater persistence from spring to fall and retention from fall to fall in most classes.
- DSPS students perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

IMPLEMENTATION OF PROGRAM

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.

Table 1. Count of Students with Disabilities by Category in 2015-16

Disability Category 2015-16	Number of Students	Percent
Acquired Brain Injury (ABI)	4,554	3.74 %
Intellectual Disability (ID)	7,267	5.96 %
Deaf and Hard of Hearing (DHH)	4,873	4.00 %
Learning Disability (LD)	18,039	14.80 %
Physical Disability	11,470	9.41 %
Other Health Conditions and Disabilities	51302	42.10 %
Mental Health	20,725	17.01 %
Speech/Language Impaired	842	0.69 %
Blind and Low Vision	2,790	2.29 %
Total	**121,862**	**100%**

The data presented above breaks down the amount of students served by DSPS by disability category for the year 2015-16. In 2015-16, 42 percent of students were identified as other disabilities, which are most commonly conditions of decreased level of energy or stamina and pain. Some examples include but are not limited to, cardiovascular disease, chronic obstructive pulmonary disease such as asthma, cancer, HIV, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue, multiple chemical sensitivity or severe allergies.

Table 2. Count of Students with Disabilities by Category in 2016-17

Disability Category 2016-17	Number of Students	Percent
Acquired Brain Injury (ABI)	4,608	3.71%
Attention Deficit Hyperactivity Disorder (ADHD)	7,973	6.41%
Autism Spectrum	5,240	4.21%
Intellectual Disability (ID)	7,496	6.03%
Deaf and Hard of Hearing (DHH)	4,733	3.81%
Learning Disability (LD)	29,896	24.05%
Physical Disability	10,534	8.47%
Other Health Conditions and Disabilities	27,571	22.18%
Mental Health	22,891	18.41%
Speech/Language Impaired	403	0.32%
Blind and Low Vision	2,984	2.40%
Total	**124,329**	**100%**

Changes were made for the first time in June 2016 to Title 5 § 56032-56044, which identifies and defines the eligibility categories. Some of the changes made are the following:

- Visual Impairment was removed from within Physical disability and given its own category under Blind and Low vision.
- Speech was removed from the Deaf and Hard of Hearing category and placed into the Other Health Conditions category.
- Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum were two new categories added. Prior to the addition of the two categories, students who identified under Autism or ADHD were placed under Other Health Conditions and Disabilities.

An extensive study commissioned by the Chancellor's Office demonstrated that these two disabilities were represented at a higher rate within the Other Health impaired, which is why the categories for 2015-16 show these same levels extrapolated. Above are the number of students served through DSPS for the year 2016-17. These numbers include the changes described above. The numbers reflect a significant decrease in the Other Health Conditions and Disabilities. This year reflects more students identified under Learning Disabilities at a rate of 24 percent.

STAFF & STUDENT PERCEPTIONS OF PROGRAM EFFECTIVENESS

Staff Perceptions

Most colleges reported conducting staff perception of program effectiveness evaluations at their sites, which they report publicly in their program reviews and accreditation documents, and privately via internal documentation.

- The following information was gathered through 82 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 successes that DSPS students were experiencing, and the headway that the programs are making with advancing collaboration across campus, within the K-12 to college pipeline, and with the community. Many cited effective collaboration associated with Equity planning and activities and the funding of support strategies provided to DSPS students. However, some directors noted the need for more collaboration and communication between student services and academic affairs in meeting student needs.

- Many directors cited the effectiveness of training opportunities, but requested more opportunities, and in more detail, specifically with the new funding formula, budget allocation, Student Services Automated Reporting for Community Colleges, and management information system reporting, which continues to be a challenge.

- Many directors reported challenges with staffing and funding restrictions.

Student Perceptions

Most colleges reported conducting student perception of program effectiveness evaluations at their sites, which they report publicly in their program reviews and accreditation documents, and privately via internal documentation. A general overview of findings emerging from these types of surveys will be provided in the next biennial report.

ENROLLMENT & DSPS PARTICIPATION DATA
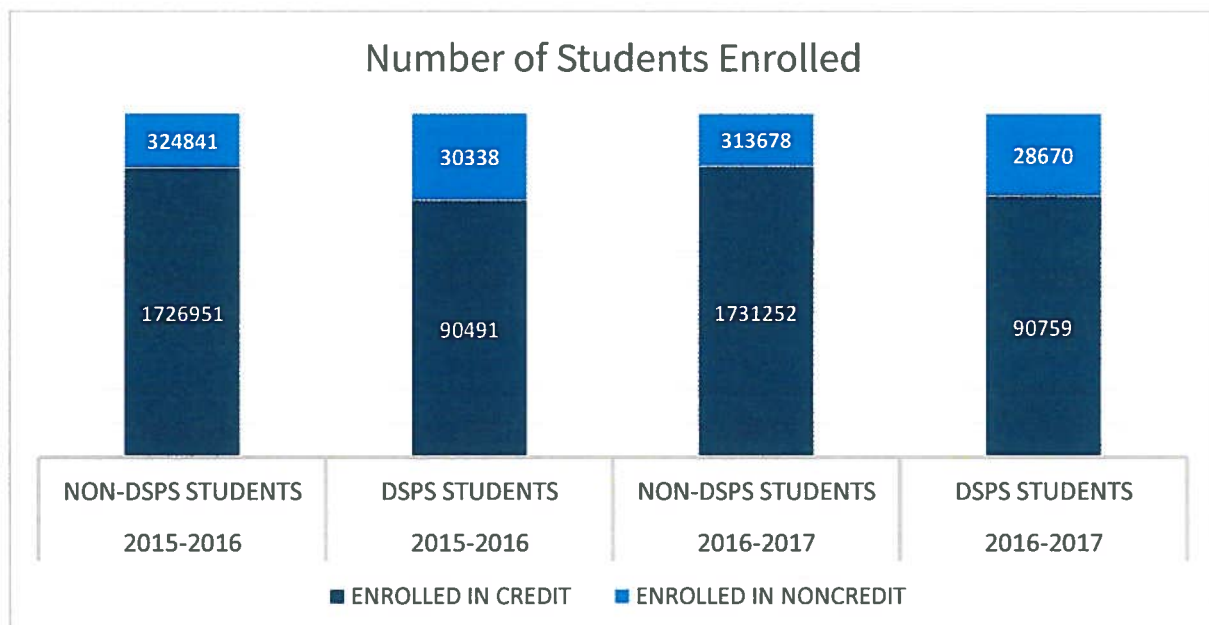
Enrollment

Table 3. FY 2015-16

Student Type	# of Students	% of Population
DSPS	121,854	5.2%
Non-DSPS	2,233,775	94.8%
All	2,355,629	100.00%

Table 4. FY 2016-17

Student Type	# of Students	% of Population
DSPS	124,328	5.2%
Non-DSPS	2,252,178	94.8%
All	2,376,506	100.00%

The numbers in the above tables represent the total enrollment of students in all 114 California community colleges. Between 2015-2016 and 2016-17, the number of both disabled and non-disabled students increased minimally, leaving the percentages of the total student population essentially the same. This rise may be attributed to the results of program outreach or more students seeking DSPS services. The number of students enrolled for both years have also increased over the years.

Credit v. Non-Credit Class Enrollment

Number of Students Enrolled

|	NON-DSPS STUDENTS 2015-2016	DSPS STUDENTS 2015-2016	NON-DSPS STUDENTS 2016-2017	DSPS STUDENTS 2016-2017
ENROLLED IN NONCREDIT	324841	30338	313678	28670
ENROLLED IN CREDIT	1726951	90491	1731252	90759

Students served by DSPS make up eight percent of the non-credit course population compared to non-DSPS students for the 2016-17 year. Further, DSPS students make up five percent of the credit course enrollment for 2016-17.

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

Full-time Equivalent Students (FTES)

	NON-DSPS STUDENTS 2015-2016	DSPS STUDENTS 2015-2016	NON-DSPS STUDENTS 2016-2017	DSPS STUDENTS 2016-2017
NONCREDIT FTES	33228	6146	33151	4394
CREDIT FTES	998528	62313	989618	63091

■ CREDIT FTES ■ NONCREDIT FTES
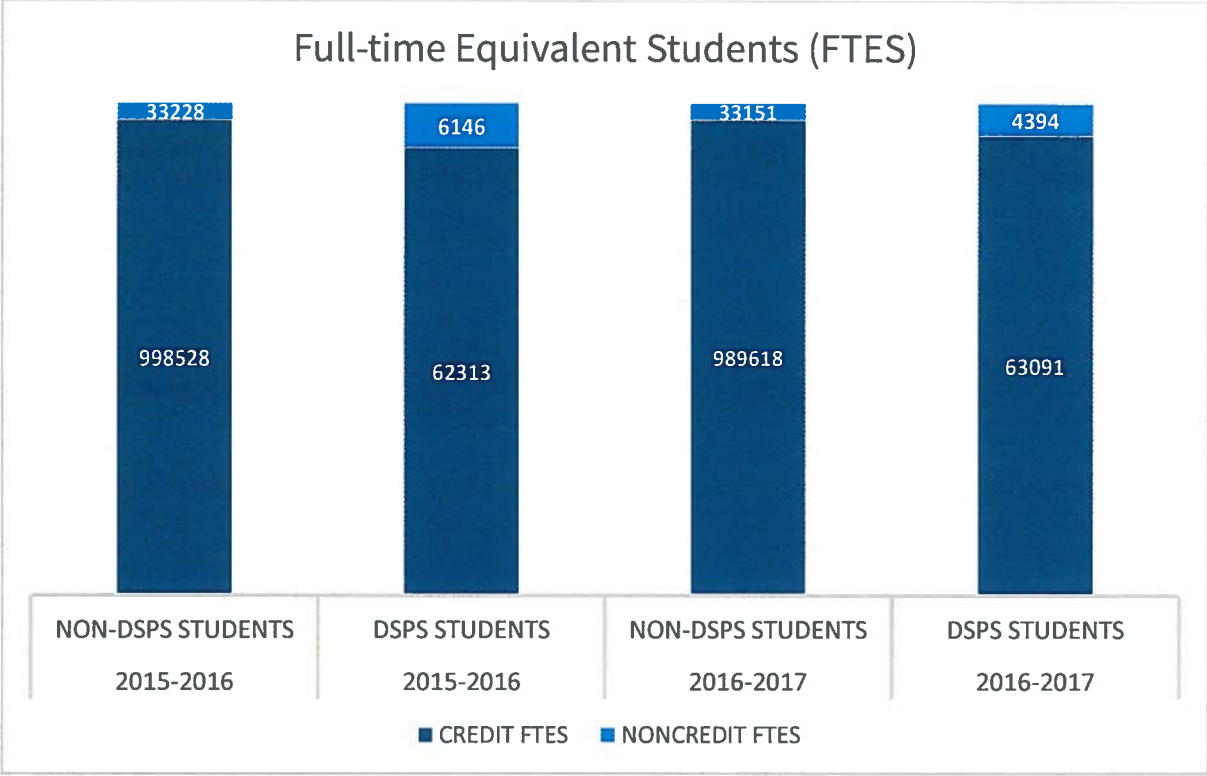
Both DSPS students and non-DSPS students seem to have low participation in non-credit FTES but when compared to regular non-credit enrollment in the previous credit v. non-credit enrollment data DSPS students actually are seven percent more likely to be in non-credit courses as full time student than any other enrollment status. Non-DSPS students are actually less likely to be in non-credit courses when enrolled as a full-time student.

Educational Assistance Course Enrollment
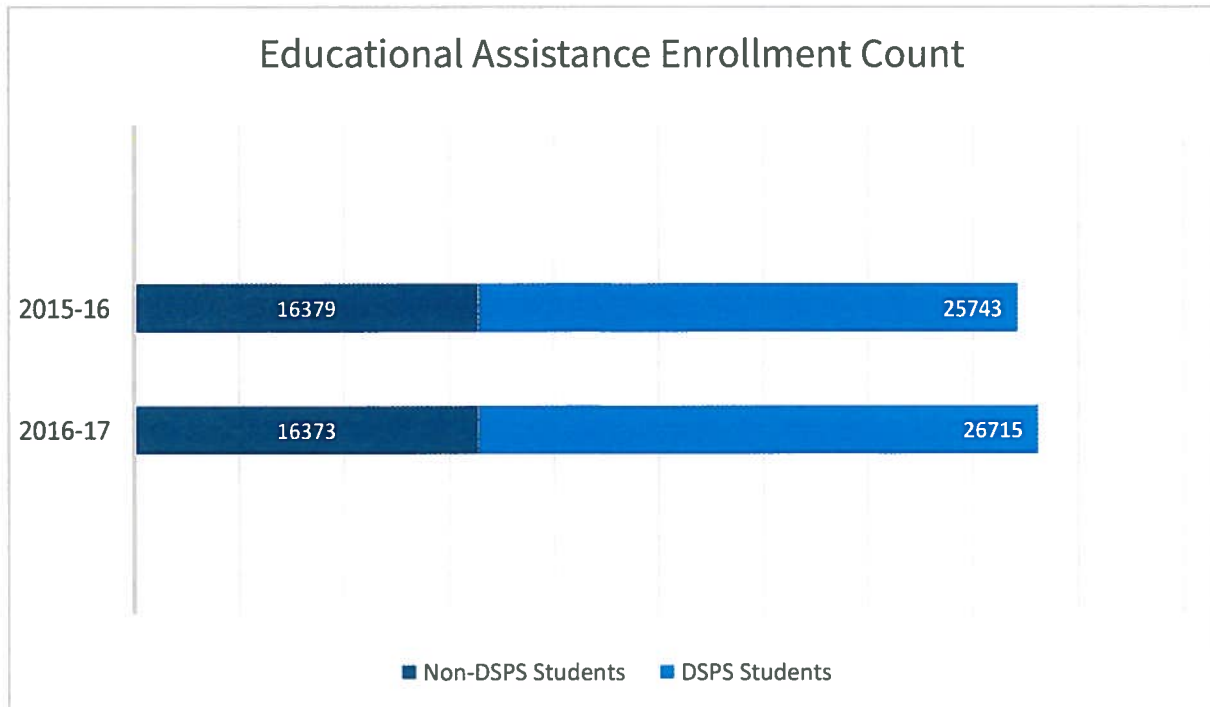
Educational assistance classes are instructional activities offered consistent with Title 5 § 56028. The courses are designed to address the educational limitations of students with disabilities but are open to all students. Practitioners sought assistance with educational assistance classes and documentation 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 62 percent of students enrolled in educational assistance courses in 2016-17 and a slightly smaller representation of 61 percent for the previous year 2015-16. A minimal increase is seen in DSPS student enrollment from fiscal year 2015-16 to 2016-17.

RETENTION & PERSISTENCE

Persistence Rates
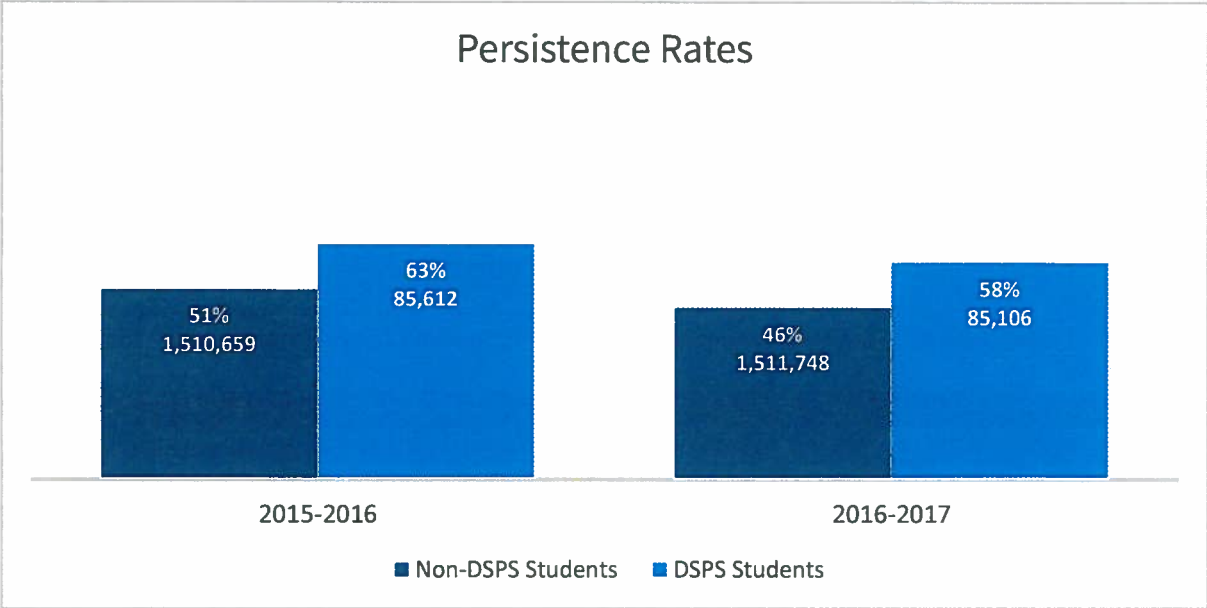
The above percentages were obtained from the students enrolled in the fall of 2015-16 and divided by those students enrolled again in the fall of 2016-17. DSPS students persisted from fall to fall at higher rates than non-DSPS students did, though the difference is less than one percent and too minimal to consider significant. The persistence rate for DSPS students decreased from 2015-16 to 2016-17 but maintained steady for non-DSPS students.
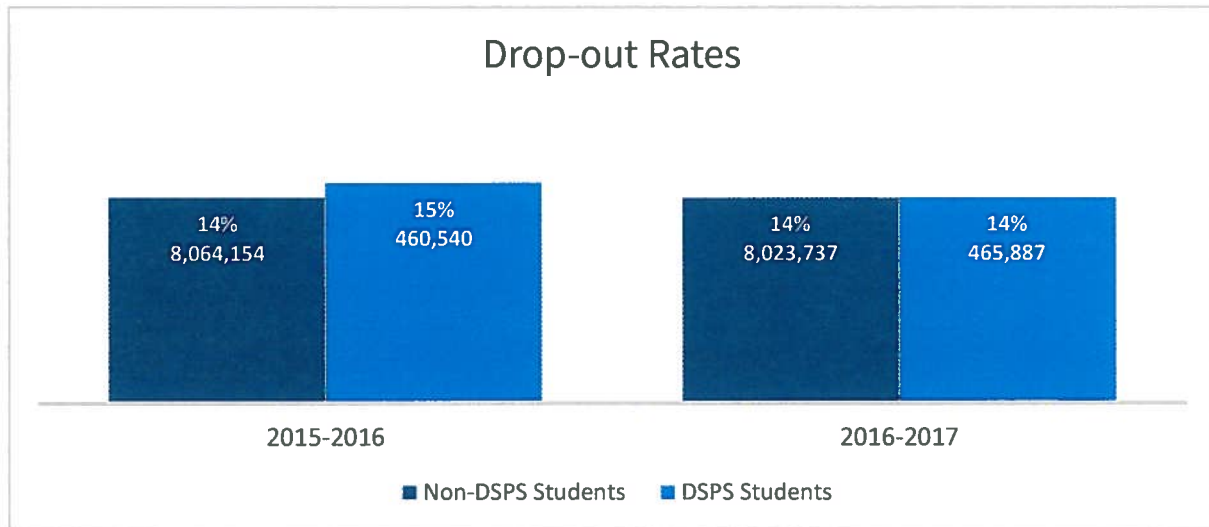
DSPS
- 2015-16
  - 70 percent persistence rate when compared to overall DSPS population.
- 2016-17
  - 68 percent persistence rate when compared to overall DSPS population.

Non-DSPS
- 2015-16
  - 67 percent persistence rate when compared to overall non-DSPS population.
- 2016-17
  - 67 percent persistence rate when compared to overall non-DSPS population.

Drop-out Rates

Drop-out Rates

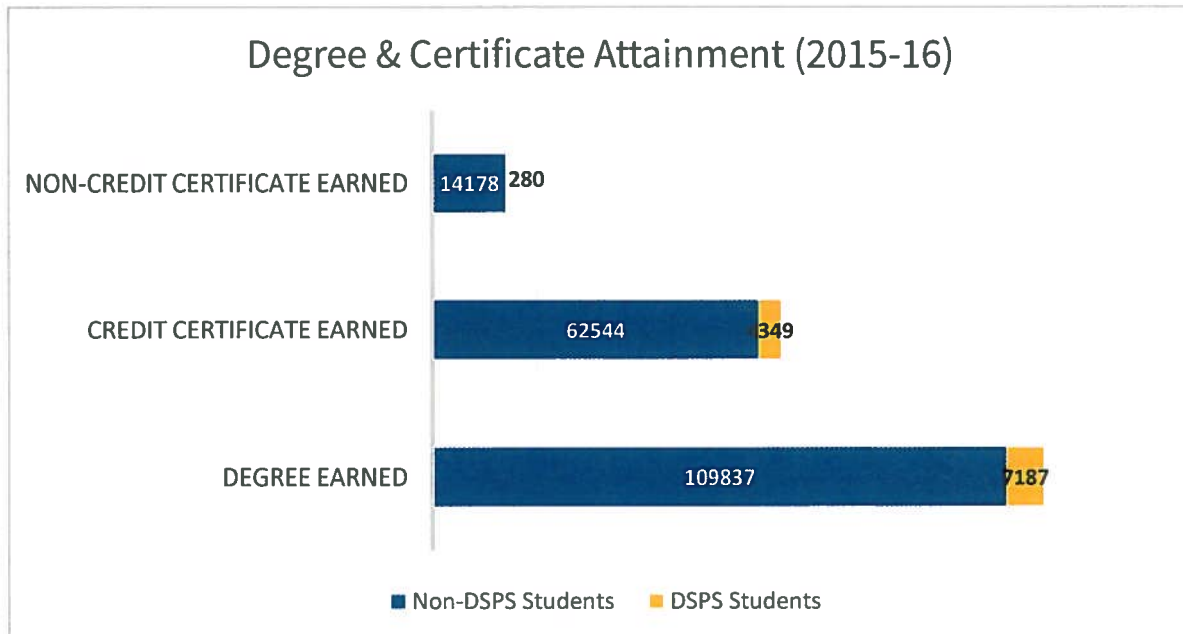|	2015-2016	2016-2017
Non-DSPS Students	14% 8,064,154	14% 8,023,737
DSPS Students	15% 460,540	14% 465,887

Although the persistence rates for DSPS students is higher, the dropout rates are not reflecting the same pattern. DSPS and non-DSPS students are both in the same range. With the continued support to DSPS students, we hope to see that number continue to steadily drop and the persistence rate steadily increase.

Completed versus Dropped Courses

Completed versus Dropped Courses

	Non-DSPS Students 2015-2016	DSPS Students 2015-2016	Non-DSPS Students 2016-2017	DSPS Students 2016-2017
DROPPED	1158504	67790	1110602	66124
COMPLETED ENROLLMENTS	6905650	392750	6913135	399763

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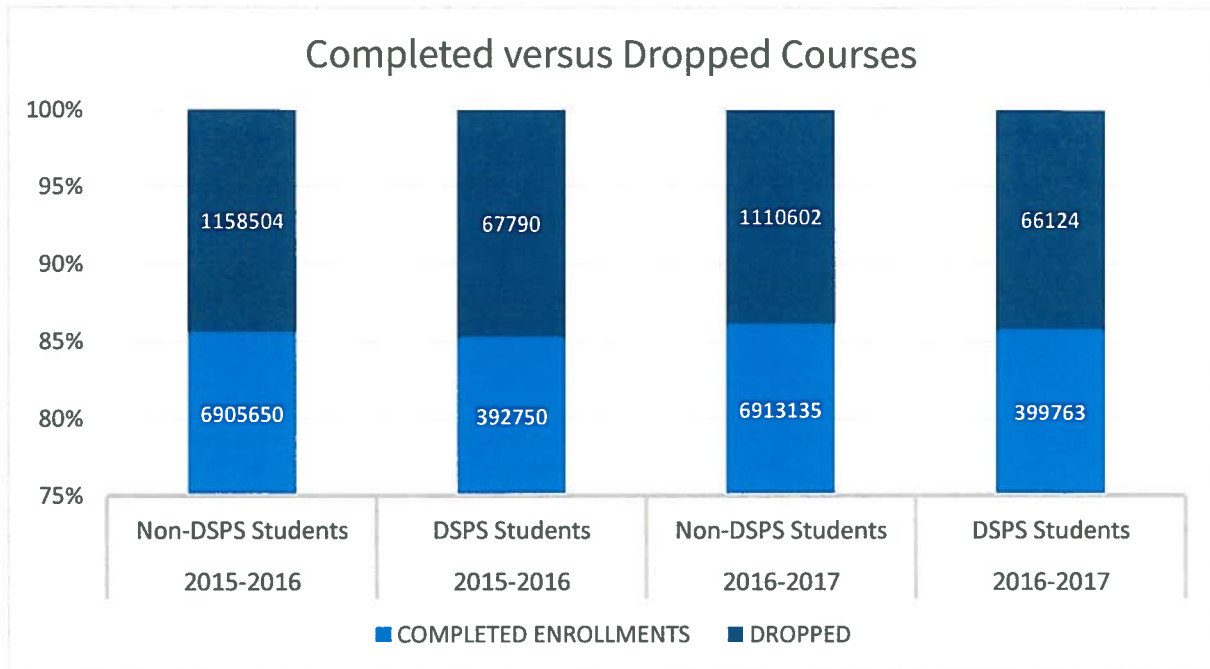
DSPS students do not show a discrepancy in this category when compared to non-DSPS students. It is important to take into consideration that students drop courses for many reasons that may not be related to course achievement. Students may drop courses due to course security, schedules, other course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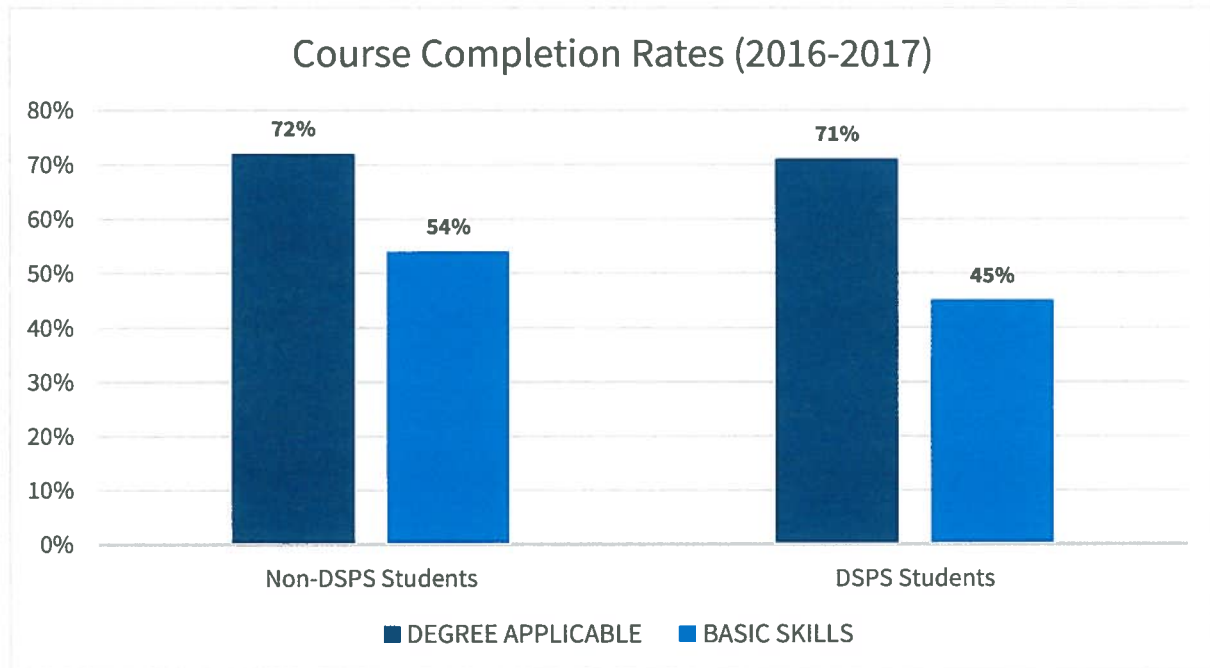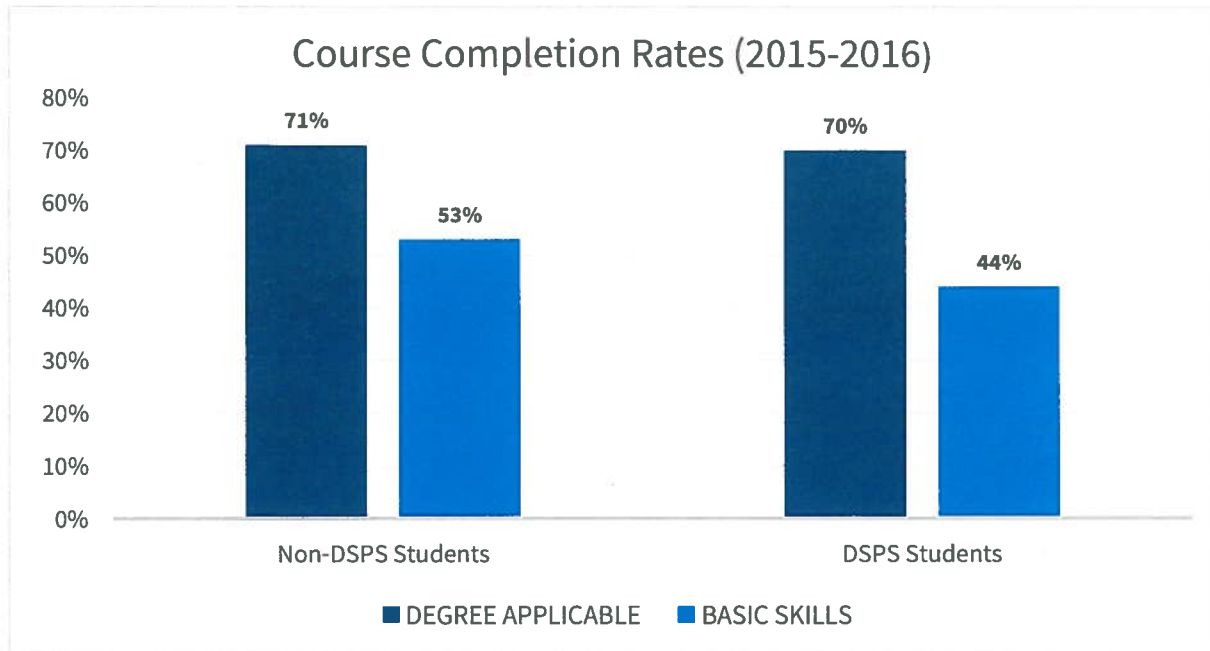
Degree & Certificate Attainment

Degree & Certificate Attainment (2015-16)

Category	Non-DSPS Students	DSPS Students
NON-CREDIT CERTIFICATE EARNED	14178	280
CREDIT CERTIFICATE EARNED	62544	349
DEGREE EARNED	109837	7187

■ Non-DSPS Students   ■ DSPS Students

Though DSPS students continue to persist from year to year and the dropout rates have decreased from 2015-16 to 2016-17, the disproportion of degree and certificate attainment is significant. DSPS students are earning a degree only six percent of the time when compared to non-DSPS students according to the data above for both 2015-16 and 2016-17 data. Despite strong persistence rates, equity gaps remain related to completion of degree.
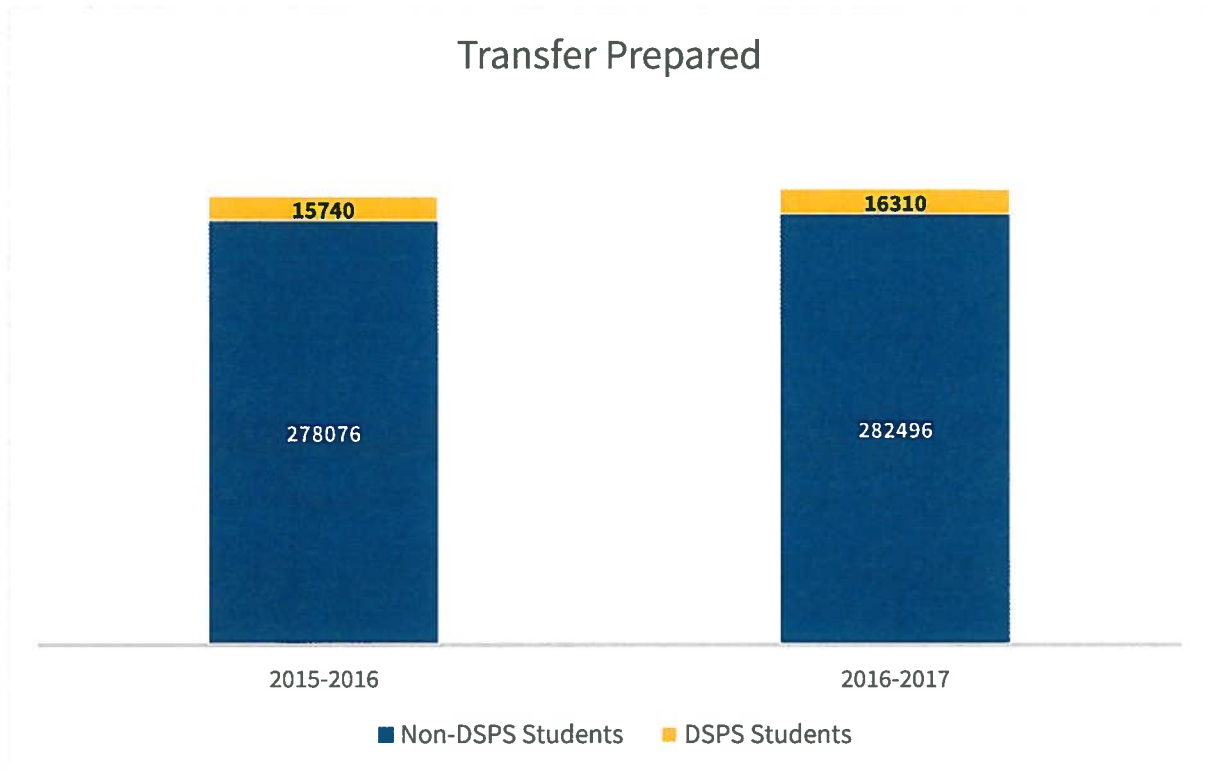
Degree & Certificate Attainment (2016-17)

Category	Non-DSPS Students	DSPS Students
NON-CREDIT CERTIFICATE EARNED	16107	280
CREDIT CERTIFICATE EARNED	67569	4571
DEGREE EARNED	119828	7902

■ Non-DSPS Students   ■ DSPS Students

Course Completion

Course Completion Rates (2015-2016)

	Non-DSPS Students	DSPS Students
DEGREE APPLICABLE	71%	70%
BASIC SKILLS	53%	44%

Course Completion Rates (2016-2017)

	Non-DSPS Students	DSPS Students
DEGREE APPLICABLE	72%	71%
BASIC SKILLS	54%	45%

The comparison between 2015-16 and 2016-17 did not change by more than one percent for both DSPS and non-DSPS students. The significance is the nine percent difference in basic skills completion between DSPS students and non-DSPS students. There is significant disproportion in DSPS students failing to complete basic skills courses versus degree applicable course.

Transfer to a Four-year College Rates

Transfer Prepared

	2015-2016	2016-2017
DSPS Students	15740	16310
Non-DSPS Students	278076	282496

■ Non-DSPS Students ■ DSPS Students

Transfer prepared is defined as the completion of 60+ units. These numbers are consistent with the low number of DSPS students completing basic skills courses. Although DSPS students are persisting year after year it appears that many DSPS students continue without reaching a point of transfer preparedness or degree attainment.

Discrepancy between populations continues to exist and suggests a need for further research and intervention. Many of today's high-demand, high-skill occupations require a baccalaureate degree and beyond. Given the significant unemployment and under-employment of persons with disabilities, the reasons students with disabilities are increasingly less likely to be transfer directed and actually transfer, warrant further research and intervention.

Transfer Directed

Transfer Directed

- 2015-2016: 14985 (DSPS Students), 341656 (Non-DSPS Students)
- 2016-2017: 16462 (DSPS Students), 358951 (Non-DSPS Students)

■ Non-DSPS Students ■ DSPS Students
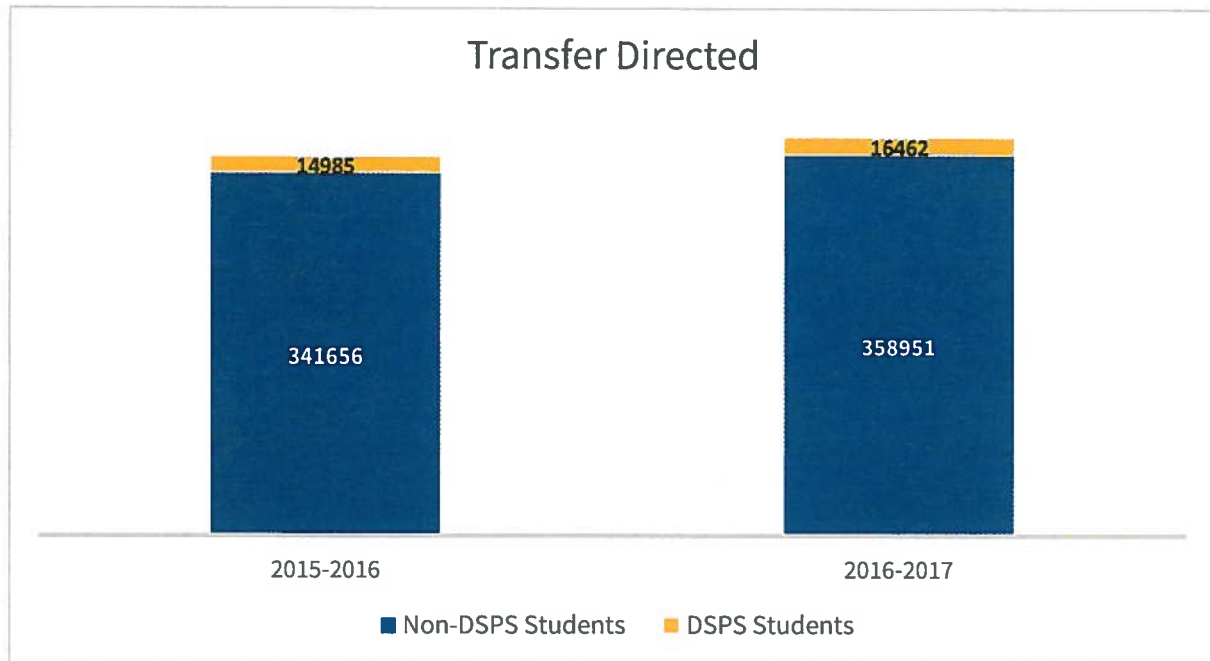
The above chart is directly measuring basic skills defined as English and Math. This is consistent with the low numbers for DSPS students completing basic skills courses shown in pervious pages. It is important to note that the amount of students transfer directed, both DSPS and non-DSPS, have increased from 2015-16 to 2016-17. The increase can be attributed to the increase in the student population and not to other factors related to achievement.

Short Term Vocational

Table 5. 2015-16

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

Table 6. 2016-17

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

DSPS represents a total success rate for 2015-16 4.7 percent and for 2016-17 of 3.9 percent of enrolled students in credit vocational courses overall. The Chancellor's Office is committed to improving in future fiscal years through new initiatives and legislation. Below is a detailed graph representing the retention rates from 2015-16 to 2016-17.

Retention & Completion Rates for CTE Credit Enrollments
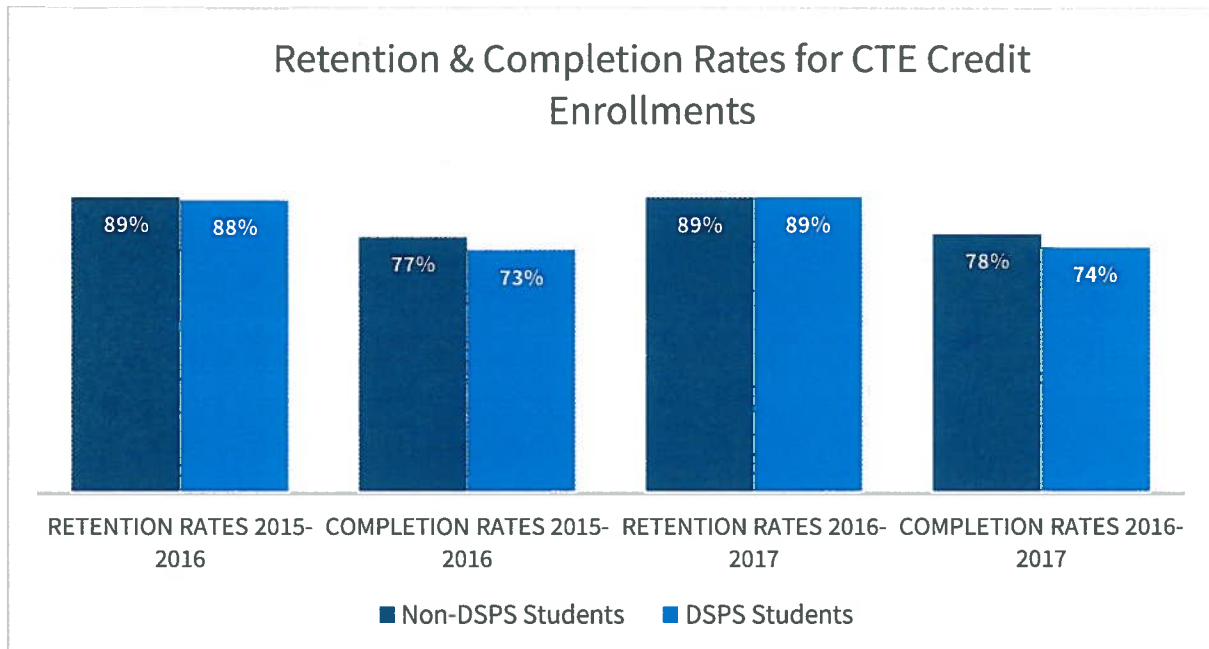
Workforce Preparation

Table 7. 2015-16

Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	9,411	369
Completed	7,897	312
Successful	6,135	234

Table 8. 2016-17

Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	9,771	416
Completed	8,416	344
Successful	6,382	261

DSPS was only represented at a rate of 3.7 percent for 2015-16 and 4.6 percent for 2016-17 of successful credit short-term vocational education during the 2016-17. DSPS students continue to be disproportionately represented in the workforce. The Chancellor's Office is committed to improving in future fiscal years through new initiatives and legislation.

Retention & Completion Rates for CDCP Credit Enrollments
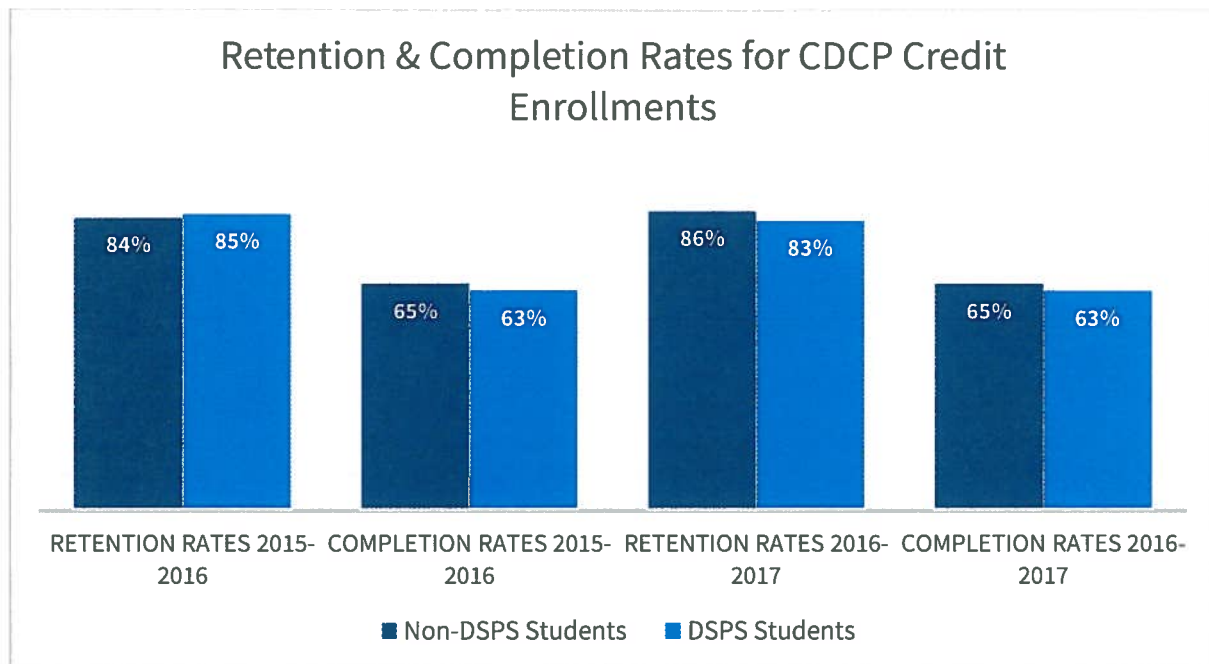
PHYSICAL ACCESSIBILITY

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. At the DSPS program level, physical accessibility is currently assessed by the Chancellor's Office per appropriate use of Architectural Barrier Removal Funds. DSPS permits colleges to use one percent of that current year's allocations to pay for the removal or modification of minor architectural barriers.

Minor Architectural Barriers Expenses
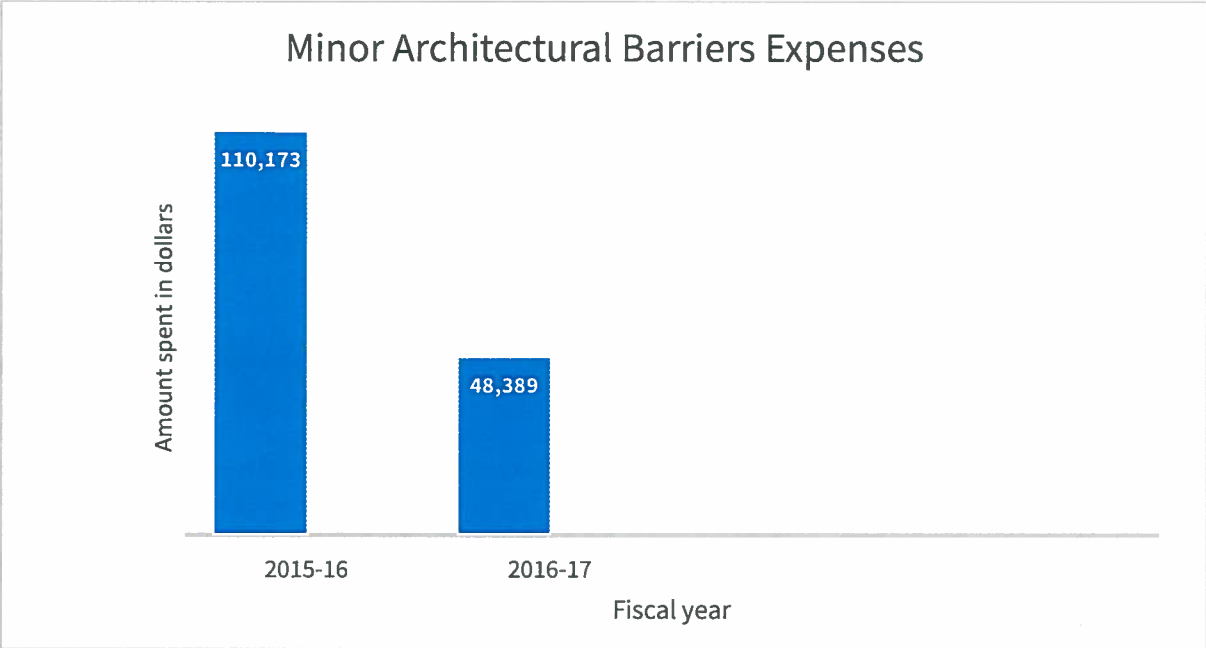
For the fiscal year 2015-16, money was spent among eight colleges on repairing and removing minor architectural barriers like electrical doors, wheelchair accessible ramps, and classroom and/or office flooring. Only one college used additional district funds to complete a project. In fiscal year 2016-2017 the amount of funds used for minor architectural barrier repairs decreased by $61,784. Seven colleges spent the money and one of those colleges used DHH funds to cover the installation expense of flashing lights for emergency systems.

This information was gathered through the Student Services Automated Reporting for Community Colleges. The significant drop in funds used from 2015-16 to 2016-17 is not indicative of a decrease in physical accessibility efforts but more that fewer modifications were needed during this period. 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 & SERVICES FOR STUDENTS WITH DISABILITIES

A number of challenges and achievements emerged from the evaluation. The most significant of these included; the many changes to Title 5 DSPS Regulations, design of a new funding formula, creation of new weights and allocations measures, changes to counting contacts, launching of the Student Services Automated Reporting for Community Colleges for program and financial accountability, creation of new minimum qualifications for DSPS certificated staff, 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 California Community Colleges Chancellor's Office.

Title 5 Regulations Update

Title 5 DSPS Regulations underwent a significant revision in 2015 to update language and practices, making them more consistent with changes to federal law. DSPS practitioners struggled with the many changes to the regulations and their implications for changes in practice. To meet this need, in spring 2016, the Chancellor's Office proactively scheduled numerous face-to-face training sessions throughout the state, by region, and online to assure all practitioners had access to formal training. Extensive training materials and support documents were created and disseminated online to assist practitioners with the changes, and how to implement them. Even so, the meta-evaluation revealed that more training and support was needed to fully grasp the implications. Additional training was delivered via site visits, regional coordinators meetings, webinars, and formal training venues including DSPS New Directors Training and DSPS All Directors Training, the latter of which was implemented in 2016-17 in response to the expressed need for additional training to implement these and other changes to practice. Individual support was also provided to those seeking further assistance.

The evaluation indicated that over time many of the revised Title 5 Regulations have become institutionalized by the colleges and are less troublesome now; however, there are some exceptions that are covered separately.

Budget Allocations: New DSPS Allocation Formula

In addition to new Title 5 DSPS Regulations, a new funding formula was created that included new weights for disabilities that more accurately reflected actual costs in terms of services provided, and adjustments in terms of the impact of greater College Effort (additional funds provided by the college to support DSPS programs), which is incentivized in the new formula. The new formula is being phased in over a multi-year process; however, there is 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.

The Chancellor's Office has been presenting on the formula at training sessions and via webinar, but it continues to challenge practitioners.

Management Information System Reporting: Including Counting Contacts

Changes to the number of service contacts required for DSPS funding were significantly changed with the revised Title 5 Regulations, and initially proved challenging. The number of contacts per term changed from four to one. Practitioners found this change, coupled with the changes to the disability categories and weights, confusing. However, through actions including a management information system webinar for revised DSPS Data Elements (with support materials), and outreach and clarification by the Chancellor's Office Student Services/DSPS Division, it has become institutionalized.

Student Services Automated Reporting for Community Colleges Student Services Automated Reporting for Community Colleges was another new practice implemented during this reporting period. It is an online tool used for reporting expenditures, and practitioners experienced challenges with it during the implementation phase. It continues to be addressed at CCCCO training sessions, both online and face-to-face. It is an essential part of new directors training each September, and participants have asked for hands-on training to be included, along with an instruction guide to help with entering the data. The benefit of the software is that it collects the financial expenditures at year-end and supports compliance with Title 5 program funding restrictions.

CONCLUSION

This review of 2015-16 and 2016-17 Chancellor's Office data show that in comparison to non-DSPS students, DSPS students:

- Make up 5 percent of the community college student population;
- Continue to take educational assistance courses at a higher rate than non-DSPS students;
- Have significantly higher rates of persistence from year to year;
- Drop out of college courses at the same rate as non-DSPS students;
- Are significantly lower in the rate of degree and certificate attainment
- Are lower in the completion of basic skills courses;
- Are less 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 report also sheds light on areas that warrant further research and intervention where in comparison to non-DSPS students, DSPS students:

- Are significantly lower in degree and certificate achievement;
- Are less transfer-prepared.

The finding that DSPS students have higher rates of persistence but lower levels of basic skills course completion, significantly low degree and certificate completion and transfer preparedness, suggests that this student population is spending more time in reaching their goals than non-DSPS students. In order to adequately address these under-representations and transfer issues, additional resources are needed. Such an investment 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. We expect that DSPS students will continue to benefit from the wide range of services that disability services offers to help in the success of the students.

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

APPENDIX

As part of the Chancellor's Office plan to reinstate comprehensive evaluation of Disabled Student Programs and Services (DSPS) throughout the state's California Community Colleges system, it conducted a meta-analysis of evaluation and needs assessment reports covering the period of 2015-16, 2016-17 and partial 2017-18. These data sources include:

- Multiple evaluations and needs assessments conducted with DSPS practitioners over the past two and a half years, including those associated with:
  - 2015-16 DSPS Solutions Annual Evaluation and Needs Assessment
  - 2016-17 CAPED Mentorship Program Needs Assessment
  - 2016-17 New Directors Training
  - 2016-17 CAPED Convention CCCCO session
  - 2016-17 All Directors Training
  - 2016-17 CAPED Mentorship Program Comprehensive Year-End Evaluation
  - 2016-17 DSPS Solutions Annual Evaluation
  - 2017-18 New Directors Training Evaluation and Needs Assessment
  - 2017-18 CAPED Mentorship Program Needs Assessment
  - 2017-18 All Directors Training Evaluation and Needs Assessment
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 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 2018, including participants representing 82 of the state's 114 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.

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