



Students attend a class at Merritt College in Oakland



Report on Disabled Student Programs and Services

2014

California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4550
SACRAMENTO, CA 95811-6549
(916) 445-8752

<http://www.cccco.edu>



April 22, 2016

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

RE: Report on Disabled Student Programs and Services for 2014

Dear Governor Brown:

On behalf of the California Community Colleges Board of Governors, I am pleased to present to you the California Community Colleges' legislative report, Disabled Student Programs and Services (DSPS). All of our 113 colleges offer a DSPS program and accept DSPS categorical funding to assist them in providing students with disabilities equal access to higher education.

The report is written in response to Education Code section 67312(b) and covers the 2011-12 and 2012-13 academic years. It contains data from our colleges, documenting outcome measures for students with disabilities compared with non-disabled students. It also includes a web link to a campus-by-campus data report on enrollment, retention, transfer and graduation rates.

If you or your staff have questions or comments regarding this report, please contact me at (916) 323-7007 or eskiner@cccco.edu.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Erik E. Skinner". The signature is fluid and cursive, with a long horizontal line extending to the right.

Erik E. Skinner
Acting Chancellor

WEBSITES:

California Community Colleges

CaliforniaCommunityColleges.cccco.edu

Student Success Scorecard

scorecard.cccco.edu

Salarysurfer

salarysurfer.cccco.edu

Associate Degree for Transfer

adegreewithaguarantee.com

Priority Registration

stepforward.cccco.edu

Workforce & Economic Development

doingwhatmatters.cccco.edu

Financial Aid

icanaffordcollege.com

SOCIAL MEDIA:



California Community Colleges' Facebook Page

facebook.com/CACommColleges

California Community Colleges' I Can Afford College Page

facebook.com/icanaffordcollege



California Community Colleges' Twitter Feed

twitter.com/CalCommColleges

Workforce and Economic Development Twitter Feed

twitter.com/WorkforceVan

I Can Afford College Twitter Feed

twitter.com/ICanAfrdCollege



California Community Colleges' You Tube Page

youtube.com/CACommunityColleges



California Community Colleges' Instagram Page

instagram.com/CaliforniaCommunityColleges

I Can Afford College Instagram Page

instagram.com/icanaffordcollege

Executive Summary

The California Community Colleges served more than 2.2 million students in 2011-12 and just shy of 2.1 million students in 2012-13. It is the largest system of higher education in the nation. All colleges and 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 or deaf students, mobility assistance, notetaker services, reader services, speech services, transcription services, on-campus transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

DSPS served 97,728 students during the 2011-12 academic year and 96,735 students during the 2012-13 academic year, continuing a trend down from a high of 124,039 students in 2010-11. The program allocation was slightly more than \$69.2 million during each of these years, the same funding amount as the two years prior. However, prior to the last four years of flat funding, DSPS sustained a 40 percent cut from its highest funding total of \$115 million in 2008-09, resulting in the need to serve students with far fewer resources. Four years of reduced funding led to decreases in staff, courses and learning disability assessments, and increases in wait time for accommodations.

This report reflects the 2011-12 and 2012-13 academic years and is written in response to Education Code section 67312(b), which requires the California Community Colleges Board of Governors 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.” Due to budgetary constraints, the Chancellor’s Office suspended its annual coordinated student services programmatic site review process, beginning with the 2009-10 academic year. The information gathered during these site visits comprised a significant portion of the content of past reports. As a result, the Chancellor’s Office is unable to report on three of the four elements required in statute: staff and student perceptions of program effectiveness, data on the implementation of the program, and physical accessibility requirements of section 794 of title 29 of the Federal Rehabilitation Act of 1973. This

TABLE OF CONTENTS

Executive Summary	1
Methodology	2
Key Findings	2
Outcome Data	3
Conclusion	13
Acknowledgments	14

report will focus solely on the analysis of the outcome data reported to the Chancellor's Office Management Information Systems division by the 112 community colleges as required by Education Code section 67312(a)(4). The report does include a campus-by-campus review of the enrollment, retention, transition and graduation rates of community college students receiving services through DSPS. This data was collected from all 112 colleges and is presented in the report in systemwide aggregated summaries. To supplement these summaries, individual campus data is posted via a web link for interested parties at:

<http://extranet.cccco.edu/Divisions/StudentServices/DSPS/ResourcesReportsDataForms.aspx>

Methodology

Education Code section 67312(b) requires this report to include information on student outcome data. The data was compiled from Chancellor's Office Management Information Systems annual data reports submitted by all 112 community colleges. Please note that data from a five-year cohort study from the Chancellor's Office Management Information Systems division was used in the reporting areas of degree and certificate attainment, and transfer. Additionally, as required by statute, campus-by-campus outcome data can be found on the Chancellor's Office website by going to this link:

<http://extranet.cccco.edu/Divisions/StudentServices/DSPS/ResourcesReportsDataForms.aspx>

Key Findings

The data compiled for this report show that students with disabilities served by DSPS are underrepresented in the college population, and in comparison to their non-DSPS peers, they:

- Take and complete both credit and noncredit courses at greater rates.
- Show greater persistence and essentially the same retention level in most classes.
- Are more successful at attaining both degrees and certificates from California community colleges.
- Are more transfer prepared (a student who has completed 60+ California State University or University of California transferrable units with a 2.00+ GPA).
- However, despite these positive indicators, in comparison to their non-DSPS peers, they also:
 - Participate at higher rates in basic skills classes.
 - Participate at much lower rates in noncredit short-term vocational and workforce preparation classes.
 - Demonstrate much less persistence and retention in basic skills (10 percent) and workforce preparation (3 percent) classes.
 - Were substantially less likely to be transfer directed (completing transfer-level math and English).
 - Were far less likely to actually transfer to a four-year institution.

Outcome data

Enrollment, Retention, Transition and Graduation

TOTAL ENROLLMENT

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	97,728	4.0%	96,735	4.4%
Non-DSPS Students	2,205,472	96.0%	2,082,373	95.6%
All Students	2,303,200	100.00%	2,179,108	100.00%

Between 2011-2012 and 2012-13, the number of students in general declined while the number of students with disabilities increased from 4 to 4.4 percent. However, they remain underrepresented in the California Community Colleges student population when compared to United States census data taken from the 2011 Disability Status Report, which estimates California's disability rate for ages 21 to 64 to be approximately 8.2 percent. Some California

community college students with disabilities may not request services from DSPS, but this alone is not likely to account for the underrepresentation. Both outreach and in-reach efforts have decreased as colleges struggle to serve the current population of identified DSPS students with flat funding. The total number of DSPS students decreased by 1 percent over these two academic years, which may be due to a reduction in the number of class offerings.

ENROLLMENT IN CREDIT CLASSES

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	87,575	4.7%	86,686	5%
Non-DSPS Students	1,765,974	95.3%	1,661,159	95%
All Students	1,853,549	100.00%	1,747,845	100.00%

Students served by DSPS are represented at slightly higher rates in credit enrollment compared to their representation in the entire student population. While these students comprised 4 percent in 2011-12 and 4.4 percent in 2012-13 of

the total student population in the California Community Colleges, DSPS students increased from 4.7 to 5 percent of students enrolled in credit classes during these school years.

CREDIT FULL-TIME EQUIVALENT STUDENTS

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	60,113	5.6%	58,617	5.8%
Non-DSPS Students	1,007,030	94.4%	951,144	94.2%
All Students	1,067,143	100.00%	1,009,761	100.00%

In addition, students served by DSPS represented a substantially higher proportion of credit full-time equivalent students than their representation in the student population. While they represented 4 and 4.4 percent of the California Community Colleges student population in 2011-12 and 2012-13 respectively, they represented 5.6 and 5.8 percent of the credit full-time equivalent students during those years. This may be accounted for by the acceptance of financial aid, loans,

scholarships and other benefits, which often support part or all of their living expenses and require them to enroll full time in credit courses. Additionally, some students with disabilities are also Department of Rehabilitation consumers participating in vocational rehabilitation. This program requires participants to take a full course load of credit classes unless they cannot do so for a disability-related reason.

OVERALL ENROLLMENT IN NONCREDIT CLASSES

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	27,427	7.3%	26,429	7.6%
Non-DSPS Students	350,252	92.7%	320,332	92.4%
All Students	377,679	100.00%	346,761	100.00%

DSPS students were even more overrepresented in noncredit classes than in credit classes compared to their overall representation in the California Community Colleges. While they represented 4 and 4.4 percent of the California Community Colleges student population in 2011-12 and 2012-13, they represented 7.3 percent of the students enrolled in noncredit classes in 2011-12 and increased to 7.6 percent in 2012-13. This may be because some students with developmental disabilities or acquired brain injuries, as well as senior citizens with age-related disabilities, may

find that noncredit courses better meet their educational needs. Other DSPS students, including those returning to college after acquiring a disability, such as disabled veterans, may need to review basic skills material and use noncredit education as a way to enter or re-enter the higher educational system. Also, DSPS students' enrollment in noncredit classes may be correlated with the large number of veterans returning to California between 2011 through 2013 after serving in Iraq and Afghanistan.

ENROLLMENT IN NONCREDIT BY CATEGORIES OF CLASSES BASIC SKILLS

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	18,987	7.9%	18,811	8.4%
Non-DSPS Students	220,910	92.1%	205,459	91.6%
All Students	239,897	100.00%	224,270	100.00%

SPECIAL CLASSES FOR PERSONS WITH SUBSTANTIAL DISABILITIES

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	7,880	73.5%	7,262	70.9%
Non-DSPS Students	2,841	26.5%	2,986	29.1%
All Students	10,721	100.00%	10,248	100.00%

SHORT TERM VOCATIONAL

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	1,264	2.3%	1,111	2.3%
Non-DSPS Students	53,271	97.7%	47,492	97.7%
All Students	54,535	100.00%	48,603	100.00%

WORKFORCE PREPARATION

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	73	2.8%	68	3.4%
Non-DSPS Students	2,519	97.2%	1,930	96.6%
All Students	2,592	100.00%	1,998	100.00%

Even given that DSPS students are represented at higher percentages in noncredit courses at 7.3 and 7.6 percent in 2011-12 and 2012-13 respectively than their representation in the general population at 4.0 and 4.4 percent, there are still disparities in their representation in noncredit basic skills classes, special classes for persons with substantial disabilities, short term vocational and workforce preparation classes.

DSPS students are overrepresented in noncredit basic skills classes at 7.9 percent in 2011-12 and 8.4 percent in 2012-13. This disparity highlights the need to work with the K-12 system at teaching elementary and basic skills to special education students as part of the common core standards effort to better prepare them for post-secondary education.

Noncredit special classes for persons with substantial disabilities are designed to address the needs of DSPS

students so it is no surprise that they comprise 73.5 and 70.9 percent of the students in these classes in 2011-12 and 2012-13 respectively. It is surprising, however, that there were so many non DSPS students in these classes at 26.5 and 29.1 percent. As a percent of noncredit course attendance, these courses accounted for 2.8 percent of the total noncredit enrollment in 2011-12 and 3 percent in 2012-13. These low percentages are consistent with the policy emphasis on providing DSPS students education with accommodations as needed in general education classes whenever possible.

DSPS was only represented at 2.3 percent of noncredit short-term vocational education during both of these years, and only at 2.8 and 3.4 percent in workforce preparation classes. This underrepresentation should be addressed to improve the low employment status of people with disabilities.

NONCREDIT FULL-TIME EQUIVALENT STUDENTS

	FY 2011-12		FY 2012-13	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	4,306	10.4%	3,962	10.7%
Non-DSPS Students	37,031	89.6%	33,183	89.3%
All Students	41,337	100.00%	371,45	100.00%

As a result of their more frequent enrollment in noncredit classes, DSPS students were a significantly higher percentage than non-disabled students of noncredit full-time equivalent students between 2011 and 2013. While they represented 4 and 4.4 percent of the overall student population, they increased from 10.4 to 10.7 percent of the

noncredit full-time equivalent students during this period. The large amount of noncredit full-time equivalent DSPS students may be due to most colleges in the California Community Colleges offering courses for persons with substantial disabilities, also known as “special” classes, designed to meet the needs of specific disability groups.

Retention and Persistence

ENROLLED FALL 2011 TO SPRING 2012

	# Enrolled Fall 2011	# Retained Spring 2012	% Retained
DSPS Students	82,062	67,237	81.9%
Non-DSPS Students	1,570,285	1,097,860	69.9%
All Students	1,652,347	1,165,097	70.5%

ENROLLED FALL 2012 TO SPRING 2013

	# Enrolled Fall 2012	# Retained Spring 2013	% Retained
DSPS Students	81,384	67,321	82.7%
Non-DSPS Students	1,497,185	1,055,283	70.5%
All Students	1,578,569	1,122,604	71.1%

Students served by DSPS in 2011-12 and 2012-13 were 12 and 12.2 percent respectively more likely to retain their enrollment from fall to spring than other students. This data shows that, given appropriate support services and

specialized counseling, students with disabilities excel at remaining enrolled and persisting in their studies in community college throughout the academic year.

ENROLLED FALL 2011 TO FALL 2012

	# Enrolled Fall 2011	# Persisted Fall 2012	% Persisted
DSPS Students	82,062	51,690	63%
Non-DSPS Students	1,570,285	801,708	51%
All Students	1,652,347	853,398	51.6%

ENROLLED FALL 2012 TO FALL 2013

	# Enrolled Fall 2012	# Persisted Fall 2013	% Persisted
DSPS Students	81,384	50,089	61.5%
Non-DSPS Students	1,497,185	736,023	49.2%
All Students	1,578,569	786,112	49.8%

DSPS students also persisted from fall to fall at higher rates than non-disabled students. From Fall 2011 to Fall 2012 the difference was 12 percent, and from Fall 2012 to Fall 2013 the difference was 12.3 percent. As the California Community Colleges seeks to improve the persistence of

all students it should consider the mix of services that helps DSPS students persist at such a higher rate than non-DSPS students and consider using universal design for learning, in order to provide services effective with DSPS students to the general California Community Colleges population.

COMPLETED VS. ATTEMPTED COURSES

	# Courses Attempted 2011-12	# Courses Completed 2011-12	% Completed
DSPS Students	451,829	386,804	85.6%
Non-DSPS Students	8,235,674	7,143,269	86.7%
All Students	8,687,503	7,530,073	86.7%

	# Courses Attempted 2012-13	# Courses Completed 2012-13	% Completed
DSPS Students	436,876	370,869	84.9%
Non-DSPS Students	7,761,434	6,649,012	85.7%
All Students	8,198,310	7,019,881	85.6%

Students with disabilities completed the courses they enrolled in at lower rates than their non-DSPS peers, but the difference decreased from about 1.1 percent in 2011-12 to 0.8 percent in 2012-13. It appears the California Community Colleges are making progress in

accommodating the chronic and cyclical nature of some disabilities, which can pose barriers to completing the courses in which students with disabilities enroll that non-DSPS students do not experience.

RETENTION FOR DEGREE APPLICABLE COURSES: Completed vs. Attempted Degree Applicable Enrollments

	# Courses Attempted 2011-12	# Courses Completed 2011-12	% Completed
DSPS Students	392,578	262,322	66.8%
Non-DSPS Students	7,621,465	5,223,356	68.5%
All Students	8,014,043	5,485,678	68.4%

	# Courses Attempted 2012-13	# Courses Completed 2012-13	% Completed
DSPS Students	382,832	263,235	68.7%
Non-DSPS Students	7,202,500	5,029,797	69.8%
All Students	7,585,332	5,293,032	69.8%

Both DSPS students and non-disabled students improved their degree applicable course completion rates between 2011-12 and 2012-13, and DSPS students lessened the gap

at which they completed the degree applicable courses from 1.7 percent to 1.1 percent lower than did non-DSPS students.

RETENTION IN BASIC SKILLS COURSES: Attempted vs. Completed Basic Skills Class Enrollments

	# Courses Attempted 2011-12	# Courses Completed 2011-12	% Completed
DSPS Students	51,652	21,399	41%
Non-DSPS Students	452,563	235,767	52%
All Students	504,215	257,166	51%

	# Courses Attempted 2012-13	# Courses Completed 2012-13	% Completed
DSPS Students	48,130	20,834	43%
Non-DSPS Students	419,045	223,311	53%
All Students	467,175	244,145	52%

The percentage of basic skills classes completed by both DSPS students and non-DSPS students increased over these two years and the gap between these two groups of students narrowed from 11 percent to 10 percent between 2011-12 and 2012-13. Special classes designed to teach study skills to students with disabilities, taken in tandem with basic skills classes, are increasing in number to address this need. Universal design for learning, a method of teaching

that uses techniques originally designed to address the needs of learning disabled, is being used in basic skills classes to increase the success rate of both DSPS and non-DSPS students. Still, there is a significant gap between DSPS students and non-DSPS students in completion of basic skills classes, which prepare students for college level coursework.

RETENTION IN WORKFORCE DEVELOPMENT COURSES:

Attempted vs. Completed Workforce Development Class Enrollments

	# Courses Attempted 2011-12	# Courses Completed 2011-12	% Completed
DSPS Students	77,164	53,840	69.8%
Non-DSPS Students	1,492,383	1,085,209	72.7%
All Students	1,569,547	1,139,049	72.6%

	# Courses Attempted 2012-13	# Courses Completed 2012-13	% Completed
DSPS Students	73,984	53,166	71.9%
Non-DSPS Students	1,405,398	1,039,970	74.0%
All Students	1,479,382	1,093,136	73.9%

While DSPS students were less successful at completing workforce development classes than non-DSPS students, the gap narrowed from 3 to 2 percent between 2011-12 and 2012-13. The current efforts to improve workforce preparation through career technical education and the

interdepartmental state government efforts to improve the employment status of the disabled may have resulted in the increased retention of DSPS students in workforce development courses.

DEGREE AND CERTIFICATE ATTAINMENT: Degree Earned

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Completed	Students	5-Year Cohort	% Completed
DSPS Students	2,047	17,313	11.8%	2,216	18,713	11.8%
Non-DSPS Students	35,429	414,695	8.5%	40,598	461,661	8.8%
All Students	37,476	432,008	8.7%	42,814	480,374	8.9%

DEGREE AND CERTIFICATE ATTAINMENT: Credit Certificate Attained

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Completed	Students	5-Year Cohort	% Completed
DSPS Students	1,267	17,313	7.3%	1,444	18,713	7.7%
Non-DSPS Students	16,240	414,695	3.9%	19,289	461,661	4.2%
All Students	17,507	432,008	4%	20,733	480,374	4.3%

DEGREE AND CERTIFICATE ATTAINMENT: Noncredit Certificate Attained

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Completed	Students	5-Year Cohort	% Completed
DSPS Students	18	17,313	0.1%	16	18,713	0.08%
Non-DSPS Students	144	414,695	0.035%	200	461,661	0.04%
All Students	162	432,008	0.037%	216	480,374	0.04%

Past reports provided information on certificate attainment. This report distinguishes between credit and noncredit certificates. DSPS students were more successful in degree and credit certificate attainment than non-disabled students by approximately 3 to 3.5 percent in 2011-12 and 2012-13 respectively. In noncredit certificate attainment DSPS students are twice as successful, although these are statistically negligible due

to the small number of noncredit certificates awarded. Nevertheless, these encouraging outcomes speak to the effectiveness of DSPS programs and services in assisting students with disabilities to attain California Community Colleges degrees and certificates, and demonstrate that they possess the motivation and ability to be successful in the college environment with appropriate supports and accommodations.

TRANSFER PREPARED: Completed 60 CSU or UC Transferable Units

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Completed	Students	5-Year Cohort	% Completed
DSPS Students	2,779	17,313	16.1%	3,060	18,713	16.4%
Non-DSPS Students	54,582	414,695	13.2%	60,052	461,661	13.0%
All Students	57,361	432,008	13.3%	63,112	480,374	13.1%

TRANSFER PREPARED: Completed Both Transfer Level Math and English

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Completed	Students	5-Year Cohort	% Completed
DSPS Students	2,113	17,313	12.2%	2,319	18,713	12.4%
Non-DSPS Students	56,544	414,695	13.6%	61,996	461,661	13.4%
All Students	58,657	432,008	13.6%	64,315	480,374	13.4%

TRANSFERS TO FOUR-YEAR COLLEGES

	FY 2011-12			FY 2012-13		
	Students	5-Year Cohort	% Transferred	Students	5-Year Cohort	% Transferred
DSPS Students	2,748	17,313	15.9%	2,561	18,713	13.7%
Non-DSPS Students	101,061	414,695	24.3%	98,307	461,661	21.3%
All Students	103,809	432,008	24.0%	100,868	480,374	21.0%

Compared to their non-DSPS peers, a higher percentage of DSPS students completed 60+ California State University or University of California transferable units, defined as transfer prepared.

However, despite being more transfer prepared, DSPS students were less transfer directed than their non-DSPS peers. In the two reporting years, DSPS students were 1.4 and 1.0 percent less likely to have completed transfer level math and English, defined as transfer directed, than their nondisabled peers.

Transfers for all students climbed a percentage point from 2010-11 to 2011-12, and transfer of DSPS students improved by 1.8 percent. Unfortunately, this positive trend reversed in 2012-13 as transfers for all students dipped 3 percent, and transfers of DSPS students dipped by 2 percent. As a

result, while DSPS students are still less likely to transfer to a four-year institution than their non-DSPS peers, the gap has narrowed from 8.4 percent in 2011-12 to 7.6 percent in 2012-13.

However, a discrepancy between populations continues to exist and suggests a need for further research and intervention. Between 2011-12 and 2012-13, the percentage of the five-year cohort of DSPS students transferring to a four-year college decreased from 15.9 to 13.7, yet 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, after being more transfer prepared warrant further research and intervention.

Conclusion

This review of 2011-12 and 2012-13 Chancellor's Office data shows, in approximate numbers, that in comparison to non-DSPS students, DSPS students:

- Are underrepresented compared to the percentage of adults with disabilities between ages 21-64 in the general population.
- Take both credit and noncredit courses at greater rates.
- Earn both credit and noncredit college FTES at a substantially higher and increasing percentage.
- Show much greater retention and persistence and essentially the same course completion rate.
- Are more likely to earn their degrees and certificates.
- Are more transfer prepared.

The report also sheds light on areas that warrant further research and intervention where in approximate comparison to non-DSPS students, DSPS students:

- Are less successful in completing workforce development programs.
- Are less successful in completing basic skills classes.
- Are less likely to be transfer directed.
- Are less likely to transfer to a four-year institution.

In order to adequately address these under-representations and transfer issues, additional resources may be needed. Such an investment is consistent with the Legislature and Chancellor's Office emphasis on student success, particularly since these data show that DSPS students can succeed. They earn certificates and degrees at higher rates and, in most other outcome measures, perform at least as well, and often better than non-DSPS 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 with funding that had not changed from the 40 percent cuts of 2009-10. 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 with meeting the needs of their students with disabilities.

Acknowledgments

The California Community Colleges Chancellor's Office would like to acknowledge and thank those individuals who have made significant contributions to this report

Erik Skinner
Deputy Chancellor

STUDENT SERVICES & SPECIAL PROGRAMS DIVISION

Linda Michalowski
Vice Chancellor, Student Services and Special Programs

Jeff Spano
Dean, Student Services

Scott Berenson
DSPS Program Specialist

Scott Valverde
Community Colleges Program Specialist

Michelle Ellenberger
Staff Services Analyst

Ruby Nieto
Specialist, Financial Aid, Allocations

TECHNOLOGY, RESEARCH, & INFORMATION SYSTEMS DIVISION

Todd Hoig
Specialist, Information Systems

Vinod Verma
System Software Specialist II

COMMUNICATIONS DIVISION

Paul Feist
Vice Chancellor, Communications



California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, CA 95811

www.cccco.edu | CORML#30 and#31