



2024 REPORT

Disabled Student Programs and Services

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

September 5, 2024

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

RE: Disabled Student Programs and Services 2024 Legislative Report

Dear Governor Newsom:

Pursuant to Education Code section 67312, please find enclosed the Disabled Student Programs and Services for academic years 2021-22 and 2022-23.

If you have questions on this report, please contact Vice Chancellor Rebecca Ruan-O'Shaughnessy rruan-oshaughnessy@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sonya Christian, Chancellor

Enclosure: Report

Chancellor's Office

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2024 DISABLED STUDENT PROGRAMS AND SERVICE LEGISLATIVE REPORT

Prepared By

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

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INTRODUCTION

Disabled Student Programs and Services (DSPS) assists students with disabilities, to ensure they have equal access to all educational programs and activities. DSPS provides personalized support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delays, brain injuries, visual impairments, health problems and hearing impairments. Among the array of services offered to students are priority registration, class scheduling assistance, specialized counseling and tutoring, mobility assistance, test proctoring, transcription services and interpreter services for hearing impaired or deaf students.

DSPS supports the California Community College's Vision 2030 Goals of promoting Equity in Success, Equity in Access and Equity in Support. DSPS Programs promote equity in success by increasing the number of disabled students who complete a meaningful educational outcome and increase the number of disabled students who earn a living wage. DSPS provides equity in access and support by ensuring disabled students can equally participate in higher education by providing necessary services and accommodations related to their disability.

Pursuant to Education Code Section 67312, which states, "[T]he Board of Governors of the California Community Colleges shall submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission describing its efforts to serve students with disabilities. These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students, including categorical funding of those programs," this report includes a statewide review of 2021-2022 and 2022-2023 enrollment, retention, transition, and graduation rates of all community college students receiving services through DSPS.

FUNDING METHODOLOGY

The DSPS Funding Formula for Fiscal Year 21-22 and FY22-23 utilizes a \$72,000 baseline amount for each college. 10% of the post-baseline funds were based upon college effort, while the other 90% of the post-baseline funds were distributed based on weighted student counts based on disability categories. Colleges were guaranteed no less than 95% of their previous years' allocation.

To view DSPS categorical funding for 2021-2022, please go to page 27 of the [2021-22 Categorical Programs Allocation Report](#).

To view DSPS categorical funding for 2022-2023, please go to page 110 of the [2022-2023 California Community Colleges Compendium of Allocations and Resources](#).

KEY FINDINGS

The key findings from the 2021-2022 and 2022-2023 academic years are as follows:

- DSPS students represented 4% of the total student population during the reporting period.
- DSPS student enrollment saw a 9% increase, from 74,169 students during 2021-22 to

82,175 students during 2022-23.

- DSPS students showed a 16% higher retention rate when compared to non-DSPS students.
- During these years, DSPS students had a slightly lower transfer rate than non-DSPS students.
- DSPS students received awards/certificates at a higher rate than non-DSPS students.
- The implementation of AB 705 has resulted in unprecedented increases in the number and percentage of students completing math and English milestones for transfer and a college degree, including students with disabilities. However, increases in throughput rates varied by disability types and genders.

ENROLLMENT

The student counts in Table 1 represent the total enrollment of DSPS students across our 115 physical California community colleges. Between 2021-22 and 2022-23, the number of DSPS students increased by 9%. This increase in DSPS enrollment is consistent with the statewide enrollment increases for the same period. DSPS students remained at 4% of the total student population during this time.

Table 1. Student Counts for the Academic Years 2021-2022 and 2022-2023

	2021-2022		2022-2023		
	# of Students	% of CCC Population	# of Students	% of CCC Population	% Increase in DSPS Students
DSPS Students	74,169	4%	82,175	4%	9%

The data presented on Table 2 breaks down the number of students served by DSPS by disability category. The “Other Health Conditions and Disabilities” category is most commonly comprised of those with conditions related to chronic fatigue or pain. Some examples include, but are not limited to, cardiovascular disease, chronic obstructive pulmonary disease, asthma, cancer, HIV, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue, multiple chemical sensitivity or severe allergies. Students from more rural colleges and marginalized communities are more likely to be categorized under this “Other Health Conditions and Disabilities” category due to lack of resources for disability assessments and diagnosis.

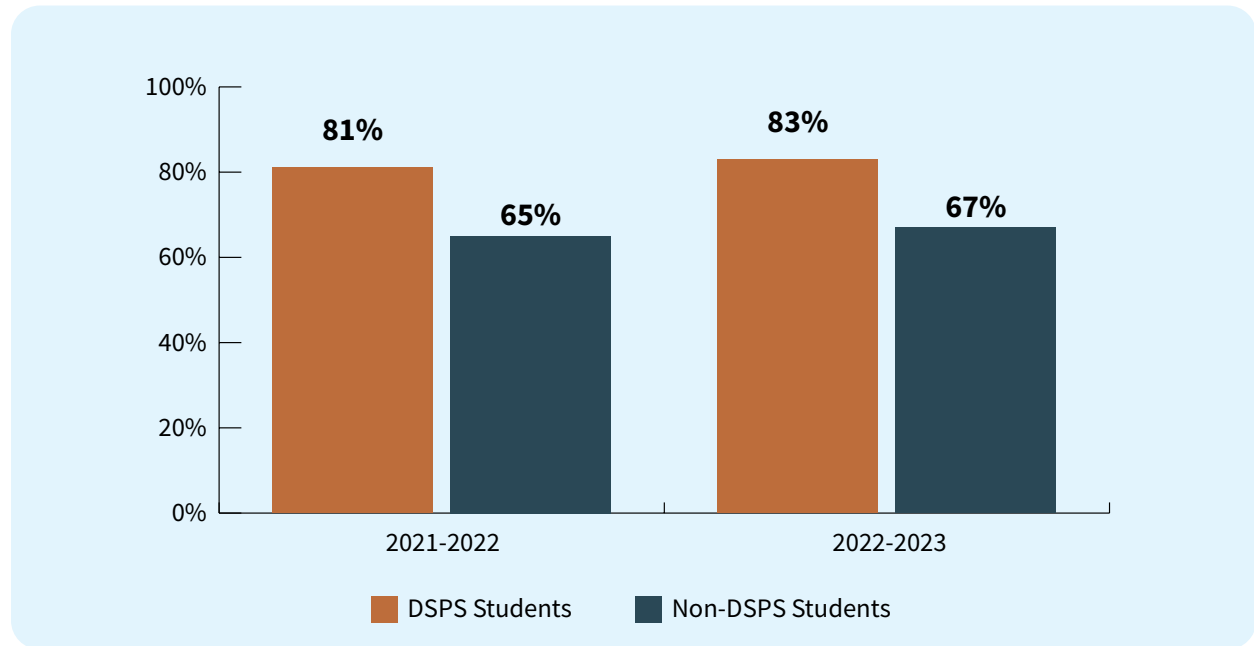
Table 2. Student Counts by DSPS Category

	2021-2022	2022-2023
	Student Count	Student Count
Systemwide	74,169	82,175
Acquired Brain Injury	2,406	2,381
Attention Deficit Hyperactivity Disorder (ADHD)	8,065	9,234
Autism Spectrum	8,015	9,579
Blind and Low Vision	1,988	2,013
Deaf and Hard of Hearing (DHH)	2,345	2,388
Intellectual Disability (ID)	3,651	3,807
Learning Disability (LD)	16,916	18,177
Mental Health Disability	16,871	19,503
Other Health Conditions and Disabilities	9,901	10,747
Physical Disability	4,001	4,346

RETENTION

Retention rate, commonly also referred to as persistence, measures the percentage of students who enrolled in one term remain subsequently enrolled in the following term or following year. Persistence rates increased by 2 percentage points between 2021-2022 and 2022-2023 for all students. DSPS student persistence rates are consistently about 16 percentage points higher than that of non-DSPS students.

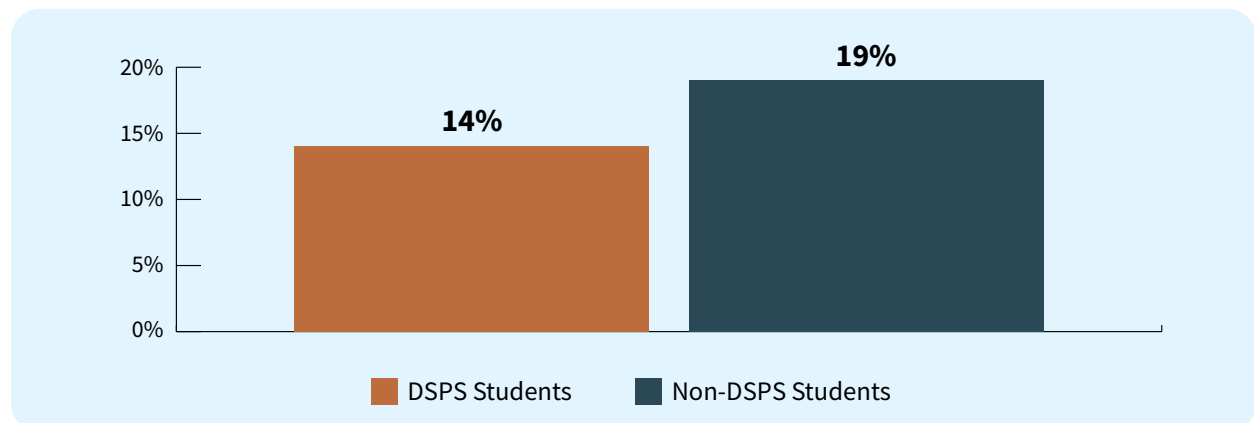
Persistence Rates



TRANSITION / TRANSFER

The transfer rates below show the percentage of students who transferred to a four-year college or university. This data includes students who enrolled at a California community college in 2019-2020 and transferred by 2022-23. This data shows that non-DSPS students had a slightly higher transfer rate than DSPS students during this time.

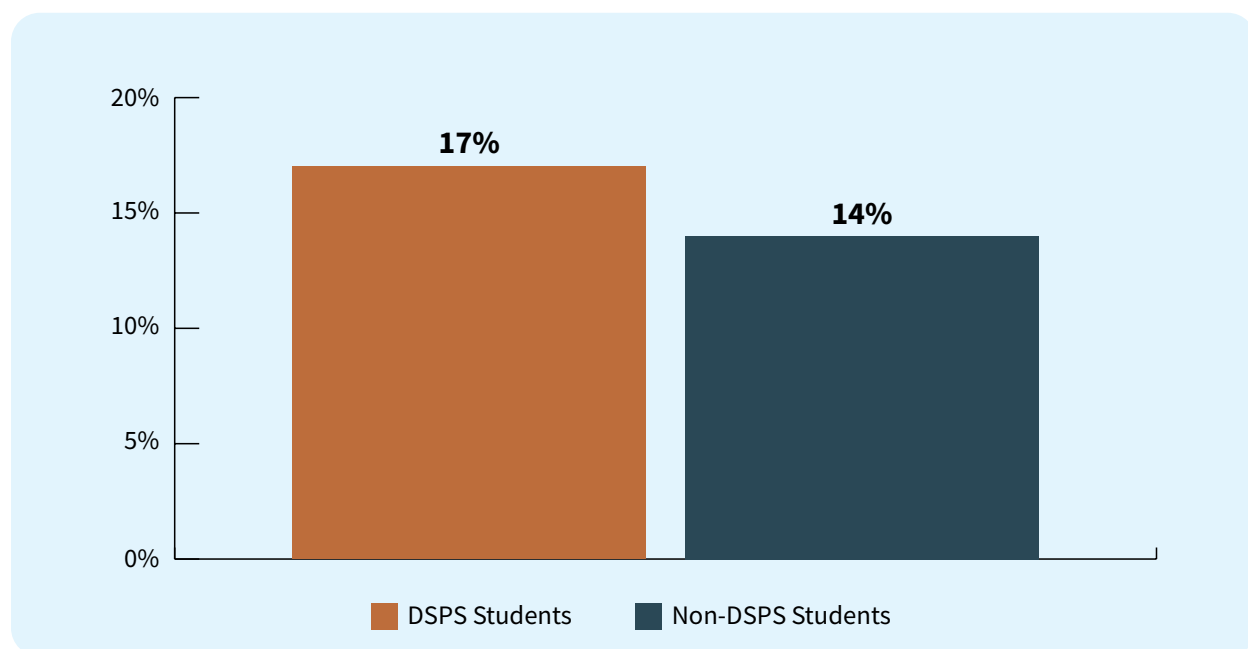
Transfer Rates



GRADUATION (DEGREES/CERTIFICATES EARNED)

The table below shows the number of DSPS students compared to non-DSPS students who earned a degree or certificate. This data includes students who enrolled at a California Community College in 2019-2020 and graduated with an award, degree, or certificate by 2022-23. DSPS students graduated at a higher rate than non-DSPS students during this period. Based on data collected from the Fall 2023 DSPS student perception survey, 96% of DSPS students agreed or strongly agreed that their academic accommodations and services helped them reach their educational goals. Disabled students who receive accommodations through the DSPS program are able to utilize these accommodations and services to meet their goals, which include earning degrees and certificates.

Degrees/Certificates Earned

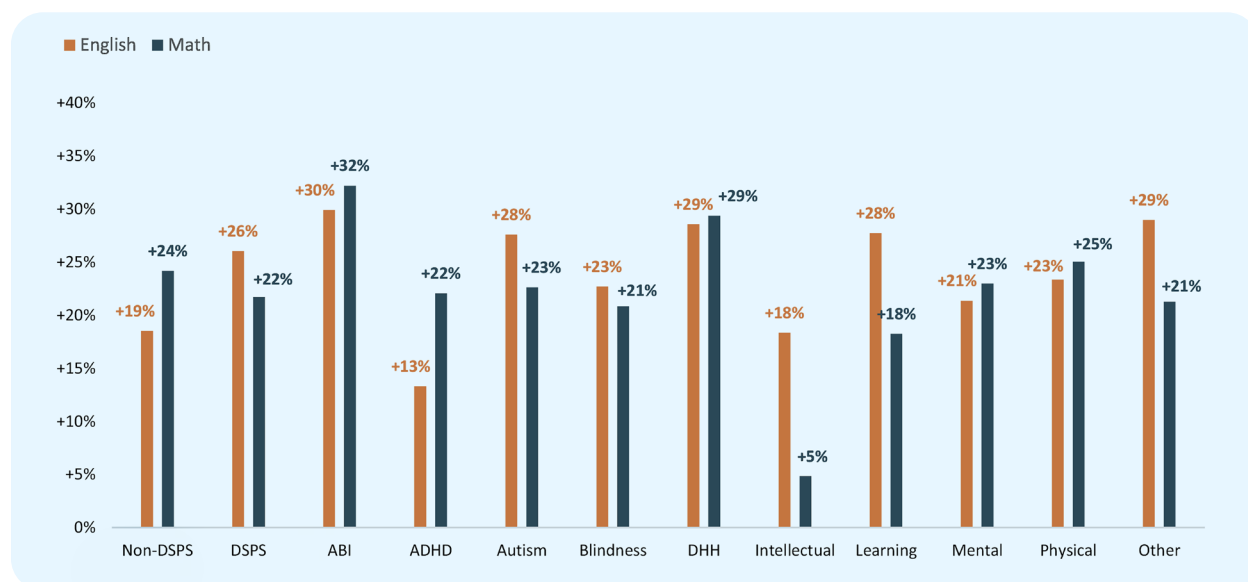


IMPACT OF AB 705 ON DSPS STUDENTS

AB 705 is a landmark bill signed into law by the Governor that took effect on January 1, 2018. It is intended to support assessment and placement strategies proven to increase student completion rates and close the achievement gap by requiring colleges to consider a student's high school coursework and GPA as primary determining factors for placement.

The implementation of AB 705 has resulted in unprecedented increases in the number and percentage of students completing math and English milestones for transfer and a college degree, including students with disabilities. Throughput rate, the proportion of the entire cohort of students attempting any level of English or mathematics course who successfully complete a transfer-level course in the same subject within one year any California community college, is the primary data point to examine success in transfer-level English and mathematics courses. DSPS students exhibited substantial increase in throughput rates for both English and mathematics and across the different disability types. Most of these increases surpassed or matched those for the non-DSPS students.

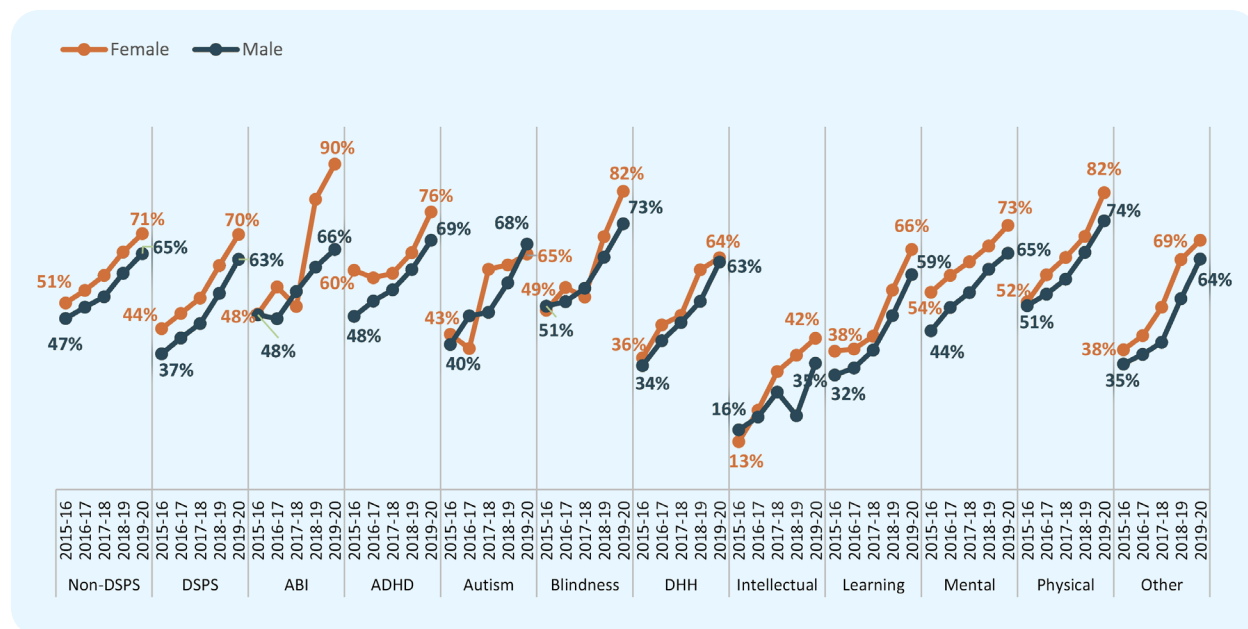
Five-Year % Pt. Change in Throughput Rates by Primary Disability Type



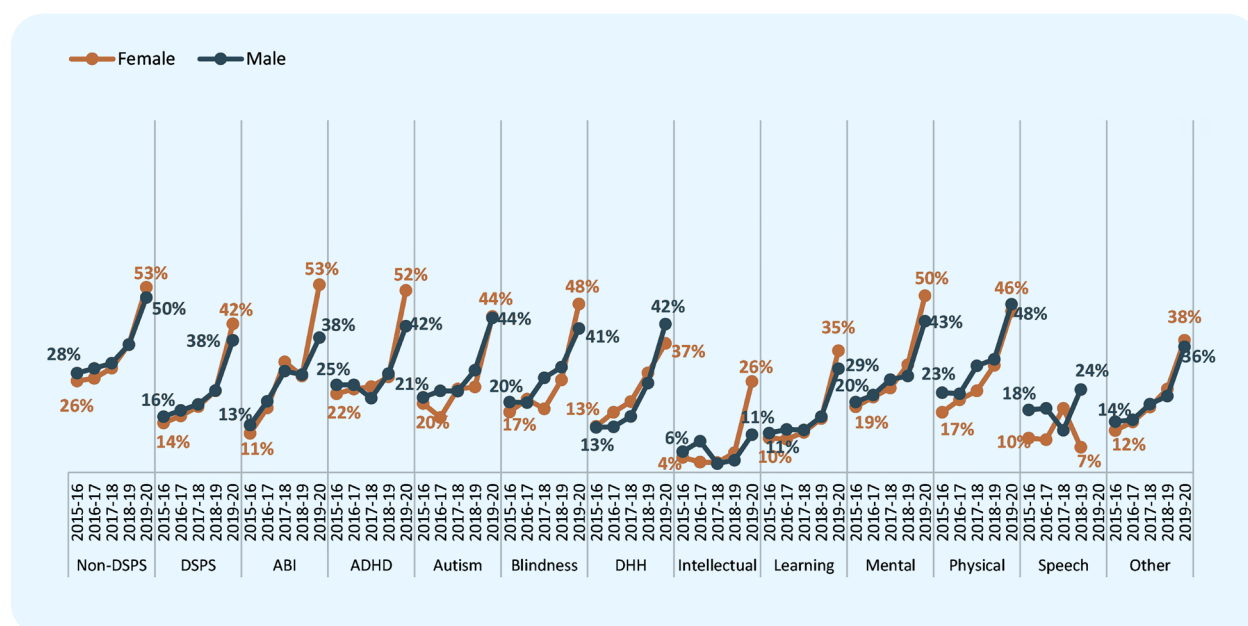
Note: Five-year % point change was calculated by taking the difference of 2019-20 and 2015-16 rates. ABI = Acquired Brain Injury; ADHD = Attention Deficit Hyperactivity Disorder; DHH = Deaf and Hard of Hearing.

Data also identified opportunities for DSPS to further strengthen student outcomes through the implementation of AB 705. Specifically, increases in throughput rates varied by disability types and genders. For example, students whose primary disability was acquired brain injury (ABI) experienced the most significant increases in English and mathematics throughput rates, while students with intellectual disabilities saw smaller increases. Additionally, throughput rates were higher for female students than male students, especially in English and for those with an acquired brain injury.

One-Year Transfer-Level English Throughput Rates by Disability Type and Gender



One-Year Transfer-Level Math Throughput Rates by Disability Type and Gender



To learn more, read the complete [Throughput in Transfer-Level English and Math for Students with Disabilities](#) report from Research, Planning and Professional Development for California Community Colleges (RP Group).

PROGRAM EVALUATION SURVEY

As part of DSPS program evaluation, each college conducted a DSPS student and an all-staff (DSPS and non-DSPS) survey to determine perceptions of DSPS program effectiveness. Full results from this survey were submitted to the Chancellor's Office in November 2023.

More than 90% of students replied that they understood their rights and responsibilities as students with a disability. 95% of students agreed or strongly agreed that their academic accommodations and services help them reach their educational goals. 94% of students stated they felt welcomed and valued as a member of their campus community. Additionally, majority of the staff respondents (DSPS and non-DSPS) considered themselves as a collaborative partner in the provision of access and disability accommodations for the students they serve. 70% of them reported engaging in professional learning activities related to disabilities at least once a semester or less. 42% percent of staff respondents stated they were very comfortable with implementing student access and accommodation needs in the classroom or learning/service environment.

The survey also highlighted key opportunities to further strengthen DSPS student outcomes. Specifically, 22% of the students who responded to the survey have struggled with not having enough financial aid due to being enrolled in less than 12 credits. Close to half of 45% of staff were only somewhat comfortable with addressing student access and accommodation needs.

CONCLUSION

The pandemic and shift to remote learning enhanced general understanding around significant gaps in access. Closed captioning and remote American Sign Language (ASL) interpreting became paramount to ensure access for individuals who are deaf and hard of hearing, but also benefited all learners as access to transcripts and text deepened general student understanding of concepts and curriculum. Accessible textbooks and technology became more universally explored, benefiting the student who needed the resources due to financial constraints, and the learner who relied on technology due to learning style and needs. The collective traumas experienced by students also shed light on the increasing needs of students with mental health conditions and the need for flexibility, access to support, referral, and accommodations. DSPS has seen a significant increase in students seeking services due to mental health challenges and played a critical role in aiding in basic needs efforts across institutions. Additionally, it reframed the role of DSPS and enhanced the work to support instructional colleagues in accessible curricular design.

DSPS students could access and utilize the resources provided by the California Community College system to work toward their educational goals. DSPS programs have long centered equity, universal design for learning, and disability justice in the work that they do to serve students with disabilities. The Chancellor's Office looks forward to continuing to support disabled students through Disabled Students Programs and Services in our California Community Colleges.

RECOMMENDATIONS

The student survey revealed that 22% of the students who responded to the survey have struggled with not having enough financial aid due to being enrolled in fewer than 12 credits. Many DSPS students have a reduced course load accommodation due to their disability which allows them to take fewer than 12 credits while still being considered a full-time student. The Student Success Completion Grant (SSCG) is a state-funded financial aid award for community college students that attend full time (12 units or more). Because this award is only available to students enrolled full-time, the eligibility requirement excludes some students with disabilities, especially those with brain injury, learning disability, developmental delays, and vision impairments. We recommend changes to the Student Success Completion Grant eligibility requirements that expand equitable access to students with a documented need in their DSPS Academic Accommodation Plan for a full-time equivalency.

Based on the 2023-2024 DSPS allocations, each DSPS student receives \$1,241. This amount is lower per student than other categorical programs in the California Community College system. An increased allocation to the DSPS allocation would go towards direct support of students living with one or more disability. This support would better enable DSPS students to complete their educational goal, including but not limited to local degree, Associate Degree Transfer (ADT), and connection to employment earning a living wage. An increase in DSPS funding would allow DSPS Programs more capacity to support students by filling needed staffing position and funding more expensive services, products, accommodations, etc. This increased capacity would better support campus DSPS Programs work in alignment with Vision 2030.

By providing DSPS students adequate support, it would also reduce disparities in access to employment opportunities and improve employment outcomes for disabled students. As we center student goals in alignment with system wide reforms and statewide goals, by ensuring degree/certificate obtainment, and connection to gainful employment, this work will require DSPS to enhance and expand current support systems. Hence an increased allocation to both the DSPS allocation is needed and justifiable.

DSPS programs are seeing increased student needs and costs for providing those resources and accommodations are rising fast. It is imperative that we increase our support for the DSPS program and our disabled students in the California Community Colleges.

Based on this research, we know there is evidence to support that AB 705 has resulted in improved outcomes for students with disabilities. Students with disabilities are succeeding under AB 705 and should be placed similarly to non-DSPS students with appropriate support and accommodations.

CAMPUS-BY-CAMPUS GRADUATION AND TRANSFER RATES (2019-2020 4-YEAR COHORT OUTCOMES)

To view a campus by campus breakdown of enrollment data, please visit https://datamart.cccco.edu/Services/DSPS_Status.aspx.

For campus by campus data related to retention, transition, and completion, please visit <https://datamart.cccco.edu/Outcomes/Default.aspx>. For each category, select “Disabled Students Programs and Services” to view data specific to this program.

College	All Students		DSPS Students	
	Degree/ Certificate Outcome	Transfer Outcome	Degree/ Certificate Outcome	Transfer Outcome
ALAMEDA	7.2%	26.7%	10.3%	14.7%
ALLAN HANCOCK	9.6%	11.6%	29.5%	10.6%
AMERICAN RIVER	8.6%	15.5%	8.0%	8.3%
ANTELOPE VALLEY	16.5%	12.8%	15.6%	7.8%
BAKERSFIELD	8.4%	14.8%	15.8%	9.1%
BARSTOW	21.3%	18.9%	25.0%	18.8%
BERKELEY CITY	8.7%	25.2%	19.2%	23.1%
BUTTE	16.6%	16.8%	19.8%	15.9%
CABRILLO	14.6%	19.5%	16.9%	15.5%
CANADA	12.1%	27.3%	19.3%	35.1%
CANYONS	20.4%	27.1%	16.4%	14.1%
CERRITOS	14.6%	12.3%	15.9%	7.8%

	All Students		DSPS Students	
College	Degree/ Certificate Outcome	Transfer Outcome	Degree/ Certificate Outcome	Transfer Outcome
CERRO COSO	10.9%	17.4%	28.3%	15.1%
CHABOT	14.0%	19.3%	11.8%	6.7%
CHAFFEY	11.4%	14.6%	10.4%	7.3%
CITRUS	19.2%	21.5%	22.2%	14.6%
CLOVIS	16.9%	33.9%	16.9%	18.8%
COALINGA	8.9%	12.6%	17.1%	7.3%
COASTLINE	3.6%	18.9%	6.1%	4.5%
COLUMBIA	13.2%	16.3%	22.7%	13.3%
COMPTON	9.1%	10.5%	1.7%	0.0%
CONTRA COSTA	9.3%	16.2%	14.1%	12.9%
COPPER MOUNTAIN	11.0%	21.7%	22.5%	7.5%
COSUMNES RIVER	10.2%	21.6%	10.2%	10.2%
CRAFTON HILLS	15.3%	21.2%	19.7%	12.1%
CUESTA	9.7%	13.4%	23.0%	18.0%
CUYAMACA	9.3%	17.8%	6.3%	7.8%
CYPRESS	18.6%	18.2%	20.0%	9.4%
DE ANZA	19.9%	33.8%	13.7%	26.1%
DESERT	15.6%	17.6%	12.4%	10.0%
DIABLO VALLEY	18.8%	30.1%	22.1%	28.6%
EAST L.A.	5.8%	8.1%	10.2%	6.6%
EL CAMINO	15.3%	21.7%	18.7%	20.4%
EVERGREEN VALLEY	10.2%	20.6%	7.5%	17.8%
FEATHER RIVER	14.7%	20.0%	10.0%	20.0%
FOLSOM LAKE	14.3%	26.5%	16.5%	17.0%
FOOTHILL	9.4%	34.3%	19.0%	28.3%
FRESNO CITY	10.4%	15.7%	14.4%	9.6%
FULLERTON	15.2%	18.3%	16.7%	12.5%
GAVILAN	19.9%	15.7%	12.8%	8.1%
GLENDALE	12.8%	20.4%	12.3%	14.4%

	All Students		DSPS Students	
College	Degree/ Certificate Outcome	Transfer Outcome	Degree/ Certificate Outcome	Transfer Outcome
GOLDEN WEST	20.3%	20.9%	20.9%	12.8%
GROSSMONT	12.8%	18.0%	17.0%	13.0%
HARTNELL	10.8%	13.8%	16.5%	16.5%
IMPERIAL VALLEY	23.4%	16.8%	19.9%	12.9%
IRVINE VALLEY	25.1%	35.1%	25.8%	27.8%
L.A. CITY	6.2%	11.1%	13.8%	9.4%
L.A. HARBOR	13.5%	15.6%	13.7%	11.8%
L.A. MISSION	6.8%	12.2%	13.7%	8.6%
L.A. PIERCE	16.2%	24.2%	22.5%	24.4%
L.A. TRADE-TECH	7.0%	5.2%	15.6%	3.9%
L.A. VALLEY	10.3%	16.3%	13.9%	12.4%
LAKE TAHOE	3.1%	9.4%	10.5%	5.3%
LANEY	5.3%	17.7%	7.8%	13.7%
LAS POSITAS	17.2%	30.8%	21.3%	29.1%
LASSEN	5.2%	4.9%	28.0%	20.0%
LEMOORE	19.4%	18.7%	21.4%	8.3%
LONG BEACH CITY	12.2%	14.2%	13.6%	13.3%
LOS MEDANOS	15.6%	18.1%	13.0%	10.6%
MARIN	8.3%	25.1%	9.8%	25.2%
MENDOCINO	6.5%	9.2%	9.5%	1.6%
MERCED	16.1%	18.0%	16.9%	10.8%
MERRITT	4.1%	21.4%	9.1%	10.4%
MIRA COSTA	18.1%	26.7%	24.0%	23.6%
MISSION	11.5%	20.6%	6.7%	8.3%
MODESTO	10.8%	16.4%	9.3%	8.7%
MONTEREY	10.7%	17.8%	11.5%	11.5%
MOORPARK	21.8%	34.1%	27.9%	27.0%
MORENO VALLEY	13.2%	14.0%	17.6%	11.8%
MT. SAN ANTONIO	15.5%	22.3%	13.1%	14.7%

	All Students		DSPS Students	
College	Degree/ Certificate Outcome	Transfer Outcome	Degree/ Certificate Outcome	Transfer Outcome
MT. SAN JACINTO	17.2%	21.2%	15.7%	10.0%
NAPA VALLEY	16.2%	19.6%	18.0%	11.0%
NORCO	11.2%	21.2%	13.8%	12.8%
OHLONE	12.4%	32.1%	18.9%	27.3%
ORANGE COAST	22.6%	22.3%	18.7%	17.2%
OXNARD	17.6%	15.6%	16.1%	5.1%
PALO VERDE	3.1%	2.7%	10.8%	1.2%
PALOMAR	12.4%	23.1%	14.9%	17.1%
PASADENA CITY	21.5%	25.2%	21.1%	17.4%
PORTERVILLE	18.6%	21.1%	17.1%	6.6%
REDWOODS	9.2%	11.3%	11.2%	10.3%
REEDLEY	10.5%	15.6%	10.0%	9.6%
RIO HONDO	9.1%	9.3%	10.2%	6.8%
RIVERSIDE	15.4%	17.1%	18.1%	12.4%
SACRAMENTO CITY	6.8%	31.0%	11.0%	15.6%
SADDLEBACK	22.7%	29.3%	21.3%	17.4%
SAN BERNARDINO	9.7%	11.9%	10.2%	4.3%
SAN DIEGO CITY	6.0%	20.9%	12.5%	15.1%
SAN DIEGO MESA	9.4%	29.9%	13.6%	19.6%
SAN DIEGO MIRAMAR	11.4%	34.5%	14.5%	23.7%
SAN FRANCISCO CITY	12.1%	18.3%	14.0%	12.5%
SAN JOAQUIN DELTA	16.9%	21.7%	13.9%	12.8%
SAN JOSE CITY	11.0%	18.9%	11.1%	8.9%
SAN MATEO	16.8%	31.5%	16.3%	26.2%
SANTA ANA	9.2%	9.5%	14.8%	8.7%
SANTA BARBARA CITY	16.6%	23.7%	20.3%	26.5%
SANTA MONICA	22.2%	23.0%	24.3%	27.8%
SANTA ROSA	10.5%	17.0%	16.8%	14.4%
SANTIAGO CANYON	15.6%	22.2%	21.8%	19.4%

College	All Students		DSPS Students	
	Degree/ Certificate Outcome	Transfer Outcome	Degree/ Certificate Outcome	Transfer Outcome
SEQUOIAS	18.2%	21.6%	17.1%	12.3%
SHASTA	8.1%	15.1%	10.4%	5.2%
SIERRA	16.3%	29.3%	24.0%	17.0%
SISKIYOU	9.8%	20.3%	10.7%	21.4%
SKYLINE	10.3%	24.0%	19.5%	24.8%
SOLANO	12.9%	16.5%	10.1%	5.0%
SOUTHWEST L.A.	5.5%	8.8%	14.9%	8.5%
SOUTHWESTERN	13.5%	18.8%	15.6%	12.4%
TAFT	6.1%	8.2%	17.9%	14.3%
VENTURA	20.1%	22.0%	22.2%	11.3%
VICTOR VALLEY	13.2%	13.7%	12.0%	5.4%
WEST L.A.	5.8%	14.4%	15.4%	12.0%
WEST VALLEY	16.9%	36.5%	23.9%	28.8%
WOODLAND	10.9%	15.1%	17.5%	7.0%
YUBA	17.2%	17.5%	19.0%	9.0%

Front cover photo: Butte College

Photo at right: North Orange
County Community College

Back cover photo: San Diego
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