Effects of Reduced Funding on Disabled Student Programs and Services in California Community Colleges

June 2012

MPR
ASSOCIATES, INC.
innovative research ● practical solutions

Contents

Acknowledgements

MPR Associates, Inc. would like to thank the members of the Disabled Students Programs and Services (DSPS) Funding Reductions Study Task Force, within the California Community Colleges Chancellor's Office, for their contributions to the study. Their experience and expertise with DSPS programs and students with disabilities was an invaluable asset to the study.

DSPS Funding Reductions Study Task Force Members

Yasuko "Sue" Abe
DSPS Manager
Contra Costa College

Steven Auclair
Student
Allan Hancock College

Scott Berenson
DSPS and Health Services Coordinator
Chancellor's Office

Ralph Black
Former Assistant General Counsel and
General Counsel
Chancellor's Office

Catherine Campisi
Consultant
Galvin Group

Kerry Compton
Vice President, Student Services
College of Alameda

Cindy Grandgeorge
Controller
Santa Clarita Community College District

Scott Hamilton
DSPS Learning Disabilities
Specialist/Counselor
Cosumnes River College

Judith Schwartz
DSPS Coordinator
Santa Monica College

Scott Valverde
DSPS Specialist
Chancellor's Office

Ruth Welland
Student
Sacramento City College

We would also like to express our sincere gratitude to the community colleges and students who participated in our site visits and surveys. Our study could not have been completed without their assistance and participation.

Executive Summary

In response to California's fiscal crisis, Governor Schwarzenegger signed into law major revisions to the 2009–10 State Budget on July 28, 2009. For certain programs, including Disabled Student Programs and Services (DSPS) within the California Community Colleges, these revisions imposed deep funding reductions of nearly 40 percent. Although colleges and districts increased their fiscal support of individual DSPS programs, current funding levels are comparable to those from nearly a decade ago, while in that same time period DSPS student counts have increased by almost 10 percent. As a result of the funding reductions, many colleges reported having to reduce staffing, eliminate services, curtail hours of operation, or take other measures to cut costs. The Chancellor's Office commissioned this study to be conducted by MPR Associates, Inc. (MPR) of Berkeley, California, to respond to concerns that delays or service reductions have disrupted the ability of students to achieve their educational objectives and put colleges at risk of violating state and federal nondiscrimination laws for persons with disabilities.

The purpose of the study was to (1) conduct a comprehensive, rigorous study to document and thoroughly analyze the funding reductions, the resulting changes in service delivery, and the impact of those changes on students; and (2) document how DSPS offices have responded to the budget cuts to identify any innovations to service delivery that have served students with disabilities effectively that would help the Chancellor's Office provide support to colleges in satisfying the requirements of state and federal law given the limited resources.

MPR conducted a multiple measure study involving statewide and college-level data collection. The evaluators conducted site visits to 15 community colleges in addition to collecting surveys from 81 percent of DSPS coordinators and over two-thousand students. We also collected and analyzed system-wide student outcome data and annual DSPS reports from the Chancellor's Office. Our report provides information on the effects of the funding reductions on DSPS staffing, the services and accommodations offered by DSPS programs, and students.

In the ten-year period between academic years 2001–02 and 2010–11, the non-DSPS student population has experienced an overall decline, while the number of DSPS students has grown. Changes in the demographic characteristics of students with disabilities served by DSPS in the past ten years have largely mirrored changes in the general student population. The growth in the population of students with disabilities has not, however, been evenly distributed across categories of disabilities. The most dramatic growth has

been in the proportion of students classified with *other* disabilities, which now includes students with learning disabilities (LD) who have not been through the LD Eligibility Model, as well as those with autism, health conditions, attention deficit disorder, or attention hyperactivity. Students with psychological disabilities also make up an increased proportion of the population of students with disabilities. DSPS coordinators attributed the growth in the DSPS student population to an increase in the number of students on the autism spectrum, in the number of veterans now enrolling in community colleges, limited services available in the community, and the downturn in the economy.

In 2009, then Governor Arnold Schwarzenegger signed into law a budget that included $333 million in cuts to categorical programs in California Community Colleges. This was reflected in a significant decline in DSPS funding, allocated by the Chancellor's Office, to a level below that provided to colleges in 2003–04. Overall, total funding (including state funding as well as local college contributions) is 21 percent less than before the 2009–10 cuts. While many DSPS coordinators report that their college and/or district administration is supportive and understands the need to provide services, other DSPS coordinators reported that they felt pressure to live within the constraints of the state budget allocation. A common refrain among many coordinators was that college administrators do not understand that DSPS programs assist colleges in meeting their responsibility to serve students with disabilities—a responsibility that belongs to the colleges and/or districts.

A primary impact of the budget reductions on DSPS programs is the reduction and/or elimination of staff. Many positions within DSPS programs have been reduced, left vacant, or even eliminated. The current staffing level of 733.4 full-time equivalencies (FTEs) is below the staffing level of 2005. It represents a reduction in 137.2 FTEs from fall 2008. Staff that remain have had to take on more responsibility outside of their regular duties to ensure that students receive the services they need. Coordinators have less time to provide professional development, training, and assistance to college faculty and staff to support students with disabilities. Eighty-two percent of DSPS coordinators reported on surveys that they did not believe that the additional workload is sustainable. Many expressed concerns about the human toll of the budget reductions and often cited increased stress, illness, days missed, and fears about worse things happening to overtaxed staff. Thirty-five percent of DSPS coordinators reported that they were also concerned that current staff do not meet the minimum qualifications for DSPS staffing established by the Board of Governors.

In addition to changes in staffing, DSPS programs have responded to budget cuts by reducing or eliminating certain services. Many DSPS coordinators and staff reported that they have continued to provide the services and accommodations students need or that are required by law, but have been reducing or eliminating other services important to

student success that are not explicitly mandated by law. Among the services most likely to be eliminated or reduced were tutoring for students with disabilities, learning disability assessment, counseling, assistance with faculty and other college staff, special classes, and general tutoring. Further, coordinators reported delays in approving and/or delivering many services and accommodations.

Due to the efforts of DSPS programs and the support many have received from their college and/or district, students have been shielded thus far from feeling the full effects of the funding reductions. Students reported fairly high levels of overall satisfaction with the services they have received, though student satisfaction was at levels lower than previous years. Students generally felt that DSPS staff were doing the best they could do, given the circumstances, but many were unhappy with increased wait times for receiving or being able to discuss their services with a counselor. Students also reported experiencing negative academic impacts—for example, nearly one-third of students reported delays in completing their degree or program or needing to drop or withdraw from courses as a result of reduced or eliminated services. Systemwide data do not reveal a decline in certain student success indicators, such as successful enrollments or term persistence for either DSPS or non-DSPS students. However, data are not yet available for the 2011–12 academic year, and the level of system-wide detail may mask declines in other indicators of student success, such as grade point averages.

Information obtained through surveys and interviews reflected a high degree of innovation regarding practices that have been developed in response to the exigencies of the budget cuts. Many have engaged in data or workflow analyses that have resulted in greater efficiencies and coordinated efforts. Many are making greater use of technology, and others have developed procedures that they believe will encourage greater student independence and accountability. Many of these practices are being tested, however, and some respondents were doubtful that they were adequate or that they could be sustained.

The majority of DSPS coordinators and others interviewed for this study indicated that their programs were at critical points in their ability to effectively meet the needs of students with disabilities. DSPS coordinators expressed the belief that their staff cannot sustain their current level of effort. They worry that any further cuts will result in their programs being unable to provide adequate services to students, leading to academic declines, unequal access to education, and, ultimately, an increase in complaints, grievances, and even lawsuits.

Introduction

In response to California's fiscal crisis, Governor Schwarzenegger signed into law major revisions to the 2009–10 State Budget on July 28, 2009. For certain programs, including Disabled Students Programs and Services (DSPS), within the California Community Colleges, these revisions imposed deep funding reductions of approximately 39.8 percent. In fiscal year 2008–09, state funding for DSPS in the California Community Colleges was approximately $110,000,000. In 2009–10, efforts to balance the state's budget resulted in a substantial reduction in DSPS funding to approximately $64,000,000,[1] and it has remained essentially unchanged at this level since then. These cuts were also accompanied by significant policy changes in order to provide districts with greater flexibility in managing funding reductions.

As a result of the funding reductions, many colleges reported having to reduce staffing, eliminate services, curtail hours of operation, or take other measures to cut costs. This raised concerns that delays or service reductions would disrupt the ability of students to achieve their educational objectives and put colleges at risk of violating state and federal nondiscrimination laws for persons with disabilities. Information about responses to the funding reductions on the part of DSPS programs came in through anecdotal accounts and through informal surveys conducted by the California Association on Postsecondary Education and Disability (CAPED). This information provided a limited sense of what was occurring across colleges, but before the current report, there was no comprehensive data available about the extent and nature of the reductions that colleges had made or the impact such reductions have been having on students with disabilities. It was determined that having an accurate and detailed picture of the impact of the funding reductions would help college administrators and the Chancellor's Office to better manage the limited resources available. It is the hope that such information will also help legislators and policymakers determine the need for additional funding for DSPS. As noted in a July 2009 memo from Chancellor Jack Scott:

> When we look back, the test of our worth will be how well we managed
> to meet the critical educational needs of Californians during challenging
> fiscal times and how well we preserved the core instructional and student
> support infrastructure of our colleges.

---

[1] The actual funding amount is slightly higher. This figure includes the funding that was passed directly to colleges and does not include funding that went to statewide projects.

DSPS Context[2]

DSPS were enacted in 1976 through the passage of Assembly Bill 77 (Lanterman) that funded support services and instructional programs for students with disabilities in the California Community Colleges. DSPS assists colleges by providing services and accommodations for students with disabilities so that these students can have equal access to the instructional offerings of the colleges. A student with a disability does not have to go to a DSPS office to request services and may receive them without registering with the DSPS office. These services support student success and help colleges meet the requirements of federal and state nondiscrimination laws including Section 504 of the Rehabilitation Act of 1973, as amended, (29 USC 794), the Americans with Disabilities ACT (ADA) (42 USC 12101 et seq.), and California Government Code section 11135 et seq. For purposes of this study, DSPS students are those students who have registered at a DSPS office on a community college campus and have requested and received accommodations or services. DSPS offices keep records on all such students, but the information is confidential.

While all colleges must comply with legal requirements for providing accommodations and services, operating DSPS is voluntary on the part of each college. Colleges are governed by the regulations adopted by the Board of Governors regarding DSPS (as set forth in Title 5 of the California Code of Regulations, 5 CCR 56000 et seq.) only because they accept the DSPS funds allocated to them every year. A college could refuse the DSPS funds and not be subject to the requirements of Title 5 regarding DSPS. However, refusing Title 5 funds does not eliminate a college's obligations under state and federal laws to protect the civil rights of people with disabilities and the need to provide services and accommodations to ensure that the college's programs and services are accessible to, and usable by, students with disabilities. Likewise, students do not need to participate in DSPS to be considered eligible for services and accommodations that meet federal requirements for ensuring accessibility.

It can be complicated to determine if a specific service is required by law, since accommodations are to be provided on an individualized basis after engaging in an interactive process with the student with a disability. The critical requirement is that each individual student be provided accommodations that afford equal access to college programs and eliminate discrimination.

A community college district is required to provide such services and accommodations, regardless of funding available through DSPS to do so. If DSPS funds are insufficient to pay

---

[2] Information for this section is taken largely from *Guide to DSPS: A Primer*, developed by the Galvin Group for the California Community Colleges Chancellor's Office.

for the accommodation, the district is required to fund it from another source. Further, DSPS may be providing services that are not required by state or federal nondiscrimination laws but are designed to meet the unique disability-related educational needs of a student or groups of students with disabilities. According to Title 5, any support services or instruction funded, in whole or in part, under the authority of this subchapter must:

1. Not duplicate services or instruction which are otherwise available to all students;
2. Be directly related to the educational limitations of the verified disabilities of the students to be served;
3. Be directly related to the student's participation in the educational process;
4. Promote the maximum independence and integration of students with disabilities; and
5. Support participation of students with disabilities in educational activities consistent with the mission of the community colleges.

These responsibilities include, but are not limited to:

- Interviewing students with disabilities;
- Reviewing disability documentation and determining disability-related functional limitations in the educational setting;
- Working with the student to receive needed accommodations;
- Coordinating and ensuring such accommodations are provided in a timely and effective manner;
- Working with students with disabilities when they face various barriers to success or disability-related issues that arise with the college; and
- Working with faculty and other college staff to answer their questions about accommodations and other issues related to students with disabilities, while staying within legal confidentiality requirements.

Given the complexity of these tasks and the legal risk to the colleges if services are not appropriately provided, it is explicitly recommended by the Chancellor's Office that each college have a DSPS coordinator with 100 percent of their time dedicated to the DSPS program, regardless of college size. We note that approximately two-thirds of DSPS programs have full-time coordinators.

With regard to state funding:

- DSPS programs receive state funds based primarily on the number of students served and types of disabilities these students have.
- DSPS programs also receive funds through a base allocation from the state and through college effort.
- These state funds are intended to cover "excess costs" in serving students with disabilities.
- With or without state funding, students with disabilities still need to be served.

General Research Approach

MPR Associates, Inc. was awarded a contract to conduct a study to examine the effects of reduced state funding on DSPS in California Community Colleges. The study was conducted from January to May 2012. MPR designed a set of strategies to ensure that the research was well grounded theoretically and included data collection methods that supplied the information needed to answer the research questions and enabled triangulation of information. In order to understand the impact of the funding reductions on DSPS, MPR proposed a multiple-measure design involving statewide and college-level data collection. MPR analyzed these data to develop an accurate picture of the impact funding reductions have had on students with disabilities. MPR also convened a task force of representative stakeholders and other experts to provide background information on legislation affecting students with disabilities and on current and historical operations of DSPS programs in California Community Colleges.

Purpose of the Study

The purpose of this study was twofold: (1) to conduct a comprehensive, rigorous study to document and thoroughly analyze the funding reductions, the resulting changes in service delivery, and the impact of those changes on students by collecting system-wide data and intensively studying a representative sample of community colleges; and (2) to document how DSPS programs have responded to the budget cuts to identify, where possible, any innovations or approaches to service delivery that have served students with disabilities effectively.

Data Collection Methods

MPR conducted a mixed methods study involving statewide and college-level data collection through the administration of two statewide surveys and site visits to a sample of 15 colleges. During site visits, MPR reviewed documents and conducted interviews or focus groups with students, staff, and other stakeholders, and observed classes and high-tech centers. In this section, we present our data collection method in general. (A more detailed description of the methods, including information on respondents, survey response rates, and instruments is provided in Appendices A, B, and C.) For purposes of identifying questions to be answered by various data collection methods, we organized the study questions into six main categories and developed items for surveys and interview protocols based on these categories:

1. Change in number of students served
2. Impact on the services provided to students with disabilities
3. Impact on the staffing at the DSPS program
4. Impact on student outcomes
5. Development of new cost-effective or streamlined strategies to provide delivery of services
6. Recommendations for improving delivery of services, staffing, and assistance required from the Chancellor's Office

Analysis of Student Demographics and Outcomes

MPR examined student demographic and outcome data collected from the Chancellor's Office Management Information System (COMIS) to determine numbers and types of students served as well as the persistence and course completion of students who were provided services before and after the funding reductions. Student outcome data was also complemented with local results solicited through the statewide survey of DSPS coordinators, a statewide survey of students, and with anecdotal data collected through our sample of site visits.

Site Visits to Community Colleges

MPR conducted site visits to a sample of 15 community colleges between February 2012 and April 2012. The sample was based on a number of criteria to ensure representativeness (such as geographical location, type [level of urbanicity] and size of school, and type and size of the DSPS population). It was also important to include colleges that have discontinued learning disability assessment. A small number of colleges were unable to host the visit and were replaced with comparable alternatives. (More information about site visits can be found in Appendix A.)

Review of DSPS Reports

Two annual reports were relevant to this study. First, the DSPS Funding Summary report provides information on revenue for each college's DSPS program. This information includes the state allocation to each college, deaf and hard of hearing (DHH) adjustments, special revenue generated by the DSPS program through special classes, mid-year reallocation/reductions, and college effort.

Second, the *Summary of FTE by Administrative and Support Activities (ASA) Code* report provides information on staffing in all community college offices in general. From these reports, we were able to determine the statewide staffing levels across DSPS programs.

Administration of DSPS Coordinator and Student Surveys

MPR administered a survey to DSPS coordinators and to students who have been receiving services at each of the colleges. The survey asked coordinators to provide information on their background and the effects of the 2009–10 budget cuts on their funding and staffing, and on the services and accommodations they provide. Ninety-one of the 113 colleges completed the survey for a response rate of 81 percent. The 90 coordinators who completed the survey represented colleges that served 80 percent of the entire DSPS population in 2010–11. One coordinator oversaw the program at two colleges. Each community college region was well represented, with at least 80 percent of colleges in each region completing the survey in 7 of the 10 regions. (Further detail about the administration of the coordinator survey, response rate, and representation, along with a full copy of the survey, is available in Appendix B.)

We also administered a 53-question survey to DSPS students. The goal of this survey was to collect general data from students regarding their experience and the effects they think the budget reductions have had on DSPS practices and support and on their achievement. The student survey was administered online, by paper, and by phone with the assistance of DSPS programs at various community colleges. Due to privacy restrictions, we were not able to contact students with disabilities directly, and thus are unable to calculate a direct response rate. In total, we collected 2,348 valid survey responses from current and former students at 83 community colleges. (Further information about the administration of the survey and the student sample, along with a copy of the student survey, can be found in Appendix C.)

Data Analysis

MPR analysts reviewed the DSPS coordinator and student survey data: identified unusable records and prepared data files for analysis. Frequency data were analyzed for all items in each survey and cross-tabulation frequencies were calculated for some items, as appropriate. Survey results were summarized using Stata statistical software. Analysts used the qualitative data provided in open-ended questions in the surveys to supplement the findings from the quantitative analyses.

Qualitative data from site visit interviews underwent data reduction and were systematically organized to enable the abstraction of themes and other insights. To begin to extract ideas from the data, patterns were looked for in the data using the methods of open coding (Strauss 1987) and a start list (Miles and Huberman 1994). Once the data were reduced and organized, they were sorted. These data were integrated with the results of the quantitative analyses, providing examples, verifying some findings, permitting elaboration of other findings, and suggesting caution in the interpretation of others.

Students Enrolled in Community Colleges and Served by DSPS

In the 10-year period between academic years 2001–02 and 2010–11, the non-DSPS student population has experienced an overall decline, while the number of DSPS students has grown. The general student population has declined by about 7 percent, from approximately 2,679,000 students to 2,486,000 students while the DSPS student population has increased nearly 39 percent, from 89,000 students to 124,000 students. In 2001–02, DSPS students were about 3 percent of the total California Community College student population. In 2010–11, DSPS students represented about 5 percent of the student population (Table 1).

Table 1. Student enrollment in California Community Colleges by participation in DSPS: 2001–02 to 2010–11

Year	Total	Non-DSPS	DSPS	Percent of students in DSPS
2001–02	2,768,852	2,679,463	89,389	3%
2002–03	2,792,456	2,698,144	94,312	3%
2003–04	2,512,466	2,420,819	91,647	4%
2004–05	2,481,278	2,386,884	94,394	4%
2005–06	2,515,376	2,419,634	95,742	4%
2006–07	2,596,419	2,497,946	98,473	4%
2007–08	2,739,833	2,637,136	102,697	4%
2008–09	2,894,146	2,778,685	115,461	4%
2009–10	2,758,718	2,637,611	121,107	5%
2010–11	2,610,333	2,486,282	124,051	5%

Changes in DSPS Student Characteristics

Changes in the demographic characteristics of students with disabilities served by DSPS in the past 10 years have largely mirrored changes in the general student population. For example, Hispanic students now make up a greater proportion of students with disabilities than they did 10 years ago—increasing from 19 percent of the student population to 27 percent—while the proportion of White non-Hispanic students with disabilities has fallen—decreasing from 51 percent to 41 percent. This parallels similar changes in Hispanic and White student representation in the general population. (Appendix Table D-1

displays student counts for students with disabilities compared with students without disabilities over a 10-year period by race/ethnicity, gender, and age.)

While the population of students with disabilities has increased in the past 10 years, the growth has not been evenly distributed across categories of disabilities (Figure 1). The most dramatic growth has been in the proportion of students classified with *other* disabilities, which has grown from 19 percent of the population in 2001–02 to 34 percent of the population in 2010–11.[3] Examples of students classified in the *other* disability category are students with learning disabilities (LD) who have not been through the CCCC LD Eligibility Model, as well as those with autism, health conditions, attention deficit disorder, attention hyperactivity, or students with a history of a disability in K–12 or in another service system. Students with psychological disabilities also make up an increased proportion of the population of students with disabilities, growing from 12 percent to 15 percent. However, the proportion of students identified as learning disabled has decreased, from 27 percent to 18 percent. This is likely due to the fact that fewer Learning Disability Assessments are being done due to cuts in staff or elimination of the service, and without verification of eligibility, many of these students are being placed in the *other* category. Students with disabilities classified as *acquired brain injury*, *mobility impaired*, and *developmentally delayed* have also declined both in numbers and proportionality. (Appendix Table D-2 provides a detailed breakdown of the DSPS student population by disability type between academic years 2001–02 and 2010–11.)

In interviews and surveys, DSPS coordinators attributed the growth in the DSPS student population to a number of factors. One commonly cited factor was an increase in the number of students on the autism spectrum seeking services. Several coordinators also cited increases in the number of veterans now enrolling in community colleges requiring services and accommodations through DSPS. Coordinators were also likely to attribute growth to limited services available in the community and the downturn in the economy. Members of the task force suggested that an increasing number of students are seeking services and accommodations through DSPS because of restricted or eliminated services available through other programs, such as EOPS and CalWORKs. In addition, task force members ascribed growth to broader inclusion of people with mental illnesses and intellectual disabilities in community colleges.

---

[3] A separate study on the increase in students placed in the *other* category and the reasons and procedures for doing so has been conducted by the Galvin Group and is forthcoming.

Figure 1. Breakdown of DSPS student population by disability category
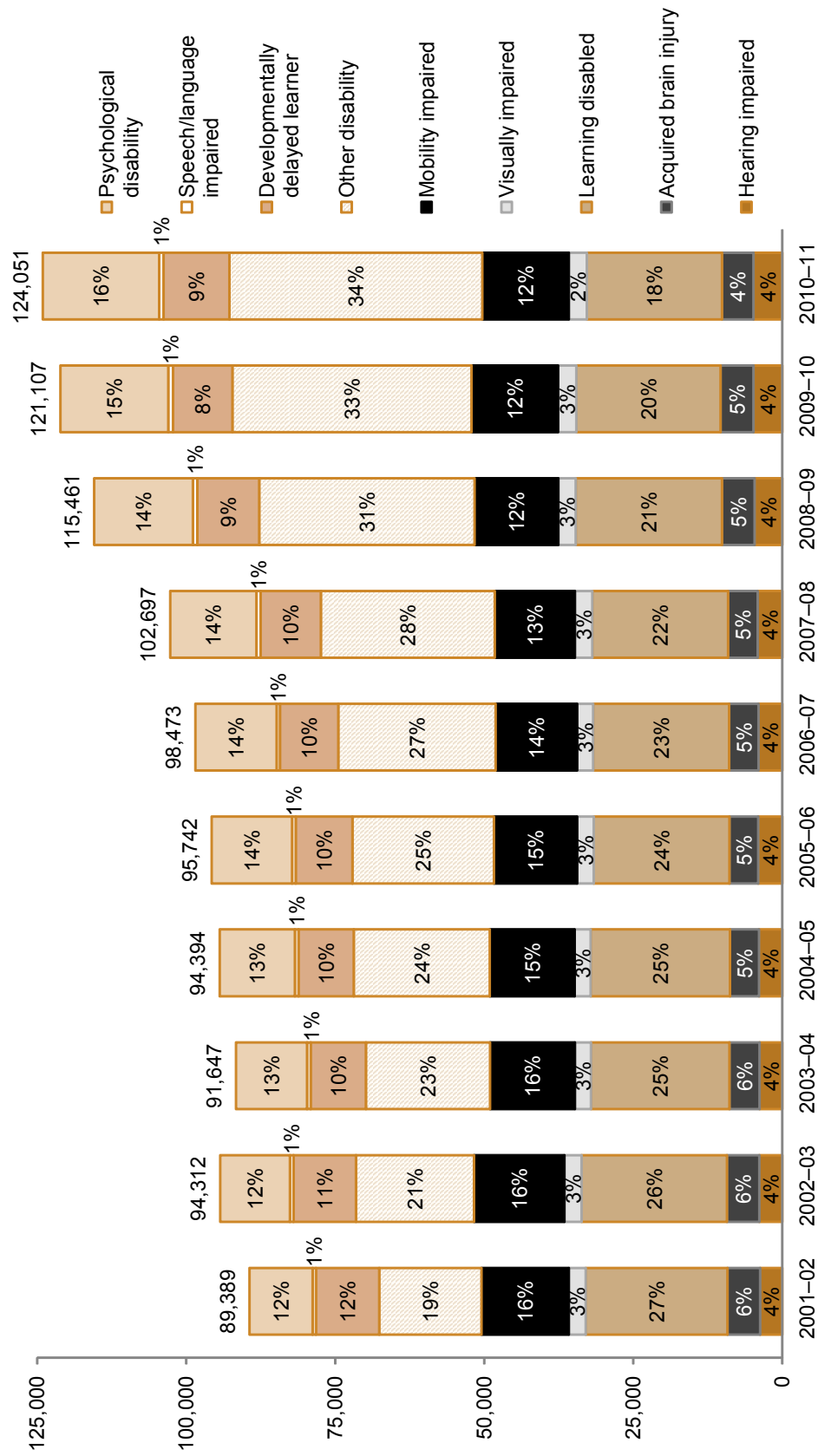
Findings on Effects of Reduced Funding

Changes in Funding of DSPS

In 2009, responding to a budget crisis across California, then Governor Arnold Schwarzenegger signed into law a budget that included $333 million in cuts to categorical programs[4] in California Community Colleges. This was done with the expectation that federal American Recovery and Reinvestment Act (ARRA) State Stabilization funds would provide a $140 million one-time backfill, bringing the cuts to $193 million. However, ARRA funds provided to community colleges totaled only $37 million—less than one-third of the initial estimate.[5] DSPS programs received approximately $7.6 million of this $37 million. In addition, the initial expectation was that ARRA State Stabilization Funds would be allocated to backfill the categorical cuts. Instead, based upon a revised interpretation of ARRA requirements, the Department of Finance determined that ARRA funds must be allocated to colleges' general purpose funds. Consequently, colleges were not required to use the ARRA funds to backfill DSPS.

Table 2 shows the change in funding for DSPS from 2003–04 to 2010–11. DSPS funding refers to the funding that is allocated to colleges from the California Community Colleges Chancellor's Office. *Special class revenue* is revenue generated by the institution by providing classes that serve students with disabilities. *Other income* refers to any external revenue, such as grants. *College effort* refers to the funding provided by colleges and districts to DSPS programs above and beyond other allocations.

---

[4] Categorical programs are highly specialized student support programs that serve specific campus needs or specific student groups and that have specific revenue allocated to them.

[5] The unfortunate misinterpretation of the disposition of ARRA funds was reflected in a statement that was part of a memo dated September 9, 2009, from Erik Skinner, Vice Chancellor for Fiscal Policy: "In a startling change of position, DOF and legislative representatives indicated that, pursuant to federal regulations, ARRA State Stabilization Funds must be allocated to schools and colleges as general purpose funds. This revelation, apparently based on a revised interpretation of ARRA requirements, is at odds with the budget package, which explicitly allocated the ARRA funds to mitigate cuts to categorical programs. DOF and legislative representatives attempted to reconcile this difference by indicating that [it] is the intent of the Legislature that the ARRA funds be available to backfill cuts to the categorical programs and that ARRA funds will be allocated based on cuts to the categorical programs… However, despite this intent and allocation methodology, the funds will be general purpose and local boards will be able to spend the dollars as they choose."

As can be seen in the table, DSPS funding allocated by the Chancellor's Office has declined significantly since the 2009–10 budget reductions and is currently below the level provided to colleges in 2003–04. Conversely, *college effort* has increased 45 percent over the 2008–09 funding level. *Special class revenue* has decreased by 18 percent since the cuts, reflective of a decrease in the number of such classes offered by DSPS programs. *Other income* has increased slightly. Overall, total funding is 21 percent less than before the 2009–10 cuts.

Table 2. Funding sources for DSPS: 2003–04 through 2010–11

Year	DSPS funding	Special class revenue	Other income	College effort	Total
2003–04	$77,838,645	$20,818,947	$5,378,589	$16,035,646	$120,071,827
2004–05	$81,823,494	$20,924,281	$6,260,153	$19,314,593	$128,322,521
2005–06	$86,213,449	$23,151,772	$6,420,627	$20,984,443	$136,770,291
2006–07	$102,106,001	$23,682,165	$5,915,508	$19,360,531	$151,064,205
2007–08	$109,382,597	$25,259,945	$6,722,462	$20,433,049	$161,798,053
2008–09	$108,935,648	$24,619,647	$6,475,026	$27,456,855	$167,487,176
2009–10	$64,973,090	$22,644,735	$8,189,719	$44,839,545	$140,647,089
2010–11	$64,822,233	$20,173,593	$8,234,391	$39,725,332	$132,955,549

Source: CCCCO annual reports.

Figure 2 shows the average dollar amount spent per DSPS student.

Figure 2. Average dollar amount spent per DSPS student
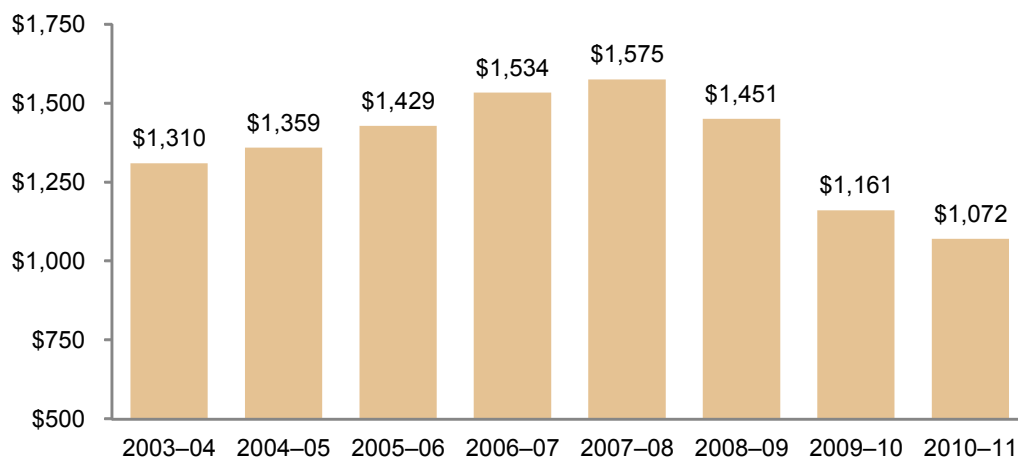
General Effects on Colleges of the Budget Reductions

The colleges that we visited were in different situations financially though they implemented some similar strategies in developing a college-wide response to the 2009–10 budget reductions. During site visits, college leadership discussed protecting core services, such as those outlined by the Student Success Task Force (i.e., basic skills, transfer, CTE classes), as a key guiding factor for their decision making. Every college eliminated course and section offerings and cut adjunct faculty positions. Most, but not all, colleges have drawn on district reserves. Every college also used attrition as a means for cutting costs, (i.e., not hiring to fill positions when employees left or retired). This has sometimes led to a scattered staffing pattern, with the college having random holes in staffing where vacancies develop, as the college has no control of which staff decide to leave. In response to these vacancies colleges would reassign staff, but one college that we visited had no qualified staff it could reassign. This college was also working under a hiring freeze, and so was unable to hire new staff to cover for vacancies. In this case, it led to understaffing in the DSPS program, which, according to the remaining college staff and administration, greatly constricted their ability to provide services and accommodations to students. Most of the colleges we visited believed that they had cut what they could cut, and there was very little excess to trim. As one administrator said, "Now we're down to the core."

College Response to the 2009–10 Budget Cuts— DSPS Funding

The majority of DSPS coordinators believed that their college recognized its institutional responsibility for meeting federal and state requirements for providing services and accommodations to students with disabilities (Table 3). As one administrator stated, "It's a moot point to discuss how to cut the DSPS budget because we can't. Because we have that responsibility [to provide those services]." According to the DSPS unit at the Chancellor's Office, the DSPS allocation has historically been insufficient to meet the full needs of colleges in providing services and accommodations to students with disabilities. Although the California Legislature stated its intent to fund the actual costs of services to students with disabilities in public postsecondary education in Education Code, section 67310-67313, the funding provided by the state has never been adequate to cover these costs. Thus, there has been an ongoing need for colleges to contribute other funds, including those from the general fund, to serve students with disabilities. The Chancellor's Office views DSPS programs as assisting the college in providing federally mandated services and accommodations to ensure that the college's programs and services are accessible to, and usable by, students with disabilities.

Table 3. DSPS coordinators' perception of their colleges' understanding of their responsibility for providing services and accommodations to students with disabilities

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderate-ly agree	Strongly agree	Total number
College recognizes institutional responsibility for meeting federal and state requirements	8%	4%	2%	15%	29%	42%	89

While many coordinators report that their administration is supportive and understands the need to provide services, other DSPS coordinators reported that they felt pressure to control costs and to balance what they see as required federal and state accommodations. A common refrain among many coordinators is that their college administrators do not realize that the DSPS allocation from the state was "not to be used as the sole support of timely and effective accommodations, and the responsibility lies with the college or district and that DSPS allocation dollars are to be used in support of the college district's responsibility in providing timely and effective accommodations to students with disabilities." Further, they believe that colleges needs to understand that DSPS is there to assists the colleges, but that colleges "have a responsibility to fund Disability Services, with or without DSPS funding from the State Chancellor's office."

colleges weren't able to maintain that level of support once those dollars were gone. Thus, while college effort has increased, it has not restored all of the funding that was cut.

DSPS programs have engaged in a number of different efforts to reduce their budget and still provide services and accommodations to students. These practices, and their impact on students, will be discussed in subsequent sections. In this section, though, we would like to note two issues that strongly effect DSPS budgets.

First, DSPS is unique as a categorical program in that the college is legally mandated to provide services and accommodations to eligible students, unlike other categorical programs, such as Extended Opportunity Programs and Services (EOPS) or CalWORKS, which can cap the number of students they serve. Because of that, while the budget cuts have affected most categorical programs, the response that these programs can take varies. Other categorical programs can limit the number of students they serve to stay within their allocation. This is not to say that other categorical programs are able to support students to the same level as they could before the budget cuts—merely that limiting the number of students served is a budgetary management option. Figure 3 shows changes in categorical enrollment. While CalWORKs has remained relatively stable, EOPS enrollment has dropped since the 2009–10 budget cuts, and DSPS enrollment has continued to rise. Thus, as illustrated in Figure 2, college enrollment of students served by DSPS has risen even as funding has decreased.

Figure 3. Student enrollment in California Community College categorical programs: 2005–06 to 2010–11
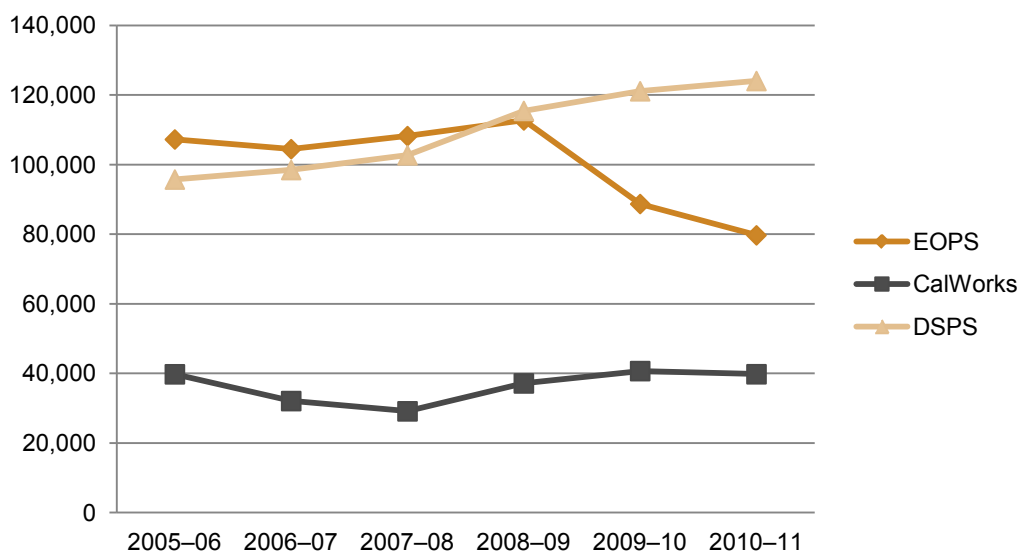
A second challenge, at least for some smaller DSPS programs that were included in the sample of colleges visited, is that their budget can change greatly if they enroll a student with disabilities for which they have not provided services to in the past. For example, if a college that historically has served very few deaf or hard of hearing students, receives an influx of even a handful of such students, their budget could be greatly impacted because of the increased costs associated with providing services to such students, such as increased need for interpreter services. Colleges may also need to purchase costly specialized equipment and furniture in order to accommodate students with certain disabilities. Anticipating such costs is difficult because colleges and DSPS programs cannot predict with certainty what types of disabilities they will encounter each new term.

Impact on Staffing

This section describes three areas of DSPS staffing impacted by the 2008–09 budget cuts. These include effects on the DSPS coordinator, changes in staffing patterns, and effects on DSPS staff.

DSPS Coordinator Experience

Of the DSPS coordinators who reported their years of experience, approximately 55 percent have been coordinators for five years or less (Table 5). About 36 percent began as coordinators since the budget cuts occurred. Twenty-nine percent of these newer coordinators (14 of the 48 coordinators with less than 5 years of experience) have 50 percent or less time allocated to DSPS responsibilities. In fact, of the coordinators that have 50 per-

cent or less time devoted to DSPS, 88 percent have also been coordinators for less than 5 years. This means that the newest coordinators are also more likely to have less time devoted to DSPS.

Table 5. Percent of time allocated to DSPS coordinator responsibilities by years of experience as a DSPS coordinator

Years as coordinator	1–25%	26–50%	51–75%	76–99%	100%	Total
0–1 years	4	4	0	2	7	19%
2–3 years	2	1	2	0	10	17%
4–5 years	0	3	2	1	10	18%
6–10 years	0	0	1	2	12	17%
11–15 years	0	1	2	2	4	10%
16–20 years	0	0	1	0	4	6%
More than 20 years	1	0	1	1	8	13%
Total	7	9	9	8	55	88

The 33 DSPS coordinators who were less than full time reported that they were likely to work in EOPS, Cooperative Agencies Resources for Education (CARE), Early Assessment Program (EAP), and other programs (Table 6). Again, newer coordinators, who are more likely to spend less than 100 percent of their time on DSPS coordinator activities, are consequently more likely to oversee multiple programs. Of the 14 coordinators who have five years of experience or less and who are also 50 percent or less time in DSPS, 11 (79 percent) reported that they oversee more than two other programs. In addition to taking on responsibilities in other programs, DSPS coordinators have taken on more roles within DSPS. As one survey respondent wrote, "The Faculty Coordinator retired and was replaced with a Director who took on LD Specialist, Assistive Technology Specialist, [and] DHH Coordinator responsibilities."

Table 6. Additional program responsibility for DSPS coordinators working in DSPS less than full time

Length of time as DSPS coordinator	Number of coordinators who also work in Extended Opportunity Programs and Services (EOPS)	Number of coordinators who also work in Cooperative Agencies Resources for Education (CARE)	Number of coordinators who also work in CalWORKs	Number of coordinators who also work in Early Assessment Program (EAP)	Number of coordinators who also work in other programs	Number of Coordinators who work in multiple programs
0–1 years	5	4	3	2	10	6
2–3 years	3	3	3	1	5	3
4–5 years	2	2	2	1	4	2
6–10 years	0	0	1	0	2	0
11–15 years	1	1	0	0	4	1
16–20 years	0	0	0	0	2	0
More than 20 years	0	0	0	0	2	0
Total	11	10	9	4	29	12

Ninety-three percent of DSPS coordinators also reported a decrease in the time or resources they can dedicate to opportunities for professional development related to DSPS as a result of budget cuts, compared with 2008–09 (Table 7). Coordinators with 11 or more years of experience were less likely to note this; instead, it was the newer, least experienced coordinators who were more likely to report that they had reduced professional development. As one coordinator wrote,

> I am concerned about being a new coordinator … and not getting the financial support to attend regional director meetings or important professional development conferences and workshops like CAPED. Without up-to-date training colleges could be putting themselves at risk of becoming out of compliance as rules change.

Table 7. Percent of DSPS coordinators reporting fewer opportunities for professional development by years of DSPS experience

Years as coordinator	Percent reporting decreased opportunities
0–1 years	94%
2–3 years	93%
4–5 years	94%
6–10 years	100%
11–15 years	78%
16–20 years	80%
More than 20 years	100%
Total	93%

Changes in Staffing Patterns

DSPS programs report their staffing levels to the Chancellor's Office in the *Summary of FTE by Administrative and Support Activities (ASA Code)* report. Based upon these reports, Table 8 presents the changes in staffing, by position classification, for DSPS programs statewide. Full-time equivalencies (FTEs) represent staff workload. An FTE of 1.0 means that the person is equivalent to a full-time worker. Headcounts refers to the number of staff that work in a program, regardless of whether they work full time or part time. The current staffing level of 733.4 FTEs is below the staffing levels of 2005. It represents a reduction in 137.2 FTEs from fall 2008 as well as 155 staff.

Table 8. Statewide full-time equivalency (FTE) for DSPS

	Ed. Admin.	Ten-ured	Acad. Temp.	Class. Admin.	Class. Prof.	Class. Supp.	Total	Head-count[6]
Fall 2001	23.8	131.0	30.7	25.5	38.7	437.3	687.0	—
Fall 2002	25.9	144.6	32.3	10.9	27.9	394.9	636.5	—
Fall 2003	22.9	149.6	23.6	6.0	32.7	365.8	600.7	—
Fall 2004	27.2	136.1	37.9	5.0	32.0	403.8	641.9	—
Fall 2005	29.4	141.1	35.2	5.7	43.3	539.3	793.9	—
Fall 2006	33.8	161.8	29.1	7.1	41.1	561.4	834.2	—
Fall 2007	37.9	147.6	31.3	7.0	48.8	570.3	843.0	—
Fall 2008	39.5	153.8	32.7	7.0	52.0	587.7	870.6	1,017
Fall 2009	39.8	140.1	27.3	6.8	63.8	571.2	848.9	1,000
Fall 2010	30.2	132.1	30.2	6.5	66.6	519.9	785.5	931
Fall 2011	31.0	133.0	26.7	8.2	60.2	474.3	733.4	862

— Not available.
Source: Summary of FTE by *Administrative and Support Activities (ASA) Code* reports (Chancellor's Office Data Mart) and direct communication with the Chancellor's Office.

DSPS coordinators provided more specific feedback in the survey about the changes in staffing patterns in their programs. Twenty-two percent of coordinators reported that the amount of their time allocated to DSPS has decreased, though 14 percent said that their time has increased (Table 9).

Table 9. Percent of DSPS coordinators reporting changes in the amount of their time allocated to DSPS

	Number	Percent
Stayed the same	57	65%
Increased	12	14%
Decreased	19	22%
Total	88	100%

Tables 10 and 11 show changes in full- and part-time staffing, by position. The greatest impact was felt by DSPS classified staff; they were more likely to have their role—either full time or part time—reduced, left vacant, or eliminated. Counselors and learning disability (LD) specialists were also likely to have their positions reduced, with LD specialists more likely to have their positions eliminated (11 percent of full-time positions and 24 percent of part-time positions). Deaf and hard of hearing service coordinators and interpreters were least likely to have their positions reduced, eliminated, or left vacant.

---

[6] We received headcount information directly from the Chancellor's Office for 2008–09, the year of the budget cuts, to the current year.

Table 10. Percent of DSPS coordinators reporting reductions, eliminations, or vacancies in full-time positions

	Total number	Reduced	Left vacant	Eliminated	No change
DSPS counselor	88	28%	17%	8%	47%
LD specialist	88	28%	18%	11%	42%
Alt media specialist	84	18%	8%	6%	68%
Assistive technology	81	27%	12%	9%	52%
Adapted PE	79	19%	13%	10%	58%
DHH coordinator	75	9%	13%	3%	75%
DHH interpreters	77	10%	6%	0%	83%
Other DSPS admin	78	17%	12%	9%	63%
Other DSPS faculty	79	19%	18%	16%	47%
Other DSPS classified	85	28%	22%	20%	29%
Other	42	31%	10%	19%	40%

Table 11. Percent of DSPS coordinators reporting reductions, eliminations, or vacancies in part-time positions

	Total number	Reduced	Left vacant	Eliminated	No change
DSPS counselor	71	38%	7%	17%	38%
LD specialist	66	23%	8%	24%	45%
Alt media specialist	56	11%	5%	5%	79%
Assistive technology	62	23%	15%	10%	53%
Adapted PE	55	35%	9%	7%	49%
DHH coordinator	52	6%	12%	2%	81%
DHH interpreters	57	14%	7%	0%	79%
Other DSPS admin	48	15%	6%	4%	75%
Other DSPS faculty	61	33%	10%	15%	43%
Other DSPS classified	67	37%	24%	21%	18%
Other	33	30%	9%	21%	39%

Effects on DSPS Staff

In addition to cuts in staffing, 80 percent of DSPS coordinators reported that remaining staff have taken over new duties and responsibilities (Table 12). As one coordinator noted:

> We used to have an associate dean over DSPS. That position is eliminated, and I am acting coordinator as well as DSPS fulltime counselor and adjunct LD Specialist. We've had several clerical positions eliminated and currently have one contract clerical position. We are surviving with hourly and work-studies.

Table 12. Percent of DSPS coordinators reporting an increase in staff given new duties, compared with 2008–09

	Number	Percent
No	18	20%
Yes	72	80%
Total	90	100%

However, 82 percent of DSPS coordinators also reported that they did not believe that these additional responsibilities were sustainable (Table 13). As one coordinator wrote:

> The counselor and coordinator had to take on the duties of two eliminated full-time, and two 20/hour per week permanent classified staff. We are now working at an extremely rapid pace, and we work many more hours than we are contracted to work, and we are very stressed. We now feel like an accommodations mill, and we don't have time to sit and discuss individual issues with our students like we used to be able to do. In addition, we … do lots of clerical duties.

Table 13. Percent of DSPS coordinators who believe that changes to staff duties are sustainable

	Number	Percent
No	58	82%
Yes	13	18%
Total	71	100%

Finally, 35 percent of DSPS coordinators reported that they were concerned that current staff did not meet the minimum qualifications for DSPS positions (Table 14).

Table 14. Percent of DSPS coordinators concerned current staffing patterns may put them out of compliance for minimum state qualifications, compared with 2008–09

	Number	Percent
No	57	65%
Yes	31	35%
Total	88	100%

In sum, DSPS coordinator survey results indicate that many departments have fewer staff doing more work, that the current situation is not sustainable, and that some staff may not meet minimal qualifications. These survey results are consistent with what was learned during site visits. DSPS coordinators and other staff told us that they were doing whatever they felt they could do to provide the services and accommodations required by students. Coordinators believed that their staffs were going way above and beyond what was required. They also reported that they believed their staffs were working as hard as they could, that they were staffed at minimal levels, and that they did not know how much longer they could maintain the workload. Many coordinators told us that they have observed increases in sick days; others reported that staff came in sick to work because there was no one who could pick up their work or that others would have to cover their responsibilities if they were not in the office. Coordinators repeatedly pointed out that their staffs included people who cared deeply about students and were increasingly frustrated that they were not able to serve students well.

Impact on Services and Accommodations

In addition to staff reductions, DSPS programs have responded to budget cuts by reducing or eliminating certain services. In this section, we discuss changes in the provision of services and accommodations, student satisfaction with services, and potential impact on students. First, we present overall quantitative results from the DSPS coordinator and student surveys. Then we discuss in more detail the impact on individual services and accommodations.

We asked DSPS coordinators to report on reductions or eliminations of services, as well as any delays in approving or delivering services. As can be seen in Table 15, coordinators reported a high degree of reductions in service. Of the 32 services and accommoda-

tions we asked about,[7] 10 services and accommodations were reported as reduced by at least 50 percent by coordinators. Among the services and accommodations most widely reported as eliminated by coordinators were tutoring for students with disabilities (36 percent), learning disability assessment (16 percent), adapted physical education (13 percent), recorders (13 percent), special classes (12 percent), on-campus transportation (12 percent), and mobility assistance (11 percent). Learning Disability Assessment has been eliminated at a number of campuses, sometimes as the result of a district-wide decision on which the DSPS coordinator had no influence. The services that experienced the least amount of reduction or elimination were off-campus transportation, which many colleges do not offer, special parking, preferential seating, which is very easy to provide, and service animal authorization, which is not highly used.

Coordinators reported delays in approving and/or delivering services and accommodations almost across the board. The most delayed services included counseling (whether disability related, personal, or academic) and learning disability assessment, due to increased wait times. Coordinators worked to protect services and accommodations for students with disabilities, and on some campus, coordinators were told that "any service we had that was not mandated was eliminated so we could continue with mandated accommodations and services." However, coordinators commonly argued that the fact that a service is not mandated does not mean it is not necessary. As one coordinator said, "There are too many administrators and faculty who equate reasonable to the very minimum we are required by law to provide for accommodations. In some cases, this is not reasonable."

According to a policy memorandum issued by the Chancellor's Office, *Frequently Asked Questions Regarding Services to Students with Disabilities*, accommodations should be provided on an individualized basis in order that disability-related accommodations provide equal access to the educational process and eliminate discrimination. While there may be a standard of service to meet these legal requirements, there is "no direct legal or regulatory requirement to provide a specific service.... Examples of such services are Learning Disability Assessment, Special Classes and High Tech Center services. None of these three services is specifically required by state or federal law or regulation to be provided by colleges to students with disabilities, but the contribution they make to meeting student needs and to ensuring accommodations are provided in an effective manner is the key reason colleges choose to provide them. They provide the means to the end." [8]

---

[7] We developed the list of services and accommodations through site visits and the 2011 memo by the Galvin Group entitled *Defining DSPS Academic Accommodation and Support Service Data Elements*.

[8] For more information about *Frequently Asked Questions Regarding Services to Students with Disabilities,* please visit http://www.galvin-group.com/resources/section-one-chancellor's-office-resources/chancellor's-office-faqs.aspx..

Table 15. Percent of DSPS coordinators who reporting reductions, eliminations, or delays in services and/or accommodations

Services	Coordinators reporting eliminations		Coordinators reporting reductions		Coordinators reporting delays	
	Number	Percent	Number	Percent	Number	Percent
Learning disability assessment	14	16%	51	57%	69	77%
Academic counseling	4	4%	58	64%	71	79%
Disability counseling	0	0%	58	64%	66	73%
Personal counseling	8	9%	55	61%	64	71%
Asst with faculty	1	1%	49	54%	58	64%
Asst with other staff	1	1%	48	53%	57	63%
Registration assistance	2	2%	50	56%	55	61%
Mobility assistance	10	11%	28	31%	39	43%
On-campus transportation	11	12%	15	17%	23	26%
Off-campus transportation	8	9%	7	8%	9	10%
Adapted furniture	4	4%	18	20%	41	46%
Special parking	2	2%	7	8%	12	13%
Service animal	0	0%	5	6%	12	13%
Note taking	5	6%	35	39%	53	59%
Scribe services	3	3%	39	43%	50	56%
Reader services	6	7%	38	42%	43	48%
Test proctoring	0	0%	36	40%	48	53%
Sign language	0	0%	14	16%	21	23%
Preferential seating	1	1%	8	9%	22	24%
Distraction reduced settings	0	0%	33	37%	36	40%
Tutoring for students with disabilities	32	36%	31	34%	52	58%
General tutoring	3	3%	47	52%	44	49%
Special classes	11	12%	53	59%	46	51%
Adapted PE	12	13%	32	36%	30	33%
Recorders	12	13%	27	30%	42	47%
Transcription	3	3%	16	18%	26	29%
Alt media formats	0	0%	26	29%	43	48%
Asst technology	0	0%	42	47%	51	57%
Asst tech training	2	2%	47	52%	51	57%
Asst listening devices	2	2%	22	24%	30	33%
Equipment loan	7	8%	31	34%	42	47%
Access to High Tech Center	2	2%	36	40%	41	46%

Overall Student Satisfaction

In general, students reported fairly high levels of overall satisfaction with the services and/or accommodations that they received (75 percent were *very satisfied* or *satisfied*). Table 16 shows students' overall level of satisfaction with the disability services and/or accommodations that they have received while enrolled at a California Community College. Students did have concerns and lower satisfaction with individual services and/or accommodations, which will be reported in the next section.

Students who participated in focus groups were very positive about the DSPS staff, having relatively few complaints about individual staff members. These students shared with us that they thought DSPS staff were doing the best they could do, given the circumstances. One student used the term "overtaxed" to refer to what he was observing of the struggle of DSPS staff to keep up with the demand. Some students did express concerns about services that had been reduced and about wait times to get appointments, but they seemed reluctant to complain about DSPS departments that were working very hard to make sure they received the services they needed. They also expressed concerns about the future if there were further reductions and, as some feared, elimination of services. Examples of comments include the following:

> I don't think I would be as successful in my academics if I hadn't received them. The services make it possible to be successful when some have to face learning obstacles such as myself. I feel the disability department's staff and resources have given me the tools to continue my education...without it, I probably would have quit.

> While the resources have declined at every college, the people who work at disability resources at my particular college have made a huge effort to compensate for the decline in funds by working even harder and more creatively as a team. They put a lot of effort into communicating with the students and teachers and preparing us for the shortages in staff, equipment, tutoring services etc. It has been inspiring to watch as a student and made me all the more determined to succeed.

Table 16. Student overall level of satisfaction

	Number	Percent
Very dissatisfied	85	4%
Dissatisfied	58	3%
Somewhat dissatisfied	117	5%
Somewhat satisfied	316	14%
Satisfied	682	30%
Very satisfied	1,026	45%
Total	2,284	100%

When MPR researchers presented these findings to the study task force—a number of whose members have worked with DSPS for many years—the members indicated that the results on students' overall level of satisfaction with the services they received were lower than those reported in student satisfaction surveys conducted as part of DSPS program reviews in the past. They noted that while it was in effect, the program review protocol had stopped requiring the collection of survey data from students with disabilities because they generally gave such high ratings to all services—even when there was uncertainty about the quality of services in some areas. A review of a report produced in December 1987, in fact, revealed that the level of satisfaction was considerably higher than in the surveys conducted as part of this study. The results of the present study do then seem to reflect a reduction in overall level of satisfaction, and the levels of satisfaction with individual services presented in Table 17 reflect higher levels of dissatisfaction than does the overall indicator.

Student Satisfaction with Individual Services and Accommodations

Table 17 shows results for students' responses to whether individual services and/or accommodations met their needs. The table shows the number and percent of students who used each service and the percent of those who used the service who disagreed that the service met their needs. The table presents the services and accommodations by how frequently they are used, with the most frequently used service/
accommodation listed first. As can be seen, students reported a high rate of receiving services, with more than 50 percent of student respondents reporting receiving academic counseling, test proctoring, registration assistance, disability counseling, and assistance with faculty. The percentage of students who reported that an individual service did not meet their needs to be a successful student ranged from 9–26 percent, with the majority ranging from 10–15 percent. Relatively few students reported using sign language and service animal authorization services, but of those who did use those services, a higher percentage said the services failed to meet their needs.

Table 17. Student satisfaction with services

Service	Number receiving service	Percent reported receiving service	Number reported service did not meet their needs	Percent reported service did not meet their needs
Academic counseling	1,694	72%	237	14%
Test proctoring	1,540	66%	191	12%
Registration assistance	1,406	60%	137	10%
Disability counseling	1,298	55%	170	13%
Assistance with faculty	1,199	51%	143	12%
LD assessment	1,187	51%	151	13%
General tutoring	1,094	47%	162	15%
Note taking	930	40%	148	16%
Distraction-reduced settings	925	39%	120	13%
Assistance with other staff	857	36%	128	15%
Personal counseling	835	36%	121	14%
Tutoring for students w/disabilities	775	33%	96	12%
Access to High Tech Center	730	31%	70	10%
Preferential seating	696	30%	66	9%
Recorders	615	26%	84	14%
Special classes	441	19%	46	10%
Equipment loan	418	18%	47	11%
Reader services	410	17%	52	13%
Alt media formats	391	17%	53	14%
Assistive technology	373	16%	38	10%
Adapted furniture	358	15%	47	13%
Special parking	306	13%	45	15%
Assistive tech training	297	13%	34	11%
Adapted PE	279	12%	35	13%
Mobility assistance	268	11%	56	21%
On-campus transportation	250	11%	48	19%
Asst listening devices	229	10%	25	11%
Transcription	226	10%	36	16%
Scribe services	180	8%	31	17%
Off-campus transportation.	172	7%	33	19%
Sign language	81	3%	21	26%
Service animal	65	3%	17	26%

Students were also asked to indicate the services and accommodations that they needed in order to succeed as a student that were not available at their college. However, in initial analyses of these data, we discovered that there were students who reported both receiving a specific service or accommodation and also needing the service or accommodation because it was not provided. This led us to believe there was misinterpretation of the survey item. Such students were removed from the analysis; thus results presented in Table 18 represent only those students who *did not* receive a specific service or accommodation but indicated they needed it. An additional caveat is that these results present student perceptions of need and may not accurately reflect what a trained DSPS professional may assess as student need.

Table 18. Number and percentage of students who wanted a service and/or accommodation that was not available to them

Service	Number who did not receive service but felt service was needed	Percent who did not receive service but felt service was needed
Service animal	50	2%
Sign language	22	1%
Mobility assistance	120	6%
On-campus transportation	123	6%
Off-campus transportation	170	8%
Scribe services	108	5%
Transcription	175	8%
Note taking	187	13%
Assistance with other staff	238	16%
General tutoring	186	15%
Special parking	149	7%
Personal counseling	244	16%
Academic counseling	108	17%
Recorders	222	13%
Alternate media formats	123	6%
Adapted furniture	113	6%
Disability counseling	147	14%
Distraction-reduced settings	206	14%
LD assessment	152	13%
Reader services	148	8%
Adapted PE	128	6%
Test proctoring	106	13%
Tutoring for students with disabilities	358	23%

Table continued on next page.

Table 18. Number and percentage of students who wanted a service and/or accommodation that was not available to them—Continued

Service	Number who did not receive service but felt service was needed	Percent who did not receive service but felt service was needed
Assistance with faculty	196	17%
Assistive tech training	183	9%
Equipment loan	180	9%
Assistive listening devices	119	6%
Special classes	232	12%
Assistive technology	179	9%
Registration assistance	114	12%
Access to High Tech Center	152	9%
Preferential seating	157	10%

In the next sections we discuss individual services and accommodations. In this discussion, we integrate what we have learned through the DSPS coordinator survey, the student survey, and our visits to college campuses, to present a more complete picture of the impact of the budget cuts on services and on students and staff. We have chosen to present those services or accommodations that were indicated by students to be high use (used by more than 25 percent of students); to have higher levels of student dissatisfaction (more than 15 percent of students dissatisfied); were indicated by a majority of DSPS coordinators to have been reduced or eliminated (more than 50 percent of coordinators indicating it had been reduced or eliminated); or were indicated by a majority of DSPS coordinators to have had increased delays in approving and/or delivering the service (more than 50 percent of coordinators indicating some delay). Appendix Table D-3 presents each service and highlights which met the specifications noted above.

Learning Disability Assessment

Learning Disability Assessment (LDA) refers to the model supported by the Chancellor's Office for the determination of student eligibility to be served under the learning disabilities category. Some colleges that we visited have a learning disability specialist on staff who administers and interprets each assessment for each student. Other colleges have learning disability technicians who can administer certain aspects of the assessments, but a learning disability specialist administers the remaining assessments, analyzes the results, and determines the appropriate accommodations. A few other colleges have students enroll in an Individual Learning Skills class in which they complete the assessments and gain a deeper understanding of learning styles in order to optimize academic success during the course.

According to the DSPS coordinators, LDA has been the service most likely to be reduced or eliminated and the service with the second highest delay in approval and delivery of services. We visited three colleges that had eliminated LDA altogether, and another that planned to eliminate it for the next academic year. According to coordinators and other college staff and administrators, LDA is not a mandatory service and so some districts and colleges have made the decision that they did not have to provide the assessment. Other colleges that still conduct LDA do not assess every student who is referred to or who comes to the DSPS program for a learning disability accommodation. Instead, such colleges are approving students for accommodations based upon previous documentation (such as documentation from K–12), regardless of when their last assessment occurred. Learning disability specialists also reported encouraging students seeking LDA and who may have other disabilities to have those disabilities verified so that there is no delay in receiving at least some services or accommodations while they wait to be assessed for a learning disability. While prior documentation of a learning disability or other disability allows learning disabled students to receive services and accommodations more quickly, at least two colleges we visited reported limitations to the types of services or accommodations a student could receive without a formal LDA. According to one learning disability specialist, there are "serious ramifications" for students unable to receive an LDA.

While it is possible for students to get tested through private practitioners, DSPS staff believed the cost of these assessments, which can cost as much as several thousand dollars, was prohibitive for students. DSPS staff believed that providing LDA for students was an issue of equity for two reasons: First, the cost for private assessment was prohibitive; second, because the college is responsible for providing accommodations to students who have a verified learning disability, not providing the verification is an issue of access.

As Table 15 shows, more than three-fourths of coordinators reported delays in approving and delivering the accommodations (77 percent). Coordinators discussed delays in providing the service—particularly in the amount of time involved in completing the battery of assessments needed. The learning disability specialists we spoke with during our site visits told us that they were testing as many students as they could, but the wait list was long and the time they had devoted to LDA was decreased. Tables 10 and 11 show that learning disability specialists were one of the groups with the most reduced hours among various DSPS positions.

According to students, 13 percent reported that the service did not meet their needs (Table 17). Coordinators and students also reported on the length of the wait for LDA appointments. Students reported noticeably shorter wait times than did coordinators, but almost 41 percent of students reported having to wait two weeks or more (Table 19).

Table 19. Percentage distribution of average student wait time for an LDA appointment according to DSPS coordinators and students

	Number of coordinator respondents	Percent of coordinator respondents	Number of student respondents	Percent of student respondents
Less than a week	3	4%	516	35%
1 week	4	5%	345	24%
2 weeks	17	22%	275	19%
3 weeks	15	19%	109	7%
4 weeks	7	9%	71	5%
5 weeks or longer	32	41%	138	9%
Total	78	100%	1,454	100%

NOTE: Detail may not sum to totals because of rounding.

Students did report that, perhaps not surprisingly, the longer they had to wait for their LDA, the more likely it was that the delay would negatively impact them (Table 20).

Table 20. Student respondent perceptions of whether waiting to have an LDA had a negative impact, by length of wait

	Percent reporting no impact	Percent reporting impact	Number of student respondents
Less than a week	90%	10%	511
1 week	89%	11%	341
2 weeks	75%	25%	272
3 weeks	56%	44%	108
4 weeks	49%	51%	71
5 weeks or longer	39%	61%	135

Finally, among the students who did not receive an LDA because it was not available, 73 percent believed that not having one had a negative impact on their ability to succeed as a student (Table 21). The faculty we spoke with, as stated earlier, believed that LDA was an important service that helped them better support students. A number of faculty told stories of students, particularly those returning to school who had not been successful, who would then get an LDA and come to an important realization. They would realize "I'm not stupid—I process information differently and with these accommodations I am able to learn this material."

Table 21. Student perceptions of whether not having an LDA had a negative impact on them

	Number of respondents	Percent responding
No	22	27%
Yes	59	73%
Total	81	100%

Technology

Technology services for students with disabilities include the provision of assistive technology, including special hardware and software, as well as training to use such technology. Examples of hardware include computer monitors and keyboards adapted for use by people with disabilities. Software may include any number of programs that translate speech to text, text to speech, enlarge print, or otherwise provide students with disabilities more equal and independent access to tools and resources for their courses. Of the colleges surveyed, none had completely eliminated the provision of assistive technology, although 2 percent had eliminated assistive technology training. Nearly half (47 percent) have had to reduce the assistive technology provided, and over half (52 percent) have reduced the amount of assistive technology training they provide. In addition, over half of the coordinators surveyed (57 percent) reported increased delays in approving or delivering assistive technology and assistive technology training to students (Table 15).

Coordinator surveys and interviews conducted during site visits revealed that many DSPS programs have had alternate media production staff—often a single person—take on the additional responsibility of training students in assistive technology. With the increased demand for both alternate media and assistive technology, there is often unmet student need. Some colleges have not been able to update their assistive technology, both hardware and software, to more recent versions causing compatibility and access issues. Further, a few alternate media specialists noted that the college may upgrade their computer operating system and they do not believe that their current assistive technology software would be compatible with that upgrade.

Of the students surveyed, a greater percentage received assistive technology (16 percent) than received training on using such technology (13 percent). Overall, the majority of students receiving assistive technology and assistive technology training felt the services met their needs (90 percent and 89 percent, respectively) (Table 17). However, many students also expressed concern with the limited staff available for training and limited lab hours in which they could access such technology.

Tutoring

DSPS students have the opportunity to receive the same tutoring services afforded to students without disabilities. DSPS programs may also offer specialized tutoring services, but in order to qualify for state funding, the tutoring services must be disability related, rather than the general tutoring available to all students.

Community college campuses typically have a tutoring center in which students are eligible to receive a certain number of hours of tutoring. Often, tutoring is done in groups in which one tutor works with multiple students. On some campuses, students with disabilities are given the same number of hours of access to tutoring as the general population, while in others students with disabilities can receive an additional 1–2 hours per week as an extra accommodation. In addition to general tutoring, some DSPS programs provide tutors who have been trained to work with students with disabilities. According to the coordinator survey, 36 percent of campuses have eliminated specialized tutoring (Table 15). It is the most eliminated service, according to our survey results.

A large percentage of students (47 percent) with disabilities receive general tutoring from their community college, while fewer (33 percent) receive tutoring services specifically for students with disabilities (Table 17). In addition, tutoring for students with disabilities is also the service that was most wanted by students (noted by an additional 23 percent of students) (Table 18). This is not surprising, given that it has been eliminated at multiple campuses.

Students believed that tutoring was a service that they especially needed and was necessary to help them to pass their classes. One student went so far as to say that it was her tutor who was responsible for her learning math—her professor just gave the assignments, but it was the work with the tutor that helped her to understand the concepts. Students in our focus groups often commented that they had difficulty with the tutoring services from the general tutoring lab because most tutors did not know how to customize the service for students with disabilities. The majority of general tutors had not received any training from DSPS on how to work with students with disabilities, so they often used techniques that were not useful. At those colleges where tutors had some training, the training had happened before the budget cuts, and so very few trained tutors remained. Further, some students felt that the general tutors held them in low esteem or condescended to them.

As was noted strongly by one student:

> As a blind student who sought algebra assistance after my personal tutor resigned when his ISP application was denied by Department of Rehabilitation last semester, I was frustrated and ready to quit. Many of the student assistants in the labs were only interested in rushing through the

homework assignments, but they were often unable to answer basic questions. As president of an advocacy organization on campus, I have heard many stories stating how inefficient tutoring centers are when helping students with disabilities because most tutors have never dealt with such students before and don't know how to relate. Many students with disabilities usually get frustrated to the point of giving up because they usually feel they are incapable of learning what's required, when it's merely a lack of communication and understanding of the students being served.

Outreach to College Community

DSPS coordinators work with the college community in multiple ways, including working with faculty and other staff individually in support of students with disabilities, including negotiating any challenges in providing accommodations, training faculty, and serving on campus-wide committees. DSPS coordinators reported that assisting students with faculty and with other staff was a greatly reduced service (54 percent and 53 percent, respectively) (Table 15). Students reported assistance with faculty (51 percent) and other staff (36 percent) as two of their most highly used services (Table 17). Students also indicated that assistance with other college staff is a needed service not available to them (Table 18). A fair number of students also reported that the assistance with faculty and other staff did not meet their needs (12 percent and 15 percent, respectively) (Table 17).

DSPS coordinators indicated that they have not been able to work with faculty as much as they have in the past, and, based on our interviews, this has had some significant effects on DSPS students. Tables 22 and 23 show the percent of coordinators who reported on any changes in the amount of time they spent working with faculty or on college-wide committees. Sixty-one percent of coordinators reported that they spent less time working with faculty, and 78 percent indicated that they spent less time serving on committees.

Even though coordinators were not asked to respond to a question addressing campus-wide culture, nine coordinators reported that there is "less tolerance and a general atmosphere of mean-spiritedness" and an "increased level of 'push-back' from faculty because of delays in communication." However, other coordinators feel the relationship is still positive, with departments trying to provide more additional support, as exemplified by this survey respondent:

> Other departments are now having to help our DSPS students and now realizing how much more time is involved (especially tutoring time, instructor office hours and general counseling). They are feeling our pain in DSPS due to the reduction and/or elimination of services.

The majority of coordinators reported that they had decreased availability to sit on campus-wide committees. One coordinator wrote:

> On one key college committee, one DSPS faculty has had to reduce his involvement. Even when faculty and staff can attend, it is on a very irregular basis, which means that those committees don't always have the needed input on accessibility and compliance that they used to have before the reductions.

Table 22. Percent of DSPS coordinators reporting a change in time spent assisting college faculty and staff outside of DSPS to support students with disabilities, compared with 2008–09

	Number responding	Percent responding
Increased	13	15%
Decreased	54	61%
Remained the same	22	25%
Total	89	100%

Table 23. Percent of DSPS coordinators reporting need to limit participation in committees and other college initiatives, compared with 2008–09

	Number responding	Percent responding
No	20	22%
Yes	70	78%
Total	90	100%

The reduction in outreach across campuses has led to a lack of communication about and awareness of DSPS students on campus. On some campuses that were visited, coordinators discussed how the lack of greater participation by DSPS staff on campus has led to a more negative campus environment toward DSPS students. DSPS coordinators previously would provide trainings for faculty that primarily served the purpose of informing faculty about how to support DSPS students, but secondarily helped to build relationships between DSPS and faculty. Without these trainings, and with decreased representation across campus, many coordinators believe that instances of faculty being unsure how to support DSPS students have been on the rise. There are many situations in which faculty have misunderstood what they need to do to comply. For example, one faculty member described:

> I had a student whose professors would not write her a letter of recommendation because she was given more time to take her tests. That was such a violation. I don't think that's a funding issue – it's an issue for the whole system. Maybe if we had funding for the whole faculty to go through training.

Other coordinators have written that their relationship with faculty is still strong, but they worry about the continued impact on the future:

> On the whole, the college has been supportive and aware of our challenges in DSPS. Although I have had to pull back on participation in coordinating related activities and participation in campus events, it has not had a negative impact *yet*. This has primarily been just two years of such a pull back. Much longer, and we will lose the awareness we had built.

Faculty knowledge of DSPS and the impact of the budget reductions have varied. In some colleges, faculty were acutely aware of negative impacts on services, in others, faculty we spoke with had very little understanding of the role of DSPS. Regardless of their depth of knowledge, however, faculty members at 10 out of 11 colleges where we spoke to faculty reported that they have noticed that DSPS students are receiving fewer services and that it is taking more time for students to access services. Some faculty members discussed DSPS in the context of reduced services for all students, and one noted, "At some point we're going to crumble the last stone in the pyramid." Another commented on the impact of the cuts on DSPS students, "We're finding ways to exclude students from exploring ways to become an educated person."

Faculty were most concerned that students were not receiving the services they needed to be successful. For example, many faculty noted that they used to send students to DSPS to receive an LDA. Now, at the colleges where LDA has been eliminated, they feel unsure of how to help students that they feel have a learning disability. As one math faculty member stated:

> I don't want to ask students if they need help if you can't provide it. Since we can't do anything about it—I used to ask my students if they had been tested anywhere else. But a lot of students don't want to talk about what it was like in high schools or elementary schools. I used to ask specifically about math classes and their experience in them, but getting that information when you don't see any other way to do anything about it, is frustrating. You *have* to approach it in a way that gives them hope, and I don't believe that there is actually anything we can do.

Another faculty member, also referring to LDA, stated that he understood that the college could eliminate the assessment because it is not specifically mandated, but he wondered why another college in the district was still providing the service, and doing so as a revenue-generating class. He believed that the administration should say that they appreciate the need and look for ways to continue the service.

Even at colleges that continue to offer LDA, faculty have noted that even when they do identify a student who may have a learning disability, the delay in testing and providing accommodations is too long. Further, other faculty noted the lack of communication between their departments and the DSPS program. As one professor said, "Before – we would do that back and forth. But now, just in math, we don't send students over. When we have, it's a black hole, and we never hear."

Deaf and Hard of Hearing Services

Although a small population of DSPS students (4 percent), students who are deaf or hard of hearing (DHH) have significant barriers to accessing campus activities. DHH students are typically served through (1) the use of sign language interpreters (SLI), who facilitate communication between a student who is deaf and instructors, classmates, and college staff (e.g., student services personnel, instructional support staff), and (2) Computer Assisted Real-Time Transcription (CART), in which a specially trained person transcribes speech into viewable text using a computer and an input device especially designed for this purpose. With CART, a student who is hard of hearing, deaf, or has other disabilities can follow the text of what instructors or classmates are saying within a second or two of them speaking. CART also allows saving the transcribed text as a computer file that can be provided to the student for additional review.

SLI and CART services are, according to DSPS coordinators, two of the least reduced and delayed services provided to students (Table 15). On the other hand, students report that these are two services that they are most dissatisfied with (26 percent for SLI and 16 percent for CART) (Table 17). Further, in our site visits to colleges that had significant DHH populations, all but one reported significant challenges to providing equitable access to DHH students. Our visits highlighted significant challenges that colleges have in meeting the needs of DHH students.

According to DHH coordinators, a best practice in providing interpreter services is to have two interpreters in each class, so that the interpreter can work for 25–30 minutes and then rotate. This can be modified depending on the class content, for example, the amount of lecturing involved. DHH students also use different languages, including American Sign Language (ASL) and English. ASL and English are distinct languages, each containing their own set of rules and grammar. Not all interpreters know each language, and so matching their skills set with the language of the DHH student is also vital. Further, not all interpreters are of the same skills level, and interpreters also need to have some content knowledge so that they can translate the course content for students. Students and interpreters do need time to build a rapport with one another. Many coordinators admitted to sending less qualified interpreters into classrooms because they had no

other alternative. Interpreters are the vehicles through which DHH students gain access to opportunity and privilege, that is, interpreters help provide equal access to education.

Colleges reported a challenge in hiring and retaining qualified interpreters. While some colleges did have full-time staff who served as interpreters, almost all the colleges we visited noted a challenge in having enough interpreters to cover all classes and other necessary college activities. To add to the difficulty, most colleges are limited in the pay they can provide, and interpreters can normally receive a higher wage from private agencies. Further, some colleges were also limited in the amount of hours interpreters could work each year, or in the length of the contract they could offer. At one college, for example, an interpreter working for the college reached the end of his eight-month contract with the college on a Friday, and was back in the same classroom the next Monday working for a private agency at a higher cost.

DHH coordinators generally feel that interpreters are working long hours and without breaks, which is harmful. On some campuses, DSPS staff encourage DHH students to take the same sections of courses, knowing that it is ultimately the student's decision as to the class in which to enroll, and it is often not easy to coordinate in this way. It does allow DSPS to use fewer interpreters to provide the same service to students, and therefore save money, but there are some downsides. It is more difficult for one interpreter to serve multiple students, to check for understanding, to notice when each student may have a question, and to respond to an individual student at the expense of the other students in the group.

Most of the DHH coordinators we spoke with also had to change their roles, typically working as interpreters in the classroom as a norm rather than as a fallback option, taking time away from their ability to coordinate the program, oversee staff, do program development, manage the budget, meet with students to help them navigate the campus system, make referrals to the community, and engage in conflict resolution around communication issues.

Counseling

DSPS programs can provide disability-related academic counseling for the purposes of developing a Student Educational Contract, identifying and mapping classes for a degree program, discussing academic progress, or any matriculation issues, keeping in mind the selection of classes which best meet a student's disability-related needs and learning styles. DSPS counselors' central role includes the creation of an access path to the academic offerings of the college by assisting the student in identifying the functional limitations of their disability in the educational setting and to request and receive services and accommodations to make the college offerings accessible to and usable by them. In fact,

to ensure that services and accommodations meet student needs and yet do not fundamentally alter the college curriculum, DSPS counselors are key staff to review, negotiate, and approve student requests for accommodations and services. Students can also take advantage of disability-related counseling, for the purpose of discussing the management of a student's disability (e.g., health care while attending classes, managing medications and nutrition, access to mental health services), and personal counseling, to assist a student in resolving issues that may be preventing the full achievement of educational, social, or vocational/career goals. Issues may include study skills (e.g., enhancing memory, time management, academic coaching), personal behavior, substance abuse, mental illness, or any personal issue the student requests assistance resolving. While DSPS professionals can often assist the student in successfully resolving a personal issue, a session for personal counseling may result in a referral to other college or community resources.

According to DSPS coordinators, all three types of counseling services were greatly reduced, with reductions ranging between 61–64 percent. In addition, over 70 percent of coordinators reported delays in providing any of the various types of counseling services (Table 15). More than 50 percent of respondents to the student survey reported using academic and disability counseling (72 percent and 55 percent, respectively), while 36 percent reported using personal counseling; however, between 13–14 percent of students reported that these counseling services did not meet their needs (Table 17). Students have reported that counseling has helped them understand their disability, "learn how to learn," and accommodate their disability, choose classes, and guide them through the maze of "academic challenges." Counselors also provided much needed emotional support. For example, one student explained how her counselor helped her understand her learning disability:

> The disability counseling I received was excellent. She really helped me understand how my disability affects me and the types of accommodations that would help me. Even though I had an IEP in high school, no one had ever helped me with that before. I was lucky to be able to talk with her because her position was supposed to have been cut but was saved at the last minute.

As noted earlier, DSPS coordinators reported that counselors were likely to have their positions reduced (Tables 10 and 11). The challenge for most DSPS programs has been that they have more students with fewer staff now than before the budget cuts were implemented. According to staff, this has led to longer wait times for appointments. Sixty percent of coordinators report wait times of longer than two weeks for students to be able to receive an appointment to speak with DSPS staff. Much like the discussion on wait time for LDAs, students reported shorter wait times than did DSPS coordinators, with only 27 percent of students reporting delays of two or more weeks (Table 24). Some DSPS programs have responded to increased delays by cutting appointments to 30 minutes and

adding more drop-in times for appointments. Some counselors might see 40–50 students during a drop-in day.

Table 24. Percentage distribution of average student wait time for a DSPS appointment according to DSPS coordinators and students

	Number of coordinator respondents	Percent of coordinator respondents	Number of student respondents	Percent of student respondents
Less than a week	18	20%	1,041	46%
1 week	18	20%	620	27%
2 weeks	34	38%	335	15%
3 weeks	11	12%	132	6%
4 weeks	5	6%	66	3%
5 weeks or longer	4	4%	73	3%
Total	90	100%	2,267	100%

Similar to wait time for LDAs, students did report that, perhaps not surprisingly, the longer they had to wait for their appointment, the more likely it was that the delay would negatively impact them. Even among students who indicated they had to wait a week to speak with someone in DSPS, a large percentage (31 percent) reported experiencing a negative impact because of the wait (Table 25). Students generally cannot get accommodations authorized until they have seen a counselor, and so any delays in an initial meeting lead to delays in receiving the services they need. Delays in seeing a counselor may also mean that a student may not be able to take advantage of priority enrollment and thus lose the opportunity of enrolling at all because classes are filled. Students with disabilities may, of course, see a general counselor, but a counselor without the special training, experience, and understanding of the DSPS counselor will not be able to assist the student in choosing classes.

Table 25. Student respondent perceptions of whether waiting for a DSPS appointment had a negative impact on them, by length of wait

	Percent reporting no impact	Percent reporting an impact	Total number
Less than a week	85%	15%	1,021
1 week	69%	31%	609
2 weeks	54%	46%	329
3 weeks	38%	62%	130
4 weeks	20%	80%	66
5 weeks or longer	29%	71%	72
Total	70%	30%	2,227

Many of the counselors we spoke with stated that they felt they rushed students through these shorter appointments. They felt that these meetings did not allow for them to get to know the students well and really only provided them the time to do some of what needed to be done. If any new issues arose, the student needed to sign up for another appointment. Students have noticed and have seen reductions in their services:

> The disability counselors are wonderful, well-meaning people, but because there are so many students with learning disabilities and physical handicaps, unless you are the "loudest squeaky wheel," there just isn't enough time in the day to help and counsel everyone in need.

> The DSPS staff at [my community college] is comprised of caring and helpful individuals. Unfortunately, there aren't enough of them. When I first signed up for services, they had their own offices and a larger staff. Now they share office space and have less people. I still get excellent help, but it means I have to wait longer to get it and when I get lost or have questions, it's harder to get help. I know it's not their fault, but if it wasn't for their help, I wouldn't have made it this far. I fear going to [school] without their help because they have always been there for me, to help me make it through. I pray they don't stop helping me and other students because they are the only ones there to make sure we survive school.

> The help I received was like it was measured with a coffee spoon: helpful, but I was never fully satisfied because of the limitations put upon the counseling services themselves. Time to actually counsel was short. The load of students advised is excessively high, so relationships are as deep as the [relationship] one has with the lady in the drive through at

McDonald's. If I were only allowed one thing to say about counseling services, it would be that they are stretched thin.

One way that colleges tried to support students was by referring them to general counseling rather than providing academic counseling within DSPS. In some cases, this worked well; in other cases, particularly when there was not a strong relationship between the counseling departments, or if the general academic counseling department had been impacted as well, it was more of a challenge. At one school, the academic counselors would often send the students back to the DSPS counselors upon learning of their disability status.

At many colleges, we learned of front-line staff being tired, stressed, and overwhelmed with the numbers of students they needed to help. At multiple colleges we visited we saw a counselor to student ratio of 800:1. At one school, they reported that the loss of positions due to attrition had left a "swiss-cheese" pattern in staffing. They have had three retirees that have not been replaced since 2008–09. On top of that, counselors discussed cuts to classified staff who had provided support to the counselors in scheduling appointments, managing files, and inputting data. This added more work to the counselors' loads as well. According to one counselor:

The budget cuts have affected us in a physical and emotional sense… There's no help like there used to be, so all the psych reports have to be done to get the accommodations. You have to put them through the programs and give out everything so that they are getting the necessary help… I wish you had been here Monday I had a stack this thick up there… These have to be done to get the students the services they need. I haven't had time to put in MIS all the testing we've done. Every person we see here, we have to put into [our system] – they want more paperwork and they've taken away anyone that would help us. Am I tired? Yes. Am I angry? Yes. They took away 40 percent of our budget, and they're also going to take some more away from us. There are no student aides any longer...You have students that have problems – instructors that are calling you constantly because they don't want to deal with it because they are cut too.

Special Classes

Special classes are classes with curricula designed specifically for students with disabilities and taught by instructors who meet DSPS instructor qualifications. Special classes provide support and instruction for students with disabilities to help them meet their educational goals. Special classes are not mandated by state or federal law, although many community colleges offer them, and like other college courses, they generate FTES fund-

ing to cover the cost of the course. About 12 percent of DSPS coordinators in this study reported an elimination of special classes, meaning these colleges no longer offer special classes for students with disabilities. An additional 59 percent of coordinators reported reduced offerings of special classes. About 51 percent reported increased delays in either the approval or delivery of special classes to their students (Table 15). These reductions and eliminations coincide with a general reduction in the number of courses being offered by community colleges statewide. However, because special classes generate FTES, DSPS programs that continue to offer these classes are fulfilling a service need while also offsetting some of their costs. As special classes are cut, some DSPS programs lose a means of generating additional revenue to support themselves.

DSPS programs are also struggling to meet the needs of their surrounding community. One DSPS counselor at an urban college described how community organizations and agencies serving the disabled population are also struggling to provide services and are increasingly relying on the college to provide instructional activity for their clients. At this college, there is a growing need for special classes, but also increased uncertainty about whether such classes would continue to be offered.

Nearly one-fifth of students surveyed in this study enrolled in special classes. Satisfaction was generally high for those enrolled in special classes—only about 10 percent of students felt the special classes they enrolled in did not meet their needs (Table 17). In focus groups, students stressed the importance of special classes in their lives. One student, a young stroke victim, described his experience in a speech development class, "We come together in a supportive environment, honing our skills and translating them to the 'outside world.' This class, and what we learn, allows us to be more functional and a contributing member of society." Students also spoke positively of special classes where they received support to help them succeed as college students. Wrote one student, "Without DSPS courses, I would not fully comprehend the scope and challenges of my disability. Consequently, I would not have the proper tools to approach academic and professional tasks constructively."

Special classes are a way to serve large populations of students with disabilities, so their elimination can be a major setback for a DSPS program. A DSPS coordinator reflected that sentiment in saying, "But we are facing, I think, the dissolving of all of our special classes. They will keep eroding until we have very few. The reason we even have special classes is that's how we meet the needs of a large population. There's no way…we can meet with all the students we are dealing with."

Registration Assistance

Registration assistance provided by DSPS staff includes helping students to register for or add or drop classes. Of the coordinators surveyed, only 2 percent reported a complete elimination of registration assistance for students with disabilities. However, an additional 50 colleges (56 percent) reported a reduction in the amount of registration assistance they are able to provide. Nearly two-thirds (61 percent) reported increased delays in approving or delivering registration assistance (Table 15).

One of the reasons for the large reduction and delay in registration assistance services may be that DSPS programs are working with a growing population of students, of whom many may require registration assistance. Registration assistance, including priority registration, is a commonly accessed service—some 60 percent of surveyed students receive the service (Table 17). In addition to contending with the increasing numbers of students requiring assistance with registration, DSPS programs must work within the small window of time in which students can actually register for or add or drop classes. Several colleges we visited described a heavily impacted period of time before the end of a semester and during the beginning of a new semester in which they must provide registration assistance for a flood of students. Some DSPS programs have instituted group registration assistance, which may be effective for students with general questions, but may not adequately address the needs of all students.

Registration assistance was generally reviewed favorably by surveyed students, with about 90 percent of students agreeing that the service met their needs (Table 17). At one college we visited, the college had moved to a completely online registration process as a cost-cutting measure. However, this increased the challenge to students with disabilities. DSPS counselors printed out all available classes (a time consuming task), so that DSPS students would be able to have the information in a format that worked best for them.

Students often described registration assistance as indispensable to helping them plan and manage their course taking. In addition, a large number of students described the service as essential to helping them maintain a class schedule that could accommodate their disability—for example, scheduling classes so that they did not conflict with regular medical appointments. One student wrote, "After my first semester at college, I was unsure if I would continue. My counselor at DSPS was great and generous with her time in helping me to know what classes to register for and what path best suited my needs at that time. I can honestly say that without DSPS I would not be attending college at this time." Though the type of registration assistance can vary from campus to campus, generally students reported that the service helped them enroll in courses that were appropriate for their level. This careful assessment of student ability and course level can have a positive impact on the success rates of students with disabilities.

Some students did report long wait times and brief appointments as issues. Wrote one student, "Often each member of the office staff is doing the work of two or three people, and so they are so harried that by the time they get to you they just want to get you out as quickly as possible. Therefore, many of them (but not all) will give you the most generalized assistance possible, and dismiss you before you get a chance to question what they're doing."

Note Taking and Scribe Services

Note taking—having someone provide notes for each class—is a fairly common accommodation, provided to about 40 percent of students in this study (Table 17). Scribe services refers to having a scribe write student responses verbatim when a student is unable to physically enter data during the class session or during an exam.

The colleges we visited had many different ways of providing students with the note taking accommodation. No college was satisfied that they had enough note takers to cover the needs of the students who needed this accommodation, though all colleges worked extremely hard to meet those needs. DSPS coordinators reported that note taking was a service that was delayed (59 percent), but less likely to be reduced (39 percent) or eliminated (6 percent) (Table 15). Sixteen percent of students indicated that it was a service that did not meet their needs (Table 17).

Often colleges provide note taking by having the student or a faculty member ask if a fellow student in the class would like to volunteer to take notes for another student. This student might then take notes on special carbon paper, provided by DSPS, that makes duplicate copies, or be allowed to make photocopies of the notes at the DSPS program, or email the notes to the DSPS program or student. The main difference in how colleges provided note taking was in how note takers were recruited and compensated. Because colleges had difficulty recruiting enough students, compensation was seen as an important way to recruit students. Note takers were compensated in various ways by the colleges. Some colleges provided stipends for note takers, but the colleges who had done this have discontinued the practice due to cost. Another college provided gift cards to the campus bookstore or café. A key compensation practice has been to give note takers priority registration. We want to highlight that not all colleges offered monetary compensation to recruit note takers even before the 2009–10 budget cuts, but those that did have had to discontinue offering it.

Scribe services, though not an accommodation that is received by many students (8 percent), is also one in which a high number of students indicate that it is not meeting their needs (17 percent) (Table 17). Like note taking, DSPS coordinators do not report high rates of reducing or eliminating scribe services relative to other services (43 percent and 3

percent, respectively); although a greater percentage of coordinators do indicate that there are delays in delivering the service (56 percent) due to the challenge of finding scribes (Table 15).

Mobility and Transportation Assistance

Mobility and transportation assistance covers a broad range of services and accommodations that facilitate access to community college campuses for students with disabilities. These services and accommodations may include general mobility assistance, such as the loan of a wheelchair, on- and off-campus transportation, special parking, and service animal authorization. These services have been differentially impacted by budget cuts. For example, none of the colleges surveyed had eliminated service animal authorization, while 12 percent had eliminated on-campus transportation. While 31 percent of surveyed colleges had reduced mobility assistance, just 8 percent had reduced off-campus transportation. The percentage of coordinators reporting increased delays in approving or delivering services ranged from a low of 10 percent for off-campus transportation to a high of 43 percent for mobility assistance (Table 15). The range in impacts on this category of services and accommodations may be partly explained by the variation in services offered by individual colleges. At some colleges, on-campus transportation, such as tram service for visually or mobility impaired students, is provided by campus security rather than DSPS. Off-campus transportation services are also not available at every college. Since many colleges may not have offered some or all of these services in the past, the percentage reporting eliminations, reductions, or delays would be lower than for other types of services and accommodations.

Though these services were used by a relatively small percentage of students surveyed (ranging from 3 percent to 13 percent), such students tended to disagree that the services met their needs. Nearly one-fifth of students receiving either on- or off-campus transportation reported that the service did not meet their needs (19 percent). Over one-fifth of the students receiving mobility assistance felt their needs were not adequately met by the service (21 percent) (Table 17). These ratings are perhaps indicators of ongoing issues with access to campus and campus facilities for students with disabilities.

Test Proctoring

Test proctoring services, which are offered to meet federal and state nondiscrimination requirements, are often provided by DSPS programs when a student with disabilities is allowed extra time to complete an exam due to the limitations of their disability or is allowed to complete the exam at a location different than the general class—for example, in a room where a student with a significant physical disability can utilize speech-to-text software. To provide test proctoring, college staff used to pick up and deliver tests by hand from faculty.

Currently, programs use email or campus mail, if faculty members feel comfortable in sending their tests that way. Faculty also typically request that students take the test at the same class time they would if they were not using a proctoring room.

While none of the 90 coordinators surveyed reported complete elimination of test proctoring services, about 40 percent reported a reduction. More than half (53 percent) reported increased delays in approving or delivering test proctoring (Table 15). Coordinators also reported a general reduction in the number of hours available each week for test proctoring. During midterms or final exams, such hours are often insufficient for the number of students requiring accommodations. DSPS programs are faced with the challenge of scheduling a growing number of students within a reasonable time frame, the results of which may not meet student needs. Some students have reported that faculty have asked them to use the faculty members' office to take the test. A student reported that she did not want to say no to her professor, but that having to take the test in a small space with her professor only increased her anxiety.

Test proctoring was a commonly reported service among the students surveyed with two-thirds of students (66 percent) receiving the service. About 12 percent of students felt the service did not meet their needs (Table 17). Students expressed frustration with the difficulties they faced in trying to schedule a time to use test proctoring services. Others described crowded rooms that were meant to be distraction-reduced settings. Some reported simply giving up on trying to receive the service.

Two schools we visited discussed having other departments take over some responsibilities for test proctoring. In one case, the DSPS program feels that two departments have the ability to and understanding of test proctoring to take over that service for their students. In another school, the assessment center became responsible for test proctoring. The transition has not always been smooth, as their assessment center staff was used to working with a common set of assessments and had not had a lot of experience working with students with disabilities. The room at this particular school also is not conducive to reduced distractions, though the problem of having an appropriate room has been raised by DSPS programs at other colleges so is not a unique challenge to a testing assessment center. As the assessment director stated:

> One thing that was hard when we first received it was we didn't get a lot of training on what some of the accommodations on the checklist were… If it's something that we think is serious we'll call DSPS and ask if we're doing it right. Most common one is extended or unlimited time or distraction free. There is audio, which can mean they get test on audio, or they have to hear the test. It was marked audio, and I thought she would get it on tape, but she was reading it to herself. Some of that is lack of information.

Alternate Media

Alternate media formats refer to methods of making information accessible to persons with disabilities. Federal and state laws require community colleges to operate all programs and activities in a manner that is accessible to students with disabilities. The most common types of alternate media are audio files, Braille, tactile graphics, taped tests, large print, and electronic text. A large part of the work is matching the format with the needs of a student.

Students request media from the college's alternate media specialist who then provides the textbook, homework, or test in the format necessary for the student. Colleges check first with the Alternate Text Production Center (ATPC), which is a publicly funded systemwide resource that serves the alternate media needs of California Community Colleges, as well as Access Text Network (ATN), Bookshare, and Learning Ally— organizations that have previously converted textbooks to alternative formats. If the format is available, the alternate media specialist provides it to the student. If not, the alternate media specialist removes the spine, scans the book, manipulates the format, and provides the book back to the student on a CD.

This service was not identified by students as having high use, nor did a high percentage of students report that it did not meet their needs. Slightly less than half of the coordinators reported delays in approving or delivering the service. We choose to highlight alternate media because colleges hire specialized staff to provide this service, and on our site visits, these staff members highlighted challenges to providing the service in a timely manner. In addition, in the late 1990s, the lack of adequate provision of alternate media was the source of a California Community Colleges systemwide U.S. Department of Education Office for Civil Rights compliance review and subsequent resolution agreement.

In our conversations with alternate media specialists, they worried that they were not supporting the needs of students. Alternate media specialists reported that their staffing had been cut—they no longer had aides and had fewer or no student workers. When they did have student workers, the alternate media specialists noted that it took a long time to train them to be competent in the work, so unless the student stayed for multiple semesters, it did not help. Some alternate media specialists also supervised the High Tech Center, further reducing the time they could devote to producing materials in alternative formats.

Alternate media specialists reported that they were not able to turn material around for students as quickly as before the budget cuts. Some alternate media specialists would provide books chapter by chapter for students to ensure that they at least had the current reading material. Further, they believed that the quality of the materials they were producing was not as high—they did not double check the scanned material as closely nor listen thoroughly to all texts to make sure the computer software reader had read it properly.

Complaints and Grievances

Another way to look at the impact of the budget cuts on services and accommodations is to examine the number of grievances that students have filed. Forty-two percent of DSPS coordinators reported that the number of complaints or grievances filed by students regarding disability services and/or accommodations has increased since the 2009–10 budget cuts, while only 3 percent reported a decrease (Table 26).

Table 26. Percentage of DSPS coordinators reporting changes in the number of complaints and/or grievances filed

	Number responding	Percentage responding
Increased	38	42%
Decreased	3	3%
Stayed the same	35	39%
I don't know	14	16%
Total	90	100%

Only 6 percent of students reported filing a grievance or complaint because they were unable to get the service or accommodation they needed. However, 10 percent of students said they wanted to file a complaint but did not know how, and another 12 percent thought that filing a complaint would have a negative impact on them. Seventy-three percent reported that they had no reason to file a complaint (Table 27). In our focus groups with students, we had a mix of students who had filed a grievance as well as those who did not or did not need to. The majority of students we spoke with said they did not know how to file a grievance. Further, students said that they did not want to file a grievance because they did not want the DSPS staff to get in trouble—they felt that their staff was doing the best they could under the circumstances.

Table 27. Percentage of DSPS students who filed grievances or complaints, or reason for not doing so

	Number responding	Percentage responding
Yes	130	6%
No, I wanted to file a grievance or complaint but did not know how to	224	10%
No, I am concerned that filing a grievance or complaint may have a negative impact on me	269	12%
No, I had no reason to file a grievance or complaint	1,670	73%
Total	2,293	100%

When students did file a grievance, they were most likely to file it with their DSPS program (32 percent), a college faculty member (24 percent), or the college administration (22 percent). Fewer students filed a grievance with the Office of Civil Rights (8 percent), their ADA officer (15 percent), or the Chancellor's office (18 percent) (Table 28). A Freedom of Information (FOIA) request made by the California Association for Postsecondary Education and Disability (CAPED) to the Office of Civil Rights revealed an increase of 30 percent in disability-related complaints against community colleges in the two years since the budget cuts compared with the two years prior.[9]

Table 28. Percentage of DSPS students filing grievances or complaints to specific offices

	Number responding	Percentage responding
Disability Support Programs and Services Office	42	32%
Chancellor's Office	23	18%
College ADA officer	19	15%
College faculty or instructor	31	24%
College administration	28	22%
Office for Civil Rights – U.S. Department of Education	11	8%
Other agency or organization outside of the college	7	5%
I don't remember	27	21%

---

[9] Ralph Black, former legal counsel for the Chancellor's Office, personal communication.

Finally, more students who had filed a grievance reported that the grievance was resolved in their favor (43 percent) compared with those resolved in favor of the college (23 percent), while 34 percent are still waiting to have the grievance resolved (Table 29).

Table 29. Resolution of student grievances or complaints

	Number responding	Percentage responding
No	42	34%
Yes, in my favor	52	43%
Yes, in favor of the college	28	23%

Impact on Student Outcomes

One of the questions that framed this study was whether funding reductions or staffing changes impacted the academic achievement of students with disabilities or delayed their transfer or graduation. To produce an answer to this question, we used a combined approach of including survey items on both the student and coordinator surveys, asking questions during onsite interviews, and analyzing data available from the Chancellor's Office Management Information System. These methods resulted in decidedly mixed results—each of which has different potential interpretations.

Student Observations and Perceptions

On the survey administered to students, they were asked whether the reduction, elimination, or delays in services had effects on a number of different academic indicators. The largest number of students (42 percent) reported that the changes did not have any effect on any of the academic indicators. However, 26 percent of students reported having to drop or withdraw from classes due to a lack of DSPS services. This should be considered a significant impact, since it likely means that a large number of students with disabilities could not continue their education because they could not get the courses they needed or couldn't participate to the degree that they felt they could complete the course. Many others indicated that it was taking them longer to complete a degree or program or that it had caused their GPA to decline (Table 30).

Table 30. Student perceptions of academic impact

Academic impacts	Number reporting	Percent responding
My GPA has declined	444	19%
My class pass rates have declined	301	13%
I have had to drop/withdraw from classes	608	26%
I am taking longer to complete my degree/program	656	28%
I am taking longer to complete a transfer program	433	18%
Other academic impact	233	10%
None of the above	980	42%
Total	2,348	*

*Students could select as many academic impacts as they felt applied to them, thus percentages sum to more than 100 percent. Approximately 11 percent of students did not respond to this question. In total, about 47 percent of students reported at least one negative impact.

DSPS Coordinator Survey Results—Perceived Impact on Students

DSPS coordinators were also asked whether the reductions, eliminations, and delays in services had caused certain results related to student outcomes. In contrast to students, their perceptions of negative effects were much stronger. Between 38 percent and 82 percent of coordinators indicated that the reductions had had negative effects on students' academic outcomes, with time to completion receiving the highest percent of response (Table 31).

Table 31. DSPS coordinator perceptions of academic impacts

Academic impacts	Number reporting	Percent responding
Students' GPAs have declined	34	38%
Students' class pass rates have declined	40	44%
More students are dropping/withdrawing from classes	51	57%
More students are dropping/withdrawing from college	38	42%
Students are taking longer to complete their degree/program	74	82%
Students are taking longer to complete transfer program	73	81%
Total	90	100%

Academic Impacts (2007–08 to 2010–11)

The table below includes information on specific indicators that were available from the COMIS—indicators that are different from what was asked on the surveys. For example, we did not receive (or ask for) data on GPA, and data on time to completion and students who had dropped out were not available. The data that are included in Table 32, however, do not provide any information that students served by DSPS programs are experiencing negative effects on persistence or successful enrollments. The data do not, in fact, show

decreases in these indicators for non-DSPS students either, despite reductions in course offerings and other reduction strategies that have been undertaken by the colleges. The data are, in fact, remarkably consistent across the indicators across years. This is to be expected, to some degree, given the large numbers of students who are reflected in the percentages displayed. This fact also suggests that the effects on student outcome indicators are not yet being reflected in the data, but the information from students, coordinators, and others interviewed during site visits suggests strongly that negative effects on student outcomes may yet be seen in the state-level data. During site visits, there was a consistent perception that the colleges (and students within them) are standing on the edge of a precipice that will lead to steadier and more evident declines.

Table 32. DSPS coordinator perceptions of academic impacts

Indicators	2007–08 Non-DSPS	DSPS	2008–09 Non-DSPS	DSPS	2009–10 Non-DSPS	DSPS	2010–11 Non-DSPS	DSPS
One-semester persistence	65%	81%	65%	81%	67%	81%	69%	82%
Two-semester persistence	49%	64%	—	—	49%	63%	50%	63%
Completed enrollments	86%	84%	87%	85%	86%	84%	86%	85%
Successful enrollments (by course type)								
Degree applicable courses	66%	64%	67%	65%	68%	65%	68%	66%
Basic skills courses	46%	35%	47%	36%	49%	38%	51%	40%
Workforce development courses	72%	66%	72%	67%	72%	67%	72%	68%

— Not available.

NOTES:
- One-semester persistence: indicates enrollment in spring term for students enrolled in the previous fall term of the academic year.
- Two-semester persistence: indicates enrollment in following fall term for students enrolled in the previous fall term of the academic year. Students do not need to have been continuously enrolled in previous spring or summer terms in order to be counted.
- Completed enrollments: percentage of courses enrolled in that were completed with grades A, B, C, D, F, P, NP, and incomplete with a grade but not in progress (IP).
- Successful enrollments: percentage of courses enrolled in that were completed with a grade of A, B, C, or P.

Initiation of New Practices/New Strategies

As noted in the introduction to this report, the purpose of this study was twofold: (1) to examine the effects of state budget reductions on DSPS staffing, services, and students; and (2) to provide answers to the following questions:

1. Have funding reductions led colleges to develop more cost effective or streamlined methods for delivering services?
2. Have funding reductions led colleges to provide new types of services that are equally effective as those they replaced?

3. Have colleges developed more innovative ways of better coordinating the delivery of services to students with disabilities who are also eligible for services from other programs such as EOPS, Financial Aid, Veteran's Affairs, etc.?

To answer these research questions, we included questions on the coordinator survey and asked all informants questions based on these research questions when conducting interviews during site visits. The outcome of these explorations resulted in information that pointed to some benefits that have been realized as a result of the budget reductions. In some cases, strategies that were developed were still considered to be untested or less than optimal, but those who reported them indicated that they were being diligent in testing out alternative strategies or practices. In short, the exigency of the situation caused all of those involved with or interested in DSPS to engage in data and cost analyses, workflow analyses, or to use other analytical approaches to seek ways to find efficiencies or eliminate redundancies. Some of these approaches had not been used before, and they led, inevitably, to alternative or innovative practices that would allow DSPS staff to continue to provide the services and accommodations students needed and/or were required to have by law—but at a high human toll. Services and accommodations for students with disabilities seemed to have been maintained at a fairly high level—such that most DSPS staff did not feel they were in danger yet of being out of compliance, but the draconian cuts in staffing clearly have taken their toll. Nonetheless, it is important not to lose sight of the streamlined methods or innovative practices that have been established to allow DSPS in the colleges to maintain the level of service they have. We have striven to do that through our analyses of interview data, but time constraints precluded in-depth exploration of new practices or strategies, so further exploration of these practices is recommended.

New or Innovative Practices

On the DSPS coordinator survey, respondents were asked whether the college had considered or adopted new practices to maintain services or accommodations for students with disabilities in the face of the budget cuts. Table 33 demonstrates that a clear majority had done so. When asked whether the new practices were sustainable, slightly more than half (57 percent) indicated that they did not believe they were, and 77 percent indicated that they thought the identified practices meet state and federal requirements (Tables 34 and 35). It is an important outcome of this study that we identify those practices that have been adopted that people do believe are sustainable and that meet state and federal requirements.

The responses that we got from interview questions posed to all respondents during site visits were reviewed and synthesized into categories of suggestions. The information and ideas we collected are discussed in those categories below.

Table 33. Percentage of DSPS coordinators reporting consideration or adoption of new practices to maintain services and accommodations

	Number responding	Percentage responding
No	26	29%
Yes	64	71%
Total	90	100%

Table 34. Percentage of DSPS coordinators who considered or adopted new practices who believe such practices are sustainable

	Number responding	Percentage responding
No	35	57%
Yes	26	43%
Total	61	100%

Table 35. Percentage of DSPS coordinators who considered or adopted new practices who believe such practices meet federal and state requirements for providing accommodations

	Number responding	Percentage responding
No	14	23%
Yes	46	77%
Total	60	100%

New Efficiencies

An obvious outcome of the budget reductions was the pursuit of more efficient procedures and means of accomplishing the work of DSPS programs in providing services and accommodations. This outcome was expressed very well in the following statement by a DSPS coordinator that illustrates what many others told us about looking for new efficiencies:

> This type of fiscal crisis does make you look at organizational efficiency and rates on return of investment. It really has made for a more efficient and effective flow of paperwork and reduction in places where we didn't need to spend our time. I can clearly state what positions we need and what they would do. I couldn't do that four years ago… We have redone front office forms and save a couple thousand dollars on the forms. We implemented the phone tree that has cut incoming phone calls by 60% because now they are getting to the correct department. We have identified specific tasks that need to happen in appointments. We need to find

the pennies on the dollars. It pushed me into looking at data—what did I need, which students were not succeeding, where some groups were not represented. I talk more to instructional faculty.

As expressed at the end of the quote above, many DSPS coordinators also talked about working more closely with other departments and seeking help outside of DSPS. An EOPS/504 officer noted:

We forced a more direct dialogue with counselors from other areas and DSPS, so that there is better understanding of what students' needs are. DSPS is talking to other student services more now, which is a good thing. Our district office is also looking at ways in which we might deploy resources in a different fashion. It's not classic creativity, but it's an openness to making this work. In my 27 years, I have never seen the kinds of hits we have taken recently. We are at the point where there is no floor. We don't know how bad it can get. We've gone to any personnel to proctor [exams], not just DSPS staff. People are actually walking students across campus, but might not be a DSPS staff member.

Finding new efficiencies has often meant applying a triage approach to serving students. That is, DSPS offices designate front desk or other staff who go through a careful screening process to identify specifically the needs of a student who requests services. In this way, they can be more strategic about which students need to meet with a counselor for intake and advising and within what period of time. Another way this approach is applied is in deployment of services. An alternate media specialist stated, "We provide all the necessary services, but we're more fiscally prudent. If we are following universal design—we might process more alternate media. But because we can't afford it, we scrutinize more who gets alternate media. We primarily provide it for the visually impaired, then reading disability. That's tricky, though, because if they're reading at a strong level, we might test them and decide who really needs it." This staff member and the coordinator noted that while alternate media is "something you could so easily give to everyone, you can't." Others reported on their efforts to help students learn assistive technologies with fewer human resources.

Other specific strategies that were reported by a majority of those interviewed included the use of group processes—such as group orientations and group counseling—and the establishment of drop-in counseling hours on certain days of the week. This strategy affords more opportunities for students to get an appointment with a counselor if the need is urgent or in some way time sensitive. At one college they refer to the group intakes they are now doing as "Quick Steps." While previously counselors had done intakes individually, with meetings that took an hour or longer, they now do intakes with groups of

up to 15 during which they provide general information about the program, student responsibilities, and other non-confidential topics. They do this meeting for the first half hour, and then 2–3 counselors meet individually with students to do paperwork. The group orientation process has largely supplanted any outreach visits that DSPS staff were making to high schools.

Many respondents in interviews or on open-ended survey items mentioned eliminating "non-mandated services." However, since there is no identification in state or federal requirements of "mandated services," we found that the definition or assumptions made about mandated services varied greatly. Thus, for example, some spoke about eliminating Learning Disability Assessment on the assumption that it is not mandated. However, a student with a learning disability who does not get assessed to verify his or her disability may not receive the accommodations he or she needs to gain access to the instructional program. Most commonly, we heard about DSPS programs eliminating tutoring, paid note taking, specialized counseling, special classes, and mobility assistance. The elimination or reduction of tutoring, note taking, and counseling clearly presented the most difficult challenges for students.

A common strategy reported—again one that would not be unexpected—was the consolidation of responsibilities. This occurred most frequently within DSPS offices, with individuals adding responsibilities as staff were lost or the numbers of students needing to be served increased. This, of course, exacerbated greatly the stress DSPS staff were already feeling due to the budget reductions, but it also gave them the opportunity to think more strategically about what makes sense in terms of division of labor and how to streamline procedures.

One innovative practice that was reported involved coordination with the library. DSPS staff noted that a lot of front desk time was spent checking out tape recorders, FM systems, Daisy Readers, scooters, and managing a locker system. When they looked at how to reduce front desk responsibilities, they determined that the library had systems for tracking goods, and library staff agreed to do all the tracking. This greatly reduced the amount of time DSPS staff needed to devote to paperwork, tracking, and phone calls. In another case, a college moved the physical location of programs so that DSPS, EOPS, and counseling were co-located in one building. They reported that it "increased the communication around student needs."

Another example of coordination among departments was the part-time deployment of a DSPS staff member to the Veteran's Office on campus. This resulted in much better communication between the departments and better understanding of the potential benefits of registering to determine eligibility for services through DSPS. This meant that the

increasing number of veterans on campus were receiving improved services that enhanced their chances for success.

While it was not at all common for colleges within districts to engage in any collaborative practices or sharing of resources, there were a few indications that this option was being discussed or explored, and in one district, they had recently arrived at an agreement to share a learning disability counselor. There were a few other instances of DSPS programs across a district beginning to have such discussions.

Technology

A major area where innovative practices were identified or explored was in the use of technology. Many of those interviewed or surveyed identified practices where they were making greater use of technology to enable more efficiency in providing services. Many have created databases for tracking students, services, equipment, and whatever else is needed. In general, many are trying to do more electronic file keeping. Others are striving to have students enroll online, at least in cases where it is possible. Another site developed an online hybrid class using "Moodle" to counsel students about things they need to be aware of: priority registration coming up, time to renew SEC, etc. Because many colleges have had to reduce the hours that their high tech labs can be open, they have examined their assistive technology software and programs and explored ways to serve their students' needs with cheaper, free alternatives to continue to provide access.

For enhanced recordkeeping, monitoring, and deployment of services, one campus was exploring the use of "Clockworks"—a tested software package that had been used effectively in DSPS programs outside California. The staff that were exploring this indicated that they doubted they would be able to pay for it as an individual college, but thought it could be accomplished through a state-level coordinated effort.

Some sites are using new equipment such as "smart pens" and iPads. One site moved from onsite sign language interpreters to video remote interpreting. Another mentioned using technology to improve their processes for creating audio texts.

A few of those interviewed discussed the use of online classes. While most DSPS staff, when asked, indicated that it does not seem to be a preferred mode for most students with disabilities, for those who were taking classes in this way, it reduced the need for test proctoring and note taking. One respondent cited a research study that found that for adults with disabilities, only 46 percent had access to the Internet. As they proceed through a college program, however, more become used to the Internet and gain access and may, thus, become more comfortable with taking online classes.

Student Accountability

One of the practices or a general approach that emerged from our interviews was the en-
couragement of greater independence or accountability on the part of students with disa-
bilities. In what could be described as a movement away from the mind-set in which state
and federal requirements were established to "make amends to a population that had been
largely ignored," more were talking about the need to ensure that students with disabili-
ties could establish within themselves the independence and accountability that would
help ensure their success in their college and vocational careers. While this thinking may
have pushed ahead by the harsh reality of the budget reductions, many saw it as a trend
with great potential benefit. One coordinator described his program as having strict poli-
cies and procedures: "We provide services, but we don't spoon-feed them. We hold them
to their end of the bargain as well… One of the dictates of Title 5 is that DSPS is sup-
posed to teach advocacy and independence. If we don't prepare them for the next step in
life, I feel I haven't done my job. If we coddle them here, what will happen when they go
to a 4-year [college]?" At this college and one other, they have initiated service agree-
ments with students.

There were many other strategies and approaches that were mentioned in interviews and
on surveys, but the majority fell into the categories above. In general, it is clear that the
budget reductions did result in alternative or innovative practices that have, in many cas-
es, conferred benefits on the general operations of DSPS programs. At the same time,
most of these practices are being explored and have not yet arrived at a proof of concept
level, but it seems likely that DSPS staff, as well as colleges and districts, will continue to
explore and establish practices that allow them to be more efficient. What they will not be
able to do is sustain the level of "above and beyond" practices in which all have engaged
to accommodate the severe reductions in funding.

Recommendations for Chancellor's Office

While the following does not specifically fit under the innovative practices that we identi-
fied, we wanted to include a summary of DSPS coordinator responses to a survey ques-
tion about guidance and support needed from the Chancellor's Office. DSPS coordinators
responded with recommendations that generally fit within two possible systemwide prac-
tices. First, over 20 coordinators advocated for increased recommendations and guidance
from the Chancellor's Office around college responsibility and effort for supporting
DSPS programs. Nineteen of these coordinators wanted the Chancellor's Office to em-
phasize to colleges that the responsibility to provide and fund services for students with
disabilities is a college responsibility that DSPS programs help support. While many in-
dicated that they did feel their colleges recognized this responsibility, others felt it was

still necessary to provide such information to the colleges, as exemplified by the following response:

> [The] Chancellor's Office needs to clearly state that DSPS allocation is not to be used as the sole support of timely and effective accommodations, and the responsibility lies on the college district, and that DSPS allocation dollars are to be used in support of the college district's responsibility in providing timely and effective accommodations to students with disabilities.

Other recommendations and guidance that DSPS coordinators wanted from the Chancellor's Office included encouraging colleges to provide support for a full-time DSPS coordinator, regardless of the size of the program, and providing information to college administrators indicating that portions of special class revenue should be allocated to DSPS programs.

Second, over 20 coordinators provided suggestions that the Chancellor's Office offer professional development training or guidelines for service provision to students with disabilities. Coordinators recommended that the Chancellor's Office serve as a resource for efficient practices, knowledge sharing among DSPS programs, and for guidance around institutionalizing best practices for meeting student needs. In general, coordinators were looking to the Chancellor's Office for increased guidelines on various services and greater professional development around providing such services in an efficient manner. As one coordinator wrote:

> As we are in difficult times, it would make sense for the Chancellor's Office to take the lead on DSPS professional development activities—much like is done with the Basic Skills Initiative. Having ongoing trainings throughout the year provided free of cost to DSPS staff would assist us in providing a support system in these challenging times. There may be other ways that colleges can combine services or share costs. Having the Chancellor's Office take the lead on this would be helpful.

Summary and Conclusions

In 2009–10, state funding to DSPS was reduced by nearly 40 percent. While colleges and districts increased their fiscal support of individual DSPS programs, total funding for DSPS programs is still much lower than it was in 2008–09. Current funding levels for 2010–11 are comparable to funding levels from nearly a decade ago, while in that time period DSPS student counts have increased by almost 10 percent. DSPS programs are serving an increasing number of students with significantly reduced funding. Many DSPS

programs are also headed by newer coordinators—slightly more than half of DSPS coordinators have been in that position for five years or less—who have less time devoted to DSPS, as they are more likely to be responsible for multiple programs. This report is an attempt to provide a comprehensive look at the extent and nature of reductions to staffing and services that colleges have made and the impact such reductions have had on DSPS programs and students with disabilities.

While most DSPS coordinators believe that their college administrators recognize institutional responsibility for meeting federal and state requirements for providing services and accommodations to students with disabilities, some coordinators described feeling pressure to control costs while maintaining what they see as required federal and state accommodations. In general, colleges have reacted to the budget cuts by reducing the number of courses offered and reducing, freezing, and/or eliminating positions. Though all colleges have been negatively affected, we have found that the impact of the funding reductions has varied across colleges. For example, a number of colleges that were on stronger financial footing before the budget reductions have been able to slow the pace of cuts they have made to their DSPS program and to find ways to protect it.

A primary impact of the budget reductions on DSPS programs has been the reduction and elimination of staff. Many positions within DSPS programs have been reduced, left vacant, or even eliminated. Classified staff, counselors, and learning disability specialists were most often affected. Staff that remain have had to take on more responsibility outside of their regular duties to ensure that students receive the services they need. Though almost all DSPS coordinators have identified efficiencies of practice that allow them to provide similar, slightly reduced, or sometimes even slightly better services to students with disabilities, some of them recognized that these were not yet tested and proven practices and for some, questioned their sustainability. DSPS coordinators and others interviewed also generally feel that they have reduced and streamlined DSPS programs to the extent possible and that it is unlikely that they can find further efficiencies.

Many DSPS coordinators and staff reported that they have continued to provide the services and accommodations students need or that are required by law, but have been reducing or eliminating other services important to student success that are not explicitly mandated by law. For example, some colleges have eliminated Learning Disability Assessment, so students unable to pay for private assessments may not be able to access services or accommodations they need in order to receive equal access to educational opportunities. Tutoring for students with disabilities has also been eliminated at a large number of campuses, and as a result, students with disabilities often resort to general tutoring with tutors who have little or no training on how to work with students with disabilities.

DSPS coordinators also reported reduced involvement in campus activities. Coordinators had less time to provide professional development, training, and assistance to college faculty and staff to support students with disabilities. Coordinators have also had to reduce their commitment to serving on campus-wide committees, resulting in the diminished visibility and awareness of DSPS programs. Some coordinators felt the lack of education around services for students with disabilities contributed to less tolerance and more "mean-spiritedness" toward students with disabilities on their campus.

Due to the efforts of DSPS staff, students have been shielded thus far from feeling the full effects of the funding reductions. While coordinators reported more reductions in services and accommodations, students still reported fairly high levels of overall satisfaction. However, student satisfaction was at levels lower than previous years and for some services in particular, such as sign language interpretation, mobility assistance, and counseling, student satisfaction was on the lower end. In addition, while students recognized the constraints under which DSPS program staff are working, many were unhappy with increased wait times to receive or discuss their services. A relatively high number of students also reported experiencing negative academic impacts due to reductions in services and accommodations—nearly one-third of students reported delays in completing their degree or program, or needing to drop or withdraw from courses as a result of reduced or eliminated services. Systemwide data do not reveal a decline in certain student success indicators, such as successful enrollments or term persistence for either DSPS or non-DSPS students. However, data are not yet available for the 2011–12 academic year, and the level of systemwide detail may mask other indicators of student success, such as grade point average.

The majority of DSPS coordinators represented in this study as well as other college and district staff interviewed indicated that their programs were at critical points in their ability to effectively meet the needs of students with disabilities. DSPS coordinators believe that their staff cannot sustain the level of increased work they have taken on since the funding reductions began three years ago. They worry that any further cuts will result in their programs being unable to provide adequate services to students, which may lead to an increase in complaints, grievances, and even lawsuits.

References

Anselm L. Strauss. (1987). *Qualitative Analysis for Social Scientists*. Cambridge, England: Cambridge University Press.

Miles, M. B., and A. M. Huberman. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hill, CA: Sage Publications.

Appendix A: Site Visits

Data Collection Methods

MPR Associates conducted site visits to a sample of 15 community colleges between February 2012 and April 2012. Each community college region was represented in the site visit sample (Table A-1).

Table A-1. Site visit sample regional representation

Region	Number of colleges visited
1	2
2	1
3	2
4	2
5	2
6	1
7	1
8	2
9	1
10	1
Total	**15**

Site visits included interviews with DSPS staff and administrators and select college faculty and administrators, student focus groups, and observations of practice, such as the adaptive technology labs, learning centers, or other facilities used to support students with disabilities. Table A-2 displays a sample site visit agenda.

Table A-2. Sample site visit agenda

Time	Role
9:00 – 9:30	President of College
9:30 – 10:00	Alternate Media Specialist
10:00 – 10:45	DSPS Support Staff
10:45 – 11:15	DHH Interpreters
11:15 – 12:00	DSPS Counselors
12:00 – 1:00	Observation of Classes/Lab Visit
1:00 – 2:00	Student Focus Group
2:00 – 2:30	Faculty Focus Group
2:30 – 3:00	Chief Student Services Officer
3:00 – 3:30	ADA Coordinator
3:30 – 4:30	DSPS Director/Coordinator
4:30 – 5:00	Chief Business Officer
5:00 – 5:30	Farewell

Interviews

MPR conducted a total of 183 interviews across the site visits to gain a clear understanding of current operations of DSPS offices on campuses and to understand how each college had reacted to the budget reductions. The goal was also to find out how changes they made affected their students and the provision of services. Table A-3 provides a detailed breakdown of the number of interviews conducted for each role.

Table A-3. Number of interviews, by role

Respondent	Number of sites at which such a respondent was interviewed	Total number of interviews for this respondent type
President	11	11
DSPS Director/Coordinator	15	15
CSSO/VP Student Services/Dean SS/VP Academic Affairs	13	14
VP Administration	2	2
Chief Business Officer/VP Business	10	10
Fiscal Services Supervisor	1	1
DSPS Counselors	13	26
LD Specialists	11	14
Assistive Technology/Alt Media Specialist	15	16
DHH Coordinator	8	8
DHH Interpreters	1	3
Off-Site staff	1	3
ADA Coordinator (if separate from other positions)	9	9
Classified Staff/Instructional Assts (coordinating test proctoring, note-taking, etc)	7	17
Other Staff (Assessment Center Director, College Recruiter, EOPS/CalWORKs Director)	3	5
General Counselors	1	2
Student Services Officer	1	1
Other	2	2
Total		183

Focus Groups with Students and College Faculty

MPR worked with the DSPS coordinator at each college to recruit students or faculty and organize focus groups. Focus group protocols guided the moderator during the session and were semi-structured, allowing the moderator to pursue particular relevant issues that arose. MPR conducted 13 focus groups with students, with a total of about 100 students, and 11 focus groups with faculty, speaking to a total of 26 faculty.

Appendix B: DSPS Coordinator Survey

We sent a 62-question online survey to DSPS coordinators at each community college. The survey asked coordinators to provide information on their background and the effects of the 2008–09 budget cuts on their funding and staffing, and on the services and accommodations they provide. Ninety-one of the 113 colleges completed the survey for a response rate of 81 percent.[1] The 90 coordinators who completed the survey represented colleges that served 80 percent of the entire DSPS population in 2010–11. Each community college region was well represented, as demonstrated in Table B-1.

Table B-1. Coordinator survey regional representation

Region	Total number of colleges	Number of colleges completing survey	Survey regional representation
1	6	6	100%
2	11	9	82%
3	13	12	92%
4	13	8	62%
5	11	8*	73%
6	9	5	56%
7	14	10	71%
8	14	12	86%
9	13	12	92%
10	9	9	100%
Total	113	91	81%

* District coordinator completed one survey representing two colleges.

---

[1] In one instance, a district-level DSPS coordinator responded for two colleges within the same district. For college representation, the coordinator's response was counted twice, while for coordinator representation, the coordinator's response was only counted once. In cases where the coordinator position was vacant, DSPS programs were asked to identify an individual within the program best able to respond to the survey.

DSPS Coordinator Survey

Introduction

Dear DSPS Coordinator,

The Chancellor's Office has contracted with MPR Associates (MPR) of Berkeley, California, to conduct a five-month study on the impact of funding reductions on Disabled Students Programs and Services (DSPS) offices across the California Community College system. MPR is a research and consulting firm that specializes in education. We have a strong history of working collaboratively with the California Community Colleges Chancellor's Office.

As part of the study, MPR is administering this survey to DSPS Coordinators/Directors across the state. The survey asks you to provide information on the effects of the cuts on staffing, practices, and services, in addition to asking questions about college financial effort. Results from the survey and from other data collection efforts will help inform and support effective policy, program, and resource development. All responses will be confidential and data will be reported in the aggregate. You and your college will not be identifiable. While participation is voluntary, your feedback is essential for providing us with a better understanding of the impact of funding reductions to programs and services for students with disabilities. We would like to thank you in advance for your participation in this important study. As a token of our appreciation, we are offering you the choice of a $10 Amazon.com gift card or a $10 donation to Disability Rights California (http://www.disabilityrightsca.org/index.htm).

Sincerely,

MPR Associates, Inc.
2150 Shattuck Ave., Suite 800
Berkeley, CA 94704

www.mprinc.com

If you have any questions about the survey or the study, please contact Phoebe Ho by email at pho@mprinc.com.

About Your Role

1) What is your formal title?

_____

2) When did you first begin employment at your college?

( ) 0-1 years ago

( ) 2-3 years ago

( ) 4-5 years ago

( ) 6-10 years ago

( ) 11-15 years ago

( ) 16-20 years ago

( ) More than 20 years ago

3) How long have you worked as the Disabled Students Programs and Services (DSPS) Coordinator/Director at your college?

( ) 0-1 years

( ) 2-3 years

( ) 4-5 years

( ) 6-10 years

( ) 11-15 years

( ) 16-20 years

( ) More than 20 years

4) What percent of your time is allocated for Disabled Students Programs and Services (DSPS) at your college?

( ) 1-25%

( ) 26-50%

( ) 51-75%

( ) 76-99%

( ) 100%

5) Since 2008-09, has the time allocated for you in Disabled Students Programs and Services (DSPS) increased, decreased, or remained the same?

( ) Increased

( ) Decreased

( ) Remained the same

6) What other programs, services, or areas do you work in? Check all that apply.

[ ] Extended Opportunity Programs and Services (EOPS)

[ ] Cooperative Agencies Resources for Education (CARE)

[ ] CalWORKs

[ ] Early Assessment Program (EAP)

[ ] Other (please describe):

College Support for DSPS

7) Rate the extent to which you agree or disagree with the following statement: My college recognizes institutional responsibility for meeting federal and state requirements for providing services and accommodations to students with disabilities.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

8) Rate the extent to which you agree or disagree with the following statement: My college has generally been successful in maintaining adequate funding for Disabled Students Programs and Services (DSPS).

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

9) What amount did your college or district contribute to Disabled Student Programs and Services from its general funds, reserves, or other college or district funds in each of the following years? Exclude federal, state, and other non-college or non-district funds. *Please estimate to the best of your knowledge. If you are unable to estimate, please leave the fields blank and proceed with the rest of the survey.*

2006-07: _____

2007-08: _____

2008-09: _____

2009-10: _____

2010-11: _____

2011-12 (estimate): _____

DSPS Staffing - Full-time

Now we will ask you some questions about changes to full-time positions since 2008-09.

10) Since 2008-09, which of the following full-time positions have been reduced, left vacant, or eliminated at your college?
Reduced: position's hours in DSPS have been reduced
Left vacant: position has not been filled after vacancy due to attrition or other reasons
Eliminated: position has been eliminated completely
No change: there have been no changes to the position between 2008-09 and now

	Reduced	Left Vacant	Eliminated	No change
DSPS Coordinator/Director				
DSPS Counselor				
Learning Disability Specialist				
Alternative Media Specialist				
Assistive Technology posi-				

tions				
Adapted Physical Education positions				
DHH Coordinator				
DHH Interpreters				
Other DSPS administrative				
Other DSPS faculty				
Other DSPS classified				
Other				

11) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

DSPS Staffing - Part-time

Now we will ask you some questions about changes to part-time positions since 2008-09.

12) Since 2008-09, which of the following part-time positions have been reduced, left vacant, or eliminated at your college?

Reduced: position's hours in DSPS have been reduced

Left vacant: position has not been filled after vacancy due to attrition or other reasons

Eliminated: position has been eliminated completely

No change: there have been no changes to the position between 2008-09 and now

	Reduced	Left Vacant	Eliminated	No change
DSPS Coordinator/Director				
DSPS Counselor				
Learning Disability Specialist				
Alternative Media Specialist				
Assistive Technology positions				
Adapted Physical Educa-				

tion positions				
DHH Coordinator				
DHH Interpreters				
Other DSPS administrative				
Other DSPS faculty				
Other DSPS classified				
Other				

13) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

DSPS Staffing - Practices

14) Compared to 2008-09, are you concerned that current DSPS staff may not be in compliance for meeting the minimum state qualifications for DSPS positions?

( ) Yes

( ) No

15) Since 2008-09, has there been an increase in the number of staff in Disabled Students Programs and Services (DSPS) who have been given new duties or responsibilities to make up for reductions at your college?

( ) Yes

( ) No (Skip to #18)

16) In your opinion, are these changes to staff duties or responsibilities sustainable?

( ) Yes

( ) No

17) Please describe some of the new duties or responsibilities Disabled Students Programs and Services (DSPS) staff have had to take on.

DSPS Practices

18) Since 2008-09, has your college considered or adopted new practices to maintain services or accommodations for students with disabilities in the face of the budget cuts?

( ) Yes

( ) No (Skip to #22)

19) Please describe these new practices below.

20) Do you think these practices are sustainable?

( ) Yes

( ) No

21) Do you think these practices meet federal and state requirements for providing accommodations to students with disabilities?

( ) Yes

( ) No

DSPS Services

In the next several questions, we will ask you about your college's experiences with delays, reductions, and eliminations to services and/or accommodations for students with disabilities.

22) Since 2008-09, what have been the general changes in availability of the following services and/or accommodations for students with disabilities?
Reduced: service or accommodation has been reduced for all students with disabilities
Eliminated: service or accommodation is no longer provided by the college
No change: no changes in availability of service or accommodation between 2008-09 and now

	Reduced	Eliminated	No change
Learning disability assessment			
Academic counseling/advising			
Disability counseling			
Personal counseling			
Assistance with faculty and instructors			
Assistance with other college staff (e.g., financial aid office)			
Registration assistance			

23) Since 2008-09, have there been greater delays in approving or delivering the following services and/or accommodations for students with disabilities? If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change
Learning disability assessment			
Academic counseling/advising			
Disability counseling			
Personal counseling			
Assistance with faculty and instructors			
Assistance with other college staff (e.g., financial aid office)			
Registration assistance			

24) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

---

25) Since 2008-09, what have been the general changes in availability of the following services and/or accommodations for students with disabilities?
Reduced: service or accommodation has been reduced for all students with disabilities
Eliminated: service or accommodation is no longer provided by the college
No change: no changes in availability of service or accommodation between 2008-09 and now

	Reduced	Eliminated	No change
Mobility assistance and orientation			
On-campus transportation			
Off-campus transportation assistance			
Adapted/adjustable furniture			
Special parking			
Service animal authorization			

26) Since 2008-09, have there been greater delays in approving or delivering the following services and/or accommodations for students with disabilities? If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change
Mobility assistance and orientation			
On-campus transportation			
Off-campus transportation assistance			
Adapted/adjustable furniture			
Special parking			
Service animal authorization			

27) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

---

28) Since 2008-09, what have been the general changes in availability of the following services and/or accommodations for students with disabilities?
Reduced: service or accommodation has been reduced for all students with disabilities

Eliminated: service or accommodation is no longer provided by the college

No change: no changes in availability of service or accommodation between 2008-09 and now

	Reduced	Eliminated	No change
Note taking services			
Scribe services			
Reader services			
Test proctoring/testing accommodations			
Sign language interpretation			
Preferential seating			
Distraction reduced settings			

29) Since 2008-09, have there been greater delays in approving or delivering the following services and/or accommodations for students with disabilities? If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change
Note taking services			
Scribe services			
Reader services			
Test proctoring/testing accommodations			
Sign language interpretation			
Preferential seating			
Distraction reduced settings			

30) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

---

31) Since 2008-09, what have been the general changes in availability of the following services and/or accommodations for students with disabilities?

Reduced: service or accommodation has been reduced for all students with disabilities

Eliminated: service or accommodation is no longer provided by the college

No change: no changes in availability of service or accommodation between 2008-09 and now

	Reduced	Eliminated	No change
Disability related tutoring services			
General tutoring services			
Special classes			
Adapted physical education			

32) Since 2008-09, have there been greater delays in approving or delivering the following services and/or accommodations for students with disabilities? If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change
Disability related tutoring services			
General tutoring services			
Special classes			
Adapted physical education			

33) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

34) Since 2008-09, what have been the general changes in availability of the following services and/or accommodations for students with disabilities?
Reduced: service or accommodation has been reduced for all students with disabilities
Eliminated: service or accommodation is no longer provided by the college
No change: no changes in availability of service or accommodation between 2008-09 and now

	Reduced	Eliminated	No change
Recorders			
Computer Assisted Real-Time Transcription			
Alternate media/accessible formats (e.g., e-text, Braille, audio files)			
Assistive technology			
Assistive technology training			
Assistive listening devices			
Equipment loan			
Access to High Tech Center			

35) Since 2008-09, have there been greater delays in approving or delivering the following services and/or accommodations for students with disabilities? If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change
Recorders			
Computer Assisted Real-Time Transcription			
Alternate media/accessible formats (e.g., e-text, Braille, audio files)			
Assistive technology			
Assistive technology training			
Assistive listening devices			
Equipment loan			
Access to High Tech Center			

36) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

Services and Accommodations

37) Since 2008-09, what have been the general changes in providing services and/or accommodations for students with disabilities through these venues?
Reduced: availability of services or accommodations have been reduced for all students with disabilities
Eliminated: services or accommodations are no longer provided by the college
No change: no changes in availability of service or accommodation between 2008-09 and now
Not applicable: college does not have such a venue

	Reduced	Eliminated	No change	Not applicable
Off-campus/satellite centers				
Evening and weekend classes				
Distance education/online classes				

38) Since 2008-09, have there been greater delays in approving or delivering services and/or accommodations for students with disabilities through the following venues?

If there have been delays in both approval and delivery, please be sure to check both "approving" and "delivering". If there have been no changes in approval or delivery, check only "no change".

	Approving	Delivering	No change	Not applicable
Off-campus/satellite centers				
Evening and weekend classes				
Distance education/online classes				

39) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

Recruitment

40) Since 2008-09, what have been the general changes in the following types of recruitment your college's Disabled Students Programs and Services (DSPS) office is able to do?

Reduced: recruitment by DSPS still occurs but has been reduced

Eliminated: recruitment by DSPS is no longer done

No change: recruitment by DSPS is done at the same level as prior to 2008-09

Never recruited: recruitment of this type was never done by DSPS

	Reduced	Eliminated	No change	Never recruited
Recruitment within the college				
Recruitment in high schools				
Recruitment in wider community				

41) Please use this space to provide any other information necessary to respond to these questions or explain your answers above.

Services and Accommodations

42) Please describe any other services and/or accommodations for students with disabilities that have been delayed in approval or delivery, been reduced, or been eliminated that we haven't already asked you about.

Priority Registration

43) Prior to 2008-09, did students with disabilities at your college receive priority registration?

( ) Yes, all students with disabilities received priority registration

( ) Yes, some students with disabilities received priority registration on a case-by-case basis

( ) No

44) Since 2008-09, has priority registration for students with disabilities at your college changed?

( ) Yes

( ) No (Skip to #46)

Priority Registration

45) Please describe how priority registration has changed at your college.

Learning Disability Assessment

46) On average, how long do students currently need to wait in order to get a learning disability assessment appointment at your college?

( ) Less than a week

( ) 1 week

( ) 2 weeks

( ) 3 weeks

( ) 4 weeks

( ) 5 weeks or longer

( ) Not applicable - my college does not provide learning disability assessment

Student Appointments

47) On average, how long do students currently need to wait in order to get an appointment to speak with someone in Disabled Students Programs and Services (DSPS) about their services and/or accommodations?

( ) Less than a week

( ) 1 week

( ) 2 weeks

( ) 3 weeks

( ) 4 weeks

( ) 5 weeks or longer

48) On average, has the wait time for students to get an appointment to speak with someone in Disabled Students Programs and Services (DSPS) about their services and/or accommodations increased, decreased, or remained the same compared to 2008-09?

( ) Increased

( ) Decreased

( ) Remained the same

DSPS Students

49) Since 2008-09, what has been the change in the number of students requesting services and/or accommodations from Disabled Students Programs and Services (DSPS) at your college (regardless of whether they ultimately received services or not)?

( ) Increased

( ) Decreased (Skip to #52)

( ) Remained the same (Skip to #54)

50) Please estimate to the best of your knowledge the percentage increase in students requesting services and/or accommodations between 2008-09 and now.

( ) 0-10%

( ) 11-20%

( ) 21-30%

( ) 31-40%

( ) 41-50%

( ) 51-60%

( ) 61-70%

( ) 71-80%

( ) 81-90%

( ) 90% or more

51) Please use this space to explain the increase in the numbers of students requesting services and/or accommodations.

52) Please estimate to the best of your knowledge the percentage decrease in students requesting services and/or accommodations between 2008-09 and now.

( ) 0-10%

( ) 11-20%

( ) 21-30%

( ) 31-40%

( ) 41-50%

( ) 51-60%

( ) 61-70%

( ) 71-80%

( ) 81-90%

( ) 90% or more

53) Please use this space to explain the decrease in the numbers of students requesting services and/or accommodations.

Impact on Students

54) Since 2008-09, do you believe any of the following have occurred for students with disabilities as a result of delayed, reduced, or eliminated services and/or accommodations at your college?

	Yes	No
Students' GPAs have declined		
Students' class pass rates have declined		
More students are dropping/withdrawing from classes		
More students are dropping/withdrawing from college		
Students are taking longer to complete their degree/program		
Students are taking longer to complete transfer program		

55) Since 2008-09, have the number of complaints or grievances filed by students regarding disability services and/or accommodations increased, decreased, or stayed the same at your college?

( ) Increased

( ) Decreased

( ) Stayed the same

( ) I don't know

56) Please describe any other effects, academic or otherwise, that you believe delayed, reduced, or eliminated services and/or accommodations in Disabled Students Programs and Services (DSPS) have had on students with disabilities.

Outreach and Professional Development

57) Since 2008-09, have you experienced a change in the amount of time you are able to spend assisting college faculty and staff outside of Disabled Students Programs and Services (DSPS) with supporting student with disabilities?

( ) Increased

( ) Decreased

( ) Stayed the same

58) Since 2008-09, have you had to limit or cut back your participation as a representative of Disabled Students Programs and Services (DSPS) in committees and other college initiatives as a result of budget cuts?

( ) Yes

( ) No

59) Since 2008-09, have you experienced a decrease in the time or resources you can dedicate to opportunities for professional development related to Disabled Students Programs and Services (DSPS) as a result of budget cuts?

( ) Yes

( ) No

Impacts on College

60) Please describe any other impacts you have witnessed or experienced on the college as a whole since 2008-09 as a result of delayed, reduced, or eliminated services and/or accommodations for students with disabilities.

DSPS Recommendations

61) What type of guidance or support do you think colleges need from the Chancellor's Office in order to provide services and accommodations that meet federal and state requirements while operating with reduced budgets?

62) Is there anything else that you'd like to share?

Incentive Information

63) Please choose an incentive option below.

( ) $10 Amazon gift card (will be emailed to you)

( ) $10 donation to Disability Rights California
(http://www.disabilityrightsca.org/index.htm)

Thank You!

Thank you for taking our survey. Your response is very important to us.

Appendix C: DSPS Student Survey

We administered a 53-question survey to DSPS students. The goal of this survey was to collect general data from students regarding their experience and the effects they think the budget reductions have had on DSPS practices and support and on their achievement.

Identifying and contacting DSPS students requires assistance from DSPS offices. Due to privacy restrictions protecting currently enrolled students, it is not possible to contact students directly. Instead, DSPS coordinators on each campus were asked to send an email to students on their rosters, urging them to take the survey. We also requested that DSPS offices and computer labs display posters with information about the survey and providing the link to the survey. We also contacted a number of organizations and asked them to distribute the survey (including the Student Senate, California Foundation for Independent Living Centers, and the Department of Rehabilitation). To make the survey accessible, we provided options to complete it on-line, via paper, or by phone. We developed the on-line survey with feedback from the High Tech Center Training Unit of the California Community Colleges to ensure that the online format was accessible to all students. As an incentive, we offered students who completed the survey in any format a chance to win one of 500 $10 Amazon gift cards.

Student Survey Sample

This report includes information from 2,348 students with disabilities. Among the student respondents, we included only students who fully completed the survey. Gauging the student survey response rate is difficult due to the indirect nature of the student survey dissemination. Because no central list exists of students with disabilities, the number of potential survey takers is unknown. DSPS coordinators contacted undisclosed lists of students, and other respondents may have learned of the survey by seeing MPR's posters in the DSPS offices and computer labs or through an on-line or listserv posting by an external organization.

Of the 2,348 respondents, 88 percent were currently enrolled in a California community college (Table C-1), 59 percent were female (Table C-2), and almost 40 percent of respondents were over 40 years old (Table C-3). Table C-4 and Table C-5 show the break-

down of students by ethnicity and by self-identification of disability, respectively.[1] In addition, 83 California community colleges are represented in the student survey data. Table C-6 shows college representation by number of student responses.

Table C-1. DSPS student survey respondents by college enrollment

	Number responding	Percent response
Currently enrolled in a California Community College	2,063	88%
Currently enrolled in a college or university other than a California Community College	113	5%
Not currently enrolled in any college or university	145	6%
No response	27	1%
Total	2,348	

Table C-2. DSPS student survey respondents by gender

	Number responding	Percent response
Male	897	38%
Female	1,385	59%
Other	14	1%
No response	52	2%
Total	2,348	

[1] Students could choose more than one disability, thus percentages in Table C-5 sum up to more than 100 percent. Approximately 41 percent of students reported multiple disabilities.

Table C-3. DSPS student survey respondents by age

	Number responding	Percent response
18 or younger	50	2%
19–23	659	28%
24–29	350	15%
30–39	359	15%
40 or older	891	38%
No response	39	2%

Table C-4. DSPS student survey respondents by race/ethnicity

	Number responding	Percent responding
American Indian/Alaskan Native	34	1%
Asian	128	6%
Black/African American	238	10%
Hispanic	537	23%
White	912	39%
Native Hawaiian or Pacific Islander	17	1%
Multiracial	129	6%
Other	76	3%
Declined to state/No response	277	12%

Table C-5. DSPS student survey respondents by self-reported disability

	Number responding	Percent responding
Acquired brain injury	194	8%
Developmental delayed learner	309	13%
Hearing impaired	224	10%
Learning disabled	1087	46%
Mobility impaired	366	16%
Psychological disability	599	26%
Speech/language impaired	151	6%
Visually impaired	235	10%
Other disability	632	27%
No response	48	2%

Table C-6. DSPS student survey respondents by college representation

	Number of colleges in this category	Percent of colleges in this category
0 responses	30	27%
1–10 responses	43	38%
11–25 responses	16	14%
26–50 responses	14	12%
51–100 responses	5	4%
More than 100 responses	5	4%
Total	83 colleges had student respondents	

DSPS Student Survey

Introduction

Dear Current and Former California Community College Students,

MPR Associates is conducting a survey on behalf of Disabled Students Programs and Services (DSPS) at the California Community Colleges Chancellor's Office to find out what effects the statewide budget reductions may have had on the services and accommodations you received during your time as a student at a community college. Your feedback will help us understand the impact of the funding reductions on students like you.

The survey is voluntary, and your responses will remain confidential. We will not identify individuals in any way. As a token of our appreciation for participating in this study, you will be entered into a raffle for a $10 Amazon gift card. We will raffle 500 gift cards in total. Please complete the survey by May 4, 2012.

Note for those using screen readers: We have made every effort to create an accessible survey within the parameters of the survey software. However, some users may still experience minor issues. For those using JAWS, we recommend navigating with the arrow keys rather than the tab key. On some questions, you may hear your screen reader reading a response option more than once. When that occurs, please be sure to select the response that indicates a "check" or "not checked" option.

If for any reason you prefer to take the survey by phone, you can call 1-800-677-6987. Though the line will not be staffed at all times, you can leave a call-back number and a convenient time to call.

You can also download and complete a PDF copy of the survey and mail it to MPR. You can download the survey at:
http://mprinc.com/DSPS/DSPS_Student_Survey_Hardcopy.pdf

Your DSPS office will also have paper copies of the survey available upon request.

Sincerely,

MPR Associates, Inc.
2150 Shattuck Ave., Suite 800
Berkeley, CA 94704

www.mprinc.com

If you have any questions about the survey or the study, please contact Phoebe Ho by
email at pho@mprinc.com.

Background

1) Are you a current or former student at a California Community College?

( ) Yes

( ) No

2) When did you first enroll at a California Community College?

( ) 2011-12

( ) 2010-11

( ) 2009-10

( ) 2008-09

( ) 2007-08 or earlier

3) Do you have a disability for which you sought or received services and/or accommodations from a Disabled Students Programs and Services (DSPS) office at a California Community College?

( ) Yes

( ) No

4) When did you first apply for or seek services and/or accommodations from a Disabled Students Programs and Services (DSPS) office at a California Community College?

( ) 2011-12

( ) 2010-11

( ) 2009-10

( ) 2008-09

( ) 2007-08 or earlier

DSPS Services and Accommodations

The next several sections on this survey will ask you about the types of services and/or accommodations you received while at a California Community College, and whether you think those services and/or accommodations met your needs as a student.

Counseling and Assessment

5) Did you ever receive any of the following services and/or accommodations from a California Community College? Check all that apply.

[ ] Learning disability assessment

[ ] Academic counseling/advising

[ ] Disability counseling

[ ] Personal counseling

[ ] Assistance with faculty and instructors

[ ] Assistance with other college staff (e.g., financial aid office)

[ ] Registration assistance

Please rate the extent to which you agree or disagree with the following statement about the service or accommodation you received.

6) The [service or accommodation] I received while at a California Community College met my needs.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

7) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

8) What other services and/or accommodations did you need in order to succeed as a student that were not available at your California Community College? Check all that apply.

[ ] Learning disability assessment

[ ] Academic counseling/advising

[ ] Disability counseling

[ ] Personal counseling

[ ] Assistance with faculty and instructors

[ ] Assistance with other college staff (e.g., financial aid office)

[ ] Registration assistance

Transportation and Accessibility

9) Did you ever receive any of the following services and/or accommodations from a California Community College? Check all that apply.

[ ] Mobility assistance and orientation

[ ] On-campus transportation

[ ] Off-campus transportation assistance

[ ] Adapted/adjustable furniture

[ ] Special parking

[ ] Service animal authorization

Please rate the extent to which you agree or disagree with the following statement about the service or accommodation you received.

10) The [service or accommodation] I received while at a California Community College met my needs.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

11) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

---

12) What other services and/or accommodations did you need in order to succeed as a student that were not available at your California Community College? Check all that apply.

[ ] Mobility assistance and orientation

[ ] On-campus transportation

[ ] Off-campus transportation assistance

[ ] Adapted/adjustable furniture

[ ] Special parking

[ ] Service animal authorization

Classroom and Testing

13) Did you ever receive any of the following services or accommodations from a California Community College? Check all that apply.

[ ] Note taking services

[ ] Scribe services

[ ] Reader services

[ ] Test proctoring/testing accommodations

[ ] Sign language interpretation

[ ] Preferential seating

[ ] Distraction reduced settings

Please rate the extent to which you agree or disagree with the following statement about the service or accommodation you received.

14) The [service or accommodation] I received while at a California Community College met my needs.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

15) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

---

16) What other services and/or accommodations did you need in order to succeed as a student that were not available at your California Community College? Check all that apply.

[ ] Note taking services

[ ] Scribe services

[ ] Reader services

[ ] Test proctoring/testing accommodations

[ ] Sign language interpretation

[ ] Preferential seating

[ ] Distraction reduced settings

Academic Services

17) Did you ever receive any of the following services and/or accommodations from a California Community College? Check all that apply.

[ ] Tutoring services for students with disabilities

[ ] General tutoring services

[ ] Special classes

[ ] Adapted physical education

Please rate the extent to which you agree or disagree with the following statement about the service or accommodation you received.

18) The [service or accommodation] I received while at a California Community College met my needs.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

19) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

---

20) What other services and/or accommodations did you need in order to succeed as a student that were not available at your California Community College? Check all that apply.

[ ] Tutoring services for students with disabilities

[ ] General tutoring services

[ ] Special classes

[ ] Adapted physical education

Equipment and Technology

21) Did you ever receive any of the following services and/or accommodations from a California Community College? Check all that apply.

[ ] Recorders

[ ] Computer Assisted Real-Time Transcription

[ ] Alternate media/accessible formats (e.g., e-text, Braille, audio files)

[ ] Assistive technology

[ ] Assistive technology training

[ ] Assistive listening devices

[ ] Equipment loan

[ ] Access to High Tech Center

Please rate the extent to which you agree or disagree with the following statement about the service or accommodation you received.

22) The [service or accommodation] I received while at a California Community College met my needs.

( ) Strongly disagree

( ) Moderately disagree

( ) Slightly disagree

( ) Slightly agree

( ) Moderately agree

( ) Strongly agree

23) Please use this space to provide any other information necessary to respond to this question or explain your answers above.

---

24) What other services and/or accommodations did you need in order to succeed as a student that were not available at your California Community College? Check all that apply.

[ ] Recorders

[ ] Computer Assisted Real-Time Transcription

[ ] Alternate media/accessible formats (e.g., e-text, Braille, audio files)

[ ] Assistive technology

[ ] Assistive technology training

[ ] Assistive listening devices

[ ] Equipment loan

[ ] Access to High Tech Center

Other Services and Accommodations

25) Please describe any other services and/or accommodations that you needed in order to succeed as a student that were not available at your California Community College and that we haven't already asked about.

Learning Disability Assessment

26) On average, how long did you have to wait in order to get a learning disability assessment at your California Community College?

( ) Less than a week

( ) 1 week

C-15

( ) 2 weeks

( ) 3 weeks

( ) 4 weeks

( ) 5 weeks or longer

( ) Not applicable - I did not request or require learning disability assessment

( ) Not applicable - my college does not offer learning disability assessment

---

27) Did the amount of time it took to get an appointment for a learning disability assessment have a negative impact on your ability to succeed as a student?

( ) Yes

( ) No

---

28) Please describe how the wait time for getting a learning disability assessment negatively impacted your ability to succeed as a student.

---

29) Did not being able to get a learning disability assessment at your California Community College have a negative impact on your ability to succeed as a student?

( ) Yes

( ) No

---

30) Please describe how not being able to get a learning disability assessment at a California Community College negatively impacted your ability to succeed as a student.

Appointment Times

31) On average, how long do you currently need to wait in order to get an appointment to speak with someone in Disabled Students Programs and Services (DSPS) about your services and/or accommodations?

( ) Less than a week

( ) 1 week

( ) 2 weeks

( ) 3 weeks

( ) 4 weeks

( ) 5 weeks or longer

32) On average, has the wait time to get an appointment to speak with someone in Disabled Students Programs and Services (DSPS) about your services and/or accommodations increased, decreased, or remained the same compared to when you first started **at a California Community College?**

( ) Increased

( ) Decreased

( ) Remained the same

33) Does the amount of time it takes get an appointment to speak with someone in Disabled Students Programs and Services (DSPS) about your services and/or accommodations have a negative impact on your ability to succeed as a student?

( ) Yes

( ) No

34) Please describe how the wait time to get an appointment affected your ability to succeed as a student.

Academic Impact

35) Which of the following impacts on your academics do you believe have resulted from eliminated, reduced, delayed or restricted disability services and/or accommodations at your college? Check all that apply.

[ ] My GPA has declined

[ ] My class pass rates have declined

[ ] I have had to drop/withdraw from classes

[ ] I am taking longer to complete my degree/program

[ ] I am taking longer to complete a transfer program

[ ] None of the above

[ ] Other (please describe):

Advocacy

36) Have you ever filed a grievance or complaint at a California Community College because you were unable to get the service or accommodation you needed? Please choose the response that best matches your experiences.

( ) Yes

( ) No, I wanted to file a grievance or complaint but did not know how to

( ) No, I am concerned that filing a grievance or complaint may have a negative impact on me

( ) No, I had no reason to file a grievance or complaint

37) Who did you file your grievance or complaint with? Check all that apply.

[ ] Disability Support Programs and Services office

[ ] Chancellor's Office

[ ] College ADA Officer

[ ] College faculty or instructor

[ ] College administration

[ ] Office for Civil Rights – U.S. Department of Education

[ ] Other agency or organization outside of the college

[ ] I don't remember

38) Was your grievance or complaint resolved?

( ) Yes, in my favor

( ) Yes, in favor of the college

( ) No

Your Thoughts

39) What is your overall level of satisfaction with the disability services and/or accommodations that you have received while enrolled at a California Community College?

( ) Very Dissatisfied

( ) Dissatisfied

( ) Somewhat Dissatisfied

( ) Somewhat Satisfied

( ) Satisfied

( ) Very Satisfied

40) Is there anything else you'd like to share with us about your experience receiving services and accommodations through a California Community College Disabled Students Programs and Services office?

Current Enrollment

41) Which of the following best describes your current enrollment status?

( ) Currently enrolled in a California Community College

( ) Currently enrolled in a college or university other than a California Community College

( ) Not currently enrolled in any college or university

42) List all the California Community College(s) you are currently enrolled in. Please type the name of the college(s) below.

_____

Previous Enrollment

43) When were you last enrolled at a California Community College?

( ) Fall 2011

( ) 2010-11

( ) 2009-10

( ) 2008-09

( ) 2007-08 or earlier

44) Which California Community College(s) were you last enrolled in? Please type the name of the college(s) below.

_____

45) Was difficulty in getting disability services and/or accommodations a factor that contributed to your decision to leave the California Community College at which you were last enrolled?

( ) Yes

( ) No

46) How important was the lack of services and accommodations to your decision to leave a California Community College?

( ) Not at all important

( ) Unimportant

( ) Somewhat unimportant

( ) Somewhat important

( ) Important

( ) Very important

About You

47) Please indicate the type(s) of disability you have. Check all that apply. This information will remain confidential and will not be used to identify you in any way.

[ ] Acquired Brain Injury

[ ] Developmentally Delayed Learner

[ ] Hearing Impaired

[ ] Learning Disabled

[ ] Mobility Impaired

[ ] Psychological Disability

[ ] Speech/Language Impaired

[ ] Visually Impaired

[ ] Other (please describe):

48) What is your gender?

( ) Male

( ) Female

( ) Other

49) What is your ethnicity?

( ) Hispanic or Latino

( ) Not Hispanic or Latino

( ) Decline to state

50) What is your race? Check all that apply.

[ ] American Indian or Alaskan Native

[ ] Asian

[ ] Native Hawaiian or Other Pacific Islander

[ ] Black or African American

[ ] White

[ ] Other

[ ] Decline to state

51) What is your current age in years?

( ) 18 or younger

( ) 19-23

( ) 24-29

( ) 30-39

( ) 40 or older

52) Which of the following best describes your current employment situation?

( ) Working full-time (30 hours a week or more)

( ) Working part-time (less than 30 hours/week)

( ) Currently not employed

53) Which of the following best describes your overall enrollment while at a California Community College?

( ) Attended mostly full-time (12 or more units)

( ) Attended mostly part-time (less than 12 units)

( ) Attended a mix of full-time and part-time

Gift Card Contact Information

We are offering 500 $10 Amazon gift cards in a raffle as a token of our appreciation for participating in this study. In order to deliver the gift card, we will need you to provide some contact information. This information will remain confidential and will not be used for any purpose other than the raffle. In order to ensure that the gift card is successfully delivered, please consider submitting both a valid email and physical address.

54) How would you prefer to receive the gift card?

( ) Email

( ) Mailed to a physical address

55) Please enter a valid email address to which we can electronically deliver the gift card if your survey is drawn in the raffle.

_____

56) Please enter a valid physical address to which we can mail the gift card if your survey is drawn in the raffle.

Name: _____

Street address: _____

Apartment/Suite: _____

City: _____

State: _____

Zip code: _____

Thank you for taking our survey! Your survey has been submitted. You may now exit the browser window.

Appendix D: Tables

Appendix Table D-1. Demographic characteristics of California Community College students by DSPS status: 2001–02 to 2010–11

	2001–02 N	%	2002–03 N	%	2003–04 N	%	2004–05 N	%	2005–06 N	%	2006–07 N	%	2007–08 N	%	2008–09 N	%	2009–10 N	%	2010–11 N	%
Total	2,768,852	100%	2,792,456	100%	2,512,466	100%	2,481,278	100%	2,515,376	100%	2,596,419	100%	2,739,833	100%	2,894,147	100%	2,758,718	100%	2,610,215	100%
DSPS	89,389	3%	94,312	3%	91,647	4%	94,394	4%	95,742	4%	98,473	4%	102,697	4%	115,461	4%	121,107	4%	124,051	5%
Race/ethnicity																				
African-American	9,667	11%	10,572	11%	10,558	12%	11,300	12%	11,560	12%	12,103	12%	12,687	12%	14,490	13%	14,255	12%	15,147	12%
American Indian/ Alaskan Native	1,654	2%	1,697	2%	1,631	2%	1,638	2%	1,668	2%	1,697	2%	1,760	2%	1,929	2%	1,718	1%	1,609	1%
Asian, Filipino, and Pacific Islander	6,089	7%	6,372	7%	6,199	7%	6,382	7%	6,749	7%	7,139	7%	7,462	7%	8,368	7%	8,102	7%	8,191	7%
Hispanic	17,368	19%	19,170	20%	19,167	21%	20,370	22%	20,745	22%	21,890	22%	23,529	23%	27,020	23%	29,763	25%	34,028	27%
White Non-Hispanic	45,460	51%	46,658	49%	44,367	48%	44,518	47%	44,053	46%	44,134	45%	44,953	44%	48,301	42%	48,637	40%	50,983	41%
Unknown/ Non-Respondent	9,151	10%	9,843	10%	9,725	11%	10,186	11%	10,967	11%	11,510	12%	12,306	12%	15,304	13%	17,192	14%	11,418	9%
Gender																				
Female	49,441	55%	52,356	56%	51,031	56%	53,101	56%	53,336	56%	54,751	56%	56,315	55%	62,426	54%	64,982	54%	66,379	54%
Male	39,140	44%	41,030	44%	39,819	43%	40,530	43%	41,412	43%	42,752	43%	45,386	44%	51,660	45%	54,564	45%	56,077	45%
Age																				
Less than 18 years	1,578	2%	1,669	2%	1,682	2%	1,643	2%	1,748	2%	2,168	2%	2,515	2%	2,858	2%	2,785	2%	2,693	2%
18–19	11,056	12%	12,266	13%	12,757	14%	13,720	15%	14,208	15%	15,211	15%	16,507	16%	19,156	17%	20,786	17%	21,797	18%
20–24	17,710	20%	19,433	21%	19,645	21%	20,652	22%	21,417	22%	22,230	23%	23,445	23%	26,707	23%	29,200	24%	31,503	25%
25–29	8,374	9%	9,090	10%	8,919	10%	9,250	10%	9,649	10%	10,191	10%	10,802	11%	12,998	11%	13,838	11%	14,473	12%
30–34	7,590	8%	7,799	8%	7,298	8%	7,118	8%	6,973	7%	6,871	7%	7,245	7%	8,306	7%	8,876	7%	9,338	8%
35–39	8,300	9%	8,295	9%	7,460	8%	7,303	8%	7,045	7%	6,997	7%	6,975	7%	7,668	7%	7,643	6%	7,445	6%
40–49	16,382	18%	16,783	18%	15,859	17%	16,040	17%	15,615	16%	15,322	16%	15,477	15%	16,555	14%	16,774	14%	16,457	13%
50 years or older	17,875	20%	18,578	20%	17,734	19%	18,438	20%	18,903	20%	19,228	20%	19,558	19%	21,068	18%	21,076	17%	20,245	16%

Tables continued on next page.

Appendix Table D-1. Demographic characteristics of California Community College students by DSPS status: 2001–02 to 2010–11—Continued

Non-DSPS																			
2,486,164	95%	2,637,611	96%	2,778,686	96%	2,637,136	96%	2,497,946	96%	2,419,634	96%	2,386,884	96%	2,420,819	96%	2,698,144	97%	2,679,463	97%
Race/ethnicity																			
African-American																			
182,233	7%	184,797	7%	203,220	7%	193,657	7%	181,834	7%	180,518	7%	178,002	7%	178,339	7%	198,531	7%	193,746	7%
American Indian/Alaskan Native																			
13,698	1%	16,498	1%	22,528	1%	21,414	1%	20,574	1%	20,075	1%	20,198	1%	20,535	1%	23,787	1%	24,851	1%
Asian, Filipino, and Pacific Islander																			
387,164	16%	403,862	15%	445,791	16%	435,776	17%	418,865	17%	405,938	17%	401,860	17%	409,806	17%	445,036	16%	438,960	16%
Hispanic																			
847,606	34%	809,988	31%	831,102	30%	784,242	30%	726,333	29%	693,151	28%	667,198	27%	661,139	27%	716,671	26%	708,057	26%
White Non-Hispanic																			
788,563	32%	834,441	32%	923,951	34%	897,676	34%	875,324	35%	866,318	36%	878,188	37%	911,541	38%	1,050,609	39%	1,067,606	40%
Unknown/Non-Respondent																			
212,238	9%	352,841	13%	351,423	13%	304,371	12%	275,016	11%	253,634	10%	241,438	10%	239,459	10%	263,510	10%	246,243	9%
Gender																			
Female																			
1,319,258	53%	1,412,403	54%	1,494,914	54%	1,435,107	54%	1,367,010	55%	1,326,255	55%	1,316,274	55%	1,335,558	55%	1,470,123	54%	1,444,979	54%
Male																			
1,136,832	46%	1,189,780	45%	1,243,506	45%	1,174,123	45%	1,103,090	44%	1,063,528	44%	1,043,540	44%	1,053,630	44%	1,196,486	45%	1,205,870	45%
Age																			
Less than 18 years																			
137,277	6%	174,838	7%	222,184	8%	212,226	8%	182,230	7%	165,889	6%	149,195	6%	150,557	6%	252,902	9%	274,641	10%
18–19																			
481,914	19%	508,240	19%	505,432	18%	467,508	18%	441,709	18%	427,647	18%	420,510	18%	411,320	17%	417,879	15%	405,868	15%
20–24																			
730,217	29%	733,415	28%	734,338	26%	689,259	26%	658,396	26%	645,931	27%	644,467	27%	641,543	27%	658,709	24%	626,202	23%
25–29																			
336,088	14%	347,030	13%	357,801	13%	333,342	13%	311,204	12%	299,270	12%	295,967	12%	302,570	12%	328,926	12%	324,127	12%
30–34																			
198,935	8%	204,930	8%	215,373	8%	206,038	8%	198,327	8%	196,263	8%	202,450	9%	214,740	9%	244,294	9%	246,124	9%
35–39																			
142,840	6%	153,518	6%	170,176	6%	167,628	7%	163,491	7%	159,503	7%	158,311	7%	165,432	7%	191,118	7%	197,256	7%
40–49																			
219,418	9%	234,398	9%	257,467	9%	254,676	10%	251,018	10%	249,003	10%	251,559	11%	263,684	11%	299,037	11%	302,629	11%
50 years or older																			
238,385	10%	267,585	10%	300,126	11%	293,309	11%	283,700	11%	267,382	11%	256,523	11%	260,969	11%	290,853	11%	287,639	11%

Appendix Table D-2: DSPS student population by disability types: 2001–02 to 2010–11

	2001–02		2002–03		2003–04		2004–05		2005–06		2006–07		2007–08		2008–09		2009–10		2010–11	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hearing impaired	3,724	4%	3,852	4%	3,781	4%	3,891	4%	4,021	4%	4,001	4%	4,121	4%	4,623	4%	4,808	4%	4,843	4%
Acquired brain injury	5,464	6%	5,432	6%	5,074	6%	4,881	5%	4,851	5%	4,889	5%	4,985	5%	5,499	5%	5,527	5%	5,271	4%
Learning disabled	23,801	27%	24,389	26%	23,237	25%	23,347	25%	22,758	24%	22,826	23%	22,771	22%	24,527	21%	24,218	20%	22,659	18%
Visually impaired	2,827	3%	2,884	3%	2,714	3%	2,734	3%	2,780	3%	2,707	3%	2,895	3%	2,903	3%	3,049	3%	3,014	2%
Mobility impaired	14,636	16%	15,145	16%	14,230	16%	14,210	15%	13,978	15%	13,690	14%	13,486	13%	14,060	12%	14,517	12%	14,552	12%
Other disability	17,164	19%	19,814	21%	20,799	23%	22,832	24%	23,736	25%	26,371	27%	29,154	28%	36,157	31%	40,154	33%	42,436	34%
Developmentally delayed learner	10,653	12%	10,509	11%	9,272	10%	9,278	10%	9,513	10%	9,775	10%	10,113	10%	10,355	9%	9,969	8%	11,005	9%
Speech/language impaired	543	1%	585	1%	615	1%	607	1%	606	1%	584	1%	695	1%	751	1%	776	1%	782	1%
Psychological disability	10,577	12%	11,702	12%	11,925	13%	12,614	13%	13,499	14%	13,630	14%	14,477	14%	16,586	14%	18,089	15%	19,489	16%
Total	89,389		94,312		91,647		94,394		95,742		98,473		102,697		115,461		121,107		124,051	

Appendix Table D-3. DSPS services and accommodations by reduction and student usage and satisfaction

	More than 50 percent of coordinators reported reduction or elimination	More than 50 percent of coordinators reported delays	More than 15 percent of students reported it did not meet their needs	More than 25 percent of students reported receiving
Assistance with other staff	X	X	X	X
LDA	X	X		X
Personal counseling	X	X		X
Tutoring for students with disabilities	X	X		X
Academic counseling	X	X		X
Disability counseling	X	X		X
Registration assistance	X	X		X
Assistance with faculty	X	X		X
Special classes	X	X		
Assistive technology training	X	X		
General tutoring	X		X	X
Note taking		X	X	X
Scribe services		X	X	
Test proctoring		X		X
Assistive technology		X		
Mobility Assistance			X	
On-campus transportation			X	
Transcription			X	
Off-campus transportation			X	
Sign Language			X	
Special Parking			X	
Service animal authorization			X	
Recorders				X

Table continued on next page.

Appendix Table D-3. DSPS services and accommodations by reduction and student usage and satisfaction—Continued

	More than 50 percent of coordinators reported reduction or elimination	More than 50 percent of coordinators reported delays	More than 15 percent of students reported it did not meet their needs	More than 25 percent of students reported receiving
Access to High Tech Center				X
Distraction-reduced settings				X
Preferential seating				X
Reader services				
Adapted PE				
Equipment loan				
Alternate media formats				
Assistive listening devices				
Adapted furniture				