

IRP@FHDA

To: Sirisha Pingali, District Grants Monitor/Senior Accountant, FHDA
From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst/Data Warehouse Coordinator FHDA
Date: April 6, 2016
Re: Headcount and FTES figures for DSPS Students and Departments, 2000-01 to 2014-15

Introduction

Trend analyses were used to examine patterns of significant increases or declines in DSP&S (Disabled Student Programs and Services) student headcounts and FTES (Full-Time Equivalent Student) contact hours for departments that offered educational assistance classes at Foothill College or De Anza College. The analyses included data from 2000-01 to 2014-15. DSP&S student headcount figures were based on data submitted to the CCCCO¹ as part of the MIS SD (Student Disability) report, as shown in the MIS data mart (<http://datamart.cccco.edu/datamart.aspx>). Data from the MIS SD report are used to calculate allocations to fund DSP&S services at each college.

FTES contact hours in these analyses were from educational assistance courses, which are designed to address limitations of DSP&S students.² At De Anza College, these departments included SPED (Special Education), GUID (Guidance), and PEA (Physical Education/Adapted). The SIGN (Sign Language) department was excluded from the analyses for courses in this department are not designed for students with disabilities, but for any student interested in learning the American Sign Language. At Foothill College, departments that had offered DSPS courses during the last 15 years included: ALCA (Adaptive Learning, Computer Access), ALCB (Adaptive Learning, Community Based), ALLD (Adaptive Learning, Learning Disabled), ALPS (Adaptive Learning, Post-Stroke), ALTW (Adaptive Learning, Transitions to Work), and PHDA (Adaptive Physical Education). SPED (Special Education) courses at Foothill were not included in the analyses for these are general education courses on special education, not specifically designed for students with disabilities. In the 2014-15

¹ Data submitted as part of the MIS reports, Student DSPS. More information is available at <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>.

² Student contact hours prior to 2010-11 are based on data stored in old data warehouse (Debbie).

academic year, only four of these six departments were still active at Foothill; the PHDA department became active in 2013-14. FTES figures from these DSP&S or educational assistance courses are reported for state apportionment, which takes into account course credit status (credit/non-credit) and student residency status.³ Although these courses are designed for students with disabilities, not all students in these courses might have had proof or medical verification of a disability at the time they enrolled in the course. Meaning, FTES in these courses may include DSP&S and other students at the college.⁴

Research Questions/Results

1. *During the last 15 years, what has been the trend for annual DSP&S student headcount figures at Foothill College and De Anza College?*

After short cycles of ups and downs between 2000-01 and 2009-10, data in Figure 1 (*Foothill College and De Anza College: DSP&S Annual Student Headcount, 2000-01 to 2014-15*) show that the DSP&S student headcount for Foothill College has been in decline since 2009-10 to 2014-15. Table 1 (*DSP&S Student Headcount by College and Academic Year, 2000-01 to 2014-15*) figures show a steep decline in student headcount in 2010-11, a 38% drop from the previous year. When comparing years with the highest and lowest headcount for DSP&S students at Foothill College (2,559 in 2001-02 and 1,182 in 2014-15), the data show a 54% (1,377) drop in student headcount.

For De Anza College, headcount figures show a significant decline in 2003-04—a drop of 22% or 458 students from the previous year, followed by a rather stable trend for the next ten years until 2014-15, when there was a drop of 7% or 108 students. In the last five years there has been some decline in the headcount for DSP&S students at this college (average annual decline of 2%). When comparing years with the highest and lowest headcount for DSP&S students (2,123 in 2002-03 and 1,526 in 2014-15), the data show a 28% (597) drop in the headcount.

³ More information on attendance accounting FTES reports is available at <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServices/FTESReports.aspx>

⁴ Educational assistance classes can be open to students without disabilities; however, the majority of those registered in the class must be students with disabilities.

2. *During the last 15 years, what has been the trend for annual FTES for DSP&S credit and non-credit courses at Foothill College?*

Data in Figure 2 (*Foothill College: Annual FTES for DSPS Credit Courses, 2000-01 to 2014-15*) and Appendix A (*Foothill College: Credit FTES for DSPS Courses, 2000-01 to 2014-15*) show that FTES for credit educational assistance courses at Foothill College increased significantly between 2000-01 and 2006-07 (46% or 126.207 FTES), but declined significantly during the following eight years. From the highest point in 2006-07 (398.513 FTES) to the lowest point in 2014-15 (37.939 FTES), contact hours for DSPS courses at Foothill College dropped about 90% or 360.574 FTES. For the last five years, credit FTES for DSPS courses at this college have had annual average drop of 31%.

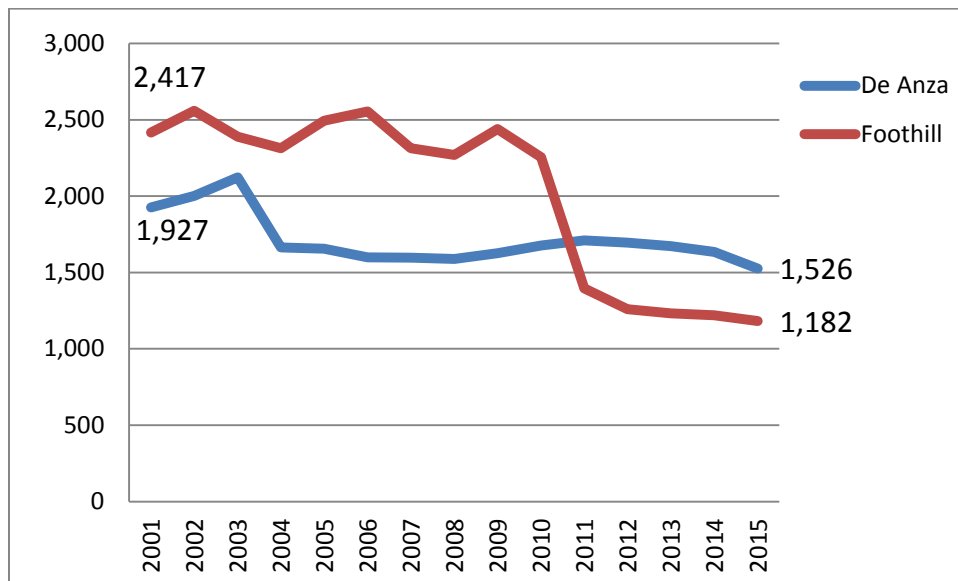
Regarding non-credit courses at Foothill College, data in Figure 3 (*Foothill College: Annual FTES for DSP&S Non-Credit Courses, 2000-01 to 2014-15*) and Appendix B (*Foothill College: Non Credit FTES for DSPS Courses, 2000-01 to 2014-15*) show a significant growth of about 44% from 2004-05 to 2007-08 (a gain of 102.011 FTES) for student contact hours; however, FTES figures began dropping the following year. In 2009-10, FTES for non-credit DSPS courses plunged a 39% or 127.485 FTES from the previous year. By 2014-15, contact hours at Foothill College for DSPS non-credit courses had dropped about 70% or 231.427 FTES from their highest point in 2007-08.

For De Anza College, data in Figure 4 (*De Anza College: Annual FTES for DSP&S Courses, 2000-01 to 2014-15*) and Appendix C (*De Anza College: Credit FTES for DSPS Courses, 2000-01 to 2014-15*) show two cycles of ups and downs in contact hours for educational assistance or DSP&S credit courses. From 2003-04 to 2007-08, there was an increase of 20% (136.402 FTES), followed by declines of 7% and 4% in contact hours during the following two years; then, an uptick in 2010-11 of 5% (39.446 FTES), and declines of 7% and 8% (average of 57 FTES drop per year) for the last two years. From the highest point in 2007-08 to the lowest in 2014-15, the drop in FTES for DSP&S courses at De Anza College was 21% or 169.473 FTES.

Conclusion

Assuming that data for DSP&S student headcount and contact hours for educational assistance courses are valid (i.e., no problems related to overestimating or underestimating headcount or contact hours), data clearly shows a significant decline for services provided to students with disabilities at both colleges during the last 15 years. The drop in student headcount seems to be mainly caused by the significant drop in educational assistance classes, especially at Foothill College. Educational assistance courses seem to be the key for the colleges to grow in both areas: funding sources and the degree to which they are able to serve this special student population.

Figure 1. Foothill College and De Anza College: DSP&S Annual Student Headcount, 2000-01 to 2014-15



Notes

DSP&S: Disabled Students Programs & Services.

Based on DSP&S data submitted to the CCCC, MIS SD (Student Disability) report.

Table 1. DSP&S Student Headcount by College and Academic Year, 2000-01 to 2014-15

Academic Year	Foothill		De Anza	
	Student Headcount	Percent Change	Student Headcount	Percent Change
2000-01	2,417	-	1,927	-
2001-02	2,559	6%	2,001	4%
2002-03	2,389	-7%	2,123	6%
2000-04	2,314	-3%	1,665	-22%
2004-05	2,495	8%	1,656	-1%
2005-06	2,556	2%	1,599	-3%
2006-07	2,313	-10%	1,598	0%
2007-08	2,271	-2%	1,589	-1%
2008-09	2,439	7%	1,626	2%
2009-10	2,256	-8%	1,677	3%
2010-11	1,397	-38%	1,710	2%
2011-12	1,259	-10%	1,695	-1%
2012-13	1,232	-2%	1,673	-1%
2013-14	1,219	-1%	1,634	-2%
2014-15	1,182	-3%	1,526	-7%

Notes

DSP&S: Disabled Students Programs & Services.

Based on DSP&S data submitted to the CCCC, MIS SD (Student Disability) report.

Percent Change: Percentage change in headcount when compared to previous academic year.

Figure 2. Foothill College: Annual FTES for DSPS Credit Courses, 2000-01 to 2014-15

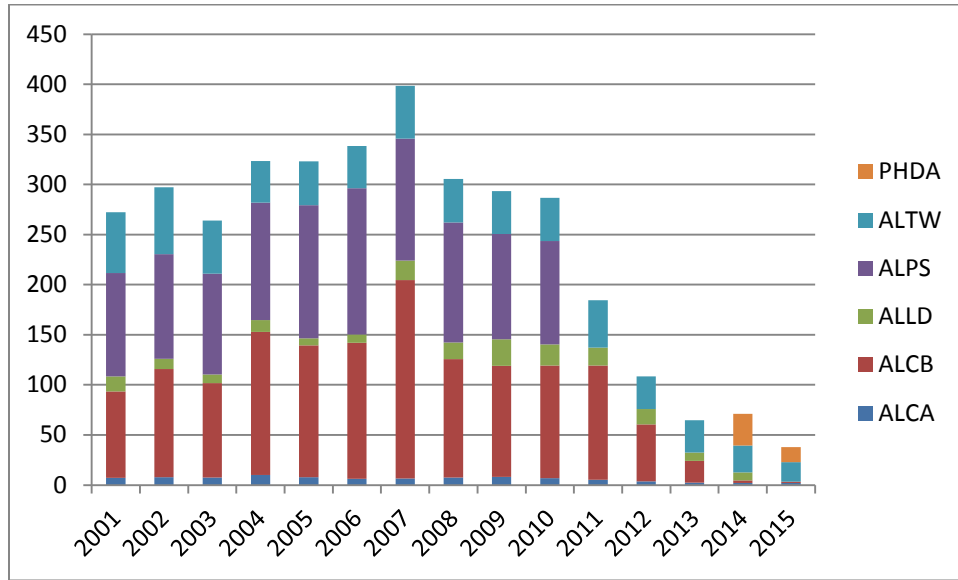
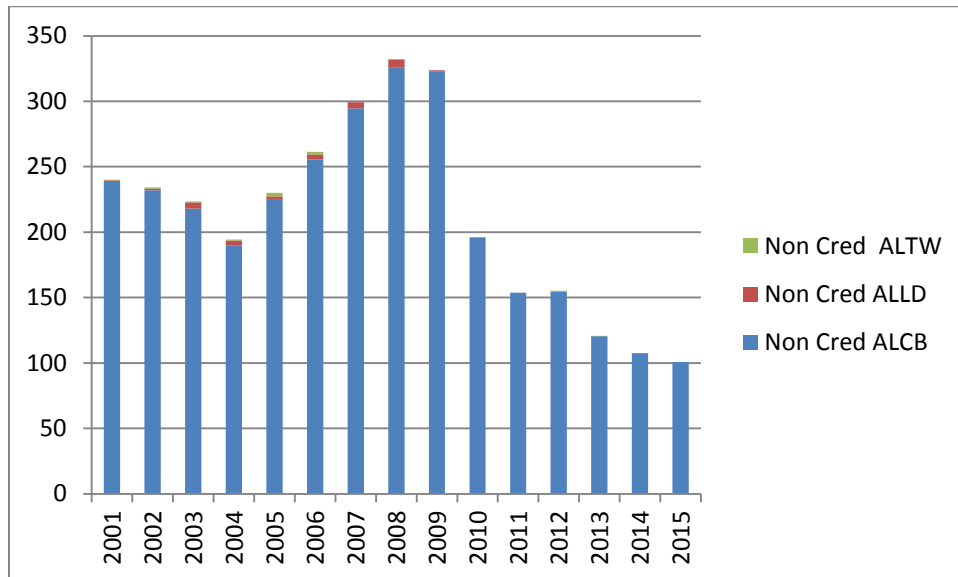


Figure 3. Foothill College: Annual FTES for DSP&S Non-Credit Courses, 2000-01 to 2014-15



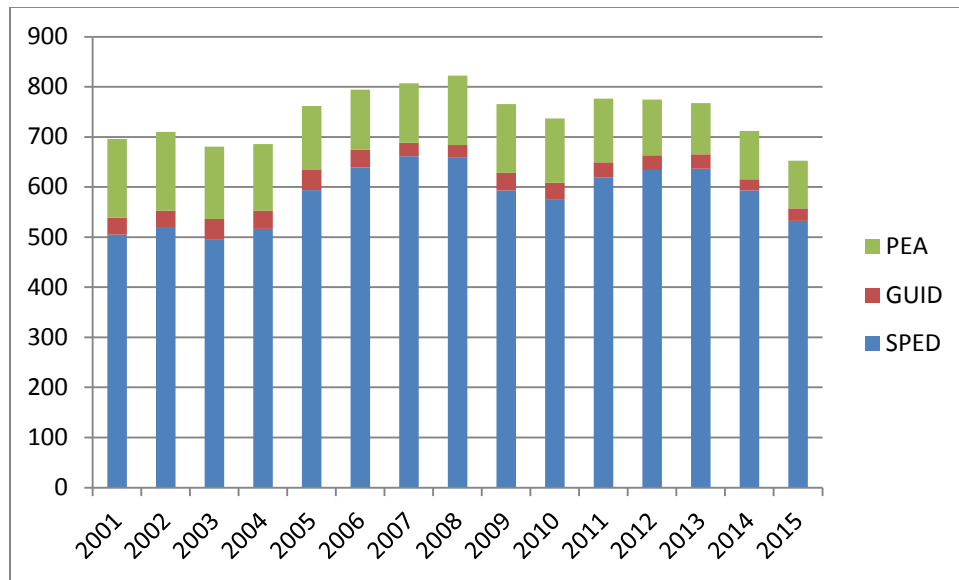
Notes

DSP&S: Disabled Students Programs & Services.

FTES: Full-time student equivalent, contact hours.

ALCA: Adaptive Learning, Computer Access; ALCB: Adaptive Learning, Community Based; ALLD: Adaptive Learning, Learning Disabled; ALPS: Adaptive Learning, Post-Stroke; ALTW: Adaptive Learning, Transitions to Work; and, PHDA: Adaptive Physical Education. SPED (Special Education) courses at Foothill are not included for they are general education courses on special education--not designed for students with disabilities.

Figure 4. De Anza College: Annual FTES for DSP&S Courses, 2000-01 to 2014-15



Notes

DSP&S: Disabled Students Programs & Services.

Data include courses on the following departments: SPED: Special Education, GUID: Guidance, and PEA: Physical Education/Adapted. SIGN, Sign Language, courses were not included for they are not designed for DSP&S students.

Appendix A

Foothill College: Credit FTES for DSPS Courses, 2000-01 to 2014-15

Acad Year	ALCA	ALCA Perct Change	ALCB	ALCB Perct Change	ALLD	ALLD Perct Change	ALPS	ALPS Perct Change	ALTW	ALTW Perct Change	PHDA	PHDA Perct Change	Total FTES	Total FTES Perct Change
2000-01	7.049	-	86.336	-	15.043	-	103.085	-	60.793	-	0	-	272.306	
2001-02	7.939	13%	107.811	25%	10.205	-32%	104.427	1%	66.713	10%	0	-	297.095	9%
2002-03	7.465	-6%	94.27	-13%	8.464	-17%	100.774	-3%	53.072	-20%	0	-	264.045	-11%
2003-04	9.938	33%	143.042	52%	11.599	37%	117.319	16%	41.476	-22%	0	-	323.374	22%
2004-05	7.735	-22%	131.648	-8%	7.014	-40%	132.884	13%	43.626	5%	0	-	322.907	0%
2000-06	6.279	-19%	135.672	3%	8.235	17%	146.129	10%	42.099	-4%	0	-	338.414	5%
2006-07	6.541	4%	198.045	46%	19.486	137%	121.792	-17%	52.649	25%	0	-	398.513	18%
2007-08	7.554	15%	118.121	-40%	16.761	-14%	119.672	-2%	43.483	-17%	0	-	305.591	-23%
2008-09	8.229	9%	110.596	-6%	26.623	59%	105.258	-12%	42.789	-2%	0	-	293.495	-4%
2009-10	6.869	-17%	112.525	2%	21.046	-21%	103.13	-2%	43.134	1%	0	-	286.704	-2%
2010-11	5.185	-25%	114.135	1%	17.756	-16%	0	-100%	47.27	10%	0	-	184.346	-36%
2011-12	3.592	-31%	57.012	-50%	15.38	-13%	0	-	32.311	-32%	0	-	108.295	-41%
2012-13	2.44	-32%	21.666	-62%	8.402	-45%	0	-	32.332	0%	0	-	64.84	-40%
2013-14	2.015	-17%	2.668	-88%	8.069	-4%	0	-	26.543	-18%	31.641	-	70.936	9%
2014-15	1.947	-3%	1.301	-51%	0	-100%	0	-	19.622	-26%	15.069	-52%	37.939	-47%

	ALCA	ALCA Perct Change	ALCB	ALCB Perct Change	ALLD	ALLD Perct Change	ALPS	ALPS Perct Change	ALTW	ALTW Perct Change	PHDA	PHDA Perct Change	Total FTES	Total FTES Perct Change
Average 11-15 years (2001-2005)														
	8.0252	4%	112.621	14%	10.465	-13%	111.698	7%	53.136	-7%	-	-	295.945	5%
Average 6-10 years (2006-2010)														
	7.0944	-1%	134.992	1%	18.4302	36%	119.196	-4%	44.8308	1%	-	-	324.543	-1%
Average 1-5 years (2011-2015)														
	3.0358	-22%	39.3564	-50%	9.9214	-36%	0	-100%	31.6156	-13%	9.342	-52%	93.2712	-31%

Appendix B

Foothill College: Non Credit FTES for DSPS Courses, 2000-01 to 2014-15

Academic Year	Non Cred ALCB	Non Cred ALCB Percent Change	Non Cred ALLD	Non Cred ALLD Percent Change	Non Cred ALTW	Non Cred ALTW Percent Change	Non Cred Total FTES	Non Cred Total FTES Percent Change
2000-01	239.076		0.493		0.48		240.049	
2001-02	232.039	-3%	1.166	137%	1.029	114%	234.234	-2%
2002-03	218.071	-6%	4.587	293%	0.789	-23%	223.447	-5%
2003-04	189.792	-13%	3.797	-17%	0.789	0%	194.378	-13%
2004-05	224.778	18%	2.629	-31%	2.674	239%	230.081	18%
2000-06	255.393	14%	4.135	57%	1.748	-35%	261.276	14%
2006-07	294.69	15%	4.504	9%	0	-100%	299.194	15%
2007-08	325.557	10%	6.535	45%	0	-	332.092	11%
2008-09	323.027	-1%	0.624	-90%	0	-	323.651	-3%
2009-10	196.166	-39%	0	-100%	0	-	196.166	-39%
2010-11	153.792	-22%	0	-	0	-	153.792	-22%
2011-12	154.874	1%	0	-	0.394	-	155.269	1%
2012-13	120.496	-22%	0	-	0.109	-72%	120.605	-22%
2013-14	107.661	-11%	0	-	0	-100%	107.661	-11%
2014-15	100.665	-6%	0	-	0	-	100.665	-6%

	Non Cred ALCB	Non Cred ALCB Percent Change	Non Cred ALLD	Non Cred ALLD Percent Change	Non Cred ALTW	ALTW Percent Change	Non Cred Total FTES	Total FTES Percent Change
Average 11-15 years (2001-2005)	220.7512	-1%	2.5344	95%	1.1522	82%	224.4378	0%

Average 6-10 years (2006-2010)	278.9666	0%	3.1596	-16%	0.3496	-67%	282.4758	-1%
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Average 1-5 years (2011- 2015)	127.4976	-12%	0	-	0.1006	-86%	127.5984	-12%
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Appendix C

De Anza College: Credit FTES for DSPS Courses, 2000-01 to 2014-15

Academic Year	SPED	Percent Change	GUID	Percent Change	PEA	Percent Change	Total FTES	Percent Change
2000-01	504.88		34.139		157.196		696.215	
2001-02	518.635	3%	34.035	0%	157.406	0%	710.076	2%
2002-03	495.849	-4%	40.35	19%	144.157	-8%	680.356	-4%
2003-04	516.126	4%	36.435	-10%	133.131	-8%	685.692	1%
2004-05	593.877	15%	41.517	14%	126.604	-5%	761.998	11%
2000-06	639.101	8%	34.831	-16%	120.347	-5%	794.279	4%
2006-07	661.543	4%	26.728	-23%	118.569	-1%	806.84	2%
2007-08	659.535	0%	23.95	-10%	138.609	17%	822.094	2%
2008-09	592.848	-10%	35.139	47%	137.675	-1%	765.662	-7%
2009-10	576.064	-3%	32.499	-8%	128.509	-7%	737.072	-4%
2010-11	618.601	7%	30.906	-5%	127.012	-1%	776.518	5%
2011-12	634.212	3%	28.879	-7%	111.13	-13%	774.222	0%
2012-13	636.671	0%	28.434	-2%	102.141	-8%	767.246	-1%
2013-14	592.829	-7%	22.4	-21%	96.372	-6%	711.601	-7%
2014-15	532.163	-10%	25.138	12%	95.32	-1%	652.621	-8%

	SPED	Percent Change	GUID	Percent Change	PEA	Percent Change	Total FTES	Percent Change
Average 11-15 years (2001-2005)	525.8734	4%	37.2952	6%	143.6988	-5%	706.8674	2%

Average 6-10 years (2006-2010)	625.8182	0%	30.6294	-2%	128.7418	1%	785.1894	-1%
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Average 1-5 years (2011-2015)	602.8952	-1%	27.1514	-4%	106.395	-6%	736.4416	-2%
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