



2018 REPORT

Disabled Student Programs and Services

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



ELOY ORTIZ OAKLEY
Chancellor

1102 Q Street, Suite 4400 | Sacramento, California 95811-6539
t: 916.322.4005 | f: 916.322.4783
CaliforniaCommunityColleges.cccco.edu

August 6, 2018

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

RE: Legislative Report on Disabled Student Program and Services

Dear Governor Brown:

On behalf of the Board of Governors for the California Community Colleges, I am pleased to present to you the California Community Colleges legislative report on Disabled Student Program and Services (DSPS). All 114 California community colleges offer a DSPS program and accept DSPS categorical funding to assist in providing students with disabilities equal access to higher education.

This report is written in response to Education Code section 67312(b). It reflects the 2015-16 and 2016-17 academic years and contains data on the four elements mandated by legislation, staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'ELOY ORTIZ OAKLEY'.

Eloy Ortiz Oakley, Chancellor

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EXECUTIVE SUMMARY

This report reflects the 2015-16 and 2016-17 academic years and is written in response to Education Code section 67312(b). This section requires the Board of Governors of the California Community Colleges to report every two years to the governor and the education policy committees of the Legislature on its system for evaluating “state-funded programs and services for disabled students on each campus at least every five years.” The Chancellor’s Office is pleased to report on the four elements mandated by legislation, staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data. The report also includes a statewide review of the enrollment, retention, transition and graduation rates of community college students receiving services through DSPS compared to non-DSPS students. This data was collected from all 114 colleges and has been analyzed in this report.

The California Community Colleges served 2.1 million students in 2015-16 and 2.1 million students in 2016-17. It is the largest system of higher education in the nation. Each of the 115* colleges in all 73 districts use state funding allocated for Disabled Student Programs and Services (DSPS) to assist in providing support services and educational accommodations to students with disabilities so they can have full and equitable access to the community college experience. In addition, most colleges include specialized instruction as part of their DSPS program. Examples of services the colleges provide to students with disabilities include test proctoring, learning disability assessment, specialized counseling, interpreter or captioning services for hearing-impaired and/or deaf students, mobility assistance, note taker services, reader services, transcription services, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. DSPS served 121,854 students during the 2015-16 academic year and 124,328 students during the 2016-17 academic year.

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

METHODOLOGY

Education Code 67312(b) requires this report to include information on four key areas:

1. The system for evaluating state-funded programs and services for disabled students on each campus;
2. Outcome data;
3. Staff and student perceptions of program effectiveness; and
4. Implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

The data collected and analyzed to complete the report for outcome data came from the Chancellor's Office Management Information Systems Data Reports that were submitted by all 114 Community Colleges. Please note that data from a five-year cohort study from the Chancellor's Office MIS division was used in the reporting areas of degree and certificate attainment, and transfer. In addition, as required by statute, campus-by-campus outcome data can be found on the [Chancellor's Office Data Mart website](#).

Data collected and analyzed to complete the remaining three elements (evaluating state-funded programs and services for disabled students, staff and student perceptions of program effectiveness, and program and physical access requirements) came from multiple sources, including:

- Student Services Automated Reporting for Community Colleges for evaluation of financial program compliance, including barrier removal;
- Findings of a meta-analysis of 10 extensive evaluations and needs assessments conducted by or on behalf of the Chancellor's Office during the period 2015-16, 2016-17, and partial 2017-18;
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 114 community colleges;
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2018, including participants representing 82 of the state's 115 community colleges.

KEY FINDINGS

The data compiled for this report show that students with disabilities represent five percent of the population of the community colleges. This student population is typically located in the lower margins in different performance and completion metrics. This report shows those metrics are increasing slowly. This student population:

- Take and complete both credit and noncredit courses at the same rate as their non-disabled peers.
- Both DSPS and non-DSPS students take credit courses at higher rates than they take non-credit courses.
- DSPS students continue to persist year after year without reaching a point of transfer preparedness, transfer or degree or certificate attainment. DSPS students attend California community colleges for much longer than non-DSPS students.
- Demonstrate much greater persistence from spring to fall and retention from fall to fall in most classes.
- DSPS students perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

IMPLEMENTATION OF PROGRAM

Data on the implementation of the program comes as each of the colleges receives numerous requests for academic adjustments, auxiliary aids and services. The college staff handle these requests by using an interactive process with the student whereby the educational limitation presented informs a support service recommendation to help provide better access to the educational system. College staff record the student, if eligible, based on the evidence gathered in the interactive processes described further in section Title 5 § 56001. A resulting entry into the California Community Colleges Chancellor’s Office management information system provides tracking data of the eligible students.

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

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

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

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

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

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

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

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

STAFF & STUDENT PERCEPTIONS OF PROGRAM EFFECTIVENESS

Staff Perceptions

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

- The following information was gathered through 82 DSPS directors and coordinators that participated in a focus group activity as well as the findings of the meta-analysis of evaluations and needs assessments, the following perceptions of program effectiveness emerged:
- Positive perceptions included the successes that DSPS students were experiencing, and the headway that the programs are making with advancing collaboration across campus, within the K-12 to college pipeline, and with the community. Many cited effective collaboration associated with Equity planning and activities and the funding of support strategies provided to DSPS students. However, some directors noted the need for more collaboration and communication between student services and academic affairs in meeting student needs.
- Many directors cited the effectiveness of training opportunities, but requested more opportunities, and in more detail, specifically with the new funding formula, budget allocation, Student Services Automated Reporting for Community Colleges, and management information system reporting, which continues to be a challenge.
- Many directors reported challenges with staffing and funding restrictions.

Student Perceptions

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

ENROLLMENT & DSPS PARTICIPATION DATA

Enrollment

Table 3. FY 2015-16

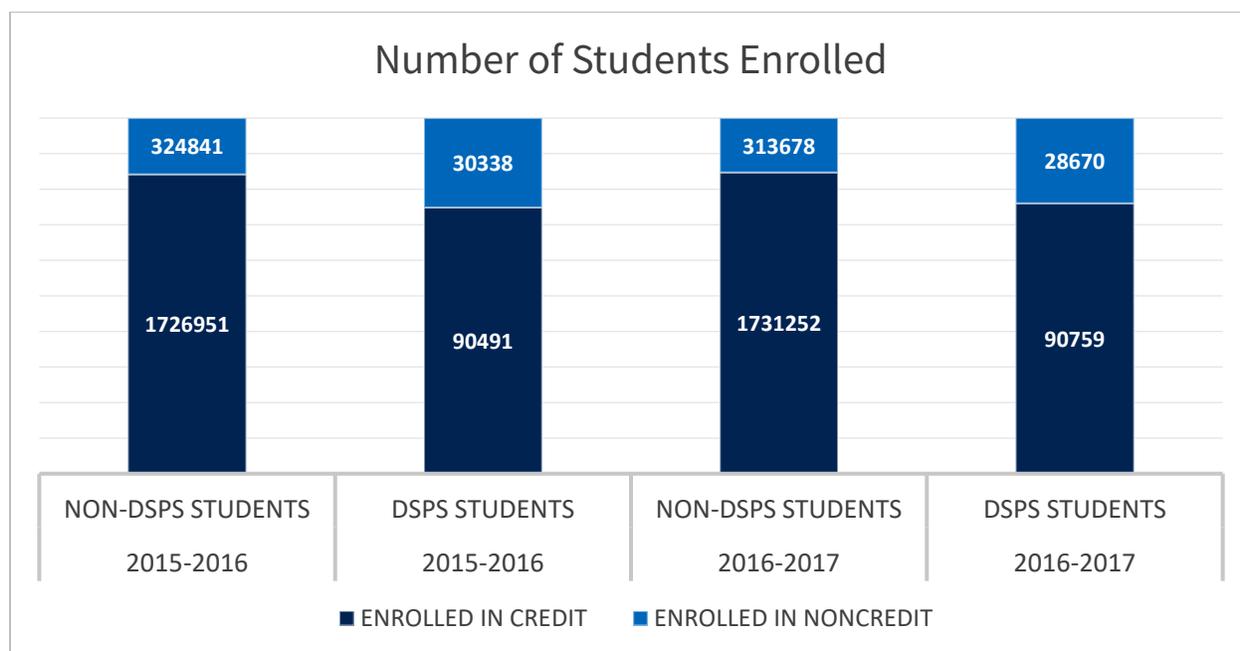
Student Type	# of Students	% of Population
DSPS	121,854	5.2%
Non-DSPS	2,233,775	94.8%
All	2,355,629	100.00%

Table 4. FY 2016-17

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

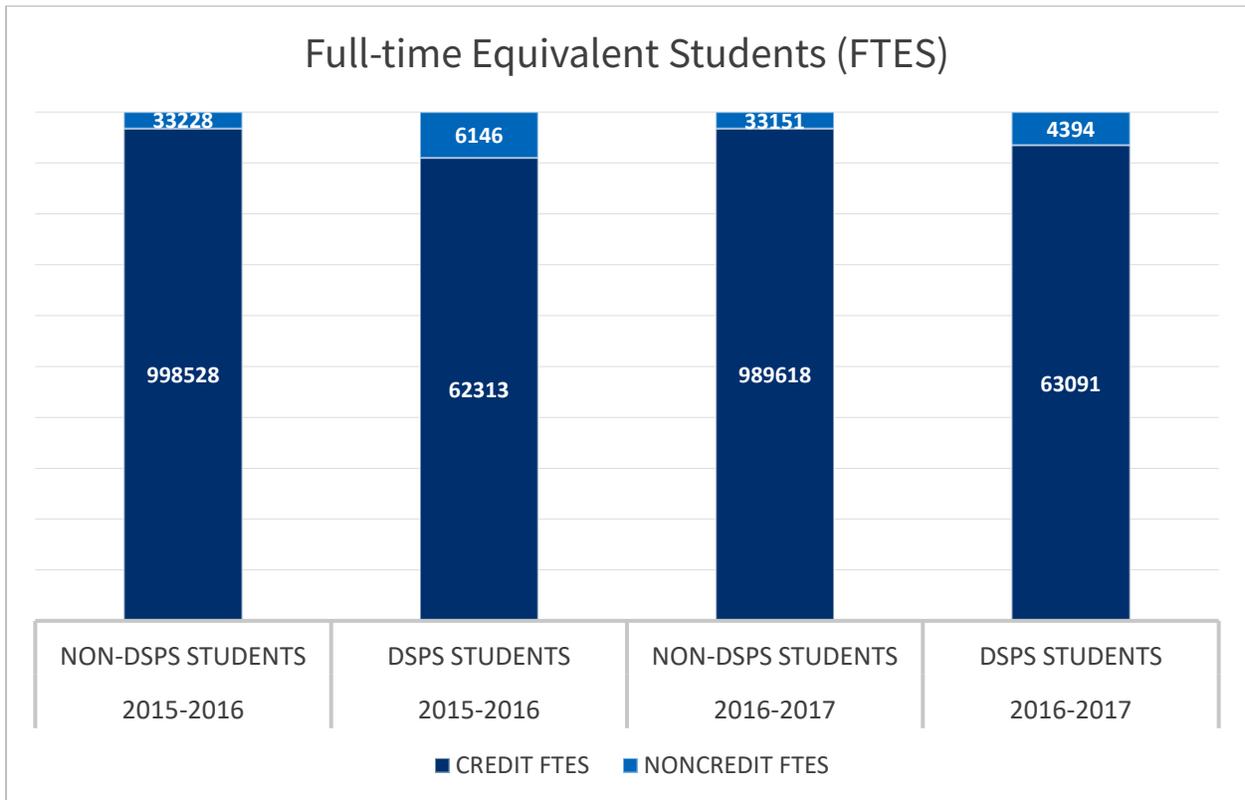
The numbers in the above tables represent the total enrollment of students in all 114 California community colleges. Between 2015-2016 and 2016-17, the number of both disabled and non-disabled students increased minimally, leaving the percentages of the total student population essentially the same.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

Credit v. Non-Credit Class Enrollment



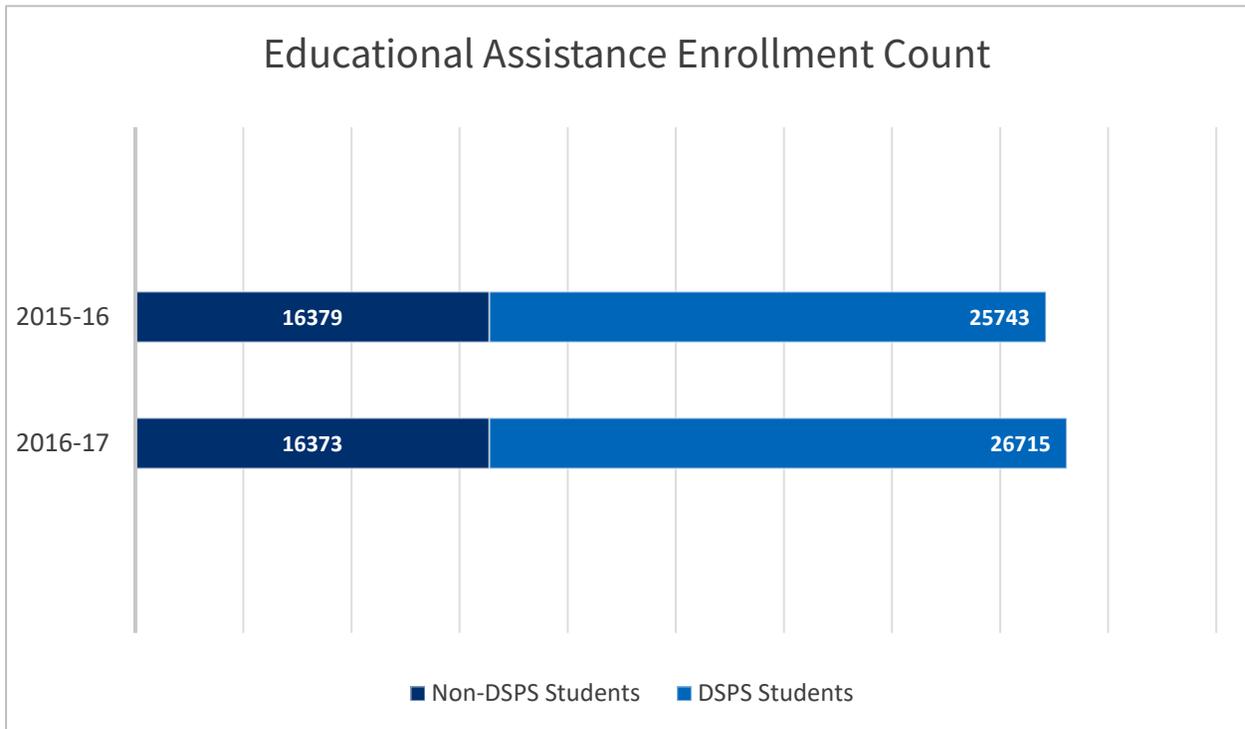
Students served by DSPS make up eight percent of the non-credit course population compared to non-DSPS students for the 2016-17 year. Further, DSPS students make up five percent of the credit course enrollment for 2016-17.

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



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

Educational Assistance Course Enrollment

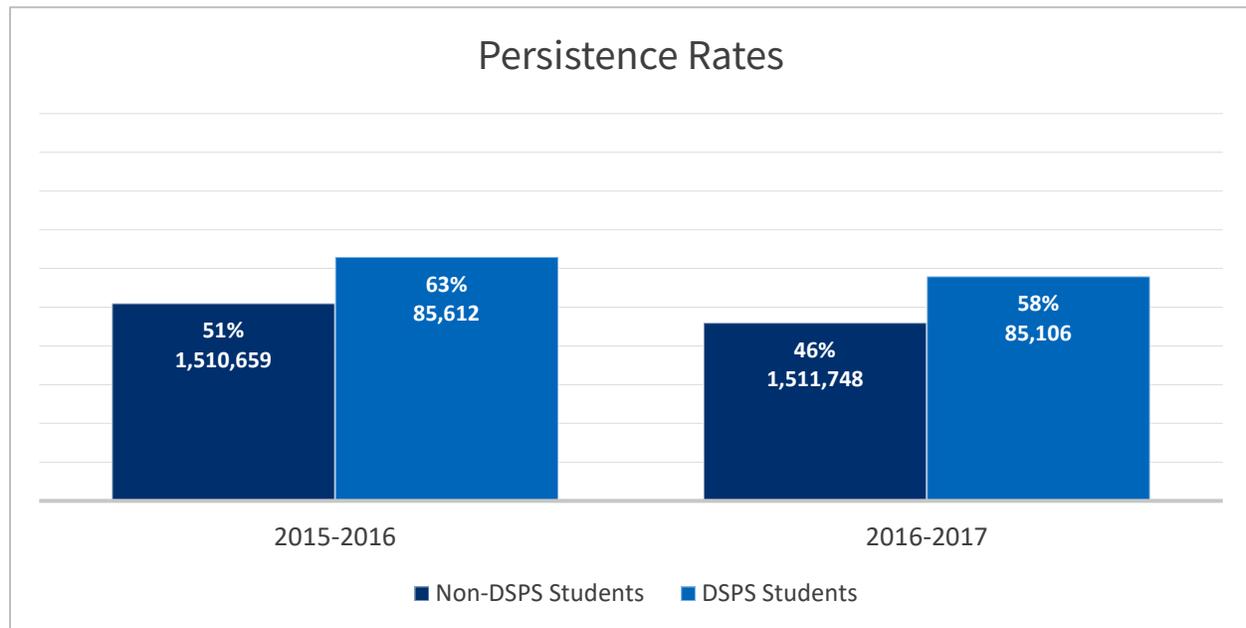


Educational assistance classes are instructional activities offered consistent with Title 5 § 56028. The courses are designed to address the educational limitations of students with disabilities but are open to all students. Practitioners sought assistance with educational assistance classes and documentation of measurable progress within those classes. Clarification was provided by the Chancellor’s Office via training and online postings, the latter of which included an FAQ page for Educational Assistance Classes and sample forms from colleges for documenting measurable progress within such a class.

DSPS students represent 62 percent of students enrolled in educational assistance courses in 2016-17 and a slightly smaller representation of 61 percent for the previous year 2015-16. A minimal increase is seen in DSPS student enrollment from fiscal year 2015-16 to 2016-17.

RETENTION & PERSISTENCE

Persistence Rates



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

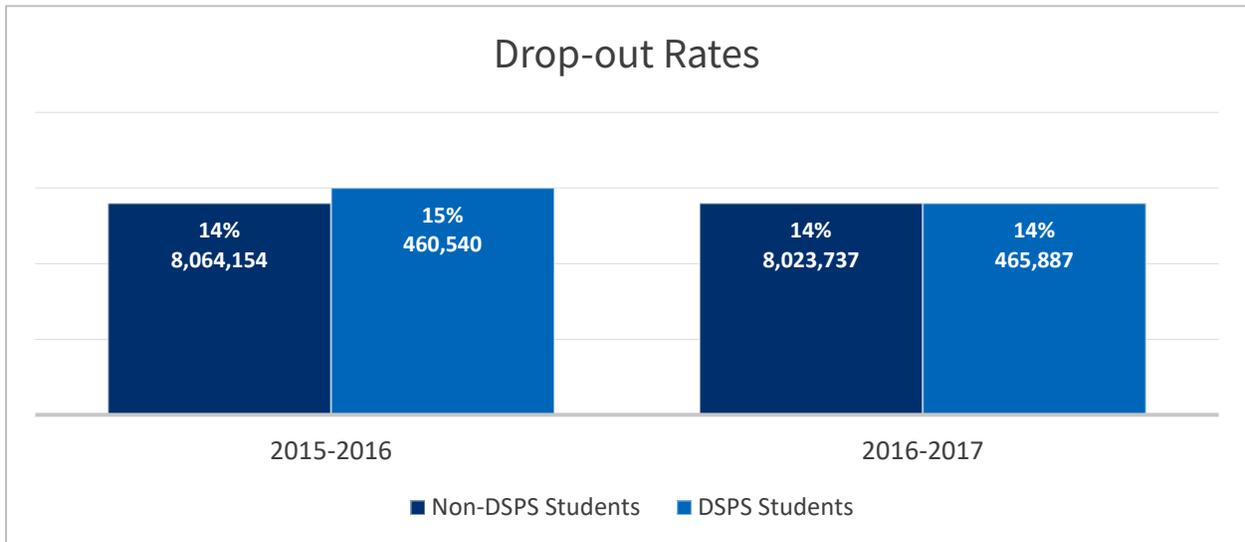
DSPS

- 2015-16
 - 70 percent persistence rate when compared to overall DSPS population.
- 2016-17
 - 68 percent persistence rate when compared to overall DSPS population.

Non-DSPS

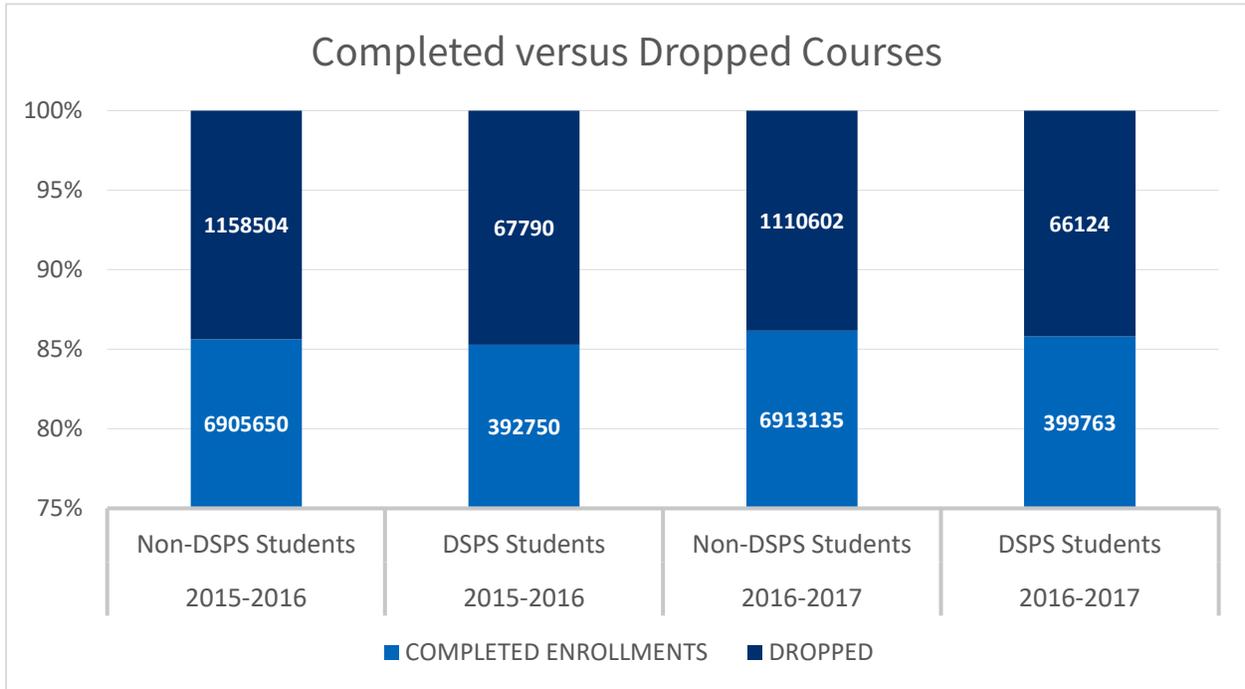
- 2015-16
 - 67 percent persistence rate when compared to overall non-DSPS population.
- 2016-17
 - 67 percent persistence rate when compared to overall non-DSPS population.

Drop-out Rates



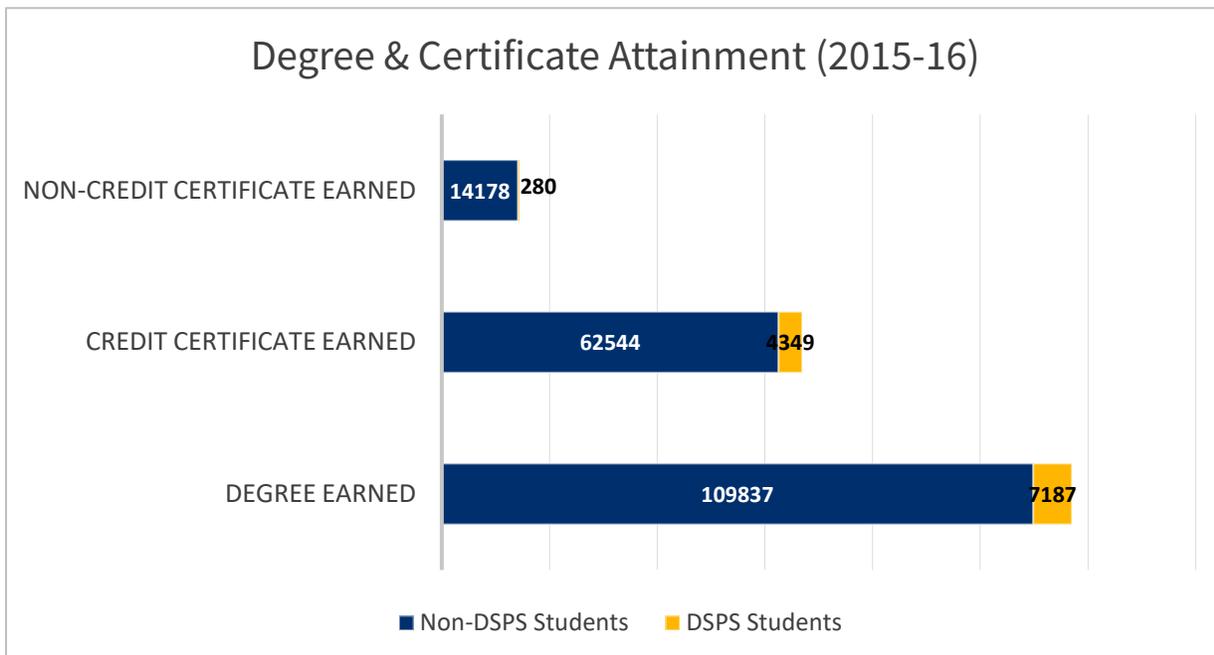
Although the persistence rates for DSPS students is higher, the dropout rates are not reflecting the same pattern. DSPS and non-DSPS students are both in the same range. With the continued support to DSPS students, we hope to see that number continue to steadily drop and the persistence rate steadily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

Completed versus Dropped Courses

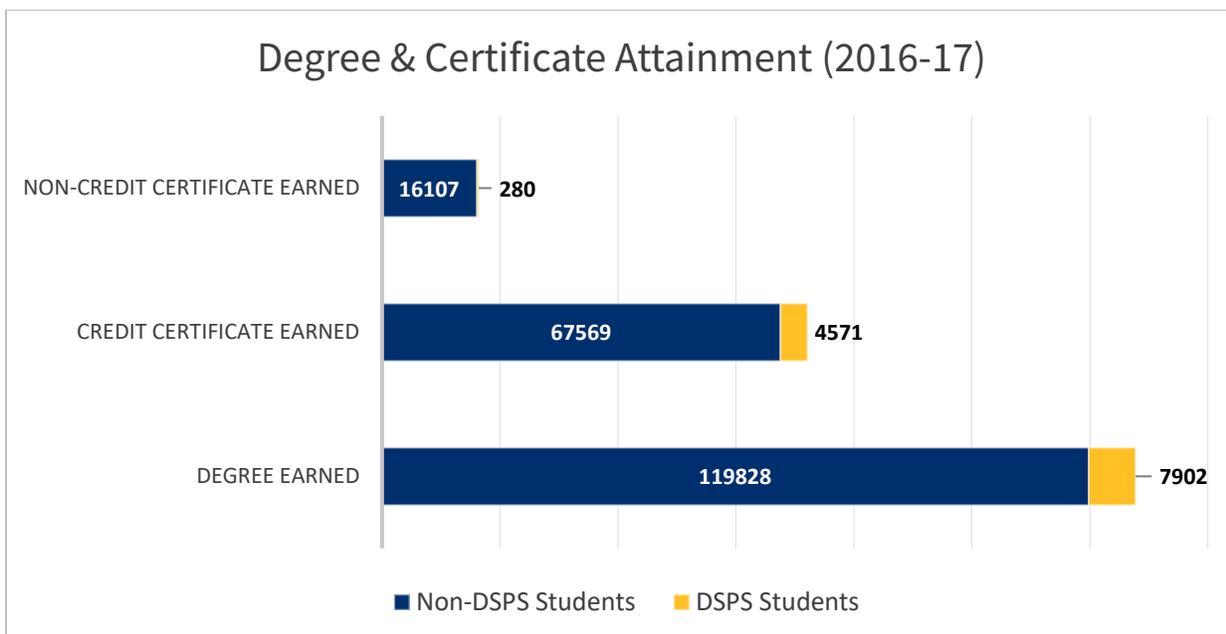


DSPS students do not show a discrepancy in this category when compared to non-DSPS students. It is important to take into consideration that students drop courses for many reasons that may not be related to course achievement. Students may drop courses due to course security, schedules, other course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

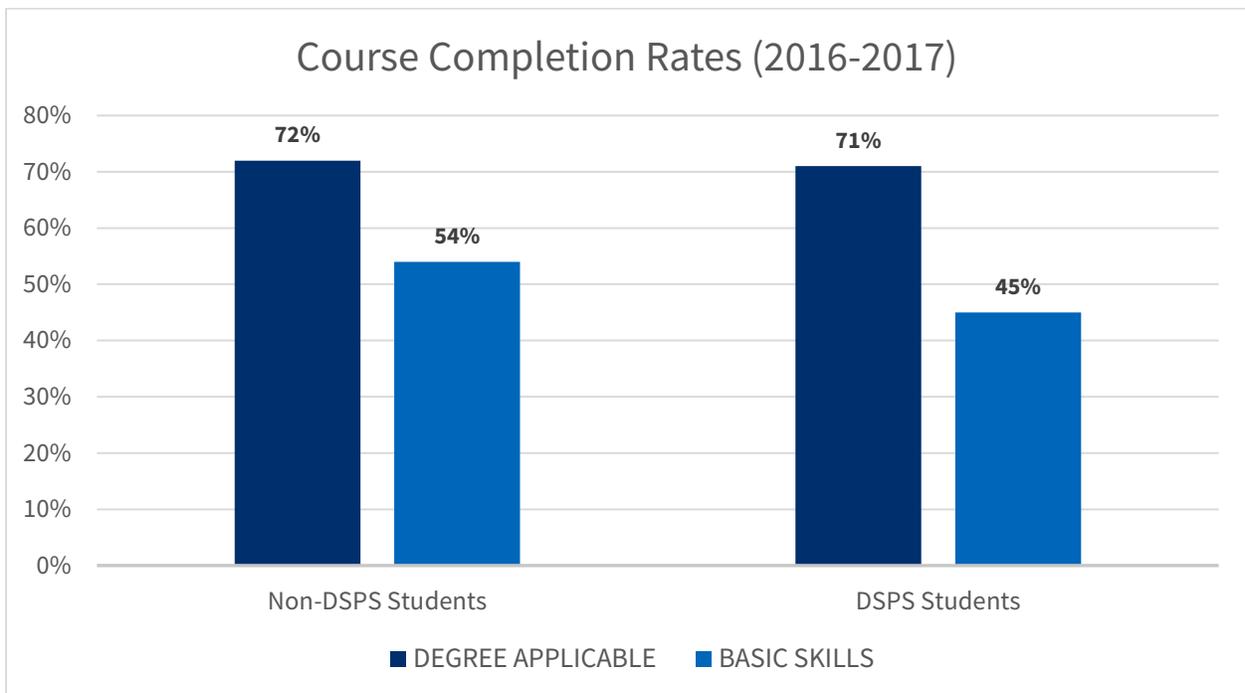
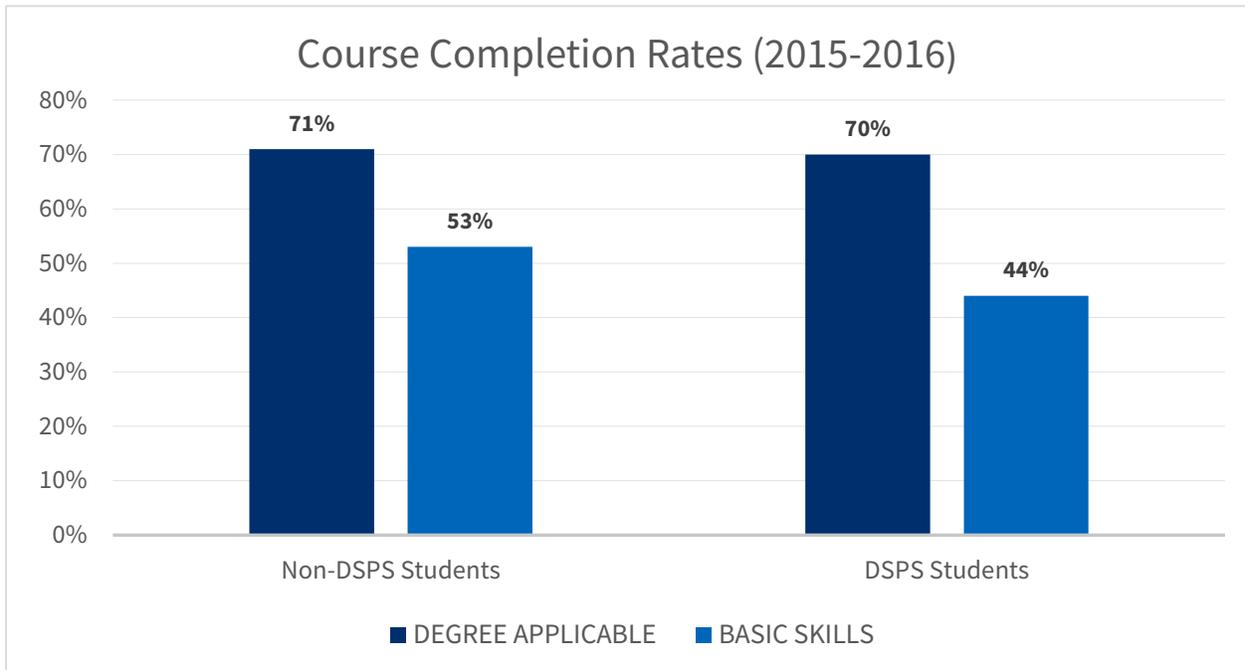
Degree & Certificate Attainment



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

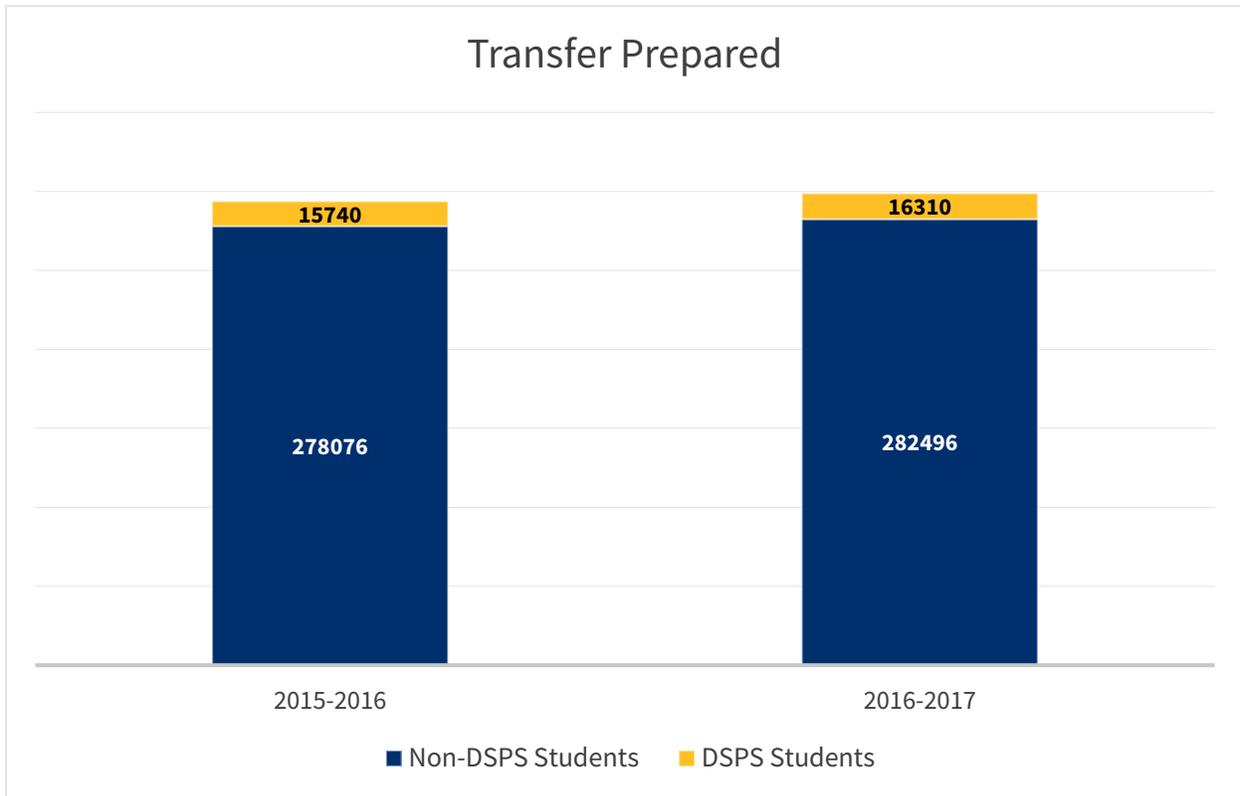


Course Completion



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

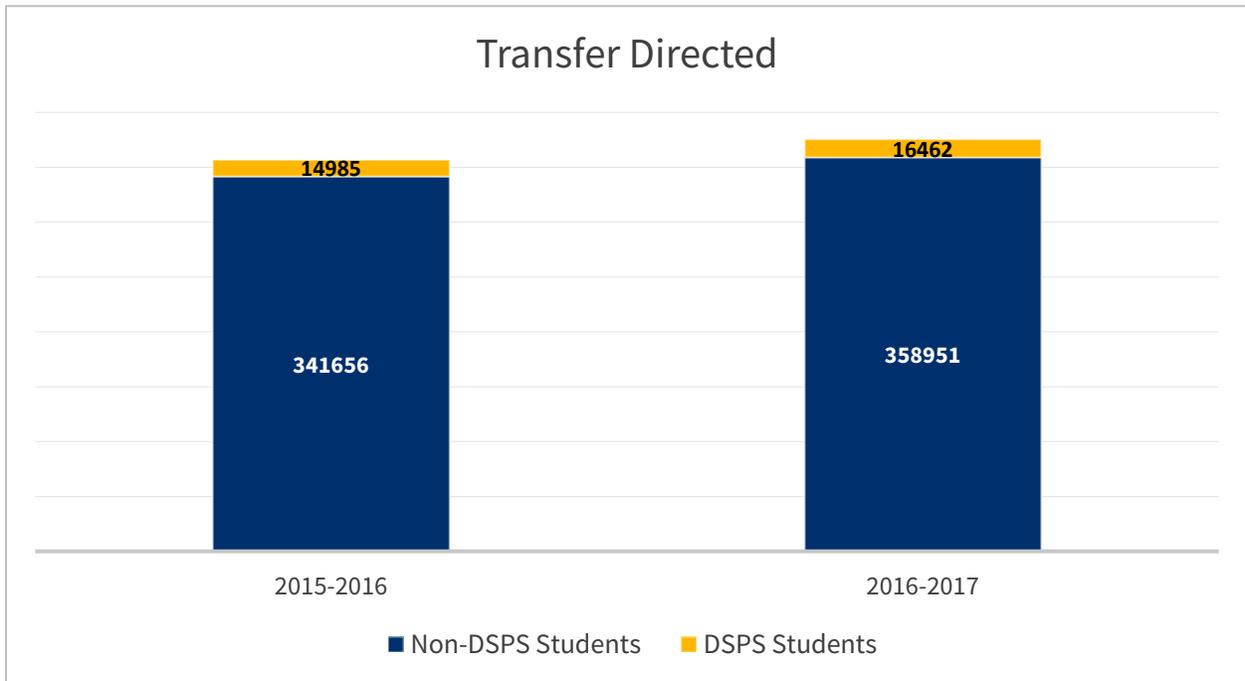
Transfer to a Four-year College Rates



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

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

Transfer Directed



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

Short Term Vocational

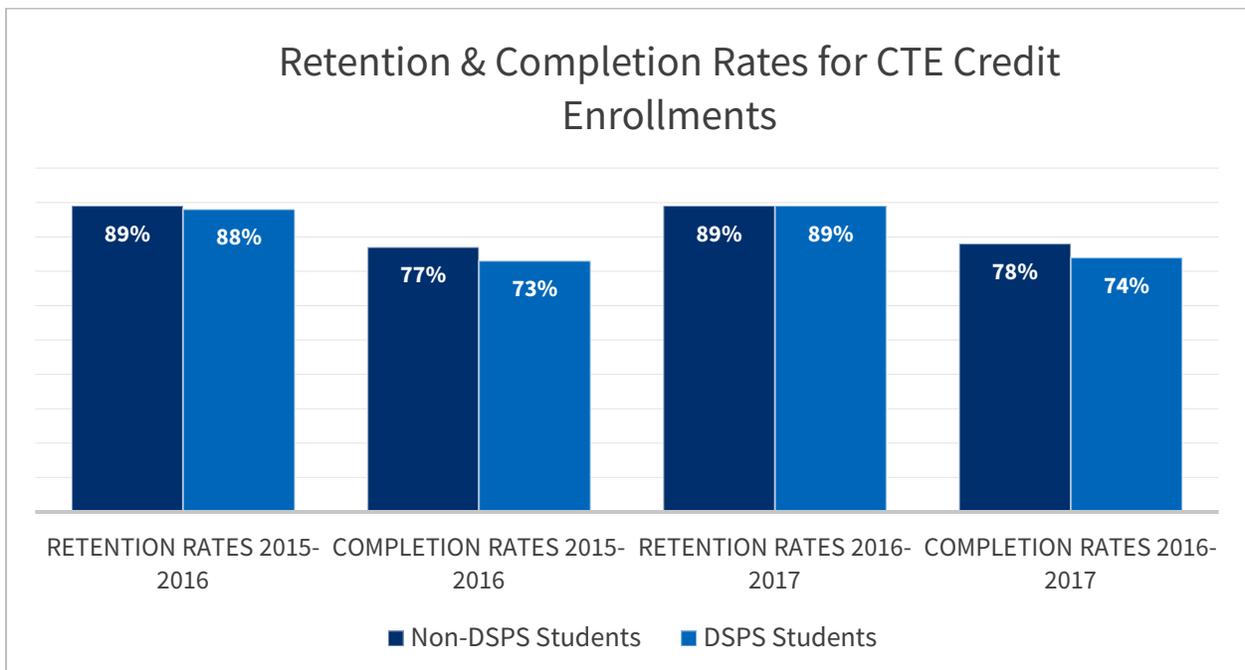
Table 5. 2015-16

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

Table 6. 2016-17

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

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



Workforce Preparation

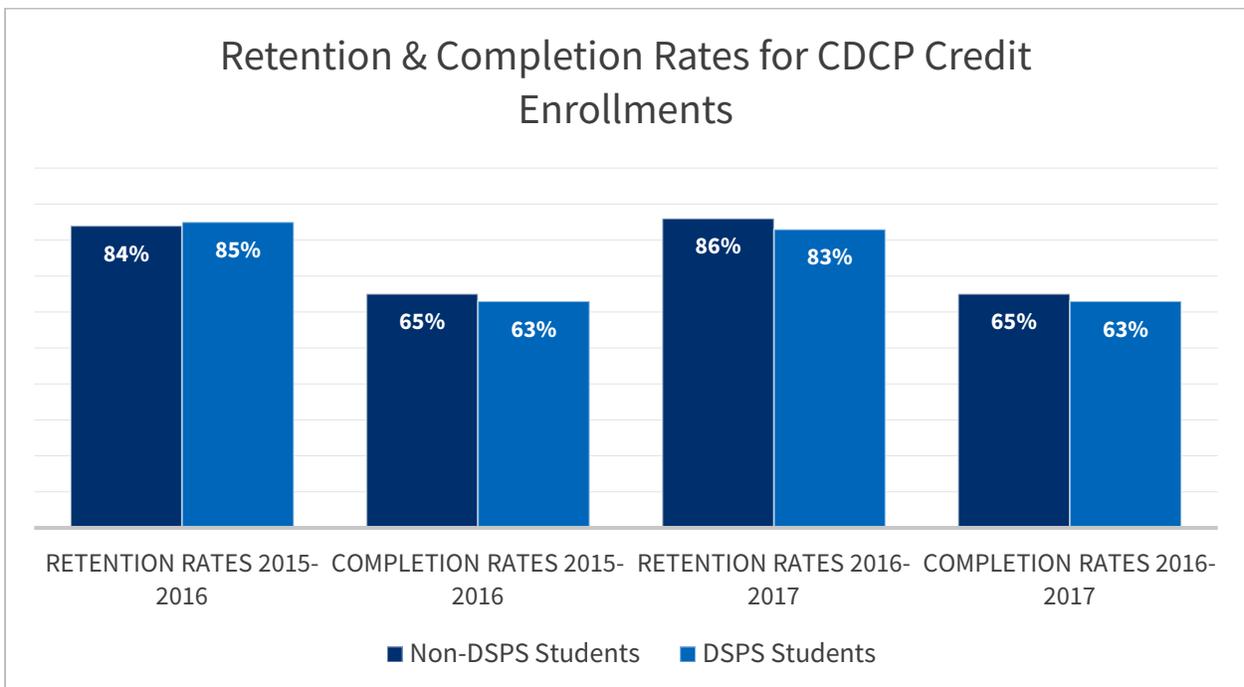
Table 7. 2015-16

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

Table 8. 2016-17

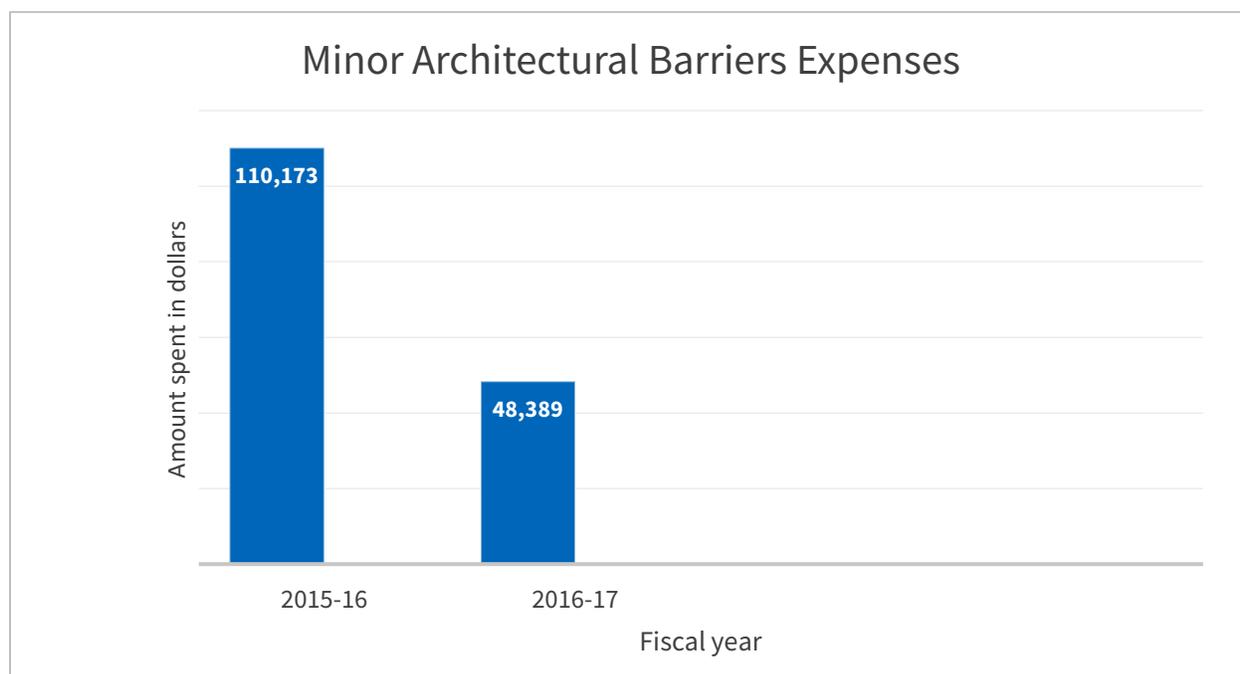
Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	9,771	416
Completed	8,416	344
Successful	6,382	261

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



PHYSICAL ACCESSIBILITY

Physical accessibility requirements are federally mandated by Title 29 of the federal Rehabilitation Act of 1973 § 794. Physical accessibility is the responsibility of the college and is part of the college's facilities master planning. At the DSPS program level, physical accessibility is currently assessed by the Chancellor's Office per appropriate use of Architectural Barrier Removal Funds. DSPS permits colleges to use one percent of that current year's allocations to pay for the removal or modification of minor architectural barriers.



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

This information was gathered through the Student Services Automated Reporting for Community Colleges. The significant drop in funds used from 2015-16 to 2016-17 is not indicative of a decrease in physical accessibility efforts but more that fewer modifications were needed during this period. The Chancellor's Office will continue to support the efforts of California community colleges to create physically accessible campuses for our students.

CHANGES IN STATE-FUNDED PROGRAMS & SERVICES FOR STUDENTS WITH DISABILITIES

A number of challenges and achievements emerged from the evaluation. The most significant of these included; the many changes to Title 5 DSPS Regulations, design of a new funding formula, creation of new weights and allocations measures, changes to counting contacts, launching of the Student Services Automated Reporting for Community Colleges for program and financial accountability, creation of new minimum qualifications for DSPS certificated staff, adequately hiring and staffing DSPS personnel, compliance with information and communication technology (ICT) accessibility standards, effective office management information systems and participation in student success funding initiatives through the California Community Colleges Chancellor's Office.

Title 5 Regulations Update

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

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

Budget Allocations: New DSPS Allocation Formula

In addition to new Title 5 DSPS Regulations, a new funding formula was created that included new weights for disabilities that more accurately reflected actual costs in terms of services provided, and adjustments in terms of the impact of greater College Effort (additional funds provided by the college to support DSPS programs), which is incentivized in the new formula. The new formula is being phased in over a multi-year process; however, there is concern by some colleges that their programs and funding could be adversely affected. The formula is complex and many colleges are experiencing trouble with using it to predict next year's allocation.

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

Management Information System Reporting: Including Counting Contacts

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

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

CONCLUSION

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

- Make up 5 percent of the community college student population;
- Continue to take educational assistance courses at a higher rate than non-DSPS students;
- Have significantly higher rates of persistence from year to year;
- Drop out of college courses at the same rate as non-DSPS students;
- Are significantly lower in the rate of degree and certificate attainment
- Are lower in the completion of basic skills courses;
- Are less prepared to transfer to a four-year college;
- Perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

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

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

The finding that DSPS students have higher rates of persistence but lower levels of basic skills course completion, significantly low degree and certificate completion and transfer preparedness, suggests that this student population is spending more time in reaching their goals than non-DSPS students. In order to adequately address these under-representations and transfer issues, additional resources are needed. Such an investment is consistent with the Chancellor's Office current emphasis on implementation of the Guided Pathways framework to ensure a clear path to transfer and degree attainment that will contribute to student success. We expect that DSPS students will continue to benefit from the wide range of services that disability services offers to help in the success of the students.

This report provides a point in time review of DSPS student success data that highlight some of the many program, policy, and fiscal challenges facing DSPS programs as they serve increasing numbers of students. Additionally, by facilitating peer support, and providing technical assistance, training, and specialized consultation and support through targeted grants, the Chancellor's Office continues to assist colleges in making progress toward meeting the needs of their students with disabilities.

ACKNOWLEDGEMENTS

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

Executive Office

Eloy Ortiz Oakley, *Chancellor*

Student Services & Special Programs Division

Rhonda Mohr, *Vice Chancellor*

Mia Keeley, *Dean of Student Services*

Linda Vann, *DSPS Program Specialist*

Elena Alcala, *DSPS Program Analyst*

Technology, Research, & Information Systems Division

Todd Hoig, *Supervisor*

Caroline Ramirez-Faghih, *System Software Specialist I*

Communications & Marketing Division

Paul Feist, *Vice Chancellor*

APPENDIX

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

- Multiple evaluations and needs assessments conducted with DSPS practitioners over the past two and a half years, including those associated with:
 - 2015-16 DSPS Solutions Annual Evaluation and Needs Assessment
 - 2016-17 CAPED Mentorship Program Needs Assessment
 - 2016-17 New Directors Training
 - 2016-17 CAPED Convention CCCCCO session
 - 2016-17 All Directors Training
 - 2016-17 CAPED Mentorship Program Comprehensive Year-End Evaluation
 - 2016-17 DSPS Solutions Annual Evaluation
 - 2017-18 New Directors Training Evaluation and Needs Assessment
 - 2017-18 CAPED Mentorship Program Needs Assessment
 - 2017-18 All Directors Training Evaluation and Needs Assessment
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 114 community colleges.
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2018, including participants representing 82 of the state's 114 community colleges.

The findings from these evaluations and needs assessments, survey and focus group activity were used by the Chancellor's Office to serve, support and provide guidance to DSPS personnel as they administered their programs and served students with disabilities. The findings provide insight into the intricacies and achievements of DSPS programs as they worked to effectively deliver services compliant with federal and state laws, per California Education Code Sections 67310-67312, as operationalized in Title 5 Regulations.

Front cover photo: Three students from De Anza College in front of the main campus entrance.

Photo at right: Students prepare for graduation at San Joaquin Delta College.

Back cover photo: A student is congratulated on stage at a Folsom Lake College graduation ceremony.



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WEBSITES

California Community Colleges

CaliforniaCommunityColleges.cccco.edu

Student Success Scorecard

scorecard.cccco.edu

Salary Surfer

salarysurfer.cccco.edu

Associate Degree for Transfer

adegreewithaguarantee.com

Priority Registration

stepforward.cccco.edu

Workforce & Economic Development

doingwhatmatters.cccco.edu

Financial Aid

icanaffordcollege.com

SOCIAL MEDIA



California Community Colleges Facebook Page

facebook.com/CACommColleges

Financial Aid Facebook Page

facebook.com/icanaffordcollege



California Community Colleges Twitter Feed

twitter.com/CalCommColleges

Chancellor Eloy Oakley Twitter Feed

twitter.com/EloyOakley

Workforce & Economic Development Twitter Feed

twitter.com/WorkforceVan

Financial Aid Twitter Feed

twitter.com/ICanAfrdCollege



California Community Colleges YouTube Page

youtube.com/CACommunityColleges

Financial Aid YouTube Page

youtube.com/ICANAFRDCOLLEGE



California Community Colleges Instagram Page

instagram.com/CaliforniaCommunityColleges

Financial Aid Instagram Page

instagram.com/icanaffordcollege



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811
CaliforniaCommunityColleges.cccco.edu