

## De Anza College

### Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Disability Support Services (DSS)

2. Name of individual(s) completing the form:

Janet Weber, LeeAnn Emanuel & Esther Halwani

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Disability Support Services (DSS) used RAPP feedback to clarify and revise its mission statement, strengthen alignment with collegewide access and student success goals, and expand equity-focused outreach and professional development. With the Rapp members feedback, we completed all section of the Comprehensive Program Review and improve our process to create and track our Student Learning Outcomes.

DSS aligns its goals and resource requests with De Anza's Strategic Plan and the Strategic Enrollment Management Plan by focusing on equitable access and successful completion for students with disabilities. Our outreach, priority-registration work, and expansion of assistive technology are designed to support the college's strategic goals of creating equitable access and pathways, elevating student engagement, and improving completion.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since the last program review, there have been several key staffing changes. One DSS counselor accepted a position with Hope Services, another counselor has been on maternity leave and is scheduled to return in January, and the Assistive Technology instructor is currently on Professional Development Leave (PDL). These shifts have required reassignment of caseloads and careful scheduling to maintain timely access to accommodations and counseling for DSS students.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Disability Support Services (DSS) carefully reviewed the feedback from the Comprehensive Program Review and used it to clarify our mission, strengthen outreach, and expand

professional development focused on equity for students with disabilities. In particular, RAPP members recommended a clearer mission statement and stronger alignment with collegewide student success and access goals, which directly informed the revised mission and our expanded collaboration with Outreach and Professional Development.

**New Mission Statement:**

The mission statement for DSPS identifies its target population as students with disabilities, including those with physical, psychological, learning disabilities, visual, hearing, and chronic health disabilities, as well as spectrum and neurodivergent disorders. The students are served through tailored accommodations, support services, and by ensuring equal access to all aspects of college life such as curriculum and programs.

The services help students by removing barriers to participation and provide the tools and assistance necessary to achieve their individual educational and vocational goals. This support directly empowers students to realize their potential, fosters independence, and promotes student success in both academic and career pursuits.

The DSS Outreach team has continued to expand outreach to diverse student populations through local high schools and community events, contributing to a 16% increase of DSS enrollment. The following data shows that we have increased our diverse student population in DSS.

- A 15.9% increase in students that identified as low-income
- A 5.5% increase in students that identified as Asian
- A 7% increase in students that identified as Black
- A 12.9% increase in students that identified as Filipinx
- A 7.8% increase in students that identified as Latinx
- A 25% increase in students that identified as Native American
- An 8.3% increase in students that identified as Pacific Islander

DSS faculty and staff have participated in AHEAD and CAPED conferences to maintain currency with state and national best practices, and DSS has partnered with the Office of Professional Development to provide workshops for faculty and staff on available services, legal requirements, and inclusive instructional practices.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
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New mission statement	Updated DSS mission statement to make it clearer & more aligned with collegewide student success goals	Janet Weber, LeeAnn Emanuel & Esther Halwani, Laureen Balducci	DSS Faculty		RAPP Feedback	Updated mission to make it clearer & aligned with college goals
DSS Outreach to expand to diverse populations	The DSS Outreach team has continued to expand outreach to diverse student populations	Denisse Dolmo Caceres, Marco Tovar	Outreach	Data from Clockwork	Longitudinal assessment of student data	Outreach team has continued to expand outreach to diverse student populations through local high schools and community events, contributing to a 16% increase of DSS enrollment

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

The number of students with disabilities at De Anza continues to increase yearly, driven by rising awareness, more frequent diagnoses, and a growing understanding of neurodiversity—the natural variation in how brains function and process information. Recognizing and supporting neurodiverse students is essential to providing equitable accommodations and services. This growing neurodiverse population, combined with increased enrollment, makes the need for additional counselors urgent to ensure timely, tailored support for all students. DSS is

actively requesting more counselor positions to meet these evolving needs and further advance equitable student success.

DSS also plans to refine goals related to outreach to disproportionately impacted student groups (e.g., low-income, first-generation, and students of color with disabilities) and to deepen integration with college equity initiatives. These changes are intended to ensure that students who may be least likely to self-identify or seek services receive timely information, clear pathways to support, and consistent follow-through.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Supporting growing neurodiverse student body	Recognizing and supporting neurodiverse students is essential to providing equitable accommodations and services.	DSPS Faculty,  DSPS Outreach  Dean of DSPS		Utilize student data from DSPS Clockwork database	Longitudinal assessment of student data through Clockwork database
Reach out to disproportionately impacted student groups	Refine goals related to outreach to disproportionately impacted student groups (e.g., low-income, first-generation, and students of color with disabilities)	Denisse Dolmo Caceres, Marco Tovar & DSPS Faculty	Outreach	Utilize student data from DSPS Clockwork database	Longitudinal assessment of student data through Clockwork database

- Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

#### Adapted Physical Education (APE)

Adapted Physical Education serves about 165 students and plans only essential purchases as needs arise, including cleaning supplies for equipment, cups for the water fountain, and additional promotional items for outreach.

#### Assistive Technology (CAL)

The Assistive Technology Lab will renew key software (Kurzweil, Genio, Fusion/JAWS/ZoomText), test Jamworks in winter 2026 and possibly add Braille keyboards, replace its unreliable printer, and update peripherals such as headsets, large-print keyboards, adaptive mice, and printer paper as needed.

#### Deaf and Hard of Hearing Services (DHHS)

DHHS plans to purchase two FM systems, additional classroom microphones, update stenotype/computer maintenance and related software, adopt the 1CapApp streaming application with scroll-back, and has added a 30-hours-per-week TEA position.

#### LCW 110 Testing Center (services and supplies)

The LCW 110 Testing Center proctors' exams, coordinates note-taking accommodations, assists walk-ins and email inquiries, and plans to purchase earplugs, testing envelopes, glue/tape, toner, and two printers to support these services.

#### Testing Center

In the most recent period, the Testing Center proctored 1,834 exams for 280 individual students.

#### Note-takers and Student Employees

DSS provided note-takers to 52 students per quarter, hired 54 student note-takers to support 89 courses, and continues to recruit about six additional out-of-class note-takers each quarter, requiring ongoing coordination and outreach.

#### Professional Development

DSS faculty and staff regularly attend disability, academic, and compliance-focused conferences (e.g., CAPED, AHEAD, ETS, CSU, ADA/Title 5) and use professional resources such as AHEAD publications and Disability Compliance for Higher Education to stay current with best practices and legal standards.

#### Hope Mountain View

Hope Mountain View plans to purchase an Apple MacBook Pro, USB-C mouse, and keyboard in 2025–2026, while larger technology and furniture upgrades (video-conferencing monitors, computer lab and classroom furnishings, and office cubicles) are pending approval of a grant.

#### Outreach

The Outreach Program connects with approximately 2,200 prospective students and family members each year through 40+ events and regularly purchases branded promotional materials and, this year, three voice projectors and flyer stands to enhance engagement.

#### Mobility Shuttle Services

Mobility shuttle services supports approximately 28–30 students annually and does not anticipate major purchases this year unless a specific need arises.

### Overload fund

The overload fund supports additional faculty hours for DSS counselors, who completed over 697 intakes in 2024–2025 and 281 more from June to October 2025, allowing new students to be connected to services in a timely manner.

### Other funds

Other funds support two staff members working out of class, annual renewals of assistive technology applications such as Otter.ai, Glean, and Kurzweil, projected step increases, and a small reserve for unexpected or emergency expenses.

Nearly all instructional equipment and materials requests that directly support DSS students have been approved, which has helped maintain compliance with Title 5 DSPP requirements and reduce access gaps for students with disabilities. Requests that were not approved were denied under Title 5, section 56068 (non-allowable expenses) rather than due to lack of funding, and office supplies and core service-related materials have consistently been funded.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

For disproportionately impacted students with disabilities—including low-income students, students of color, first-generation students, and students with more complex accommodation needs—having essential instructional equipment, technology, and staffing in place has been critical to providing equal access to instruction, assessment, and campus programs. Continued alignment with DSPP funding and Title 5 guidelines ensures that available resources are concentrated on allowable, high-impact services that most directly affect student access, persistence, and completion.

The lack of sufficient counseling staff affects students with disabilities by limiting their access to timely, specialized support that addresses their unique needs, which can hinder academic success and well-being. Increasing counselor staffing is essential to provide equitable services and improve outcomes for these students.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome	Students in DSPP who enroll in EWRT 1A in 2023–24 will use priority registration to improve course success, manage their accommodations,
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	and build executive functioning skills such as planning, time management, and decision-making.
Method of Assessment (please elaborate)	A sample of 98 DSPS students enrolled in EWRT 1A in fall 2023 and spring 2024 was reviewed to examine enrollment patterns, course success rates, and modality (online vs. face-to-face) in relation to changes in DSPS priority registration procedures and practices.
Summary of Assessment Results	DSPS students achieved a 72% success rate in EWRT 1A in fall 2023 and a 78% success rate in spring 2024, exceeding the college's spring 2024 EWRT 1A success rate of 69.7% and showing a 21-percentage-point advantage for DSPS students enrolled in on-campus sections compared with online sections.
Reflection on Results	The results suggest that enhanced, student-centered priority registration procedures and pre-quarter planning help DSPS students select more appropriate course sections and modalities, coordinate accommodations in advance, and achieve outcomes in EWRT 1A that meet or exceed overall college success rates. At the same time, the substantial success gap between online and face-to-face sections highlights the need for more intentional counseling about modality choice, disability-related learning needs, and the demands of asynchronous coursework.

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

DSPS continues to demonstrate exemplary commitment to student equity, access, and success. DSPS has expanded its outreach efforts, strengthened ADA, AB705, etc. compliance, improve instructional support to students via accommodations, and enhanced student outcomes. DSPS has navigated significant staffing changes while maintaining continuity of services—particularly in counseling, AT support, and instructional services. We have had to reassignment caseloads and scheduling adjustments to ensure students continue to receive essential accommodations. The progress that DSPS has made since the last program review is commendable. DSPS has done the following:

- Expanded outreach efforts, resulting in substantial enrollment and demographic growth—including meaningful increases among disproportionately impacted groups.
- Strengthened campus-wide disability education via professional development trainings, presenting on DSPS at dean's meeting, and doing presentations at Division meetings.
- Enhanced partnership/alignment between early enrollment processes, accommodation planning, and student success outcomes.
- The detailed demographics shown in the PR reinforces that DSPS is strong access point for equity advancement on our campus.

DSPS gives a strong rationale for new requests such as additional counseling resources. The increase in enrollment in neurodiverse students, increased complexity of accommodations, and expanding caseloads prove the need for additional staffing to maintain equitable access and timely services to students. The emphasis on outreach to disproportionately impacted communities is well-aligned with our collegewide equity priorities and Strategic Enrollment Management (SEM) goals.

The DSPS Annual PR demonstrates a continued need for funds that directly align with Title 5 requirements, including assistive technology platform renewals, DHHS equipment, Testing Center supplies, and outreach support—have directly contributed to maintaining compliance and improving student access.

DSPS continues to play a major role in advancing equity for low-income students, students of color, and first-generation students with disabilities. DSPS focuses on timely accommodations, updated technology, and counseling support that improves access and persistence for disproportionately impacted students.

The DSPS SLO assessment provides strong evidence that improved priority registration processes and early planning contribute directly to course success for DSPS students. The higher EWRT 1A success rates—particularly in face-to-face classes—validate DSS efforts in proactive counseling and accommodations preparation.

DSS continues to demonstrate exemplary commitment to student equity, access, and success. Its work in expanding outreach, strengthening compliance, improving instructional support, and enhancing student outcomes is highly essential.

11. Vice President/Associate Vice President Comments:

As an essential service that provides educational access and to student with disabilities, DSPS has many regulatory and programmatic standards they must uphold to ensure they are fulfilling their revised program mission. The department program review update document clearly and consistently centers equity, access, and student success for students with disabilities. The emphasis on disproportionately impacted groups (low-income, first-generation, students of color, and neurodiverse students) aligns well with De Anza's Strategic Plan and Strategic Enrollment Management goals. The assigned faculty and classified professionals that serve DSPS students demonstrate passion for promoting student success via the comprehensive services they provide with dedication and care.

The SLO assessment process was particularly strong with the use of Clockwork data and longitudinal assessment in a manner that is appropriate and realistic. Of major concern is the present lack of adequate counseling hours due to staff leaves and the limited number of individuals qualified to serve this population. Fortunately, these circumstances are temporary and will improve with the return of faculty currently on leave.

**Email the form to RAPP tri-chairs.**