

DeAnza College



CAS Standards Self-Evaluation Presentation Disability Support Programs and Services (DSPS)

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To ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.

Section 1: Meets (Rating: 2)

Decided to focus on Section 5

- DSS inherently focuses on these issues as part of our mission statement
- DSS is mandated to create accessibility plans and support equitable learning experiences in order to accommodate diverse learning populations and promote inclusion

Training

- In-reach & Outreach (Orientation to Disability Services)
 - Provide resources and training to the DA Community
- Receive Ongoing training & updates
 - Disability-related topics
 - Legal Mandates
 - Assistive Technology & Alternate Media

Varying academic levels

- LYNCS Program
- HOPE Services
- Remedial Courses in EDAC series: Math, English, and Learning Skills

Access to learning tools & supports:

- Alternate Media formats: Books available in different formats
- Assistive Technology (AT) Program: Range of technologies, classes, and delivery formats
- Computer Accessibility Lab (CAL): Classroom/lab space, safe space, & access to customizable AT options

Adapted Physical Education (APE): Offers an inclusive curriculum for students with physical, sensory, and mental health disabilities.

Testing & Tutoring Center | Notetaking Services: Accessible testing area; supports students with varying learning abilities

Deaf/ Hard of Hearing Services: Access to services such as ASL Interpreters, Captioners, and related technologies

Mobility Shuttle Services: Provides on-campus transportation for students with various conditions

Area of Research to focus on:

How the ethnic backgrounds of the students we serve is represented in comparison to the general student population?

Section 5: 3 | Exceeds

De Anza Enrollment by Ethnicity

by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	6,574	4%	5,706	4%	5,618	4%	5,752	4%	5,324	4%
Asian	71,305	44%	70,014	46%	68,923	45%	64,987	43%	54,408	41%
Decline to State/Unknown	2,370	1%	2,342	2%	3,738	2%	5,927	4%	8,292	6%
Filipinx	10,701	7%	9,594	6%	9,445	6%	10,457	7%	9,332	7%
Latinx	39,423	25%	37,179	24%	37,502	25%	38,386	25%	34,551	26%
Native American	739	0%	706	0%	471	0%	563	0%	502	0%
Pacific Islander	1,171	1%	1,161	1%	1,144	1%	1,123	1%	959	1%
White	28,325	18%	26,431	17%	24,724	16%	25,142	17%	20,676	15%
Total	160,608	100%	153,133	100%	151,565	100%	152,337	100%	134,044	100%

Success Rates by Gender
 FHDA District->De Anza College

DSP&S Enrollment by Ethnicity

by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	111	4%	108	4%	104	4%	110	5%	71	5%
Asian	477	18%	505	20%	562	23%	458	22%	284	21%
Filipinx	92	4%	96	4%	107	4%	70	3%	60	5%
Latinx	399	15%	360	14%	355	15%	299	15%	251	19%
Native American	17	1%	12	0%	13	1%	11	1%	11	1%
Pacific Islander	3	0%	3	0%	4	0%	4	0%	3	0%
White	1,281	49%	1,220	49%	1,122	46%	941	46%	560	42%
Decline to State	220	8%	186	7%	173	7%	149	7%	84	6%
Total	2,600	100%	2,490	100%	2,440	100%	2,042	100%	1,324	100%

Opportunities for Growth

- Given the data, there is a significantly lower percentage of the Asian population in comparison to the general population utilizing Disability Support Services.
- Support In-reach and Outreach to specific Asian communities to increase the awareness of services and increase potential students within this group for services.
- Continue to attend conferences to stay up-to-date on skills and information.
- Training instructional faculty on Universal Design for Learning and various topics to enhance teaching modalities and improve student learning outcomes.

Action Steps

- DSS In-reach team will hold DSS informational workshops specifically for ISP students
- Faculty and Staff will continue to attend professional conferences such as AHEAD, CAPED
- Continue to provide in-services on Universal Design teaching techniques through Professional Development and faculty department meetings