

De Anza College - Academic Services Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

VIDA works to empower students to become agents of change in their communities and beyond; to foster education that meets the needs of the communities we serve; and to help develop pathways to meaningful participation in local, state, and federal government decision making processes.

HEFAS (Higher Education for AB 540 Students) is an institutional and educational program that provides **free services**, reduces financial stress, and creates a **safe space** for all – with an emphasis on students with an undocumented, low income, or AB 540 status. We are dedicated to **empowering** students, **building** leaders, **promoting** social justice, and **advocating** for higher education. Our vision is to give students, parents, educators, and community members the tools to support students in reaching higher education regardless of the barriers that may exist.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

VIDA's mission is crucial to the campus achieving its core competency in civic capacity.

HEFA's mission aligns with the values of equity in access and student success and provides a safe environment for a diverse group of students

Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

| Goal title | Goal description | Responsible parties | Collaboration with | What evidence will be used to monitor progress? | How will you assess achievement of the goal? |
|---|---|--|--|--|---|
| Campus-wide support for VIDA programming | VIDA provides strong programming and is seeking increased engagement and support through counseling faculty, discipline faculty, and deans did more to promote our work | VIDA Director and staff | Faculty, staff, students and administrators, and the Communications Office | Evidence of progress will include increased faculty offerings of Engaged Learning in classes and an increase in students by referrals from across campus | -Intake surveys of students -The number of new Engaged Learning Classes |
| Expand reach of HEFAS | Collaborate with all campus services and departments to increase success for our student population | HEFAS staff | Targeted departments and programs | Students reporting that they feel well supported across campus | We will survey students on their sense of being welcome and well served by each of these programs and departments |
| Campus-wide support for developing civic capacity | Civic Capacity is a core competency for our students. There are few administrators, faculty, or staff outside our program who feel a | This is a goal of the Civic Engagement | Members of that team and the VIDA staff and Equity and Engagement Dean | We will monitor the inclusion of civic capacity questions in trainings, hiring | We will document actions related to civic capacity development |

commitment to helping students achieve this core competency. We want to spread the commitment to this goal more broadly across campus.

team of the strategic plan

processes, and initiatives in areas outside of our own

that take place outside of our program

Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

Since 2015 HEFAS has received an annual grant of \$8,000 from the Castellano Family Foundation. We are currently in the last possible year for that grant as the foundation is sunsetting.

HEFAS also received a two year grant for 2021/22 and 2022/2023 from the Silicon Valley Community Foundation for \$60,000 to develop our UndocuSTEM program. There is no current or future revenue from that program.

These grants have enabled us to sustain and develop our programs. To partially compensate for this lack of future funding, HEFAS is requesting at \$20,000 B budget to cover increased programming and our UndocuWelcome event.

VIDA plans to explore work to turn our Certificate in Leadership and Social Change into a CTE certificate to expand opportunities for students to access our program.

B. Populations Served

Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

VIDA- We offer community partnerships and resources for all interested faculty who wish to use engaged pedagogues in their classes.

HEFAS- We do 15-20 classroom presentations per quarter which help faculty create a welcoming environment and offers them volunteers.

Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

VIDA directly serves faculty members who use Engaged Learning in their classes. There are 6 faculty who offer Engaged Learning classes.

HEFAS has had seven faculty participate as trainers. HEFAS trained 12 faculty members in ways they can act in solidarity with undocumented students. in this period

Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving students?
4. Provide details on the ways in which your department provides services to students.

VIDA- there were approximately 250 students in classes that required Engaged Learning. VIDA has 25 students in our California Youth Leadership Corps program. We have 11 paid VIDA interns

Our enrollment trends and equity data are in a separate program review for the Certificate in Leadership and Social Change. We did not receive data for our classes that require Engaged Learning.

HEFAS- has 12 paid interns and serves 360 core members. We serve an additional 200 students in a variety of ways through workshop, trainings, events, etc. HEFAS provides institution-wide resources that help our estimated 1,000 undocumented students.

Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving staff?
4. Provide details on the ways in which your department provides services to staff.

VIDA has worked over the years to encourage the campus to allow staff to engage in civic work as part of their job. We created a policy that was approved by senior staff to require managers to allow classified professionals to engage in civic work. Classified Senate has taken this up as a project.

HEFAS had six staff members participate as trainers. We trained 32 staff members in ways that they can orient their work to being as supportive of the needs of undocumented students as possible. .

Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?

2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?

2. How do these strategies align with your program's mission and goals?

VIDA and HEFAS are requesting a full time counselor to be assigned to our program. We serve the approximately 1,000 undocumented students enrolled at De Anza. This is a vulnerable population with needs that require a specialized counselor-coordinator to do recruitment and programming. Our California Youth Leadership Corps (CYLC) program serves students who are generally not already in college, many of whom are formerly incarcerated or otherwise system impacted, and many of whom have not graduated from high school. This population also requires a counselor-coordinator to do recruitment and programming with specialized knowledge and capabilities.

Our Undocumented Students Support Program Coordinator is currently on special funding that came through AB1645 from the state chancellor's office. We would like for this position to be put into the regular budget, so that it is not vulnerable to being eliminated if the state funding is cut back

Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.

2. What strategies does your department have in place to increase or maintain current success rates?

3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?

4. How do student success outcomes align with your program's mission and goals, if applicable?

Not applicable, since our course success rates are covered in the Certificate in Leadership and Social Change's program review

E. Assessment Cycle

Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?

3. How do these strategies align with the program's mission and goals.

AUO: Faculty and staff and administrators will understand how to promote civic engagement for equity and social justice as an important part of their work.

In the Spring 2023 *Belonging, Civic Capacity, Basic Needs and Mental Health Survey*, 89% of respondents indicated a positive rate of civic capacity for community and social change. Asian, Filipinx and white students are less likely to feel a sense of civic capacity at De Anza

when compared to other ethnic groups. In contrast, Black, Pacific Islander and Latinx students are more likely to report a sense of civic capacity.

We are excited that the Strategic Plan process includes civic capacity as a college wide goal. We will work with that strategic plan team, which we are leading, to engage others across the campus in spreading commitment to this work.

Dean/Manager Comments

VIDA and the accompanying programs, along with HEFAS, addresses the college's mission to provide "civic capacity for global, cultural, social and environmental justice." Through specialized programming, the Leadership in Social Justice Certificate and community partnerships that provide internships for the social justice projects student are dedicated to for the academic year and through advocacy and support of undocumented students these programs play a critical role in the students' experience and development. Expanding the internships and service learning opportunities more broadly would be an asset to the programs, the students and the community.

As funding from outside sources is tentative due to the sunseting of historical dollars; the programs continue to search for financial support from the campus and the community to sustain the specific work of social justice and undocu advocacy. The programs are able to take advantage of the LAEP program to support interns who are working within their chosen fields as aligned with VIDA and HEFAS.

HEFAS is supported through the CCC Chancellor's Office initiatives as well as current legislation.

STOP. Do not submit. Please notify your dean/manager that your form is complete. They will submit the form once they have entered their comments above.

This form is completed and ready for acceptance.