

 Dept AS -Vasconcellos Institute for Democracy in Action (VIDA) > Administrative Unit
> Program Review



▼  **Dept AS -Vasconcellos Institute for Democracy in Action (VIDA)** 

2018-19 Annual Program Review Update Submitted By:

APRU Complete for: 2017-18

Program Mission Statement: The Vasconcellos Institute for Democracy in Action (VIDA) is a program dedicated to helping the college meet its core competency in “Civic capacity for global, cultural, social and environmental justice.” It is also responsible for fulfilling the institutional metric that “Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community engagement component each Fall.” 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.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievement Awarded: 25

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 1

I.E.2 #Student Employees:

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 12

I.E.4 # Staff Employees:

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: Having a full time program coordinator has changed our program enormously. We are now able to provide **systematic training** and mentoring to the student interns, who run our **intensive engagement projects**. Having a



program coordinator has enabled Cynthia, the director, to spend time working on more **campus wide projects**, and to attend more to our service learning program. This year we have changed the position title and the program coordinator has a more active role in the budgeting of the program. She is also the **director of HEFAS**.

II.A Enrollment Trends: Service (S designated classes that require a minimum of 12 hour sof community engagement): In our Service classes enrollment has begun to decrease after several steady years of increase. It went from 2,539 in 2015/16 to 2,147 in 2016/17. This is an area of concern. One of De Anza's metrics for accreditation is that "Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each Fall." According to the Office of Institutional Research, in Fall of 2015 we had 873 students who had a goal of transfer or degree in S classes. That is a total of 4.4% of all of the students in that category. To meet the goal of 6% we would need 321 more students per Fall quarter. Since an average of 85% of students in a given class have a goal of transfer or degree, we estimate that we would need an average of 8 more sections of 50 students each to meet that goal. We had believed this goal to be achievable, as we have reached out to several faculty members who are ready to offer S classes. **This effort has been slowed down in recent years as faculty have been asked by their deans to not offer S classes, on the belief that they hurt enrollment. We would like to see a study of this claim, as we do not believe the S has an adverse impact on enrollments, but without a study it is just a matter of speculation. It has been frustrating to work to meet this metric without all parts of the institution being in agreement about the importance of reaching it.**

LSC (Leadership and Social Change Certificate): We had a total of 25 students pursuing our certificate in Leadership and Social Change. This has remained fairly steady.

LEAD (Latinx Empowerment at De Anza): In 201617 we had 24 LEAD classes for a total of around 900 students. LEAD is going through a major transformation. Brian Malone and Francesca Caparas have been running the program on a temporary basis for the year. We are presently looking for two people from a Latinx background to take the program over. It will hopefully be more coordinated with SSRS and will serve as a soft second year cohort program. We then plan to develop a Critical Pedagogy cluster for faculty interested in **working together on some of the civic engagement activities formerly done by LEAD as well as sharing pedagogical approaches.**

HEFAS (Higher Education for AB 540 Students): In the beginning of 2016-17 there were 207 members. Through recruitment and outreach form the student interns those numbers increased by 57 members at the end of the year.

II.B Overall Success Rate: Service: Overall success in our Service classes is: 78% This is the same as the previous year

LSC: Overall success in the classes that count for the LCS cohort was 79%. Note that many students who are not planning to get the certificate take these classes.

LEAD: We are not able to track success rates for LEAD, because that analysis would have to

be done at the individual class level and we do not have access to that data.

HEFAS: We do not have data on the success rates of students, but we are developing a system to do that. As well as a plan for a graduation ceremony in the future.

II.C Changes Imposed by Internal/External Regulations: The choice of several deans to ask faculty to not offer S classes has had a demoralizing impact on LEAD as well as the faculty who teach Service classes.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: For our Service classes enrollment of African Americans, Filipinos, and Pacific Islanders is virtually unchanged at 5%, 8%, and 1%. Our Latinx populations has steadily increased from 25% in 201213 to 34% in 201617

For our LSC classes enrollment of African Americans, Filipinos and Pacific Islanders is virtually unchanged at 4%, 7%, 1% respectively. Our Latino enrollment gradually increased from 25%-28% Our enrollment demographics for targeted students are almost identical with those of the college as a whole.

III.A.2 Targeted Student Populations: Growth and Decline:

III.B.1 Closing the Student Equity Gap: Success Rates: Service: Overall success for targeted students is 74%, a 6% increase over the 5 year period. The success rate for our non-targeted students is 82%. The achievement gap has gone from 12% to 8%.

LSC: The success for targeted students in our LSC cohort classes was 75%. The achievement gap numbers and success numbers in this group fluctuates wildly. I believe this sample is too small to have statistically significant results. The total of students taking classes which count for our cohort is 185 students. The achievement gap number for this period was 11%. Success rates have gone up at the same rate for targeted and non-targeted students and the achievement gap number has remained constant over the 5 year period.

We are not able to track success rates for LEAD, because that would have to be done at the individual class level and we do not have access to that data.

HEFAS: Undocumented students are one of the main targeted students for HEFAS. Many of who are from Latinx backgrounds, but not exclusively. By receiving direct services as well as emotional and communal support their needs are being addressed.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

III.B.3 Closing the Student Equity Gap: 2017-18 Gap:

III.C Action Plan for Targeted Group(s): Anecdotal evidence suggests that no LEAD classes have a success rate under 60%, and thus the program does not have a dangerously low success rate.

III.D Departmental Equity Planning and Progress: We continue to monitor the achievement gap and to work on making our curricula relevant and accessible for our targeted students.

III.E Assistance Needed to close Equity Gap:



III.F Integrated Plan goals: current student equity data and action plan:**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):****IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** We do not do SLOACs

V.A Budget Trends: In 2016-17 we were in the second year of a three year donation of \$150,000. This allowed us to hire our program coordinator.

V.B Funding Impact on Enrollment Trends: Having a program coordinator has made a huge difference in our ability to do our work with depth and thoughtfulness to enroll more students into the internship and certificate program.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): We would like to have a an academic and therapeutic counselor scheduled to spend 20% of their time with VIDA, HEFAS and LEAD. It would be helpful to have a well trained person, in the specific issues our students face, that can be available in the three spaces.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s): 1 FTE Classified Program Coordinator= \$75,000. We need institutional funding for our program coordinator position to work 2/3 time for VIDA and to run HEFAS as the other part of their work. As we see a increased and violent attacks on undocumented immigrants, the work we need to do to serve this significant part of our population also increases. We know our positive and overt support for our undocumented students has been an enrollment draw to the campus, and that support for this community is crucial at this time. It is estimated that De Anza has 1,000 to 1,500 undocumented students, or around 20% of our students. Given the circumstance of their lives this is one of the most at risk populations we have. As HEFAS has become more successful and done quality outreach, we have found undocumented students are beginning to come to De Anza because of our commitment to them. It is an honor for us to serve them, and we believe we are serving them well. But this commitment needs to be institutionalized. At present HEFAS receives funding from DASB, and outside grants for interns and the program coordinator, who mentors HEFAS. At present there is no institutional funding at all for HEFAS. The grant funding for our program coordinator will only last through 201718.

V.E.1 Equipment Requests: No Equipment Requested**V.E.2 Equipment Title, Description, and Quantity:**

V.E.3 Equipment Justification: We have many interns using our office to do their work, and most use their own laptops. Their work would be greatly facilitated by having two more desktop computers in the office.

V.F.1 Facility Request: We would like to have a larger and more permanent space for HEFAS as well as a training room. The East Cottage classroom would be perfect to house the VIDA office, HEFAS and the training room. Because that classroom is very small, it is unoccupied most of the day. We have also spoken with the office of Equity and believe that the classroom would be an excellent space for HEFAS and the Jean Miller Resource Room to share.

V.F.2 Facility Justification: HEFAS has outgrown the very small office they have had in the



past 5 years. Beginning in academic year 2017-2018 they work out of the East Cottage, where the training room use to be located, and we have seen a huge change in the services and space they can provide as well as an increase in their membership. The space they are in now, is temporary and limits the space VIDA has to do trainings because VIDA has an almost constant need for larger spaces to do training and workshops. Therefore the classroom in the East Cottage would be ideal for the use of the HEFAS office office. It has been a tremendous change for the students and the program coordinator to have the two programs in the same building.

V.G Equity Planning and Support:

V.H.1 Other Needed Resources: VIDA, LEAD and HEFAS have all operated for many years with a variety of unstable funding sources. VIDA has now received \$15,000 in B budget beginning in 2016-17. HEFAS funding is entirely based on unstable grants, from outside philanthropy and from DASB. LEAD is in a transition and we hope that the newly reconstituted program develops with sufficient funding.

Presently our programs are running off of a significant amount of foundation and DASB funding. Below is what we believe to be a target for adequate funding for our programs:

VIDA general: \$52,000
 \$12,000 for student staff
 \$20,000 for our Public Policy School
 \$20,000 for pain interns

LEAD: \$49,000
 \$25,000 mentor stipends
 \$ 6,500 events and field trips
 \$15,000 community coordinator
 \$ 2,500 faculty stipends

HEFAS: \$25,000
 \$20,000 paid interns
 \$ 5,000 events and trips

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: VIDA now has a \$15,000 B budget, which began in 201617

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop:

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