De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Vasconcellos Institute for Democracy in Action |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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.  Our program HEFAS is dedicated to supporting undocumented students. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | We also have a career program that is funded by the Employment Development Department |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 9 Certificate in Leadership and Social Change |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 0 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 5 Social Justice ADT |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 0 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Our number of certificates has been fairly steady over the 12 years the program has existed. But we have a new program where students receive paid community internships as they get our Certificate in Leadership and Social Change. We expect in the future years to have 25 people completing the LSC per year.  In Fall of 2022 we will be initiating a cohort program for the Social Justice Associates Degree for Transfer. We expect to begin to see increased numbers of completers there by Spring 2023. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | We talk about the certificate in the classes that are core to the cohort and we work with students in the program individually to have them fill out the certificate paperwork. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | VIDA actively supports 10 faculty who offer Engaged Learning Classes. We offer support and training to all faculty. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | E: The unduplicated headcount for students taking Engaged Learning classes was 1,542  LSC: 80 students were in the classes core to our cohort  HEFAS: We estimate that we ended 2021 with 540 members. In the past three years we have had 350 core members who have attended events, used services and/or benefited from HEFAS resources. In the past year we have gained 47 new members, but we estimate that we lost about the same amount due to the pandemic. Although students are no longer enrolled at De Anza, we have still supported them with community services and resources. |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 0 |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | VIDA student staff: 11  HEFAS student staff: 6 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 100% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | We have one full time permanent program coordinator working 50% for VIDA as a whole and 50% for HEFAS, a program of VIDA.  We also have 2 TEA program coordinators.  Shaila Ramos is supporting HEFAS.  Brenda Carrillo is on a grant supporting our EDD funded California Youth Leadership Corps program. |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Having increased staff has made it possible for HEFAs to branch out into the STEM area where we see a huge need for resources, information and mentoring for students. STEM fields are already challenging and there is an added challenge when students are undocumented. The additional staffing has also allowed the program to apply to grants to incorporate new programing. We continue to have colleague trainings and have expanded the training opportunities with additional staffing. Students also see more representation and support from having more staffing.  Our CYLC program is only possible with the staff we have, as it is a very hands-on program |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | LSC- our enrollment has been fairly steady  E - Enrollment is E classes was up from 928 in 2017/18 to 1534 in 20/21. This has come largely as a result of increased participation by the POLY department and LEAD program. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | For the E classes our current numbers are:  African American- 11%  Filipinx- 8%  Asian-American- 30%  Latinx- 29%  Native American- 0  Pacifica Islander- 0%  White 16%  For our LSC program the current numbers are:  African American- 11%  Filipinx- 8%  Asian-American- 30%  Latinx- 29%  Native American- 0  Pacifica Islander- 0%  White 16%  For both programs, the numbers have changes a small, but not statistically significant. amount. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | E: It has remained roughly the same  LSC: We had a small decline in success that may be attributed o the hardships of COVID |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | For the Engaged Learning classes, we had the following success rates:  African American- 69%  Filipinx- 76%  Asian-American- 86%  Latinx- 70%  Native American- 835  Pacifica Islander- 64%  White 73%   1. We believe that the gap persists because there is not enough close mentoring and support for students. 2. We would like to do more to develop our mentoring programs   LSC:  For our cohort classes in the LSC we have the following success rates:  African American/Filipinx/Latinx- 71%  AA/NA/PI/White- 81%   1. We believe that the gap persists because there is not enough close mentoring and support for students. 2. We would like to do more to develop our mentoring programs. We have initiated a new program that is specifically targeted to opportunity youth. The program has deep mentoring embedded as a core element of the program |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | None |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Formerly incarcerated students, students who are not already in school, opportunity youth |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | For our LCs program, we have received funding to support students with paid internships and deep mentoring. This has led to our program being accessed by students who were not already in college. This is turning into a pathway for these students to then pursue the Social Justice ADT.  HEFAS partnered with off campus organization to highlight some of the intersecting identities with that of being undocumented. We hosted an event for each of the intersection of being undocumented and Black and undocumented and Asian. This allowed HEFAS and students to build connection to more organizations, resources and students. Since then we continue to collaborate with other organizations like the Women, Gender and Sexuality Center and others. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | More resources for in depth mentoring |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | We would love to see more funding for mentorship programs. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | No |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” | n/a |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | n/a |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | n/a |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Getting the grants for HEFAS and for CYLC has changed our work significantly as we now have more staff at HEFAS to support our programs. For CYC having a grant to pay students as they take our program has helped us to reach out to students who were not already in college. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Two staff positions and paid internships … |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | 0 |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | n/a |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Full time permanent for HEFAS coordinator |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | … |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | 0 |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | n/a |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | n/a |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | n/a |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year |  |
|  | Submitted by: | APRU writer’s name | Cynthia Kaufman and Angelica Esquivel |
|  | Last Updated: | Give date of latest update | 5/9/2022 |