

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO INTO TRACDAT!!!! ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.**

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks in TracDat)
	Program Description	De Anza's Civic Engagement Office. 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."
	Department Name:	Vasconcellos Institute for Democracy in Action (VIDA)
	Program Mission Statement:	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?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Career
I.B.1	# Certificates of Achievement Awarded	15
I.B.2	# Certificates of Achievement-Advanced Awarded:	none offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	none offered
I.B.4	# AA and/or AS Degrees Awarded:	none offered
I.B.5.	Trends in # Degrees Awarded	Stable
I.B.6.	Strategies to Increase Awards	We reachout to students who take our core classes to let them know about our certificate and to encourage them to complete it. We have a powerful graduation ceremony that includes the students, their families, alumni and campus community.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	none offered
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	none offered
I.D.1	Academic Services and Learning Resources: # Faculty Served	This year approximately 20 faculty members completed both parts of the Undocuually training on how to best serve our undocumented students. We are continuing that process and focusing more on faculty. We started with a focus on front line classified staff. We serve all of De Anza's faculty by doing training on Civic Capacity and by offering services for Community Service Learning Classes (S). We trained 12 faculty in 2018/19. We supported 21 faculty who do CSL in their classes.
I.D.2	Academic Services and Learning Resources: # Students Served	We serve all of De Anza's students by supporting faculty and staff in being able to promote the development of civic capacity. HEFAS had 184 new members in 2018/19, had a total of 740 total visits and 48 active volunteers Our S classes served 588 students Our LSC Certificate served 15 students whotook the certificate and approximately 100 students who took the classes in the core of the program, but did not get the certificate.
I.D.3	Academic Services and Learning Resources: # Staff Served	This year approximately 20 staff members completed both parts of the Undocuually training
I.E.1	Full Time Faculty (FTEF)	
I.E.2	# Student Employees	184 new members
I.E.3	Full Time Load as a %	740 total visits
I.E.4	# Staff Employees	## of volunteers (Will get it today)
I.E.5	Changes in Employees/Resources	In our cohort program, 2 classes are taught by full time faculty, one by a dean, and one by a part time faculty member. 80% of The S classes are taught by full time faculty.
	Enrollment	

II.A	Enrollment Trends	The number of students doing S classes continues to decline. The major factor for this has been the pause taken by the LEAD program which offered a majority of the S classes. LEAD is back and offering S classes in 2019/2020 so we expect the enrollment in these classes to continue to increase. We have also received approval for a note on the transcript recognizing students who have taken 3 S classes as "Community Engaged Scholars." We expect this to increase enrollment in these classes. The campus no longer tracks this as a campus wide metric, and so we expect the number to decline, as the institution does less to promote this pedagogy. For our LSC certificate, our enrollment dipped slightly.
II.B	Overall Success Rate	The achievement gap between targeted and non-targeted students in our S classes has narrowed while also increasing for both. In the LSC certificate the achievement gap narrowed while their success rates over all when up. There is a 6% gap between the targeted and non-targeted groups (80-86)
II.C	Changes Imposed by Internal/External Regulations	<p>There are several external factors which have impacted HEFAS. Due to the hold on DACA in Fall 2017, we have seen a continuous increase in students without a work permit or protection from deportation. This can lead to high stress and fear. HEFAS has continued to provide a safe and resource filled space for students, but external factors do impact student attendance and retention. HEFAS will continue to work with these students and develop ways to support them in these times of high need.</p> <p>Additionally, the state bill SB 1645 (F19) requires the campus to have a for a DREAMer liaison. This position is mandated to do far more than our current staff are capable of. This mandate came with no additional funding. We will be working with the campus to address this and identify the liaison. Additionally, it is becoming increasingly clear that the state, the community colleges and De Anza are intentionally including AB 540 and undocumented students in Higher Education. HEFAS is the centralized location for the students to get access to many other services. The funding that is going to the colleges for AB 540 student enrollment, retention and success needs to be reflected by funding the programs that serve those students. We are still figuring out what that will look like at De Anza.</p>
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals.
III.A.	Program Success	Our interns are working on issues that help increase equity practices on the campus as a whole. They are working on housing and transportation issues, leadership development of our students, and increasing student voice in shared governance.
III.B.	Enrollment Trends	<p>HEFAS is almost entirely Latinx. We are working with the office of Institutional Research to identify the other populations of undocumented students and develop strategies for integrating them into our community. HEFAS is also working in increasing the numbers of Filipinx students because we know that they also face immigration challenges.</p> <p>In our S classes, we see stability in our ethnic breakdown of students who take those classes. African American: 2%, Asian 44%, Filipinx 5%, Latinx 31%, White 15%.</p>
III.C.	Success, Non-Success and Withdraw Rates	We do not have access to that tool for the three groups we are tracking: HEFAS students, S classes, and LSC cohort students
III.D.	Equity Planning and Support	VIDA is deeply involved with the Equity Action Council and we work closely with our colleagues in the Equity Office. We do not need additional resources at this time.
III.E.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> · Professional Development – what areas? · Enhanced support for students · Departmental Collaborations · Best Practices · Coaching/Consultation
III.F. Yes/No Box	Assistance Needed to close Equity Gap	We would love to have some counseling resources specifically for our program. We work with campus equity programs and are aware of resources.
	Assessment Cycle	We do not offer classes and so do not do SLOAC
IV.A	SLOAC Summary	Not applicable
IV.B	Assessment	Not applicable
	Resource Requests	none
V.A	Budget Trends	We are always working to get grants to pay for our interns and other expenses.
V.B	Funding Impact on Enrollment Trends	none
V.C.1	Faculty Position(s) Needed	none
V.C.2	Justification for Faculty Position(s):	Not applicable
V.D.1	Staff Position(s) Needed	We have one staff person, a Program Coordinator. We have received a commitment for three years funding for the position, but it is not a permanent campus position. This position is crucial to our program and the students we serve.

V.D.2	Justification for Staff Position(s):	Our Program Coordinator position now has committed funding from the college for the next 3 years. We think it would be helpful to our work for that funding to be permanent. The Program Coordinator works 1/2 time for VIDA and 1/2 time to run HEFAS. As we see an increased attack on undocumented immigrants, the work we will need to do to serve this significant part of our population also increases. It is estimated that De Anza has 1,000 and 1500 undocumented students, or around 20% of our students. Given the circumstances 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, an outside grant for interns, and in 2018/19 an outside grant for our program coordinator who mentors HEFAS. Before 2019/20, when we received a commitment for three years of funding, there had been no institutional funding for HEFAS. The grant funding for our program coordinator will only last through 2023.
V.E	Equipment Requests	none
V.F	Facility Request	none
V.G	Other Needed Resources	For many years VIDA had a meeting room. That space was given to HEFAS in 2017 with the understanding that over time VIDA would be able to occupy the ECOT Classroom. We would love to see that promise kept. That space is too small for most classes and it would be a great asset to our division to be able to do meetings and trainings in that space. When there are not classes there, the room is heavily used.
V.H.1	Staff Development Needs	none
V.H.2	Staff Development Needs Justification	
VI.	Closing the Loop	
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