

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

Here is the feedback we got an our responses to it:

Area	Commendations	Feedback for Improvement	Comments	Response
<p>Mission</p> <ul style="list-style-type: none"> · Mission is clearly defined · Indicates the students served · Indicates the services offered · Mission is linked to college mission, vision and values 	<p>The emphasis on empowering students to become agents of change is well articulated</p>	<p>The mission could be further defined in terms of students served and services offered</p> <p>The link to vision and values of the college is lacking</p>	<p>Consider including more information about students served, services offered, and link to college vision and values</p>	<p>We see our mission as very aligned with the college’s mission of serving underserved communities, such as our undocumented population and students who have not already been in college.</p> <p>We are the most significant locus of work to increase student civic capacity, one of the college’s core competencies.</p>

<p>Program Goals</p> <ul style="list-style-type: none"> Goals are clearly defined Evidence is provided as to how progress will be monitored An assessment plan is included on how the goal will be achieved 	<p>Goals are clear, with a good plan on how progress is monitored</p>	<p>Consider including more specific assessment plan with measurable outcomes</p>		<p>I believe we included measurable outcomes</p>
<p>Populations Served</p> <ul style="list-style-type: none"> Faculty served and trends are clearly articulated Staff served and trends are clearly articulated Students served and trends are clearly articulated 	<p>Services to faculty, staff and students is clearly articulated</p>		<p>Working with affinity groups could be another way to engage more faculty and staff campuswide</p>	<p>Good idea, we are working with them in our work to get a counseling position and will continue that work.</p>
<p>Employee Needs</p> <ul style="list-style-type: none"> Staffing needs are clearly articulated Industry trends are clearly articulated Advisory committee 	<p>Staffing needs are clearly articulated</p>	<p>It would be helpful to include strategies you are currently using to serve students with existing staff, despite the need for more staffing</p>		<p>We are happy to explain our program in the appropriate venue</p>

recommendations are provided				
<p>Exploring Success Rates</p> <ul style="list-style-type: none"> Ways the department directly or indirectly influences success rates are clearly articulated Strategies to increase or maintain success rates are clearly articulated Alignment between course success and program goals is clearly articulated 		<p>It would be helpful to include ways VIDA can influence student success overall</p>	<p>Including a summary of the success rates in this program review could be helpful</p>	<p>I am not sure what information on success rates is desired beyond what is already in the APRU.</p> <p>One outcome of VIDA's work has been the years of advocacy our students have engaged in to get the eco pass and better bus service, to get HFFAS to serve our undocumented students, to get more community college funding from the state, and to increase student voice in governance.</p>

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

The recent presidential election means that our undocumented students are under tremendous stress. The election may also lead to challenges to state funding. This change requires more counseling support and a solidification of funding for HEFAS.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Goal #1: Campuswide Support for VIDA Programming

As part of the Campus Strategic Plan, we got approval for a campus-wide survey of what faculty are doing to support the campus' core competency of civic capacity. That survey will be administered by Institutional research in Winter. We will follow up with meetings with deans to solidify support in winter.

Goal #2: Expand the reach of HEFAS

HEFAS actively promotes its services year-round through a comprehensive outreach strategy designed to engage the entire student body and ensure accessibility for all. Two key internship roles spearhead our efforts: the Outreach Coordinator and the Public Relations (PR) Coordinator. The Outreach Coordinator focuses on direct engagement with local high schools and communities, conducting classroom presentations, and participating in on-campus events to build awareness of HEFAS and its services. Meanwhile, the PR Coordinator manages the HEFAS-designated webpage on the De Anza website, oversees our weekly newsletter highlighting resources and opportunities tailored to underserved communities, and curates content for our social media platforms. Through collaboration with other institutional social media platforms, such as VIDA and DASG, Equity Office, MESA, PRIDE Center, and other clubs and programs, we amplify the reach of our outreach efforts.

Our marketing plan for the current academic year includes promotional materials, events, and digital outreach. We distribute flyers, posters, and brochures across campus, run targeted social media campaigns featuring infographics and testimonials, and send newsletters to subscribed students bi-weekly. We host workshops, resource fairs, and support circles tailored to underserved communities and participate in campus-wide events. Our Instagram presence includes live sessions, story highlights, and posts about upcoming events, while our website is regularly updated with resources, event updates, and success stories.

In addition to our efforts in expanding the reach of HEFAS via marketing and outreach efforts geared toward students, we have also collaborated with student-serving programs and divisions throughout our work with the UndcouSolidarity Committee, which serves to give training to staff, faculty, administrators, and students on allyship, immigration history and undocumented student policies in higher education. We have been able to collaborate with and train the Financial Aid department, Admissions and Records, Outreach, and Senior Staff in 2024.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Last year, we focused on expanding the reach of HEFAS. This year, given the political climate, we need to solidify the support our students receive.

This aligns with our resource requests from last year. We requested a full-time counselor and solidified funding for the HEFAS program coordinator. We have received a commitment from the district that should the HEFAs program coordinator position funding be eliminated, the district will fund that position. We are in the process of asking RAPP for the full-time counselor position.

We have also faced some challenges in outreach to underserved populations. Limited awareness of HEFAS among the broader student body and resource constraints can restrict the scale of our marketing campaigns. We need more support from campus-wide college communications efforts. This can be done via the communications office, which assesses the visibility of resources online and in person. We also intend to start conversations with Admissions and Records to be intentional about new incoming students receiving information regarding undocumented student resources.

Additionally, we request that our California Youth Leadership Corps (CYLC) Student Support Specialist, who is $\frac{2}{3}$ time, be changed to a full-time Program Coordinator position while remaining contingent upon grant funding. We could only get the position as a student success specialist, and only for $\frac{2}{3}$. This position has always been a full-time position and the work has always been at a higher level than Student Success Specialist. The grantor gives De Anza funds for the $\frac{2}{3}$ -time Student Success Specialist. And they pay the Student Success Specialist directly for the other $\frac{1}{3}$ time.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment), including both approved and not approved requests. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Because we do not yet have a full-time counselor, our students have not been able to receive the full support they need to be able to be academically successful. With our current funding, we can only offer 10 hours a week for a counseling liaison; half is used for coordinating purposes, and the other half meets with students. This has been a challenge for our members, especially during times of high need for a counselor, such

as during transfer season when students need one-on-one support when applying to transfer and registration when students need help creating education plans and picking classes at the beginning of each quarter. This counselor needs to specialize in providing academic and support services to undocumented students who may or may not qualify for AB 540 status, assisting them with navigating the application process, understanding their eligibility for in-state tuition, and addressing any unique challenges they may face due to their immigration status; this includes offering guidance on financial aid, career planning, and navigating immigration policies relevant to their situation. Knowledge of navigating our local adult schools is also imperative to best support our students in qualifying for AB540 and connecting to financial aid opportunities.

Having the CYLC position as a Student Success Specialist and only $\frac{2}{3}$ time at De Anza is not a good situation. Having the job split means that this person's benefits are hard to calculate and are not suitable for this person's seniority, medical benefits, or retirement. Having it be a Student Success Specialist when the person does the work of a Program Coordinator causes several problems. It creates role confusion for the staff person. It undermines their credibility when dealing with other offices. And it is terrible for morale.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Undocumented students have been greatly affected by a lack of resources. The three highest needs for undocumented students are financial support, mental health services, and legal services. With the lack of financial resources to be able to support the undocumented student population fully, access to mental health and economic opportunities have been the most significant need. Many of our students cannot work legally or be eligible to receive financial aid, which puts them in a challenging position to succeed in higher education. One of the biggest challenges with our undocumented student population is the lack of opportunities to make a living or gain experience through fellowships and internships. Receiving funding every year would remedy this issue. Since the beginning of HEFAS in 2012, we have depended on grant funding to keep our program running. We require institutional support so we may have assured services and fellowship opportunities for our students every year, in addition to being able to provide resources regarding free or low-cost mental health services and legal support. There is also a considerable lack of opportunities for undocumented students opportunities for professional, leadership, and career training and growth. With assured yearly funding, we could offer inclusive fellowship opportunities available to all students.

The lack of a full-time counselor in our area has affected students significantly. Our area requires a counselor who has specialized knowledge of our student populations to be able to serve them. This specialized knowledge includes:

- AB 540 and its expansions and complexities.
- Knowledge and understanding of Adult Schools to help students qualify for AB540 and financial aid opportunities.
- Existing and new statewide and federal policies
- Knowledge of careers and options & challenges.
- Knowledge of entrepreneurship and options for undocumented individuals to make a living.
- Knowledge regarding specific financial aid circumstances for AB 540 students and mixed-status students, including knowledge of the CA DREAM Act, emergency grants, and scholarships.
- Collaboration with Outreach office- information for incoming undocumented students
- Community presentations- to High Schools, organizations

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>This has been our AUO: Faculty, staff, and administrators will understand how to promote civic engagement for equity and social justice as an essential part of their work.</p> <p>We would like to expand the AUO to be:</p> <p>The college's core competency of developing civic capacity in our students and support for undocumented students will be accepted as an important part of the work of many faculty and staff across campus. Students will develop their civic capacity and undocumented students will have their needs met.</p>
--	---

<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>In the Spring 2023 <i>Belonging, Civic Capacity, Basic Needs and Mental Health Survey</i>, 89% of respondents indicated a 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</p> <p>Below are three years of data from the “Belonging, Civic Capacity, Basic Needs and Mental Health Survey” which show that the campus is not making progress on student civic capacity:</p> <p>2024</p> <ul style="list-style-type: none"> • Respondents selected ‘great extent’ at the highest rate for: understand issues in the world around you (49%) and see yourself as a person whose voice and opinions matter (47%). • The lowest rated response was at 36% reporting ‘great extent’ for: voice your opinions on campus, at work, or in your community, followed by 38% for: develop solutions to real world problems. <p>2023</p> <ul style="list-style-type: none"> • Respondents selected ‘great extent’ at the highest rate for: understand issues in the world around you (51%) and develop solutions to real-world problems (40%). • The lowest rated response was at 36% reporting ‘great extent’ for: voice your opinions on campus, at work, or in your community, followed by 37% for: see yourself as a person whose voice and opinions matter. <p>2022</p> <ul style="list-style-type: none"> • Respondents selected ‘great extent’ at the highest rate for: understand issues in the world around you (47%) and seeing yourself as a person who can work with others to make a positive difference on campus or in your community (45%). • The lowest rated response was at 35%, reporting a ‘great extent’ for voicing your opinions on campus, at work, or in your community. <p>HEFAS</p> <p>2023</p>
--	--

We assess the service to undocumented students by the admission and retention rates of undocumented students, how many use our services (waiting for numbers from SARS sign-in computer)

In the past three years, our enrollment numbers for new memberships are as follows:

- 2022: 22 new applications
- 2023: 58 new enrollments
- 2024: 63 so far

Of our total membership, only two individuals have exited the program in the past three years, with the rest remaining active participants.

The HEFAS Center is open to all students but primarily serves low-income and undocumented/AB540 students.

Membership Demographics (Racial Breakdown)

- Latino/Chicanx : 73.4%
- Asian/Pacific Islander: 17%
- Native American/Alaskan: 3.6%
- White : 3%
- Black: 4%
- Middle Eastern: 1.9%
- Mixed Race: A diverse and growing portion of our membership.

HEFAS is committed to collecting and utilizing student feedback to improve our services and better support the De Anza student community. Since Spring 2021, we have collaborated with the Institutional Research Office to conduct a campus-wide survey. Our most recent survey, conducted online from October 10–23, 2023, targeted students enrolled from Fall 2022 to Fall 2023. The results showed that while 61% of respondents were unaware of

	<p>HEFAS, 27% had heard of the program, and 12% had used its services. This reflects progress in our outreach efforts and highlights opportunities to increase awareness further.</p> <p>Feedback from students has been overwhelmingly positive. Many praised HEFAS as a "program of great help," recognizing its impact on supporting needy students. Suggestions included increasing visibility through social media platforms like Instagram and Facebook, improving email communication, and sharing more information about financial aid and scholarships. Other students requested additional resources, such as bilingual counselors, better access to transportation and technology, and more online services. Those who have visited HEFAS highlighted the welcoming and inclusive environment, emphasizing its role in fostering a sense of belonging.</p> <p>Specific feedback from the **HEFAS Summit in June 2022** underscores the program's positive impact:</p> <ul style="list-style-type: none"> - "The HEFAS Summit was an incredible community-building and educational event for our undocumented student population and allies!" - "The HEFAS Summit offered members and students a remarkable opportunity to learn about resources related to transfer, finances, advocacy, and mental health for undocumented individuals while fostering a sense of community and personal enrichment."
<p>Summary of Assessment Results</p>	<p>There are no significant equity gaps concerning civic capacity. However, the rates at which students feel their voice matters remain very low.</p>

	<p>Undocumented students have high levels of success and retention at De Anza College. We continue to recruit them at a high level.</p> <p>There continue to be many undocumented students who do not know about our services and continue not to be served as well as they could be.</p>
<p>Reflection on Results</p>	<p>We have found a lack of buy-in on the goal of civic capacity among faculty and administrators across the campus.</p> <p>We plan to rectify that through work on the strategic plan.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>As part of the campus' strategic plan process, we will administer a campus-wide survey on what people are doing to enhance civic capacity. After the survey is complete, we plan to engage with deans to encourage them to encourage faculty to do work that increases students' civic capacity.</p> <p>We are also engaging with De Anza's General Education committee to investigate how the General Education course requirement for "real world applications" is being implemented and ways to enhance that work.</p> <p>We are working actively to get a full-time counselor specializing in undocumented students' needs.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments: