

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name Vasconcellos Institute for Democracy in Action (VIDA)
2. Name of individual(s) completing the form:

Cynthia Kaufman, VIDA Director,

Felisa Vilaubi, Counselor,

Brenda Carrillo, Student Success Specialist,

Dani Plascencia, Program Coordinator,

Shaila Ramos-Garcia Program Coordinator
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).
 - We have increased the extent to which we use quantitative metrics to report on our program, such as havign all students check in to the center using SARS
 - We are moving toward having all students check with SARS every time they use our space
 - We evaluated the idea of HEFAS and VIDA having separate Program Reviews and decided it was important to move in the other direction and to do more to integrate our programs
 - We have increased modalities of workshop and training offerings and made it safer for undocumented students to get information
4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).
 - Our program now has a full-time counselor
 - Our student success specialist is still being paid 100% from our grant, but her official position has been moved from 2/3 FHDA 1/3 grant to 100% FHDA.
 - We are now receiving \$40,000 annually from the district to support HEFAS programming
 - We received two years of \$20 funding from the President's office
 - We have advocated for a replacement of our retiring director
 - We succeeded in getting engaged learning and ambitious goals for civic capacity into the 2027-2030 strategic plan
 - We shifted our Certificate in Leadership and Social Change to being a CTE degree

- We initiated a new certificate of Community Impact
- We have applied for a California Volunteers Grant which would pay 50 students per year to do community work

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Campus-wide support for VIDA programming	VIDA is seeking broader uptake of engaged learning pedagogies.	VIDA team	Faculty, staff, students and administrators, and the Communications Office	We have continued to monitor the number of Engaged Learning Classes and places where support for those classes can be seen.	We have not yet made progress on increasing the number of Engaged Learning Classes	<p>We were able to meet with Instructional Deans and two divisions to promote engaged learning.</p> <p>We have a training scheduled for January 2026.</p> <p>We will be starting a community of practice in January</p> <p>Increasing the number of Engaged Learning classes is part of the 2027-2030 Strategic Plan.</p> <p>We now have an Engaged Learning Canvas page.</p> <p>We are very close to being able to add "This student is a Community Engaged Scholar"</p>

						onto the transcripts of students who have taken three Engaged Learning Classes
Expand reach of HEFAS	Collaborate with all campus services and departments to increase success for our student population	VIDA team	Targeted departments and programs	<p>Number of AB540 students enrolled at De Anza</p> <p>Number of students accessing our center</p> <p>Number of participants in our trainings</p>	<p>We have a commitment from Institutional Research to do another study of AB540 student success in 2026/2027</p> <p>In 2024/25 De Anza College enrolled 546 AB540 students</p> <p>We have over 452 members.</p> <p>We have done Know Your Rights Trainings and Specialized group trainings for Financial Aid, Outreach, Enrollment Services, and DHHS.</p> <p>We collaborated with the Office of Equity to bring in trainers for the Rapid Response Network.</p>	<p>We advocated in the RAPP process and were able to hire a counselor for our program</p> <p>We succeeded in passing a sanctuary district policy.</p> <p>We were able to onboard a counselor who is providing specialized services to our students and supporting other counselors in their abilities meet the needs of our undocumented students</p> <p>We worked with the Communications Department to produce and disseminate posters explaining what to do if ICE comes to campus</p>

					In 2024 we collaborated with the Office of Professional Development as well to do Know Your Rights presentation to Faculty. In total we have been able to train over 170 Faculty, Staff and Students in the 2024-2025 year.	
Campus-wide support for developing civic capacity	Civic Capacity is a core competency for our campus. We want to spread the commitment to this goal more broadly across campus.	It is a goal of the Strategic Plan 2025-2027 Civic Engagement team	Members of that team, the VIDA staff, and Equity and Engagement Dean	We will monitor the inclusion of civic capacity questions in trainings, hiring processes, and initiatives in areas outside of our own	To date there has been little evidence of uptake of this mission across the campus.	<p>We are working on having learning that matters to students lives be part of the revised GE criteria.</p> <p>We created a Community Impact Certificate for students to take and to encourage faculty to have their classes count for it.</p> <p>There are ambitious goals for increased civic capacity in the 2027-2030 Strategic Plan</p> <p>One is to increase the percentage of students who report a high rate of civic capacity for global, cultural,</p>

						social and environmental justice by 8%
						Another is to increase the number of Engaged Learning course sections by 300%

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review. N/A

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
N/A					
N/A					

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

Having a full-time counselor assigned to our program has been transformative. Our California Youth Leadership Corps (CYLC) program lost some federal funding with the change of the federal administration, and that led to a loss of mentor support for our very non-traditional students. Having a counselor integrated into our program has meant much more support for our CYLC students. The counselor has also transformed our ability to serve our undocumented students. She is well trained in helping students overcome the difficult and specific barriers they face. She is able to support other counselors in improving their service to this population.

The extra funding we have received for HEFAS from the Presidents' office (\$20k) and the district (\$40k), totaling \$60,000, has allowed us to pay for speakers and experts to come

and speak to our students and to develop activities that create community. This includes our ability to hire a near peer mentor who is offering trainings and support for our students in HEFAS and CYLC.

We have been able to hire a contract employee to provide workshops and training for our undocumented student population and for our CYLC students.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Most of the programs in VIDA serve disproportionately impacted students. HEFAS' primary population are low income, immigrant, first generation, and undocumented students. We are the only program in region that specifically serves undocumented STEM students.

The **Higher Education for AB 540 Students (HEFAS)** program at De Anza College specifically addresses the needs of **low-income and undocumented/AB540 students**, who are disproportionately impacted by systemic barriers.

HEFAS has been able to serve these students effectively through a **holistic and equity-focused resource model** that addresses academic, financial, and personal challenges.

Direct Effects of Resources

The provision of various resources has had a significant positive impact:

- **Alleviated Financial Stress:** Resources like **scholarships, grants, food security assistance, and supplies** directly address the financial barriers that often prevent low-income and undocumented students from persisting in college.
- **Enhanced Academic Success:** Initiatives such as **peer advisors, tutoring services, and tailored academic guidance** help level the academic playing field, improving the quality of education and student engagement.
- **Increased Retention and Persistence:** By offering comprehensive and essential support—including **academic supplies, mentorship, and employment and fellowship and internship opportunities**—HEFAS ensures students have what they need to continue their education, contributing significantly to improved student retention.
- **Fostered Security and Belonging (Inclusion):** The program creates a **safe, welcoming, and inclusive space** (the HEFAS center) and hosts **community-building initiatives** (like the UndocuSupport Circle and Spring Summit) where students can connect and feel a sense of belonging, combating isolation.
- **Promoted Empowerment and Advocacy:** Students gain access to **leadership skill development, student internships, and legal support**, empowering them to lead fulfilling lives and advocate for social justice, regardless of social barriers. With staff

support they are able to initiate social justice oriented campaigns such as the FHDA Sanctuary District Resolution passed in Spring 2025.

Promoting Equity and Accessibility

Even without requesting additional resources, the program's structure is designed for maximum impact:

- **Targeted Support:** HEFAS promotes **equity** by offering **targeted initiatives** that specifically address the unique challenges of marginalized students. An example of this is our work on providing programming on the topic of Entrepreneurship and having an intern focus solely on this work.
- **Accessibility:** Support is ensured through the availability of **on-campus and off-campus resources**, and educational events like the **UndocuSolidarity Trainings** are free and delivered in flexible formats (in-person, virtual, hybrid) to accommodate diverse schedules and circumstances.
- **Systemic Change:** By collaborating with the Office of Equity and advocating for systemic changes, HEFAS works to make **equitable access to education** a campus-wide priority, strengthening the long-term foundation for all students.

The HEFAS program's provision of integrated and accessible resources has been crucial in **overcoming obstacles and empowering disproportionately impacted students to thrive** academically, socially, and personally.

Summary of 2024-2025 HEFAS Membership Data

Demographics:

Total Responses: The number of responses varies by question, with 448 for Gender, 450 for Educational Goal, 443 for First Generation College Student, 452 for Ethnicity, and 445 for English as first language.

- **Gender:** The majority of respondents identified as Female (62.9%), followed by Male (34.4%).
- **Ethnicity:** The largest ethnicity reported was Latinx/Hispanic (72.1%) 9, followed by other ethnicities, including Vietnamese (18.4%).
- **First Generation College Student:** Most respondents identified as a first-generation college student (80.1%).
- **English as First Language:** 78.7% of respondents reported English is not their first language.

Educational Goals and Member Role

- **Educational Goal:** The primary goal was to Transfer with AA/AS degree, accounting for 327 respondents (72.7%).

Member Role:

- Member (e.g., use services and resources) was the most common role at 51.3%.
- Core member (e.g., involved with projects) accounted for 27.1%.
- Volunteer was 15.8%.

Resources Needed

The top resources respondents indicated they need easy access to are:

- Scholarships/Financial Aid: 385 respondents (88.7%).
- Transfer information: 331 respondents (76.3%).
- Peer mentors/tutors: 279 respondents (64.3%).
- Legal assistance: 214 respondents (49.3%).
- Computers: 150 respondents (34.6%).

CYLC

CYLC reaches out to non-traditional students, including many formerly incarcerated and former foster care students. That program has an annual success rate of 82-91%.

De Anza Enrolls a very high number of AB540 students. In 2024/25 that number was 546 students. This high number is a result of our work recruiting and supporting these students. Many students report coming to De Anza because they heard about how well we supported undocumented students. Their overall course success rate was measured in 2020 to be 74%, compared with an 80% rate at the college overall.

The state gives the district a supplemental allocation of \$1,238.71 for every AB540 student we serve. In 2024/5 we had 546 AB 540 students. In that year, the district received \$676,335.66 for De Anza's AB540 students. Our program is a significant revenue generator for the district.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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>We aim to increase civic capacity in our students, which is one of the college’s core competencies.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>This metric is assessed annually in the “<i>Belonging, Civic Capacity, Basic Needs and Mental Health Survey.</i>”</p> <p>Here is a summary of results over 3 years</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 see 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 ‘great extent’ for: voice your opinions on campus, at work, or in your community.
<p>Summary of Assessment Results</p>	<p>We can see that the numbers have remained flat over the past three years.</p>
<p>Reflection on Results</p>	<p>We need to do much more to engage administrators and faculty in helping us to increase students’ civic capacity.</p>

<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<ul style="list-style-type: none"> - We met with instructional deans to promote an interest in this work - We are working to have some form of civic capacity included as a requirement for GE classes - We succeeded in getting ambitious metrics for this included in the 2027-2030 Strategic Plan. - We developed a Community Impact certificate - We are close to being able to put onto a student's transcript that they are a "Community Engaged Scholar" if they have completed three Engaged Learning classes
---	--

Please email this form to your dean/manager.

10. Dean Manager Comments:

VIDA has made significant strides in advancing civic engagement, undocumented student support, and equity-focused programming, while key opportunities remain in broadening campus-wide uptake and stabilizing resources for high-impact work.

VIDA has achieved a set of interrelated accomplishments that significantly advance the college's equity and civic engagement goals. By securing a full-time counselor and stabilizing key positions, the program has transformed support for CYLC and undocumented students, resulting in stronger case management. At the same time, HEFAS has expanded its reach and capacity through new ongoing funding (including \$60,000 annually), a growing membership of more than 450 students, and extensive training efforts that have engaged over 170 faculty, staff, and students, while also providing leadership in securing the FHDA Sanctuary District policy and a campuswide Equity Rubric for inviting guest and programming to campus.

These efforts are complemented by strides in embedding civic capacity and engaged learning into the institutional fabric, including ambitious goals in the 2027–2030 Strategic Plan, the creation of the Community Impact Certificate, the conversion of the Leadership and Social Change program into a CTE degree, and progress toward a "Community Engaged Scholar" transcript notation. Collectively, this work has generated substantial institutional impact by serving predominantly low-income, immigrant, undocumented, and non-traditional students.

Key areas of opportunity include deepening campus-wide civic capacity and engaged learning uptake, where evidence beyond VIDA remains limited and student indicators have stayed flat over three years. Strengthening data infrastructure with Institutional Research to track outcomes like engaged learning participation, certificate completion, and AB540/CYLC success will drive improvement. Finally, stabilize high-impact programming by reducing grant dependency—especially for CYLC mentorship—and aligning institutional resources with VIDA's equity and revenue impact.

VIDA's ongoing success in serving disproportionately impacted students relies on visionary leadership to sustain and scale equity-driven outcomes. As the faculty director retires, replacing this critical position is essential to ensure seamless continuity, preserve institutional knowledge

in civic engagement and undocumented student support, and propel ambitious goals embedded in the 2027–2030 Strategic Plan, such as campus-wide engaged learning and civic capacity growth. Without a dedicated successor, vulnerabilities emerge fluctuating grant dependencies (e.g., CYLC mentorship losses), flat student civic indicators over three years, and untapped potential in certificate programs like Community Impact could stall, undermining VIDA's role as a revenue generator and equity anchor. Investing in this replacement will lock in transformative gains—like the full-time counselor's impact and Sanctuary District policy wins, while positioning De Anza to exceed strategic metrics and deepen support for low-income, immigrant, and non-traditional students.

11. Vice President/Associate Vice President Comments:

Email the form to RAPP tri-chairs.