PROGRAM REVIEW 2008-2011

Division: Academic Services

Department or Program: Institute of Community and Civic Engagement

Name and Title of Preparer(s): Mayra E. Cruz, Director

I. **Description and Mission of the Program**

___ Basic Skills   XX Transfer   ___Career/Technical   XX Other (describe)

A. Provide a brief description of the program including any services provided and the program's mission.

For several years the college has been engaged in a concerted effort to achieve educational equity across different racial and ethnic groups. Our planning efforts called for narrowing the educational achievement and success rates between racial and ethnic groups to a 5% difference. ICCE has identified two of the major reasons for a lack of equity as socioeconomic pressures and a sense of alienation faced by our students. The institute has developed civic and community engagement programming to assist is in reaching our equity goals as well as to achieve the strategic directions of the institution. If students see the college working in their communities, then they are less likely to see college as something separate from their everyday lives; if the college's curriculum is deeply related to things relevant to students' lived concerns, then being in school will be less alienating; if we prepare students to be leaders in their communities, they will be able to address some of the serious problems that face those communities. Community Service Learning, a key program, has a proven track record of boosting student achievement on a number of indicators. In addition the Institute has created the following programs and activities.

- Youth and Student Leadership
- Community Scholars
- Internships
- Community and Civic Engagement Certificate program
- Thematic events related to oral history, women's issues, environment, immigration and public art.

Our work happens in collaboration with a number of community partners and individuals committed to advancing community and civic work on our campus. The Institute of Community and Civic Engagement advances education for democracy with full participation of all of our communities as its core value. Our goals are to:

- Empower students to be agents of change in the social, economic, political realities of their lives, their communities and beyond.
- Define education as a transformative and deeply relevant force in students' lives.
- Emphasize the teaching and practice of democracy for advocacy and change through community-based learning and collaboration.
- Embrace the cultural and social contexts of students as learners representing different ways of knowing, understanding, and experiencing.
- Foster a democratic environment in our interactions with each other and in our efforts for institutional change.

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B. Provide a summary of the program's main strengths.

ICCE main strengths are the connections and relationship built with community partners to support program implementation. The program curriculum specialists have been critical in the work with faculty, Scheduling staff, the Curriculum Committee, Staff Development, Admissions and Records, APALI, and the Office of Diversity. The collaboration has enabled the development of,

- a certificate program,
- the service learning courses designation processes,
- transcript record of service learning hours, and
- staff and faculty development.

The partnership with the Office of Outreach and School Relations and the involvement with DASB and Student Clubs (LEAD, APASL, BSU, GSA, SFJ, Democracy Matters, and W.I.S.E. 37) has supported youth/student leadership activities and program themes (environment, women's issues, oral history, public art, and immigration). Financial Aid and other campus programs and organizations have also provided support in program implementation. Recently, ICCE has partner with the city of Cupertino to develop an engagement project through service learning.

Lastly, our college administration and marketing office commitment and support has been instrumental in program development.

C. Provide a summary of the program's main areas for improvement.

This year lack of personnel does not allow for the full implementation of programs. The Institute could greatly benefit from working to better align with other campus initiatives and programs working on student equity goals. Our participation to establish clear relationships between campus programs and initiatives is critical. Institutional long term investment will support the program institutionalization. There is a need to formulate a management improvement plan to include evaluation of the current accomplishment and work and also the formulation of strategic directions for the future.

D. What are your expected outcomes for students in your program?

1. Develop a program management and tactical plan for community service learning
2. Complete an analysis of staff structure and needs
3. Complete 2 grant requests (09-10)
4. Certificate program application and submission to the Chancellor's Office
5. Engage 20-25 faculty members in implementing service learning
6. Establish an agreement with the Student Alliance to collaborate in student/youth leadership work
7. Community Collaboration success indicators (ending June 2008)
   - number of businesses, organizations and individuals involved in contributing, materials, ideas and resources (i.e., mentoring, internships, and training) will increase by a minimum of five partners- *35 new partners(baseline of 213)*
   - Student, staff and faculty participation in activities involving community service learning and/or community and civic engagement will increase by 10%- *1523 (baseline of at least 1,000)*
   - At least 10% of faculty and staff will have attended at least one service learning/civic engagement training session- *20 (baseline of 50)*
   - Work areas (i.e. divisions, departments, programs, and offices) will increase the number of projects involving community and civic entities and organizations by 10 projects- *10 new projects in Environmental Studies, Creative Arts/Euphrat/Soc Sc and Hum, LA, ICCE ,BCS(11 baseline)*
   - At least two new or revitalized program advisory groups will be established- *4 new; 1 revitalized (baseline 11)*

II. **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention?

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The Institute's programs have been designed to respond to the campus institutional goals.
- The Youth/Student leadership development activities have connected students to campus life, and projects that have resulted in student retention and engagement.
- Community Service learning launched in the Fall 2008, involved students in activities and projects which connected for students course content with real life experiences.

Quarter	# Faculty	# courses	# of students	#service learning hours
F' 2008	21	26	665	8,727

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>?
ICCE staff has and is working closely with APALI, LEAD, ANDALE, Child Development, the Office of Outreach and School Relations, and faculty through our service learning program to engage students of the identified targeted populations.   This year ICCE has received funding to specifically support the involvement, student retention, and success of Filipino, Pacific Islanders and South Asian students.

28% of the students enrolled in service learning are identified as Latino/a; 4% Filipino; and 3.1 % African American/African Ancestry.

C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?
Student involvement in community and civic engagement activities often require their involvement in written reflection. Reflection involves student's assessment of the knowledge and opinions gained from course concepts and the service or engagement activity. The foundational skills of reading and writing, as well as English as a Second Language are necessary to demonstrate the application of concepts and the critical thinking skills required to succeed in course work.

III. **Student Equity**
A. What progress or achievement has the program made towards decreasing the student equity gap?
According to ICCE's Program Review data, CSL program, "S" designated courses, a 14% difference shows between the targeted and non targeted group. This finding does not support our institutional goal to narrow the equity gap to 5%   Due to the newness of the program, this equity data does not yet reflect progress or achievement. One assumption, based on the research, is that civic and community engagement can help us to reach our equity goals but more time in program implementation is needed for comparison.

B. In what ways will the program continue working toward achieving these goals?
As it relates to community and civic engagement, an equity minded education must include outcomes and process measures of educational purposeful activities that could include quality of student work, depth of student inquiry, performance and demonstration of knowledge. ICCE must continue working with the institutional research office to design an assessment tool that captures the quality of the students' experiences through community and civic engagement work within course content.   ICCE will continue its data collection to measure adequately progress towards decreasing the student equity gap.

C. What challenges exist in the program in reaching such goals?
The proposed program consolidation for 09-10 will considerably reduce the activities that lead to reaching student equity goals. Students' involvement in civic and community engagement activities and programs develop their sense of connection, which reduces the

sense of alienation experienced. We have learned that when our students see the college relating with, and working in their communities, embracing the issues that are relevant to them in the curriculum, the school experience becomes a priority and a commitment. A program like community service learning gives students an opportunity to boost achievement.

IV. **Budget Limitations**

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

The Office of Diversity and the Institute for Community and Civic Engagement will be consolidated into one program for 09-10. The staffing scenario approved by the governance committees includes the following:

- Office of Diversity director (10-15 hours per week)
- Director with a .375 teaching load (related to staff/faculty development in the context of unit bearing courses)
- ICCE director (10 to 15 hours/ week)

For the '08-'09 the ICCE Office is staffed with 1 FT Director and approximately $120,000.00 dollars of non-general funds raised specifically for the purpose of community and civic engagement programming. The program funds are allocated to operating expenses, student hourly and faculty reassigned time.

Given the financial times, a menu of possibilities has been developed. In the next few months, the college leadership and the ICCE/Office of Diversity teams will make a final recommendation to be implemented in 09-10. From the perspective of ICCE, student leadership, staff development training related to the retention and success of priorities populations, a limited level of community service learning (including the ICCE/Cupertino) Partnership) are the programs projected to be recommended. The consolidated programs will be led by a new director.

Furthermore, De Anza must commit to an administrative overhead (budget, meetings, and strategic planning for 2010-2011) to ensure the programs consolidation works effectively.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

The program consolidation will severely impact the following:

- reduction of the service learning program (minimum support to 7 of 25 faculty),
- the partnership with Cupertino will include only 3 faculty,
- the implementation of Community Links, the database management system for community service learning, will stop,
- civic engagement activities for students be limited,
- faculty training in community and civic engagement will stop,
- development of system to track service hours on the transcript will stop,
- the implementation of the Leadership and Social Change certificate program will be on hold, and
- website development and maintenance will stop.

The activities above will be suspended or will be limited until an adequate funding level is restored in combination with a fund development strategy, to fully implement community and civic engagement work campus wide.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives**
  ICCE has addressed all four strategic directions. Leader of the Community Collaborations initiative, ICCE is actively working with over 60 community and college partners to implement campus wide programs. ICCE has engaged many of the college instructional divisions and selected departments.

  … that higher education can do is to provide students with the opportunities to become civically engaged.… We know from our experience that concentration on a concrete problem leads students to political engagement. We know that connecting studies with problem-solving service in the community deepens, complicates, and challenges students' learning. It turns them into knowledge producers, not just knowledge consumers. They become citizen scholars who renew our democratic society. *Toni Murdock, President, Antioch University Seattle (from a speech to graduating high school seniors, May 2004)*

  In Individualized attention and Retention, ICCE has supported with community-based learning curriculum and resources.

  As for Cultural Competence, ICCE has worked collaboratively with the Office of Diversity to further develop cultural understanding and responsiveness; movement to demonstrated cultural proficiency. Our community scholars program brings community experts to provide student, faculty and staff trainings.

  In Outreach, ICCE coordinates and collaborates with the Office of Outreach and School Relations to increase student access in our underserved populations, including African Ancestry/African American Students, Latinos, Filipinos, and Non-Traditional Students. ICCE coordinates with De Anza's outreach officers and services, to develop community partnerships with local high schools and youth organizations.

- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.
  ICCE's community and civic engagement projects have developed deepeer links with existing projects in student service areas. Already existing programs include: Student Success and Retention Services, Office of Outreach, The Asian Pacific American Leadership Institute, The California History Center, Heritage Month Committees, Visiting Speakers Series, De Anza Associated Student Body programs, and The Diversity Leadership Training Institute.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.
  To achieve campus wide community and civic engagement goals directly connected with student equity and social justice issues it is a practice of campuses in the state that,
    - Recruitment and hiring policies (and other pertinent policies) language directed to a demonstrated ability to engage students in pedagogy that furthers the development of social justice and civic engagement values.
    - The tenure process including evaluation includes community and civic engagement goals.
  The institutionalization of community and civic engagement requires modifying existing structures to "create opportunity and equity through social justice and civic values."
  Other community colleges in California who have been weaving civic engagement into the fabric of their campuses are:
    - San Jose City College, Service Learning
    - Evergreen Community College, Service Learning
    - Santa Monica Community College, considered a special academic program
    - Modesto Community College, Civic Engagement Project

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