

**Plan for  
De Anza College's  
Institute for Community and Civic Engagement**

**By the President's Task Force on  
Community and Civic Engagement\***

**3/6/06**

\* for a complete list of participants, see appendix E

<b>I. Introduction</b>	<b>3</b>
• <b>What is Community and Civic Engagement</b>	<b>3</b>
• <b>Background and Need</b>	<b>4</b>
• <b>De Anza’s qualification for the project</b>	<b>6</b>
• <b>How the Plan was Created</b>	<b>6</b>
<b>II. Mission statement for the Institute for Community and Civic Engagement</b>	<b>9</b>
<b>III. Current Community and Civic Engagement Inventory</b>	<b>10</b>
<b>IV. Major Institute Components</b>	<b>14</b>
<b>V. Community Partnerships</b>	<b>21</b>
• <b>Development of Community Partnerships Chart</b>	<b>24</b>
<b>VI. Organizational Structure</b>	<b>25</b>
• <b>Staffing and Program Components</b>	<b>25</b>
• <b>Reporting Structure</b>	<b>29</b>
• <b>Working Relationships</b>	<b>29</b>
• <b>Vision of Facilities</b>	<b>30</b>
<b>VII. Assessment of Efforts</b>	<b>32</b>
• <b>Institutional Assessment</b>	<b>32</b>
• <b>Timeline for Assessment</b>	<b>35</b>
• <b>Individual Assessment</b>	<b>35</b>
<b>VIII. References</b>	<b>36</b>
<b>IX. Appendices</b>	<b>39</b>
• <b>Appendix A: Institute for Community &amp; Civic Engagement Objectives</b>	<b>40</b>
• <b>Appendix B: October 25, 2005 Focus Group members</b>	<b>42</b>
• <b>Appendix C: Five-year Plan in Chart form</b>	<b>43</b>
• <b>Appendix D: Budget</b>	<b>45</b>
• <b>Appendix E: Task force participants</b>	<b>46</b>

## **I. Introduction**

The purpose of this document is to present a campus wide plan for institutionalizing and supporting work at De Anza College that builds bridges between our college and the communities it serves. We plan to do this by supporting in our students an ethos of civic responsibility; by helping them acquire the skills they need to make positive impacts in the world; by putting our college in the service of our surrounding communities; and by using communities as resources for the development of relevant forms of knowledge for our students.

It is the responsibility of our college, as a major cultural force in our region, to prepare students for lives as citizens. Here we mean the word “citizen” in its broadest sense to refer to students who are actively engaged members of their communities, regardless of legal status. A well-educated citizen is one who understands political power and how it operates, and has the skills to transform his/her community and impact public policy.

### **What is Community and Civic Engagement?**

Civic engagement is the “inclusion and meaningful participation of community members in the process of deliberation, prioritization and decision-making regarding public programs, services, projects and policy-making” (Harder, Ross, Martinez, Ngo, 2003, p. 1). Civic engagement as a concept and practice is gaining momentum in higher education nation wide (American Association of Community Colleges, 2005; Boyte, 2004; Campus Compact, 2005; Colby, Erlich, Beaumont, Stephens, 2003; O’Grady, 2000). It goes beyond the mandates of service learning by focusing on developing a sense of social responsibility and the tools for public participation among students. Learning opportunities at De Anza should be governed by the college’s service communities, *and* be developed to best fit with each of De Anza’s particular community’s characteristics.

We see community engagement as a necessary corollary of civic engagement. We define community engagement as our college's active role in supporting a mutually beneficial relationship with on and off campus community partners in a range of ways. Education with a significant focus on community and civic engagement prepares students for participation in institutions of political and social power. It offers students experiences to build the capacity to effectively organize in the political world, and provide leadership impacting public policy and social change. A college education is not complete without students having attained the knowledge, skills and abilities to fulfill their role as community, national, and global citizens.

### **Background & Need**

De Anza College is a major force in the social, cultural, and economic life of what has come to be known world-wide as "the Silicon Valley." The college is a large, regional, multicultural community college serving over twenty three thousand students per year, of whom over 73% racially identify as non-white. It regularly ranks as one of the top three institutions in California in terms of how many students it transfers to the UC and CSU systems. Consequently, De Anza has a reputation for being one of the best places for students to get a solid academic foundation. Students who transfer to a four-year institution from De Anza outperform those who begin their studies at either the UC or CSU. As testament to this, students travel past an average of two other community colleges to get to De Anza. In addition to its successful academic and transfer programs, De Anza offers more than thirty vocational certificates.

Although proven in academic excellence, we recognize that our diverse student population is still underserved and its assets are underutilized. For the past six years the college has been engaged in a concerted effort to achieve educational equity across different racial and ethnic groups. Our master plan states a goal of having not more than a 5% difference in the average success

rates between racial and ethnic groups (with success being defined as the rate at which students pass a class with a grade of “C” or better). In the years of work toward this goal, we have identified two of the major reasons for a lack of equity as socioeconomic pressures and a sense of alienation faced by our students. (Rothstein, 2004; Smith, 1991).

Civic engagement can help us to reach our equity goals as well as to achieve other long-standing goals 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.

Service Learning has a proven track record of boosting student achievement on a number of indicators (Eyler, Early, 1990). We expect our program of civic engagement to boost our enrollment and retention of all students by offering them exciting opportunities to work with and in surrounding communities as part of their academic growth. Consequently our college will also open opportunities for meaningful relationships with potential students and teachers, particularly from underserved communities.

### **De Anza’s qualification for the project**

In the academic year 2004/5, under the leadership of our new college President, Dr. Brian Murphy, members of the De Anza community began to craft a plan to institutionalize an innovative and deep reaching plan for community and civic engagement at De Anza. Dr. Murphy came to De Anza with an impressive track record of nationally recognized achievement in the field of Civic Engagement. Dr. Murphy founded the Urban Institute at San

Francisco State University in 1992 and was its director until coming to De Anza.

De Anza has a unique opportunity to break new ground in the field of civic engagement. Few community colleges have gone beyond extracurricular service-learning opportunities to bring civic engagement into the core of its campus culture and mission. And few institutions of any kind have done this work with student populations such as ours. Our faculty, widely known for its commitment to innovation, have been impressively responsive to the idea of community and civic engagement.

Our goal is to institutionalize community and civic engagement at De Anza College during the next five years. De Anza will be seen by its surrounding communities as a resource; where community organizations can find and/or create classes that meet their needs and recruit well-trained volunteers, and where students will learn how to play crucial roles serving and transforming the communities within which they live and work.

### **How this plan was created**

The method for developing this plan included elements of participatory research (Jason, Keys, Suarez-Balcazar, Davis, 2005; Kemmis, 2005; Park, 1993; Ramsden, 2002; Wadsworth, 1998), the main tenet of which is to have participants engage in dialogue and think deeply about a particular issue, collect data and assess it in an effort to create new knowledge, new frameworks and action. This research methodology encourages participants to talk about what they think is important as a way of developing their perceptions and ideas. It allows for digressions and non-linear paths so that participants can develop their sense of voice. Participatory research asserts that being actively involved in researching and writing together is empowering to all. With this

framework in mind, the development of the plan was divided into three basic parts:

**Part I:** The Communities & Civic Engagement Task Force members learned about civic engagement and reflected on what that might look like at De Anza College. Thus, the Task Force began by studying and engaging in dialogues associated with civic engagement at De Anza. The co-chairs of the Task Force identified and distributed readings and materials associated with civic engagement, and then developed and facilitated dialogic questions for Task Force members to address during their bi-monthly meetings during the Spring 2005 academic quarter.

**Part II:** A Summer Institute was organized and Task Force members participated in two days of learning. National experts, students, and practitioners in the field of Civic Engagement were invited to come to De Anza and present their research findings and/or programs. At the end, Task force members developed the mission statement and goals and objectives for a campus wide civic engagement project at De Anza College.

**Part III:** During the Fall 2005 academic term, five working groups of the Communities & Civic Engagement Task Force were established. Each group had the responsibility of researching, meeting and writing its section of the plan. Three benchmark meetings were established for the whole Task Force to review the work done by each working group and provide feedback, which was intended to further deepen our dialogue by helping to clarify and deepen the plan as a whole.

## **II. Mission statement for the Institute for Community and Civic Engagement**

The Institute for Community and Civic Engagement advances education for democracy with full participation of all of our communities as its core value.

Our mission is 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.

### **III. Current Community and Civic Engagement Inventory**

As De Anza College embarks on this project of increasing the level of community and civic engagement and attempts to embed it deeply in our institution, we must first begin by looking at the strong foundation that already exists on campus. The following are some examples of the Community and Civic Engagement offerings at De Anza College. This inventory was compiled on the basis of surveys received from faculty, staff, students, administrators and supervisory personnel.

- The Asian Pacific American Leadership Institute of Silicon Valley (APALI), supported by private and community sectors, develops multi-generational programs among Asian-Americans in Santa Clara County and surrounding communities. The African Ancestry Association (AAA), helps to develop leadership in the black student and staff population through Martin Luther King and Black History Month, as well as activities like raising money for the victims of Katrina by adopting families in need.
- Inherent in the mission of the Occupational Training Institute (OTI) is the teaching of students to advocate for the program that takes care of them. Students learn to become leaders in their communities and help maintain CALWORKS funding. This activism is innate in the CALWORKS Program. The OTI's CompTechS program collects used computer equipment from the community and businesses and the student interns refurbish the equipment, which is then awarded to disadvantaged students through Financial Aid scholarships.

- Students, faculty and staff work together on Black History Month, Asian-Pacific American Heritage Month, Women's History Month, Latino Heritage Month, and Gay Pride. Each of these sets of activities helps the students feel a sense of belonging to the campus community, helps connect students with activities in their communities, and helps students learn about the issues facing their communities.
- The Puente Program coordinates several student volunteer activities within the Latino Community (including the Hispanic Charity Ball, Teatro Vision and Santa Clara County's Children's Faire and various non-profit organizations that assist recent immigrants with concerns related to housing, education, medical care and legal assistance). The students in the Puente Program also receive class credit for volunteering for political campaigns and other community services.
- Many faculty and some programs have course assignments that require students to participate in community service activities as part and parcel of the base requirements to pass the course.
- Planetarium offerings help to recruit and attract not only students, but also community members who are interested in astronomy and outer space. This program also provides enrichment classes for young students entering first through tenth grades every summer, providing accelerated classes for gifted students.
- Environmental Studies has a ten-year student project to open corridors for people and wildlife from the Pacific Coast, through Cupertino to the Diablo Range, to Yosemite. The students work with government agencies, community groups, non-profit groups and politicians to create this work.

- Several clubs regularly engage in forms of community service. For example the Auto Tech Club holds a canned food drive, and helps host the "auto cross" races each year; The Pakistani American Urdu Club is working with the local Pakistani community in the Bay Area to help with earthquake relief efforts; The Asian Pacific American Leadership Club raises funds for an Asian- American battered women's shelter; International Student Volunteers has students work in soup kitchens; Students for Justice has worked to restore funding for community colleges in the state and educated the campus community around issues related to foreign policy. Circle K helps raise funds for homeless shelters; and the Student Activities office routinely does eyeglasses drives, canned food drives, and cell phone drives. In 2005 the Student Activities Office coordinated a major fundraiser for victims of the Tsunami.
- The California History Center (CHC) represents a unique collaboration between the college and a community-based nonprofit, the California History Center Foundation. From its inception in 1969, this collaboration has focused on creating a "hands-on-history" approach to actively engaging students, faculty and community scholars and activists in the study of state, regional and local history.

## **Conclusion**

As evident from the sampling above, De Anza College's faculty is ready to be involved with community and civic engagement work. Many relationships with community partners have already been developed. These efforts would be greatly enhanced by the existence of a campus wide database and service learning coordinator to help manage the relationships with community organizations.

#### **IV. Major Institute Components**

The task force has identified the following as initial components of the Institute for Community and Civic Engagement.

**Because it is our mission to empower students to be agents of change in the social, economic, political realities of their lives, their communities and beyond:** A series of courses will be designed to develop civic and cultural awareness and leadership skills. These projects will include summer bridge programs (between high schools and De Anza), leadership institutes for students who come from politically underrepresented groups (modeled after our already existing Asian-Pacific American Leadership Institute), three academic certificate programs, and a leadership certification program.

1. In the “Multicultural Advocacy” program, students will complete a two-quarter academic course sequence, which focuses on multiculturalism and understanding systems of domination. Students who complete the above two-quarter sequence will be eligible to apply for an internship. The yearlong internship allows students to apply their knowledge gained from the classes by creating and facilitating workshops on a number of topics that promote awareness and sensitivity to issues of diversity including race, ethnicity, culture, sexuality, gender, and political participation.
2. The “Social Justice and Public Participation” certificate will be developed in coordination with San Francisco State University and City College of San Francisco. The three institutions will work together to develop a certificate program in which students from the community colleges will be able to complete a 16-unit certificate, and they will be able to transfer

the work toward the certificate to a related certificate program at San Francisco State University.

3. A certificate program called “Cultures in Communities” will be developed in which students will earn 16 credits in affiliated classes. They must take a 4-unit core course in addition to 4 credits each from 3 of the following areas:
  - Cultures and Communities in the United States and U.S. Territories;
  - Global Perspectives on Cultures and Communities;
  - Art, Culture and Community;
  - Science, Culture, and Society;
  - Community Engagement/Service Learning.

The certificate is like a minor and appears on the student transcript, but unlike a discipline-focused minor, it focuses their general education courses around an interdisciplinary concentration. (Adams et.al.)

4. We will develop a leadership certification, which assigns students points for engaging in various forms of service and leadership development. Students are then given certificates in leadership and service that are recognized by employers and transfer institutions (Cruz et.al.).

**Because it is our mission to define education as a transformative and deeply relevant force in students’ lives:** We will work to develop the infrastructure needed to enable service learning to take place across the curriculum, and throughout the institution.

We will institute a campus-wide Community Service Learning Program. This program will focus on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace

environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives.

- Community Service Learning can be required or can be attached as an extra credit component in courses from all disciplines at De Anza College. This program will require a website with information on the mission and goals, role of the faculty, role of the student, role of the community partner. It will offer models for the reflection process, syllabi, use of journals, evaluation, and working with community partner organizations. The community partner organization information for each partner will include the organization's address, directions, services provided, contact information, information on who the contact was initiated by, duties, hours, best times to volunteer, requirements, and orientation/training information. This program will also require the development of training and orientation for faculty and students (Service Learning Program).
- The institute will work with the Faculty Senate and Curriculum Committee to develop standards for all civic engagement courses. These standards will require all community and civic engagement courses to work respectfully with community members, contain a high level of integration between course content and community placement, and a substantial reflective component.
- De Anza transcripts will include the number of Community and Service learning hours a De Anza student has acquired, as is done at San Francisco State University. We will work to make sure that these hours are recognized by as many transfer institutions as possible. Students transferring from De Anza to institutions that require service hours for

graduation, or for particular programs, will be able to have this work completed before they transfer. We will consider making some form of community service a graduation requirement.

**Because it is our mission to emphasize the teaching and practice of democracy for advocacy and change through community-based learning and collaboration:** We will connect academic study with community and public service in order to strengthen communities and develop effective public leaders through a wide variety of projects.

- Students will be offered fellowships to enable them to be engaged in the public policy process. Students will be sent to pre-arranged full-time internships in regional, state, national, and international governmental and non-profit agencies where they will engage in policy-related work and witness the exercise of public leadership.
- Students will also be able to engage in research that will benefit a community organization or address a public need. Students will develop research skills and deepen their understanding of research as service. A one-unit course will provide an overview of principles and practice of community-based research as a collaborative enterprise between academic researchers and community members (Haas Center for Public Service).
- A “Community Scholars in Residence” program project will bring community activists to the campus as educators. They will be invited to the campus for a quarter and will conduct public lectures, give workshops and team-teach (Adams et.al.).
- An “alternative spring break” program will allow students to participate in a weeklong service project connected to short course sessions that will

take place both before and after the spring break, so that students can critically reflect on what they learned from the process. The program will offer students the opportunity to work in different locales, in or outside of their communities.

- Tutoring programs with local high schools that are beneficial to both De Anza and participating high school students will be developed. De Anza students will have the opportunity to mentor youth and to give back to their communities, build a sense of connection between themselves and other current and prospective De Anza students, and deepen and reinforce learning that they are obtaining in their classes.
- “The De Anza Urban Arts Festival” will showcase student, staff, faculty, and community members’ talents in the arts, spoken word, photography, hip-hop, and urban-themed dance.

**Because it is our mission to embrace the cultural and social contexts of students as learners representing different ways of knowing, understanding, and experiencing:** Community and civic engagement projects must develop deep links with already existing projects in student service areas, and should initiate projects in those areas. Already existing programs include: EOPS, Puente, Math Performance Success, Student Success and Retention Services, Tutorial Center, and the Educational Diagnostic Center.

An additional project will be to create a club whose goal would be not only to promote education, but also will help students to break down social, cultural and racial barriers to the success of other students. Every member will have the opportunity to enhance his/her leadership skills, in turn enabling members to form meaningful relationships and

obtain better careers. We will offer small scholarships to members who complete a leadership training class, engage in community service, and help empower others to achieve their educational goals (Cruz et. al.).

**Because it is our mission to foster a democratic environment in our interactions with each other and in our efforts for institutional change:** We will initiate a series of independent faculty and staff study groups on campus. Faculty and staff will be helped to form groups with 5-10 other people around themes of mutual interest related to civic engagement. Members will meet monthly and at the end of the year will earn De Anza credit for completing this independent study class.

## **VI. Community Partnerships**

In October of 2005 the Civic and Community Engagement Task Force held a focus group with members of the De Anza community and the community-at-large to find out what community organizations want from our work and to find out what they saw as the necessary elements to achieve the mission of De Anza's Community and Civic Engagement Institute.

Participants in the focus group stated that it was important for students to have a clear sense of mission, concrete goals, and a good understanding of the importance of preventing social problems from developing. Students should also have the opportunity to become involved in research.

Focus group members discussed how they imagined students participating with community organizations.

- Students could be trained to go out and work with diverse groups.
- Programs could be collaboratively developed for students to access a wide range of opportunities within community agencies.
- Opportunities could be organized according to interests and training could be offered.
- Opportunities could be developed for students to work with agencies for leadership development and civic responsibility.
- Systems to facilitate student engagement would need to be developed (i.e., job descriptions, procedures).
- Opportunities could be provided for internal and external communities to develop curriculum and practices.
- It would be crucial for students to report to some specific person who gives them feedback and guidance. It was pointed out communication skills are very critical when working in programs such as these.

- The need to educate the communities about various issues such as disability was also identified.
- Mentoring was viewed as an extremely important component of any community involvement effort. The concept is to bring the community to the campus and the campus to the community.
- Members of the community can become ambassadors at De Anza and share with the students.
- The students will be working with Community Professors in unit bearing courses. The group also discussed the function of a Scholar in Residence who comes from the surrounding community.

### **Implementation**

The involvement of our internal and external communities will be achieved by engaging the communities in focus groups, in-depth interviews and other pertinent strategies of engagement such as surveys and questionnaires. The planning and implementation process will be guided by the following principles:

- Ongoing community participation is critical to the development and evolution of the Initiative.
- Students and the community are learning partners.
- Strategies for engagement and involvement are responsive to the diversity of our communities and build upon the endeavors already in progress.

The identification of contacts from our internal and external communities will be accomplished by surveying the relationships that have already been formed through individual faculty members, ongoing projects, organizations and the media.

The strategic planning process will provide an opportunity to build and strengthen relationships to support the community and civic engagement

initiative. Furthermore, the communities will be involved in input meetings and sessions to form and shape the various strategies to achieve the vision of integrating civic responsibility in the De Anza college communities.

A database of internal and external community resources will be designed and maintained to support the civic and community engagement strategies. Providing adequate resources to accomplish the goals throughout the various phases of the initiative's process is critical.

The community partnerships implementation process has been formulated to guide the overall goals and identify activities and strategies that will significantly support the De Anza's Community and Civic Engagement Center. Below is a graphic model of how we envision the community partnerships aspect of this work developing over the next five years.

## Development of Community Partnerships Chart

Phase 1	Phase 2	Phase 3
Develop framework for community partnerships	Develop partnerships with community organizations. Begin service learning/community engagement activities	Develop partnerships with community organizations and broaden service learning/civic engagement opportunities
Focus Groups	Identify new communities and organizations	Assess phase 1 and 2
Research computer program to be used to interface with community organizations	Implement interface  Deepen database	Evaluate effectiveness  Deepen database
Set up database		
Service Learning/Civic Engagement Training	Service Learning/Civic Engagement Training	Service Learning/Civic Engagement Training
Study how CC&E can align with TANF to meet CalWorks rules and regulations	Integrate TANF service learning Component	Assess integration and effectiveness
		Plan for next 5 years
12-18 months	2 years	18 months-2years

## **VI. Organizational Structure**

The long-term sustainability of civic and community engagement initiatives is dependent on a program design that is institutionalized and viewed as integral to the campus. Our organizational model is comprehensive and incorporates community partnerships (including service learning), curriculum development, professional development for staff and community as well as a student services component that serves student clubs and support services. It anticipates potential stumbling blocks and provides the support needed to garner campus-wide commitments that embrace civic and community engagement as an effective and exciting approach to improve student learning and retention.

Each programmatic area of the Institute is staffed by either a faculty or classified staff member under the leadership of a certificated administrator. The job summaries below also serve as a cursory overview of the Institute's services and activities.

### **Staffing and Program Components**

Director (1 FTE certificated administrator): Provides overall leadership for the Institute's programs and activities; advocates and collaborates in all arenas to assure that the Institute's mission and goals are achieved. Develops reciprocal and authentic relationships with community partners. Collaborates with Deans and faculty to promote curricular learning environments that incorporate civic and community engagement. Establishes and maintains an active Community Advisory Board. Performs administrative responsibilities including fundraising, fiscal management, program and staff evaluation. (Estimated monthly cost including benefits: \$7801)

Administrative Assistant (1 FTE classified): Provides administrative support to the Director and other program leaders. Oversees the day-to-day operations, activities, and functions of the Institute's office. (Estimated monthly cost including benefits: \$4450)

Community Partnerships Coordinator (1 FTE classified Program Coordinator): Assists in the development of service- and other community-based learning experiences and coordinates activities. Develops and maintains a database of community learning sites that serves as a clearinghouse of information and resources for faculty and students. Monitors the quality and integrity of community learning sites; provides program accountability and reporting. (Estimated monthly cost including benefits: \$5021)

Curriculum Specialist (.5 FTE certificated): Promotes curricular changes that integrate service- or community-based learning in courses. Serves as a resource for faculty developing or adapting courses. Collaborates with faculty to initiate original approaches to institutionalize civic and community engagement, such as options within general education. (Estimated monthly cost including benefits: \$3904)

Staff/Community Development Coordinator (1 FTE certificated): Provides professional development training based on staff, faculty, student, and community needs. Training may include cross-cultural competencies, community engagement pedagogy, advocacy, conflict resolution and mediation skills. Develops community-based staff development programs that unite the campus with the community to achieve common goals. (Estimated monthly cost including benefits: \$7808)

Student Services Advisor (1 FTE classified): Collaborates with Student Services programs such as Puente, Student Success and Retention Services to develop

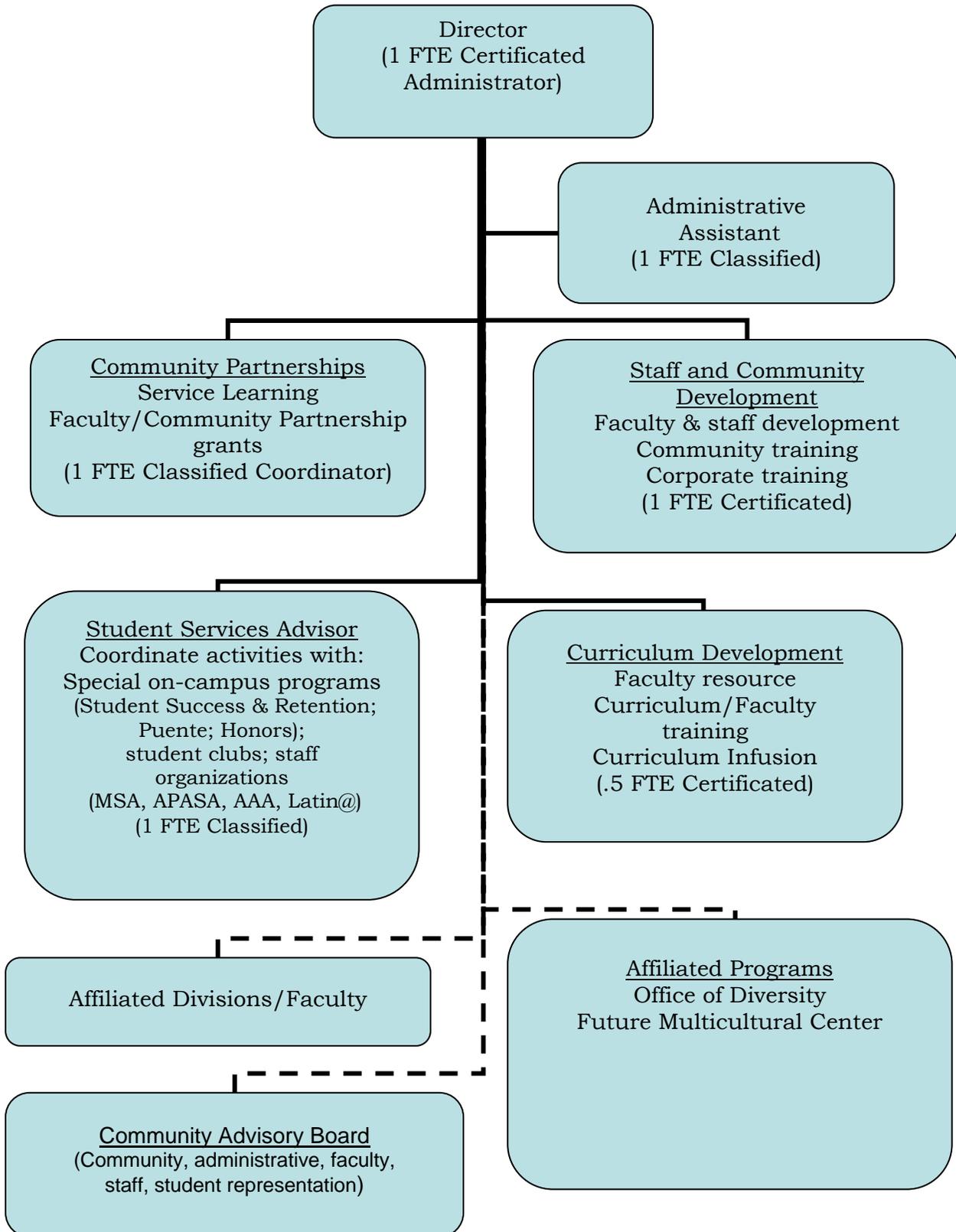
opportunities for civic and community engagement activities. Engages student clubs, student government, and other extra-curricular groups to enhance campus life with new initiatives such as leadership institutes, peer advisor training, or cultural learning events. (Estimated monthly cost including benefits: \$5021)

Student Peer Advisors: Promote civic and community engagement to other students through individual contact or group presentations. Serve as student ambassadors and provide peer perspectives to learning experiences. Assist in the development and implementation of the Institute's activities. (Estimated monthly cost including benefits: \$2400)

Community Advisory Board (community, administrative, faculty, staff, and student representation): Provides input into the development of the Institute's programming. Identifies priority community needs and serves as a communication conduit between the campus and community.

If funding is not available for all positions in the first year, priorities are recommended for position phase-in. The Director, Administrative Assistant, Community Partnerships Coordinator, and Curriculum Specialist (3.5 FTE) are placed as first-level priority. The second priority level includes Staff/Community Development Coordinator and the Student Services Advisor.

## Organizational Structure



## **Reporting Structure**

This report defers the decision regarding the direct reporting relationship of the Institute to the participatory governance and/or administrative decision-making process. Several recommendations, however, are presented as important considerations in that process:

- that the Institute does not report to a specific instructional division to minimize isolation and/or territorialism.
- that the Institute is placed strategically within the organization so that it is recognized as providing campus-wide support and service.
- that the Institute report at a high-ranking level to maximize visibility and credibility.

## **Working Relationships**

While the organizational chart of the Institute visually appears to be linear, in actual operation, relationships and working partnerships will be circular, fluid, and woven throughout divisions/department/ programs. All faculty are encouraged to be affiliated with the Institute and be vital participants in programming. To be successful, the Institute's initiatives must be viewed as integral to the campus organization and valued as an innovative approach to student learning and retention.

A strong relationship must be developed with the Office of Diversity and, hopefully, a future Multicultural Center. Quoting Caryn McTighe Musil (2005) of the Association of American College's and Universities:

...uncoupling diversity and civic work diminishes the possibilities for learning and building strong communities locally, nationally and globally. ...To do civic work with integrity and have an impact, students need knowledge about the cultures and community with which they will interact and understanding of the historic and current inequalities that have define social locations and opportunities. (p. 12)

It is evident that diversity and equity must be central to the Institute's goals. To work with integrity in our communities, we must know and understand our communities.

### **A Vision of Facilities**

The Task Force strongly recommends that the Institute for Community and Civic Engagement be housed in a location that is vibrant and alive with activity and that it will be in an area contiguous with the Office of Diversity and a newly established Multicultural Center, sharing common spaces such as meeting rooms, exhibit galleries, and classrooms. It must be welcoming and comfortable – a place where students, faculty, staff, and outside folk can come to relax, talk, debate, laugh, play, build community.

## **VII. Assessment of Efforts**

Assessment is a critical feature of any effort to produce change. Our strategy for assessment focuses on the creation and use of measurement and evaluation tools in relation to the Institute's goals and objectives as stated above.

Our approach to assessment is broken into two categories. Overall assessment of the goals and objectives of the Institute as a whole, and tools for the assessment of any particular project. The overall strategy for assessing the institutional goals are outlined in a five phase process. In conclusion, the issue of tools for assessing individual projects is addressed.

### **Institutional Assessment**

#### **Phase I: Laying the Foundation for Planning and Assessment Work**

The first year of the Institute's assessment work will focus on acquiring knowledge and developing relationships for evaluating how well affiliated programs are contributing to the stated goals of the Institute. Assessment work will include:

- 1) gauging the evaluation needs of De Anza programs that partner/affiliate with the Institute; accomplished through activities using focus groups, meeting, and surveys.
- 2) providing assessment support to those programs through project-specific evaluation tools. Activities include:
  - a. workshops and trainings for faculty and staff on how to think about, design and incorporate assessment techniques into their Institute-affiliated programs
  - b. ongoing consultation in response to individual requests

- 3) crafting and conducting an Institute self-assessment at year end to evaluate how well the Institute is meeting its stated organizational mission and goals.

### **Phase II: Developing Useful Assessment Resources and Practices**

The second year of the Institute's assessment work will focus on defining good assessment practices and creating assessment resources. Assessment work will include:

- 1) defining assessment requirements for Institute-affiliated programs in consultation with sponsoring faculty, staff, and/or community partners;
- 2) creating assessment resources for sponsoring faculty, staff, and community partners
- 3) conducting an Institute self-assessment at year end to evaluate how well the Institute is meeting its stated organizational mission and goals.

### **Phase III: Refining Assessment Resources and Practices**

The third year of the Institute's assessment work will focus on refining good assessment practices and assessment resources. Assessment work will include:

- 1) seeking feedback from Institute-affiliated faculty, staff, and/or community partners on their ongoing assessment needs and how well the Institute is meeting them;
- 2) adding to assessment resources based on such feedback
- 3) conducting an Institute self-assessment at year end to evaluate how well the Institute is meeting its stated organizational mission and goals.

### **Phase IV: Meeting the Institute's Mission and Goals**

The fourth year of the Institute's assessment work will focus on strengthening Institute-affiliated programs in relation to the Institute's stated

mission and goals. The previous three years' assessment work will help direct such efforts. Institute work will include:

- 1) presenting to Institute-affiliated programs (faculty, staff, and/or community partners) how well the programs collectively are reaching the Institute's stated mission and goals (which should overlap with the specific goals of each program as defined by the sponsoring faculty, staff, and community partners);
- 2) offering resources and consultation to strengthen Institute-affiliated programs with the Institute's stated mission and goals in mind
- 3) conducting an Institute self-assessment at year end.

#### **Phase V: Planning for the Next Five Years**

The fifth year of the Institute's assessment work will focus on rethinking the Institute's internal and external workings to better serve the Institute's stated mission and goals. Institute work will include:

- 1) providing assessment resources and ongoing training and consulting for Institute-affiliated programs (faculty, staff, and/or community partners);
- 2) crafting a strategic plan for the Institute's next five years.

### Timeline for Assessment

<b>Phase I (Year 1)</b>	<b>Phase II (Year 2)</b>	<b>Phase III (Year 3)</b>	<b>Phase IV (Year 4)</b>	<b>Phase V (Year 5)</b>
Laying the Foundation for Assessment Work	Developing Useful Assessment Resources and Practices	Refining Assessment Resources and Practices	Meeting the Institute’s Mission and Goals	Planning for the Next Five Years

**Assessment of individual projects.**

Stakeholders directly involved in the activities of a service learning project will participate in the assessment process, by providing both self-assessments and assessments of the other stakeholders. Project planning will include a focus on learning objectives, which will vary significantly depending on the course and instructor involved, but should not vary significantly from student to student within the class.

Stakeholders will work together to define the project and produce a project plan/partnership grid and other pre-project planning documents which provide a complete overview of all the basic elements of the project. The *pre-project planning document(s)* will be considered the initial assessment of a service learning project.

## VIII. References

\_\_\_\_\_, *Mobilizing for action through planning and partnership*. (n.d.). Retrieved November 16, 2005, from [mapp.naccho.org/MAPP\\_Glossary.asp](http://mapp.naccho.org/MAPP_Glossary.asp).

\_\_\_\_\_, *Service learning*. (n.d.). Retrieved November 16, 2005, from [en.wikipedia.org/wiki/Service\\_learning](http://en.wikipedia.org/wiki/Service_learning).

\_\_\_\_\_, *What is AmeriCorps?* (n.d.). Retrieved November 16, 2005, from [www.americorps.org/about/ac/index.asp](http://www.americorps.org/about/ac/index.asp).

Adams, S., Jay, G., Jones, S., Thorne, K. (September, 2005). *Cultures and communities: mainstreaming diversity and engagement into the core curriculum*, University of Wisconsin, Milwaukee, Presentation at De Anza College's first civic engagement institute, Cupertino, California.

Boyte, H. (2004). *Everyday Politics: Reconnecting Citizens and Public Life*, Philadelphia, University of Pennsylvania Press.

Campus Compact. (n.d.). *Indicators of engagement project*. Retrieved November 11, 2005, from: [www.compact.org/indicators/indicators.html](http://www.compact.org/indicators/indicators.html).

Colby, A., Ehrlich, T., Beaumont, E., Stephens, J. (2003). *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, San Francisco, Jossey-Bass.

Cruz, Paula, Polder, John, & Richards, Anna, (September 2005). *Pima Community College Students "Breaking the Chain of Racism & Intolerance:" A Curricular/Pedagogical Model* Presentation at De Anza College's first civic engagement institute, Cupertino, California.