

I.

A. What is the primary mission of your program (check all that apply):

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|-------------------------------------|------------------|--------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Basic Skills | <input type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input type="checkbox"/> | Career/Technical | | |

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda reports

www.deanza.edu/gov/IPBT/resources.html

- 1 # of Certificates of Achievement
 # of Certificates of Achievement-Advanced
 # of AA, AS Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below:

a. How many people are served?

- | | | | |
|-----------------------------------|---------------|----------------------|------------|
| <input type="text" value="1351"/> | # of Students | <input type="text"/> | # of Staff |
| <input type="text" value="52"/> | # of Faculty | | |

b. Number of employees associated with the program?

- | | | | |
|--------------------------------|---------------|---------------------------------|------------------------|
| <input type="text" value="6"/> | # of Students | <input type="text" value="23"/> | # of Faculty |
| <input type="text"/> | # of Staff | <input type="text" value="14"/> | # of Part-Time Faculty |

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

- 1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)
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Explanation:	The Latina/o population is the 2nd highest population we serve with the Asian population as our highest population of students. Per the Program Review Data Sheet, we have enrolled 219 students, 298 students, and 203 students per the last three Academic Years respectively. We have served this population with improvements over the last two years in Success (up from 73% to 78 %) and in Retention (up from 85% to 90%). In the African Ancestry population, our enrollment has been 54 students, 80 students, and 36 respectively in the past three academic years; with improvements in Success (up from 46% to 78%) and in Retention (up from 67% to 89%). We believe the decline in numbers of enrollment in the last two years may be attributed to the start up of the Sankofa Program and the First Year Experience (FYE) program who both recruit from the African Ancestry population. Students who may have taken classes in our program, may now be enrolling in these programs instead. Our Pacific Islander population enrollment over the past three years is 1 student, 20 students, and 7 students respectively. In this population, our Success rates have been in the 75% range and Retention rates in the 85% range. The Filipino population enrollment has been 73, 85, 148 respectively: with improvements in Success up from 82% to 89% and Retention up from 88% to 99% in the last two years. This increase in enrollment of Filipino students is due to the LinC program's partnership with IMPACT AAPI and the new learning community offerings through this program that target Asian American and Pacific Islander students.
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- 2 Trends related to closing the student equity gap relative to college's stated goals: (refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	Overall Retention Rates for the Program have come up from 89% to 92% over the last two years. We believe this trend shows that faculty teaching in the program are successfully learning how to give more attention to students of diverse populations. At the same time, overall Success rates have increased from 76% to 80% which again shows the ability of faculty to meet the needs of students. These positive shifts in individual populations are also due to culturally-specific interventions integrated into the curriculum content of LinC courses and our training of faculty.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:
http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	As a result of the 2008 Comprehensive Program Review, the LinC Leadership team began a conscious effort and plan to focus our faculty training to include specific applications in curriculum which would directly address issues of diverse populations. Faculty training has included the creation of culturally-specific content and activities which would decrease the student equity gap, while also serving the developmental education needs of these students. We continue to use dedicated counselors and/or academic advisors to help with student enrollment, retention, and success. We also used our annual summer institute to include components of "successful teaching practices" and "increasing student engagement" in order to enable faculty to discuss and apply pedagogical practices that help to decrease the student equity gap among our student populations.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	In the last three years our total enrollment numbers have been 1278 students, 1415 students, and 1351 students respectively. The enrollment drop of 64 students or .04% from 08-09 to 09-10 is not significant particularly given our 3% increase in Retention and 4% increase in Success as reported above. One reason for the drop in enrollment may be due to the course reductions experienced last year across the college which, in turn, limited some of our program offerings. There are also other programs such as Sankofa and FYE, that may also draw students away from LinC classes. Additionally, a more compelling reason, which may account for the enrollment change, perhaps is due to faculty availability. Faculty volunteer to teach in the LinC program and when their plans change or they go on PDL, we sometimes cannot fill their spot with other qualified and interested faculty and so cannot have as many programmatic course offerings as we would like.
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- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	The program has not needed to make these kinds of changes because the LinC faculty come to the program with the curriculum changes per the Course Outline of Record that they have made in their respective departments or divisions. The types of changes we would make as a program would be to teach faculty teams how to approach the process of integrating their curriculum to create a strong learning community combined syllabus.
Explanation:	We did need to change our scheduling formats due to the elimination of TBA hours in curriculum.

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	<p>Our 2008 Comprehensive Program Review noted three main areas for improvement.</p> <p>a) FACULTY PARTNERSHIPS: We have attracted a broader group of faculty by increasing the number of faculty from different departments and divisions. Specifically, we have new faculty participating and teaching Learning Communities from PSME (Math), BHES (Biology), and Language Arts (Asian American Literature and Journalism). During this time 8 new instructors have joined the LinC Program faculty and the LinC Leadership team members have continued their time intensive mentoring practices in order to increase faculty success and reduce the "bad fit" problems experiences by some partnerships in the past.</p> <p>b) LEADERSHIP AND FUNDING: The LinC Program Leadership team took leadership roles in suggesting how DARE (through Title III and BSI) can fund Academic Learning Cohorts/Communities across the campus, thus securing funding for several groups including our own. Further, the IMPACT-AAPI Grant funded an expanded Summer Institute planned and implemented by the LinC Program which helped to create staff development opportunities for faculty across the campus including our own LinC faculty. Finally, LinC has spearheaded the creation of a campus-wide infrastructure for cohort/community groups and is assisting with discussions and creation of action items to further the work of these groups in the current, difficult economic climate. Also, members of the LinC Leadership team took active roles in the hiring of the new Staff Development Director and in shaping how this office will play a role in the learning cohorts/communities progress at the college.</p> <p>c) PROGRAM INFRASTRUCTURE: As the new Banner system is infused into the processes of the campus, LinC leaders have continued to meet regularly with Jane Swanson to help problem solve the unique needs of the program which involves linking together the classes of the learning community. At this point, the system is too new to be free of scheduling problems for the program. The LinC program now has a small office in the basement of LCW which is used for storage and the occasional meeting or work space. We are still in need of administrative assistance as noted in the 2008 document.</p>
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1 Curriculum content,
- 2 Future plans for your program e.g. enrollment management plans.

No significant change

Impact:

Explanation:

E. *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

No significant change

Impact:

Explanation:

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at:

[https:// www.deanza.edu/slo](https://www.deanza.edu/slo)

A. For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded

surveys

Other, describe here:

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

NA

complete

in progress

scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:

plan/enhancement:

summarize result:

plan/enhancement:

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded surveys

Other, describe here: **Faculty focus group, individual qualitative feedback, Program Review Data, and Student SGIFs**

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

NA complete in progress scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Currently the LinC Program is coordinated by two faculty members (Matt Abrahams, Speech Communication and Anu Khanna, ICS/IIS) and one retired faculty member working on Article 19 (Edwina Stoll). Together the three of us worked to discuss and create the Program Outcomes and the Student Service Learning Outcomes and their respective Assessment plans. We also met together to discuss the initial assessment results and how we would use those results to develop and make programmatic changes in the future.