

 Dept AS - Learning in Communities > Academic Support Assessment Unit > Program Review



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▼  **Dept AS - Learning in Communities** 

2018-19 Annual Program Review Update Submitted By: Anu Khanna & Kristin Skager

APRU Complete for: 2018-19

Program Mission Statement: LinC's program and purpose arise directly from De Anza's overarching mission and purpose. The purpose of Learning in Communities is to promote the success of students – many of whom are under-prepared – by offering a better way to learn. The academic work of each course's subject matter is enhanced by interdisciplinary study in which students and faculty build connections between subject matters, disciplines and ideas. Students learn naturally by making connections between different ideas and experiences. Trained De Anza faculty integrate two or more subjects to create a better and easier understanding of both. A student works with the same community of students in the linked classes, helping each other succeed and making friends along the way. With common readings and assignments, students learn more and complete more units while feeling empowered to succeed.

Mission:

To provide students with a special learning experience involving integrated curriculum from two or more classes with a priority on making content and social connections via contact with trained instructors and counselors.

I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served: 40-50

I.D.2 Academic Services & Learning Resources: #Students served: 1305

I.D.3 Academic Services & Learning Resources: #Staff Served:

**I.E.1 Full time faculty (FTEF):****I.E.2 #Student Employees:****I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:****I.E.4 # Staff Employees:****I.E.4 #Staff Employees:****I.E.5 Changes in Employees/Resources:**

II.A Enrollment Trends: Enrollment had steadily increased for several years prior to AY 2016-17. In AY 13-14 enrollment was 1238, in AY 14-15 enrollment was 1674, and in AY 15-16 enrollment was 1762—(thus representing a consistent enrollment increase each year). However, in AY 16-17, our enrollment did decrease to 1416 students--this is in line with a drop in sections offered from 66 sections in AY 15-16 to only 57 sections in AY 16-17. This decrease in enrollment continued (along with the college trend), to 1305 in AY 17-18, with a drop to only 50 sections. Primarily this decrease was due to our GE learning communities having to be cancelled due to low enrollment and the more stringent early cancellation deadlines which hit our program pretty hard (as many of our GE links have typically in the past only filled up in the week prior to the quarter starting or during the first week of the quarter).

II.B Overall Success Rate: 81% in AY 17-18 (similar to 81% in AY 16-17)

In AY 13-14 our success rate was 79%. However, in AY 14-15 our success rate dropped slightly to 76%. We were able to significantly increase our success rates in AY 15-16 to 83% and maintain close to that rate at 81% success rates for AY 16-17. We held steady at 81% again for AY 17-18.

We believe that we have been able to maintain fairly consistent success rates because we continually make programmatic adjustments to best serve student needs and because we work with our instructors on professional development opportunities plus provide mentoring as necessary by LinC coordinators.

II.C Changes Imposed by Internal/External Regulations: The program has not needed to make curricular changes per se 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. However, a substantial portion of the LinC courses consist of LART courses (Integrated Reading and Writing) which are developmental/basic skills courses that are one level or two levels below college composition (EWRT 1A). Due to new AB705 legislation, one impact has been that there is less of a need for these LART classes as multiple measures for course placement will make it so that many students will not place into these basic skills courses as they did previously. In AY 17-18, our Reading, English department instructors were in the process of changing curriculum and program requirements, to be piloted in AY 18-19. We anticipate that there will be a significant impact on enrollment in the future in our LinC program due to these pilot course offerings and the reduction in our current LART offerings.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:

Enrollment

African American: 7% (LinC) compared to 4% (All College)

Latino/a: 49% (LinC) compared to 25% (All College)

Filipino/a: 6% (LinC) compared to 7% (All College)

Pacific Islander: 2% (LinC) compared to 1% (All College)

The Latina/o population emerged as our highest student population (634 students) we serve with the Asian population (374 students) as our 2nd highest population of students. Per the Program Review Data sheet these two student groups together comprise 78% of our total population of students served. While previously through 2014-2016 our highest population served was Asian students, we believe the shift in enrollment population these past few years has come about due to our inability to provide a full-time counselor (through IMPACT AAPI) to serve as a critical liaison with our program and with our Asian student population.

III.A.2 Targeted Student Populations: Growth and Decline: We have served the Latino/a population with good success rates for the past few years (77% in AY 15-16, 79% in AY 16-17, and 83% now in AY 17-18) compared to the overall success rate of 69%, 68% and 68% respectively over the last three years for the overall college. In addition, we serve our Asian population with consistently high success rates (88% in AY 15-16, 82% in AY 16-17, and an increase to 87% in AY 17-18). Our three year success rates for our Asian student population are an improvement over the overall college success rates at 81% in AY 15-16 and holding steady at 82% in both AY 16-17 and now in AY 17-18.

In the African Ancestry population, our enrollment has decreased again from 117 students in AY 16-17 to only 70 students in AY 17-18. However this does seem to be in line with an overall decrease in this population of students at the college. While our success rate in AY 16-17 was 74% (compared to the other populations), it did drop to 53% in AY 17-18. We believe some of this may be explained by the transition of to an Umoja cohort model by the college that was no longer strongly connected with our LinC program and a loss of some instructor teaching with LinC that may have in serving better the needs of this student population.

Our Pacific Islander population enrollment increased from 12 students in AY 16-17 to 20 students in AY 17-18. (however, this is still down from 49 students in AY 15-16. Our 3-year success rates went from 78% in AY 15-16, to 100% in AY 16-17 to 80% in AY 17-18. Our good success rates have been due to our focus and partnership with IMPACT AAPI and the student recruitment and enrollment in learning communities by Pacific Islander students. However, in the past several years, our learning communities courses for this targeted population has decreased and we no longer are able to offer dedicated sections for only AAPI students (due to enrollment issues) and this has resulted in less students being aware of and taking our courses. We were fortunate to have an IMPACT AAPI part-time counselor for spring quarter in AY 17-18, who did help us with outreach to AAPI students and we hope that with continued efforts by this counselor, including the support services provided to our students, our ability to serve more AAPI students through the LinC program will grow for AY 18-19. Our professional development training for faculty and ability to offer courses taught

by faculty who are culturally responsive to our students' needs, continues to be the main reason we are able to maintain our course success rates for these students despite fluctuations in enrollment numbers.

The Filipino population enrollment was 138 students in AY 16-17 and decreased significantly to 79 students in AY 17-18. We have seen a steady decline in serving this student population for the past few years. However, the success rates were 87% AY 15-16 but have held steady at 84% in AY 16-17 and AY 17-18.

Previously, we saw increases in our Filipino student participation due in part to the our program continuing to offer professional development, personal mentoring, and curricular-development opportunities to our faculty due to our partnership with the IMPACT AAPI grant program.

Why did we see a decrease in enrollment and also student success in our Asian, Pacific Islander and Filipino populations again in AY 17-18?

Part of the mission of the IMPACT AAPI grant was to provide targeted support and assistance to students who are at a greater risk academically within the Asian American Pacific Islander populations. However, as the grant funding with IMPACT AAPI came to a close in Summer 2018, we had to make a shift in how we served our students. Where initially we were able to do targeted outreach and offer our AAPI students specialized student support services with a dedicated AAPI counselor, due to staffing changes (and funding realities), we had to expand our programmatic efforts to serve a more broader/general population in order for our learning communities to become institutionalized. Obviously, we are seeing the impact of this--our students do better and we can serve more of them when our efforts are more customized and culturally responsive to their population needs. We are actively working to outreach to more students with our LinC faculty and our IMPACT AAPI part-time counselor (supported through equity funds) and through the Filipino student organization PUSO for this next academic year (AY 17-18) and hope to be able to serve more students in the future.

III.B.1 Closing the Student Equity Gap: Success Rates: As a result of the 2008-9 Comprehensive Program Review and our 2013-2014 Comprehensive Program Review, the LinC Leadership team began a conscious effort and plan (and continues to do so), to focus our faculty training to include specific applications in curriculum which would directly address issues of diverse populations. We continue to provide mentoring and training that emphasizes the creation of culturally-specific content and activities which help to facilitate a decrease in the student equity gap, while also serving the developmental education needs of these students. We have consistently made sure to provide each faculty member in our program every year with a current book or some other resource that assists them either with including more culturally-relevant material or with student-centered learning or engagement activities. These resources are provided in a context where discussion about student learning occurs and peer discussion encourages us to actively strategize on how to create a more inclusive learning environment in their classrooms.

An asset of our program is our ability to provide dedicated counselors to help with student enrollment, retention, and success. This is key to our efforts in closing the equity gap among our LinC student population, and so we will continue to provide dedicated



counselors who support our program and train our faculty to work collaboratively with our counselors in order to maximize the benefit for students. In addition, we have also consistently used our annual summer institute to include components of "effective 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.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: African American: 20%

Latinx: 6%

Filipinx: 0%

Pacific Islander: 0%

Asian: 4%

White: 16%

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Targeted Groups

Non

Targeted Groups	Gap	Targeted Groups	Non
2013-14	78%	79%	1%
2014-15	73%	79%	6%
2015-16	80%	85%	5%
2016-17	79%	83%	4%
2017-18	80%	83%	3%

	2013-14	2014-15	2015-16	2016-17	2017-18
African American	62%	62%	80%	74%	53%
Latinx	78%	73%	77%	79%	83%
Filipinx	74%	79%	87%	84%	84%
Pacific Islander	93%	85%	78%	100%	80%
Asian	78%	79%	88%	82%	87%
White	81%	76%	77%	90%	72%

III.C Action Plan for Targeted Group(s): We have fairly consistent and good success rates in our program, though we know we should do better with our African American population.

We do not anticipate our success rates for our program to fall below 60% in part due to our active engagement of our faculty in professional development opportunities, ongoing curriculum development efforts, and consistent, ongoing, formative assessment in our learning communities classes that would provide any early alert to potential problems (before success rates drastically plummet). We will continue to monitor student success progress for all our student populations (including targeted and non-targeted groups). The LinC Coordinators, Anu Khanna and Kristin Skager, will work on implementation of the above activities and in conjunction the Equity office we will determine what additional training we will need for our instructors in order to better support our African American student population. We are in the process of exploring whether using Starfish Early Alert in our LinC classes would be beneficial.

III.D Departmental Equity Planning and Progress: Our program primarily will focus on developing resources and support in the area of PROFESSIONAL DEVELOPMENT, DEPARTMENTAL COLLABORATIONS, and BEST PRACTICES:

The LinC program supports programs that offer developmental and G.E. classes that work



to decrease the equity gap. The LinC program will continue to partner with Impact AAPI to support Filipino/Pacific Islander students (through our CREMS, future Language Arts/ICS pathways, and AB705-designed curricular pathways), Puente for Latino(a) students, and Umoja for African American students (collaborations).

LinC will provide assistance with faculty outreach and training at our annual LinC Summer Institute (professional development)

LinC is committed to equity and will continue to offer courses that support our targeted population of students and help to close the equity gap with excellent instruction, culturally-responsive training and curriculum, and marketing strategies to specific student populations (best practices).

III.E Assistance Needed to close Equity Gap: No

III.F Integrated Plan goals: current student equity data and action plan: 1. Improve transfer and graduation rates for disproportionately impacted students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): All three of our SSLOs have been assessed multiple times over the past few years with the assessment cycle also completed. We are currently at 100%.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): SLOs are not applicable for our program given that we have no actual courses that are “owned” by LinC. For courses used in LinC program, the course-level outcomes are assessed in their individual departments by the faculty who teach those courses.

V.A Budget Trends: We do have a limited B-budget and had our reassigned time cut several years ago. For our program to remain strong and grow, we need to continue to provide the faculty development and curricular development opportunities that enable us to maintain consistent student success rates. As such, we to be able to maintain the current, while limited, resources that we have. These resources are necessary to support both the faculty in the classroom as well as for the mentoring and coordination support required to maintain the quality of our program.

Our enrollment numbers and overall success rates are strong and have been consistently so over the past few years. We know that our model of learning is successful with students, so we will continue to develop new pathways and opportunities for students to participate in learning communities. For several years in a row, we were able to grow our basic skills offerings, and we developed new faculty partnerships for general education and transfer courses. But the overall enrollment decline at the college over since Fall 2016 did influence our ability to both offer and fill our English, Reading, and Math courses. Additionally our offerings of LART courses (Integrated Reading and Writing) have been most impacted--due to a Banner and transcribing issue we were required to change the name of this department and these courses and that has added another layer of complication in generating strong student enrollment for these courses. Furthermore, in 2017 the college began the process of revising/revamping the reading and writing requirements in order to meet the AB 705 legislation requirements. This new configuration and pathway for students to proceed to transfer-level English and Math will impact future student enrollment in our



program. However, we do see a role for LinC in the Guided Pathways initiatives and hope that we can help facilitate pathways through our proven learning communities model that will guide student success. Our program is actively engaged with Guided Pathways work as it continues to unfold at our college.

In order for our program to keep consistent with our current enrollment and grow it (through our partnerships, collaborations, and initiatives with Guided Pathways), we have to be able to provide resources for faculty in the classroom and provide the necessary staff development activities so we have trained faculty teaching in the program. For a number of years we have known that students could transition through their academic requirements more quickly if we had more pathways towards completion (i.e. learning community pathways from basic skills courses to transfer-level/GE courses). For example, we have partnered with IMPACT AAPI to provide a new model with our CREMS (Counseling, Reading, English, Math and Speech) program that enabled students to transition through three levels of Math and English in a single year and also complete their Speech GE requirement. We continue to make programmatic improvements in this area and finding our efforts are yielding strong enrollments in this pathway sequence. We also continue to explore partnerships across campus in order to facilitate GE pathway learning communities in the STEM fields, while still being aware of declining enrollments across the institution and changing student demographics. We are heavily involved in providing training for the AB 705 pilot projects and learning community offerings with the LART programs that began in Fall 2018.

V.B Funding Impact on Enrollment Trends: As indicated in previous program review updates and in the budget trends section above--we firmly believe that our ability to capitalize on the student success that our program provides will necessitate at minimum, maintaining the resources we currently have and exploring new and innovating ways to scale the program--perhaps through Guided Pathways and through the pathways developed in addressing AB 705 legislation.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): 1 FTE Counselor. To substantively maintain our learning community offerings and serve the needs of our student populations while also integrating and institutionalizing IMPACT AAPI learning communities, we feel the program needs a dedicated counselor position. All programs, such as Umoja, Puente, and SSRS have found improvement in retention and success with the dedicated counselor. A dedicated counselor can be integrated into our of our CREMS (Counseling, Reading, English and Math & Speech), LART (Integrated Reading and Writing), and the future pathways designed due to AB705 legislation. With the addition of a part-time counselor (supported by equity funds), the program was able to provide more support services to our students just this past year.

HISTORY: Previously our program would integrate a counselor into instruction of our learning communities seamlessly by offering COUNS 80X (2 units) class for the students in the first quarter of the program, and the counselor continues to have a presence throughout the year, by collaborating with the other instructors. The counselor is integral to the success of the students as noted in every SGIF (Student Group Instructional Feedback)



quarterly assessment that we conduct. We were previously been able to provide this support for students through our partnership with Impact AAPI. But given that the grant funding ended in Spring 2017, and we want to maintain this counselor role, LinC is requesting its own counselor position (and has continued to do so in our program review for several years now). The IMPACT AAPI grant funding enabled us to develop and strengthen these programs--to be able to institutionalize what the grant was able to help build and have the ability to hire a FT counselor would provide the stability in services that our program needs.

In past years the counselor position was central to LinC and all of its pathway programs. This counselor worked with the developmental and G.E. courses and provided a direct link to counseling services for LinC leaders and faculty. In student surveys, when we have not been able to fund even a part-time counselor, students have noted the lack of a counselor and expressed their desire to have access to one through their learning communities. Our assessment data from students indicates that we could have a much stronger and cohesive support system for students with a dedicated counselor in place. For example, our Fall 2016 survey of LinC students indicated that 73% of students responded that counseling support would be "much" or "very much" valuable towards completing, academic, career and/or personal goals.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity:

V.E.3 Equipment Justification:

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support:

V.H.1 Other Needed Resources: More counseling support (see faculty position justification)

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation:

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop: Our assessment plans are in place and we will continue to implement our surveys and focus groups to assess the impact of these resources on our existing PLO's.

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