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

 Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services. 

▼  **Dept AS - Learning in Communities** 

2019-20 Annual Program Review Update Submitted By: Anu Khanna and Kristin Skager

APRU Complete for: 2019-20

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 Trends in # Degrees Awarded:

I.B.6 Strategies to Increase Awards:



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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: 1286

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

I.E.1 Full time faculty (FTEF): 5.9

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: 72.4%

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Enrollment had been increasing for several years prior to AY 2016-17. 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. Enrollment decreased slightly in AY 18-19 to 1286, with 51 sections. Primarily this decrease was due to two things:

1) AB 705 initiatives meant that our LART (integrated reading and writing courses) had to be phased out due to curriculum re-design and course pathway changes and

2) a few of our GE learning communities cancelled due to low enrollment with the more stringent early cancellation deadlines.

These early cancellations impacted our program significantly enough for the second year in a row as 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. We continue to work with College outreach, department chairs, counseling department, institutional research office, and our LinC instructors to market our courses and outreach to students so as to increase enrollment and fill classes prior to the early cancellation deadline dates.

II.B Overall Success Rate: 77% in AY 18-19.

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In AY 14-15 our success rate was 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 and AY 17-18. However, we did see the decline to 77% this past year.

We believe that we were previously able to maintain consistent success rates because we make continuous programmatic adjustments to best serve student needs and because we work with our instructors on professional development opportunities as well as provide mentoring as needed by the LinC coordinators. This past year, we believe the success rates decline was primarily due to the AB 705 required changes which resulted in new curriculum being piloted that linked LART 250 (5 units) with EWRT 1A (5 units). Previously assessment scores necessitated placement into the EWRT 1A or lower-level basic skills classes. This new curriculum that was piloted was to accommodate more self-placement which resulted in more under-prepared students who were enrolling in these classes, which we believe contributed to the lower success rates we saw in AY 18-19.

And of course, other factors that we believe have contributed to the lower success rates this past year have to do with the nature of our student population and some trends we see there, including, but not limited to college readiness, access to counseling, mental health issues, and other external stressors on our students such as finances, housing and food insecurities, and work commitments).

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 previously consisted 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). Under AB 705, the college cannot require students to take prerequisite courses, so we will lost the robust LART program and had to shift to utilizing new curriculum developed by the English and Reading departments. So due to this new AB705 legislation, one significant impact has been that there is less of a need for our original sequence of prerequisite LART classes, which had resulted in higher success rates for our students.

Note: In AY 17-18, our Reading and English department instructors were in the process of changing curriculum and program requirements for these new LART and Stretch options to be piloted

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in AY 18-19. These new curricular offerings were piloted and resulted in further curricular modifications which were to be implemented in AY 19-20. We anticipate that there could be a further impact on enrollment in the future in our LinC program due to these curricular changes and further modifications in our course offerings in LART and EWRT as we accommodate to meet the needs of the AB 705 legislation.

III.A Program Success: Enrollment in AY 18-19:
 African American: 6% (LinC) compared to 4% (All College)
 Latinx: 44% (LinC) compared to 24% (All College)
 Filipinx: 6% (LinC) similar to the 6% (All College)
 Pacific Islander: 1% (LinC) similar to the 1% (All College)

The Latina/o population emerged as our highest student population (572 students) we serve with the Asian population (400 students) as our 2nd highest population of students. Per the Program Review Data sheet these two student groups together comprise 75% of our total population of students served. While previously through 2014-2016 our highest population served was only Asian students, we believe the shift in enrollment population these past few years has come about due to our efforts to outreach to students from these populations and work collaboratively with our instructors and program counselors to ensure better retention and success in our linked classes.

III.B Enrollment Trends - Equity Lens: We have served the Latinx population with good success rates for the past few years (79% in AY 16-17, 83% in AY 17-18) but saw a decline this year to 74% in AY 18-19. This is compared to the overall success rates at the college of 68% from AY 16-18, and then a slight increase to 69% in AY 18-19. In addition, we are proud of our trend in serving our Asian population with consistently high success rates (82% in AY 16-17 and an increase to 87% in AY 17-18), but again saw a decline to 83% in AY 18-19. Our three year success rates for our Asian student population though remain comparable to the college's overall success rates for this population (83% in AY 18-19).

Other enrollment trends and what could be contributing to differences:

1. African Ancestry population success rates increased from 53% in AY 17-18 to 64% in AY 18-19, despite enrollment decreasing by 1%, thereby showing that we are doing better with the students we are serving.
2. Our Pacific Islander population remained flat at 1% (down from



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2% in AY 17-18), while our success rate saw a significant decline in AY 18-19 (at 53%). Previously our good success rates were 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 in AY 18-19, who did help us with outreach to AAPI students and we hope that continued efforts to outreach in this area, and better serve our students in navigating the AB 705 English pathways, will help to build up our success rates in the future.

3. The Filipinx population enrollment was 138 students in AY 16-17, decreased significantly to 79 students in AY 17-18, with only went up slightly for AY 18-19 (82 students). We have seen a steady in decline in serving this student population for the past few years that is likely due to not having the means/capacity to do targeted outreach to these students. And while success rates held steady at 84% in AY 16-17 and AY 17-18, we once again saw a decline with this group in AY 18-19 (77%).

Previously, when we saw increases in our Filipinx student participation it was 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. With no dedicated staff, programming/outreach and counseling support for this population, it makes sense then that we would see this decline.

As we grapple with addressing AB705 impacts on these targeted student populations and make programmatic efforts to serve a more broader/general population in order for our learning communities to become institutionalized, we recognize that we aren't able to maintain the same levels of success as we had previously when we had additional funding to focus on supporting these targeted student populations. 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. So we continue to actively work to outreach to more students with our LinC faculty and through assistance with the IMPACT AAPI counselor (supported through equity funds), to rebuild and help support more Pacific Islander and Filipinx students in AY 19-20 and beyond.



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III.C Success, Non-Success and Withdraw Rates: Note:

Disproportionate impact data is not available for the LinC program.

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.D Equity Planning and Support: We have fairly consistent and good success rate trends over the past few years despite the recent decline amongst all our populations.

Our strategy to continue to focus on maintaining better success rates has always been to provide our faculty with professional development opportunities (through our summer LinC Institute), and ensuring consistent, ongoing, formative assessment in our learning communities classes that would provide any early alert to potential problems (so interventions and student support can be provided). We will continue to monitor student success progress for all our student populations (including targeted and non-

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targeted groups). Having a dedicated, embedded counselor for the LinC program is essential towards these efforts.

III.E 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 partnerships as appropriate with REACH and FYE (other cohort programs). We do work together with other program coordinators in the Equity Division to help with scheduling, course sequencing with the LART and Stretch EWRT pilot programs, and with recommending instructors across programs who are invested in the success of our students and actively implement high impact pedagogical practices that support students.

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) as enrollment policies in the institution allow.

III.F Assistance Needed to close Equity Gap: No

IV. A. SLOAC Summary:

IV.B Assessment Planning:

V.A Budget Trends: We are able to maintain consistently offering the services for faculty and students with the current resources that have been allocated to our program. 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 have been consistently strong over the past few years, despite the dip that we have seen this past year due to trends previously mentioned. However, we know that our model of learning is successful with students, so we will continue to develop new pathways and

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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 as we undergo the revising/revamping of 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 initiative 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. We also continue to allocate resources in our program to develop and explore new partnerships across campus in order to facilitate GE pathway learning communities in the STEM fields, while still being mindful of declining enrollments across the institution and changing student demographics. We are once again heavily involved in providing training for the AB 705 pilot projects and learning community offerings with the LART programs that began in Fall 2018 and continued with additional pilot pathways implemented in Fall 2019.

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 plus the EWRT/LART learning communities created through new AB705 curriculum, we feel the program needs a dedicated counselor position. Several cohort programs such as REACH, 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),

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LART (Integrated Reading and Writing), and the new EWRT Stretch and Bundle pathways designed due to AB705 legislation, in addition to the new STEM partnerships/pathways we hope to implement by Fall 2020. 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 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 2018 survey of LinC students indicated that 76% 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 Equipment Requests: No Equipment Requested

V.F Facility Request:

V.G Other Needed Resources:



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V.H.1 Staff Development Needs:

V.H.2 Staff Development Needs Justification:

V.I 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.

Last Updated: 02/03/2020

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