

 **Dept AS - Learning in Communities**


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.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

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

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

I.D.3 Academic Services & Learning Resources: #Staff Served: 1,762

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

I.E.2 #Student Employees:

I.E.3 % Full-time :

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Enrollment has steadily increased over the past four years. In AY

12-13 enrollment was 1175, in AY 13-14, enrollment was 1238. And in AY 14-15 enrollment was 1674, and in AY 15-16 enrollment was 1762—this is an enrollment has increased of 50% over the past four years.

In AY 12-13, our success rate overall was 81%; in AY 13-14 our success rate was 79%. However, in AY 14-15 our success rate dropped slightly to 76%. We are proud to say that our success rates increased significantly in AY 15-16 to 83%.

We recognized previously that our success numbers had decreased for a few years. We believed this is in part due to the following factors: (1) increased student participation in our developmental learning communities (where students come in at a less academically prepared level in Math, English, and Reading—thereby contributing to adjustment in success levels); and (2) a new instructor in a developmental learning community who was not a good fit for the program and type of student. In AY 14-15 and AY 15-16, we intentionally strived to make adjustments programmatically and also work with instructors on professional development opportunities plus mentoring by LinC coordinators. We feel all of these efforts have contributed to the increased success rates we were able to achieve in AY 15-16.

II.B.1 Overall Success Rate:

II.B.2 Plan if Success Rate of Program is Below 60%: 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).

II.C Changes Imposed by Internal/External Regulations: 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.

III.A Growth and Decline of Targeted Student Populations: The Latina/o population continues to be the 2nd highest population (568 students) we serve with the Asian population again (647 students) as our highest population of students. Per the Program Review Data sheet these two student groups together comprise 69% of our total population of students served.

We have served the Latino/a population with good success rates (81% in AY 13-14, 73% in AY 14-15, and 77% in AY 15-16) compared to the overall success rate of 67% and 69% respectively over the last three years for the college. In addition, we have Asian population with consistently high success rates (at 78% in AY 13-14, 79% in AY 14-15 and a greater increase to 88% in AY 15-16), which has been in line with the college success rate for this group but significantly greater than the 81% overall college success rate in AY 15-16.

In the African Ancestry population, our enrollment has increased slightly to 130 students in AY 15-16 up from 117 students in AY 14-15. We were also able to bring up the success rate



for these students from 62% (in AY 14-15) to 84% in AY 15-16. We believe the previous year's decrease to 62% was due to programmatic transitions in the learning communities cohort program serving this student population. We believe this success rate may be due to the increased professional development and mentoring provided for our LART instructors and also due to addressing some of the programmatic concerns in serving this population.

Our Pacific Islander population enrollment for AY 14-15 was 27 students. This increased to 49 students in AY 15-16. Our success rates went from 93% in AY 13-14, to 85% for AY 14-15 to 78% in AY 15-16). We had seen steadily increasing success rates for several years due to our focus and partnership with IMPACT AAPI and increased student recruitment and enrollment in learning communities by Pacific Islander students (especially during AY 13-14). In the past two years, as our learning communities courses for this targeted population has decreased and do not include dedicated sections for only AAPI students, we believe this has impacted the course success rates.

The Filipino population enrollment was 217 students in AY 15-16, which is up from 175 students served in AY 14-15. The success rate did increase from 74% in AY 13-14, 79% in AY 14-15 to 87% this past year in AY 15-16. Our increase in Filipino student participation is due in part to the 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. Part of the mission of the IMPACT AAPI grant is to provide support and assistance to students who are at a greater risk academically. Our learning communities classes provide students with student centered and culturally-relevant academic opportunities and student support services; we have focused on addressing the withdrawal and non-success rates of this at-risk group of students the past few years, which we believe has contributed to the increase in student success rates for this population.

III.B Closing the Student Equity Gap: 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.C Plan if Success Rate of Targeted Group(s) is Below 60%: 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).

III.D Departmental Equity Planning and Progress: Although LinC's equity plan is included in the general Academic services plan, the LinC program supports programs that offer developmental and G.E. classes that work to decrease the equity gap. The LinC program partners with Impact AAPI to support Filipino/Pacific Islander students (through our CREMS and G.E. links), Puente for Latino(a) students, and Umoja for African American students. LinC also provides assistance with faculty outreach and training at our annual LinC Summer Institute. 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.

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 are going to need additional resources. 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 have once again increased since our last program review submission as has our success rates. 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. Specifically, we have been able to grow our basic skills offerings, and continue to try and develop new faculty partnerships for general education and transfer courses. In order to continue to grow in this area, 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. While successful, we are still making programmatic improvements for this sequence and dealing with the intensive workload involved in dealing with student enrollment, coordinating with deans across divisions, and working through basic schedule issues. We are continuing to explore partnerships across campus in order to facilitate GE pathway learning communities in the STEM fields.

Previously we have also partnered with Puente. And we are also forming new partnerships with Umoja, REACH, and MPS to offer developmental learning communities pathways with their programs. These partnerships include mentoring, training, scheduling support, and assessment assistance.

Therefore, if we are to take this next step and grow our overall enrollment in learning communities in this manner (by offering more sequenced courses and pathways, in addition to increased partnerships) OR by offering more GE level learning communities classes, we need the resources to do so.

V.B Funding Impact on Enrollment Trends:

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

V.C.2 Justification for Faculty Position(s): 1 FTE Counselor. As we continue to expand and scale up our learning community offerings and integrate 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 the LART courses and the G.E. links.

For example our developmental and G.E. program, CREMS, integrates a counselor 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 have been able to provide this support for students through our partnership with Impact AAPI. But given that this grant funding ends this year, and that we want to maintain this counselor role, LinC is requesting its own counselor position. The IMPACT AAPI grant funding enabled us to develop and strengthen these programs--but now is the time to institutionalize what the grant was able to help build and the ability to hire a counselor would provide the stability in services that our program needs.

Furthermore, 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. Despite not having our own LinC dedicated counselor for our pathways beyond the CREMS pathway, we have increased our programmatic offerings. 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 2015 survey of LinC students indicated that 62% 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: Growth position

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: Requesting a centralized location/office for Learning in Communities program to have an established presence and to create a cohort community. This facility/space would help to facilitate and promote long-term community building with our LinC, faculty and staff and help to establish a clear programmatic presence on campus.

V.F.2 Facility Justification: • This centralized space could be used by LinC leaders, administrative support person(s), and faculty for marketing, mentoring, training and scheduling purposes.

- Without a centralized space, the program is disjointed with important documents scattered in various offices on a temporary basis. Interested faculty and students do not see a concrete, dedicated area where they can ask questions, look at LinC offerings or discover learning communities research and data that is useful for their participation.

- LinC recently celebrated their 20th anniversary. And now, as we complete our 21st year here at De Anza, we continue to show growth and improvement in our programmatic endeavors. We anticipate LinC to have a continued presence on the De Anza Community College campus for many years to come.

- A centralized space supports De Anza’s mission to provide an academically rich, multicultural learning environment since integrating two disciplines involves a deeper and more meaningful learning experience for students. Also, the integrating of two or more disciplines is a thoughtful process between two or more instructors that asks students to engage in a creative process of understanding connections between subjects while learning with other students in an interactive environment. A centralized space provides an environment for collaborative, teamwork across disciplines to occur.

V.G Equity Planning and Support:

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: Continued financial support that allows our faculty to

participate in our main professional development activities, including our LinC Summer Institute, and financial resources to support classroom needs and additional pay for curriculum development by instructors who teach in our program.

Current "B" Budget is \$31,050. Additionally, approximately .300 FTE Faculty Reassigned Time is currently funded by the Office of Instruction. An additional .100 FTE or additional pay stipends would be funded by our "B" Budget when necessary.

We are asking for a \$15,000 budget augmentation that will specifically go towards supporting:

- a) Specialized summer bridge/jam for our CREM Learning Community pathway.
- b) Annual Summer Institute for faculty
- c) Program coordination, training and mentoring of LinC faculty participants
- d) Creation of additional transfer-level pathways

- DARE has researched several promising college programs that frontload some of skills students need before they enroll in developmental courses. After over 10 years of offering CREMS, we have found through our assessment of faculty that students in this program would greatly benefit from a short summer immersion in basic skills before the first day of Fall quarter. We are also exploring coordination with our MPS program and how we might provide extra support in this partnership.

- Our annual Summer Institute for faculty continues to be the cornerstone for the excellent curriculum developed and delivered during the academic year. As IMPACT AAPI winds down (which previously funded the Institute), we will need additional funding from the "B" budget to provide time, space, training, and food to our dedicated LinC faculty.

- As we learn more about marketing and the key role of technology, we will continue to need space, time and training to reach our students. The CREMS program is currently undergoing a change in instructors, and the LART program is bringing in new faculty after several faculty have retired, so we will need to provide continued mentoring, training workshops and support for our faculty.

- With the expansion of developmental learning communities, we see the next step as developing additional transfer-level opportunities for students in learning communities. In the fall of 2016, we hosted a "meet and greet" with many STEM faculty in order to introduce them to our learning communities model and philosophy and create potential partnerships for learning communities in STEM areas. Our SGIF data indicates many requests from students asking about "second year pathways" (ie. GE classes) and telling us their preferences for learning in a collaborative, interdisciplinary atmosphere. Research from our IR office (from November 2007) shows that students who have an opportunity to participate in learning communities beyond the developmental level, are more likely to persist in college than students who do not have this opportunity. As such, our program wants to expand our offerings beyond the developmental level and so a budget augmentation will help to support faculty efforts in this area.

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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Last Updated: 03/27/2016

APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS:

