

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

For 2017-18 Submitted by:: Anu Khanna & Kristin Skager

APRU Complete for: 2017-18

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: 1,416

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

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 had steadily increased for four years prior to AY 2016-17. 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—(thus representing an enrollment increase of 50% over those four years). However, in AY 16-17, our enrolled 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.

II.B.1 Overall Success Rate: 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 were able to identify some of the challenges that had previously led to lower success rates and therefore 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. These efforts contributed to the increased success rates we were able to achieve in AY 15-16 and the continuation of those efforts in AY 16-17 has enabled us to achieve similar success results (with only a slight decrease from the previous year).

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 emerged as our highest student population (564 students) we serve with the Asian population (434 students) as our 2nd highest population of students. Per the Program Review Data sheet these two student groups together comprise 71% of our total population of students served. While previously, our highest population served was Asian students, we believe the shift in enrollment populations came 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.

We have served the Latino/a population with good success rates for the past three years (73% in AY 14-15, 77% in AY 15-16, and 79% in AY 16-17) compared to the overall success rate of 67%, 69% and 68% respectively over the last three years for the overall college. In addition, we have Asian population with consistently high success rates (79% in AY 14-15, with a greater increase to 88% in AY 15-16, and somewhat of a decrease to 82% in AY 16-17). Even with this decrease, our three year success rates for our Asian student population have been in line with the overall college success rate at 81% and 82% over the

past three years.

In the African Ancestry population, our enrollment has decreased slightly from 130 students in AY 15-16 to 117 students in AY 16-17. While our success rate for this student population was 84% in AY 15-16, it did decrease in AY 16-17 to 74% (however, it didn't fall to the previous low level of 62% which we experienced in AY 14-15 primarily because we tried to minimize the impact of the programmatic transitions we experienced in serving the population of students--mainly the transition from Sankofa program to an Umoja cohort model that was then overseen by another area in the college.

Our Pacific Islander population enrollment decreased to 12 students in AY 16-17; down from 49 students in AY 15-16. Our 3-year success rates went from 85% for AY 14-15 to 78% in AY 15-16, to 100% in AY 16-17). Our steadily increasing success rates for several years due were due to our focus and partnership with IMPACT AAPI and increased 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. Despite this, our professional development training for faculty and ability to offer courses taught by faculty who are culturally responsive to our students' needs, enabled us to maintain (and increase) our course success rates for these students.

The Filipino population enrollment was 138 students in AY 16-17; down from the 217 students in AY 15-16 and 175 students served in AY 14-15. The success rates were 79% in AY 14-15, 87% AY 15-16, and a decrease to 84% in AY 16-17.

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 are we seeing a decrease in enrollment and also student success in our Asian, Pacific Islander and Filipino populations for AY 16-17?

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 started to come to a close in AY 16-17, 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.

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: 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 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.

In order for our program to grow or maintain the same level of student enrollment, 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.

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.

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 by offering more GE level learning communities classes (which we are in the process of developing for AY 18-19).

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 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 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 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: 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:

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 plus additional pay stipends would be funded by our “B” Budget when necessary.

We are asking for a \$5,000 budget augmentation that will specifically go towards supporting:

- a) Annual Summer Institute for faculty
- b) Program coordination, training and mentoring of LinC faculty participants
- c) Creation of additional transfer-level pathways, specifically including GE courses

- 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 grant funding has ended, we will need additional funding from the “B” budget to provide time, space, training, and food to our dedicated LinC faculty and other cohort community faculty who also attend this training.

- 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. Some of our long-time faculty need a break so as not to experience "burn-out" and so we are outreaching to get new faculty in our program. We will need to provide continued mentoring, training workshops and support for our faculty.

- In order to serve more of our student population and capture more enrollment, we see our next step as developing additional transfer-level opportunities for students in learning communities. Our student focus group 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.

For 2016-17 Submitted by: Anu Khanna & Kristin Skager

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