Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** | **? Trac Dat Help button will reveal**  **(sorry no hyperlinks)** |
| I.A  Department Name: | **Learning in Communities (LinC)** |  |
| I.A 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. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Basic Skills and Transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Basic Skills and Transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded | Not applicable | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: | Not applicable | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: | Not applicable | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served | Faculty (full-time and part-time) are served by the LinC program through our professional development opportunities and personal mentoring as faculty participate in developing and teaching a learning communities course. In 2012-2013, our program served approximately 27 faculty in this capacity, many of whom taught multiple learning communities sections throughout the academic year. Four of these faculty were new to the program and were all part-timers. | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served | Students = 1176 for AY 12-13 (increased from 954 in AY 11-12)  Note: In previous years, our basic skills course offerings remained essentially the same as our ability to offer new LinC classes with new faculty teams and thereby serve more students had been diminished due to limited funding opportunities and course reductions occurring in divisions. In AY 12-13, due to increased demand, an institutional focus on strengthening basic skills offerings, and increased faculty interest, we were able to develop additional offerings in our basic skills areas. | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served | Not applicable | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.  0 = no change; (X)= decreased; X = increased; blank=  not applicable to your program |
| II.A.1-Growth and Decline of targeted student populations | The Latina/o population continues to be the 2nd highest population (403 students) we serve with the Asian population again (450 students) as our highest population of students. Per the Program Review Data sheet these two student groups together comprise 72% of our total population of students served.  We have served these two populations with consistently higher success (81% in AY 12-13, consistent with 82% the previous academic year for Latina/o students; and 82% in AY 12-13, which the same in AY 11-12 for the Asian population). Our program success rates are quite good compared to the all college success rates this year for these two populations (67% for Latina/o students and 80% for the Asian population, respectively).  In the African Ancestry population, our enrollment has almost doubled to 75 students served in AY 12-13 (up from 44 students in AY 11-12). The success rate for these students has increased to 84% (up from 63% in AY 11-12). We believe the increase in success rates in this population is due to the professional development, personal mentoring, and curricular-development opportunities provided to our faculty as part of our ongoing efforts to infuse our learning communities classes with culturally-relevant curriculum.  Our Pacific Islander population enrollment for AY 12-13 was 17 students (compared to 12 students in AY 11-12. In this population, our success rates have essentially stayed constant (82% for AY 12-13; 83% for AY 11-12).  The Filipino population enrollment was 88 students in AY 12-13, which is up from the 59 students served in AY 11-12. The success rate, however, did decrease from 78% in AY 11-12 to 72% in AY 12-13. 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. Our program review data seems to indicate that our success rate decrease is due to a combination of student withdrawals and students not succeeding who actually receive grades. Part of the mission of the IMPACT AAPI grant is to provide support and assistance to students who are at a greater risk academically. While our learning communities classes provide students with student centered and culturally-relevant academic opportunities and student support services, we need to continue to find a way to address the withdrawal and non-success rates of this at-risk group of students. | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:  (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |
| II.A.2 Trends in equity gap: | Even though the number of students served by our program has increased in AY 12-13, we are proud to see that our program review data indicates our success rates, across all groups have remained pretty constant at around 80% over the past two years. Our success rates in the targeted group was 80% for AY 12-13 and 81% for Not-targeted groups.  The equity gap for our program is definitely closing and our program has worked hard over the years to ensure this. We continue to believe that faculty teaching in the program are successfully learning how to give more attention to students of diverse populations and promote their success. We believe the positive shifts in closing our equity gap from previous years continues to come from culturally-specific interventions integrated into the curriculum content of LinC courses and our training of faculty—which continues to occur. | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.  Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | As a result of the 2008 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. Over the past few years, 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. At least once a year, we provide each faculty member in our program with a current book or other resource materials that assist them either with including more culturally-relevant material or student engagement activities, in addition to motivating them to create a more inclusive learning environment. In addition, we point faculty in the program to our website which has links to learning communities programs all over the country for new ideas and resources.  We continue to use dedicated counselors and/or academic advisors to help with student enrollment, retention, and success. 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. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html>  If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.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). | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | Our success rates are essentially the same for our targeted ethnic groups and we will continue to monitor student success progress for these students as we do with our not-targeted students. Again, 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). | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | 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 support needs of instructors who teach in our program.  Current “B” Budget is $31,050, no additional request at this time.  .200 FTE Faculty Reassigned Time is currently funded by the Office of Instruction. An additional .100 FTE is funded by our “B” Budget. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | In the past year our total enrollment numbers have increased from 954 in AY 11-12 to 1178 in AY 12-13. This is despite having the overall college enrollment drop by 2%. Our increase in enrollment numbers has most likely occurred because we have increased course offerings in basic skills courses based on student need and demand. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B 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. | Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” | Our 2008 Comprehensive Program Review noted a few main areas for improvement.  a) FACULTY PARTNERSHIPS: We continue to recruit a broader group of faculty in order to increase the number of faculty from different departments and divisions. Specifically, we continue to have new faculty participating and teaching Learning Communities from Language Arts (English Composition, Reading and Speech) and BHES (Biology). We also have continued interest from full and part-time faculty from departments including Speech, Economics, Intercultural Studies, Biology, Chemistry, and Environmental Sciences. During this past year, we again had several new instructors/teams join the LinC Program faculty in our LART course offerings.  b) PROGRAM INFRASTRUCTURE: LinC leaders have continued to meet regularly with the Scheduling Coordinator to help problem solve the unique needs of the program which involves linking together the classes of the learning community. We have also strengthened our program infrastructure and programmatic offerings through our continued partnership with the IMPACT AAPI grant program on campus.  Our program continues to be strong due to the five main components that we implement to ensure the quality of our program:   1. Training – Providing staff development opportunities which focus on effective pedagogical practices, increasing student engagement, and creating culturally-relevant curriculum for the classroom. 2. Mentoring – Individual and team mentoring provided by coordinators and veteran LinC faculty to ensure the success of new and on-going LinC partnerships. Additionally, the Coordinators also provide mentoring based on programmatic experience to the faculty leaders of other cohort-based learning programs on campus. 3. Curricular Content – Ensuring that there is solid curriculum integration between the linked classes and that the thematic links are geared towards student interests, including activities, in order to provide a concrete and experiential learning experience for the students. Each new faculty team completes a three-step curricular planning process under the guidance of one of the LinC coordinators. 4. Community-building – Working with faculty to employ strategies and techniques that actively and intentionally build community in the classroom. 5. Assessments – Conducting student focus groups (SGIF) and end-of-quarter classroom surveys to continually receive data on the quality of the program and where program improvements might occur. Faculty focus groups conducted as needed for programmatic consideration.   We know that our program is strong at the college level, but we are also proud to know that it continues to be a valued and quality program recognized at a national level. The LinC program, with its partnership with the IMPACT AAPI grant program, was selected to participate in a multi-year research project by the Partnership for Equity in Education through Research (PEER).  The report states the following:  De Anza’s Initiatives to Maximize Positive Academic Achievement and Cultural Thriving among AAPI (IMPACT AAPI) developed their first AAPI-focused learning community, *Readiness and Success in College-Level English (LinC).* This learning community paired a developmental English reading and writing course that is two levels below college-level English with a college-credit bearing Asian American literature course.  This learning community included:  comprehensive wrap-around support services, including an embedded counselor providing services for students in and out of class; culturally-relevant, critical, and engaged pedagogies; and culturally-relevant, critical, and civic curriculum….In our analysis, we compared the educational outcomes of AAPI students in AANAPISI-funded learning community courses (LC) with comparable AAPI students enrolled in developmental English courses, but not enrolled in any learning community (No LC).  Key findings for our analysis of De Anza’s IMPACT AAPI learning communities:   * Students in the IMPACT AAPI learning community were more likely than the comparison group to transition from developmental to college-level English (85% AAPI LC to 54.2% No LC). * Compared to the comparison group, students in the IMPACT AAPI learning community passed their college-level English course, and accomplished the transition in less time (86.5% AAPI LC to 50.9% No LC) * Students in the IMPACT AAPI learning communities were more likely than the comparison group to earn associate’s degrees. (18.8% AAPI LC to 4.1% No LC)”   Measuring the Impact of MSI-Funded Programs on Students Success:  Findings from the Evaluation of Asian American and Native American Pacific Islander-Serving Institutions.”  A Publication from the Partnership for Equity in Education through Research  (PEER) April 2014. PP. 3, 15-18, 35-36, 38-39.  Additionally, as we indicated in our annual update last year, the LinC Program was proud to be featured in the newest book by Vincent Tinto: *Completing College, Rethinking Institutional Action* (2012, University of Chicago Press). The LinC Program was highlighted in this book in an extended example of a Learning Communities program that succeeds with students who enter the program at the basic skills level.  The story of the LinC Program is the featured example describing what the author labels as the fourth and "most important" condition for student retention: Involvement.  In addition, the LinC program is mentioned in several short examples throughout the book as well as quotes from some of the students who were interviewed during the research.  Due to these types of recognition and participation in research projects, the LinC program has received noticeably more inquiries this past year about the program and its successful components, from college and universities across the nation. | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: |  | 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. |
| II. E CTE Programs: Advisory Board Input: |  | 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. |
| III.A. 1 PLOAC Summary | 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%. | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | SSLO: Students will participate in learning community classes with integrated curriculum, that will improve their persistence and/or success. (This is the core of what our program does and we constantly strive to assess how we are doing and what we can do to improve in this area).  Enhancement: During AY 2012-13, our program continued to offer professional development activities around student engagement and cultural competence, as well as ongoing personal mentoring in order to develop additional LinC offerings (especially in the area of new faculty teams for our LARTs –basic skills developmental-level classes). | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | 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. | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | Not applicable | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | We continue to struggle with a limited B-budget and having our reassigned time cut for the past few years. As evidenced in our program review data, our program is starting to grow again. If we are to continue to grow and provide the faculty development and curricular development opportunities that enable us to maintain consistent student success rates, 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. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with Budget, please ask your Division Dean to give you the information. |
| IV.B Enrollment Trends | Our enrollment numbers have increased. 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, while we have been able to grow our basic skills offerings, we have been limited, due to lack of resources, in developing 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, in AY 12-13, we embarked on a new model with our CREM (Counseling, Reading, English, and Math) program that enabled students to transition from through three levels of Math and English in a single year. While successful, we are still working out programmatic improvements for this sequence and dealing with the intensive workload involved in dealing student enrollment, coordinating with deans across divisions, and working through basic schedule issues. If we are to take this next step and grow our enrollment in learning communities in this manner (by offering more sequenced courses and pathways), we need the resources to do so. | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.  If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | The current reassigned time provided for faculty coordination of the LinC program, while limited, is not sufficient to grow and “scale up” the program at this time, in terms of the pathways we envision providing for students. | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: |  | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed |  | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary. |
| V. A.4 Equipment Request |  | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity |  | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification |  | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| V. A.7 Facility Request |  | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification |  | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | Current “B” Budget is $31,050, no additional request at this time. | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs |  | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| V.B.3 Future plans | In order to reach current and potential students, we initiated a social media marketing effort in AY 12-13 which included Twitter, Facebook and YouTube videos.  We will be continuing to engage LinC students to help implement these various outreach/marketing efforts. We currently have a Facebook page and Twitter handle up and running, along with Youtube testimonials, all of which can be accessed from our LinC webpage at www.deanza.edu/linc  We are planning to scale up learning communities in sequenced courses and pathways, along with increasing the number of GE learning communities to offer students more opportunities and choices in our program. Given the increased demand, we also plan to encourage participation from more faculty in order to develop new LART teams so we can offer more LART sections every quarter. Our program will also continue to partner with the IMPACT AAPI grant program and support their learning communities with our infrastructure, as well as assist other cohort programs as requested. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Anu Khanna, Edwina Stoll, and Matt Abrahams | APRU writer’s name, email address, phone ext. |
| Last Updated: |  | Give date of latest update (Set next box to YES when done and ready for Dean review). |