Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

> Open to all De Anza students, LinC promotes student success through supportive learning communities in students learn through collaborative, interdisciplinary, and innovative ways, including peer and counseling support.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> LinC helps increase retention and success for all students, which assists them in achieving their educational goals. It fosters a sense of community and support so that students can be leaders both inside and outside the classroom.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Expand LinC offerings	Independent of other learning communities on campus, LinC will offer a minimum of 9 LinC learning communities per year	LinC co-coordinators	SIP grant, Guided Pathways	Offer LinC learning communities for each village; market village-specific LinC classes through Guided Pathways	Number of LinC learning communities per year	Count the number of LinC learning communities per year
Increase the number of faculty teaching for a LinC learning community	Increase the number of faculty teaching a LinC class from a baseline of 6 in 2023-24 to 12 by Spring 2027	LinC co-coordinators	Professional Development Office, SIP grant, instructional divisions, Guided Pathways	Offer professional development for faculty	Number of unduplicated headcount faculty who have taught a LinC class between Fall 2023 and Spring 2027	Count the number of faculty who have taught for a LinC class between Fall 2023 and Spring 2027

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

> Due to Covid-19 and the shift to online learning, enrollment in LinC learning communities that offer more than one class may decline since many students are looking for fewer days/hours on campus and more online learning. Although online LinC learning communities might be possible, they are not as conducive to achieving the mission and goals of the LinC program.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Learning in Communities (Linc)

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	461	303	136	188	151	-67.2%
Enrollment	583	576	245	439	353	-39.5%
Sections	22	24	9	17	14	-36.4%
WSCH	973	881	385	677	522	-46.4%
FTES (end of term)	64	58	26	45	35	-45.3%
FTEF (end of term)	2.7	2.4	0.7	1.5	1.1	-59.9%
Productivity (WSCH/FTEF)	361	360	533	445	483	33.7%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

> The new LinC co-coordinators have been in conversations with the Equity and Engagement administrators and the institutional researcher regarding the coding of LinC courses. We have asked that the data be adjusted to reflect only the "true" LinC courses. Previously, LinC data included all programs that have identified as a learning community in the E&E division. However, it is more accurate to identify learning communities that are specific to LinC. We are now excluding learning communities that fall under a different program such as

Puente, Umoja, Impact/AAPI, FYE, etc. since they are addressed in their own program reviews and are run by their own coordinators rather than the LinC co-coordinators.

After having done this, we are just now looking at true data for LinC enrollment. There has been a significant decrease in enrollment for LinC courses. Over the years, the LinC program has seen less demand for hard-linked classes, and recruitment was difficult at times.

The new LinC co-coordinators are using the 2023-24 academic year to reset the LinC program and develop the program with courses unique to LinC. Our main focus will be to offer learning communities through the Villages since many of the students across campus have not had opportunities to participate in learning communities that focus more specifically on different identity groups. Instead, LinC will focus on learning communities based on academic interest. In some cases the courses might just be a single course, but the goal is still to engage the students through LInC principles of collaboration, interdisciplinary approach, and innovative teaching and learning. Since these courses will be available to all De Anza students, we will still be able to work on college-wide equity goals since the practices in LinC learning communities are proven to increase student success and retention and LinC enrollment should reflect campus-wide demographics.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

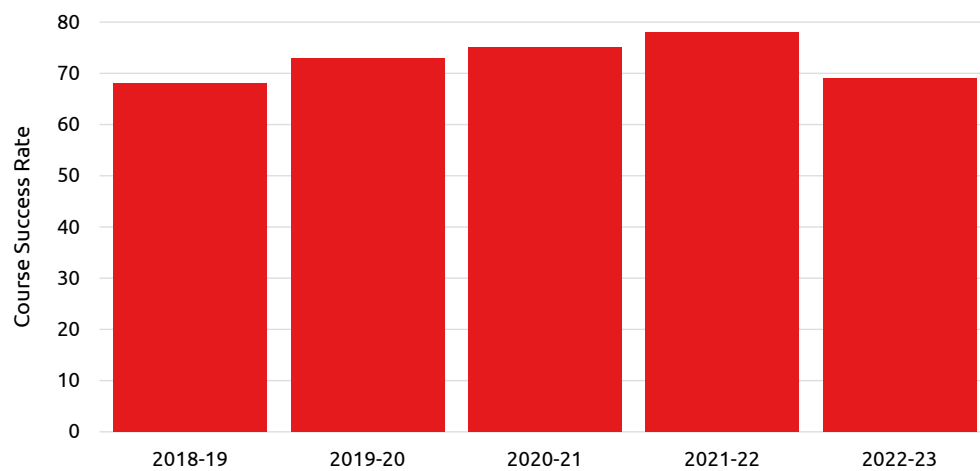saved report - pivot

Course Success

De Anza College

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	583	68%	398	576	73%	420	245	75%	183	439	78%	344	353	69%	244

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑ the data trend shows an increase in Course Success

☐ the data trend shows a decrease in Course Success

☐ the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

Although the 2022-23 saw a decrease in success rates, the overall trend over the past five years has been an increase in success rates.

1. One of the newest LinC cohorts is a MATH/CIS LinC. Students have historically struggled with the CIS class because of the math skills required in the course. By offering a MATH/CIS link and providing tutoring support for those students, the success rates for those students have increased significantly. This could be one reason for the increase in success rates. Another reason could be the focus on EWRT1A courses post-AB705 implementation. Many students have difficulty being placed directly into a transfer-level English course straight out of high school, so linking a COUN class to the EWRT1A bundle has been helpful so that students can learn effective studenthood skills and how to navigate college.
2. As mentioned earlier, the practices used in LinC learning communities such as collaborative learning, classroom community, and extra support are proven to help with student success and retention.
3. We will be increasing the number of LinC LCs based on academic interest. For instance, if we offer EWRT courses geared toward certain villages, the students from that village may see more relevance of the material to their own majors. With increased relevance comes increased interest and success.
4. The trend of increased success rates over the past five years aligns with our program goal of increasing student success.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Learning in Communities (Linc)						2022 Fall to 2023 Spring
Number of sections: 14						

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	353	69%	69%	0		
Asian	128	73%	67%	+6		
Black	10	100%	68%	+32		
Filipinx	20	65%	69%	-4		1
Latinx	103	56%	74%	-18		19
Native American	0		69%			
Pacific Islander	6	33%	70%	-36		3
Unknown ethnicity	36	78%	68%	+10		
White	50	80%	67%	+13		
Female	135	62%	73%	-11		16
Male	214	74%	62%	+12		
Non-Binary	0		69%			
Unknown gender	4	50%	69%	-19		1
Foster youth	0		69%			
Individuals with disabilities	10	70%	69%	+1		
Low Income	117	59%	74%	-15		18
Not Low Income	236	74%	59%	+15		
Veterans	2	100%	69%	+31		

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

- ☐   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☑   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- ☐   there is no gap
- ☑   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☑   there is a negative gap greater than 6 percentage points
- ☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☑   there is a negative gap greater than 6 percentage points
- ☐   there is a positive percentage point gap
- ☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. Based on this data, the equity gap has closed for Black (+32) and Filipinx (-4) students. However, these numbers could be a result of so few students counted in the data. In contrast, there is still an 18% gap for Latinx students.
2. If students from these populations are doing well in our program, we need to focus on recruiting more Black and Filipinx students to take LinC courses. For Latinx students, this is a disheartening statistic. We need to look at our course offerings and see which particular LinC cohorts they are not performing well in. We need to do more exploration of possible reasons and make adjustments based on the reason. For example, we may have to adjust what courses we offer, work with faculty to adjust curriculum to reflect Latinx students' backgrounds more, provide training for faculty to understand the needs of Latinx students more, bring in support services (e.g. Financial Aid, HEFAS, etc.) if life obstacles are getting in the way of their success.
3. Students who are low income have a 15% gap. Just as we need to provide more support services for Latinx students, we also need to do so for low-income students, with some of this demographic intersecting with our Latinx students as well.
4. We chose to explore low-income students since that was a significant gap, and as mentioned earlier, that may be an intersection with some of our ethnic categories who are not seeing the success rates that we would hope they can achieve.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Collaborative learning so that students can feel a stronger sense of belonging. Scaffolding assignments for students who might have come from under-resourced schools where they might not have had the type of education that more affluent schools provide. Also scaffolding assignments for students who have to spend a significant amount of time working and can't complete as much work outside the classroom. Integrate assignments into learning more about De Anza support services so that students are exposed to resources that could help them. Teaching multicultural curriculum so that students can see themselves in their course content..
2. The program's goal is to increase students success rates, so all these strategies could help a student feel comfortable in the classroom and get the resources they need.

Trends in Awards

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Degrees and Certificates by Ethnicity

De Anza College

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 22-Nov-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐　　　　an increase in the number of Associate Degrees awarded

☐　　　　a decrease in the number of Associate Degrees awarded

☐　　　　no change in the number of Associate Degrees awarded

☑　　　　Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐　　　　an increase in the number of Associate Degrees for Transfer awarded

☐　　　　a decrease in the number of Associate Degrees for Transfer awarded

☐　　　　no change in the number of Associate Degrees for Transfer awarded

☑　　　　Not applicable

Trends in Credit Certificates awarded show:

☐　　　　an increase in the number of Credit Certificates awarded

☐　　　　a decrease in the number of Credit Certificates awarded

☐　　　　no change in the number of Credit Certificates awarded

☑　　　　Not applicable

Trends in Non Credit Certificates awarded show:

☐　　　　an increase in the number of Noncredit Certificates awarded

☐　　　　a decrease in the number of Noncredit Certificates awarded

☐　　　　no change in the number of Noncredit Certificates awarded

☑　　　　Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> N/A

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> N/A

Staffing Trends

Faculty Workload

Faculty Workload
Learning in Communities (Linc)

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.1	1.9	0.7	1.5	0.7	-66%
Full Time %	77.3%	77.2%	100.0%	100.0%	65.3%	-16%
Overload	0.2	0.2	0.0	0.0	0.0	-100%
Overload %	8.8%	9.2%	0.0%	0.0%	0.0%	-100%
Part Time Load	0.4	0.3	0.0	0.0	0.4	0%
Part Time %	14.0%	13.6%	0.0%	0.0%	34.7%	149%
Total FTEF	2.7	2.4	0.7	1.5	1.1	-60%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☑   the data trend shows a decrease in Full Time %

☐   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1. The decrease in load over the years is a result in a decrease in courses offered. As we ramp up the Villages learning communities next year and in years to come, there will be an increase in the load. While we hope to continue including PT faculty in teaching for LinC, we also recognize that it is vital to have enough full-time faculty teaching for LCs for these reasons.

- FT faculty are generally more accessible and available since they do not have to commute between schools as many adjunct faculty do.
- Relying mainly on adjunct faculty to teach for learning communities can weaken program stability since adjunct faculty are assigned classes based on REP. If an adjunct faculty is scheduled to teach a learning community but ends up having too low (or no) priority to teach that quarter, it can jeopardize the offering of the learning community.

We also need the support of a FT learning communities counselor. Currently, there is a position that is 100% grant-funded, but moving forward, we need a permanent learning communities counselor to help support the students in LinC courses.

2. We need continued support from the SSRS admnistrative assistant classified position since there is only .250 released time (total, not each) for LinC co-coordinators, and there will be many more administrative tasks required as we expand the program.

3. We hope to use EWRT1A bundles as part of the core of our expanded LinC offerings. Since there are EPS counselors who are dedicated to serve students in EWRT1A bundles, they can be the support for these LinC courses if we do not have our own learning communities counselor for support. If we are able to secure a permanent learning communities counselor, the EPS counselors can be additional support as we expand our program.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1. The specific SLOs are discussed within the departments that house the courses, but the PLOs are discussed by the program coordinators. The LinC co-coordinators are new this year, but we meet bi-weekly and regularly discuss the program's vision and how to increase student enrollment, retention, and success.
2. We are partnering closely with Guided Pathways and other learning communities in the E&E division. We know that the practices used in learning communities work, but with approximately only 4% of students enrolled in learning communities campus-wide, we hope to fill the gaps in terms of which students might not be part of an existing learning community either because they do not identify with the particular learning community's focus or they might not be able to enroll in those particular courses due to scheduling or other personal matters.
3. With the shift to LinC cohorts through the Villages, we hope to increase student success rates as students see more relevance to their own majors in their classes. With increased relevance comes increased motivation, so our strategies we are implementing directly

align with our program's goals of increased student success.

Dean/Manager Comments

There is a lot of potential areas to grow the LinC program, and I'm excited by the opportunities that the LinC coordinators are working on. These opportunities could include exploring major specific courses that are often seen as "gateway" courses and embedding them with counseling support and shared curriculum; LinC courses that are tied to a Guided Pathways Village as mentioned; or even LinC courses across Guided Pathways for students exploring interdisciplinary career paths. I concur that the need for specialized support for these classes will be needed when the focus of the LinC class is to utilize this format to address inequities in success rates for disproportionately impacted students.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.