Note: revisions have been highlighted. 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 APRU on TracDat. Save this word doc in the following format: s12apru_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: leewheatcoleen@deanza.edu if you have questions.

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)**	
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.
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

Choose a secondary mission of your program.	Basic Skills and Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	Faculty = approximately 50	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
Academic Services and LR: # Student Served	Students = 1196 (decreased from 1351 in AY 09-10)	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
Academic Services and LR: # Staff Served		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
# Faculty Employees	Approximately 20 full-time faculty participate in teaching for the LinC program. 4.20 FTEF (not owned by the program)	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted.

		0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	*Approximately 15 part-time faculty participate in teaching for the LinC program. 3.67 FTEF (not owned by the program)*	For ALL programs (Total **PTFTEF** that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	The Latina/o population is the 2nd highest population (246 students) we serve with the Asian population (502 students) as our highest population of students. Per the Program Review Data sheet for we have enrolled the Latina/o population with 246 students, 255 students, and 321 students over the last three Academic Years respectively. We have served this population with consistently higher success (74%) and retention (91%) than the all-college success (67%) and retention (86%) rates. In the African Ancestry population, our enrollment has been 48 students (AY 10-11), 40 students and 70 students respectively over the past three years; with shown improvement in success (up from 70% to 73%) and a slight decrease in retention (down to 90% from 93%) over the past two years. We believe the decline in numbers of enrollment in the last two years (compared to previous years) may be attributed to the establishment of the Sankofa Program and the First Year Experience (FYE) program who both recruit from the African Ancestry population and have also use a cohort-based learning model. Students who may have taken classes in our program, may now be enrolling in these programs instead. Our Pacific Islander population enrollment over the past three years is 20 student, 12 students, and 10 students for AY 10-11. In this	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 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)

	population, our success rates improved from 75% to 80% over the last two years and our retention rate went from 92% to 80%. This significant decline in retention rate is due, however, to the very small sample size in both those years (total of 12 and 10 students, respectively). The Filipino population enrollment has been 79, 152, and 87 students (AY 10-11) over the last three years, with a decline in success from 90% to 70% and retention down from 99% to 87% in the last two years. This decrease in enrollment, retention and success of Filipino students is most likely due a decrease in the specific learning communities offerings targeting Filipino students. In 09-10 year, the Filipino enrollment, retention, and success numbers were quite high due to the LinC program's partnership with IMPACT AAPI and the new learning community offerings through this program that target Asian American and Pacific Islander students and provides both the curriculum-integration and student support services for these students to be retained and successful in the classroom. When our program doesn't offer as many of these services to this targeted population, a noticeable decline in enrollment, retention and success is evidenced.	
Trends in equity gap:	Overall Total Retention Rates for the Program remained steady at 92% over the last two years. The gap between the targeted and non-targeted students remains at around 3%. We believe that despite this gap, faculty teaching in the program are successfully learning how to give more attention to students of diverse populations. At the same time, overall Success rates have decreased from 80% to 75%, despite a positive shift from 76% to 80% in AY 08-09 to AY 09-10. We believe the positive shifts occurred previously due to culturally-specific interventions integrated into the curriculum content of LinC courses and our training of faculty— which continues to occur. However, the current downward shift may be explained by the higher number of basic skills offerings* and the increasing amount of under-prepared students our faculty are encountering in our classroom. *Per our Program Review Data Sheet, the LinC program had 82% of basic skills offerings vs. 18% of GE/Transfer offerings this past academic year as opposed to the previous year (AY 09-10) where	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. <mark>Briefly address why this has occurred.</mark>

	we had only 76% basic skills offerings vs. 27% GE/Transfer.	

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 that assists 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 also 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? <mark>See IPBT website for past program review documentation.</mark> If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	In the last three years our total enrollment numbers have been 1416 students, 1351 students, and 1196 (AY 10-11) students respectively. The enrollment drop of 155 students is not particularly significant given our steady and consistent retention rates at 92% the past two years. One reason for the drop in enrollment may be due to the course reductions experienced the last few years across the college, which in turn, limited some of our program offerings. Additionally, the overall college enrollment has also has declined.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.

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.)
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 have new faculty participating and teaching Learning Communities from PSME (Math) and Language Arts (Asian American Literature, English Composition, and Reading). We also have some interest from part-time faculty in both PSME, BUS/CIS and SSH divisions. During this past year, we have had a few new instructors/teams join the LinC Program faculty and the LinC Leadership team members have continued their time intensive mentoring practices in order to increase faculty success and reduce the "bad fit" problems experiences by some partnerships in the past. b) PROGRAM INFRASTRUCTURE: As the new Banner system continues to be infused into the processes of the campus, LinC leaders have continued to meet regularly with Jane Swanson to help problem solve the unique needs of the program which involves linking together the classes of the learning community.	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.

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.

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.
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.
IV. A Budget Trends	We have had a limited B-budget and had our reassigned time cut for the past few years. If we are able to at least retain our current B-budget and reassigned time, then we are able to provide some of the required resources for our faculty in the classrooms as well as 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. <mark>If you don't work with Budget, please ask your Division Dean to give you the information.</mark>
Enrollment Trends	Our enrollment numbers have decreased only slightly overall. Our portion of basic skills students that we serve stands at 82% and we are strong in our retention of students (92%). 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. However, if we are not able to provide resources for faculty in the classroom or provide the necessary staff development activities then we may not have trained faculty teaching in the program and that will limit our offerings or students may not receive the community-building activities or support services which ensure LinC classes are successful and that may ultimately decrease our enrollment.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. <mark>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</mark>
V. A -Faculty Position Needed	The current reassigned time provided for faculty coordination of the LinC program, while limited, is sufficient to maintain the program at this time. It is not, however, sufficient if the program is to scale up. **No additional FTEF requested at this time.**	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed

		Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:		Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request		A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
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 . . .)
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.
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
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.
B Budget Augmentation	No B budget augmentation is requested 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".==
Staff Development Needs	Summer institute: Two-day faculty development event for LinC Teams - $8500. One of our PLOs is: Faculty will engage in well-coordinated and organized staff development activities Assessment Result through qualitative feedback: Summer institute needs more variety--especially for seasoned faculty in learning communities in order to promote their faculty development and growth. Faculty also indicate that this two-day institute is intensive time for them to work with their partners on curriculum integration with the support and mentoring of the LinC coordinators –time that is difficult to carve out during the quarter.This resource will enable us to provide a critical two-day faculty development opportunity for faculty who develop learning communities. It is also an opportunity for faculty to work with their partners on curriculum integration while getting support, feedback, and assessment from colleagues. We have over 35 faculty in the program and continue to actively recruit faculty to participate in the program so we can continue to offer more diverse and cross-disciplinary offerings in the program.	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?
==SLOAC and PLOAC summary==	Faculty feedback, student focus group feedback, student survey data, and program review data indicate a high percentage of retention and success of students who participate in learning community classes. This feedback also indicates that students use the materials provided to them and understand that the field trips and other community-building activities that the LinC program supports, enables them to build a better community in the classroom and enhances their learning experience which in turn impacts their retention and success. The program assessment results also indicate that faculty are most successful in the classroom when they are able to concentrate and focus on integrating their curriculum and providing attention to their students. In order for faculty to be successful with their efforts, this requires the coordinators to coordinate the planning,	==What did you learn from your SLOAC and PLOAC activities this year?==

	scheduling, recruiting logistics, in addition to the time-intensive mentoring and faculty development so that faculty are successful with their curriculum and pedagogy.	
Future plans	We will continue to collect faculty feedback on quality and programming of summer institute. We will also focus on recruitment of new faculty and participation in our Summer Institute along with quality of integrated curriculum as evidenced in the retention and success of students of those faculty who participate in the Institute.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Anu Khanna, LinC Co-Coordinator, KhannaAnu@fhda.edu, x5787	APRU writer's name, email address, phone ext.