De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | **Learning in Communities** |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education & Basic Skills |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | NA |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | NA |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | NA |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | NA |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | NA |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | NA |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 40-50 |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 564 |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1.7 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. |  |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 88.5% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) |  |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Enrollment previously had been increasing (per past program reviews) or maintaining until AY 18-19. At that time, we had been able to support 51 learning community sections, while serving 1286 students. Then, we started to see a significant decline in enrollment, which has continued into this past year. This is due to:   1. AB 705 initiatives meant that our LART (integrated reading and writing courses) had to be phased out due to curriculum re-design and course pathway changes had to be made. 2. Enrollment in the new pathways which addressed AB 705 (the EWRT stretch classes and bundles) was low. 3. a few of our GE learning communities cancelled due to low enrollment with the more stringent early cancellation deadlines. 4. During the pandemic we had some instructors experience burnout and not want to teach in a learning community because of the extra work involved. 5. During the pandemic, it was harder to enroll students into online learning communities.   Strategies:   1. We continue to work with College Outreach, department chairs, counseling department, institutional research office, and our LinC instructors to market our courses and outreach to students so as to increase enrollment and fill classes prior to the early cancellation deadline dates. 2. We are identifying new instructors and creating new learning community pathways (that align with our guided pathways work)—especially in the GE and STEM areas. 3. We have provided professional development and mentoring to instructors on how to create engaging online communities so students feel supported in this modality which contributes to their success and retention. 4. We are creating two-quarter pathways/sequences with our learning communities to help students have continuity in their course-taking experience. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | For many years now, our leadership has made a conscious effort 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 basic skills and transfer—level 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 liaison with 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. During the pandemic, our summer institute focused on best practices using online pedagogical tools and community-building in the online space. This upcoming summer, we will focus on “getting back to basics” with an emphasis on how to transition students and the classroom community with effective in-person instruction, community building, and helping students relearn “how to learn”. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | 82% in AY 20-21.  Overall success rates increased significantly since AY 18-19 (76%) and AY 19-20 (75%).  We believe that we were previously able to maintain consistent success rates because we make continuous programmatic adjustments to best serve student needs and because we work with our instructors on professional development opportunities as well as provide mentoring as needed by the LinC coordinators.  Also, AB 705 required changes which resulted in new curriculum being piloted that linked LART 250 (5 units) with EWRT 1A (5 units). Previously assessment scores necessitated placement into the EWRT 1A or lower-level basic skills classes. This new curriculum that was piloted was to accommodate more self- placement which resulted in more under-prepared students who were enrolling in these classes, which we believe contributed to the lower success rates we saw in Over the past few years, we have worked with instructors and counselors to determine how best to scaffold curriculum in these courses and best support them so that they are retained and succeed. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Per the program review data tool, it seems that we are experiencing disproportionate impact amongst our Latinx and Pacific Islander students, and those students that are deemed as low income. We have recognized these populations in the past as ones we are trying to serve better.  Factors that are likely influencing the influence differences in success rates:  - Elimination of basic skills courses (AB 705) that previously helped students who do not have the same preparedness levels in reading, writing and math  - General College readiness (and the social/cultural capital that goes along with it)  -Preparedness to navigate Canvas and the independent study skills needed to engage in online and hybrid courses. - Access to counseling and advising - External pressures (finances, work, family, housing, transportation)  Strategies:   1. We are identifying new instructors and creating new learning community pathways (that align with our guided pathways work)—especially in the GE and STEM areas. 2. Learning communities with embedded counselors provide extra support for students to help them navigate the challenges of online and hybrid courses. Ensuring implementation of early alert to problems and connecting students to resources that address their economic situations and stressors. 3. Providing professional development and mentoring to instructors on how to create engaging online communities so students feel supported in this modality which contributes to their success and retention. |
| II.E. | Changes Imposed by Internal/External Regulations | 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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The program has not needed to make curricular changes per se 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. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | As a program, we have had conversations with our faculty (who are from various disciplines across the college) on how to move the needle more in closing the equity gap in our transfer-level courses. We realize that there are still questions we need to address and concerns we must find solutions to. These discussions need to happen within the disciplinary departments but also can occur at our program level also:   * How can we make it easier for students in disproportionately impacted populations to ask for help or attend office hours to get more support. What social and cultural barriers do we need to overcome and how do we do this? * How do we integrate one-on-one connections with disproportionately impacted populations to help students in these groups not feel disconnected without overworking or overwhelming faculty? * What are policies we can put into place in our class in order to be more equitable? (But that still work with our own lives and pedagogical approaches? ) * What are inclusionary practices that we have not yet incorporated within our classrooms and pedagogy as we work towards linking our curriculum in our learning communities?   Additionally, we have realized that having a dedicated counselor embedded into each of our learning communities, makes a significant difference in addressing some of the equity-related issues identified in previous sections. Currently, the LinC program does not have a dedicated counselor and we have to scramble every quarter to find counselors for our learning communities, while other cohort programs have continuity with the embedded counselors in their programs. We feel that we aren't able to maintain the same levels of success in closing the equity gap as we had previously when we had dedicated counseling support in our program. Thus, future plans would include finding ways to institutionalize the ongoing mentoring and support of a counselor for our learning in communities students. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Overall, the success rates for targeted populations for our program at 84% is better than the college success rate at 72%. While the success rate for other populations is 78% vs 88% for department we feel this is due to the fewer number of students we served in this area since our program has outreached more towards targeted population students.  Program Successes:   1. Increased professional development and mentoring when pivoting online for lockdown and pandemic. Despite inexperience with and challenges of pandemic, our program faculty (both fulltime and part-time) actively collaborated on best practices and implementing pedagogical tools to help students succeed in online modalities. 2. Collaboration and reflection with program faculty and institutional research office on developing new learning community pathways to meet student needs. 3. Intentional outreach and collaboration with instructors, College Outreach, deans, and institutional research to identify students who can most benefit from enrollment in learning communities. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | We have fairly consistent and good success rate trends over the past few years despite the recent decline amongst all our populations. Our strategy to continue to focus on maintaining better success rates has always been to provide our faculty with professional development opportunities (through our summer LinC Institute), and ensuring consistent, ongoing, formative assessment in our learning communities classes that would provide any early alert to potential problems (so interventions and student support can be provided). We will continue to monitor student success progress for all our student populations (including targeted and non-targeted groups). Having a dedicated, embedded counselor for the LinC program is essential towards these efforts. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Our program primarily will focus on developing resources and support in the area of PROFESSIONAL DEVELOPMENT, DEPARTMENTAL COLLABORATIONS, and BEST PRACTICES: The LinC program supports programs that offer developmental and G.E. classes that work to decrease the equity gap. The LinC program will continue to partner with Impact AAPI to support Filipino/Pacific Islander students (through our CREMS, future Language Arts/ICS pathways, and AB705 designed curricular pathways), Puente for Latino(a) students, and partnerships as appropriate with REACH and FYE (other cohort programs). We do work together with other program coordinators in the Equity & Engagement Division to help with scheduling, course sequencing with the new EWRT bundle pilot programs, and with recommending instructors across programs who are invested in the success of our students and actively implement high impact pedagogical practices that support students. LinC will provide assistance with faculty outreach and training at our annual LinC Summer Institute (professional development). 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 (best practices) as enrollment policies in the institution allow.  To support the efforts above, we could use the following resources:  -Additional Professional Development stipends/release time/support/resources to develop and scale.  -Funds, stipends and reassigned time to provide ongoing mentoring/training/professional development for all faculty in the following: equity, hybrid online/Canvas, Guided Pathways and learning communities, and linking curriculum.  -Additional funding to support more dedicated tutors for students in our EWRT learning communities and new STEM pathways learning communities in Math, CIS, and CHEM. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | No |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | PLO: Faculty will engage in well-coordinated and organized staff development activities related to curriculum integration and pedagogical best practices  In Summer of 2020 and 2021 we conducted our LinC Summer Institute virtually due to the pandemic. We collected feedback before and after both institutes in order to assess what to include and improve for each institute. Based on the feedback, we created an agenda that focused on online engagement strategies and pedagogy. We also focused on community building in the online classroom given our learning communities were primarily online. The focus on these topics was well-received as we had good participation from faculty who attended. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | NA |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) 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. | We are able to maintain consistently offering the services for faculty and students with the current resources that have been allocated to our program. 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 have been consistently strong over the past few years, despite the dip that we have seen this past year due to trends previously mentioned. However, 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 has of course impacted us. Even so, we continue to innovate and try to develop new learning community offerings to address student needs. We do allocate resources in our program to develop and explore new partnerships across campus in order to facilitate GE pathway learning communities in the STEM fields, while still being mindful of declining enrollments across the institution and changing student demographics. In addition, we see a role for LinC in the Guided Pathways initiative and hope that we can help facilitate pathways through our proven learning communities model that will guide student success. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | 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 through Guided Pathways and through the pathways we identify as needed to support our STEM students. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | GROWTH |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | 1 FTE Counselor. To substantively maintain our learning community offerings and serve the needs of our student populations while also integrating and institutionalizing new STEM pathways and learning communities, plus the EWRT bundle earning communities created through new AB705 curriculum, we feel the program needs a dedicated counselor position. Several cohort programs such as REACH, Puente, IMPACT AAPI and SSRS have found improvement in retention and success with a dedicated counselor. Several of these programs got their start with the counseling support provided through funding via the LinC program. It is time then that the LinC program has their own dedicated counselor that will serve both non-targeted and targeted student populations who enroll in our learning communities.  HISTORY: Previously our program would integrate a counselor into instruction of our learning communities 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 all SGIF (Student Group Instructional Feedback) quarterly assessments that we conduct. We were previously able to provide this support for students through our partnership with Impact AAPI. But given that the grant funding ended in Spring 2017, the LinC program has not been given this growth position, as counselors for other cohort programs were prioritized.  Therefore, LinC is requesting its own counselor position (and has continued to do so in our program review for several years now). The ability to hire a FT counselor would provide the stability in services that our program needs. 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. 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. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None needed unless vacancy |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. |  |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No equipment requested |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? |  |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Our assessment plans are in place and we will continue to implement our surveys and focus groups to assess the impact of the resources involved in our learning communities next year. |
|  | Submitted by: | APRU writer’s name | Anu Khanna & Kristin Skager |
|  | Last Updated: | Give date of latest update | 5-20-22 |