

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Student Success and Retention Services (SSRS) / Learning in Communities (LinC)

2. Name of individual(s) completing the form:

Julie Wilson – LinC Faculty co-coordinator

Lauren Gordon – LinC Faculty co-coordinator

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Over the past two years, we have used our LinC Program Review feedback to:

- Continue refining our program mission and goals
- Inform the strategic growth of our program so that it responds to the needs of students, the college, and our faculty,
- Strengthen the professional development and support we offer to LinC instructors throughout the academic year, as well as in our Summer Learning Institutes
- Design additional ways to survey both LinC students and teachers so that we can better respond to these constituents' needs

In this Annual Update, we will follow up in more depth on feedback to Questions 3 and 4: Our Progress on Program goals.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since our last Program Review, LinC has increased our program stability and gained much needed oversight through the now permanently funded Associate Dean of Learning Communities position. Our ability to collaborate with and report to our Associate Dean has allowed LinC to be represented at higher levels of the college, including with Deans and College Vice Presidents. Being present and involved in these broader level conversations has resulted in a clearer understanding of LinC and its potential at the College level.

In addition, we have clarified our internal goals for LinC's growth as a program which has led us to refine our approach to deciding which classes we should offer. We are now prioritizing our goal to offer a core LinC course in each Village. In addition, we are guided by our intention to offer LinC classes that address issues of equity. For example, we want to continue developing LinC courses that: 1) represent access/entry level courses in key academic majors, 2) capture courses where there is a pattern of students who fail out and may leave a particular major, and 3) attend to course success metrics for De Anza's disproportionately impacted populations.

In our effort to rebuild LinC over the past few years, we focused on growing LinC courses primarily based on faculty interests. This reflected our effort to build up a cadre of trained, enthusiastic faculty who want to teach collaboratively. Taking a faculty-focused approach allowed for more flexibility in the types and scheduling of LinC courses, and it gave us more time to develop new, experimental LinC Courses.

Recently, the College has moved to implement an Annual Course Schedule which has had ramifications for LinC course selection and scheduling. The process for submitting courses for the following year has accelerated. If Department Deans are going to hold sections for LinC courses, we have to be very certain about which courses LinC is going to offer. All of this has led to the need for regular communication with Academic Departments and Division Deans to identify potential LinC courses.

There are difficulties with committing one to two years in advance when we are trying out new LinC courses as faculty try innovative approaches, and as we vet and evaluate these courses. We have also run into teacher scheduling needs, such as planned Professional Development Leave.

The Office of Instruction is working with us to change some internal processes that would allow us to prioritize and protect our LinC offerings in the schedule planning process. If we are going to commit to offering certain classes, we need to ensure that those are classes that can be offered regularly, that meet students' needs, and that will meet enrollment requirements. These wider considerations have shifted our strategy away from primarily responding to faculty interest to primarily identifying the most need in terms of courses offered. This then guides our recruitment of faculty.

This reflects a shift from trying new, innovative courses to one that maintains existing LinC courses. Offering the same LinC courses each year helps build student interests over time, better allows faculty to refine their courses together, and builds familiarity so that our courses can become fixtures in various Divisions and Villages. While these changes require some adjustments, we feel confident that our refined approach will offer a more stable context for students, LinC faculty, and relevant academic areas.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the

						assessment? t?
Expand LinC offerings	Independent of other learning communities on campus, LinC will offer a minimum of 9 LinC learning communities per year	LinC coordinators	SIP grant, Guided Pathways	Number of LinC learning communities per year Presentations at instructional division meetings	Assessing whether or not the number of LinC learning communities per year expanded from the previous year. Keeping a list of potentials; the ones that "get to a certain point" are going to go for the next year Number of divisional meetings that we presented at out of possible 7	Talking to deans Targeted classes that are access courses or gateway courses for DI students Developed an onboarding checklist for new teaching teams for streamlining of training and support
Increase the number of faculty teaching for a LinC	Increase the number of faculty teaching a LinC class from a	LinC coordinators	Professional Development Office, SIP grant, instructional	New faculty attendance at SLI List of new, interested	Implemented LinC courses with new faculty	Developed an onboarding checklist for new teaching teams for

learning community	baseline of 6 in 2023-24 to 12 by Spring 2027		I divisions, Guided Pathways	faculty who want to teach for LinC, and those who've gone through LinC affiliated or sponsored trainings	teaching in them List of new interested faculty who have gone through training and conversations with co-coordinators and are scheduled for future courses	streamlining of training and support Implemented office hours Developed Canvas page for PD for faculty in the LinC program

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The LinC program does not have any pending resource requests through the RAPP process. However, as mentioned in question 4, the Equity and Engagement Division's request to institutionalize the Associate Dean position through RAPP's personnel request process was approved last year. It has allowed us to work from a system's approach to institutionalizing our work; for example, exploring the faculty contract to assist us with securing scheduling of LinC faculty so that our course offerings aren't impacted because of a faculty's part-time status.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The loss of funding from the Title III Strengthening Institutions Program (SIP) has had a direct and significant impact on the LinC program's capacity to support faculty professional development and sustain instructional quality. Previously, these funds played a critical role in supporting the recruitment, onboarding, and ongoing training of LinC faculty, as well as providing structured professional development focused on learning community pedagogy, equity-minded teaching practices, and effective collaboration with counseling and student support services. The reduction in funding limited the program's ability to offer consistent PD opportunities and reduced available resources to adequately prepare and support faculty teaching in LinC courses.

As a result, the program experienced challenges in maintaining instructional continuity and faculty capacity during periods of transition, which in turn affected student enrollment and course success—particularly for disproportionately impacted students who benefit most from stable, well-supported learning community structures. Without dedicated funding to support faculty PD and coordination, the program has had to rely on existing institutional resources and goodwill, which has constrained its ability to intentionally develop faculty pipelines, provide ongoing coaching, and sustain equity-centered instructional practices at scale. Restoring or replacing this funding would be critical to rebuilding faculty capacity, strengthening instructional consistency, and ensuring that LinC courses are delivered in ways that effectively support access, persistence, and success for historically underserved student populations.

The program also experienced a noticeable dip in both enrollment and course success among disproportionately impacted (DI) students during the transition of faculty coordinators from the 2022–2023 to the 2023–2024 academic year. This period of leadership change disrupted continuity in instructional coordination and student support, which disproportionately affected students who rely on stable, high touch learning community structures. While enrollment and overall course success rates for LinC students have begun to show gradual recovery, the success rates for DI LinC students remain below desired levels, highlighting the continued equity gap and the need for sustained, targeted intervention.

In response, the program is implementing strategies to improve both access and academic success for DI students, including strengthening faculty–counselor collaboration, reestablishing consistent instructional leadership, increasing proactive progress monitoring, and expanding early intervention efforts during the first weeks of the quarter. Additional focus is being placed on intentional outreach, structured academic support, and culturally responsive practices to ensure that DI students are more effectively supported throughout their participation in LinC courses and are positioned for improved persistence and completion outcomes.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>#2: Students will participate in learning community classes with integrated curriculum that will improve their persistence and success.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>LinC does not currently have systems in place to track persistence data without the support of Institutional Research. We are looking into building that infrastructure into our program. However, we do have processes to assess student and faculty success at the course level.</p> <p>We organize Small Group Instructional Feedback (SGIF) for first time LinC Courses, as well as returning LinC course by request. Because SGIFs focus on students' open-ended responses, they allow us to prioritize student voices in collecting feedback about what is and what is not working well in our LinC courses.</p> <p>We also distributed LinC Student and LinC Faculty Surveys.</p> <p>The LinC Student Survey seeks to learn more about how students found out about LinC, if they could see pedagogical connections between their paired LinC courses, the strengths and feedback they have about their LinC courses, as well as the likelihood that the student would take another LinC course or recommend one to a friend. The information this survey provides helps us understand how to advertise our LinC courses and to see how well students are perceiving the benefits of taking a pair of classes with coordinated topics and/or teaching strategies.</p> <p>The LinC Faculty Survey aims to understand more about teachers' experiences in LinC. We ask questions about the connection between their teaching and the topics from our Summer Learning Institute, which collaborative strategies</p>

	<p>they have used with their teaching partners (such as shared class routines), as well as their successes, challenges, and recommendations/requests from the LinC program. From this survey, we learn ways that we can better support our teachers, including in the topics we focus on in our Summer Learning Institute and resources we offer to improve teacher collaboration and training.</p>
<p>Summary of Assessment Results</p>	<p>The SGIF we are reporting on here comes from the De Anza Pride Cohort of students. Because we assure students a level of confidentiality to protect their comfort with honest reflection and feedback, we will only discuss higher results here.</p> <p>From the SGIF, students provided a lot of useful feedback about their experiences in LinC courses. A few points that the overwhelming majority (85% or more) of student respondents agreed on include the following:</p> <ul style="list-style-type: none"> • Their teachers were understanding, accommodating, and responsive to student needs (such as offering “brain breaks”). • Students appreciated the academic and social focus on their queer community and culture. • Instructors understood and responded to students' emotional needs, including providing opportunities to bond with peers and make friends. <p>These results speak to the support and connection students made with their instructors and peers. It also shows their appreciation for an academic and personal exploration of their queer community.</p> <p>LinC Student Survey</p> <p>In December 2024, we distributed both a LinC Student Survey as well as a LinC Faculty Survey. This survey represents 33 LinC students from 4 different LinC Courses offered in Fall 2024. Participating students came from all 6 De Anza Villages with the majority representing the Physical Sciences and Technology Village. Here are some notable statistics resulting from the Student Survey:</p> <p>Of responding students, 46% knew they were signing up for a LinC course from the beginning of registration, 42% were unsure, and 12% did not know.</p> <p>Once students were in their LinC course, half reported recognizing connections and overlap across their paired LinC courses. 28% saw the overlap while 22% did not see any overlap.</p>

	<p>And after taking their LinC course, most students (58%) reporting being open to taking more LinC courses in the future. Another 40% said that they would take another LinC course, and 3% reported that they would not.</p> <p>On a related note, 70% of student respondents would recommend LinC to a friend, and another 27% would recommend LinC to a friend.</p> <p>This information tells us something about how to communicate what LinC courses are so that students have a better sense of the courses in which they are enrolling. It is useful for us in terms of our teaching training plans to understand students' ability to see connections across their LinC classes. And we are pleased to see experienced LinC students being open to taking more LinC courses.</p> <p>LinC Faculty Survey This survey represents 5 LinC faculty from 4 different LinC Courses offered in Fall 2024.</p> <p>40% of teachers reported seeing an impact of the prior summer's LinC Summer Learning Institute (SLI) on their teaching. Another 40% report that they may have seen some impact on SLI topics on their teaching and 20% reported no impact.</p> <p>60% or more of participating faculty respondents reported that they coordinated key course dates with their LinC teaching partners and sharing academic strategies (such as annotation, time management, writing processes) across their LinC courses.</p> <p>We are happy to note that 100% of responding teachers say that they will teach a LinC course again in the future.</p> <p>These results inform our work in planning professional development and training opportunities for our LinC instructors.</p>
<p>Reflection on Results</p>	<p>From these and other assessments, we learned:</p> <p>Students really appreciated being seen, understood, and supported by their instructors. They want opportunities to make friends with their peers which suggests that we might invite LinC teachers or create ways for students to connect socially with each other.</p> <p>While nearly half of participating LinC students knew that they were signing up for a LinC course, we want this</p>

	<p>number to be higher so that students are more informed about their course selections. Knowing that about 1/3 of students learned about LinC via our De Anza website helps us realize its power. We can use this space to provide more updated and inviting materials to recruit even more students. We also want to strengthen our communications with De Anza counselors. (28% of students reported learning about LinC from their counselors. They play a vital role in recruiting students, and we want to ensure that counselors have updated information about current LinC offerings each quarter.</p> <p>Nearly 80% of participating LinC students report at least seeing connections between their LinC courses. While this number is high, we want it to grow even higher. One idea we have is to emphasize this more in our Professional Development and recruitment for LinC faculty. We want to be sure that teachers are explicitly identifying the linkages between their courses and their partner courses.</p> <p>We are pleased with the high numbers of students who would either take LinC courses again or recommend LinC to a friend. And it is reassuring that 100% of responding teachers say that they would continue teaching in LinC. We simply cannot have a strong LinC program without the engagement of our students and teachers. We do not want to lose sight of the experiences and LinC students and teachers are having so that we can respond to their ideas of what is working and what needs to be improved.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Strategies to try: Specific suggestions from students on ways to improve and/or suggestions they have. Make sure the ones from the Pride cohort that are discussed in this box are applicable to LinC courses.</p>

Please email this form to your dean/manager.

10. Dean Manager Comments:

LinC's APR provides a well-documented overview of the Learning in Communities (LinC) program, highlighting meaningful progress in stabilizing course offerings, strengthening faculty onboarding and professional development, and aligning instructional decisions more intentionally with student equity needs. The program demonstrates a clear shift toward

prioritizing access-level and gateway courses that serve disproportionately impacted students, as well as a more strategic approach to sustaining learning communities through consistent offerings and faculty collaboration. Evidence from student and faculty feedback indicates that LinC courses foster strong connections, culturally responsive teaching practices, and a sense of belonging that supports student engagement and persistence.

At the same time, they have appropriately identified areas in need of continued attention and improvement. The loss of Title III SIP funding has reduced capacity for faculty professional development and instructional coordination, contributing to challenges in maintaining continuity during faculty transitions. These disruptions have had a disproportionate impact on enrollment and course success outcomes for DI students, and while recovery is underway, equity gaps remain. Additionally, the program's limited infrastructure for tracking long-term persistence outcomes constrains its ability to fully assess impact beyond course-level measures. Moving forward, strengthening data systems, rebuilding faculty training capacity, and continuing to refine recruitment and communication strategies will be critical to improving student success outcomes and ensuring the long-term sustainability of the LinC program.

11. Vice President/Associate Vice President Comments:

The Learning in Communities Program continues to demonstrate strong leadership in advancing equity, access, and student success through high-impact, integrated learning communities. The permanent funding of the Associate Dean of Learning Communities has strengthened program stability, institutional visibility, and cross-divisional collaboration. LinC's refined strategy to prioritize access-level and gateway courses for disproportionately impacted students reflects a data-informed and student-centered approach to growth. Faculty onboarding, professional development, and coordinated instruction have strengthened learning community quality and consistency. While the loss of Title III funding has reduced professional development capacity, continued investment in faculty training, data infrastructure, and scheduling protections will be essential to sustaining LinC's impact on persistence and completion.