

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area:** REACH Learning Community (Athletics)

Reading, English, Athletics, Counseling & Humanities

A cohort of student-athletes in a supportive network of coaches, instructors and counselors. Follow a linked curriculum of Reading, Writing, Math (as of 2020) and Humanities classes and build a foundation for success on and off the field. This program is open to all students who qualify for De Anza athletic teams.

REACH is ...

*A supportive network of instructors, counselors and coaches dedicated to student success
A linked curriculum of counseling, reading, writing, math and humanities classes
A chance for student-athletes to work together in an open, collaborative environment
A foundation to success at both De Anza and a four-year institution.*

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

Mission and Program Goals

- From feedback, we will consider revising our program Mission Statement and its connection to the institutional mission (this will likely need a spring or summer retreat to include the instructional faculty members). We also worked with IR to address transfer and retention goals and strategies.

Enrollment Trends, Success Rates, Exploring Equity Gaps

- Fall 2025 was the highest student-athlete enrollment (26) since pre-pandemic times. We were also encouraged by the high enrollments from men (22 of the 26 students) – and in particular Men of Color from football (10 of 13), men's soccer (4 of 5), baseball (1 of 2), men's basketball (1 of 1) and track & field (1 of 1). Finally, the best news: the cumulative GPA of this section was a perfect 4.0.

Teaching & Learning Strategies

- This is a unique Learning Community, with students from all backgrounds gather from different parts of the Bay Area, state, out-of-state and international. Intentional teaching strategies include connecting coursework with examples that student-athletes can relate to: teamwork, character, facing adversity, collaborating in diverse settings, etc.

- Instructors are recruited based on interest in working with student-athletes and helping them succeed. One of the REACH founders, faculty member and former administrator Lydia Hearn was a former student-athlete; she has helped recruit faculty members at the college who have athletic experience and/or interest. REACH faculty members are willing to work with students as last-minute changes may occur in team competition schedules due to weather and other factors. They also establish welcoming environments where students are encouraged to collaborate and make mistakes in a safe space. Faculty members take an interest in their individual and team success; LART instructor Roseanne Quinn attends sporting events to show support outside of the classroom. Humanities instructor Sal Breiter (Faculty Coordinator for the Office of Professional Development) has been a longtime REACH faculty member.
- With the support and collaboration of the MPS program, REACH now includes a Spring quarter Stats10 class with embedded tutoring.
- REACH faculty members meet quarterly with the coordinator and counselor to identify students who may need extra support – and to also share success stories.

Staffing Needs

- The REACH coordinator will work with the division dean to create a Talent Management Plan. We will also start reporting to Associate Vice President of Instruction Sam Bliss, who has experience as a Division-I student-athlete and sport coach.
4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).
 - We worked closely with the IR team to develop a report that targets our student-athlete population based on English placement. The data provides the opportunity to recruit directly to student-athletes that placed in ENGL 1A/LART 250 and had not completed the course. The report had a positive impact on our recruiting efforts and enrollment. By about Week 3 of the Fall 2025 registration cycle, our REACH bundled English courses were full.
 - The decision was made to continue offering the REACH English courses fully Online to provide the most flexibility to our busy student-athletes – as we serve a wide range of sports teams all with varying training/competition schedules. Providing the Online option also opens the student’s availability in their schedule to enroll in other In-Person courses they need (i.e. lab sciences, major requirements, etc.).
 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?
Transfer and Retention	Increasing the transfer and retention rate of our underrepresented student-athletes	REACH Program Coordinator, Counselor, Instructors	Student Success Center, Financial Aid, Transfer Center, English Department, Humanities Department, MPS Program, and LinC	<ul style="list-style-type: none"> - Clarifying institutional values and expectations “early and often” and result in increased matriculation and retention. - Providing embedded guidance assistance relative to scheduling their course work and education as they are served by a counselor and academic advisor - presenting opportunities to learn and practice basic skills needed to succeed as a student e.g. note taking, time management, simple critical thinking 	We have regular meetings and weekly communication with Dr. Quinn and regular progress updates that allow us to intervene and provide additional support when needed.	More frequent intervention with students that require the additional support. More opportunities for students to connect with the REACH instructor’s and support staff online and/or in-person.

				skills within this sequence of courses		

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?
Increase enrollment of student-athletes in REACH	Improve recruitment and enrollment of student-athletes in REACH specifically the English sections.	REACH Program Coordinator and Counselor	Division Dean, Institutional Research, and Head Coaches	Utilize Active Division to monitor enrollment numbers in REACH courses	Enrollment and completion rate in REACH courses for the 25-26 academic year

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?

- Having a REACH Village or Study Space would provide students with access to additional resources such as computers, printing, tutoring, and a location to complete assignments; this impacts the success rates of our students that don't have access to these resources. Having a dedicated space not only allows for the opportunity to access these resources but also the opportunity to continue building on their sense of community within the REACH program and department.
 - Hiring a Program Coordinator II would benefit this program tremendously. This position can help with individual caseloads, organize study sessions, host workshops, connect students with support services, and overall programming. The future PE Complex renovation project will include classroom space, where the coordinator can oversee REACH activities.
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.
- Although the REACH Program lacks the funding to be able to provide additional support/resources, we do our best to service our students and provide alternate options like connecting them with other resources on campus.
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)

Learning Outcome (SLO, AUO, SSLO)	Increase the transfer rate and retention of our underrepresented student-athletes.
Method of Assessment of Learning Outcome (please elaborate)	Students wrote a reflection essay on how their writing has evolved over the course, including multi-step drafting. Students included essays they had written to show the result of drafting and editing.

Summary of Assessment Results	The quality of the writing from the majority of our students improved dramatically. There was an 89% success rate in the Fall Quarter and a 94% success rate in the Winter Quarter.
Reflection on Results	Although quite successful, still not a 100% success rate for all classes. Having a writing tutor consistently available in a designated REACH Program space (classroom) would be very helpful in getting all our students transfer ready.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Our instructors continue to include a checking of understanding throughout the quarter through discussions and assignments, so that students have a firm grasp on the concepts. Making sure we that we have layers of support for all our students is very important. Continuous follow-ups and multiple check-ins by the instructor, counselor, and the coaches has proven to be significantly helpful. We have continued with these layers of support this academic year as well. We will try to incorporate a designated tutor into our REACH Program.

Please email this form to your dean/manager.

10. Dean Manager Comments: Our REACH coordinator Dawnis Guevara continues to champion the program through some challenging times. The ability to pivot after the pandemic was a true testament to our recent success. Last Fall, we met with Lydia Hearn (during her time serving as interim VPI) to increase support needed for the program – and we are confident this will continue with AVPI Sam Bliss. We are blessed to have the continued support of dedicated REACH faculty members and campus partners. I look forward to helping with a Talent Management Plan as we shape the future of REACH.

11. Vice President/Associate Vice President Comments:

The REACH learning community cohort, integrating Reading, English, Athletics, Counseling, and Humanities, continues to demonstrate a meaningful and positive impact on student-athlete success, particularly for historically underrepresented students. This program review update highlights the strength of REACH as a linked, cohort-based instructional model that intentionally connects coursework, counseling, and coaching support to promote academic achievement, persistence, and transfer readiness.

The enrollment and outcome data presented in this update are especially compelling. The increase in student-athlete enrollment and the exceptional academic outcomes, including a cumulative 4.0 GPA for the Fall 2025 cohort, underscore the effectiveness of the REACH learning community cohort and the value of expanding access to this model. Efforts to increase enrollment in REACH, particularly through targeted recruitment and the strategic use of Institutional Research data, are strongly supported. Continued growth in REACH cohort

enrollment should remain a priority, with careful attention to preserving the program's intentionally linked curriculum and high-touch instructional design as it scales. As part of this work, it is recommended that REACH faculty and program leads connect with the Associate Dean of Learning Communities to better understand collegewide recruitment calendars, outreach mechanisms, and enrollment practices. Given the likelihood of shared student populations, this coordination may surface opportunities for alignment and crossover that can further strengthen REACH recruitment and onboarding strategies.

The program design described reflects a strong commitment to student-centered support and relational learning. Faculty engagement, flexibility around athletic schedules, and the integration of embedded tutoring demonstrate how the REACH learning community cohort is intentionally structured to support student-athletes as learners first. The decision to offer REACH English sections online is well aligned with student-athlete needs, and should continue to be evaluated against student success, persistence, and completion metrics, while supporting broader academic progress by allowing students to balance in-person requirements in other disciplines.

This update also points to an important opportunity to strengthen infrastructure in support of student-athletes. The concept of a shared home space for REACH and FAST is strongly supported. A dedicated space that provides access to study areas, computers, tutoring, and coordinated student support services would meaningfully enhance academic engagement, reinforce a sense of belonging, and support day-to-day student success. Importantly, this shared space should complement students' academic homes within Guided Pathways and their linked instructional programs, rather than function as a separate or parallel structure.

Overall, this program review update reflects a strong and well-defined instructional learning community with demonstrated impact. By expanding enrollment in the REACH learning community cohort, strengthening coordination with other learning communities, and establishing a shared REACH and FAST home space, the college can build on a proven model that advances equity, academic success, and long-term student outcomes for student-athletes.