

**De Anza College**  
**Program Review – Annual Update Form**

**1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

As coordinators of the Learning in Communities (LinC) program, we have used RAPP members' feedback to more carefully articulate the program goals of De Anza LinC and to guide our intended timeline for meeting immediate, mid-term, and long term goals. RAPP feedback also sparked our current discussions about how to more clearly articulate our program focus to campus audiences.

More specifically, since reviewing RAPP feedback, we've begun work to establish a clear(er) program mission statement. As a part of this, we are refining and clarifying the services LinC offers to students and faculty so that our constituents better understand the program. We have revisited our program trends and assessments and used RAPP feedback to inform the topics and scheduling of the instructor trainings that we provide to LinC instructors.

For example, we are expanding the instructor supports we offer during the academic year to build on our well-established Summer LinC Institute. We are drafting a LinC Canvas site to establish regular communication with LinC instructors during the quarter in which they teach. This LinC Canvas course will provide periodic messaging focused on supportive ideas and learning opportunities relevant to our work. For example, we will offer resources related to just-in-time ideas for student support, reminders of relevant campus resources such as De Anza Connect, and invitations to quarterly mini-trainings.

Hearing directly from our LinC students and LinC instructors via these surveys helps us better understand what draws and what keeps students and instructors to LinC courses. It also informs adjustments to our program training and planning so that we can better meet our students' and instructors' needs.

We have begun offering LinC Coordinators' Office Hours to make ourselves available to LinC faculty. We've already met with several prospective LinC instructors to help them understand the role of LinC instructors and strategies for successful collaboration with their partner faculty. We will continue offering office hours this year to address the questions/concerns of LinC instructors.

We have already begun meeting with Institutional Researchers (IR) and Division Deans to guide

the expansion of the LinC program. For example, IR is currently gathering data on our LinC courses such as course drop off points for students in our targeted populations, which quarters students tend to take which classes, and course outcomes in terms of student success rates. We will use that to inform the future LinC courses we offer. And we have begun to explore our connections to the Division/Department goals across campus to ensure that we are organizing course pairings that are mutually beneficial to our program, to Divisions/Departments, and of course, to students. We anticipate that these productive collaborations will broaden the staff investment in LinC at the Department and Division level.

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

One shift that occurred since our last program review is that LinC is now under the supervision of the Associate Dean of Learning Communities, Adrienne Hypolite. This shift in administrative and logistical tasks such as processing stipends and instructor participation in trainings, has allowed for the LinC Coordinators to invest more time in the planning and development of our program. Additionally, Associate Dean Hypolite has also been a key collaborator with the LinC Coordinators in envisioning the future of LinC as well has been able to represent LinC at the administrative level.

**3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

We have been finalizing our LinC faculty and course offerings for the remainder of 2024-2025 academic year. We are on track to have 8 LinC courses across 4 of the 6 Villages this year which aligns with our goal to expand our course offerings to students from different Villages.

In addition, we have been actively recruiting LinC faculty for the 2024-2025 academic year. That entails making connections between potential partner faculty and guiding their collaborative course planning. Thus far, we are in active talks with about 9 new faculty members who we anticipate will join our LinC teaching staff in the upcoming academic year. This will lead us to have LinC representation in all 6 Villages which gets us closer to our program review goals.

The implementation of Guided Pathways and the Villages gave us an opportunity to grow the LinC program in a structured way. Up to this point, we've had to grow in a careful and thoughtful manner in response to our funding sources. As we receive more funding, we will be able to continue striving toward the original goal of a LinC course in every Village, in each quarter.

**4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

Our goals to increase the number of LinC faculty and courses are constrained by our financial resources. New LinC faculty and returning LinC faculty are paid a stipend in the quarters that they teach as well as for their participation in our annual Summer LinC Institute. This introduces budget constraints on how aggressively we can recruit and expand the LinC program. As a result, we have had to temper our original goal to offer a LinC course in every Village every quarter. Our Associate Dean, Adrienne Hypolite, has been in discussions with De Anza administrators to explore more secure financial backing which will inform our decisions about growth.

In the meantime, we have been focusing on strategic growth geared toward serving De Anza's targeted populations based on our Equity Plan. We have planned meetings with some of our Division Deans and with the Institutional Research Office to identify disproportionate student access and course success across the college. For example, if there are required courses in which our target populations are disproportionately less successful, we will use that information to guide our planned LinC course offerings.

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

We have not requested any personnel or instructor resources during the last cycle. However, current personnel resources are focused on providing for the two part-time LinC coordinators. These roles are key to establishing the program and expanding it to recruit and train LinC faculty who then serve students.

Positioning LinC under the supervision of the Assistant Dean of Learning Communities, Adrienne Hypolite, has provided the program with logistical and administrative supports. This includes assistance with additional pay for participating LinC faculty, as well as administrative supports with organizing LinC courses within the De Anza class schedule.

As LinC proceeds towards its goals, we will continue to need access to a full-time permanent LinC counselor. Currently, LinC instructors have some access to the Learning Communities Counselor. However, that availability is limited given his primary counseling role with other programs such as the Pride Cohort, as well as his other duties. If we achieve our goal of offering at least one LinC course in each Village every quarter, we will need access to a designated counselor to support the needs of that number of students.

**6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

As LinC coordinators, we supported the Learning Communities Counselor's work with the Pride Cohort by conducting the Small Group Instructional Feedback (SGIF) in Winter 2024. The Pride cohort is designed for students in the LGBTQ+ community and, while it is a longer term LinC cohort different from the one quarter LinC course that the LinC Coordinators focus on, we see a mutual benefit. Cohort programs like Pride have longer term experiences and knowledge about supporting groups of students who share coordinated courses. Conducting the SGIF with Pride students allowed us to hear directly from them about what is working and what could be improved about their cohort experiences. This not only aids the work of the Pride community, but it helps us refine our work with our quarter-long LinC courses. We were able to deepen our knowledge of students' views of their LinC experiences which guides the kinds of professional development that we offer to our LinC instructors.

During our trainings, especially our Summer Learning Institute, we discuss issues pertinent to students who are disproportionately impacted. For example, in Summer 2024, we focused our discussion on Jonathan Haidt's book, *Anxious Generation*, which explores the unique needs of today's student population. As a part of this discussion, we guide instructors to specifically consider adjustments that apply to marginalized student populations based on race, SES, and more.

LinC tends to draw instructors with personal experiences of disproportionate impact, including first generation college students and faculty of color. These faculty are able to share their own experiences and design curriculum geared toward this student population.

As we mentioned, with more resources, we would be able to grow our LinC program offerings to reach even more students, especially those who are disproportionately impacted. Additional resources would also allow us to both plan and provide stipends to faculty to participate in more LinC trainings throughout the year and beyond just our Summer Institute.

As program coordinators, we would also like to have more flexibility to spend time better supporting faculty such as by visiting courses, sharing ideas, hosting trainings and open houses. We can envision offering LinC student community gatherings to develop a stronger, broader LinC community identity. And we want to have a clearer presence in outreaching to in-coming high school students to join the LinC program as a way into their De Anza college experience.

7. Refer back to your Comprehensive Program Review under the section titled **Assessment Cycle** as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. The table below provides 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><b>Learning Outcome (SLO, AUO, SSLO)</b></p>                           | <p>1. Faculty will engage in well-coordinated and organized staff development activities related to curriculum integration and pedagogical best practices. (Strategic Initiative #2 &amp; 3)</p>  |
| <p><b>Method of Assessment of Learning Outcome (please elaborate)</b></p> | <p><b>SLO 1.</b> We will assess LinC faculty’s engagement in staff development activities via several means: 1) faculty attendance to trainings, 2) faculty feedback on those trainings, as well as 3) LinC student surveys that give feedback related to instructor performance.</p> <p>In the Summer LinC institute we outlined our goals as a program which included ways in which to collaborate as instructors and how they planned to integrate their course practices.</p> <p>The co-coordinators held weekly office hours to support faculty with their</p> |

|   |   |
|---|---|
|   | <p>collaboration.</p> <p>Then at the end of Fall Quarter we surveyed both the LinC faculty and their students to evaluate how the instructors demonstrated the intended course collaboration that faculty were trained on during the Summer Learning Institute.</p>   |
| <p><b>Summary of Assessment Results</b></p> | <p>Twenty (20) faculty and staff attended our LinC Summer Learning Institute in Summer 2024 in preparation for the 2024-2025 academic year. At this training, the LinC staff provided instruction on the history and goals of Learning Communities, as well as information about Culturally Responsive Teaching. Over the two day Institute, we provided faculty with about four hours of collaboration time to integrate their course plans. Of the 20 attendees, three (3) have taught LinC courses in the 2024-2025 academic year. It is currently not a requirement that LinC faculty attend the Summer LinC institute. This helps explain our planned efforts to increase our contact with LinC faculty during the academic year.</p> <p>At the end of Fall 2024, we surveyed students for feedback about their experiences in LinC. Some highlights from the 33 students who completed the Fall 2024 LinC student survey are:</p> <ul style="list-style-type: none"><li>-Students appreciated the community aspect of LinC courses which was strengthened by the fact that students had more than one class together. Students felt well-supported by both their classmates and their instructors.</li><li>-Students identified the benefits from tutoring supports that they connected to through their LinC course. (Some of our LinC course have designated in-class tutors and other LinC courses emphasize access to campus tutoring resources.)</li><li>- Half (50%) of students reported seeing overlap between their LinC courses. Twenty-eight percent (28%) reported seeing some overlap, while the remaining 22% did not see overlap.</li><li>-57.6% of students would take more LinC courses in the future and 39.4% would consider it.</li></ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <p>-70% of LinC students would recommend LinC to a friend and another 27.3% might recommend the LinC program to a friend.</p> <p>We also surveyed LinC Instructors at the end of Fall 2024. Some highlights from the 5 faculty surveyed are:</p> <ul style="list-style-type: none"><li>-Instructors named the benefits of collaborative teaching. Some pointed to the particular need for students to have a number of faculty to connect to given that fall quarter is the first time in college for most students and they are learning how to connect and communicate with their instructors.</li><li>-Faculty appreciated the experience of watching students build community and connection with each other as peers.</li><li>-About 40% of faculty reported that the Summer LinC Institute topics impacted their instruction in Fall. Twenty percent (20%) reported that the topic did not impact their instruction while the remaining 40% reported that they were unsure.</li><li>-All Instructor respondents reported that they would teach LinC courses again which says something about their positive experiences</li></ul> |
| <p><b>Reflection on Results</b></p> | <p>From the Fall 2024 LinC Student Survey, we are pleased to see that students reported a strong sense of community in their classes, both with their instructors and their peers. Students seemed more informed about campus resources such as tutoring at the Writing and Reading Center. The information about students' somewhat limited ability to see the connection between their LinC courses guides us to brainstorm with teachers more ways to more explicitly identify how the paired LinC courses overlap in order to deepen students' academic connections, as well as help them see this key benefit of LinC.</p> <p>The Fall 2024 LinC Instructor Survey tells us that our instructors appreciate the collaboration with their partner teachers and the community their students were able to build. All instructors would teach in LinC again which says something positive about their experiences. The mixed survey data about how many faculty used topics from the</p>  |

|  |   |
|--|---|
|  | <p>Summer LinC institute in their fall classes suggests our need to strengthen the connection between the topics we address in the Summer LinC Institute and what instructors actually do in the LinC courses. In fact, in the survey, faculty requested more training on ways to better support students in the DSS program, helping students deal with grading anxieties with a more growth mindset approach, and strategies for negotiating studenthood issues like time management, engagement, etc.</p>  |
| <b>Strategies for the Implementation</b> | <p>For this quarter, we want to continue to develop our LinC canvas page and create a video library with best practices and training to help orient new faculty coming into our community. We will begin to reach out to faculty who have taught in the program (as well as other SSRS learning communities) for their best practices. Some ideas we would like to implement are interviewing our colleagues in successful partnerships and giving them the opportunity to talk about their collaboration and why they feel that it's successful. What barriers or conflicts have they had to face in the past and how did they move through that together? These are attributes that we believe make the LinC unique and successful and we want to show these examples to new faculty. As coordinators, we would also like to gather other resources to help faculty and provide training such as how to combine curriculum, how to design canvas pages, added a blurb about our program to help new faculty add it to their syllabus, how to help students make sure they are enrolled in both courses, and how to communicate well and often with your LinC partner.</p> <p>We would also like to consult with the online education department/RSI trainers to get feedback on canvas page design for a program like ours and the best way to share our info with current and potential faculty.</p> <p>In the future, we would like to do more training with faculty throughout the year. As mentioned above, we want our summer institute to provide a framework for the entire year. In addition to creating insightful and worthwhile programming at the institute, we want to also continue the</p> |



|  |  |
|--|--|
|  | <p>momentum and support of faculty and students throughout the year. We would like to invite seasoned faculty to present at the future institute to help new faculty learn about the program and/or address issues that may arise.</p> <p>Along with weekly office hours to offer support to faculty teaching in LinC, we would also like to offer our help as coordinators to visit classrooms especially early in the quarter to talk to students about who we are, more about the connection between their classes and why we think this is such a valuable opportunity for them!</p> <p>Additionally, in the future, we would like to plan smaller “Meet and Greets” with faculty and students throughout the year to build upon the relationships within the program and the ideas begun at the summer institute. Also, as a way to help us create a community with faculty and students, we’d like to invite former students and faculty to help us market the program and spread the word. We would like to use the village spaces for these types of events to meet and engage current faculty and students and invite in new partnerships as well. Since our goal is to have 1-2 LinC courses per village in the future, we hope that using the space and making our presence on campus more evident we can meet that goal.</p> |
|--|--|

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

I have found myself re-energized and excited about the teamwork and collaboration happening in the LinC program. Last year’s goals were to renew interest in teaching in the LinC program by developing a cadre of interested and (soon to be trained) faculty, while also expanding the course offerings through a strategic connection to Guided Pathways. Despite a changeover in coordinators (twice), those major goals have been accomplished.

As mentioned, we're needing to now pause a bit on the scaling up of classes and faculty to firm up funding to support both, which wasn't a previously anticipated issue. LinC teaching faculty are paid for the time they spend over the summer and throughout the year integrating and sharing their curriculum across multiple courses, and meeting regularly to discuss the progress of their students. The faculty recruitment and interest has grown larger than our budget for additional pay. However this pause has allowed us to go back to the essential mission of LinC, and that is to remain an equity centered program. Rather than expanding indiscriminately, it's important that we expand strategically, and in particular, expand to student populations that thrive from teaching environments that are integrated and collaborative. Which is why the LinC coordinators spoke to engaging Institutional Research around finding out where access and/or persistence in a program has disproportionately impacted (DI) students.

I am invested in the variety of ways in which the co-coordinators will support on-going professional development for current and interested LinC faculty, and how those training moments can also serve as a community trust for faculty teaching in all learning communities (not just LinC). While I only absorbed the LinC program in November 2023, I have noticed that the most formative of training for LinC faculty is happening in the summer, but it's typically seasoned learning community faculty that are in attendance. By expanding PD opportunities throughout the year, it allows newer faculty to have access to what they may have missed over the summer—while also getting individual coaching/consultation. This is one of the ways by which we: 1) provide structure and meat to strategies, interventions and foundational grounding around teaching in learning communities, and 2) we share these strategies at scale.

If LinC is one effective equity strategy by which to scale successful learning community practices that positively impact student success/belonging for DI student populations, then the immediate next step is to start expanding campus buy-in by formalizing their partnership with Guided Pathways (an enthusiastic and encouraging partner), and to start road-showing this new vision for the LinC program to campus stakeholders. I look forward to helping them advance this vision.