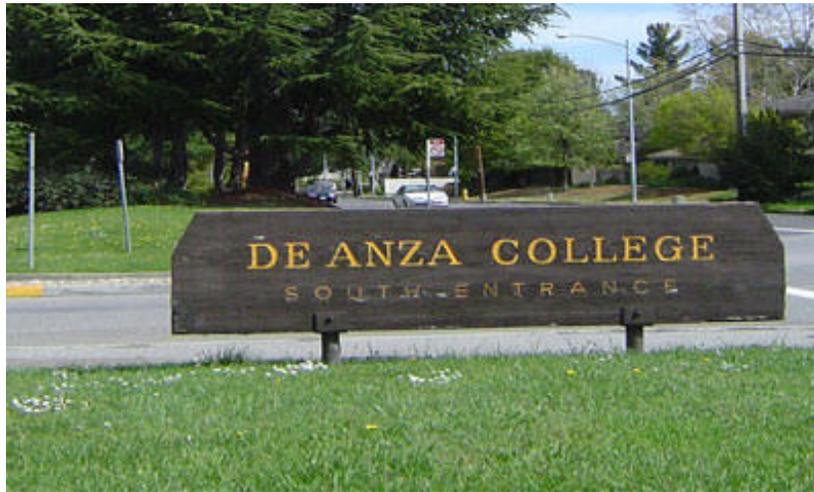


De Anza College



Introduction

Adrienne Webster representing the Academic Wellness Subcommittee visited the Student Success Center (SSC) at [De Anza College](#) on March 22, 2007. The mission of the SSC is to provide integrated programs that support learning for all students across the curriculum, in an open and collaborative environment. It is comprised of the ESL Readiness Program, Instructional Computing Labs, Listening and Speaking Lab, Tutorial Center, English Writing Readiness Lab, Academic Skills Center, Reading Readiness Lab, Math and Science Tutorial Center, and the Writing and Reading Center. Gregory Anderson, Director of the SSC, organized a tour of five of the nine integrated areas that make up the Center. De Anza College operates on the quarter system, this week was the last week of their first quarter in 2007.

De Anza College has a long history of successfully providing student support services. There are a myriad of programs and services offered in various locations throughout the campus, many but not all organized under the umbrella of the SSC. The SSC programs I visited are primarily funded through FTEs generated by the program. In total the nine programs employ over 200 staff and utilize over 200 tutors.

Activities

In the process of looking for Gregory's office I came upon the [Student Success and Retention Services Center](#) which houses the Puente and Math Performance Success (MPS) Program. Interestingly, the advisor of the program did not know Gregory or his program. However in talking with Gregory about how the programs work together there is significant overlap in services and many students access both SCC services and the Puente or MPS programs.

The three readiness programs: ESL, English Writing, and Reading are the bread and butter of the SSC. Students test into these programs based on their assessment scores and there is a constant and high demand for these programs (typically higher in the fall than in the spring). Students enroll in 5 unit classes with a co-requisite ½ unit lab to develop their skills to a college level of preparedness.

After talking with Gregory and Kristin Skager, Chair of the Reading Department and Readiness Lab faculty, I visited the Math and Science Tutoring Center. I talked with Paul a community member who is a paid tutor but also volunteers many hours in the tutoring center. The Math and Science Tutoring Center provides drop in, individual tutors and study groups. The Center was well organized, welcoming, and buzzing with sounds of students busy studying with faculty, tutors, or on their own. Located off of the Center are three conference rooms used for study groups and three computer labs where both math classes and tutoring take place. Tutors were available for algebra, calculus, and business math. FTEs are collected for students receiving individual tutoring at a computer at the entrance to the space and through attendance information collected by study group leaders.



Paul mentioned the Match Performance Success Program run by the Student Success and Retention program as a fall back for students who were not successful even with the help of the Tutoring Center. In that program students take three semesters of math with the same instructor.

Students, faculty, and community members all work as tutors. Many former De Anza students who used the Tutoring Center return as tutors and study group leaders after they have transferred to four year universities. One former tutor is now a member of the faculty. Peer tutors are recruited both by faculty and current tutors. Several of the math faculty hold their office hours in the Tutoring Center.

My next stop was the [Tutorial Center](#). In contrast to the Math and Science area the Tutorial Center space was tiny and cramped. It was packed with students and it was difficult to navigate through the tables and chairs in the space. I met with Sandy Blackborow one of the Tutorial Supervisors at the Center. Sandy demonstrated the [Online Writing Assistance](#) (OWA) program. The OWA currently utilizes Etude as a platform but will be using Catalyst starting this spring. Students can request OWA either online or in person. The students who Sandy directs to the OWA are higher level students (at least 1A or above). All OWA students receive a welcome letter that describes the program and are directed to read the guidelines for submission of their work. All of the OWA tutors have or are working toward an MA. Sandy showed me two online tutoring interactions. The tutors very skillfully addressed the strengths and weaknesses of the papers and offered links to suggestions or tip sheets for each weakness. Sandy emphasized that like all tutoring programs they try to teach skill development rather than a dependence on the tutoring service. FTE are collected through this program by a staff person manually reviewing the time students spent online (tracked by Etude) and reporting it.

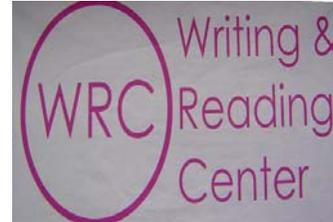
Also housed in the Tutorial Center is the Academic Skills Center which provides self paced academic skills classes (reading, writing, grammar, vocabulary, spelling, basic math and study skills) and adjunct study skills classes. While she walked me to the next program on my itinerary, Jeannie Kastelic explained that the Academic Skills Center has a strong link with the Child Development department. The program provides Supplemental Instruction (SI) for the beginning Child Development classes with SI leaders recruited from the higher level courses.

Jeanne dropped me off at the Listening and Speaking Lab (LSL) which provides a comfortable non-threatening place for ESL students to practice listening and speaking. The ESL population at De Anza is primarily Chinese and Korean but has varied over time in response to world events. The LSL provides both spaces and courses that promote community building. In addition to their popular ½ unit ESL classes the LSL also offers workshops on a variety of topics including software orientation, popular songs, overcoming stage fright, and interviewing practice. Other innovative programs offered at the LSL included a Language Exchange and Cross Cultural Partnership Program. In the Language Exchange native speakers spend two weeks practicing together. For example a Japanese speaking student learning English is paired with an English speaking student learning Japanese. The Cross Cultural Partnership Program pairs students from different cultures together to practice language as well as appreciate other cultures.



I was then escorted to the new Writing and Reading Center (WRC) which is just finishing its first quarter in operation. The WRC is a large flexible space offering individual tutoring for students. Although reading is in the WRC's name staff reported that only two students of the thousands who visited the center were seeking help with reading. One of the unique features of the WRC is the ability to use the large and flexible space (no heavy or built in furniture) for special events. Staff described a recent birthday party the English Department put on for Langston Hughes complete with cake and poetry readings that was so well received it was standing room only. During special events tutoring can be moved into a nearby lab so services aren't interrupted. The parties and meetings that take place at the WRC seem to have

already helped both students and faculty feel like they belong in the space.



Finally I visited the Instructional Computing Labs which are located downstairs in the same building as the LSL and WRC. These labs are open computer labs that allow any student to access technology. Half of the lab has computers equipped with ESL software.

Although the nine programs that are part of the SSC are located in various places on campus Gregory holds quarterly meetings for all the staff and there were some commonalities. For instance, tutors in any of the programs take the same ½ unit class to become tutors.

Staff development is not a direct activity of the Student Success Center. Gregory mentioned working with individual faculty to encourage them to be responsive to students needs and Kristin told

me that the [LinC](#) or Learning in Communities program offering hard linked interdisciplinary classes provided the most intensive opportunity for faculty to learn new ways to support developmental students. Kristin also said that there is a campus Developmental Task Force and that the English Department has a Developmental Team.

Conclusion

Other than the readiness programs where placement test data mandated enrollment in certain courses, the student pathways into the various services seemed a bit vague. There did not appear to be a clear map for students or staff to navigate the maze of services. Duplication occurred in several places. However this seemed to only ensure that it would be harder to miss a student in need of services. De Anza College recently passed a local bond and the SSC is on the list of projects. Gregory is already dreaming about how a centralized space could look.

The sheer multitude of programs taking place at De Anza is impressive. More impressive though are the people who are staffing them. At each stop on my tour I was enthusiastically and warmly greeted by staff and/or faculty who were excited to share what they were doing for students. They literally “lit up” as they shared the resources they were able to offer students. Evidence of the impact they made on students was visible both in the heavy student traffic and the student work proudly displayed.