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Self Assessment



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Effective Practice A.1: _____	5
Developmental Education is a Clearly Stated Institutional Priority.	
Effective Practice A.2: _____	7
A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.	
Effective Practice A.3: _____	9
The developmental education program is centralized or highly coordinated.	
Effective Practice A.4: _____	11
Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	
Effective Practice A.5: _____	13
A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	
Effective Practice A.6: _____	15
Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	
Effective Practice A.7: _____	17
Institutions manage faculty and student expectations regarding developmental education.	
Effective Practice B.1: _____	19
Orientation, assessment, and placement are mandatory for all new students.	
Effective Practice B.2: _____	22
Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	
Effective Practice B.3: _____	24
Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	
Effective Practice B.4: _____	27
Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	
Effective Practice C.1: _____	31
Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	

Effective Practice C.2: _____ 33

The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Effective Practice C.3: _____ 35

Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

Effective Practice C.4: _____ 36

Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Effective Practice C.5: _____ 39

Faculty development is connected to intrinsic and extrinsic faculty reward structures.

Effective Practice D.1: _____ 41

Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

Effective Practice D.2: _____ 43

Curricula and practices that have proven to be effective in specific disciplines are employed.

Effective Practice D.3: _____ 45

The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

Effective Practice D.4: _____ 48

Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Effective Practice D.5: _____ 50

A high degree of structure is provided in developmental education courses.

Effective Practice D.7: _____ 54

Programs align entry/exit skills among levels and link course content to college-level performance requirements.

Effective Practice D.8: _____ 56

Developmental education faculty routinely share instructional strategies.

Effective Practice D.9: _____ 58

Faculty and advisors closely monitor student performance.

Effective Practice D.10: _____ 59

Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Effective Practice A.1:
Developmental education is a
clearly stated institutional priority.

Strategies Related to Effective Practice		Where Strategies Occur
A.1.1	Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.	■ Does not occur
A.1.2	Institutional leadership demonstrates a commitment to developmental education.	■ Strategic Planning
A.1.3	Developmental educators are systemically included in broader college planning activities.	■ Not systematically, except on Title III Advisory Committee
A.1.4	Developmental education is adequately funded and staffed.	■ Does not occur
A.1.5	Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.	■ Limited

As applicable, briefly describe how this practice occurs/exists at your institution:

Of all 26 effective practices, A1 presents the greatest challenge for De Anza College. Faculty expectations and student needs are separated from the rest of the institution. In dozens of survey responses, meetings, interviews, and through the analysis of multiple documents, it became obvious that faculty and staff are seeking greater commitment from the College to address developmental education. This theme emerged repeatedly, not just here in A.1, but consistently throughout the entire document.

What barriers/limitations exist to implementing or enhancing this practice?

A.1.1: The College mission statement never uses specific language regarding developmental education rather its importance is communicated more implicitly than explicitly. The educational master plan and the strategic planning initiative related to "Individual Attention to Student Success," provide references to diverse student populations and students that come to the college with varying degrees of preparation.

A.1.2: While there has been strong commitment demonstrated by individual efforts, overall, there needs to be more institutional commitment by senior administration. While leadership has demonstrated a commitment to the students at the developmental level, there has not been adequate institutional commitment and support for the programs and departments that serve students at the developmental level. Some of the reasons for the limited commitment include: insufficient accountability on the part of faculty and the lack of clearly outlined developmental plans and goals developed by departments and divisions. In addition, historically developmental education has been too loosely defined and not completely understood by some in the senior administrative ranks. A.1.3: While the instructional deans have been systematically included in strategic planning efforts, this is not the case among developmental faculty. Although developmental faculty are not singled out to participate, many are represented on

strategic planning teams, Planning and Budget Teams, Academic Senate, College Council, and the Title III committee.

A.1.4: None of the developmental education programs on the campus are adequately staffed or funded. A level of institutional commitment has been demonstrated in the several million dollars allocated to readiness, tutorial, etc. However, even when developmental education programs receive augmented funding, it's insufficient to completely meet the needs. In addition, many of the programs that serve students at the developmental level receive funds from grants, De Anza Associated Students, categorical funding and one-time funds.

A.1.5: As an institution, De Anza can be more efficient in the way students at the developmental level are identified up front, and integrated into the college environment. This occurs in a meaningful way in the math department; however, a better tool is needed to identify students early on rather than to wait to see which students do not succeed. There need to be a set of interventions and a plan to address these students needs immediately after enrollment. In addition, many faculty do not understand how to teach students that come to college with varying degrees of preparation and mastery of foundational skills.

How might this practice be advanced or expanded upon in the future?

A.1.1: Developmental education needs to be a clearly and explicitly stated institutional priority. It should be included in the mission, vision, values and planning efforts of the college.

A.1.2: Clearly, strong and supportive leadership is needed to move developmental education programs forward.

A.1.3: Within programs, missions are reviewed and updated periodically. Program review should make this part of periodic updates of mission, vision, values and outcomes a much more coherent and transparent process. In addition, the needs identified in the program review should be linked to the college resource allocation process.

A.1.4: Fully institutionalize innovative programs that successfully serve students at the developmental level such as LinC and Title III, so those programs are less dependent on grant and one-time finding.

A.1.5: To demonstrate a strong institutional commitment to students, the college must create a set of interventions and a plan to address the needs of students at the developmental level immediately after enrollment. This includes offering a comprehensive orientation process to ensure that students understand how to successfully navigate the environment. Many faculty do not understand how to teach students that come to college with varying degrees of preparation and mastery of foundational skills, so training faculty from all segments of the college in how to utilize successful instructional methods for teaching students at all levels is also essential.

Effective Practice A.2:

A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.

Clearly specified goals and objectives are established for developmental courses and programs.

Strategies Related to Effective Practice		Where Strategies Occur
A.2.1	A detailed statement of the mission for developmental education is clearly articulated.	■ Student Success Center, LinC, DSS, MPS, SSRSC
A.2.2	Diverse institutional stakeholders are involved in developing developmental ed. mission, philosophy, goals, and objectives.	■ Does not occur
A.2.3	Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	■ SSC, LinC, DSS, MPS, SSRSC, ■ academic divisions and departments
A.2.4	Developmental education goals and objectives are clearly communicated across the institution.	■ Strategic Planning

As applicable, briefly describe how this practice occurs/exists at your institution:

A.2.1: A clear mission for developmental education only occurs in specific areas and the conversation has not been clearly articulated or communicated to the entire campus.

A.2.2: Does not occur except on an ad hoc basis. Educators who have shown a commitment to serving the needs of developmental students are only included in other capacities, NOT in their role as faculty or staff members who serve Basic Skills students, NOT systematically.

A.2.3: This practice occurs through department program review process, retreats, division and department meetings, and faculty listservs.

A.2.4: The strategic planning initiative, "Individualized Attention to Student Success" references the goal of retention and success of diverse student populations. Though this initiative not specific to developmental education, a large percentage of students enrolled in basic skills courses are being served by these efforts. Through this initiative, funding was allocated for areas such as early alert, peer tutoring and mentoring, summer bridge and First-Year Experience (FYE).

What barriers/limitations exist to implementing or enhancing this practice?

A.2.1: There is no institution wide mission specifically for developmental education. Basic skill development is largely viewed as the province of faculty and departments in Language Arts and Math, whereas faculty in other areas see similarly underprepared students as well. A.2.3: No mechanism currently exists to assemble diverse institutional stakeholders to create the developmental education mission, philosophy, goals and objectives.

A.2.3: The program review process needs be standardized throughout the entire campus to ensure that departments are using the same criteria to conduct them and should include a review of the mission, goals and philosophy of the program or department.

A.2.4: No clearly defined developmental education goals and objectives exist.

How might this practice be advanced or expanded upon in the future?

A.2.1: Once it is developed, the administrative team and Faculty Association can collaborate to develop a statement that clearly outlines the institution wide mission specifically for developmental education. This statement should be included in the educational master plan, college catalog, the campus website, etc.

A.2.3: The developmental task force needs to be re-established to serve as a steering committee that should include diverse institutional stakeholders to create the developmental education mission, philosophy, goals and objectives.

A.2.3: Standardizing the program review process will ensure that departments are using the same criteria to evaluate program effectiveness, which should include a review of the mission, goals and philosophy of the program or department. Resource allocation should also be tied to the program review process.

A.2.4: Once the clearly defined developmental education goals and objectives are developed, the administrative team can then ensure that it be communicated across the institution.

Effective Practice A.3:
The developmental education program
is centralized or highly coordinated

Strategies Related to Effective Practice	Where Strategies Occur
<p>A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).</p>	<ul style="list-style-type: none"> ■ Decentralized, partially coordinated. ■ No clear decision on structure. ■ Consensus that centralization of all DE courses within separate division not desirable.
<p>A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</p>	<ul style="list-style-type: none"> ■ No single person dedicated to DE. ■ Director of SSC and Dean of Student Development have partial responsibility but little decision-making authority
<p>A.3.3 A designated budget allocation exists for developmental education.</p>	<ul style="list-style-type: none"> ■ No. Inadequate budget spread thinly among many programs.
<p>A.3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.</p>	<ul style="list-style-type: none"> ■ Largely informal and occasional. ■ Teaching and Learning conference ■ LinC program, Tutorial, DSS, EDC ■ SSC and SSRSC have begun to collaborate in tutoring, training and peer mentoring ■ Previously, the Developmental Level Task Force (DTLF) conducted workshops and retreats
<p>A.3.5 Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.</p>	<ul style="list-style-type: none"> ■ Math, English, Reading and ESL departments coordinate on standards and curriculum within each discipline at department meetings and through listservs.

As applicable, briefly describe how this practice occurs/exists at your institution:

Results in this are mixed. No clearly defined institutional structure for developmental education exists. Nor is there a single administrator or faculty assigned responsibility for DE, but coordination within specific departments and divisions is high, especially within Language Arts (ESL, EWRT and READ) and Mathematics.

Most agree that coordination and collaboration across disciplines and between Instruction and Student Services does not occur consistently and is not institutionalized. From 2000-2007 (check dates) the

Developmental Level Task Force coordinated workshops and retreats attended by faculty and staff in math, language arts, and student support, but this group has recently dissolved due to lack of institutional support. Productive, albeit sporadic cross-discipline and cross-program coordination does occur, but depends on individual initiative rather than formal mechanisms or thoughtful planning for student needs.

EOPS has languished in the past due to vacant positions and lack of leadership. With a new dean now in place, the program is poised to take a more active role with the hiring of a new director, CARE, Career and Technical Education programs remain isolated from instruction. The proposed creation of a new division for campus-wide learning support (Student Success Center, Library and other programs) may promote more campus-wide visibility and coordination within instruction, but only with dedicated and clearly defined leadership.

Recent efforts by the Instructional Planning and Budget teams have begun conversations about how to better connect Student Services and Instruction as well as how to connect in-class instruction with out-of-class support.

Funding is a serious challenge, with no designated allocation for basic skills. Programs such as the Tutorial Center and the Writing and Reading Center rely on grants and one-time funding. Title III and Basic Skills allocations may alleviate crises for some programs but mechanisms to ensure permanent and stable funding are not yet in place.

(See also D10)

What barriers/limitations exist to implementing or enhancing this practice?

The lack of dedicated coordination and budget, combined with logistics, faculty load, and geographic separation of programs create challenges for communication and coordination across disciplines and between Instruction and Student Services. The Early Alert program, touted and begun many years ago, has yet to be implemented.

How might this practice be advanced or expanded upon in the future?

With dedicated space, dedicated leadership, financial support, coordination of developmental education and cross-campus faculty coordination of developmental education and assigned roles within departments, the college can create and maintain teams and structures that ensure coordination. The college must also implement formal mechanisms for individual student tracking, such as Early Alert, and expand support for the sharing of ideas through the Teaching and Learning Conference, Developmental Level Taskforce, workshops, retreats, and district and college opening days. There should be regular meetings between all faculties who teach at developmental level, including part-time faculty, and the programs that support students in their classes. Regular presentations at all division meetings, shared staff training sessions, and shared quarterly reports will facilitate communication and collaboration between programs and divisions. Other suggestions include coordinated quarterly distribution of program brochures, calendars, and other program information, and the reinstatement of a College Hour to facilitate scheduling of meetings across and within disciplines.

(See also D8)

Effective Practice A.4:
Institutional policies facilitate student completion
of necessary developmental coursework as
early as possible in the educational sequence.

Strategies Related to Effective Practice		Where Strategies Occur
A.4. 1	Students are required to receive early assessment and advisement for sound educational planning.	<ul style="list-style-type: none"> ■ Does not occur
A.4. 2	Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	<ul style="list-style-type: none"> ■ Catalogue ■ Website ■ Course descriptions and syllabi ■ Counseling 100 ■ Counselors and academic advisors ■ Admissions and Records staff
A.4. 3	Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	<ul style="list-style-type: none"> ■ Supportive culture exists alongside assumption that De Anza is primarily transfer institution, and that the responsibility for DE resides primarily in math and language arts.
A.4. 4	Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	<ul style="list-style-type: none"> ■ Institutional Research has tracked 3-year retention and success between levels of math and EWRT by ethnicity. ■ Individual cohorts of students in Puente, LART and First Year Experience have been tracked. ■ Other institutional research projects in process.

As applicable, briefly describe how this practice occurs/exists at your institution:

Results in this area are mixed. Assessment and advising are advisory and strongly encouraged, but not mandatory. GE courses have advisories but not prerequisites. Most recent high school graduates do take Counseling 100 over the summer, although students who do not come directly from high school or do not register appear to participate at much lower rates. Several of those surveyed point out that even if all students were assessed early, there are not enough sections of developmental courses offered at desirable times to accommodate the roughly 80% of students who place into them. As a result, many students take GE classes they are not yet prepared for. In Language Arts, many faculty members are dissatisfied with separate placement tests for EWRT and ESL, since many ESL students are reluctant to take the ESL test and are inappropriately placement in EWRT classes. In terms of culture, most agree that students in basic skills courses are not marginalized and that the college has a generally welcoming and supportive culture. Outreach efforts to attract students from underrepresented groups have increased dramatically. These efforts exist alongside a widespread assumption that De Anza is primarily

transfer institution, and that the responsibility of preparing students for college-level coursework resides only in developmental courses and academic support.

Institutional research actively participates in projects to track the progress of students in developmental education courses, but it is unclear whether these efforts are systematic and regular or sporadic, and it is unclear how program changes and decisions are linked to research.

What barriers/limitations exist to implementing or enhancing this practice?

Counseling staff is insufficient to require and enforce advising and assessment for all students. The number of sections of developmental classes is insufficient to accommodate all students placing into them.

How might this practice be advanced or expanded upon in the future?

Those surveyed had various ideas to improve completion of necessary coursework early in the sequence. A first step is to collect data about the extent to which students are delaying this coursework, and an analysis of the affected student populations. Assessment and counseling could become mandatory before or upon enrollment and attention to and enforcement of advisories could become stronger. Expanded course offerings are needed to accommodate all students who need developmental courses. Students could also receive a list of alternative options and services based on test results, in case can't get courses they need. More systematic planning and use of Institutional Research to track student progress is needed.

(See also D9.)

Effective Practice A.5:
A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.

Strategies Related to Effective Practice	Where Strategies Occur
A.5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	<ul style="list-style-type: none"> ▪ Adjunct Study Skills (Skills 132) ▪ Readiness labs ▪ EnableMath ▪ MPS
A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team-teaching) exist and include developmental education students.	<ul style="list-style-type: none"> ▪ LinC ▪ Puente ▪ First Year Experience
A.5.3 A comprehensive learning assistance center provides support to developmental education students.	<ul style="list-style-type: none"> ▪ Tutorial Centers ▪ Writing and Reading Center ▪ Skills Center ▪ DSS/Educational Diagnostic Center ▪ SSRSC
A.5.4 Peers and/or faculty provide mentoring to developmental education students.	<ul style="list-style-type: none"> ▪ Puente/LEAD! ▪ First Year Experience

As applicable, briefly describe how this practice occurs/exists at your institution:

De Anza has experience and strength in this area on which we can build and expand. According to many respondents, the LinC program is nationally recognized, as are Adjunct Skills, Readiness, and MPS. Many of these programs are scalable and could be expanded, given adequate support and space. In some cases programs have begun to work together more effectively to share resources such as space, tutors, training and funding, but this has not occurred systematically or throughout the institution. As one respondent put it, "our college is too big for us to depend on the good will of faculty in setting up and running their own programs on their own. We need greater effort in integrating and arranging our work so that we stop wasting all our hard work."

What barriers/limitations exist to implementing or enhancing this practice?

Inadequate and highly dispersed physical space for support programs creates confusion for students, faculty and staff and hinders coordination. Inadequate funding. Lack of formalized structures and staff and faculty time coordinate between programs in Instruction and those in Student Services. Stalled efforts on Early Alert (According to accreditation self-study, p. 118), was to be fully implemented Fall 2005.

(See also D10.)

How might this practice be advanced or expanded upon in the future?

Expand successful programs that integrate course-based support (i.e. LinC, MPS, EnableMath, Adjunct Skills.)

Provide larger and more centralized space for “one-stop” academic support.

Provide increased support for student peer tutors and teaching assistants.

Include in-class tutoring and counseling as part of all developmental courses.

Link programs together using technology such as Early Alert.

(See also D10.)

Effective Practice A.6:
Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

Strategies Related to Effective Practice		Where Strategies Occur
A.6.1	Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.	<ul style="list-style-type: none"> ■ Academic departments and divisions including English, ESL, Math, Educational Diagnostic Center (EDC), and Disabled Students ■ Programs and Services (DSS).
A.6.2	Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	<ul style="list-style-type: none"> ■ LinC Program, Student Success Center (SSC), ESL, EDC, DSS
A.6.3	Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses.	<ul style="list-style-type: none"> ■ This occurs in various departments; however, it is not always consistent.
A.6.4	A sufficient portion of developmental education course sections are taught by full-time faculty and the FT/PT ratio for basic skills is similar to the ratio for college-level classes and disciplines.	<ul style="list-style-type: none"> ■ Does not occur

As applicable, briefly describe how this practice occurs/exists at your institution:

A.6.1: On various hiring committees for developmental faculty positions, the job descriptions specify that experience is required in teaching diverse student populations and students who come to college at the developmental level. The screening and interview questions also reflect these requirements.

The EDC hires faculty/ advisors to teach students in developmental course work in the areas of math, grammar, spelling, and study skills. The faculty and staff hold required credentials in teaching and advising basic skills students with learning disabilities. The faculty in the EDC bring a great deal of zeal, knowledge, and many years of experience working with developmental students with learning disabilities. Interventions and strategies are used in EDC, which address the whole person and how a learning disability impacts the students in the basic skill areas. The EDC and the SSC tutorial center also offer individual and formal, small group guiding tutoring- which serves as a tutorial adjunct to the developmental math courses.

A.6.2: In various programs including LinC, Student Success Center and EDC this practice occurs via workshops, retreats, conferences and staff meetings

A.6.3: Very dedicated and hard-working faculty teach developmental English writing and ESL classes. All ESL faculty are knowledgeable and enthusiastic about developmental education because the discipline of ESL is centered upon developmental education. Advanced degrees in ESL all include pedagogy and teaching methods as part of their curriculum, and our faculty consistently suggest that teaching ESL students is their discipline and passion. The ESL Department has also been very successful in hiring

faculty of diverse ethnic and cultural backgrounds because the necessity of having our faculty reflect our student population is understood.

Outside of ESL and English, however, it was suggested that most faculty are more competent in higher level courses and less eager to teach developmental level courses.

A.6.4: Additional full-time faculty are needed to teach developmental level courses. Many of our developmental classes are taught by adjunct faculty members (most of whom are excellent teachers). Nevertheless, full-time faculty are needed for continuity, developing curriculum, serving on committees and to improve the instructional process.

What barriers/limitations exist to implementing or enhancing this practice?

A.6.2: Professional development activities specifically for faculty who teach Basic Skills are not often provided because funding has not been adequate to support professional training and development for faculty who teach at this level. The staff development efforts are primarily geared towards upper level division curriculum. Those efforts that do exist are primarily with designated programs such as LinC.

A.6.3: One of the most prominent barriers is the elitist attitude that some faculty have towards "higher" and "lower" levels of classes, students, and instruction. Also, much more staff development is needed, not only in teaching developmental English, Reading, ESL & Math, but all across all disciplines, since our students in developmental classes are enrolled in many general education classes across campus. There seems to be resistance in "content" disciplines to learning about integrating the teaching of reading and writing across the curriculum. Many instructors have indicated that they don't have the time to review basic skills topics because they have too many other topics to cover.

A.6.4: Many of our developmental classes are taught by adjunct faculty members, (most of whom are excellent), but for continuity, writing curriculum, serving on committees and to improve the classes, full time faculty are needed to teach basic skills. Even when adjunct faculty are hired (which occurs often) it is emphasized that instructors are needed who can teach the lower levels.

How might this practice be advanced or expanded upon in the future?

A.6.1: Provide internships for graduate students who are studying majors in basic skill areas to develop a strong adjunct and potential full-time faculty pool.

A.6.2: Develop professional development activities specifically for faculty who teach Basic Skills. In addition, content area faculty need professional training and development to help them successfully teach students in their classes that are also enrolled at the developmental level.

A.6.3: Recruit more faculty to work in the LinC program.

A.6.4: Train and provide incentives for full-time faculty to teach at the developmental level.

Effective Practice A.7:
Institutions manage faculty and student expectations regarding developmental education.

Strategies Related to Effective Practice		Where Strategies Occur
A.7.1	A clearly defined and widely shared definition of “successful developmental education” exists.	<ul style="list-style-type: none"> ■ Not clearly defined nor widely shared across institution. ■ Student Learning Outcomes efforts ■ Within individual departments
A.7.2	Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.	<ul style="list-style-type: none"> ■ Within EWRT, ESL and Reading departments. ■ Unsure about math dept.
A.7.3	Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	<ul style="list-style-type: none"> ■ Occurs inconsistently.
A.7.4	Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.	<ul style="list-style-type: none"> ■ Does not occur across campus.
A.7.5	Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.	<ul style="list-style-type: none"> ■ Course syllabi ■ Curriculum outlines ■ Portfolio norming in EWRT and ESL
A.7.6	Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	<ul style="list-style-type: none"> ■ Course greensheets ■ Curriculum outlines ■ Portfolio instructions in EWRT and ESL

As applicable, briefly describe how this practice occurs/exists at your institution:

This is an area, which shows promise within individual departments, but has yet to be developed across the institution. There has not been adequate conversation to arrive at a clearly defined and widely shared definition of success in developmental education, though individual departments have done much work in this area. Content area and workforce education faculty are often dismayed at their students' lack of preparation. All programs and departments struggle with

unrealistic expectations, both on the part of faculty in content areas and students themselves, that 11 weeks of instruction will create students fully prepared for the next level of coursework.

What barriers/limitations exist to implementing or enhancing this practice?

Campus-wide leadership in and conversation about developmental education has not occurred. Many survey respondents cited the quarter system and the unrealistic expectation that all students will progress to the next level in 12 weeks as a barrier to success.

How might this practice be advanced or expanded upon in the future?

Campus-wide discussion of goals and criteria for successful developmental education should take place, perhaps in conjunction with work on Student Learning Outcomes. More intensive faculty orientation and training is needed for those teaching developmental as well as college-level course to better align goals and expectations. Conversations about shifting from the 12-week quarter have begun within Faculty Senate. Within language arts, faculty have suggested reworking curriculum to give students credit for their progress even though they may not be fully ready for the next level through a program of variable units for developmental classes.

Effective Practice B.1:
Orientation, assessment, and placement
are mandatory for all new students.

Strategies Related to Effective Practice		Where Strategies Occur
B.1.1	Mandatory orientation exists for all new students.	■ Required, but not enforced.
B.1.2	Mandatory assessment exists for all new students.	■ Required, but not enforced.
B.1.3	Mandatory placement exists for students assessed at developmental levels.	■ Required, but not mandatory or enforced.
B.1.4	Expanded pre-enrollment activities exist for students placed into developmental education courses.	■ Exists for students in specific developmental education programs: Student Success and Retention Services (SSRS), Puente, EOPS/CARE, summer bridge, First Year Experience
B.1.5	Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	■ LinC program, Enable Math, MPS

As applicable, briefly describe how this practice occurs/exists at your institution:

B.1.1. De Anza has counseling 100, a ½ unit mandatory introduction to college for all students to take after their placement test. Neither assessment nor orientation is enforced.

B.1.2-B.1.2 De Anza has an institution-wide practice and requirement of assessing all students who have not taken and passed college-level English and Math. All students, after they are tested, are given their scores and the courses they are qualified for. Developmental students are advised on the course options they can take and advised to see a counselor.

B.1.4: Expanded pre-enrollment activities exists for developmental students in SSRS/Puente and, EOPS, First-year experience, summer bridge (example: parent event to kick off the summer, program breakfasts)

B.1.5: Institutional Research has routinely reviewed the developmental LART students in the LinC program and the program has also conducted student surveys and held focus groups. The English Department reviews student learning outcomes in their portfolio program of the developmental English classes. Institutional Research has also routinely reviewed the EnableMath program, and to some extent, Puente and SSRS.

What barriers/limitations exist to implementing or enhancing this practice?

B.1.1 Limited capacity in Counseling 100 dictates that it be mandatory but not enforced, due to not wanting to turn students away from enrolling in college.

B.1.2 A percentage of students either do not take the placement test or after taking the placement test choose not to enroll in the suggested developmental courses. Students can take other courses that have advisory courses, such as English 1A, because they are not required to take developmental courses first. Some students do not take the time to see a counselor before they enroll in their course work. The assessment office is extremely impacted during the month of August which impairs its ability to give each student the personal attention the office knows is essential for students. Success—particularly for developmental students, depends on individualized attention. Studies and surveys of student satisfaction have been put on hold, as the assessment office has not had a director in position for two years.

The Outreach Office has relationships with 50 high schools and targets underserved students. To that end, the office goes directly to the local high schools to give students the opportunity for basic skills testing and is booked solid during the month of April. The office has one outreach assistant, and the director has no administrative help. The office has had to rely on programs and department to assist efforts. Due to popularity of on-site testing and limited staff, the office gives placement tests for both math and English on the same day which might not be the best testing opportunity for students.

B.1.4 As the programs, such as LinC, First Year Experience and SSRS expand, the support for these programs also need expanding so that the leaders of these programs do not single-handedly take on the burden of extra work.

B.1.5 Insufficient mechanisms exist to gain input from various stakeholders across campus. The College will need to address this issue.

How might this practice be advanced or expanded upon in the future?

B.1.1 A suggestion was made to follow the Foothill model of having a counselor assigned to each division so that basic skills students receive more exposure to counselors in their developmental and content-area classes.

B.1.2 A new director in the position of Assessment will help support basic skills assessment and develop and distribute student satisfaction surveys. The office is also moving toward an online test that is shared by all community colleges, which will help provide easier access for basic skills students. The office needs funding to open on Saturdays (to support weekend college) and have longer hours to support evening students. Because of the “stigma” of ESL identification, some of our English learners avoid the ESL placement exam and take the English and Reading placement test, thus are misplaced into classes that don’t meet their language learning needs. A new listening component for the ESL placement test is needed along with more placement readers and meetings. Another suggestion is to have one placement test with a detailed student information form. The test would be read by a committee of EWRT, ESL, and Reading faculty to prevent ESL student from placing themselves in classes that do not meet their English language needs.

The outreach office is very much in need of funding for staff assistance. The office needs an administrative assistant and a part-time counselor to attend high schools and advise students before and after their placement tests on site. Since the office is targeting underserved populations, these students need support at the entry level, from testing to placement. Funding to the outreach office will go directly to serving the students at a critical point.

B.1.3 A stronger connection between students placed at the developmental level and counseling could be expanded so that some students do not ignore their basic skills requirements. Both the counseling and placement offices are impacted in the months before fall quarter so funding could go to additional staffing, perhaps a counselor on site at the placement office.

B.1.4 The pre-enrollment activities are essential for forging the personal and social connections students make to college. Suggestions were made for additional staff support and peer mentors as programs grow. Programs rely on DASB funding, but as more programs are developed, less money is available from DASB. Programs cannot emphasize enough the importance of pre-enrollment activities for basic skills students, so funding this is imperative.

B.1.5 Many faculty and staff supported expansion for basic skills programs to develop modes of assessment related to student learning outcomes, for example in general ESL, reading and math courses not involved in LinC, EnableMath or MPS.

Effective Practice B.2:
Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

Strategies Related to Effective Practice		Where Strategies Occur
B.2.1	Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	<ul style="list-style-type: none"> ■ Institution-wide in curriculum updates, and course revision, and specifically in LinC, LART, Enable Math, MPS, English department's Portfolio process for basic skills writing, Student Success Center lab curricula and tutoring services.
B.2.2	Formative program evaluation activities occur on a regular basis.	<ul style="list-style-type: none"> ■ Institution-wide in program review and in various programs: LinC, EnableMath, MPS
B.2.3	Summative program evaluation activities occur on a regular basis.	<ul style="list-style-type: none"> ■ English (portfolio process) and LART classes, Enable Math, MPS
B.2.4	Multiple indices exist to evaluate the efficacy of developmental education courses and programs.	<ul style="list-style-type: none"> ■ LinC: (LART classes), English: portfolio process, developmental writing subcommittee.
B.2.5	Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	<ul style="list-style-type: none"> ■ LinC program, EnableMath and MPS. Results are not disseminated widely.

As applicable, briefly describe how this practice occurs/exists at your institution:

B.2.1 The LinC program provides a model of course content review and revision through the work of faculty of LART courses, student surveys and institutional research. The EnableMath and MPS also focus on student entry and exit skills. Within Language Arts, the English Department reviews EWRT 200 through their Developmental sub committee and EWRT 100 entry and exit skills through their Portfolio process. There is a particular focus in the division to student learning outcomes. The Readiness Labs focus on student assessment and the curricula has been thoroughly advised in the past two years to meet specific student needs in developmental writing and reading.

B.2.2-3 Formative and summative program evaluation activities occur in MPS, EnableMath and the LART program of LinC. Summative program evaluation activities exist in the English department's portfolio process of evaluation.

B.2.4 Exists in the English Department's portfolio process (assessment of student writings between two faculty members) and LinC's LART program (through SGIF assessment, student survey).

B.2.5 Data is available online and via email and presentations (particularly through the LinC LART program). It is probably not disseminated widely enough, however.

What barriers/limitations exist to implementing or enhancing this practice?

B.2.2 Faculty and program managers are so overloaded and overworked that there is little time to conduct important and needed program evaluations.

B.2.3 De Anza does not have these evaluations on a regular basis. The equity collaboration team has requested these, but there is a lot of defensiveness about exploring the data and asking what needs to be done for improvement. De Anza is engaged in division-wide culturally competent/relevant teaching and there is resistance and a very small turn-out to the discussions. There is no provision to give individual teachers their success rates, equity rates, etc. and there is no understanding of what it would mean to “improve practice.”

B.2.4-5 There is no working developmental task force to evaluate developmental courses programs. Departments are not given time to work together (e.g., math, reading, English, ESL)

How might this practice be advanced or expanded upon in the future?

B.2.1 A suggestion was made for the Reading Department to write a “Risk Assessment” for students in courses that demand intensive reading.

B.2.2 More faculty need to get involved with college and program work so that the burden is not carried by the dedicated few. Faculty need to be hired for specific programs and/or more release time needs to be given. Institutional Research needs to be invited to division meetings to discuss ways of assessing programs. Staff development needs to provide opportunities. i.e., workshops, for assessing and evaluating developmental courses and programs. Division meetings need to include more workshops on student learning outcomes in developmental courses.

B.2.3 Workshops and courses specifically related to improving teaching practice for improving student learning outcomes.

B.2. 4 Faculty of developmental courses and the Readiness lab need time to work on multiple ways of assessing their joint developmental program.

B.2.5 Institutional research should be invited to division meetings to discuss data regarding programs that have been tracked, i.e., MPS, EnableMath and LinC's LART programs.

Effective Practice B.3:
Counseling support provided is substantial, accessible,
and integrated with academic courses/programs.

Strategies Related to Effective Practice		Where Strategies Occur
B.3.1	A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	<ul style="list-style-type: none"> ■ EnableMath, MPS, LinC (LART), First Year Experience, SSRC, and Puente. DSS, and EOPS/CARE, OTI
B.3.2	Counseling and instruction are integrated into the developmental education program.	<ul style="list-style-type: none"> ■ EnableMath, MPS, LinC (LART), First Year Experience, SSRC, and Puente. Educational Diagnostic Center (EDC)
B.3.3	Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	<ul style="list-style-type: none"> ■ Exists but continuing education needed
B.3.4	Counseling of developmental education students occurs early in the semester/quarter.	<ul style="list-style-type: none"> ■ mandated programs (EDC, DSS, EOPS/CARE) and Early Alert System

As applicable, briefly describe how this practice occurs/exists at your institution:

B.3.1 Some students maintain a consistent relationship with counselors, who are charged with serving students enrolled in special programs. Counselors with special programs assist students in developing skills and behaviors to navigate the institution. Within special programs, counseling support is embedded in the curriculum and the needs of basic skills students are well anticipated. The proactive approach involves counselors using best practices to engage basic skill students within the structure of a given program (LinC, First Year Experience, SSRC, Puente). DSS, and EOPS/CARE); using a proactive counseling strategies and interventions entail not wait reactively for students to come into the counseling division or special programs to be served. Students in programs, such as the LinC program, Enabled Math, First Year Experience, Puente and MPS receive specialized counseling and advising to address content competencies and study skills expected for successful completion.

B.3.2 Counselors are assigned to specific programs, with limited capacity, that serve students enrolled in developmental courses. The role of the counselors include providing an intensive classroom presence, providing academic and personal counseling, providing students with an informed source to interface campus services and resources, and executing strategies to address adverse life issues, which may impact the educational process. Counselor also assess student's needs for tutorial services, assist students in academic goal development and career planning, inform students of financial aid resources and options, perform ongoing interventions to troubleshoot situational crises and impinging life issues that may hinder the students short and long term educational goals. Counselors also seek to develop resourceful behaviors in basic skills students.

B.3.3 The education and training possessed by counselors in the De Anza Counseling Division and those employed in DSS meet qualifications designated by the CA Community College Chancellor's

office. Additionally, the counseling division is staffed with licensed mental health professionals, providing students with access to brief solution-focus personal counseling as well as crisis intervention counseling. Counseling staff present concerns, regarding the need for continuing education related to challenging issues that are frequently encounter in servicing students at the developmental course level (e.g. work/life balance, poor academic orientation, poor time management and poor study skills, as well as more serious issues such as substance abuse, relational violence, homelessness and inadequate housing, child care resources, child abuse, suicidal gestures, alcoholism, eating disorders). Additionally, on-going training/ professional development is critical in the areas of interviewing and observation, providing informed consent, maintaining confidentiality and legal mandates, and performing risk assessments.

B.3.4 The institution has adopted an early-alert system involving the efforts of counselors and faculty to support student retention which include identifying students who are presenting behaviors (e.g., poor attendance or low grade performance) in the early weeks of the quarter which may adversely impact their performance. DSS/EDC, EOPS/CARE have a continuous and consistent relationship with students (meeting eligibility criteria) that addresses specific and defined educational needs outlined in Title V.

What evidence exists to support the efficacy of this practice?

B.3.1A strong support liaison between counselors and instructors in the programs serving developmental students fosters high matriculation, retention, and persistence rates. Coordination between multiple services within these programs and campus-wide resources provides pathways for moving basic skills students to college-level course work.

B.3.2 Counseling and instruction exists within the basic staffing structure and curriculum approach of the following programs: EnableMath program, MPS, LinC (LART), First Year Experience, SSRC, Puente, and in the Educational Diagnostic Center. Counselors, instructors, and tutors work collaboratively assisting student complete the requirements from the elementary math and English level to college level mathematics and English.

B.3.4 Most specialized programs and the Title 5 programs (EOPS/CARES and DSS/EDC) maintain mandatory meetings for students to receive program benefits, and in the case of DSS/EDC, accommodations. When developmental students in special programs meet with counselors early in the term, educational planning is proactive, allowing for students and counselors to review fundamental issues (e.g. assess financial aid needs, review tutorial resources, assist students in prioritizing multiple life commitments, and work with students to designate realistic study schedules) and to resolve potential hurdles to academic success.

What barriers/limitations exist to implementing or enhancing this practice?

B.3.1 Vital counseling support in various programs takes counselors away from general counseling, spreading staff thinly.

B.2 Many participants decried the insufficient capacity of the programs and enrollment options to support the vast number of students in development courses. Many students in developmental math and English courses are not enrolled in the limited course offering of specialized programs (e.g. Enable Math, LinC, MPS) with integrated counseling or programs assisting special need students (disability and economic disadvantage), such as EOPS/ and DSS/EDC, which require students to meet Title 5 eligibility requirements. Many students have to navigate the basic skills course sequence in math and English without specialized curriculum-related counseling or counseling support to address the special needs of the developmental students.

B.3.3 Specialization and competencies of the counseling department to address the diverse socio-emotional issues the developmental students present. Counseling staff voiced concerns, regarding the need for continuing education related to challenging issues that are witnessed in significant numbers in the students at the developmental course level (e.g. work/life balance, poor academic orientation, poor time management and poor study skills, as well as more serious issues such as substance abuse, relational violence, homelessness and inadequate housing, child care resources, child abuse, suicidal gestures, alcoholism, eating disorders). B.3.4 A major barrier to early counselor contact is that general students (those not in a support program) will need to self-initiate contact with a counselor in the Counseling Division, which requires that the student have an awareness and capacity to identify potential barriers, which adversely impact educational outcome. Students, who are not monitored or mandated, under the structure of a special program maintain the onus of having to assess their early academic status to determine potential, which requires a level academic maturity that developmental students often do not possess. Additionally, the college has adopted an “Early Alert” program in which instructors and counselors communicate the academic status of a student through an automated system with defined objectives to assess academic progress- and to promote retention. The Early Alert system is in the embryonic stage and has not been adopted uniformly or widely by the institution; only a small minority of instructors is using the Early Alert system. Also, the broad faculty use of the Early Alert automated system will require significant counseling presence to engage collaboratively with instructors to executive course-level retention strategies.

How might this practice be advanced or expanded upon in the future?

B.3.1: Expansion needed for cohorts, bridge and cluster classes. As program grows, it is increasingly difficult to monitor and track students' progress. Programs need more staff and automated resources to retrieve and analyze data: information management systems. There was a collective call for establishing a Retention specialist at a managerial level with broad responsibilities in examining and evaluating effectiveness of program retention practices. Counseling program coordinators described urgency for more counselors to be assigned to all support programs.

B.3.2 This practice may be expanded with the development of more basic skill courses offering the integrated instruction and counseling component. Additionally, this practice can be advanced with more communication of best practices between the diverse and multiple support programs serving developmental students. Further, data analysis is imperative to understand program participation issues (e.g. services used and rendered, point of contacts, number of contacts, referrals, tutoring used, and analysis of how attendance, tutoring, and other variables affect course- level outcomes). Data analysis would also allow outcomes to be evaluated on the program level.

B.3.3 Ongoing continued education, competency based supervisory staffing, and a counseling staffed with professionals with specific competencies and skills to address socio-emotional issues endemic to the college process of the development students as well as counseling staff to address acute psychiatric issues, effectively.

B.3.4 The greater faculty adoption and embrace of the automated Early Alert system will expand this practice. The Early Alert system is mediated by technology; however, it is the qualitative relationship between students, instructors, counselors, and greater campus resources, which will engender maximum retention.

Effective Practice B.4:
Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Strategies Related to Effective Practice	Where Strategies Occur
<p>B.4.1 Outreach and proactive mechanisms exist to educate developmental students about opportunities to acquire financial aid.</p>	<ul style="list-style-type: none"> ■ “Glossy/ Eye-Catching” F.A. Advertisement ■ F.A. Classroom Presentations ■ FAFSA Nights, Parent Nights ■ High School Presentations and Campus-based events to increase FAFSA ■ Presentations at CCOC, Alternative High Schools ■ Early Morning and Late Evening FA Office service hours
<p>B.4.2 Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.</p>	<ul style="list-style-type: none"> ■ Strategic coordination of Institutional Research Data and FA Office ■ FA Outreach Classroom Presentations ■ Program- level Registration Assistance, FA Information, and FA referral (e.g. DSS, EOPS, SSRC, LINC) ■ FA Satellite Office Drop-In Services ■ FA Book vouchers issued quarterly to divisions
<p>B.4.3 The institution actively solicits additional aid sources in support of developmental students (e.g. potential scholarship donors or textbook grants).</p>	<ul style="list-style-type: none"> ■ CompTech/OTI Corporate Internship program ■ FA office provides multiple options detailed in online Guide for Prospective Donors. ■ Night of Magic
<p>B.4.4 The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.</p>	<ul style="list-style-type: none"> ■ More 100 annual -scholarships with GPA criteria ■ CARE grants administered by the EOPS/CARE and funded by the state of CA ■ Multiple Programs provide De Anza Bookstore Vouchers (e.g., SS, EOPS, Puente, and Child Development)

As applicable, briefly describe how this practice occurs/exists at your institution:

B.4.1 The Financial Office and the Admissions and Institution Outreach Office work closely in coordinating outreach and FA efforts. The FA Office uses the following outreach approaches: FAFSA Nights (line-by-line directions to completing the FAFSA), High Schools presentations, which are conducted in English, Spanish, and Vietnamese, and Parent Nights (guidance to students and their parents).

B.4.2 Institutional research is produced to identify financial aid recipients by course enrollment. The percentage of students receiving financial aid in developmental courses is also identified. Book vouchers are distributed, quarterly, to division deans by the FA Office; each book vouchers is in the amount of \$100.00 and requires that the student to schedule an appointment with the financial aid office to further assess student's financial needs.

B.4.3 The institution administers through the FHDA District Foundation Office and the De Anza FA Office more than 100 scholarships. Through the FHDA foundation, the college solicits donations (e.g endowment development as well as time- limited scholarships) to support the education of students. The Foothill College Vice President of Instruction presented to the FHDA Foundation Board, at the board's January 2008 meeting, to inform board members of the need for fundraising to support basic skills. Additionally, the Foothill, Math My Way, developmental math program was recently supported with an initial gift of \$15,000, and a subsequent of \$50,000.00, from a donor with a specific funding interest to support basic skills students, who struggle in math. Further, The FHDA District Foundation Office offers workshops (District Opening Day) and technical assistance in identifying and developing grants to serve developmental students. Lastly, the FA Office website provides multiple options for donating, which is detailed in their online Guide for Prospective Donors

B.4.4 The financial office issues book vouchers, quarterly, to campus Division Deans for distribution to students with financial hardships. Also, formal book grant programs are administered through EOPS, DSS, Puente, and Child Development; continued receipt of book grants requires satisfactory achievement. Incentives can also be identified in the CARE programs, where low-income students, with educational barriers, are provided financial assistance, transportation assistance, paid registration and lab fees, as well as- for eligible students- CARE Grants, Book and Supplies Voucher and Meal Vouchers. The institution through its Occupational Training Institute/ CALWORKS offers assistance with on campus childcare and fee reimbursement. DSS proactively assists developmental students in referrals to the county- based Department of Rehabilitation (DOR), which provides students, while attending De Anza, with vouchers, covering the cost of enrollment fees as well as books and supplies. DSS serves as an on-going liaison support source between the college and DOR, facilitating the voucher process, and actively working to resolve any financial issues. DSS and EOPS/CARES also provide comprehensive registration assistance, including the completion of the Board of Governors Fee Waiver (BOG), which allows students, at the time of quarterly registration (in DSS/EOPS/CARE departments), to enroll at the BOGW rate, eliminating the unit fee. The DeAnza CompTech/OTI program offers on-campus paid internships, allowing students to work up to 144 hours in a computer-refurbishing lab.

What evidence exists to support the efficacy of this practice?

B.4.1 The financial office develops brochures with detailed information regarding the different forms of financial aid and the steps necessary to apply. According to FA/ Institutional Research data, the percentage of financial aid students indicating degree or transfer, as their initial goal has increased from 63% to 66% from 2006 to 2007.

B.4.2 Institutional research for 2006-07 academic year identified the highest percentage of students receiving a form of financial aid were enrolled in the developmental reading courses, Reading 100 and 101 (spring 2007-41% of students enrolled in all sections of this course were recipients of FA).

Additionally, 36% of students enrolled in Math 112, 32% of the students enrolled in the developmental math course, Math 210, and 32% enrolled in the development writing course, EWRT 100B, received a form of financial aid in the spring 2007.

B.4.3 The 2007-08 Night of Magic Fundraiser donated \$10,000 to a fund granting book vouchers. The OTI/ CompTech program develops and maintains paid internships with major IT companies in Silicon Valley, in which students are provided opportunities and referrals for these off- campus paid internship opportunities. Students may work up to 25 hours per week during a school session and 40 hours per week during breaks.

B.4.4 High persistence rates exist in programs offering incentives. Programs, in which book vouchers are issued, satisfactory academic performance is required for students to be continually awarded a voucher; the program mandate of high academic performance to receive a voucher serves as a financial incentive to enhance academic achievement. High academic achievement is also evidential in recipients of GPA-based scholarships. Scholarship award recipients with recurrent scholarship applications (year-after-year) appears illustrate the motivation and incentive scholarships foster for above-average academic achievement.

What barriers/limitations exist to implementing or enhancing this practice?

B.4.1 The financial aid has limited staff members to cover a large outreach process (off campus and on campus efforts). Student follow-up to complete final documentation to receive financial aid is tremendously low.

B.4.2 The extent of early mechanisms within the institution to identify students financially at-risk may be lacking. Poor follow-up rates amongst students eligible for grants; FA Office records indicate that only 5% of the students (10 out of 200 students) notified, in the winter 2008 quarter, by email and subsequently by letter, "Congratulating" them for their strong potential in qualifying for "GRANTS" followed-up to submit the required (and rudimentary) "Data Sheet" to complete their application. Though students are provided a direct link to down load the data sheet (in the email); multiple options to turn in documents at "Process While You Wait" events; and the opportunity to win a "\$100.00 Certificate to the De Anza Bookstore," poor completion rates of students, missing data remain.

B.4.3 Criteria established for scholarships and grants are not typically based one's status as a developmental student- but targeted more towards the underprepared, low income student. Many financial aid scholarships have a "completed units" requirement as eligibility criteria; however, the Financial Aid Office, except when alerted/ requested by a specific scholarship committee will not count developmental course work as completed units.

B.4.4 Though the De Anza College FA Office disbursed close to \$14 million in financial aid in the 2006-07 academic, it lacks any control in altering eligibility and disbursement criteria to address any student academic needs beside those outlined by the federal government.

How might this practice be advanced or expanded upon in the future?

B.4.1 The FA Office and the Office of Outreach be able to greater forecast the changing student populations and providing financial outreach information as early as the sophomore year in high school. Enhance relationships with high schools to strengthen De Anza's understanding who the future students will be and what financial barriers they present in persisting as developmental students.

B.2.1 The Financial Office administered and disbursed \$390,000 in scholarships in 2006-07 academic year; future target efforts may seek to target scholarship development specifically to serve students in developmental course work.

B.4.2. There are very few financial aid resources for students at the developmental level whose status in the U.S. is undocumented. The number of these students is rising, yet the opportunities for them are not. De Anza has a major role in serving these students.

B.4.3 Faculty teaching developmental courses may wish to allot a brief class segment for a financial aid presentation- and possibly provide students extra credit (10pts.) for the completion of the FAFSA, as a mechanism to support retention and avert the financial issues, which capsize student focus (e.g. financial stressors, too many work hours/overextension)

B.4.4 Workshop informing students how to apply for scholarships and internship programs.

Effective Practice C.1:
Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

Strategies Related to Effective Practice		Where Strategies Occur
C.1.1	Department, program, and/or institutional goals related to the improvement of developmental education are established.	<ul style="list-style-type: none"> LinC (Multi-disciplinary learning communities program), MPS (MPS), Enabled Math, Student Success Center, Disabled Students Program and Services (DSS), Title III
C.1.2	Professional development activities for developmental education faculty and staff are actively supported by senior administration.	<ul style="list-style-type: none"> Only as part of the general staff development offerings.

As applicable, briefly describe how this practice occurs/exists at your institution:

C. 1.1: In the LinC Program faculty, attend Summer Institutes and participate in faculty mentoring and teams during each quarter. The Student Success Center (the nine programs dedicated to Developmental Education) has clearly established program goals. The ESL department shares information regarding developmental goals and activities on its listserv and in department meetings. In the Disabled Students Program and services, the faculty and staff have developed a handbook, which outlines its efforts to assist developmental students with disabilities to succeed.

C.1.2: Funding for staff development is provided through the staff development office. The campus also funds various activities such as opening day and the teaching and learning conference to address the training needs of faculty that teach at all levels.

What evidence exists to support the efficacy of this practice?

C1.1: There are high retention numbers for students enrolled in the LinC and other developmental programs.

What barriers/limitations exist to implementing or enhancing this practice?

C1.1: The Developmental Task Force, which consisted of faculty and counselors from many disciplines, disbanded due to lack of strong institutional support and funding. This group established goals and priorities for the developmental education program here at De Anza. There has been some desire to reform this group but most who participated felt unsupported and that there is no indication of institutional support by senior administration.

Many content instructors don't receive pedagogical methods training particularly for basic skills, because they believe they don't need it and use outdated methods which do not address the diverse learning styles of students enrolled in basic skills courses.

C.1.2: While the district supports developmental education, professional development and activities specifically for faculty who teach Basic Skills are not often provided because funding has not been adequate to support professional training and development for faculty who teach at this level. The staff development efforts are primarily geared towards upper level division curriculum.

How might this practice be advanced or expanded upon in the future?

C1.1:

Provide further institutional/administrative support for LinC, the cultural competence communication partnership and other developmental education programs

Support smaller class sizes in developmental education courses.

Additional support for part-time and full-time faculty to participate in collaborative efforts in LinC and other programs that serve students at the developmental level.

Provide paid release time for development of discipline-specific basic skills pedagogy.

C.1.2:

Provide administrative support for basic skills instruction and faculty development, especially for content area faculty.

Offer additional training in basic skills for part-time faculty and include either paid time or a stipend.

Include faculty development specifically for developmental education in the college's Mission statement.

Effective Practice C.2:
The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of developmental education programs.

Strategies Related to Effective Practice		Where Strategies Occur
C.2.1	Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	<ul style="list-style-type: none"> LinC program workshops and curriculum institutes—also through campus wide surveys of faculty
C.2.2	Developmental education staff development activities address both educational theory and practice.	<ul style="list-style-type: none"> same as above
C.2.3	Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	<ul style="list-style-type: none"> LinC and LART
C.2.4	The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	<ul style="list-style-type: none"> Does not occur
C.2.5	New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	<ul style="list-style-type: none"> In the first year experience for new faculty and staff through SD training.
C.2.6	Staff development activities promote interactions among instructors.	<ul style="list-style-type: none"> SD workshops for part time faculty, new faculty

As applicable, briefly describe how this practice occurs/exists at your institution:

C.2.1 and C.2.2: Developmental faculty design, plan and implement staff development activities in the various programs through program workshops, department meetings and curriculum institutes. Surveys are also conducted campus wide to give faculty the opportunity to share information about training needs.

C.2.3: This occurs through staff meetings in the division and departments, learning communities – LART, LinC & ESL, Student Success Center, and College Readiness.

C.2.5 and C.2.6: These practices occur through staff development training for new faculty and various trainings and workshops conducted throughout each academic year along with debriefing meetings in the divisions, departments and the tutorial center.

What barriers/limitations exist to implementing or enhancing this practice?

C.2.1: Time constraints and funding are the most relevant barriers.

C.2.2: Attempts by the Staff Development program to implement a proposed four-year program for all tenure-track faculty have been largely unsupported by administration. There should be training program for those teaching Readiness students.

C.2.3: C.2.4: Staff Development and Institutional Research have no shared vision for developing benchmarks for evaluating developmental program staff development efforts and improvement.

C.2.5: There is inadequate training for new faculty about the campus culture, programs, services and departments.

C.2.6: Staff Development offerings are not always convenient for adjunct faculty members and workshops are not often repeated to meet faculty schedules.

How might this practice be advanced or expanded upon in the future?

C.2.1: Additional paid time is needed for basic skills faculty to develop training curriculum--basic skills faculty members could be offered incentives to help train and support each other and content area faculty.

C.2.2: Providing adequate resources to offer comprehensive, ongoing staff development programs designed for developmental educators in areas of educational theory and practice

C.2.3: An institution-wide effort to assess and address the specific staff development needs of developmental education faculty. Trainings need to be offered at times that are convenient for faculty. Some topics may require encore presentations to ensure increased faculty participation,

and training sessions could also be scheduled during regular department meetings.

C.2.4: Developing a comprehensive evaluation process for the current staff development offerings for developmental educators would provide a basis for improvement.

C.2.5: Providing more training for new and adjunct faculty regarding the various resources, programs and services available (e.g. financial aid, health services and counseling) to students so they can share the information with the students enrolled in their classes.

C.2.6: Faculty networking activities and an "all college" hour during which few courses are taught would be useful in promoting opportunities for faculty to interact and develop collaborative efforts.

Effective Practice C.3:
Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.

Strategies Related to Effective Practice		Where Strategies Occur
C.3.1	Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	<ul style="list-style-type: none"> Retreats (“excellent”) Effective workshops—cultural diversity training, workplace respect, communication skills.
C.3.2	Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.	<ul style="list-style-type: none"> Readiness Programs assist LinC faculty Sustained, effective support includes LinC developmental training (e.g. LART)
C.3.3	Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	<ul style="list-style-type: none"> The Staff Development Office includes staff that coordinate activities Adequate funding does not occur

As applicable, briefly describe how this practice occurs/exists at your institution:

C.3.1: Readiness Programs assist LinC faculty concretely as they integrate curriculum and create learning communities. LinC and College readiness support retention and success of Basic Skills students through support of LART and other team teaching efforts.

C.3.2: Sustained, effective staff development includes LinC developmental training (e.g. LART) and divisions meetings and trainings. Periodic workshops on assessment techniques help maintain a feedback loop with students who may not always be easy to gauge in terms of how much they are learning.

C.3.3: De Anza has two highly competent employees whose core responsibility is to coordinate staff development programs.

What evidence exists to support the efficacy of this practice?

C.3.1: The success rates of students in basic skills offerings as a part of the Student Success Center and LinC far exceed similar students in stand-alone courses.

C.3.2: LinC Retreats and effective workshops on various relevant topics, all assist developmental faculty members to be effective in the classroom.

What barriers/limitations exist to implementing or enhancing this practice?

C.3.1: Very limited participation in staff development activities. Lack of capacity in staffing and other resources to effectively expand outreach and support to engage more faculty and staff in their own professional development.

There needs to be more Divisional support to amplify the value of and encourage participation in staff development activities. There is also insufficient communication about what the institutional goals are for faculty in relation to teaching and learning. Many faculty are not clear about whether institutional goals align with staff development offerings.

C.3.2: There need to be increased, consistent communications about available staff development opportunities (e-mails, flyers, department/division meetings, flex events, academic senate, and tenure review committees, etc.). There is a lack of administrative leadership and centralization of support for staff development, which has in many ways, prevented activities from being as useful and comprehensive as they need to be.

C.3.3: Staff development staffing and funding are currently not adequate to meet the training needs of developmental education faculty.

How might this practice be advanced or expanded upon in the future?

C.3.1:

Provide ongoing support for discipline -specific staff development.

Fully institutionalize the LinC program so that they can disseminate effective practices for teaching students at the developmental level to all academic departments and programs.

C.3.2:

Reduce faculty member teaching loads every 3-5 quarters so faculty can improve cultural competency in the classroom, brain based teaching and learning, and pedagogies of engagement, etc.

Create an All-College hour to ensure that faculty will have the time to participate in staff development.

Increase the numbers of workshops that are repeated.

Offer developmental teaching best practices workshops that are very synergistic and consonant with Staff Development training and practices.

C.3.3:

- Provide ongoing funding with a line item that is ear marked specifically for staff development offerings developmental educators.
- Staff development programs should be supported and sustained.
- Link some staff development efforts to the office of diversity.

Effective Practice C.4:
Staff development opportunities are flexible, varied,
and responsive to developmental needs of
individual faculty, diverse student populations,
and coordinated programs/services.

Strategies Related to Effective Practice		Where Strategies Occur
C.4. 1	Peer Mentoring	■ Peer-to-Peer faculty mentoring program
C.4. 2	Instructional Consultation	■ Staff Development
C.4. 3	Reflective Teaching	■ Tenure review, individual departments and divisions, professional growth activities, professional development leave, LinC, Student Success Center.
C.4. 4	Scholarship of Teaching & Learning	■ Annual Teaching and Learning Conference
C.4. 5	Classroom Assessment Techniques	■ Staff Dev. workshops (limited attendance)
C.4. 6	Great Teacher Seminars	■ does not occur
C.4. 7	Academic Alliances (e.g., K-16 Inter-Segmental Partnerships)	■ does not occur
	Other (specify activity): Instructional Skills workshop	■ Staff Development
	Other (specify activity): Small Group Instructional Feedback	■ LinC program

As applicable, briefly describe how this practice occurs/exists at your institution:

These practices exist at DeAnza through ICCE, Student Success Center, diversity training, opening days, department and division sponsored events/retreats and through funding for part-time stipends. Also they exist through staff development faculty training (especially in LinC learning communities), and weeklong summer training sessions.

What evidence exists to support the efficacy of this practice?

Evidence exists through staff development. Staff development offers technical training at different times and places as well as offer tutorial and academic skills training.

What barriers/limitations exist to implementing or enhancing this practice?

Lack of adequate funding; no articulated overall vision, especially for elements of improving teaching and learning; negative instructors' attitudes and/or instructional methods. In addition, there are no sustained multi-level programs towards long-range effects and limited campus training that feature flexible times and days (all day classes vs. short classes).

How might this practice be advanced or expanded upon in the future?

There needs to be a more clearly defined and articulated institutional vision for teaching and learning methodologies as they relate to students enrolled in developmental education programs. Staff development needs to offer faculty more training options in the form of on-line modules/classes, series of classes or service learning, and workshops on brain based learning, cultural competence, teaching for learning differences, and the neuroscience of learning. There also need to be more short courses on campus for computer & program skills, greater staff access to district and academic information (beyond just email) and expanded teaching assistant's limited hours (currently, their weekly work hours cannot exceed 16 hrs.).

Effective Practice C.5:
Faculty development is connected to intrinsic
and extrinsic faculty reward structures.

Strategies Related to Effective Practice		Where Strategies Occur
C.5. 1	A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted.	■ LinC program, Office of Diversity
C.5. 2	Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”	■ LinC Program, Office of Diversity, Student Success Center,
C.5. 3	The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).	■ Professional Growth Awards (PGA), Professional Achievement Awards (PAA) and Professional Development Leave (PDL) through Staff Development.

As applicable, briefly describe how this practice occurs/exists at your institution:

The LinC program provides yearly faculty recognition and appreciated events. Various departments, divisions, and programs sponsor day-long workshops, and curriculum institutes for faculty to work together, develop curriculum, share pedagogies, etc. The office of diversity sponsors an Equity and Collaboration conference each year.

What evidence exists to support the efficacy of this practice?

Faculty enthusiastically participate in workshops, conferences and two-day instructional development institutes. As a result, The LinC and other such programs have the highest retention and success rates in the college, especially at the developmental level.

What barriers/limitations exist to implementing or enhancing this practice?

Most of the programs that offer comprehensive staff development programs for developmental educators are in isolated areas of the campus and not adequately funded, so they are only able to offer a limited number of opportunities faculty to share information and work collaboratively. There is also a lack of vision and commitment to support and expand LinC and its staff development practices on the institutional level. In this program, coordination of faculty recruitment and scheduling is lacking and institutional funding is inadequate. LinC must rely primarily on outside grants to continue to operate.

How might this practice be advanced or expanded upon in the future?

Institutional leadership at all levels must do more to provide adequate time and funding for faculty to have the opportunity to participate in activities to cultivate a “community of scholars.” There also needs to be more consistent coordination among various programs that are duplicating efforts.

Effective Practice D.1:
Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

Strategies Related to Effective Practice	Where Strategies Occur
<p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p>	<ul style="list-style-type: none"> ■ Certain English, READ, Math, and ESL classes ■ LinC ■ certain instructors basic skills programs who employ collaborative learning ■ MPS; EnableMath system
<p>D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum.</p>	<ul style="list-style-type: none"> ■ ESL classes ■ linked programs (LinC) ■ In some reading/English classes ■ In some classes where instructors use collaborative learning
<p>D.1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).</p>	<ul style="list-style-type: none"> ■ Does not occur consistently across basic skills programs

As applicable, briefly describe how this practice occurs/exists at your institution:

While many faculty do employ innovative methods when instructing students at the developmental level, the explicit application of principles in educational psychology appears to be very limited at De Anza.

Administration, faculty and staff who participated in the self-assessment process indicated that effective principles of learning theory in basic skills education occur in specific programs and with specific faculty on the De Anza campus. The ESL Program, LinC, EnableMath System, and specific instructors in English, Reading and Math programs were duly noted as exemplary models of developmental education instruction.

The participants in the self-assessment study identified that in these programs, faculty regularly meet to plan and revise course curriculum, objectives, and materials as well as to share and discuss best teaching practices. They also utilize sound teaching methods and incorporate collaborative learning activities which highlight problem-solving and critical thinking skills for developmental learners. The learning community programs were also commended for utilizing small learning groups that focused on developing all language-skills.

What barriers/limitations exist to implementing or enhancing this practice?

Those faculty who appear to analyze their methods based on current learning theory are to be commended. De Anza should therefore be proud of those programs and individual faculty that apply current theory and methodologies in their design and delivery of courses.

However, many De Anza faculty and staff pointed out that there is no institutional commitment to incorporate effective teaching/learning practices in the development and delivery of basic skills courses. They noted that, for the most part, instructors are reluctant to participate in program-level meetings, are not current in learning theory or research for developmental education, and have no desire to emphasize "engaged pedagogies" and "build integrated reading/writing programs."

They indicated that the barriers that inhibit implementing such effective pedagogies and programs are academic freedom, faculty inertia and a lack of administrative leadership and support for training faculty. They also noted that administration needs to give more time and money for faculty and staff to build integrated reading/writing programs.

How might this practice be advanced or expanded upon in the future?

Although small "pockets" of faculty and programs adhere to current developmental education theory and apply it in the design and delivery of their respective courses, feedback from faculty and staff has also noted that the majority of the instructors and programs do not. As one faculty person noted, "...faculty are free to do as they please, without due consideration to specific research findings and/or other pertinent data."

Some faculty therefore suggested that autonomy in the classroom, the bedrock of academic freedom, has been misapplied, leading to inconsistent standards and uneven coordination of efforts. Thus, unresponsiveness to current research has developed on the De Anza campus

Dedicated leadership to coordinate a campus-wide effort to be given to the basic skills program areas. Faculty are asking the administration to take a more active role in supporting faculty training/workshops and giving faculty financial support and time to build fully integrated reading and writing programs. The training should be focused on how the learning theory affects teaching math, reading, and English at the basic skills level for adults. Training that is not aimed correctly at the right level leaves faculty feeling that it is useless. Another means for basic skills faculty to share best practices and materials would be to create a campus website in which faculty across campus and across disciplines could offer successful activities and materials that they have used in class. Finally, since the learning community programs offered at De Anza were noted by faculty and staff as exemplary developmental education programs, an expansion of these programs and course offerings may better address student need at the basic skills level.

Effective Practice D.2:
Curricula and practices that have proven to be effective in specific disciplines are employed.

Strategies Related to Effective Practice	Where Strategies Occur
<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).</p>	<ul style="list-style-type: none"> ■ ESL classes/program ■ LinC ■ Academic Support Services (i.e. tutoring, small group classes) ■ Specific instructors across basic skills programs ■ Lang Arts Division Meetings ■ English Program/specific level: Portfolio norming sessions
<p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., environmental factors, problem-based learning, small group instruction, contextual learning, and technology, learning labs).</p>	<ul style="list-style-type: none"> ■ MPS & EnableMath System
<p>D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p>	<ul style="list-style-type: none"> ■ ESL classes/program
<p>D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</p>	<ul style="list-style-type: none"> ■ ESL classes/program ■ Student Success Center ■ Specific instructors across basic skills programs

As applicable, briefly describe how this practice occurs/exists at your institution:

Administrators, faculty, and staff suggested that some faculty and programs employ effective curriculum and practices although it is not a wide-spread coordinated effort. Again, specific faculty, programs and specific levels, such as EnableMath, the EWRT 173 portfolio "norming" sessions, Language/Arts division meetings, the ESL program, Student Success Center as well as LinC have shown to be exemplary programs for this particular area.

In these areas, faculty are disseminating information on curricula and student work and sharing best practices. In the Math division, the mathematics curriculum is designed so that instructors use more applications to teach and motivate rather than to serve as examples for practicing mechanical skills.

The MPS program was also cited as a model basic skills program in which basic skills math students are involved in small group collaborative activities as well as have access to lab, tutoring and counseling.

Finally, basic skills students also have access to the multiple learning labs on campus and participate in small group instruction/ tutoring sessions, monitored by teaching assistants.

What barriers/limitations exist to implementing or enhancing this practice?

Math faculty noted that students need to be more technologically prepared to take math classes; this means knowing how to use a graphing calculator or computer. In addition, in terms of contextual Learning: LinC classes are not offered often with math. Since it is rarely done, it requires significant extra effort to develop and set up. This year, a 3 quarter sequence LinC class with Math and English and Reading is offered, but it has not been put into practice in several years.

As indicated in D 1, participants in the self-assessment purported that there are faculty and programs that employ best practices in their courses, but it is not a campus-wide coordinated effort. A number of faculty revealed that not all basic skills instructors are current in best practices and materials for developmental level students. There is no coordination among the basic skills curriculum areas and much of the curriculum is "determined within the context of narrow, competitive disciplines." It was noted that the instructors who are trying to employ best practices are often overwhelmed by large class sizes and have no time to meet, share, and plan with faculty across basic skills areas. One idea was forwarded that the college should create a "faculty hour" in which there would be no scheduled classes and basic skills faculty and staff could meet on a regular basis to discuss program, course, and student issues. Some faculty also indicated that mid and executive administrators need to be more proactive in supporting such actions and guidance.

How might this practice be advanced or expanded upon in the future?

It appears that there is no coordinated effort in establishing an integrated basic skills program. Again, this lament echoes A.1, the very first effective practice in this document. Many instructors feel isolated and lacking guidance in employing current basic skills curriculum and practices

One idea to address the lack of leadership would be to create **and support** a Basic Skills Task Force to include program coordinators and faculty who are directly involved in and responsible for planning and implementation of ESL, English, Reading, and Mathematics curriculum and practices. Faculty and staff from student support services (e.g. tutor and lab coordinators and counselors) should also be included, and together with the program coordinators and key faculty, they can assess the "holes" in program structure and curriculum and then provide an action plan. In addition to creating a Basic Skills Task Force, assigning faculty leaders in each basic skills area to integrate the programs and curriculum, develop sound instructional practices and mentor instructors would facilitate the overall goal.

In the Math Division, faculty noted that there is so little experience with LinC classes involving basic skills mathematics that they probably do not have sufficiently reliable information to compare its success statistics with other modes of delivery. If LinC classes involving basic skills mathematics are desired by the college, then in order to get instructors who want to be involved, instructors would need guidance in the development of such a course from instructors who have done it previously, which are very few at this time. There appears to be extra work involved in creating the LinC classes, finding courses to partner with, and developing a model that works for the instructors who would be pioneering this. If having more of these classes is desirable, perhaps a Basic Skills Mathematics coordinator (see D3) might be able to help in finding partners and developing such a model.

Effective Practice D.3:
The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth.

Strategies Related to Effective Practice	Where Strategies Occur
<p>D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills.</p>	<ul style="list-style-type: none"> ■ First-Year Experience ■ Specific instructors: selection of reading/writing assignments ■ Puente Program ■ MPS & EnableMath ■ Student Success Center Programs ■ EDC
<p>D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.</p>	<ul style="list-style-type: none"> ■ Student Services departments such as EOPS/CARE, CalWorks, OTI
<p>D.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.</p>	<ul style="list-style-type: none"> ■ First-Year Experience ■ Puente Program ■ MPS ■ Specific instructors across basic skills programs ■ EOPS/CARE, CalWorks, OTI, DSS, LEAD
<p>D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.</p>	<ul style="list-style-type: none"> ■ First-Year Experience ■ Puente Program ■ MPS ■ Specific instructors: selection of reading/writing assignments
<p>D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.</p>	<ul style="list-style-type: none"> ■ First-Year Experience ■ Puente Program ■ MPS ■ Specific instructors across basic skills programs ■ Counseling Department

As applicable, briefly describe how this practice occurs/exists at your institution:

A number of participants purported that student's holistic development is addressed in many of the Student Success Center Programs. These programs offer small group exchanges and one on one conversations in which the student is the initiator. Students also receive help in their writing, reading, speaking and grammar assignments. The Student Success Programs also provide areas to show off student work, to have guest community speakers, and house college transfer/professional workshops for students.

Again, the assortment of learning communities offered at De Anza, such as First-Year Experience, Puente, EnableMath, and MPS, were also noted as supportive learning environments which nurture students' holistic development. The participants also noted that the development of student's holistic development occurs in specific instructors' classes in which the assigned reading and writing assignments are tied to the student's emotional growth.

What barriers/limitations exist to implementing or enhancing this practice?

To many of us still follow the deficit model of instruction. In this model, students enrolled in basic skills courses and those in other disciplines whose skills are below par need something fixed. Changing the name from "remedial" to "developmental" to "basic skills" is not enough. We need, as a campus, to escape the perception that the challenges that these students face are someone else's problems. We need to accept, as individuals and as an institution, that these students are everywhere.

Some participants noted that too many of the De Anza instructors pay attention to the academic needs of students and not enough on the social and emotional development of students. Moreover, it was mentioned by a number of faculty that there is no systematic approach to address the student's holistic development. They noted that holistic awareness and training are needed and this information will need to be coordinated with teaching practices and materials in the basics skills classroom.

Some faculty members mentioned that because the class size is big in basic skills classes, instructors cannot possibly manage and cater to all students and their needs while other faculty believed that counseling services need to be expanded for basic skills students. A number of faculty also indicated that many basic skills students have not learned how to be "college students." Student tardiness/absences, lack of preparation and study skills were a few of the obstacles that prevent student success.

How might this practice be advanced or expanded upon in the future?

Similar to the previous D areas, basic skills faculty are more or less on their own when teaching basic skills students. It appears, however, that many instructors do not put their attention in addressing the holistic development of their students. There is no organized structure for students to be assessed on their emotional/social wellbeing and no training for faculty to address students' holistic needs. Another means for this practice to be advanced would be to follow the learning community model such as the MPS Program in which the student's social and emotional needs are addressed because student support services are inherently structured in such programs.

The college would need to devote more funds to expanding the MPS program, and enhance the program (e.g. institute graders to grade assignments collected on a daily basis, better trained tutors) as well as investigate ways to make the MPS program and the part-time instructors' loads compatible. Another suggestion would be to hire a full-time Basic Skills Math Coordinator who would:

Coordinate the MPS program (currently done by a counselor as a part of his overall set of duties)

Coordinate the EnableMath program (currently done by an instructor on partial release time)

Oversee all basic skills math classes (facilitate providing counselor support, administering CSI in all basic skills classes)

Be involved with tutorial support for basic skills classes

Provide material and training support to basic skills faculty

Effective Practice D.4:
Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Strategies Related to Effective Practice		Where Strategies Occur
D.4.1	Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	<ul style="list-style-type: none"> ■ ESL Program/classes ■ Writing Reading Center ■ Student Success Center ■ Specific faculty across basic skills programs ■ LinC/Puente
D.4.2	Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible sociocultural contexts for group learning.	<ul style="list-style-type: none"> ■ ESL Program/classes ■ Writing Reading Center ■ Student Success Center ■ Specific faculty across basic skills programs ■ LinC/Puente
D.4.3	Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	<ul style="list-style-type: none"> ■ ESL Program/classes ■ Writing Reading Center ■ Student Success Center ■ Specific faculty across basic skills programs ■ LinC/Puente

As applicable, briefly describe how this practice occurs/exists at your institution:

The participants in the self-assessment study noted that instructors in the many departments are competent in the principles of Culturally Responsive Theory (CRT) and regularly use pedagogy and materials that represent the perspectives and life experiences of their students and establish appropriate socio-cultural contexts for group learning. One department where these skills seem especially prevalent is ESL. This skill may be due to their graduate education and training.

Programs in the Student Success Centers were also mentioned as areas where CRT principles are practiced, such as the staff in these centers are trained in CRT principles and coordinators closely monitor feedback from the tutors and faculty working in the centers to ensure that students' socio/cultural

needs are being met; in addition, knowledgeable faculty and staff are invited to give talks on culturally responsive issues.

Participants also noted learning communities, such as the Puente Program and MPS, as learning environments in which curriculum and practices engage students' critical dialogue of culture and cultural conflicts and reflects cultural sensitivity.

What barriers/limitations exist to implementing or enhancing this practice?

Although there were a number of participants who pointed out the areas in which CRT is practiced in De Anza's basic skills programs, there were just as many who clearly admitted that many basic skills instructors are not trained in CRT principles, and there even appears to be a resistance from some faculty about the importance and/or relevance of CRT. Another barrier that was mentioned was that CRT is not strongly supported enough by executive and mid-level administration and needs to be deeply integrated into instruction.

How might this practice be advanced or expanded upon in the future?

Too often, especially in large bureaucratic institutions, diversity training attracts only those who are already committed to improving their skills and abilities in dealing with members of diverse backgrounds. Many faculty and staff who provided their input on this document hope that the institutional culture be changed so that the need for CRT training and other skill development is not something "extra" but rather something expected. Many participants seem to imply that our College has moved beyond the minimum demands of the diversity statement in all job announcement.

Many of the participants mentioned that specific training and awareness of CRT is needed. They believe that CRT should be a requirement for all faculty and staff and the administration needs to provide ongoing, in depth classes/workshops in cultural competency. Cultural competency training should be offered on a regular and ongoing basis so that over time more instructors can participate. It should be planned in advance so that instructors can plan or adapt their schedules so that they can participate, and it should occur in the respective Departments so that it is relevant to the subject. The cultural competency training needs to give instructors tools, methods, and knowledge for becoming more culturally responsive teachers instead of just making them aware that cultural competency is an important issue.

Effective Practice D.5:
A high degree of structure is provided
in developmental education courses.

Strategies Related to Effective Practice	Where Strategies Occur
D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	<ul style="list-style-type: none"> ■ no direct mention of a well-planned, step-by-step sequence of basic skills English, Reading, or ESL DE course offerings ■ Math basic skills program/classes
D.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.	<ul style="list-style-type: none"> ■ LART Readiness, ESL Readiness, MPS, EWRT Readiness, and READ Readiness
D.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.	<ul style="list-style-type: none"> ■ specific instructors across basic skills programs ■ Catalyst ■ Puente ■ LART Readiness, ESL Readiness, MPS, EWRT Readiness, and READ Readiness

As applicable, briefly describe how this practice occurs/exists at your institution:

There was no input from the participants that addressed the appropriate sequencing of developmental Reading, ESL and English courses and corresponding academic support. On the other hand, basic skills math course outlines have been carefully and thoughtfully developed by the math faculty to accomplish these goals. Mathematics, by its own nature, is a "structured" subject. The textbooks and resources that are used are also quite structured.

Still, however, structure means much more than simply the content of the course.

What barriers/limitations exist to implementing or enhancing this practice?

Many faculty across campus seem to view academic support as something additional and probably optional for their students. Truly integrated programs, in which all students enrolled in basic skills level courses are also engaged in academic support activities ONLY occurs in the four Readiness programs, where students gain skills through weekly small-group learning experiences, and where the curriculum is constantly updated to match and complement the skills and abilities being taught in LART, Reading, ESL, and Writing.

Only one participant addressed a particular barrier of implementing sequenced basic skills classes in the Language Arts Division, and that was the need to bring faculty together to write student learning outcomes within basic skills programs as well as the coordination of learning outcomes across the

programs. There was also indication that there are inconsistencies among instructors about skill levels and exit skills. The participant also indicated that part-time faculty teach the bulk of basic skills English courses and receive very little support from their full-time colleagues or program coordinators or division deans. Another participant mentioned that there is a need for a Basic Skills Coordinator to organize the programs and ensure a clear sequencing of classes with corresponding academic support.

In regards to a proactive academic support component, tutors need to have more sensitivity to the issues and difficulties faced by basic skills students. The tutorial center can provide an even more welcoming environment for the basic skills students who are often intimidated by presence of the higher-level students also using the center. Students may not be adequately aware of tutorial resources available to them. They also need general academic support in basic study skills, to understand how to study and their responsibilities as students, in order to be successful.

While most instructors implement a structured learning environment, and conform at least to the structure set forth in the course outline, there is no general oversight of all basic skills classes every quarter to monitor if all classes are doing this. Additionally, there is little effort to examine how well students are integrated within the structure of the institution, and engaged in taking control over their own learning.

There is a lack of uniformity from section to section. Overall, faculty would probably not want all sections to be required to conform to identical rigid structures in each classroom and would want to permit instructors to teach in the manner that they do best. However, a significant number of faculty have voiced the opinion that there should be some way to monitor this more comprehensively, to reinforce that all sections should conform to at least the required structure set forth in the course outline. On the other hand, some instructors might view such oversight as an infringement on academic freedom.

How might this practice be advanced or expanded upon in the future?

Basic skills faculty need to come together to discuss and write student learning outcomes for their respective courses and programs which would include a focused discussion of the entrance and exiting skills for each course and its level. Moreover, basic skills students need the most experienced and skilled instructors teaching them. However, it appears that the English department does not share a commitment to the instruction and support of basic skills students, since it appears that all faculty do not share in the responsibility for developmental instruction; it seems primarily consigned to adjuncts and the newly hired full-time faculty. The English department chair and the division dean may need to make a concerted effort to discuss the scheduling of instructors and mentors for part-time faculty.

Finally, paying for homework graders for basic skills classes would be helpful in increasing the structure by enabling instructors to collect and have homework graded with comments & suggestions rather than just for completeness. Instructors can't grade students' homework daily for the number of students they have and do it well, with thoughtful comments, indications of errors, etc. Students would greatly benefit from detailed and timely feedback. Instructors who collect homework often only grade it for completeness or grade only part of it for accuracy; there is a trade-off between homework collection and frequent quizzes due to time limitations. Instructors have just so many hours a week they can give to class, office hours, committees, preparation, writing exams & quizzes, and grading exams & quizzes and HW. Reducing the class size would help.

Effective Practice D.6:
Developmental education faculty employ a variety of instructional approaches to accommodate student diversity.

Strategies Related to Effective Practice		Where Strategies Occur
D.6. 1	Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).	<ul style="list-style-type: none"> Language Arts and Math departments, Readiness
D.6. 2	Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.	<ul style="list-style-type: none"> Some classes in Language Arts and Math departments, Readiness, SSC Programs
D.6. 3	The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	<ul style="list-style-type: none"> MPS, EnableMath, Puente, FYE, WRC, Office of Community and Civic engagement, Staff Development office

As applicable, briefly describe how this practice occurs/exists at your institution:

All instructors in developmental education are encouraged to incorporate a variety of active learning strategies in their classroom to address the various learning styles of students: group work, lecture, online, multimedia. These strategies may occur in the general classroom, and are likely to occur in programs that work directly with developmental students. Programs that are geared toward developmental students and designed to be student centered include: MPS, EnableMath, Puente, and First-Year Experience, Writing in the Endzone, Readiness, and LinC classes. These particular programs emphasize a combination of lecture, group work, study groups, online/computer learning, tutoring, counseling, and hands-on learning. In addition to specialized academic programs, SSC programs throughout campus provide a variety of one on one learning experiences for developmental students.

A variety of teaching/learning strategies are also used through new available technologies such as Catalyst course management system, smart classrooms, and other online/high-tech teaching methods. In addition to direct implementation of these practices, they are often on the agenda of campus-wide staff development conferences and workshops.

What evidence exists to support the efficacy of this practice?

The MPS and EnableMath programs have higher success and retention rates than the traditional classes. When comparing EnableMath to traditional classes, the research shows no significant difference in the success in subsequent classes.

What barriers/limitations exist to implementing or enhancing this practice?

No coordinated effort exists in order to ensure that these practices are a priority for developmental instructors and support staff. While there is some vague attention to using various methods (i.e., teaching to varied learning styles and multiple intelligences), the issues of cultural competency, interdisciplinary and social relevance are rarely discussed.

At the faculty level, some instructors do not feel comfortable using new techniques and stick to methods that have proven successful in their individual classes. Additionally, students need to be able to identify and locate programs and teaching styles that suit their needs. Many students are not aware that they can take courses that offer alternative learning environments/forms such as EnableMath, MPS, Puente, etc.

How might this practice be advanced or expanded upon in the future?

Overall, we need major leadership and management support for these efforts -- the TIME & MONEY that directly supports efforts to improve teaching methods for developmental students. Faculty/Staff development should make effective pedagogy techniques for developmental students a priority. The college should provide more opportunities for team teaching and expand opportunities for instructors to participate in the Peer-to-Peer program already in place.

In addition, a mechanism needs to be developed to acquaint students with the options available to them when they enroll in their developmental language arts and math classes. They need to understand the pros and cons of each option so that they can select the option that best fits their learning needs. Possible ways to accomplish this might include meeting with counselors who have been trained to understand the options, an online document explaining the options, email sent to students explaining the options when students learn their placement test results, small group meetings with an instructor explaining the options and pros and cons before registration, an on-line video that students could watch at any time, whether first attending De Anza or whenever enrolling in math class.

Effective Practice D.7:
Programs align entry/exit skills among levels & link
course content to college-level performance requirements.

Strategies Related to Effective Practice		Where Strategies Occur
D.7. 1	Developmental education course entry/exit standards are regularly reviewed and revised as needed.	■ Within individual departments
D.7. 2	The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.	■ Within individual departments
D.7. 3	A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	■ Language Arts portfolio process

As applicable, briefly describe how this practice occurs/exists at your institution:

Placement exams are used for entry to Language Arts and Math courses or students enter courses by successfully completing the prerequisite. They are not permitted to enroll without proper placement or completion of the prerequisite. Waivers must be approved by division Dean.

In addition to placement exams, course outlines provide goals and objectives that serve as general entry/exit criteria for each course in the sequence and are reviewed and revised every five years by department members.

The EWRT/ESL Portfolio Process serves to anchor the expectations for students and faculty and ultimately determine student readiness for transfer-level composition. The Portfolio coordinator facilitates norming sessions that seek to find a common expectation for evaluation student readiness for transfer-level composition. As part of the portfolio process, instructors (in pairs) evaluate final portfolios and determine if each student's writing demonstrates readiness for transfer-level composition in response to the portfolio scoring guide.

What barriers/limitations exist to implementing or enhancing this practice?

Portfolio Process funding is not stable or long-term; It is limited to the 100 level courses.

No coordinated effort between EWRT/ESL departments to align standards of readiness. No faculty consensus about a standard Math final exam.

Lack of leadership and commitment (see A.1)

How might this practice be advanced or expanded upon in the future?

Overall, efforts to align entry/exit standards for developmental courses in both Math and English should be further expanded.

In English, the EWRT/LART 100 Portfolio process must continue to receive institutional support and funding, or the entire process will be compromised. Additionally, a process similar to the 100 portfolio should be considered for the EWRT 200 level. There is little consistency or department focus and support of these classes, instructors who teach these classes, and most importantly, the students in these classes. By creating a committee to research, examine and work on creating a similar process as the portfolio for EWRT 200 would help unite faculty, bring department (and division and institutional) attention to serving these at-risk (or at-potential) students in the best possible way. The idea of a portfolio-type process in EWRT 200 has been discussed in general ways by the developmental composition committee, but it needs more department and division support in order for this idea to move beyond just a general discussion. At the transfer level, EWRT 1A needs to settle entry/exit skills so these can trickle down to developmental level. EWRT and ESL faculty should work together on portfolios as well -- partnering to understand each others standards and expectations and to make reasonable decisions about how students might cross over between the two programs.

The college should also consider a variable unit course or courses that allow students to move at their own various paces through the developmental programs getting to college-level requirements.

While the freedom to choose texts and materials is much appreciated, more guidelines about texts and expected outcomes are needed.

To align exit standards in Math, implementation of a standardized final exam for Math courses would help ensure that all students who progress to the next course are adequately prepared to do so, and are adequately prepared to progress to college level mathematics after completing the basic skills courses. Implementation of a standardized final exam would communicate clear expectations to all instructors and would help ensure that all instructors would strive to meet the same exit expectations for their students.

Another suggestion to align entry standards in Math and English would be a summer bridge program designed to bring students up to speed which would allow students to review material that they previously learned but may have forgotten or to catch up in preparation for particular developmental courses. This would help them be prepared to do the work in the class they enroll in, and they could also use this to help recall their previous knowledge before taking a placement test.

Effective Practice D.8:
Developmental education faculty routinely share instructional strategies.

Strategies Related to Effective Practice		Where Strategies Occur
D.8.1	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	<ul style="list-style-type: none"> Language Arts, some areas of Math, EWRT 100 Portfolio norming sessions
D.8.2	Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.	<ul style="list-style-type: none"> Teaching and Learning Conference; LinC; Engaging our Students Conference, all Campus-wide In-Service, ESL/EWRT/READ meetings, Reading Across the Disciplines, Cultural Competence trainings
D.8.3	Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	<ul style="list-style-type: none"> Does not generally occur

As applicable, briefly describe how this practice occurs/exists at your institution:

Campus-wide conferences, workshops, meetings, institutes, and committees provide opportunities for exchange of teaching strategies, ideas, and perspectives. (See D.8.2)

Individual divisions/departments also provide opportunities for sharing; for example, most English department meetings contain a faculty "text sharing" or best practice portion on the agenda. SSC staff and faculty meetings also provide opportunities for exchange of ideas. Readiness lead faculty work in constant consultation when designing curriculum. The Language Arts Division developmental task force engages in regular discussion about teaching strategies and ESL/EWRT faculty conduct cross-departmental meetings to share practices and approaches. Faculty and staff who are a part of a focused program, such as Puente and First Year Experience, communicate regularly about instructional strategies.

In the MPS and EnableMath programs, instructors meet (weekly for MPS; several times a quarter for EnableMath), which allows them to discuss what is working, what is not, and how to successfully meet challenges and deal with problems. In this programs, instructors share resources, and tend to provide advice to each other, and some instructors with more experience in these programs may provide some mentoring support to instructors who are newer to the program.

Lastly, a relative amount of sharing happens informally at meetings, in hallways, socially, and on electronic listservs as time and schedules permit.

What barriers/limitations exist to implementing or enhancing this practice?

There is no coordinated effort or leadership to address the needs of developmental students; therefore sharing is limited within programs and departments. There isn't a general understanding of developmental student needs. Faculty often do not have time to participate in formal or informal sharing, nor are they compensated for extra time when they do contribute. Moreover, healthy, productive collegial relations do not exist amongst all faculty.

How might this practice be advanced or expanded upon in the future?

A new position or new department/division would help our institution focus on the needs of all developmental level students in order to coordinate sharing between math and language arts and other departments and programs that teach developmental education. Without a coordinated or formal process, developmental faculty across disciplines are unlikely to exchange strategies and coordinate efforts. We need an institutional wide focus on basic skills education: incentives, commitment, space, funding.

Institutional funding and support and incentives (PGA/PAA) should be provided for quarterly department and division retreats where faculty can collaborate and share strategies. It is essential to provide time and space for developmental ESL, EWRT, READ, and SPEECH faculty to connect and exchange. Similarly, it is necessary for these language arts faculty to connect and exchange with developmental Math faculty.

On a smaller scale something like a EWRT 200 "brown bag lunch discussion" twice a quarter would really help faculty share strategies and discuss best practices and generally feel supported instead of isolated. Sharing food and sharing ideas would go a long way to help our students.

The Writing Reading Center would be an ideal venue to develop staff development workshops and discussions that would allow for exchange of ideas amongst faculty. For example, "Writing Better Prompts to Prompt Better Writing" and "Reading Across the Disciplines" are classes or workshops or discussions which should be regularly offered and supported.

The Math department is having a retreat in the spring quarter to discuss and share effective instructional strategies. Part-time faculty will get stipends and full-time faculty will get some PGA hours. This is the first time that such a retreat or meeting has occurred in a long time. It has been suggested that there be regular meetings of all basic skills mathematics instructors each quarter. Part-time faculty should be compensated to attend meetings; this is important because many basic skills faculty are part-time.

**Effective Practice D.9:
Faculty and advisors closely
monitor student performance.**

Strategies Related to Effective Practice		Where Strategies Occur
D.9.1	Mechanisms exist to frequently and consistently provide course performance feedback to students.	<ul style="list-style-type: none"> ■ English, ESL, Math
D.9.2	Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	<ul style="list-style-type: none"> ■ Counseling Dept. ■ Individuals—as needed

As applicable, briefly describe how this practice occurs/exists at your institution:

The counseling department is set-up to provide support and intervention via general counseling session, the Early Alert Program, and coordination with special programs, such as Puente, FYE, and MPS. These partnerships help monitor performance and ensure retention.

Faculty also provide support and intervention on varying levels through one on one conferences and interactions, grade updates, and referrals to counseling. In MPS, student performance is monitored on almost a daily basis, from test, quiz and homework scores, to attendance, class participation and personal life management issues. Online courses also provide students with easy-access self-monitoring tools.

At the WRC faculty require and request tutor feedback on student work; directors contact faculty to ask for more clarification on course assignments that students brought in and/or alerted them to needs of students who have come in.

What barriers/limitations exist to implementing or enhancing this practice?

The Early Alert program is not widely understood/utilized, class sizes are too big, and there is limited conversation amongst faculty/counseling about students due to the FERPA laws.

Some faculty monitor student performance and others don't. Many faculty and advisors are overloaded, so students "fall through the cracks." Many students in developmental classes have never seen a counselor and are just left to wander through the system to the best of their ability.

How might this practice be advanced or expanded upon in the future?

We need much more involvement of trained counselors for students in developmental courses—beyond just crisis intervention. There is a need for a structured/strategic counseling component for all developmental courses, as established (with success) in many special programs such as Puente, FYE, MPS and EnableMath.

We need a system, perhaps with the support of counseling, that honors student confidentiality while red flagging student names with some alert or required "progress report" as used in athletics.

Homework graders/readers would enable more consistent and frequent assessment throughout the quarter.

Effective Practice D.10:
Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Strategies Related to Effective Practice		Where Strategies Occur
D.10.1	Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.).	<ul style="list-style-type: none"> ■ All SSC Programs
D.10.2	Learning support services are visible and centrally located, minimizing marginalization and isolation.	<ul style="list-style-type: none"> ■ does not occur
D.10.3	Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	<ul style="list-style-type: none"> ■ WRC and other SSC programs ■ individual instructors form/facilitate study groups
D.10.4	A formal referral system exists between academic and student support services.	<ul style="list-style-type: none"> ■ does not occur
D.10.5	Tutoring is available and accessible in response to student needs/desires.	<ul style="list-style-type: none"> ■ All SSC Programs
D.10.6	All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	<ul style="list-style-type: none"> ■ SSC programs, especially tutoring centers in L47 and S43
D.10.7	An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	<ul style="list-style-type: none"> ■ WRC, Tutorial Center as needed and subject to staff availability

As applicable, briefly describe how this practice occurs/exists at your institution:

A network of academic support services is maintained through the Student Success Centers; additional collaborative networks are maintained between Skills, Tutorial and other SSC departments: EDC, DSS, EOPS, OTI, LSL, WRC, SSRC, Counseling, and other campus departments and divisions.

Tutoring services are available to students across campus and in various forms. The WRC offers drop-in tutoring, workshops, speakers, and other events. General, scheduled and assigned, Tutoring exists for both developmental English and Math students. There are primarily two main tutorial centers on campus, even though other support services on campus offer tutoring such as EDC/DSS, Listening Speaking Lab, and the Writing Reading Center. Tutoring for English & ESL, social science, foreign language and accounting classes is done in L-47; all math, science and computer science tutoring is done in S-43.

The MPS program hires and has its own set of tutors to assist students. These tutors are utilized on a daily basis both inside and outside the classroom. Tutors visit classes on a daily basis to provide assistance during

group-work and hold regular hours in our math tutorial center both before and after class. Tutor time is sometimes increased during periods before midterms and final exams. For EnableMath, tutors are hired and are always available during lab times when students are on the EnableMath system.

ESL, WRC, and the Academic Skills Program offer open-entry, self-paced, Pass/No-Pass 1/2 unit Adjunct Skills courses in a variety of areas such as reading, writing, vocabulary, spelling, grammar, math and study skills, using a variety of instructional methods such as collaborative learning groups, workshops, multi-media materials and Internet instruction. Many developmental students find these courses more conducive to their learning style and individual needs.

What evidence exists to support the efficacy of this practice?

Student evaluations are done at the end of each quarter to assess the Tutorial and Academic Skills Center services in general and more specifically in ways that the tutor provided support. Results have indicated a high level of satisfaction in both areas.

What barriers/limitations exist to implementing or enhancing this practice?

The greatest barrier to more effective implementation of this practice is a lack of resources—space, time, and staffing. Academic support at De Anza is chronically and tragically underfunded.

On the positive side, faculty and staff across campus use the services of the Academic Skills Center, the WRC, the Tutorial Center (in L47), the Math/Science Center (in S43) and other essential academic support programs. Ongoing use and ever-increasing demand suggest that students and faculty depend on academic support programs to assist students in achieving their goals.

On the negative side, there is far from enough space, staffing, or funding to continue the needed expansion. This challenge needs to be addressed if De Anza is to fulfill its role of serving the underserved.

Students do not always seek tutoring when they need it most. Developmental students, especially, do not make sufficient use of the tutorial center. Many of them are not accustomed to asking for support, are in denial, or are afraid.

Some faculty suggest that the tutorial centers/tutors are not always the most welcoming spaces for students who have been traditionally marginalized in educational environments.

In addition to hiring tutors who excel and are trained in a particular subject, the college needs to recruit tutors who have been through the developmental courses—tutors who can relate to and engage with these particular students.

Online tutoring is available for ESL/EWRT students and for other subjects requiring writing a paper, but could be expanded for other subjects. Hours are limited. Students at the basic skills levels have articulated a need for expanded, alternative hours.

The referral system is a bit confusing. For programs like academic skills' services, the referral system is informal and is done primarily from counselors, instructors, peers tutors, etc. A better system needs to exist with perhaps a more formal structure in place so that everyone would know about the support services, especially for students in developmental classes or those just entering colleges. This referral system could also be built into student/parent's nights, etc. so the services get exposure from the beginning. There is sometimes confusion about which format is the most appropriate for a student and where students are to go for the services.

How might this practice be advanced or expanded upon in the future?

We need a large, central, all-encompassing, facility with clear signage and adequate publicity, a larger budget, increased pay for tutors, teaching assistants, extend hours, and expanded online tutoring. In addition to an overall expansion and improvement of campus tutorial services, we need to have active support mechanisms for all students within developmental classes; programs that provide academic support along with instruction (such as MPS) should serve as models.

Moreover, developmental students must feel that the campus-wide services are non-judgmental and accessible. For math, specifically, a dedicated room for pre-algebra and algebra tutoring as some students may feel intimidated by the larger presence in the tutorial center of students in higher level classes. If developmental students are not utilizing tutorial services, the college should look at new models like MPS and Enable Math for all developmental math students; for example, a Math Readiness program, such as the program in Language Arts which has required courses to support developmental EWRT and READ courses.

Training for tutors needs improvement and consistency across campus. Training for developmental students should address issues of diversity, social skills, and compassion. Such training already exists in all programs that work through S43 and L47, but it needs more support and more consistency across campus. Moreover, tutor training should be discipline specific; a mathematics person should develop and provide the training to the tutors in S43.

Many textbooks now come with video components. We should explore the availability of these for our developmental math textbooks and make these videos available to the student (at no cost).

The college needs to make it possible to pay TAs in the 4 Readiness Programs, the WRC and the Listening Speaking Lab enough money as well as expand their hours. The new vice chancellor of Human Resources should consider these issues and allow us at least to give these individuals 20 hours of work. Further, programs have not been allowed to hire part-time instructors to work as TAs.