

DASG Budget Request 2023-2024

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 7, 2022
Applications and attachments must be typed and submitted via email to Dennis Shannakian at
ShannakianDennis@fhda.edu.

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Subject must be in the following format: "DASG Budget Request - DASG Account/Program Name - DASG Account Number"

For Example: "DASG Budget Request - DASG Budget Committee - 41-51140"

Everything submitted will be publicly available online.

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: **Tutorial & Academic Skills/Student Success Center (aka Student Success Center or SSC)**
2. Is this a new DASG account? Yes No DASG Account Number: **41-56900**
3. Amount requested for 2022-2023 **\$206,565**
4. Total amount allocated for 2022-2023 **\$82,224**
(Note: despite student salary increases, 22-23 allocation was reduced from 2021-22 allocation (\$101,520), which was reduced from 2019-20 allocation (\$111,675) which was reduced \$64K from previous allocation (\$167K).
5. **How long has this program existed? 50+ years**
6. **Number of students directly served in this program: ~6500 users/year (included tutors, tutees, workshop attendees etc.)**
Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.
7. **How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)?**

SSC requires that all student tutors pay their DASG fees. Tutor orientations emphasize the important role DASG has in our program, and we feature a statement of DASG support and its logo on our website. We encourage tutors to get involved in DASG, and many tutors have become senators and officers. We strongly encourage all students involved in SSC activities to pay DASG fees and to participate as members.

8. What would be the impact if DASG did not completely fund this request?

The Student Success Center depends on DASG funding to pay tutors. While the college supports the SSC by paying for our full-time staff, our B-budget covers only a fraction of tutor salaries, especially given the steady increases in minimum wage. We have no federal grant funding, and state funding via Student Equity and Achievement Program (SEAP) is uncertain. While we mention the need for funding to cover (well-deserved) student salary increases in Program Review each year, there has been no formal mechanism to request B-Budget increases. **Without DASG funding we would be unable to continue to provide adequate levels of academic support to De Anza students.**

Students need and deserve salary increases, and we have advocated for the increase, which is clearly an equity issue. In April of 2020, the SSC stood with students in support of the increase in student wages to match that of the local minimum wage, which resulted in a 23% increase in our peer tutoring costs. July 1, 2021 salaries increased again to \$19.42 for another increase of over 21%. Despite these large increases in our costs, we understand the high demand for DASG funding, and have decreased our request from 40 student employees to 30.

To illustrate the extent to which the SSC depends on DASG funds, note that tutoring has been reduced due to DASG reductions over the last three years. The SSC had received \$167K for many years, then saw a large reduction of \$51K between 2018-2019 and 2019-2020. There was a further reduction of over \$10K between 2019-20 to 2020-2021, and another reduction of almost \$20K for 2022-23. We have limited tutoring hours this year to the bare minimum, despite our return to campus efforts and increased demand; any further reduction would result in a devastating immediate proportional reduction in tutoring and student employment. The SSC would be forced to eliminate weekly tutoring, which serves the most vulnerable students, and strictly limit tutoring for most subjects beyond the first college-level math and English courses to group tutoring only. We hope this will not be necessary.

This request (identical to last year) reflects our actual need, but we know these are very difficult times. To the extent possible, we request DASG restore funding to the 18-19 allocation of \$163K. Regardless, the SSC will continue to maximize efficiency by limiting weekly individual sessions and encouraging pair and group tutoring. With increased funding, we would be able to recruit more aggressively to expand tutoring for classes that have shown dramatic increases in success rates as a result of tutoring.

9. Total amount being requested for 2023-2024 (from page 3)

\$206,560.83

Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

Must adhere to FHDA Student Pay Levels as stated at
<https://www.deanza.edu/financialaid/types/studentjobs.html>

Job Title	30 of emp. x \$19.42 Per hr x 10 hrs/wk x 35 of wks	Cost
<u>Instructional Assistant III</u>	<u>30 x \$19.42 x 10 x 35=</u>	<u>\$203,910</u>

Student Payroll TOTAL:\$262,500

Benefits (3200)

MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL

Benefits rates can change each year. Please check rates before requesting the same amount as last year.
(1.52 % for Student Employees, 10.4 % for Casual Employees)

Job Title	Total \$ x Percentage	Cost
<u>Instructional Assistant III</u>	<u>\$203,910 x 1.3%=</u>	<u>\$2,650.83</u>

Benefits TOTAL: \$3,534.44

Total amount requested (also complete line 12 at bottom of first page) \$ 206,560.83

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	<p>Please provide a thorough description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>The Student Success Center (SSC) employs hundreds of peer tutors and provides academic support for thousands of students each year. The variety, scope, and scale of Student Success Center academic support helps students increase their confidence and motivation, develop effective learning strategies and achieve higher success rates in their courses. In the process, student tutors gain professional and leadership experience, mentoring, sense of community, and on-campus employment.</p> <p>Weekly individual, drop-in, and group tutoring in math, science, writing, reading, ESL, accounting, economics, world languages and other subjects provides personalized attention for struggling students, especially those who are first-generation college students and underprepared college-level courses (<i>DASG funding predominantly supports this part of our program</i>).</p> <p>Workshops led by students and staff provide a supportive environment for students to connect, reflect, discuss, and develop their skills in an interactive group environment. Skills workshops on active learning, writing and reading topics help students improve their skills for academic success. Listening and speaking workshops encourage English language learners to express themselves and explore new vocabulary, idioms, grammar and culture. Math workshops support students needing to enhance their prerequisite skills or practice specific topics necessary for success.</p> <p>Online tutoring with Smarthinking (MyPortal) and NetTutor (Canvas) expands tutoring in evening and weekend hours and increases the number of subjects supported.</p> <p>New services since last year To address increased isolation among students in asynchronous and remote classes, the SSC expanded student-led workshops including topics specific to online and hybrid learning. To connect services more closely with faculty we match tutors who have taken specific instructors to their classes for outreach. To increase leadership and professional development among tutors, we offer Tutor Badges for contributions and participation in various aspects of leadership in our programs.</p> <p>Uniqueness The Student Success Center is the only program that provides tutoring in the majority of courses taught at De Anza. Other programs such as MPS, SSRS, and DSS provide limited tutoring or mentoring for small groups of students; even those students go on to use SSC. Most students do not participate in cohort programs, so the SSC is their only option. Our programs do not duplicate services, nor do they compete for students or tutors. Rather, we collaborate, especially in the area of tutor training and professional development. MPS tutors participate in LRNA 98 tutor training for math/science, and student leaders from VIDA, Puente, Outreach, and Men of Color have not only participated but helped plan and lead our annual All Peer Equity Training workshops.</p>

2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>Coming to the SSC for help is an essential first step toward feeling connected to school socially and becoming successful academically. National research shows that students who use SSC services for five hours or more succeed at higher rates than those who do not. Institutional research at De Anza reveals that success rates for students who participate in tutoring and workshops average 13% higher for math and 11% higher Language Arts; for some courses success rates exceed 20% when they use SSC services versus their classmates that do not.</p> <p>We know that students and tutors who participate in our programs feel more directed, focused, nurtured, engaged, connected and valued within the campus community. These success factors, as outlined in the RP Group's Student Support (Re)defined, are critical support for student achievement and community. As a peer-based program, the SSC has double impact, as with academic and social-emotional benefits for both students who participate in tutoring and workshops and students who work as tutors.</p> <p>Workshop topics directly address students' well-being In addition, each winter quarter we host an All-Peer Equity Conference for student employees in the Equity & Engagement Division and beyond. Peers develop and lead workshops on aspects of equity, social justice and multicultural education. They enhance their understanding of differences, policies, community, race and ethnicity, and mentorship while learning critical interpersonal, leadership and communication skills that take with them into their future relationships and careers. Tutors report feeling the success factors that enable them to succeed in their academic and personal goals, providing a "win-win" for DASG funding.</p>
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<p>3.</p>	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at www.deanza.edu/dasg/budget</p>	<p><i>The SSC helps thousands of students succeed and enables them to <u>achieve their academic and personal goals</u> at De Anza College, both as students being tutored or becoming tutors.</i> Academic support through peer tutoring helps students gain confidence, develop active learning skills, and improve their academic success, while also providing educational employment, professional development, mentoring and community for the students who work as tutors.</p> <p>The SSC promotes leadership, civic engagement, and student advocacy. As the largest employer of students in the District, we provide not only jobs but leadership and professional development and mentoring. Tutors are trained to look for leadership qualities in those they tutor and encourage them to apply to become tutors. Experienced tutors mentor new tutors, who often become senior tutors themselves. Tutors lead workshops, contribute to SSC social media efforts, promote the program with class visits and presentations, and advocate for student salary increases and SSC funding. All of these efforts promote leadership/mentoring, engagement and advocacy.</p> <p>The SSC promotes diversity, equity, and inclusion among tutors and students who use our services. Each year we host an equity conference</p> <p>The SSC promotes environmentally sustainable practices by limiting printing and use of disposable products in our centers.</p> <p><i>The SSC <u>promotes retention and enhances the quality of education.</u></i> Student peer tutors create vibrant campus communities as they build relationships with faculty and fellow peers, learn communication, equity, and teaching skills, and deepen their content knowledge. Our training reaches beyond our division and program. Students who participate in SSC programs develop their academic skills and feel part of the campus community as they meet and bond with other students in workshops and tutoring.</p> <p><i>The SSC <u>benefits students during the fiscal year of funding.</u></i> The SSC spends 100% of DASG funding each year on tutors' salaries, benefiting both the students and tutors. The SSC provides high-quality tutoring training, and educational on-campus employment with intensive training and mentoring, flexible hours, and many opportunities for increased responsibility and leadership.</p>
<p>4.</p>	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear</p>	<p>Since instruction remains largely online, outreach has become more important than ever. While it is a challenge to attract students and explain how to access Zoom tutoring and workshops, we have been working diligently to reach as many students as possible, with particular attention to reaching underserved populations. Our efforts include:</p> <ul style="list-style-type: none"> • Frequent emails to students and faculty in classes with high demand and low success rates, including math, science, English, ESL, Accounting and Economics. • Social media: regular Instagram posts and stories, participation in Discord

	<p>plan for the current academic year as well as any marketing material you will or have used.</p>	<ul style="list-style-type: none"> ● Regular Canvas Announcements about tutoring and workshops to 4,258 self-enrolled SSC Resources Canvas. ● Tutors post to social media and Discord. ● Blurbs to faculty to include in their Canvas pages and syllabi. We present at division and department meetings. ● Class visits. In Fall 2022 we reached almost every in-person and synchronous Zoom classes in the main subjects served. ● Presentations in orientations/workshops and meetings for international students, student athletes, high school visitors, probation group sessions, etc. ● Events: SSC tables at Students Resource, Welcome Day, Student Services Day, etc.
<p>5.</p>	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>Equity is central to everything we do at the SSC.</p> <p>We actively recruit tutors from underserved groups via course lists sorted by ethnicity, targeted emails, word of mouth, and social media. These tutors reflect and relate to the students who participate in our programs as they share similar backgrounds and educational experiences.</p> <p>The SSC coordinates All Peer Equity Conference each Winter for all student employees in the Equity & Engagement Division, MPS and Outreach. SSC tutors co-create the event with other student leaders, staff and faculty from Equity & Engagement division areas. In Winter 2022 over 115 students participated in student-led interactive workshops including "Embrace Your Path, Find Your Spark: Resiliency Through Support and Community" See our Canvas shell for details: https://deanza.instructure.com/enroll/AWGLEK</p> <p>At the campus level, SSC Co-Director Melissa Aguilar has tri-chaired the Equity Action Council and has presented on Ethnomathematics at various De Anza and statewide events. SSC staff regularly co-presents at campus and district-wide staff development workshops to promote more inclusive, engaging and equitable teaching and tutoring.</p> <p>SSC's day-to-day activities support students and contribute to equity. Tutoring empowers peer-to-peer learning, workshops focus on building supportive connections and building non-cognitive strengths that particularly benefit first year, first generation and underrepresented students. We collaborate with Athletics and the Promise program to encourage participation.</p> <p>Student employment is also an equity issue. When hiring new tutors, we focus recruiting on tutors who reflect De Anza demographics. As the largest employer of students in FHDA, the SSC advocates for employment rights for student workers, including salary increases and removing undue restrictions on eligibility for employment.</p>
<p>6.</p>	<p>How has your program adapted to providing its services online? Alternatively, please provide a clear plan for</p>	<p>Beginning in Fall 2022 we re-opened SSC services on campus on Tuesdays and Wednesday, while continuing to also offer tutoring and workshops via Zoom. We monitor usage and demand and embrace hybrid models to meet the needs of both on-campus and remote students, and will</p>

	<p>how your program would provide online services if needed in the future.</p>	<p>adjust our hours and formats based on usage patterns and student feedback.</p> <p>Background: In Winter 2020 the SSC promptly designed services, trained tutors, and moved all academic support services to virtual platforms, using Canvas, Zoom and GoBoard. We continue to offer robust remote services that include live peer tutoring via Zoom, as well as third-party 24/7 online tutoring via NetTutor and Smarthinking. In Winter 2021 we improved access to Zoom rooms, moving check-in from Canvas to SARS.</p>
<p>7.</p>	<p>Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.</p>	<p>100% of DASG funding goes to student employment: Student Payroll (2310) and Benefits (3200).</p>

Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly.

Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response																
1.	<p>ENROLLMENT</p> <ul style="list-style-type: none"> Number of total AND new active students over the past 3 years Number of enrolments retained (stayed for more than a quarter) Number of students enrolled in online services Does your program serve a certain demographic or the whole De Anza population? <p>Racial demographics (if possible)</p>	<table border="1"> <thead> <tr> <th>Year</th> <th># Tutors*</th> <th>SSC Users*</th> <th>OTV User**</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>214</td> <td>7250</td> <td>1321</td> </tr> <tr> <td>2020-21</td> <td>156</td> <td>6750</td> <td>1946</td> </tr> <tr> <td>2021-22</td> <td>132</td> <td>6650</td> <td>1766</td> </tr> </tbody> </table> <p>*Methodology: Payroll spreadsheets, SARS unduplicated headcount from all five SSC areas and enrollment data for department and sections with embedded tutoring or other direct to student academic support. **OTV=Online Tutoring Vendors: NetTutor & Smarthinking</p> <p>Notes:</p> <ul style="list-style-type: none"> Over 90% of SSC users return to use services from the Fall to Winter, and Winter to Spring. SSC serves all DA students. Racial demographics mirror DA's enrollment. The percentage of disproportionately impacted (DI) students receiving SSC services surpassed the percentage enrolled in courses with direct support due to strong recruitment efforts for DI populations. More data can be found in our Annual Program Review Update. 	Year	# Tutors*	SSC Users*	OTV User**	2019-20	214	7250	1321	2020-21	156	6750	1946	2021-22	132	6650	1766
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2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> Attach student feedback forms, surveys, etc. How has your program responded to suggestions made by students in the previous year? 	<p>Skills workshop feedback form: https://forms.gle/bvyMLuFQGh36qZpk9</p> <p>2022 Equity conference feedback form: https://forms.gle/GdrnaV96VMdFoxRw5</p> <p>Tutor Training feedback form: https://forms.gle/bKVH38agRStZbfkZ7 (additional evaluation forms are embedded in Canvas; we will provide access upon request.)</p> <p>We love hearing from students! While we can't share results publicly, as they contain student emails, we can provide limited access and/or summaries upon request. We read, reflect and respond to feedback in our bi-weekly staff meetings, and have made changes, including adjusting timing and format of services (Zoom vs in-person), increasing access, and clarifying communication.</p>																
3.	<p>FUNDING</p> <ul style="list-style-type: none"> List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) Attach account reports of all sources of funding 	<p>B Budget Account: 114000-232028-493009 "Student Success Center" = \$160,000 for 2022-23. We have been advised that there will be no increases in B-budget despite steadily increasing minimum wage increases and decreasing DASG allocations (see response to question 8, above.) Note: As of 11/7/22 we are still awaiting confirmation of \$100K in B-Budget for online tutoring.</p> <p>Student Equity and Achievement (DA-SEA) Program Account 120115-220012-632000 Student Equity and Achievement program allocation has been ~\$100K+.</p>																

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Signatures are not Required for this Application

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. The Budgeter and Administrator cannot be the same person. Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

Signatures that are Required for Utilizing Funds

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. The Budgeter and Administrator cannot be the same person.

Budgeter and Administrator Information

Budgeter's Name: Diana Alves de Lima & Melissa Aquilar
Phone Number: Diana: 408-864-8485; Melissa: 408-864-5422
E-mail: alvesdelimadiana@fhda.edu; aquilarmelissa@fhda.edu
Relationship to Project: Student Success Center Co-Directors
Position on Campus: Diana: FT Faculty; Melissa: Supervisor
Administrator's Name: Alicia Cortez
Phone Number: 408-864-8365
E-mail: cortezalicia@fhda.edu
Relationship to Project: Dean of Equity & Engagement Division
Position on Campus: Administrator