

DASB Budget Request 2020-2021

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Tuesday, November 12, 2019

Applications and attachments must be submitted via email to Dennis Shannakian at ShannakianDennis@fhda.edu.

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

For Example: "DASB Budget Request - DASB 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 (SSC)**
2. Is this a new DASB account? Yes No DASB Account Number: **41-56900**
3. Amount requested for 2019-2020 **\$239,384.16**
4. Total amount allocated for 2019-2020 **\$111,675** (*this is a \$51,290 reduction from previous year's allocation of \$162,965*)
5. How long has this program existed? **50+ years**
6. Number of students directly served in this program: **~7000 users/year (tutors, tutees, workshops etc)**

Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.

7. List ALL other accounts and/or sources of income (list ALL **Account Numbers**, **Account Names**, **Account Balances**, and **Account Purposes/Restrictions**) also list ALL Co-Sponsorships for the Program; include anticipated future sources and co-sponsorships. Accounts and amounts will be verified.

Failure to disclose ANY and ALL non-DASB Funding Sources will result in the immediate disqualification of your request and/or the freezing of your DASB Account if already approved.

B Budget Accounts: 114000-232028-493009 "Student Success Center" = \$152,785 + \$100K augmentation earmarked for online tutoring = \$252,785 We have been advised that there will be no increases in B-budget despite steadily increasing minimum wage increases (see response to question 9, below)

Trust Accounts: 0

Fund 15 Accounts: 0

FHDA Foundation Accounts: 0

Grant Funded Accounts: 0

Other District Accounts:

120088-230030-2330-619000 "Basic Skills Initiative (BSI)" = unknown for 2020-21 due to restructuring state funding to "Student Equity and Achievement" (SEA) funding. Expect to match previous years of BSI funding (~\$100K+) but this is not guaranteed.

Off-Campus/Off-District Accounts: 0

On-Campus Co-Sponsorships: 0

Off-Campus Co-Sponsorships: 0

8. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASB funds allocated to you have paid the \$10 DA Student Body Fee and are DASB Members (DASB Budget Stipulation # 1)?

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

9. What would be the impact if DASB did not completely fund this request?

DASB is an absolutely essential source of funding for SSC tutoring. The college supports the SSC by paying for our full time staff, but our B-budget is nowhere near adequate to cover our costs, especially given the steady increases in minimum wage. We have no federal grant funding, and Basic Skills (BSI) funding, limited to only AB705 courses, is uncertain since the funding approach is changing. As per IPBT meeting on 11/5/19, there will be no increases in B-budgets--the question/request has been removed from Program Review.

Tutoring plans have already suffered from the effect of the DASB reduction of \$51K from 18-19 to 19-20. We have already limited tutoring hours this year; any further reduction would result in an immediate proportional reduction in tutoring and student employment. The SSC would be forced to eliminate weekly tutoring, which serves the most vulnerable students, and limit tutoring for most subjects beyond the first college level math and English courses to group tutoring only. Added to our budget challenge are mandated but unfunded minimum wage increases. In January of 2016, our costs increased by 20%, and each year the state minimum wage increases (FHDA adheres to state, not local laws.)

Urgent need for hourly wage increase: In addition to the need for funding to maintain current levels of services, we urgently need to increase hourly salaries, from \$13/hour to \$15/hour to match the current minimum wage in Cupertino--which will further increase to \$15.35/hour in January 2020. Student demand for tutoring is high and we have an enthusiastic crew of tutors, but they tell us they simply cannot afford to work more SSC hours when they can earn more at off campus jobs.

We request at least a restoration to our 18-19 allocation of \$163,000. 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 in basic skills and for classes that have shown dramatic increases in success rates as a result of tutoring.

10. Total amount being requested for 2020-2021 (from page 3)

\$ 265,781.25

Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

| Job Title | # of emp. x \$ Per hr x # hrs/wk x # of wks | Cost |
|------------------------------------|---|------------------|
| <u>Instructional Assistant III</u> | <u>50 x \$15 x 10 x 35=</u> | <u>\$262,500</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>\$262,500 x 1.3%=</u> | <u>\$3,281.25</u> |

Benefits TOTAL: \$3,281.25

Total amount requested (also complete line 12 at bottom of first page) \$ 265,781.25

Request For Information (RFI)

| | Question / Inquiry | Program Response |
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| <ul style="list-style-type: none"> • Please provide a thorough description of your program (250 words max) | | <p>The Student Success Center (SSC) employs hundreds of student 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>DASB 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> |
| <ul style="list-style-type: none"> • Please provide how many students are actively engaged in the program. Backing it up with data will help. | | <ul style="list-style-type: none"> • Payroll data shows that SSC hires, trains, supervises and employs approximately 225 unique student employees each year. These students gain professional and leadership experience as they work as weekly individual, drop-in, group and in-class tutors. • SARS sign-in data shows that in 2018-19 ~7000 unique students directly participated in SSC support programs. Many more benefited from in-class tutoring. |

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| | | <ul style="list-style-type: none"> ● In 2018-19 SSC offered 475 group tutoring sessions and workshops each quarter to help students improve their content, learning and language skills. ● In 2018-19, online tutoring services had: <ul style="list-style-type: none"> -1567 distinct users -5102 online tutoring sessions -2701 total tutoring hours |
| <ul style="list-style-type: none"> ● Why is your program important and what is the rationale behind having this program on campus? (250 words max) | | <p>Among the most important challenges our college faces is supporting the success and retention of students who may lack confidence or feel underprepared for college-level coursework. While this challenge has always been essential, De Anza’s declining enrollment in the past several years, combined with recent changes in basic skills in response to California’s AB705 regulations make the current need for academic support even more urgent. Research (including https://www.crla.net/images/Impact_of_Learning_Assistance_Center_Utilization_on_Success.pdf) shows that participation in tutoring and learning assistance has a large impact on success and persistence, even when controlling for motivation and prior skills. De Anza’s highly acclaimed student-centered learning support and professional opportunities for student tutors attracts students at all levels and contributes greatly to student success both for tutors and for those who receive tutoring. In addition to peer tutors, our spaces provide a welcoming interactive learning environment with varying resources (texts, computers, calculators, learning manipulatives, group rooms, etc.) for students to build community, develop mentorship skills, establish relationships and engage with their instructors in an un-intimidating environment.</p> |
| <ul style="list-style-type: none"> ● How will your program expand students' perspectives and positively impact their lives and the community? (250 words max) | | <p>For many students, coming to the SSC for help is an essential first step toward becoming successful academically and feeling connected to school socially. 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. Being peer based, the SSC has</p> |

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| | | <p>double the impact, as students who work as tutors build strong communities based on helping their fellow students. In addition, each winter quarter all student employees participate in the All Peer Equity Training, giving them a foundational block in 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 DASB funding.</p> |
| <ul style="list-style-type: none"> • How is your program working to improve itself every year? Do you receive student feedback? Implementing a student survey and sharing the results with DASB will be beneficial for our review process. | | <p>The SSC collects both quantitative and qualitative data to help us improve services to students and tutor training. We assess tutoring quality and professionalism via tutor training assignments, self-evaluations, senior tutor reports, and end of quarter conferences with supervisors.</p> <p>Our Spring 2019 survey of students who were tutored reveal that 90% agree or strongly agree that staff was friendly and helpful, 89% agree or strongly agree that their tutor helped them develop effective study strategies, and 77% percent report that they have a better attitude about the subject after being tutored. 88% agreed or strongly agreed (59%) that they would recommend tutoring to a friend. We also review written comments carefully and follow up on any negative comments. For example, after a student commented she felt rushed because a tutor was looking at the time often during a drop-in session, we added more strategies active communication to help tutors manage time during sessions.</p> <p>We also work closely with faculty to improve alignment of tutoring with classroom instruction. In response to faculty feedback on the needs of students in AB705-compliant EWRT 1A classes, we implemented a new program, Customized Support Activities that encourages students to participate in WRC tutoring, workshops, and resources for writing and reading topics they struggle with. Communication between tutors, faculty, staff and students has improved, and usage has increased dramatically.</p> |

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| <ul style="list-style-type: none"> • What are all of your sources of funding? Please include funding from the college, any sources of income, any grants, and any other source. If there are no other sources, has your program taken the initiative to search for other sources? (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) | | <p>(See also response to question 9, above) We have four essential sources of funding for student tutors: B-budget, BSI/Equity/3SP, Work Study, and DASB. As we hire each tutor, we determine which funding source is the best match for the hours. We carefully track expenses and balances for each source of funding and make periodic adjustments. Note that B-budget is the only source of funding we can use for office supplies, printing, and other expenses beyond tutor salaries.</p> <p>A Budget: The college pays all salaries and benefits for two co-directors and seven classified employees.</p> <p>B Budget: 114000-232028-493009 “Student Success Center” \$152,785 + \$100K augmentation earmarked for online tutoring = \$232,785 (Note: we have had no increase, and have been told there’s very little hope of increasing B-Budget, despite steady increases in statewide and local minimum wage)</p> <p>Basic Skills Initiative (BSI): 120088-230030-2330-619000 = unknown for 2020-21 due to restructuring state funding to “Student Equity and Achievement” (SEA) funding. Expect to match previous years of BSI funding (~\$100K+) but this is not guaranteed.</p> <p>Work Study: amount varies depending on student tutor eligibility.</p> |
| <ul style="list-style-type: none"> • Go through the DASB budget goals for the current academic year and explain how your program fits each of them or as many as possible. (250 words max) The DASB budget goals are available at www.deanza.edu/dasb/budget | | <p><i>The SSC helps thousands of students--both those employed as student tutors and those receiving tutoring support-- succeed and enables them to achieve their academic and personal goals at De Anza College.</i></p> <p>Academic support through peer tutoring helps students gain confidence, develop active learning skills, and improve their academic success, while also providing educational on-campus employment, professional development, mentoring and community for the students who work as tutors.</p> <p><i>The SSC promotes leadership, diversity, civic engagement, campus community development, academic skills development, environmental sustainability and equity among all students.</i></p> <p>De Anza students using SSC services develop their academic skills and feel part of the campus community as they meet and bond with other students in workshops, drop-in tables, and individual tutoring. Student peer tutors create vibrant campus communities as they build relationships with faculty and fellow tutors, learn communication, equity,</p> |

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| | | <p>and teaching skills, and deepen their content knowledge. Our training also reaches beyond our division and program. As the largest employer of students in the District, we advocate for all student employees facing increased restrictions and wages that do not keep pace with the high cost of living.</p> <p><i>The SSC benefits benefits students during the fiscal year of funding, promoting DASB membership and serving students efficiently while maintaining quality. SSC demonstrates efficient and effective use of the previously allocated funds.</i></p> <p>The SSC spends 100% of DASB funding each year (with no remaining balance) on student tutors' salaries, benefitting both the students who use tutoring and those who work as 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> |
| <ul style="list-style-type: none"> • Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services? (250 words max) | | <p>Some programs such as Math Performance Success, learning communities in SSRS, and Disabled Student Services may provide limited tutoring or mentoring for specific groups of students, but the Student Success Center is the only program that provides tutoring in the majority of courses taught at De Anza. Cohort programs provide smaller environments that focus on counseling and mentoring; students in those programs may go on the use SSC after their first experiences. For the majority of students who do not participate in a cohort program, the SSC is the 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> |
| <ul style="list-style-type: none"> • Explain how your program advertises and promotes itself to the general student population. Provide a clear plan for the current academic year as well as any marketing | | <p>SSC outreach is both intensive and extensive, and involves communication with faculty, class visits and hosting of classes in our centers, and email communication with targeted classes. Before each quarter we send email reminders through divisions to all faculty to include information about the SSC on syllabi. Each SSC area does targeted outreach to faculty and directly to students via email, focusing on classes that have had low success rates and high demand for tutoring. These include most math, introductory science, English, ESL, accounting and economics. In Fall 2019 SSC visited over 120 classes during the first few weeks of the quarter.</p> |

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| | <p>material you will or have used. (250 words max)</p> | <p>In addition we were very active at Welcome Day, passing out over 500 flyers and registering many students for our SSC Resources Canvas page to receive announcements and reminders about tutoring and workshops. We also present to international students, student athletes, high school visitors, and counselors. Our workshop schedules, and tutoring information sheets are distributed to all divisions, library and other areas where students gather.</p> <p>Future plans include training more tutors to give presentations, in Winter and Spring, and expanding outreach to less commonly tutored or smaller classes, though we will need to adjust our efforts depending on funding and tutor availability--see discussion of need to increase hourly wages for tutors to meet demand, above.</p> |
| <ul style="list-style-type: none"> • | <p>Explain how your program promotes equity on campus. (250 words max)</p> | <p>Equity is central to everything we do at the SSC.</p> <p>The SSC coordinates collaboration for the All Peer Equity Training Workshop, held each Winter quarter. With over 150 student participants, SSC tutors co-lead the event with student leaders, faculty and staff in Equity and Engagement, Outreach and MPS.</p> <p>At the campus level, Melissa Aguilar, co-Director, chairs the Equity Action Council, and our program collaborates with faculty to address challenges related to AB705. Our staff regularly presents at staff development workshops to promote more inclusive and engaging teaching.</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 recruit widely, focusing specifically on potential tutors who mirror the demographics of those tutored. 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 (see response to question 9 above.)</p> |

Signatures that are required for utilizing funds

All 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 DASB 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’s Name: Diana Alves de Lima & Melissa Aguilar
Phone Extension: Diana: 8485; Melissa: 5422
E-mail: alvesdelimadiana@fhda.edu; aguilarmelissa@fhda.edu
Relationship to Project: Student Success Center Co-Directors
Position on Campus: Diana: FT Faculty; Melissa: Supervisor
Administrator’s Name: Alicia Cortez
Phone Extension: 8365
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Relationship to Project: Dean of Equity & Engagement Division
Position on Campus: Administrator

Approved by DASB Chair of Finance

(Produced by the Office of College Life - 8/1/2019)