DASB Budget Request 2021-2022

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 9, 2020
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: "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 (aka Student Success Center or SSC)**

2. Is this a new DASB account? Yes ❑ No **X** DASB Account Number: __**41-56900**__

3. Amount requested for 2020-2021 **$ 227,404.80**

4. Total amount allocated for 2020-2021 **$101,520** *(Note: this is a $10,155 reduction from the 2019-20 allocation of $111,675 and a $64K reduction from previous allocations of $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. **List ALL other accounts and/or sources of income (list ALL <u>Account Numbers</u>, <u>Account Names</u>, <u>Account Balances</u>, and <u>Account Purposes/Restrictions</u>) also list ALL Co-Sponsorships for the Program; include anticipated future sources and co-sponsorships. Accounts and amounts will be verified.**
Failure to disclose <u>ANY</u> and <u>ALL</u> 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: <u>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)</u>

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 state funding for basic Skills (BSI) is uncertain since the funding approach has changed to integrated Student Equity and Achievement Program (SEAP). Since 2018-19, there has been no way to request increases in B-budget through Program Review, due to the District budget shortfall. Without DASB funding we would be unable to continue to provide adequate levels of service to De Anza students.

Added to our budget challenges are mandated,yet **unfunded minimum wage increases**--increases that students need and deserve, and that we strongly advocate for and support. 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--we see this as an equity issue. At the same time, the wage increase has resulted in a **23% increase in our peer tutoring costs**, as our allocations have decreased.

In fact, tutoring has been reduced due to DASB reductions over the last two years. The SSC had received $167K for many years, then saw a large reduction of $51K from 18-19 to 19-20, and another reduction of over $10K from 19-20 to 20-21. We have 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 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.

Our request this year reflects our actual need, but we know these are very difficult times. To the extent possible, we request DASB 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 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 2021-2022 (from page 3)   **$ 227,404.80**

Student Payroll (2310)
MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

Job Title	# of emp. x $ Per hr x # hrs/wk x # of wks	Cost
Instructional Assistant III	40 x $16 x 10 x 35=	$224,000

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
Instructional Assistant III	$224,000 x 1.52%=	$3,404.80

Benefits TOTAL: $3,404.80

Total amount requested (also complete line 12 at bottom of first page) $ 227,404.80

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a **thorough** description of your program (250 words max)	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. **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 (*DASB funding predominantly supports this part of our program*). **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.

Online tutoring with Smarthinking (MyPortal) and NetTutor (Canvas) expands tutoring in evening and weekend hours and increases the number of subjects supported.

2.	Please provide how many students are **actively engaged** in the program. Backing it up with data will help.	- Payroll data shows that SSC hires, trains, supervises and employs **approximately 215-225 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 and Zoom sign-in data shows that in 2019-20 **~6500 unique students** directly participated in SSC support programs. Many more benefited from in-class tutoring. - In 2019-20 SSC offered **475 group tutoring sessions and workshops** each quarter to help students improve their content, learning and language skills. - In 2019-20, online tutoring services had: **1737 distinct users** **5368 online tutoring sessions** **2650 total tutoring hours**
3.	Why is your program **important** and what is the **rationale** behind having this program on campus? (250 words max)	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, the move to remote/online instruction, De Anza's declining enrollment in the past several years, and 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, we provide a welcoming interactive learning environment for students to build

		community, develop mentorship skills, establish relationships and engage with others in an welcoming environment.
4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	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. 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 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.
5.	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.	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 tutors' **video self-reflection** assignments, **self-evaluations**, **senior tutor reports**, and end-of-quarter **conferences with supervisors**. Recent feedback on the new student-led Skills Workshops "Organization and Motivation from Home" is very positive. Students appreciated "Knowing I wasn't the only one who was going through the same" and "the vibe." 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**.

We work closely with faculty to **align 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. |
| 6. | 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) | (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.

A Budget: The college pays all salaries and benefits for two co-directors and seven classified employees.

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)**

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.

Work Study: amount varies depending on student tutor eligibility. |
| 7. | **Go through the most recent DASB Budget Goals/DASB Budget Guiding Principles and** | ***The SSC helps thousands of students succeed and enables them to achieve their academic and personal goals at De Anza College, both as students being tutored or becoming tutors.*** Academic support through peer tutoring helps students gain confidence, develop active learning skills, and improve their academic success, |

	explain how your program fits each of them or as many as possible. (250 words max) The DASB Budget Goals/DASB Budget Guiding Principles are available at www.deanza.edu/dasb/budget	while also providing educational employment, professional development, mentoring and community for the students who work as tutors. *The SSC promotes retention and enhances the quality of education by fostering leadership, diversity, civic engagement, community, academic skills, and equity among all students.* Users develop their academic skills and feel part of the campus community as they meet and bond with other students in workshops and tutoring. 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. 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. *The SSC 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.* The SSC spends 100% of DASB funding each year on tutors' salaries, benefitting 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.
8.	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)	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 who 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.
9.	Explain how your program advertises and promotes itself to the general student	Since instruction moved 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 and diligently to reach as many students as possible. Our efforts include:

	population. Provide a clear plan for the current academic year as well as any marketing material you will or have used. (250 words max)	- Regular reminders about tutoring and workshops to the **3,320 students,** faculty and counselors enrolled in SSC Resources Canvas. Access via deanza.edu/studentsuccess. - Tutor-produced **videos**, including our new "Welcome" video featured on deanza.edu/studentsuccess. We also have several short videos that show how to access Zoom links. - Building **social media** presence, and now have a tutor-led SSC Marketing team to create engaging content and post to online sites where students gather. **Emails** to students and faculty in classes with high demand and low success rates, including math, science, English, ESL, Accounting and Economics. - We email **blurbs to all faculty** to include in their Canvas pages and syllabi. **Zoom class visits**. In Fall 2020 we reached almost every synchronous class in subjects we serve. **Zoom presentations** to international students, student athletes, high school visitors, probation group sessions, - We hosted many students at **Fall 2020 Virtual Welcome Day**, and helped them enroll in SSC Resources Canvas.
10.	Explain how your program promotes equity on campus. (250 words max)	Equity is central to everything we do at the SSC. The SSC coordinates **All Peer Equity Training** each Winter for all student employees in the Equity & Engagement Division, MPS and Outreach. SSC tutors co-lead the event with other student leaders, staff and faculty from those areas. In Winter 2020 over 175 students participated, At the campus level, SSC Co-Director Melissa Aguilar, has tri-chaired the Equity Action Council to address campus equity needs. SSC staff co-presented a **district-wide staff development workshop** to promote more inclusive, engaging and equitable tutoring. 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. 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.
11.	**Please indicate which object codes are critical for DASB to fund this year.**	We seek funding only to pay student tutors. Our critical funding is in **Student Payroll (2310)** and **Benefits (3200)**.
12.	**How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.**	We promptly responded to COVID-19 impacts and moved all academic support services to virtual platforms, using Canvas, Zoom and GoBoard. This required much support from our Distance Learning and Educational Technology Services colleagues. With support from the administration, we continue to offer robust services that include third-party 24/7 online tutoring. We continue to improve and explore options for students and leverage the power of the tutors' own experience during virtual learning; for example, this quarter we offered a new workshop topic "Motivation & Organization from Home," created and delivered by peer tutors. COVID-19 has disrupted employment everywhere, and has eliminated many positions across the District, especially for students. This has increased demand for student employment and we are receiving many inquiries and applications. Our amazing team of colleagues swiftly transitioned to our virtual environment, and then we collectively trained all peer tutors so that we may continue providing services and invaluable job experiences. Having gone through this experience, our team is ready to swiftly migrate services online should we need to move back and forth from face-to-face to virtual services.

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

E-mail: cortezalicia@fhda.edu

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)