

# DASG Budget Request 2022-2023

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 1, 2021

Applications and attachments must be typed and submitted via email to Dennis Shannakian at [ShannakianDennis@fhda.edu](mailto: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 2021-2022 **\$206,560.83**
4. Total amount allocated for 2021-2022 **\$ 101,520.00** (Note: despite student salary increases, amount is same as 2020-21 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?

DASG is an essential source of funding for SSC tutoring. While the college supports the SSC by paying for our full-time staff, our B-budget covers only a fraction of tutoring costs, 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.

In fact, 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 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 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 2022-2023 (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 <b>thorough</b> 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 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><b>Weekly individual, drop-in, and group tutoring</b> 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><b>Workshops</b> 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><b>Online tutoring</b> with Smarthinking (MyPortal) and NetTutor (Canvas) expands tutoring in evening and weekend hours and increases the number of subjects supported.</p> <p><b>New services since last year</b> To address increased isolation among students in asynchronous and remote classes, the SSC expanded student-led workshops including Motivation &amp; Organization from Home. To connect services more closely with faculty we have begun to implement Tutor Liaisons, matching tutors who have taken specific instructors to their classes for outreach. To increase leadership and professional development among tutors, we have begun to implement Tutor Badges.</p> <p><b>Uniqueness</b> 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.</p>

2. How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)

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.

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.

[Workshop topics](#) directly address students' well-being. 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 DASG funding.

<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 Goals/DASG Budget Guiding Principles are available at <a href="https://www.deanza.edu/dasg/budget/documents/2022-2023/2022-2023-DASG-Budget-Guiding-Principles.pdf">https://www.deanza.edu/dasg/budget/documents/2022-2023/2022-2023-DASG-Budget-Guiding-Principles.pdf</a></p>	<p><b><u>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.</u></b></p> <p>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><b><u>The SSC promotes retention and enhances the quality of education by fostering leadership, diversity, civic engagement, community, academic skills, and equity among all students.</u></b></p> <p>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. 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. As the largest employer of students in the District, we advocate for all student employees for improved salaries, working conditions, and professional development.</p> <p><b><u>The SSC benefits students during the fiscal year of funding, promoting DASG membership and serving students efficiently while maintaining quality. SSC demonstrates efficient and effective use of the previously allocated funds based on current needs.</u></b></p> <p>The SSC spends 100% of DASG 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.</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 plan for the current academic year as well as any marketing material you will or have used.</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"> <li>● <b>Frequent emails</b> to students and faculty in classes with high demand and low success rates, including math, science, English, ESL, Accounting and Economics.</li> <li>● <b>Regular Canvas Announcements</b> about tutoring and workshops to 4,258 self-enrolled SSC Resources Canvas.</li> <li>● Tutors post post to social media and Discord.</li> <li>● <b>Blurbs to faculty</b> to include in their Canvas pages and syllabi. We present at division and department meetings.</li> <li>● <b>Zoom class visits.</b> In Fall 2021 we reached almost every synchronous class in the main subjects served.</li> <li>● <b>Zoom presentations in orientations/workshops and meetings</b> for international students, student athletes, high school visitors, probation group sessions, etc.</li> <li>● <b>Fall 2021 Guided Pathways Village Welcome Day</b> SSC presentations in Language &amp; Communication and Physical</li> </ul>

		<p>Sciences &amp; Technology events. Also hosted many students at the SSC Welcome Room and helped them enroll in SSC Resources Canvas.</p>
<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 (via targeted emails, word of mouth, and social media) tutors from underserved groups, who reflect and can relate to the students who participate in our programs.</p> <p>The SSC coordinates <b>All Peer Equity Training</b> each Winter for all student employees in the Equity &amp; Engagement Division, MPS and Outreach. SSC tutors co-design the event with other student leaders, staff and faculty from Equity &amp; Engagement division areas. In Winter 2021 over 131 students participated in student-led interactive workshops including “Community &amp; Self-Care Through Art” and “Virtual Learning Resources for Engagement.” For details, see Canvas shell:  <a href="https://deanza.instructure.com/enroll/WDF9P4">https://deanza.instructure.com/enroll/WDF9P4</a></p> <p>At the campus level, SSC Co-Director Melissa Aguilar has tri-chaired the Equity Action Council to address campus equity needs. SSC staff regularly co-presents at campus and <b>district-wide staff development workshops</b> 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 <b>peer-to-peer learning</b>, workshops focus on building <b>supportive connections</b> 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 <b>tutors who reflect De Anza demographics</b>. As the largest employer of students in FHDA, the SSC <b>advocates for employment rights for student workers</b>, 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 how your program would provide online services if needed in the future.</p>	<p>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. We continue to leverage the power of the tutors’ own experience during virtual learning, offering new workshops including “Motivation and Organization from Home” and Combatting Zoom Fatigue and Burnout.”</p>

		Having gone through this experience, our team is now ready to embrace hybrid models to meet the needs of both on-campus and remote students.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	100% of DASG funding goes to student employment: <b>Student Payroll (2310)</b> and <b>Benefits (3200)</b> .



## 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><b>ENROLLMENT</b></p> <ul style="list-style-type: none"> <li>Number of total AND new active students over the past 3 years</li> <li>Number of enrolments retained (stayed for more than a quarter)</li> <li>Number of students enrolled in online services</li> <li>Does your program serve a certain demographic or the whole De Anza population?</li> </ul> <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>2018-19</td> <td>226</td> <td>~7500</td> <td>1560</td> </tr> <tr> <td>2019-20</td> <td>214</td> <td>~7000</td> <td>1321</td> </tr> <tr> <td>2020-21</td> <td>156</td> <td>~6000</td> <td>1946</td> </tr> </tbody> </table> <p>-Over 90% of SSC users return to use services from the Fall to Winter, and Winter to Spring. Fall is less because we have many new users..</p> <p>-Program serves all DA students.</p> <p>-Racial demographics mirror DA's enrollment. In 2018-19 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.</p> <p>-For your reference, more data can be found in our Annual Program Review Updates at:  <a href="https://www.deanza.edu/gov/ipbt/program_review_files.html">https://www.deanza.edu/gov/ipbt/program_review_files.html</a>            *OTV=Online Tutoring Vendor (NetTutor &amp; Smarthinking)</p>	Year	# Tutors	SSC Users	OTV User*	2018-19	226	~7500	1560	2019-20	214	~7000	1321	2020-21	156	~6000	1946
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2.	<p><b>STUDENT FEEDBACK</b></p> <ul style="list-style-type: none"> <li>Attach student feedback forms, surveys, etc.</li> <li>How has your program responded to suggestions made by students in the previous year?</li> </ul>	<p><b>Skills workshop feedback form:</b>  <a href="https://forms.gle/bvyMLuFQGh36qZpk9">https://forms.gle/bvyMLuFQGh36qZpk9</a></p> <p><b>Equity conference feedback form:</b>  <a href="https://forms.gle/2miK9EEEEkzjRFBCo6">https://forms.gle/2miK9EEEEkzjRFBCo6</a></p> <p><b>Tutor Training feedback form:</b> (embedded in Canvas, can 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 of services, increasing access, and clarifying communication..</p>																
3.	<p><b>FUNDING</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Attach account reports of all sources of funding</li> </ul>	<p><b>B Budget Account:</b> 114000-232028-493009 "Student Success Center" = \$152,785 + \$100K augmentation (earmarked for online tutoring only) = \$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, above)</p> <p><b>Student Equity and Achievement (DA-SEA) Program Account</b>            120115-220012-632000            Student Equity and Achievement program allocation has been ~\$100K+.</p>																

## 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](mailto:alvesdelimadiana@fhda.edu); [aguilarmelissa@fhda.edu](mailto: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 Number: 408-864-8365

E-mail: [cortezalicia@fhda.edu](mailto:cortezalicia@fhda.edu)

Relationship to Project: Dean of Equity & Engagement Division

Position on Campus: Administrator