🏛 Dept - (LRC) Student Success Center (Hybrid) › Department › Program Review

▼ 🏛 **Dept - (LRC) Student Success Center (Hybrid)** ✎

2018-19 Annual Program Review Update Submitted By: Melissa Aguilar & Diana Alves de Lima

APRU Complete for: 2018-19

Program Mission Statement: The Student Success Center supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served: 17-18: 125
16-17: (unable to access SARS, will request access and add)
Methodology: Ran SARS report for sample quarter for all SSC areas, sorted by instructor, and counted

I.D.2 Academic Services & Learning Resources: #Students served: 17-18: 8250
16-17: 8500
Decline in approximately 250 students from 2016-17.
Methodology: SARS unduplicated headcount from all five SSC areas and enrollment data for department and sections with direct academic support

I.D.3 Academic Services & Learning Resources: #Staff Served: n/a

I.E.1 Full time faculty (FTEF): 1

I.E.2 #Student Employees: 16-17: 258
17-18: 253
Methodology: Total student tutors and clerical assistants who worked summer, fall, winter or spring from Master Payroll tab of 16/17 Budget & 17/18 Budget Google Sheet

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 100

I.E.4 # Staff Employees: 7

I.E.4 #Staff Employees: 7

I.E.5 Changes in Employees/Resources: The Student Success Center is again faced with cuts in classified staff due to budget reductions. During 2012 layoffs, the SSC lost two positions, an Instructional Support Technician (IST) and Academic Advisor.

In June, 2018 the full-time permanent Instructional Support Coordinator retired. The hiring process for her replacement was interrupted due to budget cuts, and the program hired a TEA, who began in summer, 2018. As of March, 2019, the SSC was approved to begin the process of hiring a permanent replacement Instructional Support Coordinator.

In 2018-19, three classified staff working in the SSC accepted the district Supplemental Retirement Plan (SRP). One full-time permanent Instructional Support Technician in the math/science area, retired at the end of December. The position was approved for replacement, but due to budget reductions, funding was shifted from general to categorical funding (BSI). No internal candidates applied. , an external candidate, was selected and began work in as the math/science IST in February.

The full-time permanent Administrative Assistant and the full-time permanent Skills Program Coordinator lso accepted the SRP and will retire at the end of June. Funding was approved to hire for the Administrative Assistant, and an internal candidate has been selected.

Unfortunately, Skills Program Coordinator was one of the six college-wide vacant classified positions to be eliminated to meet the college's budget reduction target. The futures of Adjunct Skills (Skills 232/233) and Skills Workshops programs are now very much in doubt. Beyond existing programs, this position is essential to our college's ability to expand and integrate academic support into classroom instruction to address changing needs related to AB705, Guided Pathways, and CCCCO Vision for Success. (See V.D.1 & V.D.2 for request and justification.)

II.A Enrollment Trends: Note: LRNA 96, 97, 98 (tutor training) and SKIL 232, 233 (Adjunct Skills) do not conform to typical productivity/enrollment patterns and are only a portion of SSC student served. The majority of our activities are non-WSCH generating tutoring and workshops, tracked in SARS.

Total LRNA tutor training enrollment decreased by 13 students or 8%, from 153 in 16-17 to 140 in 17-18. There was a slight increase in enrollment of new math/science tutors, and a decrease in General Subject and Adjunct tutors.

Enrollment in SKIL 232/233 decreased by 58 students or 15%, from 378 in 16-17 to 320 in 17-18. This decline continues to due to fewer courses served as department course offerings and faculty teaching courses took leave, as well as declining enrollment in the courses served.

17-18 total unduplicated headcount is ~8,250, a decrease from ~8,500 in 16-17 and ~9,200 15-16. This decrease is likely the result of lower enrollment campus-wide.

Since its inception in the Spring 14 quarter, online tutoring has been a successful and highly used tool. In addition to Smarthinking, available through MyPortal, NetTutor is now embedded within Canvas.
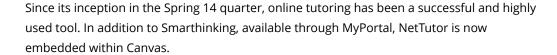
Although unique users went down, sessions have increased. Students have responded positively in 17-18 surveys regarding the service they receive, with 90% stating they would recommend online tutoring to a friend.

	16-17	17-18
Unique Users	2,140	1,500
Sessions	4,316	4,673
Hours	2,703	2,507

Usage had steadily increased each quarter from S14 through S16, in terms of number of users, sessions and hours. Though there is a decline in users from 16-17 to 17-18, the number of session has increased and average hours per user has increased as we have increased the usage cap by two hours. We train tutors to assist students with techniques for gaining the most out of their online tutoring sessions and this information is also posted online to assist students. We ask students to carefully prioritize their online tutoring usage by saving hours for high stakes projects and using the service during late evening and weekends when face-to-face SSC services are unavailable.

II.B Overall Success Rate: Success rates in LRNA remained very high: 96% in 17-18 and 97% in 16-17 because new tutors are selected carefully and receive a great deal of support from supervisors and senior tutor mentors. Success rates in SKIL also remained high: 85% in both 17-18 and in 16-17, due to supportive nature of the program. Our overall success rate of 88% in our WSCH generating activities has remained stable for the last three years, and exceed the college-wide average of 77%.

Beyond LRNA and SKIL classes, SSC activities impact success rates across campus. To address low success rates in STEM classes, we offer academic skills workshops on technical textbook reading, test-taking strategies for math tests, content-specific workshops, and finals review sessions during week 11. With the addition of the new IST, workshop offerings have increased. In 17-18 the MSTRC offered 24 workshops per quarter to support students in Math 41, Math 42, and Math 114. Attendance averages about five students per workshop. Workshops to support Math 10 are in development.

The impact that SKIL classes have on success rates in the courses they support remains impressive. Comparing Fall 2016 grades of students in courses supported by Adjunct Skills classes who completed SKIL 232 or 233 versus those who did not, completers' grades are higher by 0.37. Completers have 10 points higher success rates and 4 points higher retention rates in the target course compared to those who do not take Adjunct. Analysis of 17-18 data is in process, pending resolution of Argos-Banner issues.

Data indicates that all our non-WSCH generating programs (tutoring and workshops)

positively impact success rates of courses we serve. Research comparing tutored versus non-tutored from over the last several years has shown that:

English, ESL and reading basic skills enrolled students participating in the Writing & Reading Center experienced an average success rate of over 15% higher than those that did not participate. Retention for participating students was almost 7% higher than those that did not.

English, ESL and reading basic skills enrolled students participating in the Listening & Speaking Center experienced an average success rate of almost 12% higher than those that did not participate. Retention for participating students was over 5% higher than those that did not.

Math basics skills enrolled students participating in the Math, Science & Technology Resource Center experienced an average success rate of 3% higher than those that did not participate. Students that visited five or more times experience an average success rate of almost 10% higher than those that did not participate. Retention for participating students was almost 3% higher than those that did not. Students that visited five or more times had a retention rate of almost 8% higher than those that did not.

Students report that the community and engagement they feel when they work closely with other students and peers increases their confidence and motivation. Our academic skills workshops create trust between students, and evaluation results show that students are motivated to apply the skills they learn to their coursework. 17-18 SARS data shows 994 Skills workshop visits with 576 unique users (actual numbers are likely higher since SARS was not functioning intermittently during this period.)

Success rates tend to be high when faculty take an active role in promoting and directing tutoring. As a result of word of mouth, division and department meetings, emails and informal marketing, an increasing number of faculty (~50 in 17-18, up from ~40 in 16-17) now know about workshops and offer extra credit for their students to attend workshops .

Accounting faculty encourage students to come to our popular week 11 Accounting Final Review (AFR) workshops in the General Subjects tutoring center. Tutors and staff create review packets based on current materials to help students in all accounting classes prepare for their final exams. In 17-18, 406 students attended AFR, up 40 students or 11% from 366 in 16-17.

Here's what one student had to say in an evaluation from Spring 2018: " ...Accounting is one of the most difficult subjects I've come across. I was struggling with it so I frequently went to the tutorial center…. I started understanding everything from minor details to major concepts. Along the way, I've made friends with tutors….They also helped me break down hard accounting concepts like cash flow, bonds and so forth, allowing me to understand them more easily. One of the things I liked is the final workshop review. The summary of all the chapters and important concepts before the finals helped me alot."

II.C Changes Imposed by Internal/External Regulations: Minimum wage increase: On January 1, 2019, California minimum wage increased from $11 to $12/hour. Starting tutor salaries increased from $12 to $13/hour -- an 8% increase. Like the wage increase in January 2016 that raised our tutoring costs by 20%, or about $84,000 per year, this salary increase was not funded, resulting in decreased tutoring hours. The fact that new tutors

must also pay to enroll in the required tutor training course poses a further challenge in recruiting tutors. For non-residents, their earnings may barely offset the cost of the training course. The result is a serious equity issue: that students who are most financially vulnerable may not choose to become tutors. (see section V.A for more about impact of minimum wage increases.)

AB 705: New guidelines and course offerings to comply with AB 705 have dramatically decreased offerings in basic skills, where we previously focused our efforts, and increased the need for support in college-level math and language arts classes, as well as in General Education courses that can no longer require prerequisites. Course offerings for Statistics have increased by 75% and the MSTRC has hard time finding tutors qualified to tutor that subject. Our Customized Academic Support program must be revamped to serve students in EWRT 1A stretch or co-requisite cohorts, though we know that many who are not in those cohorts need intensive support as well . We are very concerned because these changing student needs coincide with our double challenge for 2019-20 and beyond: the loss of the classified Program Coordinator for Skills, and loss of funding for 20% of our tutoring hours due to DASB reduction and student salary increase.

Guided Pathways & Student Centered Funding Formula: With increased focus and funding tied to efficient progress towards degree and transfer and completion of college-level courses within the first year, support for students who struggle in these classes becomes even more urgent.

Student Employment Guidelines: We continue to struggle with FHDA guidelines that require full-time status (12 units) and 180 unit limit on student employees continued to be a challenge. These restrictions dramatically limit our ability to retain our most qualified tutors, especially those who pursue STEM majors and accumulate an average of 100 units in math and science alone, and those who require ESL courses that may total up to 50 units.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: For the small portion of our activities that are WSCH generating (LRNA and SKIL courses) 17-18 enrollment of targeted students compare to De Anza totals as follows:

SKIL+ LRNA De Anza
African American: 3% 4%
Filipinx: 5% 7%
Latinx: 20% 25%
Pacific Islanders: 1% 1%

Disaggregating the data by course type, we see that in our LRNA tutor training courses in 17-18 Latinx are under represented (5%) while in SKIL, enrollment more closely reflects that of the college, 26% Latinx. A possible reason for this is that tutor pay rates are lower than the surrounding area, and students most in need financially may not be able to sacrifice pay for the educational experience a tutoring job provides.

Disproportionately impacted students enrolled in subjects supported by the SSC and those

using SSC services showed the following percentages, based on Winter 2018 sample:

Enrolled in SSC Supported Course   Used one or more SSC services
African American: 2.7%   4.3%
Latinx: 15.6%   15.2%
Pacific Islanders: 1.7%   1.9%

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TOTAL   20.1%   21.3%

III.A.2 Targeted Student Populations: Growth and Decline: For SKIL and LRNA combined, Latinx enrollment has fluctuated from a low of 17% in 2014-15 to a high of 23% in 15-16. 17-18 reflects a midpoint of 20%, still below the college average of 25% In LRNA tutor training, Latinx enrollment has also fluctuated, from 6% in 13-14 to a high of 12% in 15-16, declining again to 5% in 18-19. While we have made efforts to recruit Latinx students to become tutors by sorting recruiting lists, presenting at Outreach events, and personal outreach. Requirements to become a tutor, especially in math, are quite high. By systematically cultivating and recruiting new tutors from those receiving help in our centers, we strive toward having our tutors reflect the populations we serve and bring empathy and equity-mindedness to their tutoring. As a result of continued intensive recruiting efforts, we have steadily increased the percentage of student tutors from targeted populations, from 9% in 14-15 to 12% in 15-16 to 16% in 16-17, though in 17-18 the rate of new tutors from targeted groups declined to 11%.

Disproportionately impacted students enrolled in subjects supported by the SSC and those using SSC services from 2014 to 2018:

	14-15	15-16	16-17	17-18
Enrolled	22.1%	23%	20.8%	20.1%
SSC Users	20.3%	21%	19.7%	21.3%

From 2014-15 to 2016-17, the percentage of disproportionately impacted students using SSC services were slightly below those enrolled in subjects supported by the SSC. We have made a team effort to reach more disproportionately impacted students with targeted and individual marketing, and we are please to share that for 17-18 the percentage is greater by 1.2%.

III.B.1 Closing the Student Equity Gap: Success Rates: 17-18 LRNA + SKIL Success Rate by Ethnicity
African American: 69%
Filipinx: 74%
Latinx: 81%
Pacific Islanders: 100%
Asian: 86%
White: 88%

While gaps remain, success rates in LRNA and SKIL courses generally compare favorably to the those of these groups in the college at large, with Latinx success rates of 81% much

higher than the collegewide average of 68%. Beyond high success rates in, SSC continues to contribute to decreasing the equity gaps in departments across campus, especially for students who struggle in college-level courses. Program reviews from other divisions often cite encouraging students to use tutoring as part of their efforts to address equity gaps and increase success rates.

Beyond the equity gap and success rates in SKIL and LRNA courses, SSC continues to prioritize support for students enrolled in basic skills classes. The CAS (Customized Academic Support) program supported students in 200 level EWRT, READ and LART, and ESL 253 workshops in the Listening and Speaking Center, support students transitioning to the demands of higher level reading and writing. In 17-18 69 students attended 4-week Verb or Vocabulary modules, with an 88% completion rate.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: 17-18 LRNA & SKIL Withdraw rates
African American: 23%
Filipinx: 21%
Latinx: 14%
Pacific Islander: 0
Asian: 5%
White: 8%

Beyond withdrawal rates in SKIL and LRNA courses, surveys suggest that students who participate in SSC activities have a much lower withdraw rate, and that working with tutors and attending workshops helps students who are considering withdrawing stick with their courses.

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: 17-18 LRNA + SKIL Success Rate Gap

targeted: non-targeted: gap:
2013-14 84 92 8
2014-15 87 94 7
2015-16 94 90 6
2016-17 81 92 11
2017-18 78 92 14

III.C Action Plan for Targeted Group(s): Though success rate gaps in LRNA and SKIL are important, the SSC has greater impact on closing the success rate gap among students enrolled in courses we support, especially math, statistics, language arts and accounting.
1) Increase recruiting of disproportionately impacted students, in particular Latinx students, to become tutors, enroll in LRNA tutor training class. SSC staff will sort recruiting lists by ethnicity and personally call promising prospective tutors from targeted groups.
2) Seek funding to increase tutor wages to offset the gap between Cupertino minimum wage ($15) and our rate ($13) and seek funding to pay for students who can't afford it to take the required tutor training classes.
3) Refine and expand our annual All Peer Equity Training for tutors and student employees in Equity & Engagement Division, MPS, Outreach and similar programs. (Great progress was

made toward this in 18-19.) This is a team effort amongst program leads, directors and coordinators in conjunction with the Office of Equity.

III.D Departmental Equity Planning and Progress: Beginning 17-18, as part of a campus reorganization, the SSC moved from Learning Resources to the new Equity and Engagement division. We have already begun productive collaboration with division partners Equity Office, SSRS, Vida, LEAD, Honors and LinC, including planning and leadership of the Winter 2018 and Winter 2019 Equity Training.

We continue to need resources to support our expanding annual equity training workshops. This year we used a new conference-style format, and included student employees from SSRS, SSC, Office of Equity, Jean Miller Resource Room, VIDA, MPS, Men of Color, and Outreach. We offered four concurrent sessions: Critical Mentoring, Navigating Organizational Structures, Policies and Changes, Mental Health in the Workplace, and Evolving with Gender and Empowering with Pronouns. Each led by staff, faculty, and student facilitators, who guided groups of 30+ student employees through the material three times, so that each participant attended three of the four sessions. Evaluations show that students were impressed by the learning that they could apply to their work as tutors, mentors, peers, interns and activists, as well as the pizza and t-shirts. The team effort of 8 faculty and staff and many students who met for many hours of planning represents the promise of Equity and Engagement work to support all students.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 2. Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100

V.A Budget Trends: On January 1, 2019 student salary increased from $12 to $13/hour, or 8%.   This increase follows the January 2016 increase that raised our tutoring costs by 20%, or about $84,000 per year. Cupertino minimum wage is now at $15/hr. While FHDA wages are not required to comply with local rules, our lower wages ($12/hour) make it harder for us to recruit qualified potential tutors.   We anticipate further mandated salary increase as the California minimum wage increases.
In addition, DASB has cut funding for student tutor payroll by 30%, or $50K for 19-20, in order redirect funding to the classified ICC Advisor position that was slated for elimination by the college. Due to these factors, we estimate that we will need to reduce tutoring hours by 20% overall, or about 116 hours/week.

In January 2017, with B-budget standardization, $85K formerly in augmentation was rolled into ongoing B-budget, whose base of $68K had remained unchanged for over a decade. We were also pleased that $100K was allocated to pay for online tutoring. These changes, however, do not change the fact that SSC depends on unstable, one-time annual allocations from DASB, and Basic Skills (BSI) to pay for tutoring each year. In these tight budget times, DASB senators have determined that they should not allocate 10% of their budget to

tutoring when they see that as a college responsibility. As noted previously, in S14 Comprehensive Program Reviews, and in subsequent APRUs, as many as 15 departments refer to their need for additional tutoring support to improve their department equity outcomes. There is no additional funding for SSC to support these requests.

V.B Funding Impact on Enrollment Trends: We project reducing tutoring hours by 116 hours/week in 19-20 due to reduction in DASB allocation and increase in student salary In previous quarters when we implemented budget cuts to all areas their impact was felt acutely by students and faculty. Wait times often exceeded 60 minutes for drop-in tutoring, and we turned away many students who requested weekly individual tutoring.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: Replace vacancy

V.D.2 Justification for Staff Position(s):: Retirement: The Student Success Center again faces cuts in classified staff due to budget reductions. During 2012 layoffs, the SSC lost two positions, an Instructional Support Technician (IST) and Academic Advisor. Currently the SSC has had four classified retirements during budget reductions. Unfortunately, the Skills Program Coordinator was selected as one of the six college-wide classified positions to be eliminated. (See also I.E.5)

This role is essential to meeting the changing needs of our students and the future well-being of the college. While other colleges have created new full-time positions to coordinate academic support that will increase completion rates for college-level courses, De Anza has just eliminated a position in this area. RP Group reports that that 75% of colleges surveyed are adding supplemental instruction, 74% are adding embedded tutoring, and 94% are adding tutoring in a learning center to support students affected by changes mandated by AB 705. Leveraging the leadership power of students and professionals, implementing innovative approaches, and creating and maintaining strong links with faculty cannot happen without intensive leadership and coordination. We cannot provide this essential support with diminished staff and reduced funding.

The futures of Adjunct Skills (Skills 232/233) and Skills Workshops programs are very much in doubt. Beyond jeopardizing these programs, however, the elimination of the Skills Coordinator position hinders our efforts to find creative ways to expand and integrate academic support into classroom instruction to address changing student and institutional needs. The position is essential for achieving goals in the BSI/3SP/Equity Integrated Plan, Guided Pathways (Pilar 3 "Integrating support services to make it easier for students to get the help they need during every step of their college experience,") and CCCCO Vision for Success (Core Commitment 3, "Pair high expectations with high support. Students should be encouraged to go 'all in' on their education, with support to meet their personal and academic challenges...so that students are placed at the highest appropriate course level, with ample supports to help them succeed.")

Growth: Though the Program Coordinator is clearly our most critical priority, we include here our past request of additional staffing to increase outreach to underprepared, at-risk

and targeted groups, including visits to classroom and campus gathering spots. It is important to intensify outreach to students in lowest level basic skills classes, who are most at-risk and least likely to seek support on their own. This equity effort requires a great deal of staff time during our busiest weeks for tutor-tutee assignments. We know that help-seeking behavior is essential to student success, and that many at-risk students do not come in to SSC areas for help. We would like to intensify outreach to meet students where they are, in the library, Campus Center, and other gathering spots on campus. We hope to serve students who might otherwise be intimidated or lack the confidence to come to our centers, and in the process increase the number of students from targeted populations. We would like to hire two part-time TEA professionals 15-20 hrs/week to deliver and coordinate mobile tutoring and outreach.

V.E.1 Equipment Requests: Over $1,000

V.E.2 Equipment Title, Description, and Quantity: 1. 5 laptops to run our in-house scheduling software.
2. 20 Sanako SLH-07 Headsets
3. Textbooks
4. 5 laptops for presentations

(from last year, will update as items are purchased)
1. 5 Input/output console upgrade for ATC flat-panel displays as per ETS (used in tutoring and workshops, not user-friendly)
2. 10 Security cables and stands for iPads.
3. 10 Tablets and security cables to allow SARS sign-ins at drop-in tables
4. 9 Touch-screen monitors for SARS check in at all centers $300 x 9 = $2,700
5. 4 portable whiteboards for S43 Math/Science and ATC 304 General Subjects area for tutors to use with students $400 x 4 = $1,600
6. Scanner (ie Fujitsu Snap ix500, 2@$400 each)
7. 3 Wireless microphones https://www.amazon.com/innopow-80-Channel-Microphone-Interference-Continuous/dp/B0749L15PF 3 @ $135 each)
8. 4 speaker wall-mounted large room sound system $2000
9. Commercial display $1500
10. 2 Elmo Document Camera (ie HV-5100XG 2 @ $2799)

V.E.3 Equipment Justification: 1. As per ETS, our old PC laptops running Windows 7 will become vulnerable to viruses, current machines are unable run newer more secure operating systems
2. Headsets in Listening & Speaking Center are old, broken and frayed
3. Student often come unprepared or without their textbooks; tutors need them for reference
4. Currently use very old laptops for presentations, these are vulnerable as per ETS

(from last year, will update as items are purchased)
1. Current system with remote causes difficulties when presenters (students, tutors, volunteers and staff) use the displays for tutoring, workshops and trainings. Current set up is not user-friendly and does not allow for quick changes between different device types.

2. iPads need to be secured so that students can have immediate access to device in the open study space. Currently, they are under-used because they must be checked out.

3. The MSTRC has long queues for signing-in and -out of the center. We loose valuable data when students do not sign in. Having a SARS check-in station at every drop-in tables will allow students to easily sign in and out of their session for more accurate tracking, and tutors will be able to better monitor whether their tutees have signed in.

4. Students are constantly touching our SARS sign-in screen to login. Having touch screen will speed up the process and reduce queues.

5. The General Subjects Tutoring Center needs 3 boards to engage/tutor individual or groups of tutees at drop-in table and at computer stations. There are whiteboards mounted within the group areas, but are not accessible to the drop-in tables when groups are present. The MSTRC (S43) needs an additional board for the large space, particularly in the back of the center where many weekly individual tutoring sessions occur. In general the large mobile whiteboards are great for students with different learning styles, or physical and learning differences.

6. Staff need to be able to scan documents for student use. Scanning is important in expediting signatures for important documents via email, versus walking paperwork across campus.

7. For use at large meetings, such as equity training, in ATC to facilitate participation and audience comments. Students commented on evaluations that they can't hear comments from other side of large room.

8. To increase audio quality and engagement in large room trainings within the department, division and greater campus (ie equity training)

9. To stream videos and presentations for students in S43

10. For use in workshop area--Accounting review worksheets, CAS, etc.

V.F.1 Facility Request: 1. ADA wheelchair access opener on door to ATC 304.

2. FOB for S43.

3. PSME needs the S4 computer lab doors keyed for access to the classroom labs (S42, S44 and S48) from the outside of the building.

4. Double key from both sides of the doors from S43 to the S42, S44 and S48.

5. See S14 CPR V.A.7 and previous APRU's for math/science Outdoor Learning Environment Outdoor Commercial Awning, Outdoor Solar Outlet Charging Station, Outdoor Commercial Circular Table with Seating, Outdoor Commercial Circular Table with Seating and Wheelchair Accessible seating.

V.F.2 Facility Justification: 1. To comply with ADA regulations and provide access to students in wheelchairs.

2. S43 has an on-going security issue and materials have been stolen.

3. Access to these computer labs are via S43 and they cause disruptions to students studying when whole classrooms walk through the study areas to get to their classroom computer labs. Also, the S43 door has been left open over evening and weekends when individuals are passing through to access a computer lab.

4. Double key from both sides of the doors from S43 to the S42 and S48. There are two doors per computer lab that pose security issues because unauthorized access to S43 has occurred after hours.

5. See S14 CPR V.A.8) As described in 10-11 and 11-12 APRUs and 2014 CPR: Installation of

SSC outdoor learning environment.Users: students, tutors, faculty and staff engaged in one-on-one and group learning.Impact without Facility: Without additional seating and space, students will continue to suffer in the overcrowded, noisy and inadequate S43 space. The Center is often filled beyond capacity, receiving up to 400 visits per day. With seating capacity for only 130.

Life Expectancy of current facility: This is a request for a new facility, not a replacement. The additional space will address our program outcomes. Students will:

(a) use effective learning skills

(b) express a more positive attitude towards the subject;

In addition, the space supports the strategic goals of Individual Attention to Student Retention and Success by serving students with various preparation levels. It supports Equity by contributing to narrowing the success and retention gap between groups

V.G Equity Planning and Support: Same request as on previous APRU: Equity work reveals continuing need for intensive training for tutors on stereotypes, discrimination and privilege. Request continued funding to pay for annual All Peer Equity Training. 175 tutors x 3 hours x $13/hr = $6,825.

V.H.1 Other Needed Resources: Same request as on previous APRU: 3 commercial copiers (~$15K) Our current copiers expected to last about 3 years more.

V.H.2 Other Needed Resources Justification: Photocopier to copy handouts, directed learning activities and workshop materials for student support. As per Lily Liang, print services maintains but does not replace broken machines. We understand that instructional Equipment cannot be used for this, but hope that some funding is available other than B-budget that should be used for tutor salaries.

V.J. "B" Budget Augmentation: See V.A and V. B for details on budget trends and impact

1. $50K: We need B-budget increase to replace lost DASB funding. For 19-20 DASB reduced their usual annual commitment by $50K to take on the labor and benefits costs for the eliminated ICC position by IPBT. This reduction amounts to 3,846 of students employment hours per year or over 116 hours of tutoring per week for the whole academic year, eliminating many student employment positions and direct academic support to hundreds of students.

2. $35K: Operating costs have increased by 8.33% (amounting to $35K per year) due to the student hourly salary increase, thereby creating an even larger impact to our student employment and student services. Without addition funding, we will see an approximate 20% reduction in the individualized academic support services many students depend on, in particular our disproportionately impacted students.

V.K.1 Staff Development Needs: Conference funding for staff to attend conferences

As stated last year, our staff takes full advantage of training offered by Staff and Organizational Development and Technology training. We would love to see technology training expanded and perhaps request custom training sessions on use of social media for outreach and multimedia for orientations and presentations.

V.K.2 Staff Development Needs Justification: As stated last year, no specific data, but we know that the more present and engaging our online resources are, the more students we can attract and engage. Students will also benefit from enhanced orientations to our

services.

V.L Closing the Loop: We will assess affects of additional staff and facilities by comparing usage and survey data.

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