De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Student Success Center |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Learning Resources/Academic Services |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | N/A |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | N/A |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 19-20: 125  20-21: 140  19-20 vs 20-21: Increase of 15, or 12%  Methodology: Ran SARS report for sample quarter for all SSC areas, sorted by instructor, and counted |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | 19-20: 7250 students served  20-21: 6750 students served  19-20 vs 20-21: decrease of 500, or just under 7%  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 and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 18-19: 228  19-20: 214  20-21: 156  Number of tutors declined by ~27% based on remote format and increased student salary cost. We also increased efficiency in some areas by hiring tutors qualified in more subjects.  Methodology: Total student tutors and clerical assistants who worked summer, fall, winter or spring from Master Payroll tab of SSC Budget Google workbook |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 100  We have only one FT faculty and 0 PT faculty in our area. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 1 Supervisor  7 Classified Employees   * 6 Instructional Support Coordinators * 1 Administrative Assistant   Note: Skills Coordinator position eliminated in the 18-19 budget reduction |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | **Employees:**  No changes in employees since 20-21, beyond replacing vacancies.  Note that the Skills Program Coordinator was one of six college-wide classified positions eliminated at the end of 18-19 to meet the college’s budget reduction target. This position coordinated Adjunct Skills courses (SKIL 232/233) and Skills Workshops.  Enrollment in SKIL totaled 246 students in 18-19 and more in previous years. Beyond the loss of WSCH in Skills, the loss of this high-impact practice has impacted retention and success rates in departments including Accounting, Biology, Economics, Geography, History and Political Science."  We eliminated programs, redistributed coordination of workshops, and developed new programs to meet the challenges of student needs post AB705.  **Resources:**  62% student salary increase since 2019  Declining allocations from DASG. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Note: Credit courses LRNA 77, 96, 97, 98 (tutor training) do not conform to typical productivity/enrollment patterns and are only a portion of Student Sucess Center impact on students. The majority of our activities are non-WSCH generating tutoring and workshops, tracked in SARS.  **LRNA:** Tutor Training enrollment has declined 40.7% in the last five years, most drastically between 19-20 (131) and 20-21 (89) when our hourly peer tutoring costs increased with no additional budget to respond to, and due to uncertain demand in early days of remote learning.  **SSC:** Usage fluctuates with De Anza’s overall enrollment trends, and has been particularly affected by AB 705 changes as well as shift to remote learning. Although there has been an increase in online tutoring vendor usage, face-to-face usage has seen a dip due to changes brought on by the pandemics, such as, decreased enrollment, course modality, study habits, etc.  19-20: 7250 students served  20-21: 6750 students served  19-20 vs 20-21: decrease of 500, or just under 7%  Methodology: SARS unduplicated headcount from all five SSC areas and enrollment data for department and sections with direct academic support  **Online Tutoring** **Vendors**  Since its inception in Spring 2014, online tutoring via outside vendors Smarthinking, available through MyPortal, and NetTutor embedded within Canvas, have been popular among students. Demand has dramatically increased since the pandemic, and students have been provided with more hours when needed.  Unique users increased by over 47% from 2019-20 to 2020-21, while sessions increased by 106% and hours used increased by 85%. Although we had been showing increased usage of online tutoring vendors over the years, even during lower enrollment periods, his growth can be directly attributed to the pandemic. Students needs have shifted and with more asynchronous courses demand for 24/7 online tutoring has dramatically increased.    **18-19 19-20 20-21**  **Unique Users** 1,567 1,321 1,946  **Sessions**  5,185 4,347 8,957  **Hours** 2,764 2,281 4,218  **Average Min/User** 106 104 130    Online tutoring usage has almost doubled from 19-20 to 20-21 in response to the pandemic. 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 by saving hours for high stakes projects and using the service during late evening and weekends when face-to-face SSC services are unavailable.  **Customized Support Activities** program in the Writing & Reading Center integrates tutoring, workshops, counseling, and resources into EWRT 1A sections with LART 250 corequisites. See II.E. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | **LRNA:** 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. Enrollment of Latinx increased from 5% in 19-20 to to 9% in 20-21, still lower than compared to De Anza’s 25%. African American enrollment, which usually has ranges from 2% to 5% declined to 2%, compared to De Anza’s 4%. Asian decreased to 59%. Enrollment in LRNA mirrors overall De Anza demographics to a certain extent, but we do enroll a disproportionate percent of international students, as they are limited to campus employment.  Success rates in LRNA is high for all groups due to the nature of the programs. In LRNA 20-21 success rates for all students was 100%, compared to 79% at the college overall.  **SSC:**  2020-21 SSC users by ethnicity are found in the table below. Disproportionally impacted student populations accounted for 16.6% of SSC users, while the overall De Anza populations was 20.7%. One major factor for the decrease could be attributed to the lower enrollment in DI groups during the pandemic. Dependency on technology during remote learning due to the pandemic has impacted many students and their households. Disparities amongst DI groups during the pandemic, including lack of access to high-speed internet, adequate and sufficient equipment to serve a household, and quiet study spaces, were amplified during the pandemic.  Ethnicity SSC User % Overall % Difference  A 49.5% 42.9% 6.6%  AC 3.1% 1.3% 1.8%  AI 0.1% 0.1% 0.0%  AJ 0.6% 0.2% 0.4%  AK 0.7% 0.2% 0.5%  AV 0.6% 0.3% 0.3%  AX 0.5% 0.2% 0.3%  B 3.0% 2.9% 0.1%  H 12.7% 16.9% -4.1%  P 0.2% 0.5% -0.2%  T 7.5% 12.6% -5.1%  W 13.7% 18.8% -5.1%  X 7.7% 3.1% 4.6%  Total 100% 100%  Gender SSC User % Overall %  F 61% 53%  M 38% 47%  #N/A 1% ---  Total 100% 100% |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | **LRNA:** Success rates in LRNA tutor training courses remain extremely high (97-100%) because tutors are selected carefully to ensure they have strong academic, organizational and interpersonal skills.  **Success Rates for SSC Users versus overall De Anza Students**  DA Students SSC Users Difference  18-19 79% 84% 5%  20-21 80% 87% 7%  We focus on creating dynamic and equitable learning environments to help students become independent learners, build confidence, and achieve their greatest academic success. To do this, we continuously refine our practices and identify culturally responsive ways to engage students to build exciting learning communities with their peers. In addition to helping students academically achieve, we create a culture of care and belonging, ensuring that tutors and employees connect students to other campus resources with compassion. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | **LRNA:**  20-21 had 100% success rates for all groups, so there was no difference between groups.  SSC Usage:  2020-21 SSC users from DI groups had a success rate of 81.6% versus the overall college DI success rate of 72.7%, which is almost 9% more. The largest gain was the African American SSC users with 15% higher success rate than African American non-SSC users, as seen in the table below.  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.  Below is a 2020-21 table comparing the success rates for disproportionately impacted groups for all De Anza enrolled students versus SSC users. The SSC users have a higher overall success rate of 87% compared to the overall average success rate of 80% for all De Anza enrolled students. Success rates by particular disproportionately impacted groups for students accessing our SSC academic services show positive results of closing the equity gap.  **2020-21 Success Rates for Disproportionately Impacted Groups for All DA Students compared with SSC Academic Support Services Users**  **Ethnicity All DA Students SSC Users % Difference**  **All Students 80% 87% 7%**  African American 69% 84% 15%  Asian 86% 91% 5%  Decline to State/Unkn 85% 91% 6%  Filipinx 79% 85% 6%  Latinx 70% 77% 7%  Native American 77% 89% 12%  Pacific Islander 69% 83% 14%  White 80% 85% 5%  Decline to State 81% 85% 7%  Female 83% 88% 7%  Male 79% 86% N/A  Non-Binary 73% N/A N/A  Not Reported 81% 95% 14%  Foster Youth N/A N/A N/A  Ind’ls with Disabilities N/A N/A N/A  Low Income Students 74% 83% 9%  Veterans 79% 82% 3%    In previous APRUs we have demonstrated that when students use SSC services five or more times their success rates optimally increase as compared to those who do not. We have to continue partnering with faculty and student services to promote academic services to new and continuing students, and we have developed strategies as a department including our tutor training and Annual All Peer Equity Training to actively engage our disproportionately impacted groups. This is especially important now with the implementation of AB 705 and 1705, as many students are facing challenges when entering a college-level course underprepared. Partnering with faculty to make curricular changes to include SSC academic support activities (CSA) as part of the EWRT 1A co-requisite course have shown promising results and dramatically increased students accessing SSC services. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The SSC continues to respond to **changes from AB705** and pending AB1705. In Summer 2019 we collaborated with the English department to implement Customized Support Activities (CSA). Each quarter all students enrolled in Stretch (co-requisite) or Bundle (two quarter sequence), along with their instructors and all WRC tutors, are added to a non-course Canvas shell. This allows the WRC to send frequent reminders with information about tutoring, workshops, and resources. Instructors decide how they want to integrate CSA into their curriculum and grading, with most offering credit or requiring at least three SSC “activities.” Activities include tutoring, workshops, meetings with counselors, or self-paced directed learning activities. Completion of activities is tracked through WRC tutor and staff (and occasional counselor or faculty) verification in the CSA Canvas gradebook. WRC visits classes early in the quarter to orient students to the program, and sends regular reminders and invitations to participate.  In 19-20 1712 students participated, with 60% completing one activity or more.  In 20-21 1875 students participated, with 45% completing one activity or more.  Given complications of remote courses, tutoring and workshops and the fact that several faculty members decided not to require CSA, these numbers are impressive. We know that students who try or even just know about support are more likely to use services in the future, so we consider this a success in that we reach students who may never have reached out for help otherwise.  Comments on evaluations are very positive, including  **62% STUDENT SALARY INCREASE since 2019**  2019: $12 to $13 (8%)  2020: $13 to $14 (7.6%)  2021: $14 to $16 (14%)  2022: $16-$19.42 (21.4%) |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | With the Equity & Engagement Division employees, the SSC organized the first remote All-Peer Equity Training Conference during the Winter 2021 quarter that focused on students dealing with mental health, physical health, basic needs, and other struggles due to the pandemic. Through the tutor training courses and equity conference student employees have learned in depth about campus resources and techniques in referring peers to resources, such as Psychological Services, Student Health, Financial Aid emergency funds, Food Pantry, DSS, etc. Over 160 student employees from the Equity & Engagement Division and from the larger campus that directly support DI groups participated in the remote equity conference. Participants were from:   * Office of Equity * FYE * HEFAS * IMPACT AAPI * LEAD * MPS * Mentors at De Anza * Outreach * Puente * SSC * Umoja * VIDA * WGSC   One positive outcome of remote services is students that typically could not participate in face-to-face services because of their schedule or commute times, now have access to peer tutors through our remote offerings. Many of these additional students being serviced are non-traditional, employed full-time, enrolled in evening or asynchronous courses, and are accessing weekly individual (one-on-one) and drop-in tutoring through the convenience of remote tutoring. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | **All Peer Equity Conference:** The SSC hosts and coordinates this annual 3-hour student-facilitated event each winter to bring together student employees that largely serve DI groups. Students co-design the event with other student leaders and employees from the Equity & Engagement division and greater campus. In Winter 2021 over 160 students participated in student-led interactive workshops including “Community & Self-Care Through Art” and “Virtual Learning Resources for Engagement.”  **SSC Resources** non-course Canvas site reaches 4,597 students and faculty with announcements and access to a rich variety of resources on every subject tutored, as well as resources for academic and non-cognitive support.  We bridge gaps between students and instructors. SSC tutors and staff develop close relationships with students and get feedback on effective and ineffective instructional methods. If there are problems, we hear about them. We help students navigate conversations with their instructors and other campus services.  We establish close relationships with faculty, department chairs, and deans to integrate support into the course/department curriculum and have strong outreach efforts and partnerships to engage students early and attract more students from disproportionately impacted (DI) groups to use our services.  We work hard to attract a diverse peer tutoring workforce. We actively recruit student tutors from DI groups as low numbers of students from DI groups apply to become tutors. We partner with instructors, LEAD, SSRS and to connect with students who may not themselves consider applying to become tutors. Data shows that student employees have increased success and retention rates. For student tutors those positive effects are even stronger.  SSC staff are actively engaged in professional development, shared governance, task forces, teams, and committees to amplify student voices and promote equitable institutional transformation.  We create a safe, supportive, and caring community among tutors through training, events, and everyday warm interactions. This filters into tutors’ work with tutees. We train tutors to be responsive and respectful, to connect with each student and to use strength-based rather than deficit-based approaches. They listen actively, ask probing questions, provide time to think, and give positive feedback. We encourage tutors share their own struggles.    In workshops we build on strengths as students connect with one another to share challenges and strategies. For many student, these workshops are the only real-time interaction they have with other students, and they often express their gratitude for this. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Support for student, faculty and staff leadership at All-Peer Equity Conference.   * Pay for conference student facilitators: 8 hours planning for 10 student employees at $20/hr=$1600 * PGA/Stipends to incentivize faculty/staff to co-facilitate All-Peer Equity Conference |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/ Consultation | Enhanced support for student tutors:   * Pay for students to attend All-Peer Equity event: 110 tutors for 3 hour event at $20/hr = $6,600 * Other paid training opportunities for tutors, especially those involved in AB705 and 1705-related supplemental instruction. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | N/A |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” | Note: With elimination of TracDat , Student Success Center SLO/PLO files have been misplaced. They are not included in the accordion listing. SSC was under Learning Resources until 2015, when it moved to Equity & Engagement, which is not included in the accordion listing. We have had several email exchanges with Mary Pape to try to locate the archives but have not yet been successful, but we hope to locate them soon. |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | SSC Outcomes Statement:  Students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance.  Due to pandemic disruptions, we did not submit formal assessments for LRNA courses nor program level assessments for SSC between 2020-2022.  We do collect senior tutor’s evaluations of new tutors’ video self-assessment assignment and are in process of analyzing them.  We collect hundreds of student evaluation responses to Skills Workshops each year, and survey CSA students.  Winter 2021 CSA survey results indicate that students felt more confident and motivated after completing activities, and most agreed that they would use tutoring in the future.  Comments include “It’s nice to learn that Others are on the same boat as me and it makes it really easy for me to learn with others.“ “Before I joined CSA's tutoring activities, I thought it would take a long time to meet a tutor and I did not know if there were any tutors available to help me at that time. However, I was able to be connected to tutors so quickly when I logged into CSA's system during their working hours.” “After my tutor session I felt better about my essay specifically my thesis.” “I like that the professors reached out to you so often to remind you of upcoming due dates.” “Sweet tutors, the nice energy, & workshops.” |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | LRNA 96, LRNA 97, LRNA 98 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | **62% INCREASE IN STUDENT SALARY**  2019 $12 to $13 (8%)  2020: $13 to $14 (7.6%)  2021 $14 to $16 (14%)  2022 $16-$19.42 (21.4%)  **50% DECREASE IN DASG FUNDING FOR STUDENT SALARY:** Each year, DASG asks why they allocate 10% of their budget to tutoring, as they see tutoring as a college responsibility.  18-19 $162,965  19-20 $111,675  20-21 $101,520  21-22 $101,520  22-23: $82,224  **Online Tutoring Vendors:**  Funding is stable for 24/7 online tutoring vendors (NetTutor and Smarthinking) and the CCCCO and District has provided additional funding for the increased demand of online tutoring services due to the pandemic. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | DASG funding has been impacted by decreased enrollment that has cut our student support funding by half over four years. The combined effect of funding cuts and salary increases has forced us to reduce tutoring hours by 20% overall, or about 116 hours/week. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None Needed Unless Vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | N/A |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None Needed Unless Vacancy |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See spreadsheet |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | N/A |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Opportunities are always welcome, and SSC staff are frequent and engaged participants in on and off-campus professional development sessions. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The ATC was renovated about eight years ago, and the MSTRC was recently renovated. These renovations optimize the space and create learning environments that support large, small and individualized tutoring sessions, workshops, and instructor office hours. Better flowing spaces and instructional equipment enhances our services and gives students access to necessary learning resources, such as computers, textbooks, calculators, etc. |
|  | Submitted by: | APRU writer’s name | Diana Alves de Lima  Melissa Aguilar |
|  | Last Updated: | Give date of latest update | 5/20/22 |