

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Student Success Center	
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.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Learning Resources/Academic Services	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Basic Skills	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	30	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not

		applicable to your program
Academic Services and LR: # Student Served	700	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served	25	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	84	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	2	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program

<p>II.A-Growth and Decline of targeted student populations</p>	<p>Student Success Center (SSC) course data sheets do not depict the overall impact to targeted populations in the SSC’s five centers, since much of our operation is not WSCH generating and thus not captured in this data. Outreach efforts for tutoring, workshops and other SSC activities have been very successful: among students actively participating (5 or more visits) in some form of SSC instructional support, 24% are from targeted populations. (DA IR&P report, 8/23/11) The sheets combine data from Adjunct Skills, which support GE courses, Self-Paced Skills, which serve predominantly ESL students, and Learning Assistance tutor training courses. The percent of targeted students in these courses overall have remained stable and reflect De Anza demographics. When disaggregated, we see that SSC tutors enrolled in training classes, diversity has increased following intensive recruiting efforts. SSC staff has engaged in outreach that maximized Skills enrollment and increased the Latina/o student population by over 27% from 09-10 to 10-11, while other targeted populations remained fairly unchanged.</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p>
<p>Trends in equity gap:</p>	<p>The SSC provides essential support that increases success rates for all populations, with a strong emphasis on targeted populations. As stated above, the population students in targeted groups who use SSC services for 5 hours or more has increased 24% from 09-10 to 10-11. Our research has shown that increased number of visits translates to increased success, and many of our heaviest users are members of targeted populations.</p> <p>SSC has hired and retained skilled staff members (including tutors) who reflect student demographics and care deeply about the success of underrepresented students. SSC prioritizes support for students enrolled in developmental courses; these courses enroll high numbers of students from underrepresented populations. Cultural competency, diversity, and inclusive tutoring practices are integrated into mandatory tutor training courses and tutor meetings.</p> <p>Student retention and success rates for students participating in some form of SSC instructional support is significantly higher than those that do not. Average success rates for students enrolled in supported courses without accessing SSC support in 10-11 was 68%; while students who did access SSC support demonstrated the following results:</p> <p><i>Number of Visits Success Rate</i></p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>

	<p>5-15 78%</p> <p>16-25 80%</p> <p>26-35 86%</p> <p>36+ 80%</p>	
Closing the student equity gap:	<p>Increased collaboration with other divisions/departments/programs/services, cohort groups, and students clubs has tremendously enhanced outreach efforts and increased usage. Revamping of tutor training to improve overall quality of student and tutor experience; requiring mandatory on going training focused on diversity and cultural competency, skills, tutoring techniques and learning styles.</p>	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.</p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
Overall growth/decline in # students:	<p>The SSC experienced a 10% growth in enrollment of Skills and Learning Assistance courses in 10-11, as compared to 09-10. Numbers of students and hours of participation in instructional support has dramatically increased from 09-10 to 10-11 and continues to show positive trends in 11-12, (i.e. weekly individual tutoring slots filled by end of week 4 in 10-11 are now filling by end of week 2 in 11-12, over 50% growth in scheduled group tutoring, demand for workshops are high and waitlisted, etc.) Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
Changes imposed by internal/external regulations	<p>Current Student Success Taskforce Recommendations (SSTR Final Report 1/17/12) will create a higher demand for SSC support in years to come, particularly recommendations 2.4, 3.4 and 5.1, which require:</p> <p>(2.4) students showing lack of college readiness to participate in support resources</p> <p>(3.4) students to begin addressing basic skills deficiencies in their first year</p> <p>(5.1) support the development of alternative basic skills curriculum</p> <p>These recommendations will create an enormous mandated demand for support for the 75% of De Anza students who would be required to participate in supplemental basic skills and study skills support. The sheer volume of identified students would create a strain on limited budget and space.</p> <p>ACCJC Accreditation mandates regarding equitable support for distance learning students will also create additional demands on SSC services.</p>	<p>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, program reorganization, staffing etc.)</p>
Progress in “Main Areas of Improvement”	<p>Staffing has improved somewhat with the Instructional Support Technician hired in the Math, Science & Technology Resource Center</p>	<p>Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's</p>

	<p>(MSTRC) in September of 2010. (Co-Director hired in July 2011.) Even so, staffing levels remain inadequate to offer evening services in all the areas and to address the needs of distance learning students.</p> <p>Spatial limitations are prevalent in the MSTRC, please see Facility Request and Justification.</p> <p>Collaboration continues with other campus divisions and programs: SSRS has adopted MPS sections for 12-13 and SSC is collaborating on best practice for supporting this model; collaborative tutor/mentor training to optimize resource and ensure high quality standards across campus; outreach to cohorts and clubs where high numbers of targeted student populations participate; SSC team members are actively participating in numerous committees, particularly developmental education committees; etc.</p> <p>Developmental education projects include: mandatory skills for students utilizing weekly individual tutoring in developmental math courses; supplemental instruction programs in Language Arts (Customized Academic Support (CAS) and LSC DARE funded proposals) piloted in 10-11 and implemented in 11-12 have shown dramatically increased usage of SSC among students in targeted classes LART 200, READ 200 and EWRT 200 and ESL 253) and increased success rates as well; Professional Development Workshops geared towards part and full-time staff in conjunction with Title III committees and Staff Development; SSC team members presented for Partners in Learning Conference 2011 and 2012 to for collaboration with the campus community and to disseminate the importance and value of developmental education in the work we do.</p> <p>Although data collection and analysis has improved, we remain frustrated in our efforts to adopt a more robust tutor tracking system (such as TutorTrac) to replace SARS, a process that began in 2008 and has continued with numerous requests and meetings with ETS.</p> <p><i>Efficiency improvements implemented:</i></p> <ul style="list-style-type: none"> -customized application designed and programmed by IST has created a mass reduction in paper processing for students and staff -hiring of OTI and Federal Work-Study peer/instructional assistance 	<p>progress in moving towards assessment or planning or current implementation of effective solutions.</p>
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	<p>-increased collaboration and planning with faculty to better serve students -professional development training</p> <p><i>Results:</i> Optimization of staffing resources, maintain and enhance level of service without sacrificing quality</p>	
CTE Programs: Impact of External Trends:	Student Success Taskforce Recommendations 2.4, 3.4, and 5.1 (SSTR Final Report 1/17/12) will create a higher demand for SSC support to CTE program faculty and participants.	Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:	None	Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	<p>Current B-Budget alone cannot sustain a level of service, which would adequately suffice students' and faculty needs. Our current DASB has made a vast commitment to maintaining the current level of service to De Anza students. Below are the years and amounts DASB has allocated to SSC peer academic support:</p> <p>10-11 \$100K + \$20K mid-year augmentation 11-12 \$120K 12-13 \$164K</p> <p>DASB commitment has increased as other funding sources have either reached their ending term (Title III Grant) or does not adequately meet the needs (BSI and B-Budget). DASB has allocated an unprecedented amount to any one cause for the 12-13 academic year, which could change with new DASB leadership. The reorganization of academic and instructional support, from which the SSC was born, needs sustainable on-going college funding to keep the promises made to the communities that support our student De Anza, as described in the Institutional Core Competencies, and to continue serving our student with a high level of integrity.</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.</p> <p>If you don't work with Budget, please ask your Division Dean to give you the information.</p>
Enrollment Trends		Assess the impact of external or internal funding changes upon the

		<p>program's enrollment and/or its ability to serve its students.</p> <p>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
V. A -Faculty Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Growth	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p> <p>Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
Justification for Faculty/Staff Positions:	<p>The SSC has seen a steady increase in student and faculty demand from 09-10 to 11-12; this demand is expected to dramatically rise as SSTF Recommendations implementation begins. The SSC is the college's largest employer of students. Though this labor pool is cost effective, these student workers are still employees, and each of them needs to be treated with the same compliance and regulatory focus that all employees require. This large number of employees requires an immense amount of coordination, supervision, and training. Additional positions will increase the quality and types of direct instructional support to students. Currently the SSC depends on community volunteers and employs temporary employees to meet student and work-load demand in all areas, due to shortage in staffing and growing student demand.</p> <p>One grant-funded Instructional Support Technician and two grant-funded Academic Advisor positions are ending June 2012. The IST position supports Language Arts basic skills efforts including Customized Academic Support supplemental instruction and workshop support for ESL 253. The Academic Advisor positions have created an environment with prominent visibility and quick accessibility to our most needy students that require a higher-level of academic support, and generally struggle to independently seek out campus resources. Without these position many promising projects, which increased usage, retention and success rates, and attitudes among students in the lowest level developmental courses, will be dramatically scaled back.</p> <p>Students enrolled in distance learning courses are dramatically underserved; with additional support the SSC would be able to offer</p>	<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>

	<p>comparable services to this population of students.</p> <p>Currently the SSC employs a LART focused faculty member. De Anza students would highly benefit from a PSME focused faculty member in the SSC that could offer a variety of courses for credit, such as self-paced, prep, varying and small unit courses.</p>	
Equipment Request	Software for Academic Skills Center (ASC) and MSTRC	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	<p>No new infrastructure is required.</p> <p>Cost of renewal of ASC skill building software is \$5000 for 5 year access.</p> <p>Cost of new MSTRC graphing software is \$1200 for lifetime license.</p> <p>Server required for TutorTrac.</p> <p>Cost of TutorTrac for lifetime license \$2450, with an on-going yearly tech support of \$795 after the first year.</p>	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .)
Equipment Justification	<p>Enhance the learning experience for students and their tutors. Meet the needs of student with varying learning styles and differences. ASC software renewal would maintain current program offerings adaptive to distance learning students, which supports De Anza commitment to providing all student with academic support service. TutorTrac is a system designed to track support center activities and would provide:</p> <ul style="list-style-type: none"> • Dynamic and robust web-based tracking system • Freedom to building customized reports based on our specifications • Fully interfaces with Banner 	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	<p>(i) Renovation of S44</p> <p>Segregate the S44 computer lab space into two working areas: one will continue to be a computer lab for tech dependent courses for 40+ students, and the other to address the center’s increased growth and need for supplemental instruction, especially in developmental courses. This room would accommodate larger groups utilizing web-base instructional resources, faculty office hours, weekly individual tutoring, drop-in tutoring for basic skills, and group tutoring/studying areas.</p> <p>(ii) Renovation of S43 Math, Science & Technology Resource Center</p>	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility

	<p>(MSTRC)</p> <ul style="list-style-type: none"> -Removal of large circular counter in the middle of the center -Installation of a welcome counter at the entrance of the center to ensure accurate tracking of students, secure all instructional materials, and optimize student work space. -Create office spaces for staff in S43 <p><i>Building Modifications:</i></p> <ul style="list-style-type: none"> -Erect an insulated (noise reduced) wall to split the space in S44 -Route electrical floor outlets to accommodate the S44 middle table in computer lab side of S44 -Open hallway that bridges S43 and S44 by moving door 27 to the new doorway position which secures the computer lab area of S44 -Removal of the circular counter with minimum carpet patching, as it is fully carpeted under the circular counter -Erect four walls and three doors in S43 -Provide power, data, and telephone outlets to welcome counter and S43 offices 	
<p>Facility Justification</p>	<p><i>Current Status:</i></p> <ul style="list-style-type: none"> -Cramped conditions for increasing usage of faculty office hours, drop-in tutoring, weekly individual tutoring, group tutoring, and workshops -Lack of common computer space for larger groups, particularly those utilizing distance learning and web-base instructional resources -Increased demand due to expansion and quality improvement of services, which are expected to continue progressing -Escalated noise levels -MSTRC offerings are in high and increasing demand, particularly due to program growth and increased section offerings -Frequently reach maximum number of students for provided seating in group tutoring rooms and drop-in tutoring tables, with an uncomfortable amount of students in one room as they take chairs from the drop-in area into group rooms -Students in S44 for instruction are over 40 feet away from the projection screen, making it not conducive to students' education nor eyesight, and creating an environment where the instructor must raise their voice. -ISTs are in temporary partitioned areas that are not enclosed and quite loud, causing a disruptive work environment 	<p>Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.</p>

	<p><i>Current Impact without Adequate Facilities:</i></p> <ul style="list-style-type: none"> -Learning communities and working conditions are adversely affected by spatial limitations and noise -The MSTRC is not meeting the student nor instructional demand, causing groups to compete for space -Students and faculty leave the center due to space limitations and lack of seating -Students, faculty, and staff are frustrated with the overcrowding and inability to focus, discouraging overall use -Hindrances on friendly and welcoming learning, and a productive and stable working environment -Escalated temperatures in cramped conditions <p><i>Impact with Adequate Facilities:</i></p> <ul style="list-style-type: none"> -Larger facility for developmental students will foster a supportive learning environment and community for students, faculty, tutors, and staff -Increased collaborative group work amongst struggling students with tutors, peers, staff, and faculty. -More areas to accommodate groups and enhance collaborative learning -Increased retention and success rate for PSME students, in particular the targeted developmental groups -Loss prevention by securing instructional materials at welcome counter -Increased accuracy of usage to build precise reports which secure and justify funding for the center, in addition to projection of staffing and scheduling needs -Increased efficiency and productivity for staff 	
<p>B Budget Augmentation</p>	<p>B Budget Augmentation 11-12 B-Budget Augmentation of \$75K should be folded into the stable B-budget. This funding was essential to pay for student tutoring hours, and as grant funding ends, becomes even more essential for the survival of our services.</p> <p>Other funding sources for the employment of essential student workers are also unstable. For example, the SSC is facing the 5th and final year (11-12) of the Title III Grant that provided an amount of \$150K; without a sustainable funding resource, services would be drastically cut to students and faculty.</p> <p>Impacts of low funding include:</p>	<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> <p>If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</p>

	<p>-reduction of successful in-class interventions -reduction of center hours -reduction in number of students service resulting in decrease of success and retention rates, particularly for developmental courses -loss of student positions that provide an opportunity of professional, academic, social and personal development and growth</p>							
<p>Staff Development Needs</p>		<p>What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p>						
<p>SLOAC and PLOAC summary</p>	<p>The SSC PLO, “Within the context of each student’s individual needs, students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance,” aligns closely with all five of the Institutional Core Competencies and with Strategic Initiative B: “Individualized Attention to Student.”</p> <p>The SSC team members regularly meet to assess, refine, and develop course and program level outcome statements. Numerous assessment tools have been developed and revised in conjunction with the Office of Institutional Research and Planning to analyze SSLOs and PLOs.</p> <p>The five integrated programs of the SSC address confidence, motivation, effective learning strategies and active engagement with course content on a daily basis by providing individualized attention to student.</p> <p>Students utilizing SSC services were surveyed to measure SSLO/PLO. Students utilizing SSC services were asked after working with a tutor, if s/he experienced:</p> <ul style="list-style-type: none"> (i) increase in knowledge and understanding of the subject (ii) improvement of study skills (iii) better attitude towards subject <p>Below are the Spring 11 percentages for students that Strongly Agreed or Agreed:</p> <table style="margin-left: 20px;"> <tr> <td>(i) Academic Performance</td> <td>84%</td> </tr> <tr> <td>(ii) Effective Learning Skills</td> <td>68%</td> </tr> <tr> <td>(iii) More Positive Attitude</td> <td>72%</td> </tr> </table>	(i) Academic Performance	84%	(ii) Effective Learning Skills	68%	(iii) More Positive Attitude	72%	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
(i) Academic Performance	84%							
(ii) Effective Learning Skills	68%							
(iii) More Positive Attitude	72%							

	Overall, there has been a large improvement in data collection. The 10-11 Institutional Research reported overall improved success and retention rates. SSC 11-12 usage shows that among students enrolled in developmental math has seen over a 15% increase, while 75% of students using the Writing and Reading Center are from developmental classes.	
Future plans	Granted the above resources, the SSC would intensify academic services and support amongst targeted groups and students in developmental classes and GE courses with low retention and success rate. Student tracking would improve with the TutorTrac system, making identification and comparison of student usage and types of SSC academic support more easily accessible. The SSC regularly assesses outcomes to continue improving services and measure our progress; the impact of additional resources would require data comparison (student surveys, demographics, success and retention rates) between cohorts, and students utilizing service versus those who do not.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Melissa Aguilar and Diana Alves de Lima aguilarmelissa@deanza.edu x5422 alvesdelimadiana@deanza.edu x8485	APRU writer's name, email address, phone ext.