Note: 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.

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| **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.ADepartment Name: | **Student Success Center** |  |
| I.A 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. |
| I.A 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 |
| I.B.1 Choose a secondary mission of your program. | Basic Skills  | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 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.htmLeave blank if not applicable to your program |
| I.B.1 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.htmleave blank if not applicable to your program |
| I.B.1 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.htmleave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty 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 |
| I.B.2a Academic Services and LR: # Student Served | **425** | 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 |
| I.B.2a Academic Services and LR: # Staff Served | **0** |  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 |
| II.A.1-Growth and Decline of targeted student populations | **Note: Course data sheets reflect only LRNA (tutor training) and SKIL (Adjunct and self-paced) courses. Tutoring and workshops are not WSCH generating and therefore do not appear on the data sheets, but are tracked through our internal SARS and attendance records.****While overall numbers decreased due to the factors described in II.A.4, the percentage of enrollment comprised of targeted groups actually increased, due to intensive recruiting efforts. In 10-11 targeted student populations accounted for 29.5% of total enrolled and increased in 11-12 to 38.2%.** **Demographics for the LRNA tutor training courses reflect our intensified recruiting efforts among targeted groups. We have more than doubled the percent of tutors from targeted groups between 10-11 and 11-1, and this trend is continuing into 12-13. Even more impressive is the high percent of tutors who both began in basic skills courses and participated themselves in SSC support. SSC programs have inspired students to move out of their pre-college classes and become tutors. The empathy these tutors bring to their work due to their backgrounds, combined with the strong equity focus of tutor training, bodes well for future growth and success rates among targeted populations across De Anza.** **Data from SARS check-in and workshop attendance records show that the population of students in targeted groups who use SSC services has increased from 13.9% in 10-11 to 16.9% in 11-12, a change of 21.4% , or over 200 more underrepresented students over last year. This closely mirrors the demographics of the main courses the SSC serves.** | 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 data 2010-11 & 2011-12 at http://www.deanza.edu/ir/program-review.html) |
| II.A.2 Trends in equity gap: | **The SSC provides essential support that increases success rates for all populations, with a strong emphasis on targeted populations. Our programs prioritize support for students enrolled in developmental courses; these courses enroll high numbers of students from underrepresented populations. Research has shown an average 12% increase in success rates for students using SSC five or more times (DA IR&P report, 8/23/11.)** **For LRNA and SKIL courses, course success rates for targeted students increased from 63% to 68%, and the achievement gap narrowed from 21% to 14%. Success rates for Latino and Filipino students both increased 7%.****For non-WSCH generating servcies, our centers continue to increase quality and scope of services for students in basic skills courses. In the Writing and Reading Center, 75% of Fall 2011 tutoring hours were for developmental level courses, up from 68% the previous year. The Customized Academic Support (CAS) program has resulted in high percentages of EWRT, READ and LART 200 students using tutoring, attending workshops, and completing Directed Learning Activities. SSC Staff visits almost every developmental class every quarter during the first weeks of classes.** \_\_\_\_\_\_\_\_\_\_\_ | Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | **The SSC continues its strong commitment to supporting students in targeted populations and in basic skills classes. Cultural competency, equity training, and inclusive tutoring practices are integrated into mandatory tutor training courses and tutor meetings. In Winter 12 SSC collaborated with Impact AAPI, LEAD and FYE to conduct a training workshop for over 60 tutors. Discussion included the challenge** **faced by Asian Pacific Islander, undocumented, and first generation students. Spanish-speaking staff has increased outreach for academic support to English language learners.** **Note for 12-13: 77 student tutors attended Winter 13 Equity Training led by Veronica Neal. 83% or participants agreed or strongly agreed that "This training was effective at helping me create a more welcoming environment in the SSC"**  | 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: http://deanza.edu/gov/IPBT/program\_review\_files.htmlIf a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now. |
| II.A.4 Overall growth/decline in # students: | **As stated above, the Student Success Center is a hybrid program, serving students through both WSCH generating courses that are included in the data sheets and academic support services (tutoring and workshops) that are tracked internally through SARS attendance records.****For LRNA and SKIL courses, overall enrollment declined due to several factors. Adjunct (SKIL 232) enrollment declined due to Fall 2011 cancellation of most classes to accommodate staffing changes. SKIL 232 enrollment also fluctuates depending on department schedules for the courses supported by Adjunct supplemental instruction..**  **Overall enrollment in LRNA tutor training classes remained strong, with 144 new tutors trained in 10-11. LRNA course offerings fluctuated as we adjusted the curriculum in response to math department feedback and due to the faculty Co-Director’s professional development leave in Spring.** **Data from SARS tutor check-in and workshop attendance records show an increase of over 900 unduplicated head count of students served compared to 10-11 This increase is partially due to improvements in SARS tracking systems that allowed us to track previously unreported hours.****In Fall 2011 the Listening & Speaking Center sered 518 students with 4000 visits for all activities. The Academic Skills Center offered 62-78 workshops each quarter in 11-12, with over 560 hours of workshop attendance.** **Note for 12-13: Self-paced Skills courses (all SKIL except 232) were discontinued beginning Winter 2013 due to compliance, budget and staffing issues. EWRT/LRNA 97 was not offered in Winter 2013 due to budget uncertainty.**  | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations  | **As stated in 10-11 APRU, Student Success Taskforce Recommendations will create a higher demand for SSC support in years to come, particularly recommendations 2.4, 3.4 and 5.1, which require: (2.4) students showing lack of college readiness to participate in support resources(3.4) students to begin addressing basic skills deficiencies in their first year(5.1) support the development of alternative basic skills curriculum****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.ACCJC Accreditation mandates regarding equitable support for distance learning students will also create additional demands on SSC services.****Note for 12-13: The SSC has responded to these mandates by piloting (S13) online tutoring using CCCConfer.** | 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.) |
| II. C Progress in “Main Areas of Improvement” | **Note that the SSC 08-09 Comprehensive Program Reviews were completed before SSC reorganization and consolidation, so areas of improvement have shifted.** **The main areas of improvement noted in previous SSC program reviews included the need for additional staff, space, and budget, and the need for a reliable and comprehensive tracking system.****Staffing/Leadership** **Successes/Progress: Several key leadership vacancies were filled in 11-12. The Learning Resouces Division Dean was hired in July 2011. The second SSC Co-Director was hired in August 2011. In October 2011, the MSTRC Instructional Support Technician (IST) vacancy was filled as was a short-term Title III-funded IST in Language Arts. The addition of these energetic and highly skilled individuals greatly improved leadership and support for all students, particularly those in pre-college level courses.****Leadership was also improved as one of the SSC Co-Director’s used her Professional Development Leave to obtain a certificate in Online Teaching and Learning. New technology efforts have been implemented in 12-13.****SSC staff participated in intensive professional development trainings and conferences including RP Group Student Success Conference, Online Teaching and Learning, presentations at Partners in Learning.****Remaining challenges: The grant-funded Instructional Support Technician (IST) and two grant-funded Academic Advisor positions ended in June, 2012. The IST position supported Language Arts basic skills efforts including Customized Academic Support supplemental instruction and workshop support for ESL 253.  The Academic Advisor positions 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 positions many promising projects, which increased usage, retention and success rates, and attitudes among students in the lowest level developmental courses, were dramatically scaled back.****Note for 12-13: The SSC lost several classified positions in 12-13. In Fall 2012 the IST for General Subjects tutoring retired, and his position was eliminated. The SSC also lost three Academic Advisors--one college-funded position and two grant-funded positions.****Space: Overcrowding continues to be a problem in the MSTRC (S43.) See facilities request. The growth of workshops and group tutoring in all SSC program has resulted in serious shortage of group areas that has constrained growth.****Note for 12-13 and beyond: Relocation of 3rd Floor ATC to L47, L73a and Library 107 has presented many challenges and space limitations. Move back to ATC will alleviate the space crisis, but coverage of all areas with limited staff will be difficult.**  **Data collection and analysis has improved as district-wide efforts have been implemented with the SARS tracking system to all SSC areas. This process began in F12 and continues with ETS and facilities. Future plans are being drafted to increase efficiency by building a consistent system and repository to organize our numerous and complex data sources (i.e. Argos, SARS Trak, SARS Grid, Banner, etc).****Collaboration continues with other campus divisions and programs: SSRS has adopted MPS sections for 12-13 and SSC is collaborating on best practices 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.** | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: | **As stated in 01-11 APRU, 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. |
| II. E 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. |
| III.A. 1 PLOAC Summary | **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,”** **This PLO aligns closely with all five of the Institutional Core Competencies and with Strategic Initiative B: “Individualized Attention to Students.”****We have analysed all our outcomes to date and done a partial PLOAC assessment in Spring 2013, and will conduct a full assessment in Winter 2014 in time for Comprehensive Program Review, when assessment cycle of underlying courses and services are completed.****The SSC is a “hybrid” program with both course and service outcomes. We’ve included our service area outcomes in this section.****As stated in 10-11 APRU, SSC team members regularly meet to assess and refine 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.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 students.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: (i) increase in knowledge and understanding of the subject(ii) improvement of study skills(iii) better attitude towards subject Below are the Winter 2012 percentages (averaged between all Centers) for students that Strongly Agreed or Agreed:(i) Academic Performance         84%(ii) Effective Learning Skills        74%(iii) More Positive Attitude          75%Overall, there has been a large improvement in data collection.  The 11-12 SARS data shows an overall improved success and retention rates.  SSC 11-12 usage shows that students utilizing SSC services have shown significantly higher success and retention rates in developmental ESL, EWRT, LART and MATH with an average of almost 10% greater than student not utilziing our service for both success and retention.** **In additional to our internal surveys, 1236 De Anza students were randomly selected to participate in the Spring 2012 CCSS**[**E (See Analysis of Student Services) http://www.deanza.edu/ir/CCSSE.html**](http://www.deanza.edu/ir/CCSSE.html) **and expressed the following results:*** **80% rated “Tutoring” services as important**
* **79% rated “Skill Labs” services as important**
* **85% were satisfied with “Tutoring” services**
 | Give the percentage of Program Level Outcome statements assessed to date . Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | **SSLO: Students will use effective learning skills.****Winter 2012 survey results showed that 74% of students strongly agreed or agreed that their learning skills improved after participating in SSC activities, which is an increase from 68% from Winter 2011. Results for this outcome varied by area. For all areas, we have increased emphasis on learning skills in tutor training. In the MSTRC, Algebra students complete WIT Skills packets with their tutors to encourage them to reflect on their own habits and skills and become aware of campus resources. The MSTRC has also promoted additional resources such Math study skills workbooks and kinesthetic learning tools such as molecular models, dice and cuisinaire rods purchased by PSME for the center.** **SSLO: Students will express a more positive attitude toward the subject.** **Winter 2012 survey results showed that 75% of responding students felt their attitude had improved after participating in SSC activities, which is an increase from 72% from Winter 2011. Given that many of the students who come in for help have a history of discouragement and failure in math, this number shows promise. MSTRC staff have created a more inviting and motivating environment by holding special math & science events (i.e. Pi Day), and displaying appealing math and science posters and graphics.** **Note for 12-13: Math and Science Fair in Spring 2013 increased visibility and fun, motivating students at ll levels to show off their work and compete for scholarships.** **SSLO: Students will improve their academic performance.****Based on student surveys, Winter 2012 survey results showed that 84% of responding students felt their academic performance had improved after participating in SSC activities, which did not differ much from the Winter 2011 surveys.****A 2011-12 comparison of students who accessed the SSC for five hours or more times showed a success rate 12% higher versus students who did not. Course success rates were highest (86%) for students who accessed tutoring 26-35 times. Due to these finding we increased outreach in developmental classes by increasing class visits during week one and two and using ARGOS to target email invitations to students in developmental level courses.** **Note for 12-13: Increased access through online tutoring pilot Spring 2013. Increased seating and student computer accessibility in S43.****We have conveyed results of surveys and outcomes to tutors in meetings, increased time spent training tutors on learning skills and motivation strategies.****Future plans include experimenting with new assessments such as focus groups with sub-groups of students using the SSC that go beyond survey responses. We would like to compare usage patterns and success rates by specific courses to focus tutor hiring and student recruiting efforts where it can have the most impact.** | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | **50% of courses (SLOAC)****100% of services (SSLOAC)****There have been and will be more major changes in the way we have approached curriculum due to changes in accountability for positive attendance classes and repeatability. Sixteen LRNA and SKIL courses have been discontinued and will be removed from the Catalog, leaving only four active courses in the SLOAC. We have most thoroughly assessed LRNA/EWRT 97, begun assessment in SKIL 232, and are in process of assessing LRNA 98, LRNA 96 using similar instruments as LRNA/EWRT 97.** **SLOAC for these courses will be completed by the 12-13 Comprehensive Program Review.**.  | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | **Results of LRNA/EWRT 97 assessments of tutors’ use of student centered communication strategies as shown in video-recorded sessions showed strong results. We continue to foster intensive mentoring support for new tutors by senior tutors who provide feedback and modeling of effective strategies.****SKIL 232 (Adjunct Skills) survey results show 73% of students agree or strongly agree that Adjunct Skills helped them understand their content course concepts. 80% agree or strongly agree that Adjunct Skills affected their decision to complete the content course.** **In 12-13 we will compare F12 Google survey results to revised Institutional Research survey implemented W13 and S13. Revised survey questions more closely match outcomes.****In W13 SKIL 232 we replaced paper orientations, labs and study skills assessments with online versions on Catalyst. Lab resources are now available on the Skills website. Surveys have been revised and are now coordinated through Institutional Research. Collecting outcomes data online will faciitate analysis and program improvement.** | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | **The SSC depends on external funding; our current B-Budget of $68K, with unsecured B-Budget Augmentations, is not sufficient to meet the demand for academic support..****DASB has made a large commitment to maintaining the current level of service to De Anza students.** **DASB allocations:10-11    $100K + $20K mid-year augmentation11-12    $120K****12-13    $167K****13-14 $167K (approved amount, similar commitment to 12-13)****DASB commitment has increased as other funding sources have ended. Title III Grant ($150K in 11-12) ended in July 2012. DASB has allocated an unprecedented amount to any one program for the 12-13 academic year, but this funding determined annually could change with new DASB leadership.****The annual student employment costs for academic support with peer tutoring and mentoring has averaged about $400K per year since the reorganization of the SSC. This has allowed us to directly serve over 75,000+ student hours in 11-12.****See V.B.1 for budget requests.** | Assess the impact of external or internal funding trends 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.  |
| IV.B Enrollment Trends |  | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed |  **Growth** | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | **We request three positions: 1 classified Instructional Support Technician, 1 classified Technology Enhanced Learning Coordinator (new classification), and 1 faculty STEM-Focus Position. Please see the justifications below.****Instructional Support Technician****As stated above in II.C, the SSC has lost several classified positions, including one IST who supervised General Subjects tutoring. This reduction affects our ability to provide adequate student supervision after our move back to ATC in W14, which will stretch existing staff thin to cover the separate Centers.****The reorganization of the SSC created Instructional Support Technician positions originally intended to provide direct instructional support to students at a level of 80% for the full-time positions. This has not been possible due to large coordination demands and sheer volume of student employees.****An additional IST 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.****The SSC continues to have an increase in student and faculty demand from 10-11 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.** **Technology Enhanced Learning Support Coordinator****As our programs move toward increasing use of technology, as demand for support increases, and in response to accreditation standards equitable services for all students, including those taking courses online, our staffing needs have increased. In general, there is a shift occurring in the educational system to online and technology-enhance teaching and learning that requires our attention and desire to drive innovation.****The college has an obligation to serve all students and is currently depriving online and hybrid students of many services. With demand for services high and based on student survey results in areas of needed improvement, there is a need to address the over crowding of centers, restrictive hours, and limitation of tutor to student time. This position would allow the development of live online and offline services by creating the infrastructure for students, particularly Distance Learning and disabled students. The infrastructure would be an accommodation to students under ADA as they could utilize resources within their limitations, i.e. at their own pace, with closed-captioning, etc. In addition to the equitable services for all student, the position would expand our demand for services and alleviate center crowding by providing virtual meeting spaces to all students.****Faculty Position****As stated in the 10-11 APRU, the SSC employs a Language Arts 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, pre-assessment, online, late start and small unit courses.** | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that supports this need. |
| V. A.3 Staff Position Needed | **Growth** | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless VacancyOnly make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.  |
| V. A.4 Equipment Request  | **Over $1000** | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested  |
| V. A.5 Equipment Title and Description, Quantity | **(i) iMac Desktop Computers****Replacement of 34 outdated instructional student computers in the MSTRC (S43) listed below:*** **26 laptops (15” MacBooks),**
* **4 desktops (iMacs)**
* **4 desktops (PC)**

**The MSTRC requires the computers above to be replaced with iMac desktops that are more appropriate for daily-use permanent student work stations. Ideally, 26 of the iMac desktop should be a new request for the center, as the 15” MacBook laptops were re-purposed due to student demand for permanent work stations and should be utilized for mobile instructional purposes which, would make 8 of the iMac desktops replacements. The expected life of these machines is approximately 6 years and warranties should be extended to that of the usual ETS computer lab machine (~3 years). This request is closely tied to the assessment cycles as new machines will enhance our ability to meet our outcomes, see justifications below (V. A.6). New infrastructure is not required as current efforts are underway by facilities and ETS in meeting power and ethernet needs.****(2) Installation of SSC outdoor learning environment****Installation of new technology equipment and furniture for instructional purposes on landing between S4 and SC3 will require the following:*** **1 large heavy-duty permanent awning/canopy (similar to Planetarium)**
* **2-3 large outdoor concrete commercial tables with seating**
* **wifi access points**
* **PV multi-user power source/charging station for devices**

**Expected life of 25+ years and a warranty of 8-10 years for the non-tech infrastructure. This request is closely tied to the assessment cycles as the alternative learning environment will enhance our ability to meet our outcomes, see justifications below (V. A.6).** | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | **Primary users of the computers will be student, along with tutors, faculty and staff assisting students. Primary users of the outdoor learning center will also be students and tutors, but also includes faculty and staff leading skills and content-specific workshops.** **The equipment additions would provide dynamic enhancements to the learning experience for students, peer tutors, faculty and staff; meet the needs of student with varying learning styles and difference, helping them stay focused and meeting them where they are at; create engaging and connected student communities; optimize center and campus space to serve more students; and overall demonstrate De Anza’s commitment to students.****Equipment will increase our ability to support learning outcomes below. Students will:****(a) use effective learning skills*** **Students working on an updated machine will experience faster responsiveness when utilizing web-enabled software and applications, video libraries, online skills and content resources, etc.**
* **Outdoor learning center will provide a stress reducing environment for various workshops, i.e. reducing test-anxiety, test-taking strategies, goal-setting, etc.**

**(b) express a more positive attitude towards the subject*** **faster functioning machines assist in reducing stress and anxiety**
* **updated screen and software allows students to do efficient**
* **new equipment is aesthetically more pleasing and inviting**
* **changing the location of your studying is proven in assisting student with recalling content and an outdoor environment will creating a pleasant study area**

**(c) improve their academic performance*** **ease of use allows students to multitask more effectively thereby increasing their success**
* **will be able to serve more students, improving success and retention rates**
 | 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.  |
| V. A.7 Facility Request | **As requested in 10-11 APRU,** **(i) Renovation of S44****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.****(ii) Renovation of S43 Math, Science & Technology Resource Center (MSTRC)****-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.*****Building Modifications:*****-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****(iii) Outdoor Learning Environment and justification in sections V. A.5 & 6** | 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 |
| V. A.8 Facility Justification | **As stated in 10-11 APRU,** ***Current Status:*-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*Current Impact without Adequate Facilities:*-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-Hindrance on friendly and welcoming learning, and a productive and stable working environment-Escalated temperatures in cramped conditions*Impact with Adequate Facilities:*-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** | 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. |
| V.B.1 Budget Augmentation | **As stated in 10-11 APRU, 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. Other funding sources for the employment of essential student workers are also unstable.  For example,11-12 was the final year 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.  Impacts of low funding include:-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****The SSC needs sustainable on-going college funding to keep the promises made to the communities that support De Anza students, as described in the Institutional Core Competencies, and to continue serving our students with a high level of integrity.** | 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? If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.  |
| V.B.2 Staff Development Needs | **Technology training for faculty, staff, and tutors to use CCCConfer for online tutoring and real-time support for students. Pilot project in Spring 2013 revealed that there is tremendous potential, but a steep learning curve for this technology. We have discovered that there are challenges for faculty who teach online and hybrid courses as they try to incorporate new forms of support. More technology training is needed for De Anza faculty involved in online teaching and tutoring, as we increase collaborative efforts to provide comparable services to online and hybrid students.****SSC Faculty and staff need funding to attend Student Success, Learning Assistance and Online Learning Conferences.** | 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?  |
| V.B.3 Future plans | **See Sections II and V** **Granted the above resources, the SSC plans to expand and intensify academic support for targeted groups and students in developmental classes and GE courses with low retention and success rates by extending programs****The SSC regularly assesses outcomes to continue improving services and measure our progress; the impact of additional resources would require data comparision (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** **aguilarmelissa@fhda.edu** **x5422****Diana Alves de Lima** **alvesdelimadiana@fhda.edu** **x8485** | APRU writer’s name, email address, phone ext. |
| Last Updated: |  | Give date of latest update (Set next box to YES when done and ready for Dean review). |