Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016cpr_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload   a copy of this document into the Trac Dat, "Documents file". Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)
Section II: Overall student enrollment and success
Section III: Equity
Section IV: Assessment Cycle
Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:		Student Success Center
	Program Mission Statement:	"What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies"? (http://www.deanza.edu/about/missionandvalues.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?	Select Basic Skills, 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.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Basic Skills
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	

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I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/ 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.	
I.C.2	CTE Programs: Advisory Board Input:	Career Technical Education (CTE) programs: 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.	
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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	15 (increase over baseline of 110) Count new faculty in Adjunct, CAS, basic skills, office hours in SSC etc.)
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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	1118 (increased unduplicated headcount from each center and Smarthinking users that did not use other SSC services in 14-15; total unduplicated HC for 14-15 ˜9500)
(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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. http://deanza.fhda.edu/ir/program-review.14-15.html .	1
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	5 (13-14=278 & 14-15=**283** student employees, including those funded by B-Budget, BSI, DASB & Federal Work- Study)
I.E.3	Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://deanza.fhda.edu/ir/program-review.14-15.html.	
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	8 Classified employees, 0
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	Reclassification of FT Classified Staff: Secretary I reclassified to Administrative Assistant; Improved staff workflow, but if these costs are deducted from B-Budget we will have less funding for tutoring. See V.A & V.J..

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	Enrollment		
II.A.1	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.fhda.edu/ir/program-review.14-15.html	Enrollment in LRNA (tutor training) and SKIL (Adjunct) is only a portion of our program compared to non WSCH generating tutoring and workshops, and depends on campus demand for support. Unduplicated headcount dipped in 2013-14 but is up 21.8% in 14-15. Adjunct (SKIL 232/233) course offerings depend on department offerings. for example, when an instructor is on PDL or does not teach a class with a typically high demand for support. We have added new faculty members and courses supported by Adjunct each year. Overall usage and access to tutoring has expanded in the last three years due to Smarthinking online tutoring, adopted S14. 683 students used ONLY online tutoring in 14-15. In addition, data shows that more students are using multiple SSC services. Unduplicated headcount for all SSC areas 14-15 =˜9,500 Distinct Smarthinking users 14-15 =1,231
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Overall course success rate in LRNA & SKIL has increased over the last three years (80% to 91%). In addition, our non-WSCH generating programs (tutoring and workshops) positively impact success rates in the courses we serve.
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	
II.C	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, program reorganization, staffing etc.)	Repeatability limit as of Fall 2014 has affected SKIL 232 courses. We created SKIL 233 to accommodated those who want more practice, but have many requests from students who would like to take Adjunct a 3rd time. We offer those students the option to audit (about 20+ per quarter). Elimination of TBA led to conversion of SKIL to online. The biggest challenge we face are the

			unintended consequences of changes to the student employment guidelines, requiring full-time status (12 units) and 180 unit limit on student employees. These restrictions have dramatically limited our ability to retain our most qualified tutors. The rules have resulted in mid-quarter termination of tutors and damage to our programs. This is an equity issue because most of those who exceeded 180 units accumulated those units in basic skills classes. We make a special effort to recruit student tutors from among targeted student populations, and many of these students begin in basic skills. In addition, student who pursue STEM majors accumulate an average of 100 units in math and science alone. More detail on this issue available per request.
	Equity		
III.A	Growth and Decline of Targeted Student Populations	Briefly, address student enrollment data relative to your program's growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html)	Data sheets for WSC-generating portion of our program show continued slight increase of % students from targeted populations from 40% in 12-13 to 42% in 14-15. ARGOS queries of targeted students enrolled in subjects supported by the SSC, and SARS data of targeted students using SSC services showed the following percentages: 13-14 14-15 Enrolled 20% 22.1% SSC Users 19% 20.3% There was a slight increase from 13-14 to 14-15 for both enrolled and those who used SSC services. The percentage of targeted students using SSC services closely mirrors the percentage enrolled in courses we serve.
III.B	Closing the Student Equity Gap:	What progress or achievement has the program made relative to the plans stated in your program's 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html	The SSC contributes to decreasing the equity gaps in departments across campus, especially in the basic skills areas. The CAS (Customized Academic Support) program continues to support students in lowest level EWRT, READ and LART. ESL 253 workshops support students transitioning to the demands of higher level reading and writing. Classroom visits and constant email outreach to

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			these students results in increased awareness of services. In 14-15, 154 students attended CAS small group module (verbs ad vocabulary) with 86% attending all 4 sessions. The Math, Science & Technology Resource Center (**MSTRC**) has weekly content-specific workshops for students enrolled in basic skills math courses (Math 210, 212 and 114). We also have targeted outreach to students enrolled in these courses and give schedule orientations to the MSTRC. We continue to increase the percent of student tutors from targeted groups. In 13-14, 7.4% of our tutors were from targeted groups and in 14-15, 8.1% were from targeted groups. Requirements to become a tutor, especially in math, are quite high. By systematically cultivating and recruiting new tutors from those receiving help in basic skills classes, we ensure that our tutors reflect the populations we serve and bring empathy and equity-mindedness to their tutoring. SSC continues to work closely with Athletics to support student athletes by providing customized workshops and presentations for athletes, tutors for study halls and training for athlete-tutors working in the FAST program for Football.
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf Are success rates of targeted groups at or above 60%? If not, what are the department's plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.	
III.D	Departmental Equity Planning and Progress	What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?	Our Equity Core Team identified four critical issues for our students: awareness of services, basic skills, financial limitations and inclusion. We have made progress increasing our systematic outreach to all basic skills classes, but it requires an enormous amount of staff time. A dedicated TEA position would help this effort (see resources request.) Our Equity Core Team

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			has conducted Equity Walks in our areas to provide insights to help make our areas more welcoming and inclusive. As part of that effort we have changed signage, re-arranged furniture, and displayed posters from tutor training sessions.

	Assessment Cycle		
IV.A	Cycle 2 PLOAC Summary (since June 30,2014)	Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled "Cycle 2 XXX PLOAC Work" and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis/#PLO statements times 100. All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019.	0
IV.B	Cycle 2 SLOAC Summary (since June 30, 2014)	Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled "Cycle 2 XXX SLOAC work- Active Only" and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019.	0
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, 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.	The student salary increase, effective January 2016, increases our tutoring costs by 20%. SSC has only $68K in ongoing B, and must depend on one-time DASB, BSI and Augmented B to pay for tutoring each year. Our program would benefit from stable B-budget funding. In addition, reclassification of Secretary I to Admin Asst. II may effectively decrease our B-budget by ~$11K per year if this cost is not absorbed by the college.
V.B	Funding Impact on Enrollment Trends	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: http://deanza.edu/ir/program-review.14-15.html	If additional funding does not offset the costs of student salary increase we will have to limit tutoring hours and number of students served.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	None Needed
V.C.2	Justification for Faculty Position(s):	• Briefly, how will this position support student needs? • 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 and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	If funding is available through grants, we request faculty stipends to pay content faculty to provide tutor training workshops and revision of workshop materials. Tutor surveys showed tutors benefit from close connection with faculty and exposure to their expertise; Informal workshop focus groups reveal need to update and include multimedia.
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to 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.	
V.D.2	Justification for Staff	• Briefly, how will this position support student needs?	1. Growth: IST for math/science (See S14 CPR)

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	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.	The SSC lost one IST position in the 12-13 budget cuts and LR division lost 3 Academic Advisor positions. Our programs struggled to redistribute work to accommodate the loss of positions, but we remain severely understaffed, particularly in math/science, where more than 60% of total SSC tutoring hours occur. An additional IST would allow us to offer workshops, scale up current successful support efforts to increase success rates for basic skills math classes. 2. Growth: TEA for Assessment (supports math students, math dept. and the Assessment center.) TEA for math assessment to verify students completed required review modules and answer student questions. 100+ students/quarter complete modules. 33% need support, all need verification sent to assessment. This responsibility has put tremendous pressure on the SSC Co-Director as the only person able to work with students and assessment. Though the SSC co-director has worked hard for students, the position is not an SSC responsibility and requires a concerted effort with math department and assessment. 3. Growth: TEA for outreach TEA for outreach to basic skills, including classroom visits, email etc. It is important to intensify outreach to students in lowest level basic skills classes, who are most at-risk and least likely to seek support on their own. This important equity effort requires a great deal of staff time during busiest weeks for tutor-tutee assignments. 4. SSC Reorg/reclassifications (see V.J)
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested	
V.E.2	Equipment Title, Description, and Quantity	• 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 (e.g. wireless access, hardwire access, electric, water or heat sources . . .)	1. Replacements: 3 commercial copiers in ATC 302, 309 and S43 3 @$10,000 each= 2. New & replacements: 15 Chairs w/Desk Arm for S43-J,K,M group rooms @ $250/chair=$3,750 3. New & replacements: 30 KI Grazie Poly chairs (10 with rollers for S43-D and 20 for S43)@ $250/chair=$7500

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			4. 10 MacBook Pro 15" laptop with retina display for workshops and presentations @ $2,277=$22,700 5. New: 2 Color Printers 2 @$350=$700
V.E.3	Equipment Justification	• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • 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? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf	1. Staff use the copiers for academic materials (i.e. handouts, workshop materials, promotional materials) that impact student support. The copiers currently are living beyond their life expectancy and jam frequently. Expected life of current equipment is 3 years. 2.&3. Chairs in S43 are broken and inadequate for heavy student use. Impact of not replacing is decreased capacity for tutoring in S43. 4. Staff & student use to respond to student request more multimedia in workshops and presentations; Use of laptops will increase engagement in workshops for basic skills students and supports core competencies of Information Literacy, Wellness and Personal Responsibility. 5. Staff use to create more engaging signs and handouts in SSC Centers.
V.F.1	Facility Request	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.	See S14 CPR V.A.7 and previous APRU's for math/science Outdoor Learning Environment Outdoor Commercial Awning, Outdoor Solar Outlet Charging Station, Outdoor Commercial Circular Table with Seating, Outdoor Commercial Circular Table with Seating and Wheelchair Accessible seating.
V.F.2	Facility Justification	• Do you have assessment data available to justify this request? 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. • 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?	See S14 CPR V.A.8 As described in 10-11 and 11-12 APRUs and 2014 CPR: Installation of SSC outdoor learning environment. Users: students, tutors, faculty and staff engaged in one-on-one and group learning. Impact without Facility: Without additional seating and space, students will continue to suffer in the overcrowded, noisy and inadequate S43 space. The Center is often filled beyond capacity, receiving up to 400 visits per day. With seating capacity for only 130. Life Expectancy of current facility: This is a request for a new facility, not a replacement.

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			The additional space will address our program outcomes. Students will: (a) use effective learning skills (b) express a more positive attitude towards the subject; In addition, the space supports the strategic goals of Individual Attention to Student Retention and Success by serving students with various preparation levels. It supports Equity by contributing to narrowing the success and retention gap between groups.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	Equity works reveals continuing need for intensive training for tutors on stereotypes, discrimination and privilege. Request funding to pay for annual All Tutor Equity Training. 175 tutors x 3 hours x $12/hr = $6,300.
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	Additional funding and staff resources to expand services--amount and scope to be determined after assessing feasibility of request.
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	In S14 Comprehensive Program Reviews, as many as 15 departments referred to their need for additional tutoring support to improve their equity outcomes. There is no additional funding for SSC to support these requests.
V.J.	"B" Budget Augmentation	If there is a new initiative/project that requires additional funding, please state: • Who/what could be supported if this additional funding was awarded? • What would the impact be on the program with the funds? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf • How much money is being requested? State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data to support this need. If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".	(See V.A) 1. Student salary increase: $80K additional funding to prevent cuts in tutoring services; 2. Reimbursement for Secretary I to Admin II reclass: $11K to prevent cuts in tutoring services; 3. Proposed SSC Re-Org: During previous desk audits and classification/re-classification filings, HR found that the level of duties and responsibilities, and pay grades for the SSC's Instructional Support (IS) Technician and IS Coordinator positions are not aligned. HR recommended a classification/re-classification under a singular SSC re-organization. Results: Enhance moral, align duties, responsibilities and pay grades in a fair and equitable manner. Funding would prevent cuts in tutoring services. Approximate increase in cost for four Instructional Support Technicians and one Instructional Support Coordinator is $23K per year.

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V.K.1	Staff Development Needs	What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf	Our staff takes full advantage of training offered by Staff and Organizational Development and Technology training. We would love to see technology training expanded and perhaps request custom training sessions on use of social media for outreach and multimedia for orientations and presentations.
V.K.2	Staff Development Needs Justification	Do you have assessment data available to justify this request for staff development? 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	No specific data, but we know that the more engaging our materials are the more students we can attract. Students will also benefit from enhanced orientations to our services.
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"	We will assess affects of additional staff and facilities by comparing usage and survey data. Re-org outcomes will improve compliance with HR standards.
	Submitted by:	APRU writer's name, email address, phone ext.	Diana Alves de Lima x8485 alvesdelimadiana@fhda.edu Melissa Aguilar x 5422 aguilarmelissa@fhda.edu
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	April 27, 2016

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