

# DASB Budget Request 2020-2021

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Tuesday, November 12, 2019

Applications and attachments must be submitted via email to Dennis Shannakian at [ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

The Subject must be in the following format: "DASB Budget Request - DASB Account/Program Name - DASB Account Number"

For Example: "DASB Budget Request - DASB Budget Committee - 41-51140"

Everything submitted will be publicly available online.

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: Math Performance Success program
2. Is this a new DASB account? Yes  No  DASB Account Number: 41-56575
3. Amount requested for 2019-2020 \$71,280.00
4. Total amount allocated for 2019-2020 \$25,380.00
5. How long has this program existed? 20 years
6. Number of students directly served in this program:  
*Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.*
7. List ALL other accounts and/or sources of income (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) also list ALL Co-Sponsorships for the Program; include anticipated future sources and co-sponsorships. Accounts and amounts will be verified.

**Failure to disclose ANY and ALL non-DASB Funding Sources will result in the immediate disqualification of your request and/or the freezing of your DASB Account if already approved.**

B Budget Accounts:

Trust Accounts:

Fund 15 Accounts:

FHDA Foundation Accounts:

Grant Funded Accounts: Innovation Grant (for MPS expansion)

Other District Accounts:

Off-Campus/Off-District Accounts:

On-Campus Co-Sponsorships:

Off-Campus Co-Sponsorships:

8. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASB funds allocated to you have paid the \$10 DA Student Body Fee and are DASB Members (DASB Budget Stipulation # 1)? We will stress the importance to the MPS students to pay the \$10 DA Student body fee. We check that all tutors have their DASB cards.
9. What would be the impact if DASB did not completely fund this request?  
Tutoring is an important component of MPS. If DASB did not fund the MPS program, tutoring will be severely curtailed and the effectiveness of the MPS would be compromised. With the changes to Title V, students will be limited in the number of attempts they have for taking classes. It is imperative that we get students through their classes in as few attempts as possible.

**10. Total amount being requested for 2020-2021 (from page 3) \$ 72,363.43**

Delete the Object Codes and lines within Object Codes you do not need.

## Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

	Title	Cost	Job # of
	emp. x \$ Per hr x # hrs/wk x # of wks		
1.	<u>Peer Tutor Fall quarter</u>	<u>12x12.00x15x11</u>	<u>\$23,760.00</u>
2.	<u>Peer Tutor Winter quarter</u>	<u>12x12.00x15x11</u>	<u>\$23,760.00</u>
3.	<u>Peer Tutor Spring quarter</u>	<u>12x12.00x15x11</u>	<u>\$23,760.00</u>
TOTAL:			<u>\$71,280.00</u>

## Benefits (3200)

MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL

Benefits rates can change each year. Please check rates before requesting the same amount as last year.  
(1.52 % for Student Employees, 10.4 % for Casual Employees)

	Title	Cost	Job
	Total \$ x Percentage		
1.	<u>Peer Tutor Fall Quarter</u>	<u>\$23,760.00 x1.52%</u>	<u>\$361.16</u>
2.	<u>Peer Tutor Winter Quarter</u>	<u>\$23,760.00 x1.52%</u>	<u>\$361.16</u>
3.	<u>Peer Tutor Spring Quarter</u>	<u>\$23,760.00 x1.52%</u>	<u>\$361.16</u>
TOTAL:			<u>\$1083.46</u>

**Total amount requested (also complete line 10 at bottom of first page) \$72,363.46**

### Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a <b>thorough</b> description of your program (250 words max)	MPS offers students a collaborative approach to success, especially for those who have had past difficulties with math courses. Instructors, counselors, and tutors collaborate to help students complete requirements from pre-algebra to college level mathematics. The success for the students is due in large part to the structure of the program, which is a combination of increased hours of instruction in the classroom, group and one-on-one tutoring and specialized counseling. Typical success rates for students in MPS course exceed overall college success rates for the same courses by 20-30% and equally impressive success rates are achieved by underrepresented students in the MPS program. The MPS program has been recognized by the Hewlett Foundation and the California Community College Academic Senate as an outstanding model of Basic Skills education. Math courses are often gate keepers to students' ultimate degree and transfer success, and the MPS Program has provided documented, significant increase in the numbers of students able to reach their educational goals. A Innovation grant has been received for

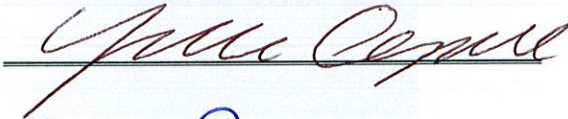
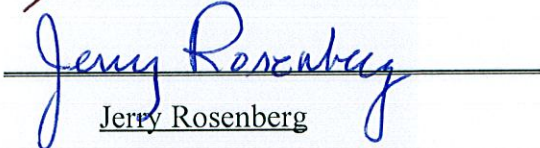
		expansion of the MPS program although this grant does not fund existing program services.
2.	Please provide how many students are <b>actively engaged</b> in the program. Backing it up with data will help.	The MPS offers on average 12 sections of math courses per quarter, which serves approximately 420 students per quarter.
3.	Why is your program <b>important</b> and what is the <b>rationale</b> behind having this program on campus? (250 words max)	The Math Performance Success Program (MPS) offers students a team approach to success, particularly for those who have had difficulty in previous math courses. Instructors, counselors and tutor/mentors collaborate to help students complete their mathematics requirements. The instructional time provides both whole class activities as well as collaborative group work, with group work comprising about 50% of the instructional time. A counselor is available for each class section. The counselor and instructor work closely to ensure student success. The counselor is available daily during class to talk to students regarding their grade to date, missing assignments and absences. The counselor provides individual and academic counseling for students in the program. In addition to in-class tutoring, the program offers students group tutoring outside of class. Each week, approximately 30 hours of tutoring are offered at various times throughout the day and early evening. MPS Program team members are dedicated to the philosophy that any willing student with the proper support and services can be successful in mathematics.
4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	When students participate in the MPS program, they expand their perspective with Math (i.e., 114, 10, 41, 42, and 43) and critical thinking. The MPS program positively impacts students because of the added services and resources received, resulting in students being able to complete their Math requirement for Transfer or Associate degree. Due to boosting Math confidence in students, some MPS students become role models and tutors for the program. When they become MPS tutors, they give back to their community of peers by showing patience and assisting others understand Math.
5.	How is your program working to improve itself every year? Do you receive student feedback? Implementing a student survey and sharing the results with DASB will be beneficial for our review process.	The MPS program has been able to use program evaluation through faculty, a quarterly MPS student survey, and an MPS student focus group to determine the effectiveness of the program. The results of the student surveys and the focus group were used to help the program identify areas of excellence and areas that need improvement in terms of the impact of the MPS program's services. For example, the MPS

		<p>program collected information on the types of workshops that students would like via the MPS survey and added the requested workshops in the following quarters (e.g., transfer-related workshop, financial aid and career workshop, etc.). Based on the feedback provided, the MPS program extended our course offerings and tutoring lab hours and to serve students in the evening. The program also revamped its website to ensure compliance with accessibility standards and that information regarding the program is adequately presented (e.g., adding instructor's and counselors' photos, information on course offerings, current and past workshops, tutoring schedule, etc.). Because MPS students indicated that they are strongly benefited from the free access to textbooks, calculators, and access codes to online homework platforms, the program continues to work hard to find funding to sustain these resources. As a result of faculty feedback, current and former MPS students are now able to schedule appointments with MPS counselors online instead of having to email the counselors to set up an appointment. These are some examples of how the program has worked to improve itself every year.</p>
6.	<p>What are <b>all</b> of your sources of funding? Please include funding from the college, any sources of income, any grants, and any other source. If there are no other sources, has your program taken the initiative to search for other sources? (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</p>	<p>The MPS Program is receiving funds from an Innovation Grant. The majority of funds from this grant will be to cover the salaries of the counselors, program coordinator, and instructional support technicians. Other funds will be used to buy books and calculators for the students. Innovation Grant Fund Index 2G0036 - 121214-235006-619000. Account purpose is to fund the expansion of the existing program.</p>
7.	<p>Go through the DASB budget goals for the current academic year and explain how your program fits each of them or as many as possible. (250 words max) The DASB budget goals are available at <a href="http://www.deanza.edu/dasb/budget">www.deanza.edu/dasb/budget</a></p>	<p>The MPS Program fit nearly each of the DASB budget goals. The main goal of the MPS program is to foster student success both inside and outside of the classroom, one way in doing this is by incorporating embedded counselling which is unique to a math class. An embedded counselors offer both academic and emotional support. Students that are in the MPS program have a higher success (82% success rate), than students in a non-MPS class (68% success rate). The learning community component of the MPS program, follows each student in a STEM major from the first quarter of precalculus to Math 1A with the same teacher and counselor. So not only does this program promote success, but also retention. The MPS Program also promotes community engagement by providing our MPS students with tutoring</p>

		positions. All DASB funds will be used to fund DASB student workers. For at least the past five years, and possibly more, we have effectively used DASB funds to the fullest.
8.	Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services? (250 words max)	The MPS program follows a learning community model which is unique to Math. The learning community model involves a teacher and cohort to through a series of courses. However, aside from a professor, MPS includes both an embedded student tutor and counselor to the learning community. Therefore, at the end of each class all components of the program move to the next level of math with the students. Not only do students gain community with each other, but also with the counselor, in-class tutor, and professor.
9.	Explain how your program advertises and promotes itself to the general student population. Provide a clear plan for the current academic year as well as any marketing material you will or have used. (250 words max)	Student advertisement is key to the success of program recruitment. The MPS Program works collaboratively with other De Anza groups including SSRS, Men of Color, Outreach, EOPS, DSPS to recruit students. The MPS Program also advertises via social media, including instagram and facebook. With the help from the marketing department, we have collaterals for dissemination, we also have all the materials needed for tabling recruitment (banner, table cloth, and give-aways).
10.	Explain how your program promotes equity on campus. (250 words max)	The MPS program has supported the improvement of disproportionately impacted groups in math courses at De Anza College. The MPS program has successfully closed the equity gap in transfer-level Statistics. In fact, success rates for targeted groups (African American, Latino, Filipino, Pacific Islander or Native American students) are 4% higher than non-targeted groups in MPS Statistics. For PreCalculus courses, we narrowed the equity gap by 10 percentage points in just one quarter (i.e., the equity gap for non-MPS was 19% while in MPS, the gap was 9%). The MPS program also partners with other learning communities on campus to ensure students of disproportionate backgrounds are exposed to the resources the program provides. STEM specific events are also provided for program participants to expose students to STEM professionals and career pathways.

**Signatures that are required for utilizing funds**

All financial documents, forms, requests/requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASB funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

Budgeter's Name: Yvette Campbell  
Phone Extension: x8386  
E-mail: campbellyvette@fhda.edu  
Relationship to Project: Director  
Position on Campus: Director, STEM success program  
Budgeter's Signature:   
Administrator's Signature:   
Administrator's Name: Jerry Rosenberg  
Phone Extension: x 8669  
E-mail: rosenbergjerry@fhda.edu  
Relationship to Project: Administrator  
Position on Campus: Dean, PSME

Approved by DASB Chair of Finance

(Produced by the Office of College Life - 8/1/2019)