

# DASG Budget Request 2023-2024

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 7, 2022  
Applications and attachments must be typed and submitted via email to Dennis Shannakian at  
[ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Subject must be in the following format:

“DASG Budget Request - DASG Account/Program Name - DASG Account Number”

Everything submitted will be publicly available online.

1. Program (Account) Name: Math Performance Success Program
2. Is this a new DASG account? Yes No X DASG Account Number: 41-56575
3. Amount requested for 2022-2023. \$114,575.44
4. Total amount allocated for 2022-2023 \$20,310.00
5. How long has this program existed? 20years
6. Number of students directly served in this program: 788

***Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.***

7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG 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.

8. What would be the impact if DASG 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.

9. **Total amount being requested for 2023-2024 (from page 3) \$78,072.13**

### Student Payroll (2310)

Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	Cost
1. <u>Peer Tutor Fall quarter</u>	<u>12x19.42x10x11</u>	<u>\$25,634.40</u>
2. <u>Peer Tutor Winter quarter</u>	<u>12x19.42x10x11</u>	<u>\$25,634.40</u>
3. <u>Peer Tutor Spring quarter</u>	<u>12x19.42x10x11</u>	<u>\$25,634.40</u>
TOTAL:		<u>\$76,903.20</u>

### Hourly Benefits (3200)

Benefits rates can change each year. (1.52 % for Student Employees, 10.4 % for Casual Employees)

Job Title	Total \$ x Percentage	Cost
1. <u>Peer Tutor Fall quarter</u>	<u>\$25,634.40 x1.52%</u>	<u>\$389.64</u>
2. <u>Peer Tutor Winter quarter</u>	<u>\$25,634.40 x1.52%</u>	<u>\$389.64</u>
3. <u>Peer Tutor Spring quarter</u>	<u>\$25,634.40 x1.52%</u>	<u>\$389.64</u>
TOTAL:		<u>\$ 1168.93</u>

**Request For Information (RFI)**

	Question / Inquiry	Program Response
1.	Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?	<p>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.</p> <p>The MPS program follows a learning community model which is unique to Math. The learning community model involves a teacher and cohort model through a series of courses. However, aside from a professor, MPS includes both an embedded student tutor and counselor to the learning community. As of Winter 2022, the MPS program is offering Calculus 1B. MPS is offering the exact same resources so our STEM students can complete the calculus series successfully.</p>
2.	How will your program expand students' perspectives and positively impact their	When students participate in the MPS program, they expand their perspective with Math and critical thinking. The MPS program

	lives and the community? (250 words max)	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.
3.	Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Goals/DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a>	The MPS Program fit nearly each of the DASG budget goals. The main goal of the MPS program is to <u>foster student success</u> both inside and outside of the classroom, one way in doing this is by incorporating embedded counselling which is unique to a math class. 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 1C with the same teacher and counselor. So not only does this program promote success, but also retention. The MPS Program also <u>promotes community engagement</u> by providing our MPS students with tutoring positions. All DASG funds will be used to fund DASG student workers. For at least the past five years, and possibly more, we have effectively used DASG funds to the fullest.
4.	Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.	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. 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). Lastly our reputation assists with recruitment, with friends recommending the program to other

		friends and counselors recommending the program as well.
5.	Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.	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.
6.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	MPS has successfully transitioned to an online platform since Winter 2020. Beginning with the course mode, MPS professors are encouraged to offer their classes at least 50% synchronous. However, most faculty provide 100% synchronous courses. We provide faculty with professional development to engage students in an online platform, for e.g., how to engage with black squares, how to affectively coordinate break out rooms and how to engage students in online group work. We also provided our students with resources that they need by mailing them physical handouts, printed readers/workbooks and calculators.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	Student payroll 2310 and benefits 3200.  Instructional Assistant DF Job code # 281051

## Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly.

Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response
1.	<p><b>ENROLMENT</b></p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<ul style="list-style-type: none"> <li>• 2019-20 -1366 and 2020-21 is 1033, 2021-22 is 999 (from Program Review tool).</li> <li>• Don't have this data but approximately 75-80% retention rate</li> <li>• 2019-2021 all students – except for 40 students taking course face to face.</li> <li>• MPS offers services for all demographics for the whole college.</li> <li>• At this time we don't have racial demographics</li> </ul>
2.	<p><b>STUDENT FEEDBACK</b></p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by students in the previous year?</li> </ul>	<ul style="list-style-type: none"> <li>• A summary of student feedback is attached (MPS Survey results).</li> <li>• We use suggestions from our students immediately for e.g., our students asked for longer hours in the tutoring center and we were able to accommodate that request. Another example is that our students asked for calculus offerings and we were able to begin offering MPS Calculus in Fall 2021. The last example I would mention is that students asked for more assessments rather than grades based on a few exams, to this we talked to faculty and encouraged them to provide homework, project, quiz opportunities.</li> </ul>
3.	<p><b>FUNDING</b></p> <ul style="list-style-type: none"> <li>• List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> </ul>	<ul style="list-style-type: none"> <li>• For the academic year 2023-24, MPS will have no external funds.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attach account reports of all sources of funding</li> </ul>	
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**Signatures are not Required for this Application**

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

**Signatures that are Required for Utilizing Funds**

All future 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 DASG 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 and Administrator Information**

Budgeter’s Name: Yvette Campbell

Phone Number: 408-864-8386

Email: campbellyvette@fhda.edu

Relationship to Project: Director

Position on Campus: Director, STEM success program

Administrator’s Name: Mehrdad Khosravi

Phone Number: 408-864-8669

Email: khosravimehrdad@fhda.edu

Relationship to Project: Administrator

Position on Campus: Dean, PSME