



**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$ 61,977

Please read the Measure C FF& E Spending Guidelines to determine what can be purchased with these funds.

The request comprises of three parts. All three parts must be completed:

Part 1 – Division Process for Preparing Request for Measure C Funding

Part 2 – Narrative Supporting Request (See questions below.)

Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**

Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

**Division:** Learning Resources

**Department:** Student Success Center

**Request #:** 1 (2011-2012)

**Dean/Manager's Name:** Gregory Anderson

**Signature:**

**E-mail:** andersongregory@deanza.edu

**Date:** December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
- read and discussed the program review documents for each of the programs
- re-evaluated student changing student demographics, college mission, SLOs, and other needs
- discussed equipment needs with division staff and faculty
- created individual lists for each each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

## **PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

# **LR Project 1: ATC 305 Furniture and Equipment**

## **1. Please Describe Your Measure C Project**

### **1.a. Summarize What Is Being Requested**

Upgrade for old furniture and technology in ATC 305 for move back after ATC renovation. Tables, chairs, partitions, computers, printer, projectors.

Background (as described in 2011 APRU): In August 2010, as part of the SSC Reorganization, and in response to years of program review requests, General subject tutoring and Academic Skills Center relocated from cramped and inadequate space in L47 to the third floor of ATC. All non-math/science SSC programs are now in one area, facilitating the sharing of staff, tutors and resources. No funding for new furniture was allocated during the move, and, unfortunately, funding for programs affected by the ATC renovation are not funded separately. The area currently uses old furniture from L47 and Readiness. This furniture is falling apart and not suited for the student needs in the center. Partitions were lost in the move and never replaced. Chairs are broken. Sound and crowding is unbearable when more than one group is active. Staff workstation is unworkable.

### **1.b. How Will The Equipment Be Used?**

Furniture and equipment in ATC 305 will be heavily used by students in Skills workshops, Adjunct Skills groups, and individual and groups tutoring sessions for languages, Bus/CIS, and SSH courses. Each quarter, students attend about 70 Skills workshops, 200 group tutoring sessions and hundreds of tutoring hours. Typical group size is 8-10 students, with workshops often serving up to 15.

### **1.c. Can The Equipment Be Shared With More Than One Discipline?**

Adjunct group tutoring and Skills workshops serve almost every divisions on campus: BHES, Bus/CIS, IIS, LA, SSH, PSME. Skills workshops on study skills topics improve retention across disciplines, and Adjunct Skills (SKIL 232) provides course-specific support for large general education courses in several divisions. Customized Academic Support and writing/reading workshops mainly support students in developmental language artsc courses, but are open to (and attended by) students in other courses as well. Individual and drop-in tutoring in ATC 305 serves Bus/CIS, IIS,a and SSH.

### **1.d. What Is The Anticipated Annual Cost Of Maintenance?**

None.

### **1.e. Where Will It Be Located? Is There Sufficient Space?**

ATC 305. Working with Janet Couch-Vuong on floor plans to ensure effective use of space.

## **2. What Programs And Disciplines Will The Project Support?**

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

Adjunct group tutoring, Skills workshops, and General Subject tutoring serve almost every divisions on campus: BCS, BHES, IIS, LA, SSH, PSME.

## **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Students learn better when they can work together in a comfortable, supportive setting. The personal connections developed through peer tutoring and workshops create engagement that impacts success and retention across disciplines.

## **2.c. What Data Or Evidence Supports Your Request?**

(As described in 2011 APRU) Students enrolled in the Adjunct Skills Program (Skills 232) showed a 20% increase in success rates overall, there was an even greater increase for targeted students: over 29% higher retention for minority students and 23% higher for basic skills students. (Office of Institutional Research report, 1/6/10.) 78% of students in Skills 232 (Adjunct) responded that taking the course affected their decision to complete the course. Students who receive tutoring in S43 or ATC have higher success rates (2010-11 surveys) Students who accessed tutoring services exhibited success rates at 80% while non-tutored students exhibited success rates at 68% (Institutional Research 8/23/2011.) Student comments on surveys indicate that the space is crowded and noisy.

# **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

## **3.a.i Student Learning Outcomes?**

The project supports SLOs for the courses supported, by increasing student learning of course material and study strategies.

## **3.a.ii. Administrative Unit Outcomes?**

N/A

## **3.a.iii. Student Services Outcomes?**

N/A

## **3.a.iv. Program Level Outcomes?**

The project also supports SSC program outcome: "...students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance."

Students are more likely to improve their attitudes, confidence, learning skills and academic performance in a space that is comfortable, well-designed, and suited for group and individual sessions than in one that lacks the basic amenities as it does now.

## **3.b. How Will Outcomes Be Measured For Future Planning?**

Student surveys and institutional research will measure whether improvements in attitudes, learning skills, and academic performance have improved since the upgrade in furniture and equipment.

## **3.c. What Evidence Supports Your Requests?**

See 2.c above.

2

**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$38,740

Please read the Measure C FF&E Spending Guidelines to determine what can be purchased with these funds.

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Part 1 – Division Process for Preparing Request for Measure C Funding

Part 2 – Narrative Supporting Request (See questions below.)

Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**

Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

**Division:** Learning Resources

**Department:** Library

**Request #: 2** (2011-2012)

**Dean/Manager's Name:** Gregory Anderson

**Signature:** 

**E-mail:** andersongregory@deanza.edu

**Date:** December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
- read and discussed the program review documents for each of the programs
- re-evaluated student changing student demographics, college mission, SLOs, and other needs
- discussed equipment needs with division staff and faculty
- created individual lists for each each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

**PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

**1. Please Describe Your Measure C Project****1.a. Summarize What Is Being Requested**

One production and one test Sirsi Unicorn integrated library server. The hardware is Dell. The operating system is Red Hat Linux. The current production and test servers are in their fifth year of operation.

**1.b. How Will The Equipment Be Used?**

The Sirsi Unicorn integrated library server manages all functional areas of the library including circulation, reserves, cataloging and patron account management. The Sirsi server also powers the web-based library catalog of library holdings.

**1.c. Can The Equipment Be Shared With More Than One Discipline?**

Students, faculty and staff from every academic division use library services.

**1.d. What Is The Anticipated Annual Cost Of Maintenance?**

\$5,610. This includes support for both SirsiDynix and Red Hat Linux software and Dell hardware.

**1.e. Where Will It Be Located? Is There Sufficient Space?**

The two library servers are currently located in the library. The library is currently negotiating with ETS to relocate our servers in the server farm on the De Anza campus.

## 2. What Programs And Disciplines Will The Project Support?

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

Students, faculty and staff from every academic division use library services. To take fall 2010 as an example, the *Demographics of Students with Captured Library Activity* report shows that nearly 10,000 of 23,749 student head count checked out a book, video, computer or other item from the library. This represents over a 40% usage rate. This number does not capture all the students who used the library as a study space and/or use library reference computers to access academic databases, nor do the numbers include students who accessed academic databases remotely from off campus.

### **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Servers run 24/7 and need to be replaced on a regular basis. New servers will ensure that the library can continue to make academic resources available to all students.

### **2.c. What Data Or Evidence Supports Your Request?**

See 2.a.

## 3. Will The Project Support Student Learning Outcomes Or Other Outcomes?

### **3.a.iv. Program Level Outcomes?**

Program Level Outcome Statement #2:

Identify and utilize the broad range of resources and services (e.g.: reference; orientations; databases; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives

The new library servers serve as the backbone of library operations making access to library academic resources possible.

### **3.b. How Will Outcomes Be Measured For Future Planning?**

The library has conducted a general library services online survey in each of the past two years. The library intends to make revisions and continue using this instrument annually to broadly measure library performance and student satisfaction.

FY11-12

LR

SSC

ATC 309



**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$ 59,790

Please read the Measure C FF& E Spending Guidelines to determine what can be purchased with these funds.

The request comprises of three parts. All three parts must be completed:

Part 1 – Division Process for Preparing Request for Measure C Funding

Part 2 – Narrative Supporting Request (See questions below.)

Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

Division: Learning Resources

Department: Student Success Center      Request #: 3 (2011-2012)

Dean/Manager's Name: Gregory Anderson

Signature: 

E-mail: andersongregory@deanza.edu

Date: December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
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FY11-12

LR LIB PC Reservation Syst  
DeAnza College LCW Lab

(4)

**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$ 11,810

Please read the Measure C FF&E Spending Guidelines to determine what can be purchased with these funds.

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Part 1 – Division Process for Preparing Request for Measure C Funding

Part 2 – Narrative Supporting Request (See questions below.)

Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

Division: Learning Resources

Department: Library

Request #: 4 (2011-2012)

Dean/Manager's Name: Gregory Anderson

Signature: 

E-mail: andersongregory@deanza.edu

Date: December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
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- discussed equipment needs with division staff and faculty
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- combined lists and reached consensus for the division's request

**PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

**1. Please Describe Your Measure C Project****1.a. Summarize What Is Being Requested**

PC Reservation Enterprise is a software product that manages computer labs and allows for new services. PC Reservation Enterprise integrates with the library's Sirsi integrated library system.

**1.b. How Will The Equipment Be Used?**

The library operates two open academic computer labs with a combined total of 120 computers. Using PC Reservation Enterprise the library will allow students to reserve a computer before arriving in one of our labs. In addition PC Reservation enables a self-service environment in which students can check out and check in a computer on their own. Students currently check out a computer for two hours at a time. PC Reservation will automatically log out a student at the end of their two-hour session so students will not inadvertently accumulate late charges.

The library anticipates having fewer student employees working in the library. PC Reservation will save the library staffing costs.

**1.c. Can The Equipment Be Shared With More Than One Discipline?**

Students from every academic division use the library's computer labs.

**1.d. What Is The Anticipated Annual Cost Of Maintenance?**

\$1,000 for software maintenance.

**1.e. Where Will It Be Located? Is There Sufficient Space?**

The two PC Reservation system self check out machines will be located in the Library West Computer Lab. There is adequate space in the Library West Computer Lab. A self-check out workstation will not be installed in the Library Computer Lab (aka Internet Lab) as there is not enough space in this lab.

## **2. What Programs And Disciplines Will The Project Support?**

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

Students from every academic division use the library's computer labs.

### **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

This is an enhancement to an already valuable academic computer lab. Once installed the PC Reservation system will allow students to reserve a computer 24/7 via a web page. When students arrive in the lab they will be able to self-check out a computer and check it back in when leaving.

### **2.c. What Data Or Evidence Supports Your Request?**

Students check out a computer for 2 hours at time. For the 2009-10 year, the library labs checked out a computer to students 132,957 times .

## **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

### **3.a.iii. Student Services Outcomes?**

The library conducted a comprehensive computer lab use survey by students in Spring 2011. More than 97% percent of respondents were satisfied or very satisfied with the overall quality of the experience in our computer labs. There are times during the quarter when there are long lines of students waiting to get on a computer. PC Reservation should make the computer labs more efficient, thus cutting down on waiting times.

Students not only do library research in our labs. Students also complete class assignments using Microsoft Office applications. The Library West Computer Lab now offers ten group study work stations which are extremely popular with students working on group projects.

### **3.a.iv. Program Level Outcomes?**

Program Level Outcome Statement #2:

Identify and utilize the broad range of resources and services (e.g.: reference; orientations; databases; technology; reserves, print collection, e-books, etc.)available through the library in support of class assignments and course instructional objectives

The library computers labs are important facilities in which students can access library electronic resources to complete course assignments. The library subscribes to eight electronic databases. The collection also includes just under 20,000 electronic books. To give some idea of the degree of utilization, for the month of October 2011, the library's most used database, EbscoHost, showed the following activity.

Number of search sessions = 4,895.

Number of searches = 61,289.

Total number of full text articles viewed = 6,343.

### **3.b. How Will Outcomes Be Measured For Future Planning?**

The library conducted a comprehensive computer lab use survey by students in Spring 2011. Once the PC Reservation system is online, the library will design and conduct an survey to measure student satisfaction and to collect feedback to enhance the service.

### **3.c. What Evidence Supports Your Requests?**

132,957 computer checkouts in 2009-10 strongly suggests that our computer labs continue to play an important role in our students' success.

FY11-12

LR SSC

S43



5

**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$ 52,350

Please read the Measure C FF&E Spending Guidelines to determine what can be purchased with these funds.

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Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

**Division:** Learning Resources

**Department:** Student Success Center

**Request #: 5** (2011-2012)

**Dean/Manager's Name:** Gregory Anderson

**Signature:**

**E-mail:** andersongregory@deanza.edu

**Date:** December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
- read and discussed the program review documents for each of the programs
- re-evaluated student changing student demographics, college mission, SLOs, and other needs
- discussed equipment needs with division staff and faculty
- created individual lists for each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

## **PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

### **LR Project 7: S43 Update & Increase Capacity**

#### **1. Please Describe Your Measure C Project**

##### **1.a. Summarize What Is Being Requested**

Additional tables, chairs, partitions, bookshelves, calculators and computers to meet students learning needs and accommodate increased usage in Math, Science and Technology Resource Center in S43. Increased student demand and implementation of new programs require more capacity for traditional tutoring, tutoring with calculators and at computers, group workshop areas, and staff workstations.

##### **1.b. How Will The Equipment Be Used?**

Furniture and equipment in S43 will be heavily used for group and individual tutoring and for workshops that support math and science courses.

##### **1.c. Can The Equipment Be Shared With More Than One Discipline?**

MSTRC tutoring supports students in PSME and BHES courses.

##### **1.d. What Is The Anticipated Annual Cost Of Maintenance?**

None.

##### **1.e. Where Will It Be Located? Is There Sufficient Space?**

S43. Working with Janet Couch-Vuong on floor plans to ensure effective use of space.

#### **2. What Programs And Disciplines Will The Project Support?**

##### **2.a. List The Programs/Disciplines That The Equipment Will Support**

MSTRC tutoring supports students in PSME and BHES courses.

##### **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Students learn better when they can work together in a comfortable, supportive setting. Confidence in quantitative and study skills and the personal connections developed through peer tutoring translate to improved success rates in other courses.

### **2.c. What Data Or Evidence Supports Your Request?**

Usage of this area is intense. Over 3180 students (unduplicated headcount) used the SSC in Fall, Winter and Spring 2010-11, 49% visited 5-15 times, while 32% visited over 35 times. Students who accessed tutoring services exhibited success rates at 80% while non-tutored students exhibited success rates at 68% (Institutional Research 8/23/2011.) Student comments on surveys indicate that the space is crowded and noisy.

## **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

### **3.a.i Student Learning Outcomes?**

The project supports SLOs for the courses supported, by increasing student learning of course material and study strategies.

### **3.a.ii. Administrative Unit Outcomes?**

N/A

### **3.a.iii. Student Services Outcomes?**

N/A

### **3.a.iv. Program Level Outcomes?**

The project supports the SSC program outcome: "...students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance."  
Students are more likely to improve their attitudes, confidence, learning skills and academic performance in a space that is comfortable, well-designed, and suited for group and individual sessions than in one that lacks the basic amenities as it does now.

### **3.b. How Will Outcomes Be Measured For Future Planning?**

Student surveys and institutional research will measure whether improvements in attitudes, learning skills, and academic performance have improved since the upgrade in furniture and equipment.

### **3.c. What Evidence Supports Your Requests?**

See 2.c. above.

FY11-12

CR LIB LCW Lab refresh  
DeAnza College

6

**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$53,891

Please read the Measure C FF&E Spending Guidelines to determine what can be purchased with these funds.

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Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**

Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

Division: Learning Resources

Department: Library

Request #: 6 (2011-2012)

Dean/Manager's Name: Gregory Anderson

Signature: 

E-mail: andersongregory@deanza.edu

Date: December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
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- created individual lists for each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

## **PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

### **1. Please Describe Your Measure C Project**

#### **1.a. Summarize What Is Being Requested**

Refresh Library West Computer Lab furniture (desks and chairs). Refresh printers. Provide ADA compliant tables for students to access printers, the GoPrint station, and the PC Reservation workstations

#### **1.b. How Will The Equipment Be Used?**

The current chairs were purchased as part of the initial computer lab installation in 1996. These chairs are made of plastic and metal and are not comfortable. Many chairs are now damaged and in need of replacement. New computer tables will offer a visual and ergonomic upgrade as they can be adjusted for height.

ADA compliant tables will be installed for the printers, the GoPrint workstation, and the PC Reservation workstations.

#### **1.c. Can The Equipment Be Shared With More Than One Discipline?**

Students from every academic division use the library's computer labs.

#### **1.d. What Is The Anticipated Annual Cost Of Maintenance?**

\$0

#### **1.e. Where Will It Be Located? Is There Sufficient Space?**

The Library West Computer Lab. There is sufficient space.

## **2. What Programs And Disciplines Will The Project Support?**

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

Students from every academic division use the library's computer labs.

### **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Students will enjoy a better ergonomic environment. ADA compliant tables will ensure that all students are able to access equipment on their own.

### **2.c. What Data Or Evidence Supports Your Request?**

For the 2009-10 year, students checked out a computer in 132,957 times. The library computer labs continue to be in high demand.

## **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

### **3.a.iii. Student Services Outcomes?**

The library conducted a comprehensive computer lab use survey by students in Spring 2011. More than 97% percent of respondents were satisfied or very satisfied with the overall quality of the experience in our computer labs. There are times during the quarter when there are long lines of students waiting to get on a computer. PC Reservation should make the computer labs more efficient, thus cutting down on waiting times.

Students not only do library research in our labs. Students also complete class assignments using Microsoft Office applications. The Library West Computer Lab now offers ten group study workstations which are extremely popular with students working on group projects.

### **3.a.iv. Program Level Outcomes?**

Program Level Outcome Statement #2:  
Identify and utilize the broad range of resources and services (e.g.: reference; orientations; databases; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives

The library computers labs are important facilities in which students can access library electronic resources to complete course assignments. The library subscribes to eight electronic databases. The collection also includes just under 20,000 electronic books. To give some idea of the degree of utilization, for the month of October 2011, the library's most used database, EbscoHost, showed the following activity.

Number of search sessions = 4,895.

Number of searches = 61,289.

Total number of full text articles viewed = 6,343.

### **3.b. How Will Outcomes Be Measured For Future Planning?**

The library conducted a comprehensive computer lab use survey by students in Spring 2011. The library will conduct another comprehensive computer lab use survey once the refresh is complete to measure student satisfaction and to gather feedback.

### **3.c. What Evidence Supports Your Requests?**

132,957 computer check outs in 2009-10 strongly suggests that the library's computer labs continue to play an important role in our students' success.

FY11-12



**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
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\$ 32,674

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**IMPORTANT DATES:**

Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

Division: Learning Resources

Department: Student Success Center Request #: 7 (2011-2012)

Dean/Manager's Name: Gregory Anderson

Signature: 

E-mail: andersongregory@deanza.edu

Date: December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
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- created individual lists for each each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

## **PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

# **LR Project 1: ATC 305 Furniture and Equipment**

## **1. Please Describe Your Measure C Project**

### **1.a. Summarize What Is Being Requested**

Upgrade for old furniture and technology in ATC 305 for move back after ATC renovation. Tables, chairs, partitions, computers, projectors, etc.

Background (as described in 2011 APRU): In August 2010, as part of the SSC Reorganization, and in response to years of program review requests, General subject tutoring and Academic Skills Center relocated from cramped and inadequate space in L47 to the third floor of ATC. All non-math/science SSC programs are now in one area, facilitating the sharing of staff, tutors and resources. No funding for new furniture was allocated during the move, and, unfortunately, funding for programs affected by the ATC renovation are not funded separately. The area currently uses old furniture from L47 and Readiness. This furniture is falling apart and not suited for the student needs in the center. Partitions were lost in the move and never replaced. Chairs are broken. Sound and crowding is unbearable when more than one group is active. Staff workstation is unworkable.

### **1.b. How Will The Equipment Be Used?**

Tables, chairs, partitions and computers in ATC 305 will be heavily used in Skills workshops, Adjunct Skills groups, and individual and groups tutoring for languages, Bus/CIS, and SSH courses. Each quarter, students attend about 70 Skills workshops, 200 group tutoring sessions and hundreds of tutoring hours. Typical group size is 8-10 students, with workshops often serving up to 15.

### **1.c. Can The Equipment Be Shared With More Than One Discipline?**

The Adjunct group tutoring and Skills workshops serve almost every divisions on campus: BHES, Bus/CIS, IIS, LA, SSH, PSME. Skills workshops on study skills topics improve retention across disciplines, and Adjunct Skills (SKIL 232) provides course-specific support for large general education courses in several divisions. Customized Academic Support and writing/reading workshops mainly support students in developmental language arts courses, but are open to (and attended by) students in other courses as well. Individual and drop-in tutoring in ATC 305 serves Bus/CIS, IIS, LA and SSH.

### **1.d. What Is The Anticipated Annual Cost Of Maintenance?**

None.

### **1.e. Where Will It Be Located? Is There Sufficient Space?**

ATC 305. Working with Janet Couch-Vuong on floor plans to ensure effective use of space.

## **2. What Programs And Disciplines Will The Project Support?**

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

(see 1.c) Adjunct group tutoring, Skills workshops, and General Subject tutoring serve almost every divisions on campus: BCS, BHES, IIS, LA, SSH, PSME.

## **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Students learn better when they can work together in groups in a comfortable, supportive setting.

## **2.c. What Data Or Evidence Supports Your Request?**

(As described in 2011 APRU) Students enrolled in the Adjunct Skills Program (Skills 232) showed a 20% increase in success rates overall, there was an even greater increase for targeted students: over 29% higher retention for minority students and 23% higher for basic skills students. (Office of Institutional Research report, 1/6/10.) 78% of students in Skills 232 (Adjunct) responded that taking the course affected their decision to complete the course. Students who receive tutoring in S43 or ATC have higher success rates (2010-11 surveys) Students who accessed tutoring services exhibited success rates at 80% while non-tutored students exhibited success rates at 68% (Institutional Research 8/23/2011.) Student comments on surveys indicate that the space is crowded and noisy.

# **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

## **3.a.i Student Learning Outcomes?**

The project supports SLOs for the courses supported, by increasing student learning of course material and study strategies.

## **3.a.ii. Administrative Unit Outcomes?**

N/A

## **3.a.iii. Student Services Outcomes?**

N/A

## **3.a.iv. Program Level Outcomes?**

The project also supports SSC program outcome: "...students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance." Students are more likely to improve their attitudes, confidence, learning skills and academic performance in a space that is comfortable, well-designed, and suited for group and individual sessions than in one that lacks the basic amenities as it does now.

## **3.b. How Will Outcomes Be Measured For Future Planning?**

Student surveys and institutional research will measure whether improvements in attitudes, learning skills, and academic performance have improved since the upgrade in furniture and equipment.

## **3.c. What Evidence Supports Your Requests?**

See above.

Fy 11-12



⑧

**Request for Measure C New Equipment Funding  
For the Three-Year Period 2011-2014  
Furniture, Fixtures & Equipment (FF&E)**

\$ 30,814

Please read the Measure C FF& E Spending Guidelines to determine what can be purchased with these funds.

The request comprises of three parts. All three parts must be completed:

Part 1 – Division Process for Preparing Request for Measure C Funding

Part 2 – Narrative Supporting Request (See questions below.)

Part 3 – Measure C – Budget & Item Detail (See separate Excel Spreadsheet)

**IMPORTANT DATES:**


Due Date: **November 10, 2011**  
Allocation Date: **February 2012**

**REQUIRED SIGNATURES**

**Division:** Learning Resources

**Department:** Student Success Center **Request #: 8 (2011-2012)**

**Dean/Manager's Name:** Gregory Anderson

**Signature:** 

**E-mail:** andersongregory@deanza.edu

**Date:** December 1, 2011

**PART 1 – DIVISION PROCESS**

**1. Please Describe Your Division Process For Preparing Your Request.**

The leaders (faculty directors and classified supervisors) met repeatedly about this request. Together, we:

- examined the rules regarding Measure C expenditures
- read and discussed the program review documents for each of the programs
- re-evaluated student changing student demographics, college mission, SLOs, and other needs
- discussed equipment needs with division staff and faculty
- created individual lists for each each of the 5 centers in the SSC and 2 main areas in the Library
- combined lists and reached consensus for the division's request

## **PART 2 –NARRATIVE**

Please answer all questions. Put N/A if questions don't apply.

# **LR Project 8: ATC 304 Renovation & Increase Capacity**

## **1. Please Describe Your Measure C Project**

### **1.a. Summarize What Is Being Requested**

Upgrade for old furniture and technology in ATC 304 for move back after ATC renovation. Tables, chairs, partitions, computers, projectors, etc. The furniture in this space is quite old and staff workstation is unworkable. Some revision to design is needed to meet fire and safety codes.

### **1.b. How Will The Equipment Be Used?**

Tables, chairs, partitions and computers in ATC 303 will be heavily used by students in workshops, presentation practice, individual computer use, and listening and speaking tutoring.

### **1.c. Can The Equipment Be Shared With More Than One Discipline?**

Listening and Speaking Center activities support students enrolled in ESL and Speech classes, as well as tutors of all subjects who use the equipment to record tutoring sessions. The equipment can also be used by students in world language courses and any course that includes presentations or listening and speaking activities.

### **1.d. What Is The Anticipated Annual Cost Of Maintenance?**

None.

### **1.e. Where Will It Be Located? Is There Sufficient Space?**

ATC 304. Working with Janet Couch-Vuong on floor plans to ensure effective use of space.

## **2. What Programs And Disciplines Will The Project Support?**

### **2.a. List The Programs/Disciplines That The Equipment Will Support**

Listening and Speaking Center activities support students enrolled in ESL and Speech classes, as well as tutors of all subjects who use the equipment to record tutoring sessions. The equipment can also be used by students in world language courses, and any course that includes presentations or listening and speaking activities.

### **2.b. How Will The Equipment Improve Student Learning Or Student Services?**

Students learn better when they can work together in groups in a comfortable, supportive setting. Students taking attending listening and speaking workshops improve their confidence and performance not only in language arts, but in all GE courses. The connections and engagement developed through workshops and tutoring impact retention and success across campus.

### **2.c. What Data Or Evidence Supports Your Request?**

Each quarter, about 500 students spend a total of almost 3000 hours in LSC activities (2010-11 SARS data.) Across the SSC, data suggests that students who receive tutoring have higher success rates than those who do not work with tutoring—80% vs. 68%. (Institutional Research 8/23/11) In ESL 251, tutored students had 92% success rates versus 82% for those with no tutoring.

### **3. Will The Project Support Student Learning Outcomes Or Other Outcomes?**

#### **3.a.i Student Learning Outcomes?**

The project supports SLOs for the ESL courses supported, by increasing student learning of course material and listening and speaking confidence.

#### **3.a.ii. Administrative Unit Outcomes?**

N/A

#### **3.a.iii. Student Services Outcomes?**

N/A

#### **3.a.iv. Program Level Outcomes?**

The project supports the SSC program outcome: "...students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance."  
Students are more likely to improve their attitudes, confidence, learning skills and academic performance in a space that is comfortable, well-designed, and suited for group and individual sessions than in one that lacks the basic amenities as it does now.

#### **3.b. How Will Outcomes Be Measured For Future Planning?**

Student surveys and institutional research will measure whether improvements in attitudes, learning skills, and academic performance have improved since the upgrade in furniture and equipment.

#### **3.c. What Evidence Supports Your Requests?**

Each quarter, about 500 students spend a total of almost 3000 hours in LSC activities (2010-11 SARS data.) Across the SSC, data suggests that students who receive tutoring have higher success rates than those who do not work with tutoring—80% vs. 68%. (Institutional Research 8/23/11) In ESL 251, tutored students had 92% success rates versus 82% for those with no tutoring.