

BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	Susan Bangasser
Program or Service Area:	Student Success Center/Science
Division:	Science
Date of Last Program Efficacy:	Sp, 2014 for SSC
What rating was given?	All departments in Science have a continuation, SSC has continuation
Amount Requested:	\$135,255
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)	Student Success- SBVC will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.

Note: To facilitate ranking by the committee, please submit separate requests for each general area of budget augmentation needed. Do not request a lump sum to encompass many different areas.

One-Time Ongoing

Does program or service area have an existing budget? Yes No

If yes, what is the amount? No budget after June 30, 2015

1. Provide a rationale for your request (Please explain clearly the reasons for the need of the budget increase and also state whether this is a new, growth, or restoration request.)

The Supplemental Instruction (SI) program was developed and has grown using grant funding. The grants will end in 2016. The SI program has proven very successful and data documents the success. Monitoring the courses supported by the MSEIP grant indicate that the percentage of students who succeed attending 5 or more SI sessions during the semester ranges from 13% to 35% higher than those who attend no workshops. The successful programs created by grants should be institutionalized and not allowed to disappear until another grant supports it.

There is currently no college funding supporting either tutors or Supplemental Instruction leaders for the science classes. This request is a new budget item and provides for 10 tutors and 10 SI leaders for the year. The Science Division serves between 4000 and 5000 students a semester in around 210 sections. The support for student success is greatly needed if the college is to meet our degree, certificate, and transfer goals. The Students Success Center is also requesting funds for the SI leaders and tutors for science and mathematics.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The trends for allied health and STEM (Science, Technology, Engineering and Math) pathways were identified in the last program efficacy (p. 15 of Chemistry's program efficacy). Since that report, we have seen more and more students with an interest in pursuing a STEM career and/or allied health pathway. In addition, UC-Riverside's new medical school and its spotlight on the lack of medical providers in the Inland Empire has spurred even more interest in the community for STEM preparation. We continue to support major's preparation evening classes or students pursuing STEM pathways while working during the day. The tremendous growth in general

chemistry – 7 sections this FA15 – reflects this trend. General chemistry is required for all STEM pathways.

In Biology's Efficacy report, 2013, the department states that the majors' sequence (p. 17) will undergo changes for TMC, and in fact biology majors will have 3 semesters of biology, instead of two, starting in fall 2016. This new biology sequence includes a new course. Support for student success will be critical for biology majors. This report also advocates for SI programs (p. 17). Biology is required for all health care careers as well as biology and biochemistry majors.

In Physics efficacy report in 2011, page 16, states there is national trend to emphasize Science, Technology, Engineering, and Mathematics (STEM) education in order to address the problem of a national lack of individuals who are qualified to work in fields involving science, engineering, mathematics, and technology. This trend directly affects the Physics/Astronomy department since all science students are required to complete at least Physics 150A/150B, or Physics 200/201. Physics 101 is a prerequisite for the higher level physics classes. Physics is required for engineering as well as all science majors.

The EMP's for the science disciplines all strive to increase the number of students who complete degrees and transfer. Two of the goals on the EMP for the Students Success Center are

- Provide a stable academic support program which meets student academic support needs, and
- Increase student understanding of course materials which translates to increases in student success and retention.

3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

4. Evaluate amount requested, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example, Department, Budget, Perkins, Grants, etc.*).

Currently the SI programs in science and math are funded by the Pass Go and the MSEIP grants. Both grants end in Sept., 2016. If another grant is received, some of those funds may be designated to support some of the SI program.

5. What are the consequences of not funding this budget request?

Supplemental Instruction has been implemented in both the Math/Business and the Science divisions with direction of faculty and program staff working in tandem to achieve the common goal of increasing student success and retention. Supplemental Instruction at San Bernardino Valley College has demonstrated that it works and needs our institutions on-going support. Without support students will have less success and therefore the institution will have decreased numbers for degrees and transfer.