

CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	Susan Bangasser		
Program or Service Area:	Student Success Center		
Division:	Science		
Date of Last Program Efficacy:	Sp, 2014		
What rating was given?	Continuation		
Current number of Classified Staff:	FT:	one	PT:
Position Requested	SI coordinator		
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)	Student Success		

Replacement Growth X

If you checked replacement, when was the position vacated? _____

1. Provide a rationale for your 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. This position would provide the structure, supervision, and care of the SI program. The Science Division supports the position for the Student Success Center. The SI coordinator would oversee the selection of SI leaders, their training throughout each semester, the process for scheduling SI sessions, the evaluation of SI leaders, and other related tasks.

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 Chemistry's last program efficacy (p. 15). 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). 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. Student support through tutoring and SI sessions are key to success in physics as well. The last Program Efficacy Report for the Student Success Center (SSC) provides data showing significant increases in performance from students attending the SSC. During the time of the

PER, SI sessions were being conducted in the SSC which were reflected in the SSC data. The current EMP does reflect that the SSC also supports 44 academic tutors in addition to the 46 supplemental instructors across a combined 22 academic disciplines within Science, Mathematics, CIT, Humanities, and Social Science with 1 Tutorial Coordinator. The EMP for the SSC identifies the need for an SI coordinator.

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

4. What are the consequences of not filling this position?

Not filling the position would severely hinder the current and projected levels of support needed to provide student academic support needs. Furthermore, the SI Coordinator could bring consistency to the various SBVC campus departments who are currently using or interested in Supplemental Instruction. The Student Success Center with the help of faculty, administrators, staff, and student academic support personnel across multiple disciplines within the divisions of Mathematics and Science has been able to facilitate combined efforts within tutoring and supplemental instruction to address the needs of SBVC students and serve them based on current staffing allotments. Supplemental Instruction has been implemented in both 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 to continue, needs a SI coordinator.