INTERDIVISIONAL BUDGET NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:	**Odette McGinnis and Susan Bangasser**
Program or Service Area:	**Student Success Center**
Division:	**Interdivisional – Math/Business/CT & Science**
Date of Last Program Efficacy:	**NA**
What rating was given?	**NA**
Amount Requested:	**$882,585**
Object Code:	**2400 and 2401**
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	Student Success, Access

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 X□

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

Are there alternative funding sources? (*for example, Department, Budget, Perkins, Grants, etc.*)

Yes X□ No □

If yes, what are they: _Some funds come from Student Equity and Basic Skills – these funds are not guaranteed and we must apply annually

1. Provide a rationale for your request (Give a detailed explanation of why this budget increase is needed.)

The Supplemental Instruction and tutoring program has been funded primarily through grants. The intention of the government funders, such as the Department of Education, is that effective projects should be institutionalized by the college. Yet we have bursts of activity only with grants and hang onto a modicum of strategies proven effective when the grant ends. Student success is an ongoing need not intermittent. During the peak of grants there were 81 SI leaders and 81 tutors. This year there are only 21 SI leaders and 19 tutors for the campus (a 75% decrease)! We are requesting consistent funding for 60 SI leaders and 60 tutors for science and mathematics classes and two full time tutors for the ALEKS non-credit basic skills lab. There are 229 sections of science classes and even within a particular discipline, such as biology, there is a breadth of offerings with different expertise (such as anatomy vs. microbiology.); in addition, there are approximately 157 sections of math classes with a similar breadth of offerings. In addition, the Math Department has added a non-credit, basic skills lab (ALEKS) to enable students to accelerate their progress through the non-collegiate sequence of math classes; while it is in the pilot phase we are already seeing students move from their original placement to the next or "target" class in the non-collegiate math sequence. When we obtain grants we can then increase the numbers of classes and special programs as needed. But our students need tutoring and facilitated workshops now to succeed. The amount requested includes benefits.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

Each of the EMP's in our divisions describe the success data and the need to improve student success. There has been a noticeable increase in chemistry's success from 54% in 2014-2015 to 60% in 2015-2016. Their EMP has an action plan to expand the number of SI leaders across their courses. Biology success went from 58% to 64% and they advocate for more help from the Success Center. The geology/oceanography and the geography EMPs ask for funding for SI and tutorial support. Student Success Center has included in its EMP document the following statistics: there were 33,000 student contact hour with an overall retention rate of 92% for students who attended tutoring and a success rate in classes of 76% compared to 67% campus wide for students who did not receive tutoring. A goal expressed in the EMP is to provide a stable academic support program which meets student academic support needs.

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

Student success data was dramatic when the two grants compared the success of students who participated in SI sessions compared to those who did not. This improvement was remarkable for all ethnicities and for male and female students. Tutoring and program such as Supplemental Instruction are integral to all colleges and universities and we need consistent funding to keep the momentum going and avoid re-inventing the process should we be successful when applying for a grant. The reduced funding we've received for 2015-17 has not impacted not only services provided by SIs and tutors, but has reduced the hours these services can be provided: operational hours of the Student Success Center have been decreased from 58-45 hours weekly with no openings on Friday evenings or Saturdays. While students are making effective use of the hours available, (total number logged to date: 9985, with a projected use of 18,000-20,000 for the semester as opposed to 12, 461 for fall, 2015) an increased number of SIs and tutors would enable the Student Success Center to increase the student contact hours. In addition, the tutors supporting the ALEKS Lab are being drawn from the current tutorial staff, further reducing the amount of assistance that can be provided to all students.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program plans to support those costs.

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

Our students will not have the support they need to succeed in our courses. Math is fundamental to all of the sciences and success in the sciences is crucial in today's milieu (as recognized by various federal and global initiatives); students often report that they fear math or have "math phobia. It is imperative today with the emphasis on STEM success nationwide that our students be provided with the resources they need to succeed. In addition, tutorial support for students across the disciplines (*e.g.* Computer Science, Humanities and Social Science) is also essential. Our success, retention, and persistence rates will be negatively impacted if funding is not provided for SI and tutorial support; further, it may take students much longer to meet their objectives and may cause them to use up any of the financial aid available to them. It is unacceptable that SBVC does not fully fund tutoring and SIs on a continuing basis; that funds have been cobbled together from a myriad of sources. If the institution is serious about its commitment to student retention and success, particularly, **but not exclusively**, in the STEM fields, it is imperative that a sustainable source of funding be established to meet the growing needs of our student population for tutoring and supplemental instruction.