

**INTERDIVISIONAL CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2016**

Name of Person Submitting Request:	Odette McGinnis and Susan Bangasser			
Program or Service Area:	Student Success Center			
Division:	Math/Business/CT and Science			
Date of Last Program Efficacy:	NA			
What rating was given?	NA			
Current Number of Classified Staff:	FT:	2	PT:	1
Position Requested:	SI Coordinator			
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)	Success and Access			

Replacement Growth

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

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

We are asking for an SI coordinator who will work with the SI leaders, the faculty, and the tutors, to arrange training, coordinate sessions, manage the paperwork, and keep the Success Center running. In addition, the SI Coordinator would work cooperatively with other Divisions' faculty and coordinators currently engaged in SI activities. Currently there are 21 SI leaders and 19 tutors, but we have had as high as 81 of each and recommend we fund 60 of each (see Budget request.) The work has been done by grant funded staff (categorical funds) that are not continuing and have not been institutionalized. Although the Student Success Center currently has a tutorial coordinator, there is not a full time position to coordinate and work with the Supplemental Instruction Leaders.

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.*)

The EMP report for the Student Success Center emphasizes the success rate of students using both SI and tutoring. The data continues to show that students accessing both services have significant gains in success and retention. Based on data compiled for the final report re: the HIS STEM Pass Go grant, students participating in classes with SIs were, on average, 17% more successful than students who did not receive supplemental instruction; students receiving tutoring were 8% more successful than those that did not, and had a retention rate of approximately 5% higher. Although grant funding has ended, it remains a goal of the Student Success Center to continue to support a stable of SIs and tutors to meet students' academic needs.

The EMP reports in Science and Math support the SI program and strive 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. The overall retention rate for students attending tutoring is 92% while success rates of tutored students increased to 76% compared to a campus wide success rate of 67%.

Math has seen increased retention and success rates over the last three years with the increase of tutors and the use of SIs in the classroom.

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

The SI leaders and tutors will need coordination, training and supervision. This support system is critical for students' academic success, retention and persistence. The college needs a program that students and faculty can count on being there consistently, not disappear and reappear if a grant is obtained. For our college to demonstrate improved success on the Student Success Score Card, on the State Chancellor's website. For the cohort starting in 2010 and analyzed through spring 2016, 57.56% of our students earned 30 units compared to the state average of 67.6%. Only 35.4% of our students earned a degree or certificate compared to 47.1% for the state average. Clearly we need to provide academic support to our students.

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

The objective of the Student Success Center is to provide tutoring and academic support to assist student success. The details of coordinating and supervising the tutors and SI leaders are essential. Without this position, there can be no consistent and standardized training and supervision of SIs or tutors; there will be no continuity in programming and no possibility of institutionalizing and growing a program proven to lead to student success.