

CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2019

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| Name of Person Submitting Request: | Kimberly Miller | | | |
| Program or Service Area: | Early College Program | | | |
| Division: | Academic Success and Learning Services | | | |
| Date of Last Program Efficacy: | New program | | | |
| What rating was given? | N/A | | | |
| Current Number of Classified Staff: | FT: | 0 | PT: | 0 |
| Position Requested: | 1 Program Coordinator | | | |
| Strategic Initiatives Addressed: | <p>(1) Increase access: SBVC will improve the application, registration, and enrollment procedures for all students.</p> <p>(2) Promote student success: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.</p> | | | |
| Needs Assessment Resources (includes Strategic Initiatives): | https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php | | | |

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.)

The Early College Program requests funding for a full-time Program Coordinator. Currently, the program is led by the Dean of Academic Success and Learning Services who is assisted by four short-term hourly Program Assistants. While the short-term hourly Program Assistants help with the day-to-day assignments, they are limited in what duties they can perform. Consequently, the lack of classified personnel results in many of the required duties falling to either Dean Quach or her secretary.

Presently, the program services San Bernardino City Unified School District, Colton Joint Unified School District, Rialto Unified School District, and several local charter schools. In total, the program services more than 18 high school campuses. The current workload for all program staff, includes, but is not limited to: establishment and maintenance of partnership agreements, ensuring compliance with concurrent enrollment regulations, establishment of systems to facilitate the enrollment of high school students, student outreach, program orientation, program presentations, preparation of qualitative and quantitative program data, ongoing monthly and biweekly meetings with partnering agencies, creation of publicity materials, webpage maintenance, etc.

As a result of recent changes in the state's high school finance system, the Local Control Funding Formula, demand for courses offered through the Early College Program has increased significantly. However, without full time classified staff, the program is struggling to keep pace with that demand. Moreover, without a dedicated coordinator the program lacks the focused attention necessary to establish systematic and efficient practices and processes that will allow for the needed growth. The laws governing dual/concurrent enrollment in California, both under traditional MOUs and under

College and Career Access Pathway (CCAP) agreements require attention and vigilance, and a dedicated coordinator would be able to constantly monitor the program to ensure compliance.

Having a designated full-time coordinator will allow the program to receive the proper time and attention that it needs to flourish. The Early College Coordinator would be able to devote the time needed to help develop a systematic approach to Early College class offerings, coordinating between administration, faculty, staff, and partnering school districts. The coordinator would also oversee the daily operations of the Early College Program, creating and maintain timelines and updating procedures for efficient operations.

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.*)

According to the current EMP, there were 69 course sections offered through the Early College program in the 2017-18 academic year, which serviced 1,499 students (duplicated enrollment). During the 2018-19 academic year, the program grew to offer 127 course sections, which serviced 2,185 students (duplicated enrollment). This data shows a 180% increase in section offerings and a 146% growth in duplicated enrollment.

This growth is expected to continue to rise during the 2019-20 academic year. In order to see this growth, we can compare the number of course sections offered during the fall semester of subsequent academic years: During the 2017FA semester, there were 11 courses offered through the Early College Program. This number increased to 13 during the 2018FA semester. In comparison, the 2019FA semester has 32 sections currently scheduled.

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

The program experiences high demand, high volume of service utilization in its day-to-day operations, as well as escalated demands during peak months of recruitment and registration. In addition, with the entrance into College and Career Access Pathway agreements under AB 288, there is an increase in the volume of information that must be reported to the state. Furthermore, the challenge of running a program that offers courses through two separate types of agreements, each governed by their own sets of regulations, requires the focused attention of a dedicated coordinator.

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

The foremost consequence of not filling this position is that an innumerable amount of high school students will lose access to critical employability skills, job training, and transfer courses.

Not filling this position will severely hinder the program's ability to grow, and may impact its ability to continue to function at its current capacity. As more regulations for dual/concurrent enrollment are enacted by the state, a skilled coordinator is needed to monitor compliance and establish systems that can sustain the growth anticipated for both the Early College Program, and its subsidiary program, GenerationGo!. The Early College Program Coordinator could bring consistency to the ever evolving program, providing continuity that is very much needed in the planning and expansion of this program. Without a Program Coordinator, it is likely that SBVC will be unable to meet the ever increasing demands and will be at a disadvantage to continue to deliver quality program access.