Assessment Plan

Yuba Community College District

YC - College Success Center Program Recommendations

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Program Description: History of the College Success Center: The College Success Center began in the late 1970?s and was located in the back of the library. The Center was moved to its current location in the front of the library in 1979. It was originally named the Learning Skills Center and operated under a Tutoring Director who supervised three full time Instructional Associates.

In the early 1980?s, the Chancellor?s Office created a statewide committee to establish guidelines for tutoring programs to claim apportionment for the services they offer. These guidelines became part of Title V and remain intact today with little change. The Tutoring Director of Yuba College at that time was named to this committee. Since the paperwork required for claiming apportionment is extensive, it was critical for Yuba College to have a staff member whose primary job was to monitor this process. As a result, in the late 1980?s, the Learning Skills Secretary was upgraded to Tutoring Center Specialist whose primary duties consisted of maintaining the necessary records, training tutors, and completing the clerical work required for apportionment. During the late 1980?s and early 1990?s many community colleges were audited to determine the degree to which each college was in compliance with the Title V guidelines for tutoring apportionment. Yuba College was first audited in the late 1980?s and was considered a model for compliance purposes.

Title V guidelines also required that the actual training of tutors would be under the course designated as ?supervised tutoring? and taught by a staff member who meets minimum qualifications in the academic discipline. At Yuba College, as with most colleges, this course is taught by the tutoring coordinator.

The original Tutoring Director position required a credential but Title V mandated a change in the early 1990?s to a requirement of meeting minimum qualifications. The supervisor?s title was changed to ?Coordinator? in the late 1980?s to clarify that the position did not include supervising classified staff. The Coordinator throughout the early years of the Center?s development was a Reading/Speech/Education faculty member who was also the ?instructor of record? for up to 30 units per semester of study skills classes which were taught by the Instructional Associates.

The study skills classes were offered through the Language Arts division and included classes with practice labs in spelling improvement, college vocabulary, preparation for the GED, and instruction in the basic 3 R?s. The tutoring services available during this time were mostly one-to-one assistance offered on a drop-in basis, with only a minimum number of tutorial sessions scheduled on an ongoing basis. Approximately twelve tutors were employed per semester. During this time, funding was provided by the College and through VATEA and EOPS funds.

Beginning in the early 1990?s, the Center was re-named the Academic Success Center and the services evolved into a more structured tutoring format conducted in small groups which were scheduled to meet regularly. The IA?s continued to teach the study skills courses as well as work directly with students in the Center. The Coordinator secured additional funding through Student Services which replaced the funding through the Language Arts division.

During this timeframe the Academic Success Center participated along with four other community colleges in a two-year study to explore best practices in tutor training. The study was conducted by Dr. Ross McDonald from U.C. Davis. This study resulted in the development of a tutor training curriculum and a textbook, The Master Tutor, a Guidebook for More Effective Tutoring, which is now in its second printing. The textbook is well-respected and used internationally.

Emphasis during the decade of the 90?s was the continuing development of the tutor training curriculum and strong collaboration with faculty for recruiting, training, and mentoring the tutors. During this time the Academic Success Center staff sponsored end-of-the-semester gatherings for purposes of socializing and program planning. In addition, the staff and IA?s attended yearly Regional Tutoring Conferences, even hosting the event on a few occasions. Also during this time, the Center ?lost? most IA?s to re-assignment and retirement. These positions were not replaced. The Tutoring Center Specialist continued to monitor the daily operation under direction of the Coordinator and remaining IA?s.

The year 2000 brought additional change to the Center. The name was changed to College Success Center. Also early in this decade, the Tutoring Center Specialist took another position on campus and her position was replaced. In 2006 and 2007, the remaining two IA positions were re-classified into the following specialized positions: Math Instructional Associate and Basic Skills Instructional Associate. When the longstanding Coordinator retired in 2009, the position was filled with a full time Learning Disabilities Specialist/Instructor as 40% of their contracted load. The budget crisis of 2009 resulted in the loss of the Tutoring Center Specialist due to lay off. The administrator supervising the CSC retired at the end of the 2010-2011 year and was replaced with the current administrator, the Director of Research, Planning, and College Success.

Current Status of the College Success Center: The CSC has generated a steady increase in FTES over the last several years. The following chart shows this increase since 2002-2003:

Academic Year and Total FTES:

02-03 03-04 04-05 05-06 06-07 07-08 08-09 09-10 10-11

19.8 31.5 22.9 26.7 37.2 49.5 69.9 76.6 78.2

In the Spring of 2011, the CSC received funds from the Basic Skills Initiative to purchase eight new computer stations. Installation of the computers was completed during the Fall 2011 semester. However, the staff computers have still not been replaced yet. These computers are out-of-date, very slow in operation, and lacking updated software.
During the 2010-2011 academic year and Fall semester of 2011, the CSC was again heavily impacted during peak times necessitating an arrangement for several remote tutoring sites for Biology sessions.
Ongoing scheduled tutoring sessions continue to be offered for a wide variety of math, math-related subjects, and content courses.
The drop-in study areas for individuals and small peer groups are well used and continue to receive roving tutorial support throughout most of the day.
The bank of computers available to students is heavily used on an hourly basis. Students use the computers to access MyMathLab and other software programs that are integrated into their courses, as well as, conducting research and completing written assignments.
There continues to be an exceptionally strong collaboration with faculty in recommending tutors, consulting/supervising/mentoring tutors throughout the semester, participating in the final exam review sessions, providing practice tests for tutors, and making recommendations for CSC programming needs.
The CSC provides the location and instruction for the following courses:
Learn 155 Beginning Assistive Computer Technology
Learn174 Basic Math Facts and Operations
Learn 283 Academic Skills in Mathematics
Learn 590 Supervised Tutoring
Ed 20 Tutoring Seminar

The CSC staff collaborates with Hard Math Café staff on provision of services and referrals.
Despite the loss of funding from EOPS, the CSC continues to serve EOPS students and track their usage of the CSC. Reports are prepared and sent to EOPS staff.
CSC staff has established a strong collaboration with Financial Aid staff to arrange employment for Federal Work Study students.
CSC staff continues to participate in many outreach activities. For example, the staff makes short presentations to EOPS orientations each semester as well as in a variety of classrooms, in particular, basic skills classes.
CSC staff continues to actively participate in the BSI Task Force, Math division meetings, counseling meetings, Technology Committee, faculty tenure committees, new and part time faculty orientations, and hiring committees.
CSC staff served on the Building 1100 User Group and met on a regular basis with key persons involved in the decision making and planning of the Library remodel project. In addition, the CSC staff contributed significantly to the relocation effort that occurred at the end of Fall 2011. In preparing and executing the relocation of the CSC, it was imperative to prioritize what services would need to be limited and/or modified due to the space and staff limitations, as well as, environmental conditions in the new locations.

Year of Review: 2011-2012
Type of Review: Self-Study (4-year review)
Executive Summary: The CSC is a prominent student support service on campus that has enjoyed a long term endorsement by the District and great respect from faculty, staff, and students. The FTES generated by the program has grown substantially over the last several years despite cutbacks in funding and a reduction of staff. The CSC is staffed by exceptionally dedicated professionals with advanced degrees in education. The tutors are well-trained and closely supervised. The CSC works hard to maintain strong collaboration with faculty which promotes great tutor recommendations and, often, a strong faculty-tutor mentorship that can last beyond the tutor?s experience at Yuba College.
Of all the program goals and recommendations stated in this review, the most important include the following short term goals:
1. Secure a permanent funding source from the District.
2. Establish an improved computerized system for tracking student usage, generating reports, and scheduling tutoring sessions.
3. Request a permanent clerical position.

Future Goals and Program Direction: The CSC is a well-established, well-respected, robust tutoring center that offers a variety of tutorial support services. The most immediate short term goal is to adjust to the new designated locations for the CSC operations during the extent of the Library remodel project while maintaining the quality of service for which the CSC is known. An additional short term goal is to establish permanent funding through the District to minimize the dependency on temporary or changing funding sources. Another important short term goal is to address the ongoing issue of tracking student usage which involves working with IT and other tutoring programs on campus to develop a system that is affordable, efficient, and is supported by IT. In addition, the CSC needs to begin the process of requesting a permanent clerical position. At present, the two full time Instructional Associates do the vast majority of the paper and computer work and supervise the limited help available from temporary student

workers. Long term program goals include expanding the Supplemental Instruction program as an enhancement to content classes and offering an Advanced Tutoring Seminar for experienced tutors who desire stronger paraprofessional skills in education. Another long term goal is to integrate all the campus-wide tutorial services as a means of sharing resources and minimizing a duplication of services.

Recommendation: Funding

Initiate discussion with College administration to provide full funding for CSC and other tutoring programs on campus.

Year(s) Requested: 2011-2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): Despite a history of a significant steady increase in FTES for the past several years, the CSC has lost funding. The following chart summarizes the funding from BSI since 2007-2008.

Academic Year	FTES Generated	Cost of Operation	BSI Funding
2007-2008	49.5	$119,676	$35,000
2008-2009	69.9	$104,924	$51,924
2009-2010	73.1	$94,167	$31,000
2010-2011	78.2	$86,225	$37,000
2011-2012	(in progress)	(in progress)	$40,000

In addition, the CSC lost ongoing funding support ($10,000) from EOPS in 2009. The Federal Work Study (FWS) Contribution has remained steady, in part, because the CSC staff works very closely with the Financial Aid program to maximize the placement and scheduling of FWS students.
It is not predicted how long BSI funding will be available from the state and how long the Yuba College BSI Task force will be active in allocating the available funds. In order to ensure a continuation of the CSC?s essential support services, it is critical to begin the process of transferring responsibility for full funding to the District.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Set initial meeting with the Vice President of Academic and Student Services to discuss permanent funding need and plan to secure it.		Spring 2012	Yes

Recommendation: Temporary Location

Make the adjustment to CSC's temporary locations for the duration of the Library remodel project, an estimated eighteen months.

Year(s) Requested: 2011-2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): The relocation of the CSC to the assigned classrooms (#512, #513, #3001, #3007) will likely result in significant changes to the operations and output of the support services provided to students:
1. A decrease in FTES: The loss of physical space resulting in fewer computer stations, tutoring carrels, and less open space for drop-in study is anticipated to impact student usage of the Center. The distance of the classrooms in the 3000 complex from other campus activities and the main CSC location could negatively impact their use. On a positive note, the availability of an additional classroom in the 3000 complex recently made available for quiet individualized study may attract many students who find the study area in the re-located library unacceptable due to ongoing auditory and visual distractions.
2. Supervision of the sites: The relocation sites include two contiguous classrooms and two portable classrooms located a far distance on campus from each other. The two CSC full time staff members will be responsible for supervising the activities in all four sites. The portable rooms will be staffed with experienced tutors who will oversee the drop-in tutoring and quiet study areas. This may result in an additional staffing expense and/or have a significant impact on CSC staff who are responsible for monitoring the activities in each location.
3. Study environment: The limitation of space and less-than-ideal acoustics in the #512 and #513 classrooms may negatively impact student usage. The large, spacious room in the Library that housed the CSC for many years was remodeled in the mid-2000?s. The space has an open design with many skylights and large windows. The remodel also included the installation of insulation, carpet, acoustic tiles, and other sound-muffling materials. The result was that, since the remodel, the CSC has been able to accommodate a large number of students at any given time and still maintain an effective learning environment. The relocation classrooms are not expected to be able to accommodate a high density of students who are either studying alone or in small groups and attending their scheduled tutoring sessions.

Plans of Action

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Prioritize services offered. Explore remote locations for some tutoring sessions. Explore collaboration with Hard Math Cafe. **Type:** Facilities			Yes
Monitor daily activities in new locations to assess effectiveness and solicit comments/suggestions from staff and students. **Type:** Facilities		CSC staff	Yes

Recommendation: Revision of Course Outlines

The following course outlines are in need of revision:
Learn 174
Learn 283
Learn 590
Ed 20
Ed 21

Year(s) Requested: 2011-2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): After working with the Math and Learning Assistance faculty during the Fall semester of 2011, a revision of Learn 174R was submitted to the Dean of Language Arts at the end of the semester. At a minimum, technical revisions are needed for Learn 283 and Learn 590. Education 20 and 21 courses are in need of full revisions. The current course outlines are dated 2009 and lack SLO?s.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Follow up on the status of Learn 174 course outline revisions with Dean of Language and Fine Arts. Once approved, meet with the adjunct instructors teaching the class to discuss and plan future classes. **Type:** Curriculum/SLO		February 2012/CSC Coordinator	Yes
Schedule a meeting with Registrar for clarification on number of student contact hours for Learn 283 and Learn 590 courses. Complete technical revision and submit to Dean of Language and Fine Arts. **Type:** Curriculum/SLO		Early spring 2012 to allow time for revision to be approved by Curriculum Committee.	Yes
Revise Ed 20 and Ed 21 course outlines. Consult with prior Ed 20 and Ed 21 instructors for input on course objectives, SLO's, class activities, and materials. Submit revised course outlines to Dean of Language and Fine Arts. **Type:** Curriculum/SLO		Mid spring 2012/CSC Coordinator	Yes

Recommendation: Student Tracking

Collaborate with Information Technology and the other tutoring centers on campus to develop an efficient student usage and tracking system that integrates with Datatel.

Year(s) Requested: 2011-2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): During the Fall of 2010 the CSC met with IT staff to begin exploring options for tracking student usage of the Center. The AccuTrack software used by three tutoring centers on campus does not interface with Datatel and is not supported by IT. The IT staff is continuing to work on a viable solution.

The need for efficient and accurate tracking software has become more acute with the planned upgrade to Windows 7 scheduled for all campus computers. The current version of the tracking software CSC uses (AccuTrack 9.1.15) will not run on this upgrade. That leaves the CSC with the option to either not upgrade the computers and run the old version or purchase the latest version of AccuTrack. Neither option is supported by IT.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Attend a demonstration of a SARS software product (SARS Trak) provided by the IT department to assess its potential in tracking student usage, allowing students to self-schedule tutoring sessions, and creating reports. Other attendees include WLDC, HMC, and other student support service programs. IT's decision to request the purchase of this software depends on the response from the interested parties and a determination of whether the program fills the current needs. If the decision to purchase the product is made, IT predicts it will take four to six months to get it in place and fullly functioning. **Type:** Equipment/Technology			Yes
Send notice and reminders to District student service programs and tutoring centers who might potentially be interested in the demonstration of the SARS Trak software sponsored by IT in spring 2012. **Type:** Equipment/Technology			Yes

Recommendation: Desk Staff

Obtain approval for permanent Desk Staff/Clerical position.

Year(s) Requested: 2012-2013

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): The layoff of the Tutoring Center Specialist in 2009 resulted in a substantial increase in clerical duties for the Instructional Associates, the two remaining permanent full time staff. Presently, the front desk is staffed with student worker help during part of the day. The student workers are trained to answer questions, guide students through their requests for services, and assist with tracking student use of the Center. In order for the two IA?s to allot sufficient time to their supervisory roles, as well as provide ongoing student and tutor support, the desk needs to be staffed by a permanent employee with the requisite skills and training that ensures a smooth daily operation.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
CSC staff will create a list of representative job duties and qualifications for a clerical position. CSC staff will assist administrative supervisor in writing staffing request and forward to College Council. **Type:** Staffing - Other		Spring 2012/CSC staff	Yes
CSC staff will request a presence on the hiring committee formed for this clerical position. **Type:** Staffing - Other		When staffing request is accepted and funding approved for the position.	Yes

Recommendation: CSC Website

The CSC website needs to be updated and expanded.

Year(s) Requested: 2011-2012

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): The CSC website was launched in the Fall 2010. The initial phase was completed and includes FAQ?s, a promotional video, and general information about the services and how to access them. The second phase, which has not been completed as of winter 2011) is to include various CSC forms for downloading, a showcase of tutors, student testimonials, supplemental materials for tutors and students, educational links, a calendar of events, and posting the current schedule of tutorial sessions with their open/close status. Future enhancements to the website would include the following online capabilities: student/tutor/faculty surveys, submission of Requests For Services and other important forms, and self-scheduling tutorial sessions.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
CSC staff will meet to prioritize what enhancements to the website would be most valuable for students/tutors/faculty and choose the top ones to include in an update during the summer of 2012. **Type:** Equipment/Technology		Spring 2012/CSC staff	Yes
CSC will begin collecting student testimonials with signed permission for future use on the website. **Type:** Equipment/Technology		CSC staff	Yes

Recommendation: Supplimental Instruction

The Supplemental Instruction (SI) program needs to be reviewed, re-structured and offered for selected disciplines.

Year(s) Requested: 2011-2012

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): The significant decrease in funding through the BSI and loss of EOPS funds resulted in suspending the SI program. The SI program is widely used in college tutorial support programs as a means of establishing a semester long collaboration between the instructors and tutors that ensure tutorial sessions augment the current lecture and class activities. Typically, when participating in the SI program, the tutor meets with the instructor once a week for advisement and may attend class lectures for updated material. Several faculty members participated in the SI program at Yuba College during the timeframe it was offered and laud it as a boon to content tutoring.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
CSC staff will review the features of the Supplemental Instruction program previously offered, consult with currently interested faculty members, and update or revise as needed.			Yes
CSC staff will project the approximate cost of offering Supplemental Instruction as a pilot program to interested parties for one year.			Yes

Recommendation: Ed 21 Advanced Tutoring Seminar

Offer Ed 21 and connect it to a pay increase for experienced tutors.

Year(s) Requested: 2012-2013

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): The Ed 21 Advanced Tutoring Seminar course has not been offered in several years. At present, the tutors who successfully complete their first semester of tutoring and return the following semester are given a pay increase. Tutors who transfer to a university and continue tutoring for CSC are given another pay increase. The CSC staff

would like to begin offering Ed 21 as a requirement for a pay increase to ensure returning tutors receive advanced instruction and guided practice. The course outline will need to be revised before offering the course.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Revise course outline and develop curriculum for the class. **Type:** Curriculum/SLO		Spring 2012/CSC Coordinator	Yes

Recommendation: Tutoring Centers

Work with the College to explore an integration of all tutoring centers on campus.

Year(s) Requested: 2012-2013

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): There are several reasons why the College and students would benefit from an integration of all tutoring services on campus. Currently there are three main tutoring centers: CSC, Writing and Language Development Center (WLDC), and the Hard Math Café. In addition, the Nursing Program, MESH Center, and DSPS provide some tutorial support to students participating in their programs.
Potential advantages for an integration of tutoring services include:
1. Use of the same administrative software and practice in tracking student usage and reporting.
2. Consistency in the policies and procedures for tutorial services?registering for services, scheduling sessions, sign-in/sign-out practices, paperwork, student rights and responsibilities.
3. Share resources?supplies, space, funds, software/hardware, training, etc.
4. Share key permanent staff?IA?s and clerical/desk personnel.
5. Streamlined referral system between tutoring centers and other student support services (e.g. EOPS, Counseling, Financial Aid, Testing Center)
6. Consistency in tutor recruitment, qualifications for employment, initial tutor training.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Schedule initial meeting with appropriate staff to discuss potential, future integration of the tutoring centers on campus and generate notes on ideas, benefits, concerns, and logistics discussed. **Type:** Facilities			Yes