Assessment Report

Yuba Community College District

YC - College Success Center Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): The College Success Center (CSC) is a highly successful and fiscally efficient academic support service on the Yuba College campus and Sutter County campus that works with faculty, staff, and students to demonstrably increase student success and retention. As of November, 2013, CSC Team Members include Ms. Lisa Jensen-Martin, Interim Vice-President of Academic and Student Services (Administrator-in-Charge); Dr. Roger Davidson, Professor of Engineering and Mathematics (College Success Center Coordinator); Ms. Quy Bui, Instructional Associate- Mathematics; and Mr. Tony Jow, Instructional Associate- Basic Skills.

The FTES generated by the program has grown substantially over the last several years despite significant reductions in funding and staff. The CSC is staffed by dedicated professionals with advanced education and extensive experience in education. The tutors are well-trained and closely supervised. The CSC is committed to closely collaborating 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. Tutors who were employed in the CSC between 2008 and 2011 also have a much greater transfer rate than Yuba College as a whole: an 80% transfer rate to fifteen different four-year institutions.

Of all the program goals and recommendations stated in this review, the most important include the following short term goals:
1) Secure an institutionalized funding source from Yuba College or the District. (ongoing)
2) Identify, purchase, and implement an improved computerized system for tracking student usage, generating reports, and scheduling tutoring sessions. (from 2011-2012 Program Review; ongoing)
3) Hire a permanent, full-time Clerical Assistant. (from 2011-2012 Program Review; ongoing)

Recently added short-term program goals and recommendations include:
1) Streamline the student registration and tutor session scheduling process. (begun in 2012; ongoing)
2) Accommodate relocation from 1100 Building to other facilities during the 1100 Building remodel. (begun in January 2012; ongoing)
3) Plan and effect the re-location to the remodeled 1100 Building. (begun in August, 2013; ongoing)
4) expanding the Supplemental Instruction (SI) program as an enhancement to content classes. (initial research to begin in January, 2014)
5) offering an Advanced Tutoring Seminar (ATS) for experienced tutors who desire additional paraprofessional skills in education. (initial resaerch to begin in January, 2014)
6) implementing online tutoring into the CSC services. (initial research to begin in January, 2014)
7) incorporating SMART technology into the CSC program. (initial research to begin in January, 2014)

Program Description : The College Success Center began in the late 1970s and was located in the back of the 1100 Building, also known as the Learning Resource Center (LRC). The Center was moved to its current location in the front of the LRC in 1979. It was originally named the Learning Skills Center and operated under a Tutoring Director who supervised three full-time Instructional Assistants (IAs).

In the early 1980s, the state's 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 1980s, 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 claiming apportionment.

During the late 1980s and early 1990s 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 1980s and was considered a model for compliance purposes.

Title V guidelines also required that the students receiving tutoring be enrolled in a non-credit 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, the instructor of record for this course (originally General Studies 590, but currently Learning Assistance 590) has been the tutoring coordinator. The original Tutoring Director position required a credential, but Title V mandated a change in the early 1990s to a requirement of meeting minimum qualifications or equivalencies. The supervisor's title was changed to "Coordinator" in the late 1980s 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 Instructional Assistants. 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 General Education Development (GED) Test, and instruction in the basic reading, writing and mathematics.

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 Vocational and Technical Education Act (VATEA) and Extended Opportunity Program and Services (EOPS) funds.

Beginning in the early 1990s, 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. There were now six Instructional Assistants who were shared with the Language Arts Division. The IAs continued to teach the study skills courses, work directly with students in the Center, and staff the English Writing Lab (in Room 814) and Reading 105 Labs (in various room sin the 1000 Building). 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 MacDonald from the University of California, 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 1990s was the continuing development of the tutor training curriculum and strong collaboration with faculty for recruiting, training, and mentoring the tutors. In 1995, as part of the District reclassification study, the six Instructional Assistants were re-classified as Instructional Associate- Language Arts to reflect the increased responsibilities of the position. 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 IAs attended yearly Regional Tutoring Conferences, even hosting the event on a few occasions. By 2007, four IA positions were lost 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 IAs.

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 the position was refilled. In 2006 and 2007, the remaining two IA positions were assigned full-time to the CSC and re-classified into the following specialized positions: Instructional Associate- Math and Instructional Associate- Basic Skills.

There were significant program and staffing changes to the CSC beginning in fall, 2008. The newly created Writing and Language Development Center (WLDC), that primarily provides tutoring to English and English as Second Language (ESL) students and is funded by Basic Skills Initiative (BSI) funds, opened in a separate facility (Room 1251) with its own staffing. When the longstanding Coordinator retired in 2009, the position was filled as a 40% reassignment by a full-time Learning Disabilities Specialist/Instructor. The budget crisis of 2009 resulted in the loss of the Tutoring Center Specialist due to voluntary transfer. The administrator supervising the CSC retired at the end of the 2010-2011 year and was replaced with the Director of Research, Planning, and College Success. The Director of Research, Planning and College Success resigned to accept another position in 2013, and the current administrator-in-charge is the Interim Vice-President of Academic and Student Services.

With the departure of English tutoring, the CSC revised its academic support to both curriculum-specific and program-specific academic support and services to any Yuba College student enrolled in courses in the following academic, vocational and student service programs: Agriculture, Art, Automotive Technology, Biology, Business (Accounting, General Business, and Office Administration), Chemistry, Computer Science, Early Childhood Education, Ecology, Economics, Educational Opportunity Program and Services (EOP&S), Engineering, Geology, History, Humanities, Learning Assistance, Mathematics, Music, Philosophy, Physical Science, Physics, Political Science, Psychology, Sign Language, Spanish, Speech, and Statistics.

Priority services offered by the CSC are:
- Group tutoring (scheduled)
- Collaborative learning groups (scheduled and unscheduled)
- Drop-in mathematics tutoring
- Individualized tutoring (scheduled)
- Access to computers and academic software

Other services provided include:
- Quiet study areas for groups and individuals
- Test preparation materials
- Test and Exam reviews
- Assistance with research projects
- Assistance with developing multimedia presentations

During the 2010-2011 academic year and fall semester of 2011, the CSC was 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 mathematics tutorial support throughout most of the day.

In the spring of 2011, the CSC received $8,000 from the Basic Skills Initiative (BSI) to purchase eight replacement computer stations. Installation of the computers was completed during the fall 2011 semester. However, the remaining twenty computers have still not been replaced yet. These computers are out-of-date, very slow in operation, and lack updated software and adequate support from the Information Technology (IT) Department.

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:
Learning Assistance 155, Beginning Assistive Computer Technology
Learning Assistance 174, Basic Math Facts and Operations
Learning Assistance 283, Academic Skills in Mathematics
Learning Assistance 590, Supervised Tutoring
Education 20, Tutoring Seminar

The CSC staff also 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. Attendance reports are prepared and sent to EOPS staff to document positive attendance hours for Learning Assistance 102 courses taught by EOPS staff. CSC staff has established a strong collaboration with Financial Aid staff to arrange employment for Federal Work Study (FWS) students. CSC staff continues to participate in many outreach activities. For example, the staff provides informational 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, Engineering, Science, and Health Occupation (MESH) Division meetings, counseling meetings, Technology Committee, faculty tenure committees, new and part time faculty orientations, and hiring committees. CSC staff serves on the Building 1100 Remodel User Group and meet 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.

Numerous changes have occurred since 2011. The 1100 Building Remodel began in August, 2011, which resulted in the relocation of the CSC to three separate facilities: Rooms 512-513 (the Business Division), Room 3001 (a temporary portable on the south side of campus), and Room 3007 (a temporary portable building near Room 3001). This relocation reduced the usable space by 33% and the distance and remoteness of the portables also negatively impacted the number of students served and the number of hours generated. The CSC is tentatively scheduled to return its original location in the 1100 Building in January, 2014 after a two-year absence. The remodeled facility will have three new group study rooms with multimedia capabilities and a capacity of 12 students each, an additional three tutoring cubicles with a capacity of 6 students each, and redesigned main floor plan to efficiently accommodate six additional small group tutoring sessions.

Program changes included the termination of all Learning Assistance (LA) classes (with the exception of LA 590) and Education classes which were taught in the CSC. Some changes were due to a staffing change (a change in the CSC Coordinator), and others (LA 102 and LA 283) were due to curricular changes. Significant reductions in the number of hours generated by the CSC were also due to curricular changes at the college level. The resignation of the only full-time Economics professor (and her integration of her curriculum with the CSC), sabbaticals taken by Biology and History professors (and their outstanding support), and transfer of the only full-time Psychology professor contributed to the reduced number of students and hours accessing the CSC for the past two years.

The CSC began compiling relevant data beginning in fall, 2010 to assist in program planning and improvement, and by 2013 had collected adequate data for meaningful comparisons to be evaluated. Three data sources are primarily evaluated and used to refine and improve program practices.

One data source is a regularly compiled Success Rates Report (SRR). The SRR helps CSC staff identify specific courses which demonstrate low pass rates and a greater need for academic support, as well as those which may have a reduced need. The SRR also measures specific outcomes, such as differences in Completion Rates, Pass Rates, and Grade Point Averages between tutored and non-tutored students which can validate the efficacy of CSC practices relative to expected results.

A second data source is the Student Services Survey, which has been compiled since fall, 2011. The Student Services Survey provides feedback from students regarding the quality of the program ranging from facilities to courses tutored to tutoring sessions to tutors. From a standardized list of seventeen components, those components ranked below the average are targeted for improvement.

A third data source is the Study Skills Survey. The Study Skills Survey provides data identifying the study skills which students have acquired exclusively through the CSC. From a standardized list of twenty study skills, those study skills that are used by less than 50% of the students are specifically integrated into tutoring sessions the following semester.

Though the SRRs are comprehensive enough to guide basic program needs, the CSC staff uses the SRR in coordination with the Student Services Survey and the Study Skills Survey to better determine program revisions and improvements. Furthermore, the staff's extensive networking with faculty promotes detailed refinements and improvements that can be quickly implemented and integrated with program practices.

Unfortunately, a lack of funding and staffing has prevented the CSC program from achieving greater results. Since 2007, student hours generated by the CSC have doubled, but the staffing has been reduced by more than 33%. The supplies budget has been reduced from $5,000 to $135. To compensate for these reductions, the CSC has cut operational costs by 26.2% ($122,000 to $90,000), however, District funding has remained the same ($45,887) since 2009. These shortages are increasingly crippling the ability of the CSC to meet its goals of improving student success, retention and completion.

Despite the deteriorating conditions, the CSC has generated a steady increase in FTES especially since 2007-2008. 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	73.1	78.2

Furthermore, despite the limited funding, the CSC also has maintained outstanding student success rates. The CSC staff has produced a Success Rate Report (SRR) each semester beginning in fall, 2011. The SRR compares the Withdrawal Rates, Completion Rates, Pass Rates and Grade Point Averages between non-tutored students and tutored students from the same courses. The cumulative data shows that students who participated in Content Tutoring demonstrated improved Completion Rates (+11%), Pass Rates (+16%) and Grade Point Average (+24%). Students who participated in Math Tutoring demonstrated improved Completion Rates (+9%), Pass Rates (+9%) and Grade Point Average (+13%). Overall, all tutored students showed significant improvement in Completion Rates (+8%), Pass Rates (+13%) and Grade Point Average (+16%) compared to non-tutored students.

In the previous five years, the CSC has evolved into a highly successful, efficient, and utilized academic support program as a distinct entity with its own unique identity. The CSC has continued refining and updating its program to meet the needs of the community, College, and District.

Curriculum & SLO Assessment Summary : As of October, 2012, the College Success Center has developed and tested student surveys, Success Rates Reports and Student Usage Reports. The data has shown to be effective in assessing all or parts of the four CSC Student Learning Outcomes and provide support and guidance for the future goals and program direction.

The very nature of the College Success Center is to improve students' academic or vocational performance which promotes retention and persistence which improves the students' opportunities for completing degrees or certificates or transferring. We update our program every semester to identify and provide support for difficult and/or gateway courses with the purpose of improving students' completion rates.

Our data assists in developing future plans including: 1) annual reevaluations of the scope of program services and parameters to target essential services, 2) apply reevaluations to streamline operations to improve program efficiency to remain within limited budgets, and 3) improve the quality of our services as measured by course completion rates and course success rates.

SLO 1: Students who are enrolled in transfer-level content courses and regularly receive College Success Center services will have retention and success rates greater than students who are enrolled in the same transfer-level content courses and do not use College Success Center services. (data compiled from Success Rates Reports and assessed by CSC staff)

SLO 2: Students who were enrolled in math courses and regularly received College Success Center services will re-enroll in math courses in subsequent semesters and will persist to higher-level courses where appropriate. (NOT ASSESSED DUE TO LACK OF COLLEGE RESEARCHER WITH ACCESS TO DATA RELATING COHORTS)

SLO 3: Students who receive College Success Center services will demonstrate knowledge of at least four (4) study skills that are appropriate for college-level courses. (data compiled from Study Skills Surveys and assessed by CSC staff)

SLO 4: Students who were enrolled in content courses and regularly received College Success Center services will achieve success rates equal to or greater than class success rates in subsequent sequential and/or related content courses in which they enroll. (NOT ASSESSED DUE TO LACK OF COLLEGE RESEARCHER WITH ACCESS TO COHORTS)

Assessment data collected for SLOs directly impacts the College Success Center's program each and every semester.

As a recent example, for SLO 1, the spring, 2013 Success Rate Report (SRR) showed that two content courses (Biology 15 and Humanities 10) had below average pass rates of non-tutored students (57.5% and 63.1% respectively) and needed additional academic support. In cooperation with the faculty, additional tutoring sessions for these courses were added to the fall, 2013 tutoring schedule. Conversely, Biology 5 and Spanish 1 had higher than average pass rates in spring, 2013, and also with the cooperation of the faculty, the number of tutoring sessions was reduced in fall, 2013.

As another recent example, for SLO 3, a comparison between the spring, 2012 and the fall, 2012 Study Skills Surveys showed that the five lowest ranked study skills that tutored students learned from the College Success Center were constant. Even though the percentage of students who learned these five study skills in the CSC increased (i.e.- "I review notes every night" increased from 21.6% in spring, 2012 to 30.9% in fall, 2012), the fall, 2013 tutor training was revised to train the tutors to incorporate these five study skills in the tutoring sessions on a regular basis.

Industry Trends and Program Data Analysis : The College Success Center (CSC) indirectly aligns its program goal with the needs of local communities through Yuba College. As a component of the student support system at Yuba College, the College Success Center provides academic support based on direction, input, and feedback from the administration, faculty, staff, and students to ensure its program goals are aligned with the needs of the communities served by Yuba College.

The CSC's primary goals are: 1) to prepare any student to be academically or vocationally successful, 2) to improve instructional and vocational programs by providing services which improve academic performance, retention and persistence, and 3) to provide a supportive educational environment that promotes learning. Each of these goals addresses the education, diversity, demographic, and workforce needs of the local communities.

Much of the College Success Center (CSC) direction is driven by empirical data.

CSC staff regularly meets and confers with faculty and some administrators regarding college, divisional, or departmental needs and operations. Faculty and administrators provide valuable updates regarding program changes and insight into students' perspectives about the CSC. Much of this information is incorporated into the CSC operations and assists in determining the direction of the CSC.

The staff is well-trained and experienced, but, more importantly, is highly engaged in continuously monitoring the quality of tutoring sessions and services. Tutoring is evaluated on an ongoing basis each and every day. Effective practices are noted, disseminated, and reinforced. Ineffective practices are noted and discarded. These changes are included in subsequent training sessions.

Ongoing updates to the CSC's operational processes and procedures are also driven by empirical data. Improvements to the processes and operations are frequently a direct response to changes which result from the feedback by faculty and tutoring session evaluations.

One example of this coordinated response to empirical data is the recent addition of test and exam reviews (which was requested and endorsed by faculty) which also required the development of logistical processes to maintain compliance with Title V regulations.

Future Goals and Program Direction: The CSC is a well-established, well-respected, robust tutoring center that offers a variety of tutorial support services. This reputation is partially attributed to the staff's desire for ongoing improvements and setting them as goals.

In 2011, immediate short term goals were:

1) 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. As of January, 2014, the CSC will move back to a centralized facility in the 1100 Building, creating the need to adjust to yet another "new" facility.

2) to establish permanent funding through the District to minimize the dependency on temporary or changing funding sources. Stable and predictable funding would allow the program to offer its most successful services on a consistent basis. This is an ongoing goal.

3) to address the ongoing issue of tracking student usage, which requires working with the District's Information Technology (IT) Department and other tutoring programs on campus to develop a standardized system that is affordable, efficient, and is supported by IT. This project is in progress. TutorTrac software was purchased and its implementation is due to be complete by January, 2014. TutorTrac should allow the CSC's database to access student information from the District's Datatel database. This goal is nearing completion.

4) to begin the process of requesting and hiring a permanent clerical position (Clerical Assistant). At present, the two full time Instructional Associates (IAs) do the vast majority of the paper and computer work, staff the reception desk, and supervise the limited desk help available from temporary student workers. The redistribution of clerical work would allow the IAs to devote more

of their time to improving the academic support services. This goal is also ongoing.

In 2013, long term program goals include:

1) expanding the Supplemental Instruction (SI) program as an enhancement to content classes. SI is a proven academic support methodology that has existed since the 1970s. The Instructional Associate-Basic Skills is a certified SI Supervisor and SI Leader who implemented SI in the CSC in fall, 2008. Due to funding cuts, the CSC restricted the scope of its SI program and currently offers a hybridized version of SI that is highly successful. The goal would be to restore funding to fully implement all aspects of SI.

2) offering an Advanced Tutoring Seminar (ATS) for experienced tutors who desire additional paraprofessional skills in education. Designed to introduce tutors to possible careers in education and supplement CSC services, participants in the ATS would study learning theories and teaching methodologies as well as gain experience with program or project design, development, implementation and management.

3) integrating all the campus-wide tutorial services. This integration would serve two useful purposes. One outcome of sharing resources would be the improvement in overall efficiency of all services. Among the resources which might be shared include facilities, staffing, marketing, and planning. Also, minimizing a duplication of services would help maximize the limited funds. The CSC, MESA (Math, Engineering, and Science Achievement program), and Hard Math Café (sponsored by the Math Department) coordinate services, but the Writing and Language Development Center (WLDC) does not.

4) implementing online tutoring into the CSC services. Though a previous attempt in 2007 to provide online tutoring was unsuccessful, the available technology in 2013 allows live, online, interactive, streaming tutoring sessions at a fraction of a cost to a much wider audience. Initial research indicates that two possible delivery methods: use of CCC Confer or live streaming via digital camera and the internet. Issues regarding an identified need, registration and capturing student hours would need to be resolved, however, the concept is technologically viable.

5) incorporating SMART technology into the CSC program. SMART multimedia classrooms equipped with SMART technology such as SMART Board interactive whiteboards and SMART Notebooks have produced highly interactive learning environments by reaching multiple modalities and stimulating creativity among the students and faculty. The newly renovated CSC has three multimedia group tutoring rooms which would be ideal for accommodating this technology.

Since the 2002-2003 academic year through the 2010-2011 academic year (the last year the CSC was located in the 1100 Building) the CSC program has grown 456% (as measured by FTES generated) from 11.2 FTES to 62.3 FTES. This tremendous growth was unaffected by the opening of the Writing and Language Development Center, which was previously attached to the CSC and began operations in fall, 2008.

Due to the fixed space available, the CSC's program direction has evolved from a growth mode to a quality improvement and resource efficiency phase. Despite returning to the remodeled 1100 Building in January, 2014, the overall square footage available has only minimally increased. Therefore, the CSC plans to research the most recent best practices, including Supplemental Instruction and online academic support, in hopes of incorporating and integrating them into its program in 2015-2016 to enhance its ability to improve students' retention, persistence and completion rates.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Secure college support through full District funding.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - Make adjustment to new locations during the scheduled remodel of permanent site in the 1100 Building (Learning Resource Center).				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Revise and update Education 20 and Education 21 course of study outlines.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Update and expand the CSC website on the Yuba College webpage.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Collaborate with IT and other tutoring centers on campus to develop a system compatible with Datatel for tracking student usage and creating reports				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Review Supplemental Instruction model, modify for current needs and plan for implementation.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 3 - Obtain approval for permanent desk staff/clerical support position				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - Offer Education 21 and connect it to a pay increase for tutors				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Research the practicality of implementing online tutoring into the CSC services.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Research the possibility of incorporating SMART technology into the CSC program.				