Assessment: Assessment Unit Planning

Program Review 2014-15

YC - College Success Center Program Review

Year Under Review : 2014-15
Type of Review:
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.

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.

As of October, 2015, CSC Team Members include Mr. Brian Jukes, Interim Vice-President of Academic and Student Services (Administrator-in-Charge); Dr. Travis R. Smith, Professor of History (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)
01SP. Department Goals (Click '?' for Prompt): Alignment with the Yuba College Mission Statement

The College Success Center is an integral part of fulfilling the Yuba College Mission Statement. As a student service program, the primary purpose of the program is providing academic support to all students in earnest pursuit of their educational and personal goals. The program is innovative and relevant, as demonstrated by its unique combination of methodology (the Emerging Scholars Program and Bloom's Taxonomy) and structure (Supplemental Instruction and Dr. Ross MacDonald's Tutoring Cycle) that has been customized to its users and institution. Moreover, as validated by the evaluation of extensive and ongoing data (in the forms of Success Rates Reports and Student Services Surveys), the highly dedicated, educated, experienced, and professional staff has elevated the program's outcomes to levels disproportionate to its expected productivity for its limited staffing, funding and facility. The College Success Center's commitment to leadership, responsibility, and lifelong learning exemplifies the most important aspects of the Yuba College Mission Statement.

Alignment with the Yuba College Visions Statement

- Yuba College is an institution of higher education that prepares its students to meet the intellectual, occupational, and technological challenges of a complex world.

As a program that prepares its students to meet the intellectual, occupational, and technological challenges of a complex world, the College Success Center staff takes great pride in its current and former tutors, who are nearly all student-workers, who have advanced to four-year institutions, specialized academic or vocational programs, and graduate programs or achieved significant career accomplishments. Each semester, between four to ten College Success Center staff members also concurrently attend other programs or institutions. Tutors who have transferred to CSU- Chico, CSU-Sacramento, UC-Davis, the Yuba College Nursing program and the Yuba College Veterinary Technology program continue to work in the College Success Center and provide invaluable insight to prospective transferees about the transfer experience. In the spring semester, approximately twenty-five of the nearly sixty tutors are accepted to four-year institutions or specialized programs, a clear indication of their level of preparation for entering the world. The program also plays a significant role in the preparation of the institution's students: more than 1,000 students (unduplicated headcount) utilize the College Success Center every semester. Tutors and students who experience the program not only gain awareness of the challenges they will face, but also gain strategies born of shared experiences to better adapt to the challenges.

- Yuba College is a steward to its communities' educational and cultural well-being.

The College Success Center provides more than just quality academic support. The Center also is committed to preparing its staff for their educational, economic, cultural, and civic futures and also to have a positive influence on the students they tutor. A recent report demonstrated that more than 80% of the Center's tutors transferred to a four-year institution- a 463% increase compared to the college's 14.2% transfer rate. A significant component of tutor training includes the Center's workplace expectations and creates individuals better prepared to enter the workforce as responsible employees. For many tutors, this is their first formal employment. The program staff closely monitor and guide their development as an employee, knowing the initial impact will follow them the rest of their working lives. The staff diversity also complies with standards as stated in the Yuba College Diversity Statement. The full-time staff of the Center supports its staff in maximizing their educational, economic, cultural, and civic potential as part of their Yuba College experience for future benefit to our communities and region. These qualities and expectations are also mentored to the students the program serves with the expectation the communities served

by Yuba College will benefit.

- Yuba College values an education that encourages self-improvement and enables students to contribute to their families and the community.

The College Success Center highly values and respects an individual student's desire to be responsible for their growth, whether academic or personal. With this philosophy in mind, the program constantly strives to meet the students' needs in their pursuit of self-improvement. To this end, re-assessment of the program occurs every semester, altering (among other components) the allocation of its resources- staff and funding, to best match the identified needs of the users, our communities and our region. The recent shift in allocation of staff and funding to additional Biology tutors reflects one of many adjustments the Center has made to accommodate industry-wide changes and community needs. As more and more nursing programs required merit-based admission, grade point averages became more significant. Requests for Anatomy, Physiology, and Microbiology tutoring ballooned. Furthermore, as research confirms the high proportion of incoming community college freshmen placing into pre-collegiate courses, the College Success Center has re-directed its resources to improving the retention and persistence of developmental courses. Expanded access to academic support for developmental students included scheduling additional math tutoring sessions and employing more roving math tutors (as funding allowed). Tutor training modules were modified to include strategies and techniques to best meet the challenges of developmental students. The Center successfully adjusted its program and effectively maintained its program quality within its means.

- Yuba College values intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.

As an extension of Yuba College, the College Success Center staff is an academic support program that is clearly dedicated to the intellectual development of staff and students. Moreover, the staff and students are deliberately provided an environment which fosters cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship as a means of providing a model they may emulate in their own lives. The staff is dedicated maintains regular communication with administrators, faculty, staff and students from various college programs and divisions and actively participates in the committee structure (most recently: the BSI Committee, the Building 1100 Remodel Users Group, the Student Services Committee, the Diversity Committee, and volunteer work at the Bok Kai Temple). The Center also collaborates and coordinates with EOP&S, MESA, and the Hard Math Café. Open communication with administrators, faculty, staff and students from Woodland College, Sutter County Campus, and Clear Lake Campus also occurs regularly. Members of the local community occasionally calls or visits the Center seeking academic support or are curious about our services. These behaviors and activities contribute to cultivating the cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship desired by Yuba College as well as an environment where students feel safe and secure as they learn and explore.

- Yuba College values all collegiate disciplines in relation to life, recognizing the importance of thinking clearly, creatively, critically, and objectively.

In support of the overall life-long needs of a well-rounded academic learner, especially the importance of thinking clearly, creatively, critically, and objectively, the College Success Center has developed a unique academic support program that has been customized to specific needs of Yuba College students and utilizes well-researched methodology. In an average semester, the program offers academic support to more than eighteen subjects and more than sixty different courses. Academic support is offered through multiple forms: scheduled collaborative learning groups, scheduled individualized tutoring, drop-in tutoring, and test reviews. Intensive tutor training in best practices also produces outstanding mentors for students to emulate. The program integrates Supplemental Instruction® (Martin), the Emerging Scholars Program (Treisman), the Taxonomy of Educational Objectives (Bloom), Mastery Learning (Bloom), and The Tutoring Cycle (MacDonald) into its tutoring services, group study sessions, and test/exam reviews. The staff is trained in these methods and also must meet rigid pre-requisites: approval from the course faculty, an A grade in the course, and an overall 3.0 grade point average or better. From program philosophy to program staffing, the College Success Center exemplifies a student service committed to creating productive and actualized adults, especially within the academic domain.

Alignment with Yuba College Goals Statement

- Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.

Since fall 2008, the College Success Center has primarily used three data sources and anecdotal evidence from administrators, faculty, staff and students to make decisions regarding program practices. This information greatly assists in determining the semester to semester program modifications necessary to best meet the needs of our students and communities served as well as maximize the effectiveness and efficiency of the services provided.

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. All data sources are used to quantify program SLOs.

- Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.

The basic function of the College Success Center is to provide the highest level of academic support within its means without prejudice. In order to meet and exceed this function, re-assessment of the program occurs every semester, globally altering (among other components) the allocation of its resources- staff and funding to best satisfy the identified needs of the students and the District goal that the educational program prepares students for transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development. Assessments and re-assessments are based on information from a variety of sources: 1) formal program reports, 2) formal program surveys, 3) input from administration, faculty, staff, and students, 4) feedback from departmental, divisional or project team meetings, 5) communications with academic support services at other institutions, and 6) interaction with professional organizations such as the College Reading and Learning Association (CRLA), the Association of Colleges for Tutoring and Learning Assistance (ACTLA) and the National College Learning Center Association (NCLCA).

Program resource modifications are based on community and student needs. The recent shift in allocation of staff and funding to additional Biology tutors reflects one of many adjustments the Center has made to accommodate emerging community and student needs. As more nursing programs require merit-based admission, grade point averages became more significant. Requests for Anatomy, Physiology, and Microbiology tutoring have ballooned. The Center successfully adjusted its program and effectively maintained its program quality within its means. A curricular shift towards streamlining the completion process via emphasis in
capping credits and limiting repeatability has also required a program prioritization process. The resulting modifications included an expansion of roving math tutors and increased number of test and exam reviews.

- Steward our institutional resources with increasing effectiveness and efficiency.

The College Success Center has been unparalleled in maximizing its effectiveness and efficiency. The College Success Center is the only true student services program at Yuba College which generates apportionment. Moreover, in most years, the apportionment generated is sufficient to qualify as a "basic aid" program; meaning the program produces enough apportionment in excess of its overall costs, which is returned to the college budget. Between 2008 and 2013, the average amount of apportionment generated through the College Success Center is $252,322 per year. Funding from the college for FY 2013-2014 is $45,887. Staffing comprises of 2.0 full-time Instructional Associates and a Coordinator who has 40% release time from their faculty contract. In an average year, the Center produces enough apportionment to be considered self-funding. Further data shows that the Center is highly efficient: Weekly Student Contact Hours (WSCH) averaged 1,087 hours between

2008 and 2013. The calculated cost per Full Time Equivalent Student (FTES) has ranged from $1,383 per FTES in 2010-2011 to $2,028 per FTES in 2012-2013. The value of 1.0 FTES is approximately $5,000.

- Research and utilize effective modes of delivery for our courses and services.

The College Success Center provides a unique academic support program that has been customized to specific needs of Yuba College students and utilizes well-researched methodology. The program integrates Supplemental Instruction® (Martin), the Emerging Scholars Program (Treisman), the Taxonomy of Educational Objectives (Bloom), Mastery Learning (Bloom), and The Tutoring Cycle (MacDonald) into its tutoring services, group study sessions, and test/exam reviews. The staff is trained in these methods and also must meet rigid pre-requisites: approval from the course faculty, an A grade in the course, and an overall 3.0 grade point average or better.

- Design our programs in such a way as to allow students to complete their educational goals in a timely manner.

The College Success Center 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. 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. Cumulatively, the data far exceeds the expected standard deviation of Completion Rates and Success Rates and validates the efficacy of the program in supporting the students' ability to complete educational goals in a timely manner.

- Evaluate our programs, services and processes to ensure continuous quality improvement.

Continuous quality improvement in the College Success Center (CSC) is driven by empirical data and results from extensive information-gathering.

The Center 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. 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. The evaluation and analysis of this data validates any changes required for program improvement.

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.

- Improve the quality of the student experience at all our campuses and centers.

The College Success Center provides academic support at Yuba College and Sutter County Center. The Center recognizes the inherent value of providing a safe, comfortable environment for the students served, and their experiences in the program will

have immediate and long-lasting effects on their perceptions of themselves and of the world. More importantly, their experiences in the College Success Center will reflect on their perception of the institution. It is with these considerations in mind, the program is structured to promote learning strategically integrated with support and nurturing: 1) the facility has been designed as a spacious, naturally-lit facility that presents a welcome setting, 2) staff have been selected and trained in strategies and tactics related to interpersonal communications and institutional expectations, 3) methodologies and practices have been customized to best meet the needs of the students, and 4) students are treated with respect and deference. The program does its best to represent the highest quality academic support because the highest compliment that a student can pay is to recommend our services to their friends.

- Develop partnerships to enhance educational resources and student opportunities.

The College Success Center works closely with each instructional program that receives academic support and offers outreach to instructional programs that would like academic support. College Success Center staff attends divisional and departmental meetings and has personal meetings as needed to proactively respond to institutional changes, especially curricular changes. The College Success Center regularly collaborates with administrators, faculty, and staff from academic and vocational programs including, but not limited to: Agriculture, Art, Automotive Technology, Biology, Business (Accounting, General Business, and Office Administration), Chemistry, Computer Science, Early Childhood Education, Ecology, Economics, Engineering, Geology, History, Humanities, Learning Assistance, Mathematics, Music, Philosophy, Physical Science, Physics, Political Science, Psychology, Sign Language, Spanish, Speech, and Statistics. Collaboration ranges from discussions with administration, faculty and staff regarding tutoring issues and needs (for example: scheduling test or exam reviews and tutor schedule changes) and student progress to input from faculty during the tutor recruitment period near the end of fall and spring semester (regarding tutor qualifications, recommendations, and training) to solicitation of any input about programmatic changes that might benefit students.

The College Success Center also regularly collaborates with student services such as the EOP&S Program, the Hard Math Café, the Math, Engineering and Science Achievement (MESA) Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department, and the Yuba College Assessment and Testing Center. The Center participates in the EOP&S Orientations, which occur every semester, and provides a facility where EOP&S students have priority registration into scheduled tutoring sessions. The Center staff provides training for some of the staff who work in the Hard Math Café, the MESA Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department. The training is usually at no cost and provides a cost savings to those programs. The Center also provides Placement Test preparation to those recommended by the Yuba College Assessment and Testing Center.

- Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Educational excellence takes many forms, and the College Success Center possesses most, if not all, of the measures. Tutors and students associated with the program have excelled academically and achieved significant recognition for their achievements. In spring, 2015, College Success Center tutors received Outstanding Student Awards in Chemistry (Robert Jones), Psychology (Courtney Payne), Engineering, Mathematics and Physics (Emma Willard), Political Science (Angelica Belmontes), Philosophy (Peter Moua), History (Matthew Hennes), and Music (Megan Radcliffe). Previous tutors who have graduated and transferred include Larissa Miyachi (Stanford School of Medicine), Angela Giertych (University of California, San Francisco School of Medicine, Doctorate in Physical Therapy), Carrie Lysinger (Pacific University, Doctorate in Optometry), and Huuduy Nguyen (University of Texas, Postgraduate Nuclear Engineering Program). Numerous other tutors and students have passed through the program and entered four-year institutions and specialized programs. Success Rates Reports for the past four years corroborates the significant role the College Success Center has had in assisting institutional educational excellence.

The College Success Center is the epitome of fiscal responsibility, and the only true student services program at Yuba College which generates apportionment. Moreover, in most years, the apportionment generated is sufficient to qualify as a “basic aid” program; meaning the program produces enough apportionment in excess of its overall costs, which is returned to the college budget. Between 2008 and 2013, the average amount of apportionment generated through the College Success Center is $252,322 per year. Funding from the college for FY 2013-2014 is $45,887. In an average year, the Center produces enough apportionment to be considered self-funding. Further data shows that the Center is highly efficient: Weekly Student Contact Hours (WSCH) averaged 1,087 hours between 2008 and 2013. The calculated cost per Full Time Equivalent Student (FTES) has ranged from $1,383 per FTES in 2010-2011 to $2,028 per FTES in 2012-2013. The value of 1.0 FTES is approximately $5,000.

The College Success Center’s resource requirements are extraordinarily low in relation to its productivity. Staffing consists of 2.4 full-time equivalent staff: two classified Instructional Associates and a faculty Coordinator (who has 40% release time). The two

Instructional Associates manage the program, train and supervise 50 to 60 tutors every semester, oversee a facility which entertains approximately 1,000 students (unduplicated head count) a semester, and collaborate with administrators, faculty, staff, and students to maintain a high quality academic support program. College funding for the Center includes $45,887 for program costs (mostly staffing costs) and the 2.4 full-time equivalent positions. Supply and duplicating costs are usually less than $1,000 a year.

The most significant contribution the College Success Center makes to cultural awareness is to actively recognize and personally respect individual cultures. Each semester, more than 1,000 students (unduplicated headcount) utilize the program and spend nearly 20,000 hours in academic support. The program takes its responsibility to model appropriate cultural interaction seriously, especially in relation to the volume of students affected. The diversity of the program staff is invaluable in demonstrating effective cross-cultural engagement in its interaction with students in group learning sessions and individual tutoring.

Staff, tutors and students are encouraged to exercise civic engagement as part of their educational journey. Among the intrinsic values of civic participation include: 1) improved transfer opportunities, 2) broader program admissions, 3) personal enrichment, 4) institutional enhancement, and 5) community improvement. Most recently, College Success Center tutors have actively participated in extra-curricular activities. Some examples include: Emma Willard (Math Tutor) served as the Student Trustee on the Yuba College District Board of Trustees in 2014-15, Rob Jones (Math Tutor) led the successful efforts to implement the Phi Kappa Theta Honor Society in 2015, Sarah Carling (Math Tutor) volunteered at the Twin Cities Rescue Mission in 2014, and Matthew Hennes (Political Science Tutor) participated in the Coastal Cleanup Day in 2015.

02SP. Facilitate Learning & Collaboration (Click '?' for Prompt): The College Success Center is a student service that directly provides academic support equitably among all students, including Distance Education students, who seek assistance. The program features academic support through multiple forms: scheduled collaborative learning groups, scheduled individualized tutoring, drop-in tutoring (math only), and test reviews. The primary feature of the program is scheduled collaborative learning groups conducted by well-trained tutors. The tutors are trained extensively in the basic structure of the collaborative learning groups: Supplemental Instruction® (Martin), the Emerging Scholars Program (Treisman), the Taxonomy of Educational Objectives (Bloom), Mastery Learning (Bloom), and The Tutoring Cycle (MacDonald). This formal structure encourages more specific expectations and targets a limited number of outcomes. As a result, rather than randomly identifying numerous program aspects which align with “learning equitably,” the basic framework of the program equitably distributes one primary objective for all students: test preparation.

The College Success Center also collaborates with each instructional program that receives academic support and offers outreach to instructional programs that would like academic support. College Success Center staff attends divisional and departmental meetings and has personal meetings as needed to proactively respond to institutional changes, especially curricular changes. The College Success Center regularly collaborates with administrators, faculty, and staff from academic and vocational programs including, but not limited to: Agriculture, Art, Automotive Technology, Biology, Business (Accounting, General Business, and Office Administration), Chemistry, Computer Science, Early Childhood Education, Ecology, Economics, Engineering, Geology, History, Humanities, Learning Assistance, Mathematics, Music, Philosophy, Physical Science, Physics, Political Science, Psychology, Sign Language, Spanish, Speech, and Statistics. Collaboration ranges from discussions with administration, faculty and staff regarding tutoring issues and needs (for example: scheduling test or exam reviews and tutor schedule changes) and student progress to input from faculty during the tutor recruitment period near the end of fall and spring semester (regarding tutor qualifications, recommendations, and training) to solicitation of any input about programmatic changes that might benefit students.

The College Success Center also regularly collaborates with student services such as the EOP&S Program, the Hard Math Café, the Math, Engineering and Science Achievement (MESA) Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department, and the Yuba College Assessment and Testing Center. The Center participates in the EOP&S Orientations, which occur every semester, and provides a facility where EOP&S students have priority registration into scheduled tutoring sessions. The Center staff provides training for some of the staff who work in the Hard Math Café, the MESA Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department. The training is usually at no cost and provides a cost savings to those programs. The Center also provides Placement Test preparation to those recommended by the Yuba College Assessment and Testing Center.

03SP. Student Contacts (Click '?' for Prompt): Student contacts in the College Success Center originate from four sources: 1) students who attend scheduled tutoring sessions, 2) students who informally receive academic support, 3) students who attend a scheduled test or exam review, and 4) students who require non-academic assistance (includes phone calls and walk-up assistance). Student contacts for the first three sources are documented by login/logout data from the TutorTrac software, and the student contacts for “non-academic assistance” are estimated.

The table below provides student contact data from the past three semesters. The data from the fall 2013 semester resides in AccuTrack software, which was the previous program used for documenting student login/logouts, and is no longer used or accessible.

SEMESTER	UNDOCUMENTED STUDENT CONTACTS*	DOCUMENTED STUDENT CONTACTS	TOTAL STUDENT CONTACTS
spring 2015	5,242	17,890	23,132
fall 2014	5,045	17,216	22,261
spring 2014	6,039	20,610	26,649
fall 2013	N/A	N/A	N/A
total student contacts:	16,326	55,716	72,042
average per semester:	5,442	18,572	24,014

* calculated as 33 contacts per day ?183 days = 6,039 indexed to spring 2014

04SP. Input to Improve (Click '?' for Prompt): The College Success Center actively solicits input, both formally and informally, from all groups affected by its service, including administrators, faculty, staff, and students. The primary method of communication, by choice, is a personal meeting with individuals or groups. Personal meetings, though time consuming, are highly effective. College Success Center staff also meets with administrators, faculty, and staff in various division or department meetings to gather input, feedback, suggestions, recommendations and direction from users regarding the academic support needs of their respective programs.

College Success Center staff maintains regular communications with district-wide and college-wide administrators regarding program services. In addition to consulting with the administrator-in-charge, the Dean of Arts, Humanities and Education, about program operations, meetings have included other instructional deans (regarding the scope of academic support), various Directors (regarding specific program offerings and collaboration), the Vice-president of Academic and Student Services (regarding funding, policies and procedures), the President of the College (regarding program efficiency and updates), and the Vice-chancellor of Educational Planning and Services (regarding program expansion, efficacy, and efficiency).

Yuba College and Sutter County Campus faculty and staff also provide significant input that is invaluable in improving the effectiveness of the program. Common communications on a near-daily basis includes discussions with faculty regarding tutoring issues and needs (for example: scheduling test or exam reviews and tutor schedule changes). Other communications methods include phone calls and emails as needed. Significant input from faculty occurs during the tutor recruitment period near the end of fall and spring semesters. College Success Center Instructional Associates work cooperatively and closely with faculty to identify the best qualified students to be recruited as tutors (who are essential to the success of the program) and solicit any input about programmatic changes that might benefit students. College Success Center Instructional Associates also frequently receive input from college staff, especially those who work in related student services programs such as EOP&S, regarding student progress and program services.

Student input is especially critical to the success of the College Success Center. Thus, student surveys are conducted each semester to gather input and feedback, for both program improvement and SLO validation. The “Study Skills Survey” evaluates the effectiveness of the program in developing study skills in the students who use the Center’s services. Tutors are trained to incorporate 20 essential study skills into tutoring sessions. The study skills which are named less than 50% on the surveys will be emphasized the following semester. The “Quality of College Success Center Services” survey includes 17 components of the Center’s services which are rated as “excellent,” “good,” “fair,” “poor,” or “not sure.” An average score is determined and those components which are below average are addressed. Students are also encouraged to provide written comments on the back of each survey. The spreadsheets which substantiate the findings of the Quality of the College Success Center Survey and the Study Skills Survey from the fall 2014 semester can be found in the Document Repository.

05SP. Course Outlines (Click '?' for Prompt): Learning Assistance 590, “Supervised Tutoring,” (LEARN 590) is the only active course currently directly associated with the College Success Center. The LEARN 590 course resides under the purview of the Arts, Humanities and Education Division, which also oversees the College Success Center. LEARN 590 is a repeatable, non-credit course required under Section 58170 of Title V for establishing student eligibility for the collection of apportionment.

Other courses previously directly associated with the College Success Center include Education 20, “Tutoring Seminar,” and Education 21, “Advanced Tutoring Seminar.” Both are one-unit courses, under the purview of the Arts, Humanities and Education Division, and neither has been offered in the past three years. Education 20 fulfilled a requirement under Section

58170 of Title V for the formal, specialized training of tutoring center staff. This training requirement is now met without the use of a one-unit course for which potential tutors must pay tuition.

The College Success Center Coordinator is usually the Instructor of Record for the LEARN 590 offered through the College Success Center and has historically been responsible for maintaining and updating the Course Outline of Records (CORs). According to the latest Course Outline, LEARN 590 was last updated in Spring, 2009, but is currently being revised and updated. The revised CORs is expected to be completed Fall, 2015.

06SP. Collaboration (Click '?' for Prompt): The College Success Center works closely with each instructional program that receives academic support and offers outreach to instructional programs that would like academic support. College Success Center staff attends divisional and departmental meetings and has personal meetings as needed to proactively respond to institutional changes, especially curricular changes. The College Success Center regularly collaborates with administrators, faculty, and staff from academic and vocational programs including, but not limited to: Agriculture, Art, Automotive Technology, Biology, Business (Accounting, General Business, and Office Administration), Chemistry, Computer Science, Early Childhood Education, Ecology, Economics, Engineering, Geology, History, Humanities, Learning Assistance, Mathematics, Music, Philosophy, Physical Science, Physics, Political Science, Psychology, Sign Language, Spanish, Speech, and Statistics. Collaboration ranges from discussions with administration, faculty and staff regarding tutoring issues and needs (for example: scheduling test or exam reviews and tutor schedule changes) and student progress to input from faculty during the tutor recruitment period near the end of fall and spring semester (regarding tutor qualifications, recommendations, and training) to solicitation of any input about programmatic changes that might benefit students.

The College Success Center also regularly collaborates with student services such as the EOP&S Program, the Hard Math Café, the Math, Engineering and Science Achievement (MESA) Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department, and the Yuba College Assessment and Testing Center. The Center participates in the EOP&S Orientations, which occur every semester, and provides a facility where EOP&S students have priority registration into scheduled tutoring sessions. The Center staff provides training for some of the staff who work in the Hard Math Café, the MESA Program, Educational Talent Search (ETS), Upward Bound, the Counseling Department. The training is usually at no cost and provides a cost savings to those programs. The Center also provides Placement Test preparation to those recommended by the Yuba College Assessment and Testing Center.

07SP. Catalog Currency (Click '?' for Prompt): The 2015-2016 Catalog accurately reflects the College Success Center services. The Catalog entry appears as follows:

College Success Center

The College Success Center (Room 1103) in the Library Learning Center (Building 1100) on the Yuba College campus delivers academic learning and support services across many disciplines to all currently enrolled Yuba College students at no cost and provides a positive, supportive learning environment that, if fully utilized, significantly enhances students' abilities to pass their classes.

Academic Learning and Support Services

- scheduled collaborative learning sessions
- facilitated collaborative learning groups
- drop-in mathematics assistance (all day)
- scheduled individualized tutoring
- test and examination reviews
- Supplemental Instruction® (Content Tutoring only)
- quiet study areas for groups and individuals
- access to wireless internet, computers and academic software
- test preparation materials
- a facility to complete EOP&S Commitment Hours
- assistance with research projects
- assistance with multimedia presentations

The two major components of the College Success Center are the Math Tutoring Program and the Content Tutoring Program.

Math Tutoring Program

The Math Tutoring Program primarily supports students enrolled in the Accounting, Business, Chemistry, Computer Science, Learning Assistance, Mathematics, Physics, and Statistics programs. Academic support is usually available for the following courses:

- Accounting 1L, 2L, 10A
- Business 15, 56, 100
- Chemistry 1A, 1B, 2A, 2B, 18B
- Computer Science 6, 9A, 11
- Learning Assistance 174
- Mathematics 1A, 1B, 1C, 2, 3, 9, 10, 15, 20, 21, 25, 50, 50A, 50B, 52, 52A, 52B, 110, 111
- Physics 2A, 2B, 4A, 4B
- Statistics 1.

Content Tutoring Program
The Content Tutoring Program primarily supports students enrolled in the Biology, Economics, Geology, History, Humanities, Music, Philosophy, Physical Science, Psychology, Political Science, Sign and Spanish programs. Academic support is usually available for the following courses:

- Biology 1, 4, 5, 6, 10L, 15
- Economics 1A, 1B
- Geology 10L
- History 5A, 5B, 15, 17A, 17B
- Humanities 10, 11
- Music 1B, 1D, 2B, 2D, 8B, 41A, 41B, 42A
- Philosophy 12, 20
- Political Science 1, 7
- Psychology 1A, 12, 41
- Sign 1, 2
- Spanish 1, 2, 3, 4, 20A.

The College Success Center is open in the Fall and Spring semesters from 8:00 a.m. to 5:00 p.m. Monday through Friday (closed Saturdays, Sundays, and holidays). During Summer Session, the College Success Center is open from 8:00 a.m. to 5:00 p.m., Monday through Thursday (closed Fridays, Saturdays, Sundays, & holidays).

For general information contact the front desk at: (530) 741-6759 or Ms. Quy Bui, Instructional Associate: (530) 741-8752 at qbui@yccd.edu or Mr. Tony Jow, Instructional Associate: (530) 741-8751 at tjow@yccd.edu.

Tutoring Staff
The tutoring staff is efficient, well-trained, friendly, helpful, and knowledgeable. A tutor must possess the following qualifications and characteristics to be employed:
1) have an overall 3.00 grade point average or higher,
2) pass the course they wish to tutor with an A,
3) be approved by the faculty,
4) complete an intensive tutor training program, and
5) be committed to assisting students learn.

08SP. Student Progress (Click '?' for Prompt): The College Success Center is highly successful at anticipating the general academic support required by most students. This is primarily accomplished by the evaluation of ongoing data from the past five years, especially Student Success Rates, regarding courses which have historically required academic support. The academic support required for courses such as Math 50, Math 52, Biology 4, Biology 5, Biology 6, Biology 15, and Psychology 1A are fairly predictable. However, analysis of data reveals significant changes in pass rates which require programmatic changes to tutoring. One example is the revised Psychology 1A curriculum (which integrated the Psychology 1B curriculum)that led to lower success rates and created a greater need for Psychology 1A tutoring. Feedback from the faculty, departmental or divisional end users is also valuable in program planning. Fortunately, the core of the program is fairly easy to plan based on the data from previous semesters.

Though the program admirably attempts to provide comprehensive academic support, anticipating students' needs is affected by factors which are difficult, if not impossible, for the College Success Center to anticipate. Among the considerations included in program planning which affect the scope or focus of the program are: 1) the number of sections offered, 2) the faculty

attached to the courses, 3) the frequency the course is offered, 4) the replacement of faculty attached to courses, 5) modifications to the course curriculum, 6) stable funding, 7) insufficient staffing, and 8) student interest. Changes in any of the previous considerations require the College Success Center to be flexible rather than rigidly apply anticipated or perceived student need, so revisions are more the rule than the exception.

Student progress in the College Success Center is only tracked from entry to persistence and completion. Students are not tracked beginning at outreach because a definable tracking point (origin) cannot be assigned, and the Center does not engage in formal outreach activities. The College Success Center program is able to track students upon entry using TutorTrac software to collect login and logout data for a semester, but the Center does not have access to DataTel or any other District software to collect any trackable information in cohorts which relate to student progress.

09SP. DE Students (Click '?' for Prompt): The College Success Center, when appropriate and able, provides academic support for students who are enrolled in DE courses. DE students have access to the Center for drop-in mathematics assistance and courses for which there is scheduled tutoring. Whenever possible, DE students are scheduled in sessions exclusively dedicated to the DE course, but the Center is flexible and allows DE students to be scheduled into sessions which have students from face-to-face courses (though this may not be considered a best practice).

The program services are currently offered in the Center, although the possibility of online tutoring sessions has been considered. A limited need for online tutoring exists, and a limited offering of Chemistry tutoring was offered in the past, but the logistics of expanding academic support would seriously stress existing resources and require the elimination of some current services to accommodate online tutoring. Though online tutoring has merits and would broaden the Center's services, the Center lacks the adequate staffing, facility, and hardware to implement even a limited number of sessions of online tutoring.

The Center's services full comply with Section 508 of the Rehabilitation Act. All users of the College Success Center, including those with disabilities, have access to electronic and information technology (EIT). Areas designated for student use meet all ADA requirements. All doors are 36 inches wide. The login/logout stations at the front desk include access to two keyboards and monitors located on 28-inch high pedestals. All computers assigned to student use are located on pedestals that are 28 inches high and 42 inches wide. All tables have wheeled chairs to allow full access. Students also are supported by the DSPS staff, especially regarding the need for ASL translators for hearing-impaired students.

10SP.Disproportionate Impact(Click '?' for Prompt): As defined by the California Community College Chancellor's Office, "disproportionate impact" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting (California Community College Chancellor's Office, 2011b, p. 2.6).

In the College Success Center (CSC), disproportionate impact is an issue because some students' access to the Center's resources and academic support (and ultimately their academic success) are hampered by inequitable practices, policies and approaches to student support. Relative to other programs that provide academic support, the College Success Center has shouldered a tremendous inequity in staffing and funding for at least six years. For example, the Writing and Language Development Center (WLDC) is staffed by two full-time Instructional Associates who oversee approximately twelve tutors each semester whereas the College Success Center is staffed by two full-time Instructional Associates who oversee approximately fifty-seven tutors each semester. Moreover, the disparity in funding ratios when comparing funding to apportionment generated by student hours (in 2014-2015, WLDC: $40,000 to $0; CSC: $85,000 to $249,000) clearly affects underrepresented students' academic success in developmental and degree-applicable courses.

11SP. Mapping (Click '?' for Prompt): Yes

12SP. Core Competencies (Click '?' for Prompt): Analysis of the College Success Center's assessments of core competencies suggests the program has consistently met or exceeded the integrated expectations.

Based on a key assessment, the Success Rates Reports (which are generated every semester) from fall 2011 through spring 2015, the overall Success Rates differential when comparing tutored versus non-tutored students has been between a low of 9.2% (spring 2015) and a high of 15.0% (fall 2012). These differentials exceed what can be considered the standard deviation and verify the significant contribution the College Success Center makes to student success, persistence, and retention. Based on analysis of the Success Rates Report, the structure, methodology, practices, and resources directed to the academic support are being applied effectively and efficiently and produce positive results. Statistical methodology used to compile this report includes same-set comparisons: tutored versus non-tutored students from the same courses. Non-tutored students serve as the control group. The spreadsheets which contain the relevant data can be found in the Documents Repository.

The Student Usage Report, which is compiled during the course of each semester with data going back to fall 2002, plays an integral part in the logistical planning of the program. Prime components of the Student Usage Report are: 1) the number of students who utilize the program (unduplicated headcount), 2) the number of hours students are logged into the program, 3) the program's Weekly Student Contact Hours (WSCHs), and 4) the number of Full-Time Equivalent Students generated (FTES). This data is currently reported by TutorTrac, a software program purchased by the District to document student usage for the purpose of collecting apportionment. Previous software packages used to collect data included AccuTrack and Access. The analysis of the Student Usage Report reveals that 1) fall semesters have higher levels of usage than spring semesters, 2) student usage is independent and not correlated to Yuba College FTES, 3) location of the program has a direct impact on usage, and 4) the program produces apportionment greater than program costs. The spreadsheets which contain the relevant data can be found in the Documents Repository.

The College Success Center also relies on two surveys to improve, update, and revise the program services.

The Success Center Survey, which has been conducted every semester since fall 2010, solicits input and feedback from program users and measures students' satisfaction with the physical, logistical, and operational components of the program. Based upon the results and analysis of this survey, the College Success Center instituted programmatic changes. Among the changes included: 1) an increase in the number of tutoring sessions in Basic Skills Initiative (BSI) courses, 2) elimination of some courses supported by tutoring due to lack of requests (for example, Economics 1A and Economics 1B), 3) greater use of scheduled test reviews, and 4) modifications to accommodate the compressed schedule (more scheduled once-a-week 2-hour tutoring sessions).

The Study Skills Survey, also conducted every semester since fall 2010, serves two purposes: monitoring the students' level of preparation for college-level work and providing data to fulfill one of the program's Student Learning Outcomes. Core competencies can also be measured by the findings of the Study Skills Survey. For example, in the most recent Study Skills Survey, some behaviors the program considers critical for academic success were not well represented: previewing a test before answering questions (35.5%), knowing the test format (40.3%), and noticing verbal cues in lecture (48.4%). In order to improve student performance, a renewed focus on these critical study skills were integrated in the tutor training of this semester's new crop of tutors.

Examples of the surveys and their results can be found in the Document Repository.

The final component, which has been used to monitor progress at the initial stage of academic support since fall 2010, is the Session Observation Record. The Session Observation Record provides a documented evaluation of the effectiveness of tutors and their tutoring sessions. Tutors and their sessions are constantly evaluated on an informal basis for purposes of improvement, but when needed, a Session Observation Record is highly valued as one of the multiple measures employed to verify that core competencies are being met. The value includes: 1) a tangible point of reference for program improvement from a staffing perspective, 2) evaluating the effectiveness of tutor training, 3) reviewing the efficacy of the program's structure, philosophy, and presentation, and 4) assessing the quality of student engagement. As of this date, analysis of the Session Observation Records have led to minor changes in the program: customization of the Supplemental Instruction component to be better aligned with some courses, and the establishment of caps to the tutoring sessions of certain courses (to improve the effectiveness of those sessions). An example of the Session Observation Record can be found in the Documents Repository.
13SP. Professional Development (Click '?' for Prompt): Due to a lack of adequate staffing, the two College Success Center Instructional Associates have only weekends available to attend any significant professional development activities. Nonetheless, the Instructional Associates regularly research and update methodology and concepts related to learning and specific subject matters. They visit other learning centers whenever possible (for example: Butte College's Center for Academic Success and UC Davis' Tutoring Center) and attend conferences and workshops (Reading Apprenticeship and Sacramento Valley Community College Mathematics) to improve the Center's services. The staff also networks with individuals at other agencies, institutions and tutoring centers by phone and email regarding recent trends and updates on policies, rules, and regulations governing learning centers. Unfortunately, limited staffing and funding prevent active participation in either the Association of Colleges for Tutoring and Learning Assistance (ACTLA) or the College Reading and Learning Association (CRLA), though the Center staff was fully active in the past.

The tutoring staff, which consists of fifty-five to sixty-five student workers and fewer than ten Non-Academic/Non-Classified (NA/NC) employees each semester, must successfully complete approximately fourteen to sixteen hours of training before becoming a tutor. The training includes the latest in tutoring methodology, learning styles, and educational pedagogy and updates all staff (including returning tutors) on all pertinent rules, regulations and policies concerning a tutoring center. Returning tutors also attend one hour meetings each semester and receive relevant updates. All tutors are subject to ongoing job evaluations by the Instructional Associates as a means of improving their skills. The Instructional Associates also provide

informal evaluations on a daily basis to direct tutors to best practices for maximizing their effectiveness in their collaborative learning groups.

14SP. Reflection (Click '?' for Prompt): This program review is a rich history and practical manual that provides a detailed overview of the circumstances and environments which shaped the program and documents past practices, for better or worse. The copious amounts of data present an optional pathway of interpreting program effectiveness. This knowledge and information will greatly contribute to refining the program's ability to make decisions that are informed, experientially-based, meaningful, and substantiated. Therefore, refining and improving program practices will be more streamlined and efficient because many of the inefficiencies have been noted for the record, either anecdotally, empirically, or statistically.

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

Program Recommendation: Establish Stable Funding for the College Success Center

Work with Yuba College administration to identify and establish stable funding for the College Success Center.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/10/2012
Supporting Evidence : As of October, 2012, all four of the CSC Student Learning Objectives have been negatively affected by the fluctuations of funding and uncertainty of funding sources. The primary effect has been a reduction in the breadth of support offered which reduces retention and persistence.

Funding sources for the College Success Center (CSC) have included Yuba College, EOPS, Federal Work Study, BSI and Veterans Administration. None of these sources has been stable enough to adequately plan our services. There have been ongoing, but informal, discussions. The next step would be to formally agendize the Center's request for stable funding.

Despite a significant increase in FTES (49.5 in 2007-2008 to 78.2 in 2010-2011) and the apportionment subsequently gained from the FTES (which actually provides a positive return in expenditures to the District), the funding for the CSC continues to decline and be erratic, yet the program is expected to maintain its services amid funding reductions and uncertainty.

The following chart summarizes the program costs and funding from Yuba College and BSI since 2007-2008:

Academic Year	FTES Generated	Program Cost	College Funding	BSI Funding
2007-2008	49.5	$119,676	$84,676	$35,000
2008-2009	69.9	$104,924	$53,000	$51,924
2009-2010	73.1	$94,167	$62,167	$31,000
2010-2011	78.2	$82,877	$45,877	$37,000
2011-2012	56.0	$85,887	$45,887	$40,000

The lack of stable funding negatively impacts the ability to meet the growing demand for the CSC's services. More than 2,000 students used the Center in 2011-2012. The pass rates from a sample of these students range from 11% to 13% higher than the non-tutored students- a significant indicator of improved retention and persistence which contributes approximately 200 additional FTES to the District's total annually.

Evaluation Plan: To consider this recommendation to be completed, the CSC funding will be formally institutionalized from a stable source at a predictable, stable amount that supports the level of services that meet or exceed the District and College retention, persistence, and completion goals.

Plan of Action

Set initial meeting with the Vice President of Academic and Student Services to discuss permanent funding need and plan to secure it.

As of October, 2012, there has not been a formal, agendized meeting of the administrator in charge of the College Success Center (the Director of Planning, Research, and Student Success), College Success Center Coordinator, and College Success Center staff with the Vice-President of Academic and Student Services regarding CSC funding. CSC staff will continue to make attempts at scheduling a formal meeting. (Active)

Budgetary Impact: As of October, 2012, there has been no quantifiable budgetary impact. Probable impacts include continued unnecessary software and printing costs and loss of an unknown number of positive attendance hours and its associated apportionment due to an inability to document student hours.
Timeline/Responsible Party: Spring 2012

As of October, 2012, the timeline is undetermined. The responsible parties include the Director of Planning, Research and Student Success and the College Success Center Coordinator.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
As of 11/30/2015, preliminary meetings with the Vice-president of Academic and Student Services in the fall 2015 semester resulted in a tentative commitment by the college to provide institutional funding for approximately 85% of the 2015-2016 fiscal year program costs.

The primary purpose of the institutional funding is to fully comply with requirements for claiming apportionment.

Pending the completion of the academic and fiscal year, the progress is considered "Addressed/Satisfactory."

Related Goals

College - Yuba College Program Review

YC Goal 2 - Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.

YC - College Success Center Program Review

YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: Modify Program to Accomodate Temporary Relocation During the 1100 Building Remodel

Make adjustments to the College Success Center's programs, services and facilities for the duration of the 1100 Building Remodel project, which will take an estimated eighteen months, and the return to the 1100 Building upon remodel completion.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 10/01/2012
Inactive Date: 01/06/2014
Supporting Evidence : As of October, 2012, the relocation of the College Success Center (CSC) to assigned classrooms (#512, #513, #3001, #3007) has resulted in significant changes to the programs, services and facilities provided to students, which has had a negative effect on all four of the CSC Student Learning Objectives.

Among the actual significant changes are:

1. A 33% loss in FTES: The loss of physical space resulting in the loss of space for drop-in study. The distance of the classrooms in the 3000 complex from other campus activities and the main CSC location only had a minimal negative impact on FTES thanks in part to an increase in tutoring sessions at the 3000 facilities.

2. Inadequate supervision: The CSC now comprises two contiguous classrooms (Rooms 512 and 513) and two portable classrooms (Rooms 3001 and 3007) located a far distance on campus from each other. Having only two CSC full-time staff members responsible for supervising all four sites (as well as other remote sites in the Sutter County Campus, 800 and 200 Buildings) negatively impact the quality control of the services and the facilities at all sites. The 3000 complex sites have added additional staffing expense and requires significant travel time for staff supervision.

3. Per FTE program returns have dropped 12.03% due to the increased need for staff in Room 3001 and 3007 and the loss of space to accomodate drop-in students. For 2010-2011, the per FTE return was $3940.192; for 2011-2012, the per FTE return was $3466.304- a loss of $473.888 per FTE.

4. Study environment: Not only is there a significant limitation of space and less-than-ideal acoustics in Rooms 512 and 513, other significant problems exist. The asbestos floor tiles require maintenance (which is questionable) to maintain its integrity and not slough fibers. The heating, ventilation, and air conditioning (HVAC) system is dysfunctional: the air conditioning does not work and the heating system is not controlled. All of the above create a much less than desirable learning and work environment. The expected use of Room 3007 as a quiet study area never materialized. Room 3007 now has tutoring sessions scheduled most of the day.

5. Intensive planning for returning to the 1100 Building is still required, especially since the return is planned for mid-year: January, 2014. Program and service changes need to be discussed, planned and implemented in coordination with the move back to the 1100 Building.
Evaluation Plan: To consider this recommendation to be completed, all facilities will demonstrate the ability to carry out the program's mission at the level proportional to facility size and maintain a level of quality as achieved prior to relocation. This recommendation terminates in January, 2014 when the CSC will return to the remodeled 11 Building.

Plan of Action

Facilities - Prioritize services offered.
Explore remote locations for some tutoring sessions.
Explore collaboration with Hard Math Cafe.

As of October, 2012, the College Success Center has been in its relocated sites for one and a half semesters. There is a need for extensive planning for the return to the remodeled 1100 Building. Included in the planning should be an evaluation of the entire registration and scheduling process and the staged move back to 1100.

As of November, 2013, after two years in alternate facilities, the College Success Center (CSC) is preparing to re-locate from its multiple remote facilities and return to its previous facility in the 1100 Building (Learning Resource Center). The CSC program will also need time to adjust to a newly remodeled CSC, as well as implement updated software, hardware, instructional technologies, and methodologies. (Active)

Budgetary Impact: As of October, 2012, the budgetary impact of moving out of the 1100 Building was an 12.03% increase in the per unit FTE cost and 33% loss of related apportionment. Any changes to the CSC processes will be realized when the CSC returns to the 1100 Building. The impact depends on the changes which will be implemented.
Timeline/Responsible Party: As of October, 2012, there is no definitive timeline. The recommendation requires ongoing monitoring and program adjustments. The responsible parties include the College Success Center Coordinator, the CSC staff, representatives from the Hard Math Cafe and the 1100 Building Remodel Users Group.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Achieved/Completed
The College Success Center has successfully re-relocated from its various sites to the Learning Resources Center in January, 2014.

Facilities - Monitor daily activities in new locations to assess effectiveness and solicit comments/suggestions from staff and students.

As of October, 2012, reports are evaluated daily, weekly and monthly. Among the reports evaluated are: Tutoring Schedules, Tutoring Appointment Reports, and Visits Summary Reports. IAs efficiently manage the program based on need, space, and staffing. Student feedback is collected via surveys conducted at the end of each semester. The next step shall be to plan program modifications and adjustments in anticipation of returning to the 1100 Building.

As of November, 2013, after two years in alternate facilities, the College Success Center (CSC) is preparing to revise its program to accomodate the anticipated return of the 33% loss in student hours. Updated software, hardware,

instructional technologies, and methodologies will also require attention and integration.

(Active)
Budgetary Impact: As of October, 2012, the budgetary impact of the program modifications resulting from displacement due to the remodel project is a 33% reduction in positive attendance hours and subsequent loss of apportionment. This is predicted to continue until the CSC returns to the 1100 Building.
Timeline/Responsible Party: As of October, 2012, the timeline is ongoing, as are the monitoring efforts and program adjustments. The responsible parties include the administrator in charge (Director of Planning, Research, and Student Success), College Success Center Coordinator, Instructional Associate-Mathematics, and Instructional Associate, Basic Skills

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Achieved/Completed
The re-relocation of the College Success Center to the remodeled facility in the Learning Resource Center was completed in January, 2014. Student Surveys were successfully used to plan program modifications and adjustments used to expand program services, accommodate the increase in student usage and integrate new technologies.

This success is validated by comparing the data from spring semester 2013 to the data from spring semester 2014:

1) a 25% increase in the unduplicated headcount of students who used the CSC (918 in spring 2013 versus 1,152 in spring 2014).

2) a 29% increase in the number of hours students used the CSC (17,935 hours in spring 2013 versus 23,050 hours in spring 2014).

Related Goals

College - Yuba College Program Review
YC Goal 3 - Steward our institutional resources with increasing effectiveness and efficiency.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

Program Recommendation: Revision of Course Outlines

The following course outlines are in need of revision:
Learning Assistance 174R
Learning Assistance 283R
Learning Assistance 590
Education 20
Education 21

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 10/01/2012
Inactive Date: 11/05/2013
Supporting Evidence : After working with the Math and Learning Assistance faculty during the Fall semester of 2011, a revision of Learning Assistance 174R was submitted to the Dean of Language Arts at the end of the semester. At a minimum, technical revisions are needed for Learning Assistance 283 and Learning Assistance 590. Education 20 and Education 21 courses are in need of full revisions. The current course outlines are dated 2009 and lack SLOs.

As of October, 2012, the course of study outlines for Learning Assistance 174, Learning Assistance 283, Learning Assistance 590, Education 20, and Education 21 have not been updated and posted on CurricuNet. However, with the exception of Learning Assistance 590, their revisions do not have any direct effect on the CSC Student Learning Objectives, and the courses are currently offered out of the Language Arts Division.

Recent discussions have taken place regarding the deactivation of some of these courses and the transfer of the responsibility of the remaining course outlines to the academic division(s) which schedule them.

As of November, 2013, the status of the course outlines and the academic division responsible for course outline revisions is unknown.
Evaluation Plan: Not applicable. As of November, 2013, the Learning Assistance 174R course is no longer offered through the CSC. The Learning Assistance 283R course has been deactivated and no longer scheduled. The Education 20 course has not been on the schedule since fall, 2012. The Education 21 course has not been on the schedule since fall, 2008. Learning Assistance 590 is currently active and on the schedule; a course outline revision is pending assignment by the responsible Division Dean.

Related Goals

College - Yuba College Program Review
YC Goal 4 - Research and utilize effective modes of delivery for our courses and services.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - College Success Center Program Review
YC Goal 6 - Offer Education 21 and connect it to a pay increase for tutors

Program 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012
Request Date: 10/01/2012
Supporting Evidence : 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.

As of October, 2012, data collection to quantify all four of the CSC Student Learning Objectives requires an efficient and modern software. Current software is capable, but upgrades and streamlining would improve quantification, program planning and SLO assessment.

IT and end users continue to work on the problems with student tracking. The District's difficulties with providing detailed reports to substantiate apportionment from positive attendance hours for 2011-2012 make this recommendation a high priority. Recent audits threaten to disallow some hours claimed for apportionment. Accutrack licensing issues and have also become problematic: the college and District have multiple Accutrack licenses and non-standard reporting protocols, further threatening the ability to

substantiate apportionment.
Evaluation Plan: To consider this recommendation to be completed, the CSC will have a tracking system that will be accessible and usable and provide the documentation required by Title V in a format compatible with claiming apportionment.

Plan of Action

Equipment - 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.

As of October, 2012, the CSC staff has been working with IT and staff from other tutoring centers to identify possible software compatible with users' needs. A SARS-TRAK demonstration was scheduled and rescheduled, and loaded and inaccessible. Users are now independently researching software and visiting users of TutorTrac and SARS-TRAK.

As of November, 2013, TutorTrac has been selected as the tracking software, been installed, and is currently being piloted in the College Success Center and the Writing and Language Development Center. Full implementation is set for January, 2014. (Active)
Budgetary Impact: As of October, 2012, the budgetary impact of not identifying a compatible software would include an indeterminate loss of apportionment (due to a lack of documentation of student hours) and data necessary to manage and plan services. However, the purchase price of the software may be upwards of $24,000 initially, and an ongoing service fee of $5,000 annually.
Timeline/Responsible Party: As of October, 2012, the timeline should be as soon as possible, but is indefinite due to the difficulties of integrating multiple parties and their consent. Depending on the scope of users, the responsible parties might include representatives from IT, the CSC, the Writing and Language Development Center, the Hard Math Cafe, the Math, Engineering and Science Achievement center, Woodland College, Clear Lake Campus, Sutter County Campus and Colusa Center.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Achieved/Completed
As of 11/30/2015, TutorTrac has been in use since January, 2014. The program has not been as effective as the previous software, AccuTrack. TutorTrac has required ongoing updates and revisions which are time-consuming. TutorTrac is also cloud-based and its bandwidth frequently reaches capacity, causing backups for students trying to log-in or log-out. Mandatory reports are also difficult to configure.

Equipment - 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.

As of October, 2012, meetings between IT and end users and one attempted SARS demonstration have been completed, but the evaluation process is ongoing. TutorTrac is also now under consideration and interested users have been meeting and collaborating in regards to the best software. All parties will continue working towards a resolution for the foreseeable future. (Active)
Budgetary Impact: As of October, 2012, the budgetary impact due to loss student hours and its attendant apportionment cannot be precisely determined, but its sum is cumulative and irreversible.
Timeline/Responsible Party: As of October, 2012, the recommendation should be completed as soon as possible. The responsible parties include, but are not limited to, representatives from IT and all end users and their administrators in charge.

As of November, 2013, TutorTrac has been selected as the tracking software, been installed, and is currently being piloted in the College Success Center and the Writing and Language Development Center. Full implementation is set for January,

2014.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Achieved/Completed
As of 11/30/2015, the process of selecting tracking software is complete.

Related Goals

College - Yuba College Program Review
YC Goal 8 - Develop partnerships to enhance educational resources and student opportunities.

Institutional Learning Outcomes
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - College Success Center Program Review
YC Goal 2 - Secure college support through full District funding.
YCCD VS 3 - Obtain approval for permanent desk staff/clerical support position
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: Desk Staff

Obtain approval for permanent Desk Staff/Clerical position.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/01/2012
Supporting Evidence : 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 IAs 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.

As of October, 2012, the staff member in the Tutor Center Specialist position, in fact, took a voluntary transfer in spring, 2010. Some of the position's workload has been taken on by the IAs. However, some of the work has been left undone: entering critical data, filing mandatory forms, monitoring logins and logout, and updating databases. Some of this work directly affects the ability to accurately assess the CSC Student Learning Outcomes.

In 2007-2008, the College Success Center staff consisted of 3.4 full-time positions and generated 49.5 FTES. By 2010-2011, the staff was 2.4 full-time positions (down by 29%) and generated 78.2 FTES (up by 58%). Additional staff is needed to complete the above tasks in a timely fashion and maintain the program's effectiveness and integrity and enhance SLO assessment.
Evaluation Plan: To consider this recommendation to be completed, a permanent, full-time staff position will be hired.

Plan of Action

Staffing - Technical/Clerical - 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.

As of fall semester, 2012, the Interim Vice-Chancellor of Instruction initiated a District-wide staff reorganization. Though other District staff positions have been filled and hired, this recommendation is pending the outcome of the District's Student Services reorganization plan.

As of October, 2012, no formal preparations have been completed and no formal meetings have been scheduled. Any further planning will be delayed until the District's Student Services reorganization plan is completed in December, 2012. Upon completion and implementation of this reorganization, the position will be re-evaluated.

(Active)

Budgetary Impact: As of October, 2012, the budgetary impact has been an unknown loss of student hours due to inadequate supervision of login and staff to monitor and maintain the software and database. It is anticipated that apportionment gained from the capture of student hours currently being lost would partially offset the cost of the position.

Timeline/Responsible Party: Spring 2012/CSC staff

As of October, 2012, no directive has been given and no progress has been made. The timeline is extended pending the outcome of the District Student Services reorganization. The responsible parties include the administrator in charge (Director of Planning, Research and Student Success), the College Success Center Coordinator, and CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015

Recommendation Progress: Recommendation Needs Improvement/Attention

As of 11/30/2015, no further discussions or preparations for hiring a Clerical Assistant have materialized.

The anticipated Student Services re-organization was not completed and the Vice-Chancellor of Instruction resigned/retired in 2015.

Staffing - Technical/Clerical - CSC staff will request a presence on the hiring committee formed for this clerical position.

As of October, 2012, preliminary steps of this process have not been completed. After the proper approvals and procedures have been completed, Human Resources will determine the composition of the hiring committee. CSC representation will be present during the entire process.

As of fall semester, 2012, the Interim Vice-Chancellor of Instruction initiated a District-wide staff reorganization. Though other District staff positions have been filled and hired, this recommendation is pending the outcome of the District's Student Services reorganization plan. (Active)

Budgetary Impact: As of October, 2012, the budgetary impact of the presence of a CSC representative on the hiring committee for this position is nil. It is anticipated that the impact of obtaining the approval of the position will be negligible.

Timeline/Responsible Party: As of October, 2012, the timeline is undetermined and ultimately based on the formation of the hiring committee. The responsible parties for completing this recommendation include the administrator in charge (the Director of Planning, Research, and Student Success), the College Success Center Coordinator, and CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015

Recommendation Progress: Recommendation Needs Improvement/Attention

As of 11/30/2015, discussions regularly occur among the CSC staff regarding hiring a Clerical Assistant, there has been no further action at the administrative level.

As previously noted, the Vice-Chancellor of Education and Planning Services has recently resigned/retired, and the Student Services re-organization she had initiated was never completed.

Related Goals

YC - College Success Center Program Review

College - Yuba College Program Review
YC Goal 7 - Improve the quality of the student experience at all our campuses and centers.

YC - College Success Center Program Review
YC Goal 2 - Secure college support through full District funding.
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
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: CSC Website

The CSC website needs to be updated and expanded.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/01/2012
Supporting Evidence : The CSC website was launched in the Fall 2010. The initial phase was completed and includes FAQs, 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.

As of October, 2012, the College Success Center website still requires significant updating. However, any updating would most likely have an unknown impact of the CSC Student Learning Objectives, primarily because there hasn't been any data regarding the number of visitors to the web page and the purpose of their visits.

A shortage of adequate staffing contributes to the website's out-of-date status. Neither the logistical process has been discussed, nor the information to update has been gathered. Student surveys from 2011-2012 indicate zero students learned of the College Success Center from the website.
Evaluation Plan: To consider this recommendation to be completed, the second phase of the CSC website will be implemented and there will be adequate CSC staffing to regularly update and expand its contents. As of November, 2013, neither the second phase nor the staffing issue has been resolved.

Plan of Action

Equipment - 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.

As of October, 2012, the planned actions have not yet taken place. These plans will be continued and reflect any program changes resulting from the District's Student Services reorganization, which should be complete by January, 2013.

As of fall semester, 2012, the Interim Vice-Chancellor of Instruction initiated a District-wide staff reorganization. Though other District staff positions have been filled and hired, this recommendation is pending the outcome of the District's Student Services reorganization plan. (Active)
Budgetary Impact: As of October, 2012, the budgetary impact of website enhancement would most likely be insignificant. Student surveys indicate enhancing the website would not noticeably affect student usage.
Timeline/Responsible Party: Spring 2012/CSC staff

As of October, 2012, no direction had been given and no progress has been made. The timeline for this recommendation should be May, 2013. The responsible parties include the College Success Center Coordinator and the CSC staff.

Status

YC - College Success Center Program Review

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
As of 11/30/2015, the information on the CSC website remains significantly out of date. The Tutoring Center Specialist, who had been responsible for coordinating website updates, took a voluntary transfer in spring 2010 and the position was never re-filled.

The subsequent Student Services re-organization spearheaded by the Vice-Chancellor of Educational and Planning Services was never completed. Therefore, the duties of the Tutoring Center Specialist were distributed among the two Instructional Associates (IAs) assigned to the CSC. The CSC Coordinator agreed that updating the website was not among the IAs' essential priorities.

Equipment - CSC will begin collecting student testimonials with signed permission for future use on the website.

As of October, 2012, preliminary processes and necessary paperwork have not yet been adopted to complete the recommendation. The CSC staff will integrate these actions with the overall enhancement of the CSC webpage. (Active)
Budgetary Impact: As of October, 2012, the budgetary impact will be the duplicating costs for required release forms to be signed by students. The final cost depends on the number of copies needed.
Timeline/Responsible Party: CSC staff

As of October, 2012, progress has not been made, and the timeline for completing this action should be extended to May, 2013 to integrate any program changes resulting form the District Student Services reorganization, which is due for completion in December, 2012. The responsible parties include all CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
As of 11/30/2015, no progress has been made on collecting student testimonials for usage on the CSC website due primarily to a lack of staff.

Related Goals

College - Yuba College Program Review
YC Goal 6 - Evaluate our programs, services and processes to ensure continuous quality improvement.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YC - College Success Center Program Review
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: Supplemental Instruction

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

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2011-2012
Request Date: 10/01/2012

Supporting Evidence : 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.

As of October, 2012, the CSC Student Learning Objectives # 3 and #4 have been directly impacted by the elimination of SI in the Content Tutoring. Overall Success Rates for Content courses have fallen from about 94% in the fall of 2009 to about 79% in the fall of 2011, partly due to the funding reductions which required the cessation of SI. Reinstatement of SI would not only improve success rates, it would also enhance the tutors' effectiveness in their sessions and contribute to fulfilling two of the CSC SLOs.
Evaluation Plan: A hybridized SI program already exists in the CSC, so to consider this recommendation to be implemented, the following process will be completed: funding must be secured to determine how much of this hybridized version may be converted to SI, the need must be determined, staff and faculty must be identified and trained, promgram changes must be implemented. The timeline for these steps are dependent on the funding.

Plan of Action

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.

As of October, 2012, these actions have not been initiated. These actions will be continued into the foreseeable future. (Active)

Budgetary Impact: As of October, 2012, the budgetary impact of implementing SI depends on the number of courses and number of tutoring sessions dedicated to the SI model. The estimated cost of an SI tutoring session can be from 25% to 50% more than a standard tutoring session, depending on the SI components implemented. This might translate to as little as a few hundred dollars to tens of thousands of dollars.
Timeline/Responsible Party: As of October, 2012, no progress has been made, and the timeline for completing these action has been extended. A more realistic deadline might be May or December, 2013. The responsible parties should include the administrator in charge (the Director of Planning, Research and Student Success), the College Success Center Coordinator, and the CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
As of 11/30/2015, the CSC is not able to offer Supplemental Instruction (SI) as it was designed, but is able to offer SI in a modified form that maintains the essential elements of SI, but is not nearly as costly. Ongoing updates and revisions occur to SI as needed to adapt to instructors' preferences.

Subsequently, SI is not widely advertised to faculty, though recent discussions have included the option of piloting "embedded tutoring" as a possible option. This option is currently being explored with cooperation with the Math Department.

CSC staff will project the approximate cost of offering Supplemental Instruction (SI) as a pilot program to interested parties for one year.

As of October, 2012, SI had been offered in 2008-2009, but ended due to funding reductions. Any reinstatement of SI would require a cost study to determine the level and scope of SI offered and the approximate costs of each level. This cost study should be completed prior to committing to offering SI. (Active)

Budgetary Impact: As of October, 2012, the budgetary impact of preparing a cost study of SI is restricted to the cost of duplicating and supplies.
Timeline/Responsible Party: As of October, 2012, no direction has been given and no progress has been made. The deadline should be May or December, 2013. The responsible parties should include the College Success Center Coordinator and the CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015

YC - College Success Center Program Review

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
As of 11/30/2015, the Supplemental Instruction program was funded, on a limited basis, for one year. The cost was not a significant issue. Tutor availability was a greater issue as many tutors could not attend the courses for which they were tutoring.

Therefore, a modified form of Supplemental Instruction (SI) has been successfully implemented and integrated in the CSC program. Though not the traditional format of SI, the effectiveness of the hybrid program is outstanding: for the past four years, content tutoring (which applies SI) pass rates have averaged 10% greater for tutored students compared to non-tutored students.

SI may be offered on a year-to-year basis depending on funding and tutor availability.

Related Goals

College - Yuba College Program Review
YC Goal 4 - Research and utilize effective modes of delivery for our courses and services.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - College Success Center Program Review
YC Goal 2 - Secure college support through full District funding.
YC Goal 6 - Offer Education 21 and connect it to a pay increase for tutors
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: Education 21 Advanced Tutoring Seminar

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

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013
Request Date: 10/01/2012
Supporting Evidence : The Education 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 Education 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.

As of October, 2012, the Education 21 course has not been revised, although its usefulness has been discussed. The CSC Student Learning Objectives are not directly affected by the absence of Education 21. Tutors are continuously evaluated and receive feedback about their tutoring skills and abilities.

The College Success Center has lost staffing and has a significant increase in demand for its services. It was hoped that a limited number of tutors who completed Education 21 could be employed to relieve the IAs of some duties and allow the IAs to focus on more pressing needs in line with their job descriptions and program needs, which might indirectly enhance the ability of the CSC to fulfill its SLOs.

YC - College Success Center Program Review

Evaluation Plan: To consider this recommendation to be implemented, the following process will be completed: the CSC staff and Coordinator will develop a formal proposal in spring, 2014 and present the proposal to the Administrator-in-Charge for approval by and to secure funding by June, 2014. Phase-in (initial ATS training) would begin in fall, 2014.

Plan of Action

Curriculum/SLO - Revise course outline and develop curriculum for the class.

As of October, 2012, there have not been any revisions or development. Any further plans may depend on the outcome of evaluating the possibility of deactivating the Education 21 class. It may be practical to revise the curriculum and update the course outline, even if the class is deactivated. (Active)

Budgetary Impact: As of October, 2012, the expected budgetary impact of implementing this recommendation would be the increased tutoring costs. The increased costs cannot be determined at this time. Any increase would depend on the number of qualified tutors, their additional hours and the increased pay.

Timeline/Responsible Party: Spring 2012/CSC Coordinator

As of October, 2012, progress has not been made, and the timeline should be extended to May, 2013. The responsible parties should include the instructor of record, the College Success Center Coordinator, the dean of the division which schedules the class, and the CSC staff.

Status

Reporting Year: 2015-2016 11/30/2015

Recommendation Progress: Recommendation Needs Improvement/Attention

As of 11/30/2015, the Education 21 course outline has not been updated, and the status of the Education 21 course remains in the purview of the Dean of Arts, Humanities and Education. Though it may be practical to revise the curriculum and update the course outline, the CSC does not plan to offer Education 21 in the near future.

Related Goals

College - Yuba College Program Review
YC Goal 6 - Evaluate our programs, services and processes to ensure continuous quality improvement.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - College Success Center Program Review
YC Goal 4 - Revise and update Education 20 and Education 21 course of study outlines.
YC Goal 4 - Review Supplemental Instruction model, modify for current needs and plan for implementation.
YC Goal 1 - Collaborate with the College and other tutoring centers on compus to share resources and integrate tutorial support services

Program Recommendation: Tutoring Centers

YC - College Success Center Program Review

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

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013
Request Date: 10/01/2012
Supporting Evidence : 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, IAs 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.

As of October, 2012, the District and the College have been sponsoring formal discussions and meetings to address streamlining Student Services. These changes will not directly affect the CSC Student Learning Objectives, but could allow more time to address SLOs and more efficiently assess the respective SLOs of the tutoring centers.

Among the topics of discussion has been the possible integration of tutoring services as discussed above, not necessarily to meet any SLO. The primary goal is to preserve staff and services and reduce costs through standardization of software and processes and sharing of staff and facilities. This process is expected to be complete by January, 2013.
Evaluation Plan: This recommendation will be considered fulfilled when the college's academic support services (primarily the CSC, WLDC Hard Math Cafe, and MESA) are unified, integrated and coordinated in their program offerings.

Plan of Action

Facilities - 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.

As of October, 2012, formal and informal meetings have taken place among representative from each of the tutoring centers on campus and district-wide. It is recommended that formal meetings be scheduled to assist in coordinating the tutorial services offered throughout the district. (Active)
Budgetary Impact: As of October, 2012, the potential budgetary impact of integrating the tutoring services on the Yuba College campus is largely unknown. It is expected that some moderate savings might be realized from eliminating areas of service overlap and streamlining of forms and software. Without quantifiable data from all tutoring areas, it is impossible to accurately predict the impact.
Timeline/Responsible Party: As of October, 2012, the integration of all tutoring centers on campus would require meetings with representatives from all centers and the administrators in charge. The timeline attached to this should be December, 2012 or May 2013, depending on the availability of representatives.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
As of 11/30/2015, formal meetings between the tutoring centers have not been held for at least two years, despite the need for continuing coordination, especially with the academic support needs at the Sutter County Center. A lack of coordination at the administrative level creates difficulties in establishing common goals, objectives, processes, and procedures.

Related Goals

YC - College Success Center Program Review

College - Yuba College Program Review
YC Goal 1 - Foster a culture of evidence-informed decision making, include SLO development/assessment and other measures of student success.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - College Success Center Program Review
YC Goal 2 - Secure college support through full District funding.
YC Goal 4 - Revise and update Education 20 and Education 21 course of study outlines.
YC Goal 4 - Review Supplemental Instruction model, modify for current needs and plan for implementation.
YC Goal 6 - Offer Education 21 and connect it to a pay increase for tutors

Program Recommendation: Online tutoring

Research the practicality of implementing online tutoring into the CSC services.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015
Request Date: 11/01/2013
Supporting Evidence : In the final semester the College Success Center (CSC) was located in the 1100 Building (fall, 2011), the College Success Center frequently exceeded its capacity between 10:00 AM and 2:00 PM on Tuesdays and Thursdays. Even though two to three scheduled tutoring sessions were conducted at remote sites, available space was still unavailable. Students seeking drop-in assistance were turned away due to a lack of space. Student Usage Reports generated by Accutrack detail the need for additional space or delivery methods to relieve the overcrowding; in this case, online tutoring.
Evaluation Plan: To consider this recommendation to be implemented, the following process will be completed: beginning in January, 2014, CSC staff will research and evaluate current online tutoring offered by other institutions (community colleges and universities). In March, 2014, staff will identify the support needed, available facilities, necessary technology, possible sources of funding, and effects on staffing. In May, 2014, staff will collaborate, cooperate, and coordinate the new service with faculty and staff. A comprehensive recommendation should be complete by the end of spring, 2014 and possibly piloted in fall semester of 2014 .

Plan of Action

Curriculum/SLO - Beginning in January, 2014, CSC staff will research and evaluate current online tutoring offered by other institutions (community colleges and universities). In March, 2014, staff will identify the support needed, available facilities, necessary technology, possible sources of funding, and effects on staffing. In May, 2014, staff will report findings, collaborate, cooperate, and coordinate the new service with faculty and staff. A comprehensive recommendation should be complete by the end of spring, 2014 and possibly piloted in spring semester of 2015. (Active)

Budgetary Impact: The budgetary impact will depend on the delivery mode. Preliminary costs will include three digital cameras, which will cost upwards of $100 (depending on the camera's options). If software is required, the cost may be negligible if the District owns a license. Three study rooms in the CSC will already be hardwired for the internet. There will not be any additional staffing costs because existing, not additional, tutoring sessions will be streamed or televised. The initial start-up costs will be approximately $300 for hardware and an unknown cost for software.

If the session participants can be registered and their log in and log out times documented, the hours could be claimed as

apportionment under Title V. The rough formula for apportionment would be approximately $10.00 for each hour a student logs in.
Timeline/Responsible Party: January and February, 2014- research and evaluate online tutoring (Quy Bui, Tony Jow, Dr. Roger Davidson)

March and April, 2014- identify the support needed, available facilities, necessary technology, possible sources of funding, and effects on staffing (Quy Bui, Tony Jow, Dr. Roger Davidson)

May, 2014- report findings to staff and administration (Quy Bui, Tony Jow, Dr. Roger Davidson)

August to December, 2014- implement and test delivery system (IT Department, Media Department, Quy Bui, Tony Jow, Dr. Roger Davidson)

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
As of 11/30/2015, research was conducted and reported to the CSC staff regarding the possible options for online tutoring through the CSC. Though the potential was promising, the CSC neither has the facility nor the demand to justify implementing online tutoring at this time.

Let it be noted that the Writing and Language Development Center has continued to research alternate delivery methods for online tutoring, but has not implemented online tutoring.

Related Goals

College - Yuba College Program Review
YC Goal 4 - Research and utilize effective modes of delivery for our courses and services.

Program Recommendation: SMART technology

Researching and incorporating SMART technology into the CSC program.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015
Request Date: 11/01/2013
Supporting Evidence : Some of the instructional delivery methods in the College Success Center are entirely incompatible with those in the classrooms. Biology and history are good examples. Biology lectures and labs make extensive use of interactive technology in presenting visual representations of biology content and biological processes. History classes also include online multimedia materials which supplement and enhance course contents. According to the Student Success Rates Reports, courses in both subjects frequently have below average success rates.
Evaluation Plan: To consider this recommendation to be implemented, the following process will be completed: beginning in January, 2014, CSC staff will compile Success Rates for fall, 2013 and meet and confer with area faculty to coordinate their departmental needs and available technological compatibilities. Should there be a viable need, research will begin to identify possible delivery platforms in February, 2014. Compatible systems will be evaluated and submitted for administrative approval by June, 2014. The system could be piloted on a limited basis beginning in fall, 2014.

Plan of Action

Equipment - Beginning in January, 2014, CSC staff will compile Success Rates for fall, 2013 and meet and confer with area faculty to coordinate their departmental needs and available technological compatibilities. Should there be a viable need, research will begin to identify possible delivery platforms in February, 2014. Compatible systems will be evaluated and submitted for administrative approval by June, 2014. The system could be piloted on a limited basis beginning in fall, 2014. (Active)

Budgetary Impact: The budgetary impact will depend on the number of Group Study Rooms equipped with SMART technology and the quantity of interactive software and hardware required. Each Group Study Room will already be multi-media capable, and if the District already owns the software licenses, hardware costs will need to be determined. Costs will be ascertained as part of the viability study.
Timeline/Responsible Party: - January, 2014, CSC staff will compile Success Rates for fall, 2013 and meet and confer with area faculty to coordinate their departmental needs and available technological compatibilities;
- February, 2014, CSC staff and area faculty will determine if there is a viable need; if there is a need, research will begin to identify possible delivery platforms;
- March and April, 2014, compatible systems will be evaluated by CSC staff and affected faculty;
- findings will be submitted by CSC staff for administrative approval by June, 2014.

The system could be piloted on a limited basis beginning in fall, 2014.

Status

Reporting Year: 2015-2016 11/30/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
As of 11/30/2015, research was done in spring, 2014 to investigate the suitable SMART technologies to integrate with the CSC program and the pedagogical need for upgrading instructional delivery. The conclusions reached by the staff were that SMART technologies, though promising and pedagogically desirable, were not cost-effective and would likely only benefit a limited number of students.

Until funding is available to purchase, train, and implement advanced SMART technologies, the funding has higher priorities elsewhere in the CSC program

Related Goals

College - Yuba College Program Review
YC Goal 4 - Research and utilize effective modes of delivery for our courses and services.