

Program Vitality: YC #1 Agriculture Manufacturing/Agriculture Mechanics

Program Name	Vision (Narrative)	Demand (Narrative)
<p>Agriculture Manufacturing/Agriculture Mechanics</p> <p>Mesurable Objective: Hire a full-time, categorically funded Agriculture Instructor for one year to build the Agriculture Manufacturing/Agriculture Mechanics program to meet the emerging need for agriculture technicians and farm managers in the Yuba-Sutter area. Full-time student enrollment and productivity will be evaluated at the end of the academic year to assess effectiveness of position and if positive, alternative funding or general funding will be attained by department.</p>	<p>The Agriculture Program supports the following components of the YCCD Vision Statement:</p> <p>a. Providing an innovative, world-class learning environment;</p> <p>b. Building and maintaining an atmosphere of trust within the college district and with our communities;</p> <p>c. Developing and maintaining programs and facilities that best meet the needs of our students and communities;</p> <p>d. Stewarding resources strategically to meet the diverse needs of our communities and region;</p> <p>e. Providing educational, economic, cultural, and civic leadership for our communities and region.</p> <p>Long Term Goals/Short Term Goals: The Departmental goals reflect and support the following Yuba College goals:</p> <p>a. Foster a culture of evidence. Foster evidence---informed decision making, including SLO development/assessment and other measures of student success.</p> <p>b. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.</p> <p>c. Steward our institutional resources with increasing effectiveness and efficiency.</p> <p>d. Research and utilize effective modes of delivery for our courses and services.</p> <p>e. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.</p> <p>f. Evaluate our programs, services and processes to ensure continuous quality improvement.</p> <p>g. Improve the quality of the student experience at all our campuses and centers.</p> <p>h. Develop partnerships to enhance educational resources and student opportunities.</p> <p>i. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.</p>	<p>a. 2 year enrollment trend (5 points): 2013/2012: 280/279- The current trend is increasing as seen in the rise of FTES from 11-12 to 11-13. FTES would increase with the hiring of a full-time faculty coordinator.</p> <p>Year FTEF FTES WSCH Stu/Fac WSCH/FTEF</p> <p>2007-8 1.43 48.20 1446.00 33.63 504.42</p> <p>2008-9 1.23 40.53 1215.90 32.86 492.93</p> <p>2009-10 1.13 42.10 1263.00 37.15 557.21</p> <p>2010-11 1.13 48.00 1444.00 42.35 635.29</p> <p>2011-12 0.77 29.50 885.00 38.48 577.17</p> <p>2012-13* 1.23 37.30 1119.00 30.33 454.88</p> <p>b. Course fill rate [enrollment/capacity] (5 points): TracDat data currently only available for AG 14= 42/50= 84%</p> <p>c. Awards (degrees and certificates) (5 points): The Program is in a state of transition from the traditional A.S. degree process to the formation of 5 one year Certificate of Achievements plus the two year A.S. degrees in Agriculture and an A.S. degree in Agricultural Business. These Certificates will save tax dollars and increase the hireability of Yuba College graduates. These proposed certificates include: Agricultural Mechanics, Agricultural Manufacturing Technology, Farm Management, Agricultural Business Management and Livestock Enterprises. Seven AA degrees and three certificates of achievement have been awarded.</p> <p>d. #/% Degree/Certificate Applicable Courses (5 points): 12/18= 67%</p> <p>e. #/% Transferable Courses (CSU and/or UC) (5 points): 16/18= 89%</p> <p>f. #/% Courses that are required for, or support other programs (5 points): 13/18= 72%</p> <p>g. Occupational Outlook (labor market projections), including indicators if the programs supports a high demand occupation (i.e. Next Economy Clusters, etc.) (5 points): Agricultural Scientists Median Income \$58,610 per year; The projected percent change in employment from 2012 to 2022 is + 9% *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Agricultural and Food Scientists, on the Internet at http://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm (Visited March 14, 2014). It is our goal at Yuba College to help improve the region's economic climate by bolstering the Sacramento region's Agriculture and Food industry cluster. This will be done by creating pipelines from education and training to workplaces, developing the appropriate infrastructure to ensure that the region's agricultural economy can maximize its market opportunities, supporting research and innovation, and leveraging the capacities of the Yuba-Sutter Farm Bureau. This Career Cluster prepares learners for careers in the planning, implementation, production, management, processing and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services. Employment opportunities will continue to increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates who understand the socio-economic factors that define international markets (Source: http://www.careervision.org/resources/careerclusters.htm#1) (Visited March 14, 2014).</p> <p>h. Other (any other data not listed that would be important to demonstrate demand for the program, such as students served, services provided, etc.) (5 points): The proposed Agriculture Certificates of Achievement would encourage opportunities for increasing underrepresented populations in the program. Beginning farmer education for adult and young audiences in the United States can be generally traced back to the advent of the 1862 and the 1890 Morrill Land Grant Acts. But for the first time, the Food, Conservation, and Energy Act of 2008 (Pub .L. No. 110-234, Section 7410), appropriated \$75 million for FY 2009 to FY 2012 to develop and offer education, training, outreach and mentoring programs to enhance the sustainability of the next generation of farmers. The Agriculture Act of 2014 provided an additional \$20 million per year for 2014 through 2018. The reasons for the renewed interest in beginning farmer and rancher programs are: the rising average age of U.S. farmers, the 8% projected decrease in the number of farmers and ranchers between 2008 and 2018, and the growing recognition that new programs are needed to address the needs of the next generation of beginning farmers and ranchers. (Source: http://www.nifa.usda.gov/fo/beginningfarmersandranchers.cfm) (Visited March 14, 2014).</p>

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Program Name	Potential (Narrative)
<p>Agriculture Manufacturing/Agriculture Mechanics</p> <p>Mesurable Objective: Hire a full-time, categorically funded Agriculture Instructor for one year to build the Agriculture Manufacturing/Agriculture Mechanics program to meet the emerging need for agriculture technicians and farm managers in the Yuba-Sutter area. Full-time student enrollment and productivity will be evaluated at the end of the academic year to assess effectiveness of position and if positive, alternative funding or general funding will be attained by department.</p>	<p>a. Investment will enhance student success/retention (10 points): The Agriculture Program will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement and eliminates the achievement gaps of under-represented students. With the funding for a Program Chairperson, we will enhance student advising; expand the application of technology and scaling the instructional practices that reduce the course bottlenecks that hinder students from earning degrees in a timely manner; expand data collection and data-driven decision making; expand high-impact practices that support persistence to degree such as student participation in applied research, service learning, internships and study abroad.</p> <p>b. Program/discipline can grow with no new resources (other than increased allocation of FTEF) (5 points) The Agriculture Program will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement. In this way great improvements can be made without the use of new resources. We provide focused interventions for at-risk local first-time freshmen in order to increase continuation rates. Students are more likely to succeed in classrooms that assess their performance and provide frequent feedback about their performance in ways that enable everyone ‘students, faculty, and staff alike’ to adjust their behaviors to better promote student success in the classroom. This is especially true during the first year when students are trying to adjust their earning behaviors. Increased allocation of FTEF would allow us to grow and fulfill this improved focus.</p> <p>c. High quality facilities/equipment central to courses and learning within this program/discipline (5 points) Students and faculty are provided convenient, effective access to the library and other learning resources needed in their program. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution’s academic offerings. The Yuba College institution provides appropriate orientation and training for us of these resources. Equipment and facilities meet current technology standards and are adequate to support the program. Facilities and instructional support services are adequate and easily accessible for program faculty and students. Facilities/equipment, and institutional support services meet current technology standards and are adequate to support the discipline. Information technology resources support programs at the appropriate levels. Student development services support student success. Program Advisory committee membership reflects diversity of occupational field. Program Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.</p> <p>d. Investment will create new and innovative ways to support the District’s vision statement (5 points) The Agriculture Program is working to provide diverse educational experiences for all students by leveraging our campus’s rich student diversity. We currently integrate diversity initiatives within our Program in support of these goals. The Yuba College Agriculture Program strengthens internship and mentoring programs to foster students’ professional development by working collaboratively with our alumni to create an alumni network that supports lifelong success for all Yuba College alumni.</p> <p>e. Investment will strengthen existing as well as new academic programs (5 points) The Agriculture Program is working to expand opportunities for student scholarship excellence through innovative courses, experiences, and engagement. Increased Agricultural Program commitment to the design, development, assessment, and promotion of high-quality courses, programs and degrees through our use of Instructional Technology Services courses (online offerings).</p> <p>f. Investment will increase enrollment/productivity (5 points): Invest funds to increase the recruitment and retention of under-represented students through targeted recruitment and outreach to inform students of exceptional programmatic and co-curricular opportunities within agriculture. Investments provided will support for targeted recruitment and outreach activities. A working group within the Yuba College Agriculture Advisory Board has been formed and is currently developing initiatives to support this goal. The working group has focused their efforts in three areas: recruitment, transition programs and services, and retention.</p>

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Program Name	Other (Narrative)	Cost
<p>Agriculture Manufacturing/Agriculture Mechanics</p> <p>Mesurable Objective: Hire a full-time, categorically funded Agriculture Instructor for one year to build the Agriculture Manufacturing/Agriculture Mechanics program to meet the emerging need for agriculture technicians and farm managers in the Yuba-Sutter area. Full-time student enrollment and productivity will be evaluated at the end of the academic year to assess effectiveness of position and if positive, alternative funding or general funding will be attained by department.</p>	<p>The Yuba College Agriculture Program is in a state of transition from not only the traditional A.S. degree process, but also to the formation of 5 one year Certificate of Achievements plus the two year A.S. degrees in Agriculture and an A.S. degree in Agricultural Business. These Certificates will save tax dollars and increase the hire ability of Yuba College graduates. These proposed certificates include: Agricultural Mechanics, Agricultural Manufacturing Technology, Farm Management, Agricultural Business Management and Livestock Enterprises.</p> <p>The Interim Agriculture Program Coordinator has developed and met with Yuba College Agricultural Program Advisory Board industry leaders to examine three major categories of evaluation data- review by student groups, review proposed skills levels, and review current employment needs. These are defined as:</p> <ol style="list-style-type: none"> 1. Demographic data: student population, participation, attendance, and least restrictive environment for students 2. Student learning data: adequate yearly progress (AYP) 3. Needs Assessment for local area industry and student graduates (NA) <p>Based on this analysis, the Yuba College Agriculture Program has provided district-wide professional development that was designed to increase the use of high-quality instruction and interventions tailored to state content standards, student progress monitoring, and the use of data to make educational decisions.</p> <p>In addition to accessing data that are already available, currently the collection of new data specific to student learning in the Agriculture Program and designed to address departmental goals and objectives is in progress. These data sources include information collected through:</p> <ul style="list-style-type: none"> • Student internships or performance • Portfolio analysis (collection of student work) • Develop 'Capstone' projects for student growth and continued performance evaluation • Standardized tests (nationally-constructed or department-based) • Surveys, interviews, or focus groups of students at entrance and exit, alumni, faculty, employers or related to course content <p>In thinking about vitality assessment, four key questions are asked:</p> <ol style="list-style-type: none"> 1. Does the Agriculture Program meet or exceed certain standards? 2. How does the Agriculture Program compare to others programs at Yuba College? 3. Does the Agriculture Program do a good job at what it sets out to do? 4. How can the Agriculture Program experience be improved? <p>Surveying department alumni is in progress to provide a wide variety of information about Program satisfaction, how well Yuba College students are prepared for their careers, what types of jobs or graduate degrees majors have gone on to obtain, starting salaries for graduates, and the skills that are needed to succeed in the job market or in graduate study. These surveys provide the opportunity to collect data on which areas of the program should be changed, altered, improved or expanded.</p> <p>Employer surveys are helping the department determine if their graduates have the necessary job skills and if there are other skills that employers particularly value that graduates are not acquiring in the program. This type of assessment method can provide information about the curriculum, programs and student outcomes that other methods cannot: on-the-job, field-specific information about the application and value of the skills that the Yuba College Agriculture Program offers.</p>	<p>A. Personnel: \$150,000 plus benefits B. Equipment: \$35,000</p>

Program Vitality: YC #2 Library and Learning Resources

Program Name	Vision (Narrative)	Demand (Narrative)	Program Quality (Narrative)	Mandated Requirement/Compliance	Revenues (Narrative)	Potential (Narrative)	Other (Narrative)	Cost
Library and Learning Resources	The Library provides support for increased success of YC students, both live and online, and at all YC sites. The library's innovative vision, to be an "information commons," serves both students and the community in formal and informal learning. Included in this vision are training and open laboratories, a Teaching and Learning Center, and a range of subscriptions (print/media as well as online databases).	Even though the library was located in cafeteria during the 2012-13 academic year, demand for library services remained high: students checked out reserve textbooks from a range of courses a total of 15,846 times and used the computers 25,040 times. Online databases were used 211,300 times. There were 55 research sessions, serving 1844 students. The patron count was 173,561. The library also offers orientations and workshops with students, faculty and staff; an Introduction to Online Learning course; interlibrary loans; and DE test proctoring. The library offers workforce opportunities to a diverse, multilingual group of student assistances, who inter anre the "face of the library," representing the diverse population of our students and of the local community. The YC library operates on a "student first" philosophy, but its services extend to members of the local communities as well--particularly important for the city of Linda, which has no public library.	The quality of the library's services have been touted by faculty and students, as well as by the accrediting commission, in part because they constantly strive to improve that quality, using SLOs (at the course, program, and administrative levels), usage statistics, and various faculty and student surveys to inform their decisions. Feedback from faculty are used to determine which print and online subscriptions should be renewed. Student and faculty surveys are given after each library research session, including requests for suggestions for improvement. Students are given access to computers in the Open Media Lab, which is currently forced to serve as a training lab due to the limited number of computers installed after the remodel of the LRC building. Librarians research best practices--through research articles in the Library and Information Sciences field, workshops, the regional and annual meetings the Council of Chief Librarians--and as possible are incorporated into the library activities. The library maintains a current and effective website, though some important communication has been hnidered by the librarian's lack of access to campus-wide email lists.	The Library complies with all federal, state, local, District, and college laws, rules, regulations, policies, and codes related to the operations of a California community college library, with the following caveats: Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. Yuba College has only 1 full time librarian, when by these guidelines it should have 3. The same code section (§ 58724) also includes minimum standards for numbers of support staff. Yuba College meets this support staff standard if we count all the library staff college-wide (on 3 campuses), but not if we consider the Marysville campus library separately.	I do not at this time have information about staff/time ratios. However, the library has been expanding its services and facilities over the past 2.5 years, including new facilities at Marysville, Clearlake, and Sutter, as well as a significantly expanded online presence--and it has done so on a significant reduction in budget. Subscriptions for both online databases and print/media materials have been reduced by \$26,000 over the past two years, and this does not include the reassignment of a Library media specialist to be shared between Marysville and the Sutter Center. Aside from limited apportionment for its online research courses, the library is not a revenue-generating service.	As mentioned in "Revenues," the library has, even on consistently reduced funds, expanded its offerings and services, including implementing the innovative vision of the "information commons." In some cases, this required a fine tuning of services, as with adjusting subsriptions to online databases in consultation with faculty members. The library has also worked hard to make sure it is a collaborative service; given the recent adoption of the Canvas LMS, the library could serve as a focal point for a coordinated training initiative, working with the YC Staff Development Committee, the YC Technology committee, and DE. Some projects, such as the Open Media Lab, are stymied due to a lack of funds, and services in general struggle with a lack of funding for staff.	The Yuba College library is a member of the California Community College library consortium, and OCLC inter-library loans service.	Equipment: \$80,000 (LRC at YC, SCC, CLC)

Program Vitality: YC #3 Career Technical Education (CTE) Specialist

Program Name	Vision (Narrative)	Demand (Narrative)	Services Quality (Narrative)	Mandated Requirements	Revenues (Narrative)	Potential (Narrative)	Other (Narrative)	Cost
<p>CTE Specialist</p> <p>Measureable Objective: Hire an ongoing, SSSP funded specialist to coordinate counseling and tutoring services to CTE students. The coordinator will be responsible for overall advising of students by providing student workshops in various areas, such as study skill, time management and financial literacy. The specialist will also be responsible for maintaining articulation agreements with the feeder high schools. The position will be under the direction of the CTE Dean.</p>	<p>The California Community Colleges three-fold mission is to support transfer, CTE and basic skills. CTE contribute 38.2% of the total FTES for Yuba College. This request will improve student success in all CTE areas by providing direct support in tutoring and advising to students, as well as providing articulation pathways to students from the high schools to our college. It will also serve to strengthen the CTE as a whole which is central to the "Doing what Matters" initiative</p>	<p>Demand is high in the CTE areas, however because of the nature of CTE programs, space is limited to lab seats available and accreditation/regulatory limitations (e.g. board of registered nursing standards). Yuba College CTE programs awarded 58 certificates of achievement in 12-13. Our CTE programs are also part of the North Far North consortium, which works with other colleges to establish which colleges will provide specific CTE offerings. All of our CTE offerings affect other CTE offerings throughout the north state. For example our Radiologic technology program is the only program in the north, but is looking into the possibility of collaborating with Folsom Lake College to share costs while still providing a quality program. Additionally all of our CTE programs have some interconnection with other CTE programs (e.g. auto, agriculture, vet tech, manufacturing.) There is a high demand for students to be trained in the CTE areas to get them into the workforce.</p>	<p>All CTE areas have established SLOs and have high rate of assessment. CTE areas are responsible to establish advisory boards which Yuba is very active in doing. The Agriculture advisory board is populated with members of the local industry and Farm Bureau to give direct feedback to the program. The same is true with the other CTE areas. All CTE areas maintain articulation agreements with local high schools and collaborate regularly with the high school faculty/staff. Transfer rates in CTE are relatively low, but certificate rates remain stable. CTE is the connection to the community by directly sending our students to the job force in the community.</p>		<p>The CTE areas have significant potential to bring in additional revenues. The automotive area just received a 100,000 grant for equipment and there have been many other programs that have been awarded funding. Advanced manufacturing, nursing, and agriculture mechanics are collaborating with local and regional high schools, public agencies and regional community colleges to submit a multi-million dollar grant application to establish and strengthen CTE pathways. Additionally, CTE areas like the culinary program bring in over 20,000 annually to the general fund through the student run Flavors and Aromas restaurants as well as bringing community members to our campuses.</p>	<p>Investment in a CTE specialist position will significantly increase the success of our CTE students by being a direct support to students in accessing tutoring and counseling. He/she will visit classes and give information about services available as well as work directly with students in an advising capacity. This position will also be responsible for providing workshops on study skills, interview techniques, and internship opportunities. Additionally, this position will be responsible for establishing and maintaining articulation agreements with the area feeder schools.</p>	<p>Core indicators that represent outcomes for the assessment of Perkins initiatives (in CTE) indicate that Yuba College needs to address student success rates. Retention in CTE areas is high, but success is not where we want it to be. We believe that this position will significantly increase student success by providing an "intrusive" advising/support service.</p>	<p>Personnel: CTE Specialist at Range 24 (\$34,571 + benefits) compensation per year.</p>

Program Vitality: YC #4 Tutoring

Program Name	Vision (Narrative)	Demand (Narrative)	Program Quality (Narrative)	Mandated Requirement/ Compliance	Revenues (Narrative)	Potential (Narrative)	Other (Narrative)	Cost
<p>Tutoring</p> <p>Measurable Objective: Institutionalize general fund support for the various tutoring programs (College Success Center, Writing Language and Development, MESA, and Hard Math Café), through a mixture of FTES and SSSP funds. Replace current BSI funding, or initiate funding for tutoring programs.</p>	<p>Yuba College has a variety of tutoring services that support the vision and mission of the district by supporting student attain their educational goals.</p>	<p>See the following sheets for the individual program.</p>	<p>See the following sheets for the individual program.</p>	<p>See the following sheets for the individual program.</p>	<p>See the following sheets for the individual program.</p>	<p>Institutionalizing the tutoring centers will assure ongoing student support.</p>	<p>See the following sheets for the individual program.</p>	<p>\$100,000 (College Success Center, MESA, Writing Language and Development Center, Hard Math Café)</p>

Program Vitality: YC #4 Tutoring

<p>MESA</p>	<p>MESA supports underrepresented student populations working toward a degree in STEM fields, providing mentoring, study groups, counseling, university and career exploration, study space, and leadership development. These services work toward increased access for these underrepresented students--many of whom are from low-income families and have attended low-performign schools--and have had contributed significantly to student success (84% of YC MESA students over the ten years we have had the program have transferred to 4-year universities).</p>	<p>MESA is a well-respected, national program that serves the needs of students from diverse backgrounds. MESA's service review did not include specific information about demand trends, but it currently serves 90 students, many of whom will transfer to a 4-year institution. MESA works with faculty from all STEM areas to be sure all areas are supported.</p> <p>However, the loss of its national grant (to a competitive grant process) has resulted in deep budget cuts, in particular cutting the hours of the MESA director. In this case, the demand by students becomes clear, as (for example) there is an increased turnaround time for editing personal statements and resumes. Similarly, YC lost its counselor/specialist, leading to delays or errors in Ed Plans.</p>	<p>MESA uses data about its students and input from faculty, the Faculty Advisor, and the MESA Council to determine ways to improve the effectiveness of its services. Program SLOs have been developed and assessed as well.</p> <p>Tutors are trained the same way the excellent tutors at the CSC are trained. Based on student need, MESA supplies students with access to computers with software specific to their programs of study, including the recent addition, based on recommendations from the Advisor and Council, of MATLAB for both program and student use.</p> <p>Communication regarding MESA is primarily personal communication; issues of agendas and minutes do not apply.</p>	<p>MESA complies with all federal, state, local, District, and college laws, rules, regulations, policies, and codes related to the operations of a California community college tutoring center.</p>	<p>MESA plans to rewrite the MESA grant, based on the current FRA, and to reapply when the grant becomes competitive. MESA also secures funding through other grants, community partnerships, and outside funding.</p> <p>However, the loss of the MESA grant dealt a severe blow to the program, primarily in reducing the director's hours and losing the MESA counselor/specialist.</p>	<p>MESA's work is highly efficient, making growth problematic without increased funds. The program clearly supports the District's and the College's visions in its effective service to a diverse student population.</p> <p>YC's MESA has also collaborated, albeit unofficially, with WCC's MESA program.</p>	<p>As suggested by the "revenues" and "potential" areas of the services vitality rubric, it would be beneficial to MESA's students to support MESA through general funds (for example, SSSP-generated "follow up" funding). If the application for the MESA grant were successful, this SSSP money could serve to expand the program, or even be used in other tutoring or SSI programs. But having a contingency from the general fund would enable MESA to serve its students without interruption should a grant expire again.</p>	
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Program Vitality: YC #4 Tutoring

<p>Writing and Language Development Center</p>	<p>YCCD Goal #1: The WLDC was established specifically to improve success and completion rates of transfer-level, basic skills, and ESL students, with a particular mission to support English language learners. The WLDC partners with faculty to offer relevant support, including training tutors in the Reading Apprenticeship framework, embedding tutors in classrooms. The center was instrumental in the English department's successful transition to its accelerated curriculum.</p>	<p>Demand for the WLDC has remained relatively stable, after its initial increase from its first year (2008). Though growth has been limited over the past years, this is partly a function of limited exposure; for example, the online orientation for YC does not mention the WLDC. Growth has also been limited by the location of the center, which until this semester was housed in a portable building near the gym.</p> <p>The center provides instructional support from all levels of instruction, from developmental to transfer level. It works with reading and writing across the disciplines, including one-on-one and small-group tutoring on essays from across disciplines, including any departments whose courses include reading and writing assignments. Of course, the WLDC has its most significant partnerships with both English and ESL departments.</p> <p>In particular, students in ESL courses constitute about 20% of the center's service hours, and well over 50% of students served come from homes where multiple languages are spoken. And the WLDC's PLO assures that students of different ages, cultures, and religions, with multiple viewpoints and value sets, are welcomed -- indeed, are encouraged to work together.</p> <p>There is not external demand, as the center only works with registered students.</p>	<p>The WLDC partners with faculty to support student learning, including developing specific partnerships for embedding tutors in the classroom, training and supporting the RA framework, and preparing English students for the departmental final exam.</p> <p>The center uses a variety of data sources to assess and improve its effectiveness, from its own student tracking software, to student feedback through an intake form at the beginning of each session (to identify an area of focus for the session), to analysis of success and retention levels from college and Data Mart data. All of these sources of feedback are used to gauge the effectiveness of the center at reaching its student and program learning objectives.</p>	<p>The WLDC complies with all federal, state, local, District, and college laws, rules, regulations, policies, and codes related to the operations of a California community college tutoring center.</p>	<p>Currently, the WLDC does not generate revenue, other than that generated through increased student success and its subsequent retention.</p> <p>However, there has been discussion about the possibility of collecting FTE apportionment under Learn 590. Since its opening in 2008, the center has served an equivalent of 100.2 FTE, a potential revenue of between \$275K and \$323K, depending on reimbursement rates. It is possible that, through FTE alone, the WLDC could be self-sufficient.</p> <p>There is also a possibility of generating revenue through SSSP as a follow-up service (though this is still murky, as the final policies are not yet in place).</p>	<p>With the new and more prominent location in the LRC, and with new and improved technologies (most obviously, large panel displays in dedicated group-study rooms), the WLDC is poised to increase its services and the number of students it serves.</p> <p>The question of whether this growth can occur with "no new resources" depends on perspective: from the perspective of the WLDC, the budget would remain the same, but from the perspective of the college, a shift from BSI funds to general (FTE generated and/or SSSP) funds would be an increase. The key is that the WLDC has demonstrated a commitment to innovation and collaboration, and this would continue, whatever the source of funding.</p>	<p>As suggested by the "revenues" and "potential" areas of the services vitality rubric, the central issue is that the WLDC is funded through BSI funds. Shifting from BSI to general funds (FTE or SSSP generated) would allow two important things: 1) it would free BSI funds for other innovative purposes, and 2) would guarantee that a sunset of BSI funding from the state would not result in YC having to choose between either defunding other services to keep the WLDC in operation, or shutting the WLDC down--both of which would be unhappy circumstances.</p>	
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Program Vitality: YC #4 Tutoring

<p>College Success Center</p>	<p>The CSC provides support customized to the specific needs of YC students, integrating well-researched and innovative methodologies (Supplemental Instruction, Emerging Scholars Program, Bloom's Taxonomy of Educational Objectives, Bloom's Mastery Learning, and MacDonald's Tutoring Cycle. Staff is well trained and meet rigid prerequisites to provide tutoring services, group sessions, and test/exam review.</p> <p>Student needs, determined by student surveys, success rates, and college community input, determine the priorities for providing services.</p> <p>The CSC assesses and adjusts its offerings every semester, allocating resources in response to shifting community and regional needs. SLOs: Success and retention rates reflect CSC's support of its own SLOs, as well as those of many YC programs. Students who receive tutoring have a withdrawal from 3 to 15.5% less than other students in the same classes, and success rates are 8.8 to 15% higher. Access is limited only by college status (limited to registered students) and staff availability (can't find tutors for all courses).</p>	<p>Student demand for services outstrips the ability of the CSC to service those demands. Student usage increased from just under 900 students to over 2300 in the 5-year period leading up to the 2010-11 year--including a dramatic increase in the number of hours these students spend in the center. But decreasing resources, reflected most obviously in lost staffing due to job transfer and retirement, has made it impossible to maintain this level of service. The CSCS cannot adequately meet existing demand, much less meet any growing demand, with current resources.</p> <p>Nonetheless, the CSC provides academic support for about sixty courses in about 25 programs, including Sutter--as well as half a dozen or so other services (EOPS, MESA, SSI projects, etc.)</p> <p>There is no external demand, as CSC works only with registered students.</p>	<p>The CSC offers two student surveys each semester (one to assess student understanding of study skills, another which rates components of the CSC's services) and incorporates the results in the next semester. The CSC also meets with administrators, faculty, and staff in a number of venues for input, feedback, suggestions, recommendations, and direction from users regarding the academic support needs.</p> <p>IAs research and update their knowledge and skills through visits to other learning centers, and conferences and workshops, as well as networking with other agencies, institutions, and tutoring centers by phone. Staff used to participate active in the two major Learning Center associations, but limited staffing and funding has made this less possible.</p> <p>The CSC communicates primarily through personal meetings with individuals or groups, including regular discussion with faculty regarding tutoring issues and needs, as well as informational presentation to specific groups and classes.</p> <p>Finally, services are of the highest quality, offering students scheduled and drop-in tutoring, study areas, group study rooms, and computer access. Tutoring sessions incorporate Supplemental Instruction and collaborative learning groups. With the remodel of the LRC, the facilities have greatly improved, both over pre-remodel CSC and the temporary diaspora during the actual remodel. While computers have not themselves been upgraded, the infrastructure, including wifi access, as well as study rooms with large displays, have improved technology for the center.</p>	<p>The College Success Center fully complies with all federal, state, local, District, and college laws, rules, regulations, policies, and codes related to the operations of a California community college tutoring center. Among the issues considered for compliance include (but is not limited to): federal employment and Americans with Disabilities Act statutes; California Education Code and Title V regulations regarding community colleges and tutoring centers; local laws regarding criminal behavior on school grounds; District policies regarding administrators, faculty, staff, and students rights and processes; and college policies regarding program requirements.</p>	<p>The CSC, unlike other student services programs, generates sufficient apportionment, in most years, to qualify as a "basic aid" program, at times even returning excess revenue to the college budget. Between 2008 and 2013, the average amount of apportionment generated has been \$252,322 per year. Funding from the college for FY 2013-2014 is \$45,887--though in an average year, the Center produces enough apportionment to be considered self-funding.</p> <p>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. And from Fall 2010 through Spring 2013, the CSC generated the equivalent of 163.1 FTES (though positive attendance)--over \$800,000.</p> <p>Finally, the resource requirements are low, given its efficiency and productivity: managing the service, training and supervising 50-60 tutors each semester, overseeing 1000 students each semester, as well as collaborating with the college community is all done by 2.4 FTE staff.</p>	<p>The CSC operates at a tremendously efficient level, and the facility has reached its physical capacity. Therefore, any growth would be either minimal or would have trade-offs (longer hours of operation with no additional resources would require a shifting of costs; increasing the size of tutor groups risks student success). Online tutoring would be possible, but would require staffing and equipment.</p> <p>Investment would allow the CSC to continue its history of outstanding stewardship of resources and responsibilities, targeting areas of identified student need--growing number of pre-nursing student who need help in Biology for the merit-based admission into nursing, academic workshops based on faculty requests, etc.</p> <p>The CSC currently collaborates with EOPS, Hard Math, MESA, and YC Assessment and Testing, and investment in the CSC eases pressure on those programs' financial needs. Increased investment would allow more access to students across the college.</p>	<p>Each semester, between four to ten College Success Center staff members also 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. Their experiences greatly enhance the Center's ability to share current information about regional university opportunities and college programs with Yuba College students.</p>	
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Program Vitality: YC #5 Sutter County Center Wet Lab

Program Name	Vision (Narrative)	Demand (Narrative)	Services Quality (Narrative)	Mandated Requirements	Revenues (Narrative)	Potential (Narrative)	Other (Narrative)	Cost
<p>Sutter County Center Wet Lab</p> <p>Measureable Objective: Upgrade facilities at the Sutter County Center to incorporate a wet laboratory.</p>	<p>This request will allow SCC to offer more classes for students to complete their transfer requirements at one location. This supports YCCD short-term goals of increasing student success and completion. This will also meet YC goals to increase efficiency, design programs to allow students to complete their goals in a timely manner and improve the the student experience at all of our centers. (YC Goals #3, 5, & 7)</p>	<p>This lab will directly impact students by allowing for many departments to offer laboratory classes at the Sutter County Center. Bio 15 and 10L are introductory courses with high enrollments that we cannot offer at Sutter because there are no lab facilities. At least one lab should be built so that students have the option to complete their coursework at Sutter.</p> <p>This will also allow YC offer a full evening program and offer a cull complement of courses for GE requirement.</p>	<p>The Biology and Ecology department actively support YC ADT target goals. Biology is developing a transfer degree specific to Biology which will aid retention and transfer of Biology majors. CORs are current. Both CSLOs and PLO's have been assessed within the last year. Fifteen of the 16 SLO's have been assessed at least once, including BIO and ECOL courses resulting in changes to instructional strategies.</p>		<p>BIO & ECOL data for 2011-12: 10.47 FTEF; 383 FTES; 11482 WSCH; 37.47 Student/faculty ratio; 548 WSCH/FTEF ratio. Data for 2012-13: 10.3 FTEF; 386 FTES; 11584 WSCH; 37.49 Student/faculty ratio; 562WSCH/FTEF ratio.</p>	<p>This request will increase student success and retention by allowing student to take more of their transfer requirements in one location.</p>		<p>A. Facilities: \$25,000 B. Equipment: \$25,000</p>

Program Vitality: YC #6 Media Services

Program Name	Vision (Narrative)	Demand (Narrative)	Services Quality (Narrative)	Mandated Requirements	Revenues (Narrative)	Potential (Narrative)	Other (Narrative)	Cost
<p>Media Services</p> <p>Measureable Objective: Purchase and Install instructional equipment for up to twenty classrooms. Update and improve equipment and control systems in several rooms in building 700. Update equipment in rooms 200 & 202. Install instructor console with updated equipment in room 202. Other classrooms to be evaluated from program reviews.</p>	<p>The Media Service and Distributive Education department provide direct support of multi-media systems in classrooms and meeting rooms at all Yuba College sites, maintain the Instructional Television network and streaming video service district-wide, and collaborates with YCCD IT and the WCC Media Services staff to provide support for video conferencing for meetings. Updating the equipment in this request will lead to increases in efficiencies and access for faculty, staff and students. These rooms are used by many of the Student Services departments in their mission to support student success in line with the YCCD short-term goal of Improve Student Success and Completion Rates.</p>	<p>Has direct impact on a great diversity of students and staff. They support nearly every if not every program and service in the district. This request will directly impact instructional delivery in some of the most used rooms on the Yuba College campus. Additionally these rooms are often used by outside organizations and many programs, in particular room 201 is used by a multitude of programs for instructional delivery, program orientation, staff meetings, etc.</p>	<p>Media Services uses input from user groups, YC Technology Committee, YCCD Technology Committee, YC Staff Development Committee, and YC DE Committee plus extracts from program review tech requests. Media Services supports students enrolled in DE courses by providing multiple avenues of access: cable delivery, open-air broadcast, live video streaming via the portal and Canvas, and access to video archives. Media Services arranges for video-captioning upon request via the DECT grant. The DE program specialist and the DE software support specialist provide direct support to students regarding access to ITV and Canvas during regular work hours via phone and email. A central eLearning/DE website with access to support materials and instructional videos is maintained by DE and Media Services personnel for 24/7 support to faculty and students. Media Services, Distributive Education and Library staff provide the general student population with support services by supporting access to technology in the cyberlabs, advising students regarding access to the portal and Canvas on personal devices, and by monitoring DE test proctoring. DE support staff provide assistance via email, phone, and virtual desktop appointments. Video screens to facilitate small group study have been added to small group study spaces in the 1100 facility, the Sutter Center, and Clearlake Center.</p>		<p>One Dean and five support staff accomplish the Multi-Media and District Education services provided to Yuba College and its sites.</p>	<p>Investing in this request will support opportunities for greater collaboration and team approaches. This request will also serve a wide array of programs and student services.</p>		<p>Equipment: \$20,000</p>