**INSTITUTIONAL PROGRAM REVIEW 2009-10**

**Program Efficacy Phase, Spring, 2010**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by ~~March 22, 2010.~~ April 1, 2010

It is the writer’s responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee will pilot a program efficacy that includes a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The pilot will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process. More details on the pilot can be found in the attached file.

**Program Efficacy, Spring 2010**

Complete and attach this cover sheet as the first page of your report.

**Program Being Evaluated**

|  |
| --- |
| Tutoring |

**Name of Department:**

|  |
| --- |
| Tutoring Services |

**Name of Division**

|  |
| --- |
| Library, Learning Resources, & Communication Media |

**Name of Person Preparing this Report                                                  Extension**

|  |
| --- |
| Rose King 8566 |

**Name of Department Members Consulted**

|  |
| --- |
| Marie Mestas, Celia Huston |

**Name of Efficacy Team**

|  |
| --- |
| Cedric Henry (student representative), Dawn Adler |

**Program Review Committee Representatives**

|  |
| --- |
| Celia Huston |

|  |  |  |
| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | March 3, 2010 | March 31, 2010 |
| Final draft sent to the dean | March 26, 2010 | March 31, 2010 |
| Report submitted to Program Review Team | March 31, 2010 | March 31, 2010 |
| Meeting with Review Team |  |  |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 | 0 |  |
| Faculty | 0 | 1 |  |
| Classified Staff | 1 |  | 22 Instructional aides (i.e., student tutors) |
| **Total** | 2 | 1 | 22 |

**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**See attachment “Student Enrollment Demographics”** which shows approximately the ratio of 5 men to 7 women for total number of students enrolled at San Bernardino Valley College.

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The peer tutor staff is equally divided between male and female tutors. We have 11 male tutors and 11 female tutors. The student population receiving tutoring does not reflect the demographics of the campus. There are fewer males receiving tutoring than the overall campus ratio of men to women. Please see chart below. Steps to address the issue are: 1) to have an equal representation in staffing of peer tutors, with an equal ratio of male tutors to female tutors; and 2) to include pictures in campus publications and informational venues of male students receiving tutoring to recruit and retain the underserved portion of the student population. We were not able to capture the student population’s diversity.  The peer tutor staff reflects the diversity of the campus population. The peer tutor staff is composed of a variety of cultural and racial backgrounds with representatives of Black, White, Vietnamese, Hispanic, African, Malaysian, and Bangladeshi ethnicities, and also a member from the Deaf Culture.   |  |  |  | | --- | --- | --- | | Date | Male | Female | | 1/16/2007—5/23/2007 | 59 | 165 | | 8/20/2007—12/31/2007 | 51 | 171 | | 5/27/2008—8/7/2008 | 34 | 93 | | 1/12/2009//5/20/2009 | 75 | 168 | |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

|  |
| --- |
| The pattern of service does not fully cover the needs of the community. To explain: the Tutoring Center is located within the ACAD Lab, which is only staffed with one FT classified employee. This employee was borrowed from the Library. The “borrowed” clerk works afternoons and evenings. Up to last academic year 2008-2009, lab assistants were able to staff the lab and circulation desk from 8am to noon; however, last year District HR, in their wisdom, changed the job classification from lab technician to Tutor II. Tutor II’s are not allowed to work the circulation desk. This leaves the faculty member in ACAD to cover this chore as she is able—sometimes doing it herself, sometimes using FWS students. It is an uneven and undependable circumstance, and results in late opening/early closing hours. This circumstance explains the uneven opening/closing schedule of services.   * The Tutorial Coordinator is available to students, staff, and faculty Mondays – Fridays from 8:00am to 11:00am, and 12:00 pm to 5:00pm. * The Tutoring Center is accessible Mondays, Fridays, and Saturdays from 8:00am to 5:00pm and from 8:00am to 9:00pm Tuesdays, Wednesdays and Thursdays. Some evening and Saturday tutoring is available by appointment. * The hours of service, location and contact phone number are listed in the ‘*yellowpage’* publication that is sent to the SBVC campus via e-mail two to three times each semester, as well as in ‘hard copy’ to *Week Of Welcome* booths, counseling, Library, Outreach and Recruitment, and classroom presentations. The *‘yellowpage’* includes campus-wide information for student academic support services. (S**ee attachment “*yellowpage Fall 2010.”)*** |

**Part II: Questions Related to Strategic Initiative: Student Success**

Provide a brief analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Note: EMP Summary exists for the Tutoring Center’s program. Therefore, we will discuss what we believe our own surveys reveal about student success.  **“The Mission of the Tutoring Center is to empower students to benefit from their educational experience. Peer Tutors help students to become comfortable with course material and help develop the learning strategies, confidence and skills needed to become independent learners.”**  The Tutoring Center has created a Tutor Survey form that helps us to gauge student success and is made available to each student who visits the Tutoring Center. (S**ee attachment “Tutor Survey.**”) The survey is a tool used to gauge a tutor’s effectiveness in a specific tutoring session; measure a student’s input regarding said session; and also functions as a means for the Tutorial Coordinator to direct tutor training for the individual tutor and the entire Tutor Team. Here is an example of a completed survey: *a Spanish student was very thorough in her comments—question #4: Tutor gives examples of techniques used to solve problem—“the tutor demonstrated multiple examples until we found the way that was ‘right’ for me.” Question #7: I am comfortable with the pace of the tutoring session—“She never went ahead of me until I was ready to move on with the next assignment.” Question #10: I feel the tutoring session was useful—“I do, especially with the extra homework she would send me home with. No one cares for homework, but it surely helped.” And under Additional Comments—“[Tutor \_\_\_\_ was/is a great tutor. I fell behind in my Spanish class, was recommended to her, and got caught up. For all the help she offered me on a regular basis, I passed my class with an “A”. She is an exceptional tutor to have! Thanks.” Another example from a complete survey—Question #5: Tutor allows me to demonstrate what I’ve learned—“Exceeds expectations very well.” Additional Comment—“He goes out of his way to help students.”*  **Analysis of Ten Random Tutor Surveys**   |  |  |  |  | | --- | --- | --- | --- | |  | Needs Improvement | Normal Performance | Exceeds Expectations | | 1. Tutor is prepared for tutoring sessions. | 0% | 10% | 90% | | 2. Tutor displays a helpful caring attitude. | 0% | 10% | 90% | | 3. Tutor demonstrates clear knowledge of subject. | 0% | 10% | 90% | | 4. Tutor gives examples of techniques used to solve problem. | 0% | 20% | 80% | | 5. Tutor allows me to demonstrate what I’ve learned. | 0% | 10% | 90% | | 6. Tutor allows me to ask questions. | 0% | 20% | 80% | | 7. I am comfortable with the pace of the tutoring session. | 0% | 20% | 80% | | 8. Tutor makes efficient use of the allotted time. | 0% | 10% | 90% | | 9. Tutor answers all questions to my satisfaction. | 0% | 10% | 90% | | 10. I feel the tutoring session was useful. | 0% | 10% | 90% | |  | YES | NO |  | | Would you work with this tutor again? | 100% | 0% |  |   These Tutor Surveys were completed on a voluntary basis. The Tutorial Coordinator plans to set specific weeks in which each student is asked to complete a survey, and then the results could be charted as data demonstrating achievement of tutorial service success and made into a Tutor Survey Report, which would be useful for Program Review documents and other requests for student success data from the Tutoring Center. |

**Supplemental Data**

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

|  |
| --- |
| N/A |

**Student Learning Outcomes**

* **ACAD 010: Tutor Training**

|  |  |
| --- | --- |
| **Course Outline Objectives** | **Student Learning Outcomes** |
| 1. Define peer tutoring, including the goals of tutoring and the role of the tutor  2. Demonstrate a knowledge of basic study skills techniques including time management, note taking, SQ3R, vocabulary building, memorization techniques, test taking strategies, writing strategies and math strategies  3. Define sexual harassment according to SBVC policy and describe procedures for policy implementation | The student will be able to present himself/herself professionally and develop a scenario for an initial tutoring session which incorporates information about institutional policies, basic study skill techniques, and tutor/tutee expectations |
| 1. Name, describe and employ specific tutoring strategies  2. Name describe and employ specific tutoring techniques  3. Identify and discuss different learning styles and develop strategies for these learning styles in tutoring sessions  4. Prepare a concise tutor session plan  5. Analyze and evaluate a tutoring session | The student will be able to create and assess a tutoring session plan for any individual student which takes into account the tutee’s learning style and particular needs, abilities and challenges |
| 1. Describe adult learners as tutees  2. Define Learning Disabilities and employ specific techniques for tutoring students with such disabilities  3. Apply tutoring techniques which are sensitive to culturally diverse student populations | The student will be able to differentiate between adult learners from a variety of different populations and develop strategies and techniques to address their respective needs |

**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why.  What are your plans to remedy this?

|  |
| --- |
| * ACAD 600A-I X4Supervised Tutoring 0.00 units.   Plans to remedy: SLOs for students who receive tutoring **have not**, as yet, been developed, due to the fact that there has not been a suitable mechanism to track the students’ correlation between receiving tutoring and success in course work. To enable this, the Tutorial Coordinator is drafting a student survey to be generated and given to tutees near the end of a semester. Questions on the survey will be related to the student’s development as an independent learner, better time management skills, improved strategies to match learning style, strategies for test-taking success, and note-taking skills.  Timeline:   * 2010: Create student survey form in collaboration with all SBVC tutoring services, and the Office of Instruction. * 2011(Fall, Spring, Summer): Distribute Survey * 2011-12 (Fall): Compile information gathered from student surveys * 2011-12 (Spring): Report and Publish survey findings. Continue the use of student surveys, unless a suitable mechanism for capturing designated data has been put into use. |

**Attach your three-year plan for assessing SLOs.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Instructional Program:**  **ACADEMIC ADVANCEMENT** | **Instructional Program:**  **LIBRARY TECHNOLOGY** | **Learning Resource Services:**  **AUDIOVISUAL, LIBRARY, LIBRARY COMPUTER LABORATORY, TUTORING** |
| Status as of Fall 2008 | Three SLO’s identified for ACAD 100 (Strategies for College Success). | SLO’s in place for all courses. All courses have been assessed once. | Research and Development |
| 2008/2009 | ACAD 100 assessment tools will be designed and utilized this academic year. | Evaluate the assessment tools and processes. Modify existing tools and processes or develop new tools and processes for implementation in 2009/2010. | Library, Library Computer Lab (LCL), Audiovisual (AV), and **Tutoring** faculty, administration, and staff will continue to develop program level SLO’s for instructional services and resources provided by the division. |
| 2009/2010 | * SLO’s will be developed for **ACAD 010** (Tutor Training) and **ACAD 600** (Supervised Tutoring). * ACAD 100 assessment tools will be reviewed, evaluated, and modified as necessary at the end of the year. | The following courses will be assessed:   * LIB 064 (Introduction to Libraries) * LIB 065 (Library Public Services) * LIB 066 (Acquisitions of Library Materials) * LIB 068 (Library Media Services)   Assessment process will be reviewed, evaluated, and modified as necessary at the end of the year. | Library, LCL, AV, and **Tutoring** faculty, administration, and staff will develop an assessment process and instrument for program level SLO’s. |
| 2010/2011 | * SLO’s will be developed for ACAD 900 (Employability Skills) and ACAD 910 (Vocational Basic Skills Enhancement).   **ACAD** 100, **010, and 600** SLO’s will be reviewed, evaluated, and modified as necessary. | The following courses will be assessed:   * LIB 062 (Care & Repair of Library Materials) * LIB 067 (Library Technical Services) * LIB 069 (Library Automation) * LIB 110 (Information Literacy) * LIB 198 (Library Work Experience)   Assessment process will be reviewed, evaluated, and modified as necessary at the end of the year. | Program level SLO’s for the Library, LCL, AV, and **Tutoring** departments will be assessed. Assessment process will be reviewed, evaluated, and modified as necessary at the end of the year. |

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

|  |
| --- |
| Program Changes: ACAD 110 (now ACAD 010) is now on Blackboard for syllabus and other related information. ACAD 010 just recently finished going through the Curriculum Committee for a change in numbering to indicate its non-transfer status; other work on the courses has been delayed due to the fact that there is no FT faculty person to write and/or update curriculum and develop SLO’s for the courses. Finally, funding for the TutorTrac system has been repeatedly denied, so data collection, analysis, and program changes to ACAD 010 and 600, based on assessment results, are not available. The only data that is available is that which is collected manually by the Tutorial Coordinator. |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose**

What is the purpose of the program?

|  |
| --- |
| “The mission of the Tutoring Center is to empower students to benefit from their educational experience. Peer tutors help students to become comfortable with course material and help develop the learning strategies, confidence and skills needed to become independent learners.” |

How does this purpose relate to the college mission?

|  |
| --- |
| SBVC Mission: “San Bernardino Valley College provides quality education and services that support a diverse community of learners.” The SBVC Tutoring Center is a quality service that supports a diverse community of learners. The document writer feels that the purpose and mission of the Tutoring Center are clearly linked to the SBVC Mission in a meaningful fashion. |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| “In House” productivity data: The chart below shows total number of hours tutored during fall and spring semesters during the previous three academic years and the total number of students who enrolled in ACAD 600 (Supervised Tutoring) during those academic years. Summer sessions have not been separated from these counts and are included in the Fall semesters.  The chart indicates a rise in the productivity of the Tutoring Center. The document writer has noticed some negative impact resulting from construction fencing surrounding and blocking primary campus access to the Liberal Arts building, as seen in academic year 2007-2008. The increase in academic year 2009-2010 reflects the increased student enrollment at SBVC, which most likely will continue. Also, the “word” about the Tutoring Center is spreading by student to student word-of-mouth, faculty support, and other SBVC tutoring locations informational support, resulting in a **33.4% increase from Fall 2006 to Fall 2009.**   |  |  |  |  | | --- | --- | --- | --- | | **2006-2007** | **2007-2008** | **2008-2009** | **2009-2010** | | Fall—Hours: 1,593  Students: 311 | Fall—Hours: 1,082  Students: 233 | Fall—Hours: 1,243  Students: 297 | Fall--Hours: 2,596  Students: 415 | | Spring—Hours: 1,120  Students: 225 | Spring—Hours: 1,187  Students: 247 | Spring—Hours: 1,856  Students: 289 | Spring\*(as of 3/15/2010\*)  Hours: 1,557  Students: 314 | | Total Hours: 2,713  Total Students: 536 | Total Hours: 2,269  Total Students: 480 | Total Hours: 3,099  Total Students: 586 | Total Hours: 4,153\*  Total Students: 729\* | |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Library, Learning Resources & Communication Media** | | | | |
| **Academic Advancement** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | **ACAD 010 Tutor Training** | Historical | 05/11/2009 | 05/11/2015 |
|  | ACAD100 Strategies for College Success | Historical | 03/24/2008 | 03/24/2014 |
|  | ACAD110 Tutor Training | Active | 11/15/2001 | 11/15/2007 |
|  | **ACAD600AX4** Supervised Tutoring - Applied Technology, Transportation & Culinary Arts | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600BX4** Supervised Tutoring - Criminal Justice | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600CX4** Supervised Tutoring - General Studies | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600DX4** Supervised Tutoring - Arts & Humanities | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600EX4** Supervised Tutoring - Library, Learning Resources & Communication Media | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600FX4** Supervised Tutoring - Mathematics, Business & Computer Technology | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600GX4** Supervised Tutoring - Science and Health Science | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600HX4** Supervised Tutoring - Social Science, Human Development & Physical Education | Active | 11/09/2009 | 11/09/2015 |
|  | **ACAD600IX4** Supervised Tutoring - General Studies | Active | 11/15/2001 | 11/15/2007 |
|  | ACAD900 Employability Skills | Active | 12/13/2001 | 12/13/2007 |
|  | ACAD910X4 Voc Basic Skills Enhancement | Active | 12/13/2001 | 12/13/2007 |
|  | ACAD910X4 Voc Basic Skills Enhancement | Pending | 12/13/2001 | 12/13/2007 |

***Note: Only ACAD 010 and ACAD 600A-Hx4 courses are part of the Tutoring Program. All other ACAD courses are owned by the Academic Advancement department, and not a part of Tutoring.***

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

The Content Review Summary is somewhat confusing, so here it is broken down a little more clearly:

* **ACAD 010, ACAD 110**: Old course number [110] changed to new, non-transferable 010
* ACAD 100: to be revisited in 2014
* **ACAD 600AX4** (Bus. & Econ.): updated to 600FX4 (Math., Bus. & Comp. Tech.)
* **ACAD 600HX4** (Technical): updated to 600AX4 (Appl. Tech., Transport., & Culinary Arts)
* **ACAD 600BX4** (Health Sci.) and 600FX4 (Sci.): updated to 600GX4 (Sci. & Health Sci.)
* **ACAD 600BX4** (Criminal Justice): new course
* **ACAD 600CX4** (Humanities): updated to 600DX4 (Arts & Humanities)
* **ACAD 600DX4** (Learning Res.): updated to 600EX4 (Lib., Learning Res. & Comm. Media)
* **ACAD 600EX4** (Phys Ed.) & 600GX4 (Soc. Sci.): updated to 600HX4 (Soc.Sci., Hum. Dev., & Phys Ed.)
* **ACAD 600GX4** (General Studies): new course
* ACAD 900 (Employability Skills): active, in the process of being updated
* ACAD 910X4 (Vocational Basic Skills Enhancement): active, in the process of being updated

Articulation

**N/A**

**ACAD 110 (now 010) is in the curriculum re-numbering process; it will not articulate.**

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation is not occurring | With CSU | With UC |

Describe your plan to articulate these classes. N/A

Currency

Review the last college catalogue data given below.

**Academic Advancement Lab & Tutorial Center**

The Academic Advancement Lab and Tutorial Center

(AALTC) houses self-paced, open entry basic skills

classes and the Tutoring Center. It is located in the Liberal

Arts Building (Room 206). The AALTC also serves as

overflow open computer lab when the computers in the

campus Library are all in use. For information on services

and hours of operation, call (909) 384-8588.

The Tutorial Center (Liberal Arts, Room 206) provides

individual and small group tutoring sessions free of cost

for enrolled students. Tutoring is available in accounting,

art history, biology, business administration, chemistry,

computer systems, economics, English, ESL, geography,

history, math, music, oceanography, orientation,

philosophy, physics, psychology, Spanish, and a growing

number of other subjects. For information on services and

hours of operation, call (909) 384-8566.

**ACAD 110**

**TUTOR TRAINING 1 UNIT**

***PREREQUISITE: None.***

***DEPARTMENTAL ADVISORY: Completion of the***

***courses to be tutored with a minimum grade of “B”,***

***departmental recommendation***, ***and related***

***experience.***

***LECTURE: .50 contact hour per week and***

***LABORATORY: 1.50 contact hours per week.***

Techniques and strategies for effective academic peer

tutoring in a community college setting. Emphasis on

tutoring, study skill techniques and practical skills to use in

a variety of tutoring situations. Completion of any college level

course to be tutored with a grade of B or better is

required. Graded on Pass/No Pass basis only.

*Associate Degree Applicable*

*Course credit transfers to CSU for elective credit only.*

**ACAD 600A-Ix4**

**SUPERVISED TUTORING Non-Credit**

***PREREQUISITE: None.***

***LECTURE: Contact hours will vary according to***

***student need.***

Students enrolling in this non-credit class will receive

assistance in understanding course-specific content in

areas in which they are having difficulty. Peer tutors will

provide examples and supplementary instruction based on

course texts and homework exercises. Enrollment in this

class is limited to students who have been recommended

by an instructor or counselor on the basis of an identified

learning need. Call (909) 384-8566 for additional

information about tutoring.

Which courses are no longer being offered? (Include Course # and Title of the Course): **N/A**

**Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

|  |
| --- |
| The trends of higher community college enrollment, down-turn in the economy, under-prepared high school graduates, and community college budget cuts are external to the institution and are impacting the student enrollment in the Tutoring Center’s with a greater demand for tutorial support service. Also, as explained earlier in this document, because the Library & Learning Resources division is understaffed, the lab space in which the Tutoring Center is located is not able to be open as many hours as in previous years; this has affected those students who may need to be tutored later in the evenings than now available. These trends have created opportunities for the Tutoring Center to be more creative in developing ways to serve both the faculty and the student population. For example:   * We have increased the amount of small group tutoring, particularly with our Calculus and Water Supply Technology tutor. * Our American Sign Language tutors are working more with small groups. * The Tutoring Center has solicited support from the AGS Honor Society by offering an opportunity for members to earn their community service hours as a “study partner” for their peers. The offer includes time keeping and a letter of appreciation for the AGS participants. In addition to the AGS volunteers, we have had other volunteers as well, including Math, Economics, Spanish, and last year an Accounting volunteer. (Please note that ALL volunteers must be Board Approved.) * The Federal Work-Study Program has been of vital importance to staffing in the Tutoring Center. * The Basic Skills Initiative has also been a very important contributor to the Tutoring Center’s staffing needs to support those students who are enrolled in the Basic Skills level courses, as well as study skills, test taking strategies, and other basic skills support for students enrolled in Supervised Tutoring. With the cutting of course offerings and the economic challenges, students are more determined to be successful in their first attempt at course completion, because they may not have the opportunity for a “do-over” for their failed or uncompleted course work. As noted in the “In House” chart viewed under the Productivity section of this document, there is a mounting increase in student enrollment for tutoring, which this writer anticipates will continue. * Mozart Mondays Study Hall was designed to give students an opportunity to access homework help. * Hurl-a-Squirrel Thursdays, inspired by the Basic Skills Initiative, is a multiplication review game. It uses student interaction, auditory, and kinesthetic learning styles to strengthen student knowledge of the multiplication table which is vital to a strong Mathematics foundation.   Summer and Spring Semesters 2009, gave an opportunity to try the last two ‘new’ ideas. These ideas were well received by faculty and students, but not well attended. The tutorial coordinator plans to schedule these activities again, and with wider ‘advertisement’ anticipates more participation by faculty and students. You will find the flyers **attached** regarding these Tutoring Center activities. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

|  |
| --- |
| The Tutoring Center is planning to continue to stretch resources to cover a growing request for tutorial support. The Tutorial Coordinator believes that the Tutoring Center is well prepared for challenges and the changes it may face in the future, because existing resources have been stretched for maximum use and applied good management and good leadership practices. As a result of these practices and innovative ideas, peer tutors are adding more courses to their lists of faculty recommended subjects.  All peer tutors bring a high level of accomplishment to their work. Each one has been recommended as a tutor by his/her instructor, which insures that faculty can and do have confidence in a tutor’s ability to assist other students with course content and study strategies. Also, each peer tutor completes the required tutor training course, and polishes employability skills, which in turn brings a higher level of professionalism to their tutoring duties.  To inform students and faculty about the availability of SBVC tutoring resources, the Tutorial Coordinator will continue to conduct campus-wide presentations about the importance and value of tutoring to audiences in traditional venues, and will also continue seeking more of the non-traditional venues such as Dr. Williams’ Culinary Arts class, visiting High School groups ‘stop-by’s’, and SBVC Coaches and Athlete group ‘stop-by’s’. She is also planning participation in various workshops, such as EOP&S, Student Development, and new faculty orientations. ‘Getting the word out’ is important in utilizing tutoring support resources. Another means is the informational ‘*yellowpage’* which is inclusive of all academic support services campus-wide. This publication fosters communication and cooperation among the various support services.  The Tutorial Coordinator plans to continue to be committed to developing and maintaining relevancy in the field of tutoring and learning assistance by attending, whenever possible, related seminars and conferences, as well as~~,~~ SBVC Professional Development activities. She is also a member of the Basic Skills ad-hoc committee. Her attendance at the Basic Skills Regional Conference in October 2009 was productive in that she was able to bring information to peer tutors about Student Learning Outcomes, Blooms Taxonomy, and Designed Learning Activities. Attendance at the Great Teachers’ Seminar in 2006~~,~~ and 2010, has been an excellent opportunity for contributing to the ‘networking’ of the three components of tutorial support—the faculty, the tutor, and the student. |

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

|  |
| --- |
| Diminishing resources is a challenge, and finding new means of resource stretching is one way of dealing with it. Another is to explore other funding options. The Tutoring Center is planning to acquire a mechanism to capture statistics and to provide access to scheduling tutoring appointments via the Internet. This is a topic that has been addressed during Program Review “Needs” cycles, and plans to subscribe to the software program TutorTrac have been thoroughly researched, budgeted, and requested. The most recent development in addressing this challenge is the Tutoring Center will be required to use the SARS program. We do not have a timeline for the realization of this development. In the summer of 2005, the Tutoring Center acquired the Web-Trak program. We used this program until summer 2009, and discontinued use because the WebTrac was not generating accurate positive attendance reports, and inaccurate data is worse than none. We then returned to relying on the “In House” Access-based scheduling program to generate reports for student total hours and total number of enrolled students for each semester, with hand-written student sign-in logs. Our current plan is to continue submitting requests through appropriate campus processes and networking with the SBVC Technology Service for a system. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

|  |
| --- |
| ***Strategic Initiative: Technology Advancements***—The Tutoring Center’s challenge in the area of Technology has been discussed previously as a planning weakness. The Tutoring Center encourages and promotes the SBVC Campus Technology Service WiFi available in the Tutoring Center. We have seen an increase in the number of students who are using their lap-top computers in the Tutoring Center. This ability to access the Internet on lap-tops has been a benefit to students and tutors. The Tutoring Center is planning better web presence and *‘yellowpage’* connection to the student e-mail. Also, there is a plan to link information about tutoring to the Blackboard CMS.  ***Strategic Initiative: Campus Climate***—The Tutoring Center continues to be a proud steward and display area of some of SBVC historical ‘artifacts.’ Over the years, we have acquired some unique pieces from various locations as old buildings come down. We also provide a warm, clean and welcoming environment for students. It is amazing how favorable the response from students, faculty, and staff is to our environment accented by lamps, plants, and art work. Our open area and the ACAD Lab area have been privileged to exhibit a continuing display of photographs by Math Department Chair, J. Gilbert, taken during his world travels. A goal of the Campus Climate Initiative is to enhance the image of the college, this writer would like to make the suggestion that the Liberal Arts Building is in need of exterior painting. Approximately 5 or 6 years ago, only half of the Liberal Arts exterior was painted. It would enhance the image of the college when people drive past the Liberal Arts Building on Mt. Vernon Ave, that they would see a well-cared for building. The Liberal Arts Building has the name and address number for the college, the first to be seen by north-bound traffic.  ***Strategic Initiative: Partnerships***—External partnership is membership in the **Association of Colleges for Tutoring and Learning Assistance**. This association provides members with a List Serve which is a means of communicating and sharing with other colleges’ tutoring centers in Southern California, and across the United States, about relevant issues, concerns, and ideas. ([www.actla.info](http://www.actla.info)) Internal Partnerships—Plan to strengthen ties with the **Applied Technology, Transportation & Culinary Arts Division** in support of the T-100 Learning Center. **Outreach and Recruitment:** The Tutoring Center has designed, developed and provided a ‘*yellowpage’* edition specifically for Outreach and Recruitment activities and presentations, with plans to keep this information resource updated. **International Students Services:** In collaboration with International students’ counselor, Jeanne Marquis, and Dirkson Lee, of the SBVC Writing Center, the tutorial coordinator presented “Workshop for Future Tutors” for SBVC International students, July 2009. This was such a successful workshop that we are planning to have additional workshops for summer 2010. **Middle College:** The Tutoring Center has hired faculty -recommended tutors each semester for the previous five years, and currently, the Middle College students as peer tutors have been consistently excellent. **Modern Languages:** The Tutoring Center employs peer tutors who have been recommended for Spanish, French, and American Sign Language. The tutorial coordinator serves as a hearing monitor during tests in American Sign Language classrooms for faculty, Mr. Bert Reins. **Art:** The tutorial coordinator is the faculty recommended tutor for all levels of Art History, and is an active member of Friends of the Gallery. **Music:** employed faculty recommended peer tutor for Music 101, Music 117, and Music 133. **Reading:** The director of the Reading Lab, Caleab Losee, has given the Tutoring Center instructor’s edition textbooks of all Reading course levels to assist in tutoring Reading students. **Writing Center:** The Tutoring Center hosts Writing Center tutors when the Writing Center is needed for Division meetings and events. **Mathematics, Business, & Computer Technology:** Faculty recommended peer tutors for CIT courses, Economics, and all levels of Mathematics. Currently the Tutoring Center is the location for the Math Department drop-in math tutors—which gives math students ‘one stop’ support service, as the student may schedule a one-on-one appointment and/or drop-in. **Science:** Faculty recommended peer tutor for all course levels of Water Supply Technology, and faculty recommended peer tutor for Pharmacy Technology. **Social Sciences, Human Development, & Physical Education:** Faculty recommended peer tutors for Psychology, Sociology, and Political Science. Fall semester 2009, the Human Services tutors re-located to the Tutoring Center. The tutors for Human Services are funded through the Perkins Grant. Spring semester 2008, the Tutoring Center participated in Fridays Athlete Homework Hall. |