**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.

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**

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| Tutoring |

**Name of Department:**

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| Tutoring |

**Name of Division**

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| Library, Learning Resources and Communication Media |

**Name of Person Preparing this Report                                                  Extension**

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| Click here to enter text. |

**Name of Department Members Consulted**

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| Click here to enter text. |

**Name of Efficacy Team**

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| Cedric Henry (student representative), Dawn Adler |

**Program Review Committee Representatives**

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| Celia Huston |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | Click here to enter text. | Click here to enter text. |
| Final draft sent to the dean | Click here to enter text. | Click here to enter text. |
| Report submitted to Program Review Team | Click here to enter text. | Click here to enter text. |
| Meeting with Review Team | Click here to enter text. | Click here to enter text. |

**Staffing**

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

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| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Faculty | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Classified Staff | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Total** | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**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.

Click here to enter text.

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?

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| Click here to enter text. |

**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.

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| Click here to enter text. |

**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.

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**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.

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**Student Learning Outcomes**

**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?

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| Click here to enter text. |

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

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

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

**Mission and Purpose**

What is the purpose of the program?

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How does this purpose relate to the college mission?

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**Productivity**

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

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**Relevance and Currency, Articulation of Curriculum**

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

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.

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Articulation

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation is not occurring | With CSU | With UC |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |

Describe your plan to articulate these classes.

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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 collegelevel

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)

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**Planning**

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

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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?

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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?

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**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.

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| Click here to enter text. |