**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**

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

**Name of Department Members Consulted**

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

**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 | March 3, 2010 | 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 | 1 | Click here to enter text. | Click here to enter text. |
| Classified Staff | 1 | Click here to enter text. | 22 Instructional aide/student tutors |
| **Total** | 2 | 0 | 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?

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| 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. For example, records for January 16, 2007—May 23, 2007 reflect 59 males and 165 females made Tutoring Center visits, records for August 20, 2007—December 31, 2007, reflect that 51 males and 171 females made Tutoring Center visits, records for May 27, 2008—August 7, 2008, reflect that 34 males and 93 females made Tutoring Center visits, records for January 12, 2009—May 20, 2009, reflects that 75 males and 168 females made Tutoring Center visits. This document writer believes that perhaps it is the “culture” and habit of the American male to not ask for assistance or direction. 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. Also,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.  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, India, Bangladesh, and the Deaf Culture. |

**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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| The tutorial coordinator is available to staff, students, and faculty Mondays through 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 on Tuesdays, Wednesdays and Thursdays. Some evening and Saturday tutoring is available by appointment. More evening and weekend service would be desirable if increased staffing could be funded. 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. The tutorial coordinator has asked, “How do we get the *‘yellowpage’* hooked up to the SBVC Student e-mail?” Also, the tutorial coordinator sees a potential venue on You Tube. **Please see attachement ‘*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. **The EMP summary is not available for the Tutoring Center.**

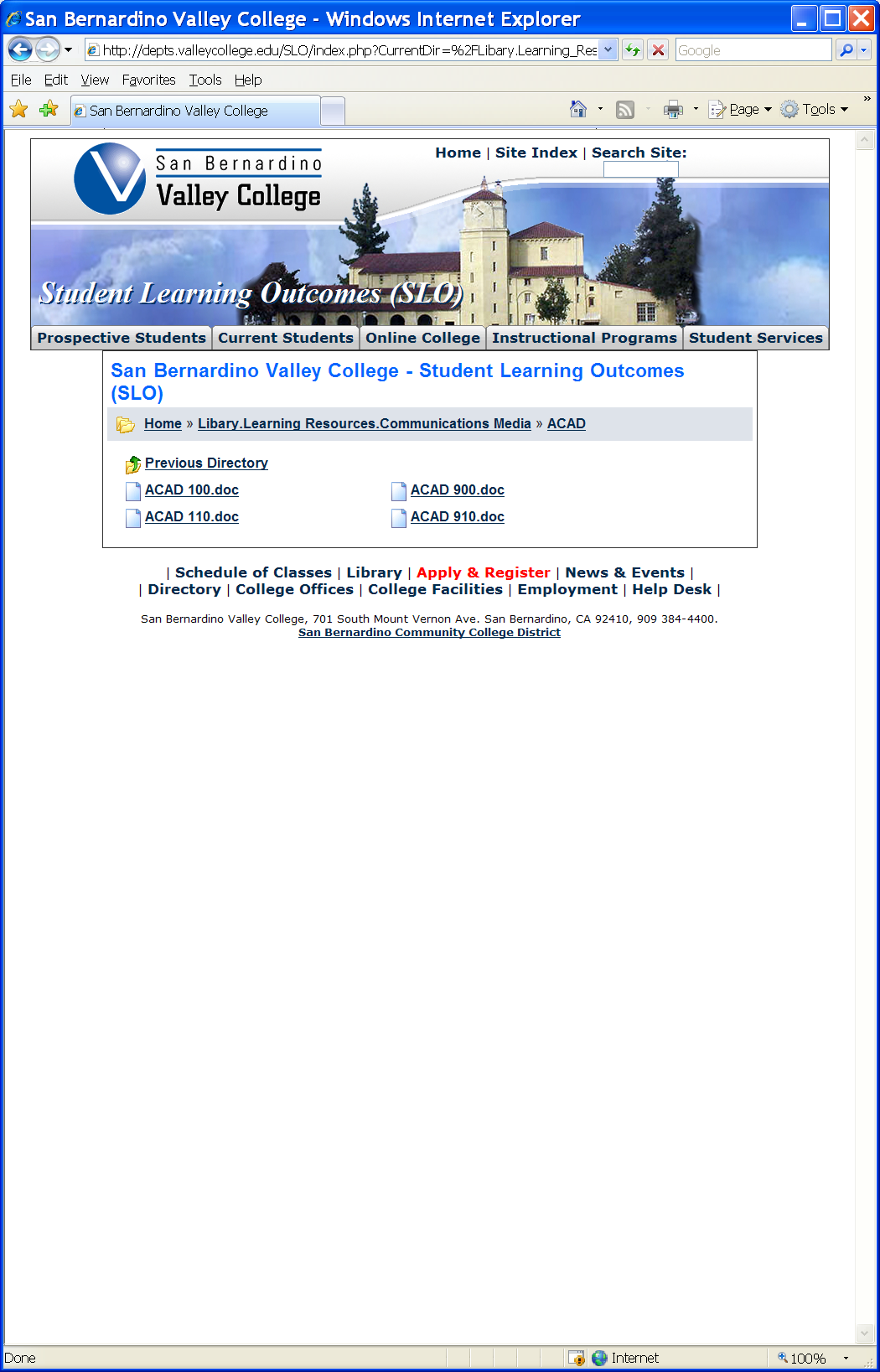
|  |
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| The Tutoring Center has created a Tutor Survey form that is accessible to each student who visits the Tutoring Center. **Please see attachment “Tutor Survey,**” This form is a tool used to gage a tutor’s effectiveness in a specific tutoring session, the students in-put regarding said session, as well as a means for the tutorial coordinator to direct tutor training for the individual tutor as well as for the Tutoring Center’s Tutor Team. To review one of these Tutor Surveys, the Spanish student was very thorough in her comments--#4Tutor gives examples of techniques used to solve problem—“the tutor demonstrated multiple examples until we found the way that was ‘right’ for me.” #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.” #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’s Name* 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 sample--#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.”  These Tutor Surveys have been completed as a voluntary response from students. The tutorial coordinator will 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.

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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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| ACAD 110 Tutor Training **Has** SLOs developed.  ACAD 600 Supervised Tutoring 0.00 unit. Students enrolling in this no-cost non-credit class will receive assistance in understanding course-specific content in areas in which they are having difficulty.  SLOs for students who receive tutoring **has not**, as yet, been developed, because there has not been a suitable mechanism to track the students’ correlation between receiving tutoring and success in course work. The tutorial coordinator has suggested that a student survey be generated and given to students near the end of a semester. Questions on the survey should 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.       Plans to remedy:  2010—2011: Create student survey form in collaboration with all SBVC tutoring services, and the Office of Instruction.  2011—2012: Compile information gathered from student surveys during Fall Semester 2010, Spring Semester 2011, and Fall Semester 2012.  2012—2013: 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.**

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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| Program Change: The ACAD 110 is now on Blackboard for syllabus and other related information. |

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

**Mission and Purpose**

What is the purpose of the program?

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| “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?

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

**Productivity**

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

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| “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. The chart indicates a rise in the productivity of the Tutoring Center. The document writer has noticed some negative impact from construction on campus in past academic years. 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.   |  |  |  |  | | --- | --- | --- | --- | | **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.

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| **Library, Learning Resources & Communication Media** | | | | |
| **Academic Advancement** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | ACAD010 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 - Business & Economics | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600AX4 Supervised Tutoring - Applied Technology, Transportation & Culinary Arts | Active | 11/09/2009 | 11/09/2015 |
|  | ACAD600BX4 Supervised Tutoring - Health Sciences | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600BX4 Supervised Tutoring - Criminal Justice | Active | 11/09/2009 | 11/09/2015 |
|  | ACAD600CX4 Supervised Tutoring - Humanities | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600CX4 Supervised Tutoring - General Studies | Active | 11/09/2009 | 11/09/2015 |
|  | ACAD600DX4 Supervised Tutoring - Arts & Humanities | Active | 11/09/2009 | 11/09/2015 |
|  | ACAD600DX4 Supervised Tutoring - Learning Resources | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600EX4 Supervised Tutoring - Physical Education | Historical | 11/15/2001 | 11/15/2007 |
|  | 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 |
|  | ACAD600FX4 Supervised Tutoring - Science | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600GX4 Supervised Tutoring - Social Science | Historical | 11/15/2001 | 11/15/2007 |
|  | ACAD600GX4 Supervised Tutoring - Science and Health Science | Active | 11/09/2009 | 11/09/2015 |
|  | ACAD600HX4 Supervised Tutoring - Technical | Historical | 12/13/2001 | 12/13/2007 |
|  | 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 |

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.

Click here to enter text.

Articulation

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

**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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| The trend 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 service utilization with a greater demand for tutorial support service. These trends have created opportunities for the Tutoring Center to be more creative in developing ways to serve the faculty and the student population. We have increased the amount of small group tutoring, particularly with our Calculus and Water Supply Technology tutor. Also, 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.) Also, the Federal Work-study Program through SBVC Financial Aid 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. 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.  Summer and Spring Semesters 2009, gave an opportunity to try some ‘new’ ideas: 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. Using student interaction, auditory, and kinesthetic learning styles to strengthen student knowledge of the multiplication table which is vital to a strong Mathematics foundation. 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?

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| The lion’s share of planning is how 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 changes we may face in the future, because we have stretched existing resources for maximum use and applied good management and good leadership practices. A result of these practices and innovative ideas, peer tutors are adding more courses to their lists of faculty recommended subjects. Each peer tutor 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 the planning of campus-wide participation in presentations about the importance and value of tutoring to audiences in traditional venues and will 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’. Also, 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 is continually learning and participating in on-campus and off-campus organizations to develop and maintain relevancy in the field of tutoring and learning assistance. The tutorial coordinator attended the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conference in April 2008, and April 2009, and is a continuing member. The tutorial coordinator has participated in the SBVC Leadership Institute and the SBVC Lunchtime Leadership, and has shared ideas and practices with the Tutoring Center peer tutor staff. Also, as a participant in the Basic Skills ad-hoc committee, attendance at the Basic Skills Regional Conference in October 2009, was instrumental in bringing back information to peer tutors about Student Learning Outcomes, Blooms Taxonomy, Designed Learning Activities and the potential of developing our tutor training program to correspond with the College Reading & Learning Association (CRLA) tutor certification. As a dedicated supporter of SBVC faculty, 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?

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| One thing that is missing in the Tutoring Center’s planning is acquiring a mechanism to capture statistics and to provide access to scheduling tutoring appointments via the internet. This is a subject 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 request to use the TutorTrac software has been forwarded to the Technology Committee. 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, discontinued use because the WebTrac was not generating accurate positive attendance reports. Inaccurate is worse than none, so we returned to relying on the “In House” Access scheduling program to generate reports for student total hours and total number of enrolled students for each semester, with paper and pen student sign-in logs. Our current plan is “wait and see.” |

**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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| Strategic Initiative: Technology Advancements—The Tutoring Center’s challenge in the area of Technology has been discussed previously as a planning weakness. However, the Tutoring Center would like to commend SBVC Campus Technology Services for making 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.  Strategic Initiative: Campus Climate—The Tutoring Center continues to be a proud steward 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 have a continuing exhibit of photography by Math Department Chair, J. Gilbert, from 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 about relevant issues, concerns, and ideas. (www.actla.info)  Internal Partnerships—**Outreach and Recruitment:** The Tutoring Center has designed, developed and provided a ‘*yellowpage’* edition specifically for Outreach and Recruitment activities and presentations. **International Students Services:** In collaboration with International students’ counselor, Jeanne Marquis, and Dirkson Lee, director 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. **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.  The Tutoring Center program plans to continue to respond to faculty requested recommended peer tutors, requests for informational presentations and, in general, support and assist students, staff, and faculty where ever and when ever possible. |