PALOMAR COLLEGE
Learning for Success

Tutoring Committee Minutes **November 5, 2020**

MEETING TYPE:

X	Staff
	Product/Project
	Special

Date: November 5, 2020
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: Zoom

Facilitator: Nimoli Madan
Recorder: Mario Martinez
Voting Members Present: Barnaba, Ruth; Chauderlot, Fabienne; Farrell, Katy; Gutierrez-Aguero, Mireya; Horn, Jessica; Jenkins, Jerry; Madan, Nimoli; Manneh, Beatrice; Nguyen, Duy; Towfiq, Fariheh; Van Dyke, Leigh Ann
Voting Members Absent: Cassoni, Mary
Advisory Members Present: Avila, Debra; DeFreitas, Amber; Griggs, Melissa; Hudson, Aaron; Lecca, Diego; Marquez, Judith; Martinez, Mario; Quintana, Nicolas; Runk, Lourdes; Sangret, Tanya
Guests Present: Anfinson, Cindy; Chakkanakuzhi, Mathews; Murillo, Leticia; Salas, Leslie; Salvatierra, Andrea

Agenda Item
1. Announcements: 1.1. Welcome and introduce guest – Leslie Salas, Dean of counseling

2. Action Items
   2.1. Approve October 1 minutes
      2.1.1. Motioned by Fari
      2.1.2. Second Beatrice
      2.1.3. Motion carried w/ no abstentions or corrections
   2.2. Elect a member to represent the tutoring committee on the AB 705 committee, meets 2nd and 4th Thursday 2:30-3:30 pm – Cindy
      2.2.1. There are multiple groups on campus working on AB 705 issues.
      2.2.2. Created to close these huge equity gaps.
      2.2.3. Students were toiling away forever and not getting to transfer level classes.
      2.2.4. Subcommittee is composed of instructional faculty from Math, English, & ESL.
      2.2.5. Responsibilities include:
      2.2.6. Promote discussion and understanding and analysis of AB 705 compliance and impact.
      2.2.7. Promote discussion, understanding, and analysis of multiple measures.
      2.2.8. Evaluate ongoing research connected to AB 705, including student success in English, math and ESL courses.

2.2.9. Research, identify, and recommend best practices for pedagogy pertaing to AB 705

2.2.10. Continue to research and develop other learning structures/opportunities to meet the needs of underprepared and disproportionately impacted students.

2.2.11. Identify and recommend best practices that address student needs in the first year.

2.2.12. Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students.

2.2.13. Provide input and recommend to the study equity and achievement council to include the equity plan.

2.2.14. Looking for a faculty volunteer for a rep from tutoring to be on this subcommittee. Meets second Thurs of each mon from 2:30pm – 4:00p starting spring

    2.2.14.1. Fari nominates Nimoli

    2.2.14.2. Second by Beatrice

    2.2.14.3. Motion carried

2.3. Elect a member to represent the tutoring committee on Undocumented Student Success Project – Dean Leslie Salas

2.3.1. Nimoli states that our committee has been asked to send a rep for this workgroup.

2.3.2. Leslie has asked for a liaison to help undocumented students/dreamers and help counselors connect these students to a tutoring liaison for referral.

2.3.3. Melissa says that she would be interested in being a volunteer.

2.3.4. Ruth mentions that we have our virtual Tutoring Front Desk and that these students can get the help they need from Leti and Andrea and guide them to liaisons Mireya and Melissa

    2.3.4.1. Fari nominates Mireya and Melissa

    2.3.4.2. Beatrice seconds

    2.3.4.3. Motion carried

3. Discussion Items

3.1. AB 705 – Cindy Anfinson

3.2. Undocumented Student Success Project – Dean Leslie Salas

3.3. Tutoring Website – Mario

3.3.1. Brought back the tiles to the various tutoring centers

3.4. Drop-in Tutoring vs. Tutoring by Appointments – Jeanette

3.5. Tutoring Lounge – Online Tutor Training materials (If time)

3.5.1. Nimoli recommends that we have everyone go in and create modules; i.e., ESL Tutor Training Materials Modules

3.5.2. Next meeting, we can consider using breakout rooms and decide how we can make the most of these rooms.

3.5.3. Fari mentions that she will put the tutor training materials in this canvas course.

3.5.4. Nimoli mentions that we should work on creating recordings of tutoring sessions.

3.5.5. Mireya and Amber can create ideas for STEM-specific tutoring.

3.5.6. Tutor training will be on 3 Fridays starting Spring semester.

3.6. Tutor Training Certificate - Dean Fabienne

3.6.1. To prepare for this discussion:

3.6.1.1.　Checkout this certificate program being offered at Orange Coast College https://catalog.cccd.edu/orange-coast/pathways/find-pathway/noncredit-certificate-programs/tutoring/tutoring-skills-strategies-certificate-completion/#requirementstext

3.6.1.2.　Here is the link to the process we need to follow if we decide to create this tutoring certificate program https://www2.palomar.edu/pages/curriculum/credit-programs/

    3.6.1.2.1.　The college gets more funding for those who complete this non-credit certificate program.

    3.6.1.2.2.　Proposed to be added to CDCP that the college offers.

    3.6.1.2.3.　A number of colleges offer this certificate.

    3.6.1.2.4.　When we start building a pool of peer tutors, this allows for an opportunity for such individuals to receive a certificate.

    3.6.1.2.5.　This can help students in the future if they plan on working in tutoring the field.

    3.6.1.2.6.　Our objective is to create a large pool of peer tutors once we go back.

    3.6.1.2.7.　Peer tutors who are certified result in greater retention and we may have less turnover.

    3.6.1.2.8.　The other advantage is since we are spending the time in training our tutors, this certification course can help generate funding for the college.

    3.6.1.2.9.　Fari mentions the existing tutoring training we have in addition to the CRLA training we have. They generate FTES and the training is recognized nationally.

    3.6.1.2.10.　Dean Fab is referring to a CTE certificate not necessarily the CRLA certificate.

    3.6.1.2.11.　The CTE certificate would be considered a Certificate of Achievement.

    3.6.1.2.12.　Consider the cost the certificate will impact international students.

    3.6.1.2.13.　This conversation is preliminary.

    3.6.1.2.14.　Beatrice mentions the benefit of having this certificate as an option for students.

    3.6.1.2.15.　This certificate program can be attractive for students who are serious about tutoring.

    3.6.1.2.16.　Rafiki mentions this certificate can help students get something from Palomar and put on their resume.

    3.6.1.2.17.　Rafiki mentions combing the CDCP and the CRLA should be combined in some way.

    3.6.1.2.18.　Nimoli mentions the ESL certificate is non-credit. When they pass tutoring 1 and 2, they get the certificate and only pay the health fee. Non-credit is based on a number of hours.

    3.6.1.2.19.　Fari mentions that students could first get CRLA and then get CTE certification.

    3.6.1.2.20.　Nick mentions that the CTE cert could be an option.

    3.6.1.2.21.　Consider the CRLA certificate first and than capstone could be the optional CTE cert.

    3.6.1.2.22.　Nimoli asked if there's any issue with getting a CRLA and then CTE.

3.6.1.2.23.   Fab doesn't see there being an issue as one is from a private, national organization and the other from a public, California CC.

3.6.1.2.24.   Aaron says he doesn't think that would be an issue as CTE has courses that are aligned to industry certifications, but students do get credit for the courses as well.

Next Meeting:
Thursday, December 3, 2020, from 2:30–4:00 P.M. via Zoom