



## Tutoring Committee Minutes March 4, 2021

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### MEETING TYPE:

<input checked="" type="checkbox"/>	Staff
<input type="checkbox"/>	Product/Project
<input type="checkbox"/>	Special

**Date:** March 4, 2021  
**Start Time:** 2:30 p.m.  
**End Time:** 4:00 p.m.  
**Location:** Zoom

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**Facilitator:** Nimoli Madan

**Recorder:** Mario Martinez

**Voting Members Present:** Barnaba, Ruth; Chauderlot, Fabienne; Farrell, Katy; Gilkey, Michael; Gutierrez-Aguero, Mireya; Horn, Jessica; Hudson, Aaron; Madan, Nimoli; Manneh, Beatrice; Towfiq, Fariheh; Van Dyke, Leigh Ann

**Voting Members Absent:**

**Advisory Members Present:** Avila, Debra; DeFreitas, Amber; Garceau, Jeannette; Griggs, Melissa; Lecca, Diego; Marquez, Judith; Martinez, Mario; Nguyen, Duy; Quintana, Nicolas; Runk, Lourdes; Sangret, Tanya

**Guests Present:** Anfinson, Cindy; Chakkanakuzhi, Mathews; Robinson, Patricia; Salvatierra, Andrea

Agenda Item
1. Announcements: 1.1. Welcome
2. Action Items 2.1. Approve February 4 minutes 2.1.1. Motioned by Beatrice 2.1.2. Second by Fari 2.1.3. Motion carried w/ no abstentions or corrections
3. Discussion Items 3.1. PAT 2.2 – Amber (10 minutes) 3.1.1. Amber shared her screen and showed the PAT Center Kiosk-Math Tutoring Center 3.1.2. Student signs in to center and selects the class they are enrolled in. 3.1.3. She mentions how using PAT makes more sense when we go back on-site. 3.1.4. The interaction happens in the Pat Center Logs (or PAT Person Log) 3.1.5. Can assign the visit to a tutor and describe what type of visit it was (drop-in, group, etc.). 3.1.6. Select reason for apportionment (C/L, CT, Q, etc.) 3.1.7. Have the ability of adding all the interactions at one time (all 10 student visits, for example).

- 3.1.8. Fari asks Amber to mention what John said. He said that all student interaction data needs to be imported into PAT
- 3.1.9. Amber downloaded the spreadsheet and inputted the interactions in PAT.
- 3.1.10. Tanya mentions that the session needs to be closed out; i.e., making sure to put comments in. Fields that have an asterisk are required and loop needs to be closed.
- 3.1.11. Aaron says that this data entry may be duplicative for us to have to manually enter data from the spreadsheet to PAT.
- 3.1.12. Andrea wants to know where do you change dates and times for bulk enrollment.
- 3.1.13. Ruth mentioned that excel couldn't upload the spreadsheet per John, but Aaron said it should be possible.
- 3.1.14. Ruth mentions if it's at least possible to have data imported into old PeopleSoft for now.
- 3.1.15. Debra mentions that PeopleSoft can accept import of CSV files.
- 3.1.16. Aaron mentions that the data accreditation needs should be accessible with our spreadsheet in Teams.
- 3.1.17. Going to sessions details in PAT 2.2 allows for adding another entry/line
- 3.2. ACTLA Conference – Ruth Barnaba (10 minutes)
  - 3.2.1. Dean Fab wants most of the tutor coordinators to attend this conference. She has 10 slots.
  - 3.2.2. Send confirmation to Ruth and she will send off for payment to be processed.
  - 3.2.3. The conference is virtual.
  - 3.2.4. We will have to adjust tutoring schedule to cover for those that attend.
  - 3.2.5. When you get to payment screen, check box that says paper check.
  - 3.2.6. For Palomar Preview Days (3/19 – 3/23), we should promote the various tutoring centers. STEM will be promoting their various centers. ESL has signed up as well.
- 3.3. Advertising Tutoring Update – Workgroup
  - 3.3.1. Aaron and Andrea – Canvas, Website, and Social Media (5 minutes)
    - 3.3.1.1. Aaron mentions that we were successful in getting the Online Tutoring link as a menu item located in all Canvas courses now. This makes it easier for students to access online tutoring.
    - 3.3.1.2. Aaron mentions that the college has various social media accounts, and they would be willing to promote any of our materials
    - 3.3.1.3. Andrea mentions that on our tutoring services webpage we removed the outdated video.
    - 3.3.1.4. We added some verbiage explaining how students can access tutoring.
    - 3.3.1.5. We made a table listing all the tutoring subjects we tutor.
    - 3.3.1.6. We will work on making the various tutoring center tiles at bottom are aligned better with a plugin to be announced after Mario consults with Kelly H.
    - 3.3.1.7. Beatrice had asked for the Spanish tutors to make various intro videos. Mario, Pat, and Diego have done so. Instructors can post these in their classes.
  - 3.3.2. Nicolas and Lourdes – Survey (5 minutes)
    - 3.3.2.1. Nick and Lourdes worked on a survey. They created 4 different surveys depending on the target group. Faculty and students who've had and those who have not had tutoring.

- 3.3.2.2. Nick said that he is considering using WordPress and embed in our sites.
- 3.3.2.3. Aaron says we can embed an MS Form.
- 3.3.2.4. Fari asks how specific these surveys would be. Nick mentions that at this point it would be general questions in the survey.
- 3.3.2.5. Ruth says we should get this data soon to include in the accreditation report.
- 3.3.3. Mireya and Melissa – Presentations (5 minutes)
  - 3.3.3.1. Mireya says that they have been working on a PowerPoint that helps promote Online tutoring.
  - 3.3.3.2. Shows how to access tutoring, N BASC, introduce the tutors and centers, benefits of tutoring, tutor videos promoting tutoring, student testimonials, and the link to AndreaLive! at the end of the PPT.
  - 3.3.3.3. Ruth mentions it would be good to make a recorded lecture with this PPT.
  - 3.3.3.4. Aaron mentions this is a good resource for when anyone in tutoring needs to promote tutoring to various constituents.
  - 3.3.3.5. Beatrice says having both the video and the PPT doc is convenient to have.
  - 3.3.3.6. Tanya mentions that we can add the video to the website too.
  - 3.3.3.7. Nimoli mentions that we should have a folder of these resources that anyone in tutoring can pull from.
- 3.3.4. Advertisement – Debra, Jeannette, and Tanya (5 minutes)
  - 3.3.4.1. The idea is to create various social media campaigns that can be sent to students via various social media platforms. Send at strategic times (before midterms, finals, etc.)
  - 3.3.4.2. Visual they created focused on the idea of “Connect”: “Click to Connect with Online Tutoring” along with the additional text for the posting. The JPEG image allows for other centers to post to their social media platforms.
  - 3.3.4.3. Also created a PDF flyer that has various links. One to AndreaLive! and one to the Tutoring Services webpage.
  - 3.3.4.4. If all looks good, we can have PAO start promoting the post and flyer via their various social media platforms.
- 3.4. Tutoring Certificate Update – Beatrice and Fab (30 minutes)
  - 3.4.1. Beatrice mentions the benefits of having a tutoring certificate.
  - 3.4.2. Dean and Beatrice have met twice. Beatrice has talked to Fari about the CRLA cert.
  - 3.4.3. Idea to start with the CRLA training (18 hours) and then for those who want a CDCP cert to do 18 hours more.
  - 3.4.4. Talked about job descriptions and talked to Wendy Nelson about the curriculum process.
  - 3.4.5. Discussed if there’s a demand for this. The dean feels that there is.
  - 3.4.6. VPI Sivert was involved in a tutoring study that has useful data points.
  - 3.4.7. Mireya wants to know if there’s a survey to assess the need for this certificate to gauge level of interest in this program.
  - 3.4.8. Aaron asks if there’s a cost to creating this program.
  - 3.4.9. Fari mentions attendance in tutor training is currently low in part due to COVID. In the past there were up to 49 tutors (in part due to Gear Up).

- 3.4.10. Cindy mentions we would the need to promote a strong message to students regarding the benefits of the certificate and inform them of the value.
- 3.4.11. Fari mentions that there are professionals out there that want to be professional tutors. They would have a bachelor's degree and want to get this certificate so they can then work in the tutoring/learning assistance field.
- 3.4.12. Fari mentions that if we are utilizing our existing curricula (CRLA, and some extra courses that Palomar already offers), then there's not much cost for generating this program.
- 3.4.13. Beatrice mentions the college wants to generate more certificates. This can be tied to enhanced funding.
- 3.4.14. Katy reminds us that curriculum is driven by and created by the faculty.
- 3.5. Misc. Topics – various
  - 3.5.1. Aaron says he will be moving the Tutoring Session Tracking Sheet over to a more secure channel in Teams.
  - 3.5.2. Dean Fab asked if there's any other additional info that we can add or get clarification from her.
  - 3.5.3. Ruth noticed that some ESL students seem to be enrolled in the N BASC 904.
    - 3.5.3.1. Melissa says they may have enrolled and simply didn't remember they had done so. Nimoli concurred.
  - 3.5.4. Dean mentions they are working on a second draft of the accreditation.
    - 3.5.4.1. Fab mentions that she's wanting the at-a-glance table for all tutoring data.
    - 3.5.4.2. Adam Meehan is streamlining the current narrative. He may ask questions of Fab who will then ask us. So, if we get asked for information, such as objective tutoring data, that needs to be in the accreditation report. Please respond ASAP. The deadline is before spring break. Revised draft needs to be in place before break for VPI Sivert to review during break.
    - 3.5.4.3. Ruth said the learning resources overview spreadsheet asking for this data is already in Teams and each center can go in and add their line items.

**Next Meeting:**  
**Thursday, February 4, 2021, from 2:30–4:00 P.M. via Zoom**