



Tutoring Committee Minutes April 7, 2022

MEETING TYPE:

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

Date: April 7, 2022
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: Zoom

Facilitator: Madan, Nimoli

Recorder: Mario Martinez

Voting Members Present: Barnaba, Ruth; Chauderlot, Fabienne; Feld, Erin; Hishmeh, Richard; Manneh, Beatrice; Towfiq, Fariheh; Van Dyke, Leigh Ann

Voting Members Absent: Gutierrez-Aguero, Mireya; Hoover, Leah; Horn, Jessica; Nguyen, Duy

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

Guests Present: Anfinson, Cindy; Murillo, Leticia; Menchaca, Patricia; Salvatierra, Andrea; Zavodny, Anastasia

Agenda Item

1. Announcements:
 - 1.1. Greetings and Warm-up
 - 1.1.1. If you could learn one new professional skill, what would it be?
 - 1.1.1.1. Leigh Ann and Mario discussed learning about innovative tech skills.
 - 1.1.1.2. Judith mentions learning how to work with students with special needs as very important.
 - 1.1.2. What's the best piece of advice you've ever been given?
 - 1.1.2.1. Leigh Ann shares how she finds treating every student with value as paramount.
 - 1.1.2.2. Diego mentions that people should learn to not be so hard on themselves.
 - 1.1.2.3. Judith says learning by example and passing on that knowledge.
 - 1.1.2.4. Mario shares how important in these times to be mindful and keep calm and carry on. Find strategies to deal with the challenges our students may be facing during these trying times.
2. Action Items
 - 2.1. Approve February minutes
 - 2.1.1. Motioned by Erin
 - 2.1.2. Second by Fari
 - 2.1.3. Motion carried with no corrections
 - 2.2. Approve proposed revision of tutoring committee structure

- 2.2.1. Anastasia reviewed the various revisions made to the committee structure. [See Attach. A.](#)
- 2.2.2. Nimoli asks for a change to the ESL part of voting members. Anastasia made the change in real time. Should say ESL faculty tutoring coordinator or faculty designee.
- 2.2.3. Ruth is having Anastasia strike the STAR "supervisor" and replace with "Manager".
- 2.2.4. Beatrice has Anastasia strike the "Computer Lab Coordinator" and add the word "Faculty" in front of designee.
- 2.2.5. Dean Menchaca says that STEM center will not have tutoring in the future. STEM subjects are tutored out of Math Learning Center.
- 2.2.6. Nimoli and Anastasia said we can visit the structure down the road as changes arise.
- 2.2.7. Ruth mentions how STEM would have a few reps (MSE, AMBA, CTE)
- 2.2.8. Anastasia mentions how other faculty could be the at-large post.
- 2.2.9. Every operational has to report to faculty senate.
- 2.2.10. Jeannette has a question regarding the duties of the committee.
- 2.2.11. Erin suggests that we work on the membership now, and then we can work on duties and products in the future.
 - 2.2.11.1. Erin motions to approve the revamped membership structure
 - 2.2.11.2. Fari seconds
 - 2.2.11.3. Document stands approved.
 - 2.2.11.4. Next steps: Anastasia will forward to chair of committee and Nimoli will send to Rocco for senate to discuss motion to approve.
- 2.2.12. All positions (faculty & classified) are up for rotation. Anastasia said that Nimoli can send to Rocco and see if it can go in front of faculty senate so we can at least get a jump start on getting CCE positions confirmed quicker.
- 2.2.13. One-to-one positions don't necessary change.
- 2.2.14. Nimoli says she may be ending her committee assignment as chair.

3. Discussion Items

3.1. AB 705 and tutoring (Cindy)

- 3.1.1. Cindy talks about the AB705 Improvement Plan. [See Attach. B](#) for her PPT presentation.
- 3.1.2. "The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average."
- 3.1.3. "The bill also authorizes the Board of Governors to establish regulations governing the use of measures, instruments and placement models to ensure that these measures, instruments and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and math."
- 3.1.4. The metric that the college uses is called throughput (the volume of students who complete).
- 3.1.5. Colleges were given until Fall 2019 to prepare for English and Math /QR implementation.
- 3.1.6. Colleges were given until Fall 2020 for ESL implementation.

- 3.1.7. Colleges were allowed to innovative with local placement algorithms for a two-year window as long as the placement is based on multiple measures.
- 3.1.8. Colleges were required to submit the Equitable Placement and Completion Improvement Plan on or before March 11 2022.
- 3.1.9. The Math Dept. innovated with local measures.
- 3.1.10. Our college selected option 2 "will have default transfer-level placement in both math/QR and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses."
- 3.1.11. On page 3 of Palomar's Improvement Plan, item 6, "Our college will do the following," we have committed to "Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services."
- 3.1.12. Cindy put us in breakout rooms to discuss on how we will meet this commitment and which committee or council do we send our recommendations to?
- 3.1.13. Questions we discussed include: "How will Palomar meet this commitment?" and "Which committee or council do we send our recommendations to?"
- 3.1.14. Melissa suggests having some more expanded evening hours.
- 3.1.15. Fari mentions that the math tutoring has evening hours (until 8p) and some limited Saturday hours as well.
- 3.1.16. L&L could benefit from expanded hours.
- 3.1.17. Leti notes that STAR used to have Saturday hours.
- 3.1.18. Leti adds that STAR used to have quick question stations around campus (outside of the actual tutoring centers).
- 3.1.19. Mario mentions how promoting tutoring by table touching in the Student Union, etc. could help with promoting tutoring and provided better access and visibility for tutoring services on campus.
- 3.1.20. Fari mentions that we need a commitment on budget. We are engaged and committed to student success, and we are creative with how we can market and improve access to tutoring if we had a guarantee of funding.
- 3.1.21. Nimoli adds that one thing the ESL Dept. has done with much success is having embedded tutors come and work in the tutoring center after or before the class they are embedded in because they have built a good rapport with students and feel comfortable seeking out help. Fari concurs.
- 3.1.22. She mentions that faculty who request an embedded tutor have to complete 3 hours of training during plenary. She mentions that the prospective tutor should also go through these best practices training.
- 3.1.23. Dean Menchaca and Fari add that it's good to bring our recommendations to the senate seeing as our committee is a standing one.
- 3.1.24. Dean Menchaca mentions that we could advocate and negotiate for SEA funds.
- 3.1.25. Cindy is going to share our recommendations with EESSC.
- 3.2. Dean Fab's Announcements.
 - 3.2.1. Relocation of tutoring services
 - 3.2.1.1. Dean Menchaca and Dean Fab are going to meet with the VPs to talk about budget and relocation.
 - 3.2.1.2. Dean Fab says facilities doesn't move furniture but that we will need to secure funds to hire a moving company for that.
 - 3.2.1.3. Fari adds that there are talks surrounding apportionment.

- 3.2.1.4. Dean Fab mentions that the movers will need to move the cubicles from H114.
- 3.2.1.5. Beatrice mentions on a separate note that senate said to contact Erin Hiro regarding the online proctoring. Dean Fab says we are still working on it and hopefully during this fall some of the faculty can try this out with their students.
- 3.2.1.6. Dean Fab mentions the pros and cons regarding transitioning from Proctorio to creating our own bespoke program. At the start, we might not have the personnel to handle large volumes of tutoring but that we will need to ramp up to meet any perceived demand.
- 3.2.1.7. Ruth mentions that HEERF funding rolling into next year.
- 3.2.1.8. Ruth also asks Dean Fab if NetTutor is going to be available next year. Dean Fab says that she hasn't heard of any changes to its current setup. She mentions that we should look at the data and make tweaks as necessary. She says that we should bring this topic up at our next meeting.
- 3.2.2. Building a pool of peer tutors
 - 3.2.2.1. Dean Fab says that she has been updating the new VP of fiscal and will need to update HR with this info.
 - 3.2.2.2. She mentions that we want to do a good job at letting students know that we will soon be recruiting for peer tutors. Prospective peer tutors can apply online on our Tutoring Services website.
 - 3.2.2.3. Important to market this to the faculty so they can promote
- 3.2.3. WC Online
 - 3.2.3.1. Dean Fab says she will plan during the summer for us to familiarize ourselves with WC Online so we can implement in the Fall.

Next Meeting:
Thursday, May 5, 2022, from 2:30–4:00 P.M. via Zoom