

LEARNING CENTER CONSULTATION GROUP  
COLLEGE CENTER, LEARNING CENTER ROOM (220M)  
THURSDAY, APRIL 19, 2012  
2:15 p.m. to 4:15 p.m.

**SUMMARY NOTES**

2:15 – 2:40

- Review of LC Mission Statement and Priorities
  - The group discussed the proposed LC mission statement and priorities
  - Who is the audience? Both students and other stake holders
  - Group agreed and adopted the mission statement and priorities with some modifications (please see the attachment)

2:40 – 3:15

Academic-Peer Tutor Training (LCTR 100: Effective Tutoring)

- Faculty Leads (FLs)
  - FLs will serve as the discipline expert for the tutor in their service area
  - FLs will assist in the evaluation of tutors
  - Compensation for faculty leads (possibly)
- **Overview of Tutor Training Peer Program**
  - CRLA will certify tutor training programs that meet the approved program certification requirements.
    - **Tutor Training:** How do you do it, who is involved (Course or Workshop)
    - **Tutoring Experience:** Level 1-Need 25 hours of supervised tutoring experience, 50 hours of observed peer tutoring for Level 2
    - **Tutor Selection:** GPA requirements and experience
    - **Tutor Evaluation:** How are you doing this, who is involved?
- CRLA Certification: Application submitted
  - Tutor course LCTR 100: 5 Fridays and starts Sep 7<sup>th</sup>
  - Topics to be covered: Role of tutor, types of tutoring, cultural differences, etc.
  - Students will have their own scenarios, taped tutoring sessions so that they can see themselves
  - Course textbook is *Put the Pencil Down*
  - Each tutor will fill out a “Tutor Session Report” form
- LCTR 698 and Tutor Authorization Form
  - Non-credit course and “positive attendance”
  - Form presented to us is for a tutee (form is filled out once per semester)
  - Each discipline will have a lead faculty and they will sign the form
  - Remove address from form, but Jennifer will check with Henry regarding this matter
  - Remove “other language” listed (Spanish removed)

3:15 – 4:15

Discussion

- Parameters for peer tutors when tutoring writing assignments

- Kathleen asked if Jennifer will be observing tutoring sessions
  - Yes there will be observations and informal training
- Kathleen: Are you going to set up the expectations (tutor expectations and requirements)
  - Yes it will be stated during orientation
- Tutor Session Report
  - Jennifer wants to use SARS for tutoring appointments to keep notes of the session
  - Proof reading is a concern
  - Kathleen mentioned to keep the assessment or assistance to global issues as opposed to sentence level stuff
  - Kristi recommended coming up with a “threshold” for sending students to their proper lab (ie. Writing Center, Math lab... etc)
  - How to determine the threshold... we need to ask them “where are they in the process and when is your paper due”
  - Kathleen said she didn’t feel comfortable with tutors marking anything at all
  - Jennifer, can a tutor be trained to some level to be able to identify sentence level errors?
  - Sentence level should be called “proof reading”
  - Add “other” to column

➤ Next Meeting: Thursday, May 03, 2012 at 2:15 p.m.

- Sample assignments from disciplines other than English who have writing assignments
- Jennifer will work on combining the form
- More information about Online Tutoring System for SARS
- Coming up with a threshold to identify the number of errors needed
- Include a referral section on form, “Sent student to “Writing Center””
- Corey recommended to use adobe acrobat to create tutor session form