SUMMARY NOTES

2:15 – 2:30
Review Tutor Session Form
- Wanted to move things to online and mentioned that Michele and Jen will set up Google docs
- Working on a way to have students have referrals slips
- Looking at online instruments
- We want to develop a process so that it is not a referral center, so we need to make sure that we can support disciplines that are lacking (social sciences)

2:30 – 3:50
Discussion continued…
Parameters for peer tutors when tutoring writing assignments from disciplines other than English
- Review sample writing assignments (20 minutes)
  - Similarities:
    - Kristi: Some appear to be entry level questions, how do organize and how to develop organize ideas, many ask for definitions, rhetorical strategies
    - Michelle: Student don't come until its too late despite recommendations to come to the writing center. How do we get through to them.
    - James: What is the instructor giving feed back on the papers
    - Michelle: grammar, typical writing stuff,
    - Michele H: are students allowed to help with students' in class essay.
    - Kathleen: we should create a "test taking" strategies class
    - James: Ethnic Studies prompt needs to be re-examined to break down the process because students will be intimidated and wait until the last minute to approach the assignment.
    - Kristi: Creating a small workshop or focus group to helps students to get ideas on how to approach assignments.
    - Corey: would this group consist of students from the same disciplines or should they be filled with other students from other disciplines.
    - Kristi: We need to make a list of things student tutors can look at to determine that they are in over their head/ when they would need to send the student elsewhere for assistance. When tutors has to make assumptions about their assignment, this could be a trigger that the student may not know how to help them.
    - Michele H.: should we have each dept. develop there own rubric or list that tutors can follow so that they know when they need to refer students to their departments or teachers.
    - Kristi: We have developed a list for them especially for ESL students who were using EOPS.

- - - All: this sounds like a good idea.
      - Sandra: my concern is with grammar.
      - Kristi: explained the threshold for her ESL course, and perhaps bringing in an example with corrected answers.
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- Identify threshold level for peer tutors (30 minutes)
- How to address editing and proofreading (30 minutes)
    - Jen: this is referring to defining a threshold we need to create to determine when the student should be sent to their specific discipline for help. But her goal is to make sure there is a system to ensure that students are assisted once they have been referred to another teacher.
    - James: how do we do this if we don't know what the training is going to be. We would need to also teach the tutor how do deal with the "I don't know how to help you with this".
    - Kathleen: We will need some writing conference specific training in the Tutor Training Workshop.
    - Kristi: We would need to decide what kind of assistance we are willing or could provide
    - James: is there a hierarchy of what we need to have students follow, where is the threshold of things to work on first, global issues before local issues.
    - Corey: Tutors would be more easily to help with organization and structure with the paper, vs I need all my grammar checked.
    - Sandra: Student needs to be educated about what they can check for: Content of philosophy then they would need to go to phil... so students need to be aware of who to sign-up with.
    - Jen: The faculty from that discipline will be involved in aiding and teaching the student tutors.
    - Steve: there is also a level of responsibility on the student's side (ie... if you didn't read the assignment then you can not tutor them).
    - James: need to consider the reading and writing process is primary. We could teach tutors certain kinds of "usage" things.... while helping a tutor helping them with development
    - Kathleen: we need to develop the tutor's skills with addressing global issues of writing.
    - Jen: we hope to invite people from the faculty to come and work with tutors.
    - Corey: the training process seems in depth, so how do you keep attrition?
    - Jen: this is a common problem
    - Jen: Adam brought up a good point about how students approach reading, so we do want to look into reading strategies.
    - Kathleen: how long are tutoring sessions
    - Jen: not yet determined, but 50 min is what we are aiming for.
    - Kathleen: tutoring at that length can be exhausting.
    - James: Well, if we can teach them how to draw the lines in a 50 minute period and that tutors can break up the time and also have activities to do during those 50 minutes.

- Jen: I like the longer sessions, which is based on personal research and experiences. But I also want to look into it.
- Steve: Tutoring was weekly schedule and length was 1 hour. So for some it may take a solid hour to learn concepts and ideas... being able to analyze a problem and be able to understand how to resolve it.
- Kristi: Tutors are going to help with global, but specific questions are still not determined.
- Jen: confirmed the WC drop in hours.
- Kathleen: we want to provide the support, we need to see what the demand will be.
- James: what if we lobbied for units in the Learning Center. Lobbied for Extra units and not from the specific labs.
- Kathleen: we want to make sure that units are not taken away from the specific labs.
- Jen: We don't know the demand, but I'm concerned that we may not have the tools to meet the needs. So I would like to make sure that we could possibly have an English student
- Sandra: Are they qualified and this tutor would need to go through an English hiring committee.
- Steve: this process of hiring a tutor though the department is mostly applicable to English.
- Kristi: we need to know well what the content that the discipline is looking for. We need o be mindful of that separation between what the disciplines need.
- Lena: Mathematics does have rubrics to follow when grading a paper. And I'm concerned with Reading comprehension.

How to address editing and proofreading (30 minutes)
- Kristi: We need to define and know how to teach tutors to use a small diagnostic period during the tutoring session to help clarify the goals of the session.
- James: what about higher level errors. How do we deal with this
- Kristi: Verb form, idioms
- James: sentence structure versus usage.... what types of things could a tutors look for to help students, but there might be certain things in ENG and ESL that will come up more frequently....
- Student: three more errors of the same mistake, then we need to send them to their discipline.
- Kristy: We could come up with a list of criteria for what kind of help should and should not be acceptable in the LC.
- James: We need to train them on something, so a list would be helpful.
- Jen: I need to talk to social sciences to see what their concerns are regarding content.

3:50 – 4:15
Instructional Support Services Committee
- We want to create a larger instructional support services committee that organizes the library and coordinates the services at all the centers. This will replace this group

- Student: I'm concerned that we will not be able to address center specific issues.
- James: we could create focus groups and additional "ad hoc" committees to help with Student Support Services.
- Sandra: Constitution of the committee
- James: identify key goals and issues, objectives we would like this committee to be charged with.
  - Identifying need and resources for all centers
  - Professional development/ Support services for teachers and staff
  - Training opportunities for teachers to work in the LC.
  - Integrating info and coordinate between the centers/ services
  - Improve Student Success
  - Promote Academic Excellence
  - Promote relevant, High-quality programs and services
  - Promote integral planning, fiscal stability and the efficient uses of resources
  - Working to create open communication between various centers
  - Determine needs
  - Who should be on this new committee:
    - LC director, 1 math, 1 eng, 2-3 social sciences reps, students, staff (IA's Michele H and Michelle), nursing, CT 2 or three), 1 library, 1 admin dean.
    - Benefits: we get to know what is going on with one another. Kristi: We need to make sure it is articulated what the purpose of the committee is. Provide the attendees a small hw assignment prior to the first meeting. Possible co-chair
    - We need to also assign role for each person within this meeting.
- Review goals and purpose of LC Consultation Group

Feed back: