



<b>Title V Spring 2024 Advisory Committee Meeting Notes</b>		<b>Date:</b>	<b>March 8<sup>th</sup>, 2024</b>
		<b>Meeting Place:</b>	Zoom
<b>Called to order:</b>	1:00 p.m.	<b>Chair(s):</b>	Yvonne Teniente/ Mary Patrick
		<b>Note Taker:</b>	Eloise Bunnell

<b>Members Present:</b>	Yvonne Teniente Eloise Bunnell Julia Raybould-Rodgers	Mary Patrick Ana Gomez De Torres Maribel Vargas	Erica Biely Maria Grando Liz West
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<b>Members Absent:</b>	Stephanie Crosby John Hood	Elaine Healy Gabriel Marquez	Ben Britten
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<b>Guests:</b>	Dylan West	Makaela Zavala
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	<p><b>Welcome &amp; Introductions</b></p> <p>Maria Grando opened the meeting with introductions from each attendee. The two guests in attendance were: Dylan West, student and calculus embedded tutor and Makaela Zavala, secondary student.</p>
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<b>Agenda No. 1</b>	<b>Title V Grant Overview</b>
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<b>Discussion:</b>	<ul style="list-style-type: none"> <li>The purpose of the Advisory Committee is to obtain input from outside of the Title V grant project regarding institutionalization of Title V activities and objectives to the college, especially how that relates to our incoming student cohorts that are different than they were at the time of writing the grant especially with AB1705 implications as far as supplemental courses.</li> </ul> <p>There are seven main objectives of the Title V grant and those funnel in the four main activities of the grant: 1) embedded counseling-adding additional counseling hours targeting Title V specific student populations; 2) embedded tutoring-which is the focal point, also called peer mentoring, peer tutoring (all are the same); 3) financial wellness-provides educational resources and workshops to students concerning financial wellness and education; and 4) The faculty-to-faculty professional development network is developing a culturally responsive curriculum where faculty with faculty discussions lead the discussions too.</p>
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<b>Agenda No. 2</b>	<b>Mini-Homework Assignment</b>
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<b>Discussion:</b>	<p>Areas to focus on:</p> <ul style="list-style-type: none"> <li>Should the focus moving forward be on specific subjects like Math and English completion since its part of our AB1705 state initiative or do we want to consider opening it up to other subjects? Having other tutors, student retention, Hispanic students are our primary population, moving forward we could create a rubric. (Erica Biely)</li> <li><i>I've had an embedded tutor in English, Calculus, Physics and Chemistry and feel that Math and English had the least amount of support. In my Calculus II class, we had an embedded tutor however he wasn't in the classroom 24/7 so it made it hard to connect. In the online English class, it was harder to connect because you are not in the classroom. What has been helpful is when taking rigorous classes like physics and chemistry the embedded tutors have been in the classroom for the lectures and the lab and they have been wonderful. It was also very helpful to have tutors my own age, as it was easier to ask questions about the course and</i></li> </ul>
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*how the class and tests run, and their overall experience. I wish that I had that same experience in my English and Math classes because even though they were there, they felt a little distant, in my experience. (Makaela Zavala)*

- For clarification purposes: We have two different programs running embedded tutoring right now. Our Science, Technology, Engineering and Math (STEM) Math, English, Science & Arts (MESA) Center also has embedded tutoring and I'm in discussions with them about how we move forward *together* modeling this program. So, it's good to hear that you've had experience with both tutoring programs. (Mary Patrick)
- *I'm taking Calculus II right now and the embedded tutor does seem quite distant, he reaches out online sometimes but, in the classroom, he doesn't walk around and help us much. (Dylan West)*
- *My experience as a tutor I don't reach out to students online, but I sit in the back of the classroom, and it allows me to see who's struggling and who is not. I hold my office hours right after the class, so I end up getting a lot of people that need help right after class. (Dylan West)*
- What will the impact have with the new Hancock Promise? (Julia Raybould-Rodgers)
- Currently we have Year 1 Hancock Promise that guarantees students paid tuition if they take 12 units a semester and they complete Math and English. The College announced today (3/8/24) the Year 2 Hancock Promise for students who have completed and passed 24 units including Math and English will be able to get their second year free. (Mary Patrick)
- The Santa Maria High School District (SMHSD) is now moving towards a third-year math requirement starting with the new incoming ninth graders. The district has also adopted a math curriculum, and having some of the embedded tutors has been good. The district is looking at ways they can have a similar model where they have some student tutors in some of the classrooms instead of just offering as an elective for a teacher's assistant. So, students when they get to Hancock will be familiar with the embedded tutor program. (Maribel Vargas)
- That means all incoming freshmen will take Integrated Math I and then Integrated Math II their next year, and so on which means we are looking at a slow wave four years from now for the students that will be familiar with the embedded tutoring program. The district will continue to offer math above the I, II & III classes. (Erica Biely)
- One of the things we are currently working on is some high school partnerships where we can get math and English faculty from the high school to meet to do some academy together where we can learn what's happening and how they are going to transition the students. Maribel Vargas would be a great advocate for Hancock to partner with if the high schools are able to model peer mentoring so that when they get to college if they are interested in doing peer mentoring it would be great to know they have the same behavior model. (Erica Biely)

**Agenda No. 3**
**Peer Mentoring Program**
**Discussion:**

- Is there some type of training for embedded tutors? What are the learning experiences during the process, are there areas for improvement, do we need to evaluate what we are doing? Do we need to have follow-up training, evaluate and follow-up again? (Ana Gomez De Torres)
- From the surveys, we've worked to improve tutor training, more consistency across courses. Peer mentors like to meet with each other so it's a lot more robust, we've also made it a requirement that faculty engage their peer mentor more in the classroom, so getting them more involved, making them more interactive. Also, as Mary Patrick mentioned, we want to work more with the STEM MESA center on what they do with their peer mentors so that we



have consistency across the college. Even though we are funded differently there should be tutor training across campus, so we are all getting the same thing. (Erica Biely)

- Elaine Healy has worked hard to have training for our embedded tutors including our STEM MESA program. (Mary Patrick)
- The Student Services survey is going out next week and will be asking students about their experiences with Student Services and academic support, including tutoring. (Erica Biely)
- We are working on the STEM MESA areas for a new tutoring process/model (Mary Patrick)
- In 2020, we would have to beg students to take embedded tutoring jobs. Now students are asking to be tutors. There has been a shift with tutors, and now faculty have choices in embedded tutors and can choose wisely. (Liz West)

**Agenda No. 4      Goal Setting for Committee**

**Discussion:**

- Have we thought of a rough estimate on how much we would need to support peer mentoring for math and English? (Maria Grando)
- A maximum load for a tutor would be six units they can sit in on because that would be about 18-20 hours of work per week for math and English 101/103. The calculation for all the courses for all the units we had available in the fall was somewhere around \$750,000 to pay students per semester. So, to support the program it would be double that amount (\$1.5 million), only for fall and spring and does not include summer. This is only for student workers' pay and does not count compensating faculty. And does not include any other kinds of things we're doing because supervised tutoring has changed at the State level. *For example: one student worker working 20 hours/week all year is \$15,000 per worker.* (Mary Patrick)
- How do we pull all the money together? A good recommendation that may come from this Advisory Committee, is to develop a resource allocation across campus which would be centralized from all funding sources; this would benefit all areas when one is falling short and when one can use additional funds. There seems to be a lot of overlap in this area. (Erica Biely)
- Are we using embedded tutors to their full potential?
  - Space in the math center is not being used to its full potential, students are going to class but being sent all over campus due to space and we have embedded tutors in those spaces, they have office hours, or their time is not being utilized. (Erica Biely)
  - When do students need assistance? When are online zoom classes offered, timing, and when are we offering tutoring? (Liz West)
  - It's not a fool-proof method, and students are not always there the whole time. Other students have approached them for help (not from their class). It is hard to have everyone synchronized faculty and tutors. (Julia Raybould-Rodgers)
  - Students need help on demand, which is very prominent in my classes, they don't ask for the help until it is during the exam. (Makaela Zavala)
  - Instructors design their course differently- if there are tutors in every class, they should be better informed and equipped with knowledge and information to better support. (Ana Gomez De Torres)
  - Have a good relationship with the facilitator. (Dylan West)
  - Facilitators want the embedded tutors to be role models of what they would like all students to be like. (Liz West)

**Agenda No. 5      Next Steps**



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Items to discuss at the next meeting:

1. Do we want to focus on Math, English and Science or do we want to focus on other subjects?
2. How can we support a better handoff and have more collaboration between peer mentors at the high schools and peer mentors at Hancock?
3. We as a campus have not developed the concept of a culture of tutoring, students may ask “why do I need to use these services that the college provides?” How are the students going to understand how and when to use the services? (Julia Raybould-Rodgers)

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**Next Meeting**

April 12, 2024

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