

CURRICULUM DEBRIEF WITH TUTORS - THURS, 8/25/16

TUTOR TRAINING

- *Were you prepared and was jam as expected?*
 - Did not know what to expect about jam; did not know that the curriculum was new.
 - Put in position of student, completed the booklet as well, got a better understanding of how the students' feel but not how a tutor/role would be. It was valuable to see the Student Perspective, but needed the Tutor Perspective.
 - Need support from Tutor Perspective
 - Want the "whole Jam picture"
- *Counseling/Coaching Sessions:* briefly knew what was happening, but did not know what exactly was happening and expected in the sessions
 - Tech issues/challenges (unable to log onto Canvas/Math Jam Shells)
 - Coach had to stop what they were doing and resolving those issues
 - Coaches did not have answers about CTE questions/concerns; too transfer focused
 - Tutors may choose not to get involved with the sessions to not contradict what a coach is saying and/or may not know how to help a student and unaware about the "gray and fuzzy" areas between coach, tutor, counselor.
 - Students were stressed out about their ed plans, felt like this was set in stone, "omg, I'm going to be here for 5 years."
- *What is JAM?*
 - Way of orientating students and getting them used to college
 - 1 week college vacation; special orientation, network with people and tutors and staff that have experience. Really get to know and bond with staff and make friends. Special 1 week college
- "Hands on" seminar - not just sitting any in lecture mode, but do activities that build upon each other. Ex: Student Services Scavenger Hunt...and also touch upon on the skills that they are going to learn and what they're going to learn/do in College 1.
 - Kinda like a meeting where everything is introduced to the students
 - Quick run-down and they remember some part of the services they have available to them to utilize
 - Teach students what to expect in college
- *What did students get out of jam (name a few things)?*
 - Ed Plan = very important; able to see where they will be going, concret path/roadmap laid out
 - Comfort level; students are not lost...they know the building they're going to and where they need to go
 - Understanding the value of the Pathways program
 - *What are the value and pieces of the program?*
 - Priority registration = value of selecting the instructors
 - Success Centers = how to utilize the centers

- Improvement for Training: Show and tell tutors that JAM is a piece of a bigger/larger thing so they can share and tell students
- *How many of you felt confident after the training? You had the tools and knowledge based to start jam?*
 - Tutors wanted to know explicitly what they should be doing during the coaching/counseling session
 - We should go over what the coach sessions are
 - Formal hiring process...job description
 - MUST
 -
- *Was the duration of tutor training appropriate? Too long? Too short?*
 - How the posters should look
 - Focused too much on the math/jam packet
 - More focus on what the coaches are doing so tutors can help effectively
- Enjoyed going over the packet, Kahoot!, activities that can be used during jam
- Tutor Checklist and Resources + Tutor Manual = helpful
- Time spent with socializing/familiarizing with coaches = nice
- Case studies = useful; helpful to know how to handle situations

TUTORING

- First day, did not attend training...AHH...what do I do? Just jumped in and learned from the first week. Did not have a job description; needed it because wasn't sure what to do
- Tutors want checklist/topics to cover from facilitators; certain math topics to cover during the day or during the week
- Why do we have homeroom/lecture in the AM?
- Comes down to the individual tutor...if Tutors do NOT buy into the handbook or the work being done, then their STUDENTS will not care either. The investment and involvement that tutors have to the jam is what makes the biggest difference in the world for the students.
- You come in and doing your best and meeting students where they are will make a huge impact.
- *Math levels? Do we need to separate by math levels?*
 - The books are the same; no need to separate by math levels
 - Not right to put together, for example: Math 3+ with Math 450/402 because it may discourage or could encourage students
 - Is it possible to separate them by majors?
 - Mixed majors may be interesting and good too
 - Keep the levels because...for example: Math 450/402 - you are not tied to major yet, community college is where you can discover and explore and find yourself, what you are truly passionate about
 - Less on transferring

CURRICULUM

- Too many ed plan and GE sheets....could be a waste of paper and overwhelming.
 - On the flip side, it was helpful for students
- Did not like Math curriculum, LOVE the coaching/counseling sessions
 - Really enjoyed mapping out the courses and learning how to ed plan
 - Did not like the standardized worksheets and problems
 - Use diagnostic to identify student needs/gaps and see what activities can be done with students (based on math level within the math group)
- Too long (length-wise); some of the things were repetitive
 - Shortening it and streamlining the problems
 - Questions x3...use 1 example, instead of too many
 - Change Home Loan/Mortgage → Credit Card
 - Home Loan may be too far removed from their current experience
 - Reflection piece between 10 year loan or 20 year loan ...what was the point of this?
 - It's important to reflect and see the impact
- Remove PCC cost...because most people will qualify for BOG Waiver
- Don't remove...because not every student qualifies for BOG Waiver; it is important for the students that don't qualify for financial aid.Would like to be informed.
 - Like it: because it opens their eyes to out-of-state tuition, and they won't have financial aid forever
- Financial Aid: Every week, spent explaining different financial aid--Cal Grant, Pell Grant, BOG, loans, etc.
- Everyone wants to become a doctor...which may not be so realistic
- Career Workshop for Undecided major

Takeaways from Brock

1. Create a job description, have students apply and go through the hiring process
2. Create a more effective training program:
 - a. give students context with history of the evolution of Jam
 - b. help them understand what an orientation to college is
 - c. explain the Jam outcomes (not math prep!)
 - d. clarify the math component
 - e. clarify the coach/tutor relationship (they are partners!)
 - f. integrate tutor and coach activities better
 - i. have them spend more meaningful time with coaches
 - ii. have them go through the curriculum, including the coach activities
3. Make the Jam content more relevant to students' lives (home mortgage vs credit card vs college loan)
4. Tutors liked:
 - a. Handbook
 - b. Games
 - c. Time to bond with one another

- d. Talking list
 - e. Socializing with coaches
 - f. Case studies
5. Biggest tutor challenges
- a. Negotiating math tutor identity while taking on orientation guide/mentor role
 - b. Understanding the coach role
 - c. Understanding their role during coach activities