SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Academic and Learning Support - Mesa Tutoring & Computer Center (MT2C)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes:
Post-Covid -- like many programs across campus -- MT2C has had to learn more about the technological needs of students and to become increasingly more flexible about how/when we might offer services due to changes in student, tutor, and staff availability. Consequently, we started providing robust technological support for our internal team, students, and faculty to learn about Zoom, Canvas, and more. Additionally, we became a hub for not only providing technology training, but providing actual technology via laptop and peripheral disbursement for both our team and students. Much of our qualitative feedback centered upon students being thankful of our new online availability so that they could access academic support without having to leave their kids or trying to find parking, and our staff also gained the ability to access our recurrent programmatic training online as well. This all led to the creation of a growing online repository of online training and learning materials and subsequent ACTLA Online Tutor Training certification to couple with our CRLA in person Tutor Training Certification.

Our program now offers robust in person, embedded, and online support for students. We have also seen a recent resurgence in tutoring utilization and student success in our embedded, in person, and online programs: https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml

A few examples of utilization increases
-An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
-An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

Additionally, overall student success from Spring 2023 is clear:
-Overall Success: 84% tutored compared to 75% not tutored
-Overall Completion: 93% tutored compared to 88% not tutored

And the average success from Fall 2019 through Spring 2023 is dramatic and consistent:
-Overall Success: 83% tutored compared to 72% not tutored
-Overall Completion: 92% tutored compared to 86% not tutored

An additional success is MT2C's continued partnerships across campus as well as with our local high schools and nonprofit programs. Just a few examples:

(1) Partnering with Hoover High School to provide tutor training and an onramp to education pathways. Students are provided training in tutoring methodology and then tutor their peers and have the opportunity for a campus visit, which is especially impactful for first generation college students
(2) Partnering with our Mesa College scholarship team to provide writing workshops for students applying for scholarships. In 2022-2023, 231 students attended, 50 students won awards that totaled 41% of all scholarships awarded
(3) Partnering with After School Unlimited (non profit) to provide teacher training and job access for students from Calexico, CA
(4) Partnerships with DSPS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Gaps:
We need to continue to work with our district team to streamline our tutor tracking practices and software utilization to keep student interactions as seamless as possible both in person and online. We updated the 044 system to become skills and not course based so that we can gather apportionment across the curriculum and eventually couple this with our district-wide, integrated PeopleSoft system via Single Sign On. However, in general, our technology, overall, is outdated and often serves as a barrier to student utilization.

Summary and Reflection

The SDCCD hiring requirements and onboarding processes continue to be problematic although they are improving. The gap between onboarding and hiring put our students at risk as we cannot get students the tutorial help they need in a timely fashion. We have had continued and ongoing conversations with our distinct office, which is helpful! However, the hiring/onboarding process is an area for improvement.

Lastly, much like other areas across campus, we are in dire need of fulltime staff in our tutoring spaces especially as program utilization inceases.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
N/A

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:

- According to our SDCCD Student Attendance Tracking System:
  - Fall 2017 to Spring 2018: Over 74,800 hours of contact
  - Fall 2018 to Spring 2019: Over 99,233 hours of contact
  - Total: That's about 25,000 extra hours of contact in one year

- According to our SDCCD Student Attendance Tracking System:
  - Fall 2017 to Spring 2018: 10,669 individual students (head count)
  - Fall 2018 to Spring 2019: 11,832 individual students (head count)
  - Total: 1,163 additional unduplicated students in one year

- According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well:
  - Fall 2017 to Spring 2018: 16,679 tutoring sessions
  - Fall 2018 to Spring 2019: 19,634 tutoring sessions
  - Total: 2,955 additional tutoring sessions in one year

There was, of course, a dip in utilization during COVID as enrollment declined. However, this trend has now reversed, and in the past year, we are again serving dramatically more students:
-From Fall 2020 through Spring 2023 we served over 4,000 students with over 25,00 online and in person sessions and were embedded in additional classes and served more professors across the curriculum.

Spring 2023
-An increase of over 2,500 sessions and 400 students served from Spring 2022 compared to Spring 2023
-An increase of over 2,100 sessions and 475 students served from Fall 2022 (through 10/31) compared to Fall 2023 (through 10/31). We do not have full semester data for Fall 2023 yet as of the writing of this review, which is why we utilized a mid-semester point.

And the feedback we have received from students has been overwhelmingly positive: Fall 2020 through Spring 2023 with an

Summary and Reflection

n=1,102 rating 4 or 5 out of 5
-How likely are you to use one or more ideas from your tutoring session today in the future: 96%
-How satisfied were you with your tutoring session today: 94%
-How likely are you to use our online or in person tutoring service again: 96%

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
We were fortunate that we were able to conduct a three-year trend analysis of our MT2C data before the pandemic. Within this data over three years, we found that students who utilize tutoring services increased the overall campus success rate by 2%. We also discovered that we decreased equity gaps for Black/African America, Latinx, and First generation students by 13%: https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IlMdzuqHkqaDqgEFHF/view. This trend continues as you review more recent data within our tutoring dashboard:https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml

Average Success (Fall 2019, Fall 2020, Fall 2021, Fall 2022, and Spring 2023)
-Overall not tutored success for the campus 73%
-Black/African American: 78% Tutored compared to 65% Not Tutored
-Latinx: 81% Tutored compared to 67% Not Tutored
-White: 86% Tutored compared to 79% Not Tutored
-Asian: 89% Tutored compared to 82% Not Tutored
-In all instances, tutored group success is higher than the campus average and also higher than the within group not tutored average

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
After reviewing the CLOs, we updated both Education and MT2C CLOs.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
We now offer streamlined, online tutoring and tech support, coupled with software and high-level training to support our students across the curriculum. Subsequently, although we currently do not have enough staff to do so at scale, we offer hybrid tutoring to support students who are looking for learning assistance both online and in person. We also now offer dynamic tutor training that our team can partake in both synchronously and asynchronously, for example Multilingual Tutoring Training, ELAC Tutor Training, and UDL Tutor Training. Additionally, MT2C has a much more robust team of part-time employees who are on staff to support our tutors with scheduling, tutee placement, and tutor support, and our online LMS spaces continue to develop to meet the needs of both our team and students. Our Canvas Shell houses a substantial video repository to support the needs of our entire campus. This past year has also seen a deeper connection with our teacher education program and teacher pipeline so that our tutors have the opportunity to support the needs of students across San Diego County and beyond! We have a growing team of tutors/future educators within San Diego Unified as well as Hoover High School, creating a pilot tutor-to-teacher pipeline. This high school tutor training program constructed via our CCAP agreement has been highly successful and SDUSD is looking to replicate this work at additional locations. We have a fulltime, contract faculty embedded coordinator who actively recruits students and faculty to participate in our tutoring programs. This program has increased tutor, student, and faculty participation this past year.

What other factors (internal or external) might also impact the above data trends and equity gaps?
We continue to struggle to have enough support in our tutoring spaces. Like many other programs on campus, we are now both online and in person, and we did not receive additional human resources to support these additional hours in our service

areas. Thus, we are often understaffed and are forced to utilize numerous part-time employees to support the work of one of the largest student support programs on campus. Until we are fortunate enough to significantly increase our fulltime staffing, we will not be able to expand our hours or increase the number of tutors for our on the floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates while limited in in our ability to scale.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
Yes

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Yes

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Yes

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Successes
Five years post-COVID -- like many programs across campus -- MT2C has had to learn more about students' technological needs and had to become increasingly flexible about how/when we might offer services due to changes in student, tutor, and staff availability. We continue to offer streamlined, in-person, and online tutoring provided by highly trained tutors to support our students across the campus. To meet the variable needs of our students, we offer dynamic tutor training and development that our team can partake in, such as curriculum in leadership development, adult learning theory, and effective communication, with specialized training in Multilingual, English Language Acquisition (ELAC), and Universal Design Learning Tutor Training (UDL). This all led to the creation of a growing online repository of online training and learning materials and subsequent ACTLA Online Tutor Training certification to couple with our CRLA in-person Tutor Training Certification.

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(4) Partnerships with DSPS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Trends observed in program/service area's data.
Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:
According to our SDCCD Student Attendance Tracking System:
- Fall 2023 through to Fall 2024: Over 46277 hours of contact

According to our SDCCD Student Attendance Tracking System:
- Fall 2023 through Fall 2024: 54069 individual students (headcount)

According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well:
- Fall 2017 to Spring 2018: 16,679 tutoring sessions
- Fall 2018 to Spring 2019: 19,634 tutoring sessions
- Total: 2,955 additional tutoring sessions in one year

There was, of course, a dip in utilization during COVID-19 as enrollment declined. However, this trend has now reversed, and in the past year, we are again serving dramatically more students:
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The feedback we have received from students has been overwhelmingly positive: Fall 2020 through Spring 2023 with an n=1,102 rating of 4 or 5 out of 5
-How likely are you to use one or more ideas from your tutoring session today in the future: 96%
-How satisfied were you with your tutoring session today: 94%
-How likely are you to use our online or in-person tutoring service again: 96%

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g./ethnicity, gender, age, etc.)
We were fortunate that we were able to conduct a three-year trend analysis of our MT2C data before the pandemic. Within this data over three years, we found that students who utilize tutoring services increased the overall campus success rate by 2%. We also discovered that we decreased equity gaps for Black/African America, Latinx, and First generation students by 13%: https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IlMdzuqHkqaDqgEFHF/view. This trend continues as you review more recent data within our tutoring dashboard:https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml

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Summary and Reflection

-Overall not tutored success for the campus 73%
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Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Leadership has plans to review CLO data at the conclusion of the semester.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps:

We continue to offer streamlined, in-person, and online tutoring provided by highly trained tutors to support our students across the campus. Despite continued staffing needs, we offer tutoring to support students looking for online and in-person learning assistance. We are committed to providing dynamic tutor training and development that our team can partake in, both synchronously and asynchronously. Examples of these trainings include curriculum in leadership development, adult learning theory, and effective communication. We also offered specialized training in Multilingual, English Language Acquisition (ELAC), and Universal Design Learning Tutor Training (UDL).

MT2C has a dedicated team of employees who support our tutors with scheduling, tutee placement, and tutor development. Our Canvas shell houses a substantial video repository as a resource for our entire campus. Our growing Teacher Education Program and pipeline continue to provide our team the opportunity to meet the needs of students across San Diego County and beyond! We have an increasing team of tutors/future educators within the San Diego Unified School District (SDUSD), along with neighboring community partners, generated through our tutor-to-teacher pipeline. This high school tutor training program constructed via our California College and Career Access Pathways (CCAP) agreement has been highly successful. SDUSD is looking to replicate this work at additional locations. Our Embedded Tutor Coordinator continues to expand our campus-wide tutoring efforts by actively recruiting, on-boarding, and retaining students and faculty to participate in our tutoring programs. This effort has increased tutor, student, and faculty participation.

We sourced a grant-funded partnership with the National Conflict Resolution Center (NCRC) to further train and equip tutors and staff to work effectively with a diverse student body. This partnership came as a result of tutor and staff feedback identifying a need for more concrete training and tools to navigate various interpersonal situations in the tutoring spaces. Tutor and staff feedback since NCRC training has been positive, and we will continue to seek out similar collaborations in the future.

What other factors (internal or external) might also impact the above data trends and equity gaps?:

We continue to struggle to have enough support in our tutoring spaces. Like many other programs on campus, we are now both online and in person, and we did not receive additional human resources to support these additional hours in our service areas. Thus, we are often understaffed and are forced to utilize numerous part-time employees to support the work of one of the largest student support programs on campus. Until we are fortunate enough to increase our full-time staffing significantly, we will not be able to expand our hours or increase the number of tutors for our on-the-floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates, while limited in our ability to scale.

Gaps:
One of the most significant gaps that we have relates to our budget. The program is almost exclusively grant-funded at the current time. As the District and the state of California are faced with budgetary constraints, our sources of funding are precarious and unpredictable. Importantly, all NANCE employees have received significant cost-of-living wage increases. Specifically, since 2016, the hourly wage for a NANCE Senior Tutor has more than doubled, from $11.71 per hour to $23.09 per hour. This is a wonderful opportunity for our tutors, and it helps us to retain qualified candidates who are eager to assist in the work we are doing. However, without a budget increase, compensating tutors becomes increasingly difficult.

Summary and Reflection

When MT2C's Instructional Learning Assistance Coordinator accepted an Acting assignment at another college beginning in May 2024, and subsequently a year-long sabbatical, we experienced an eight-month gap in filling the role, which caused strain on the continuing employees and caused delays in needed projects. This role is now being filled by two individuals in part-time positions. Further, heading into Spring 2025, we have vacancies in the Faculty Liaison positions for Math and Science which limits our capability to collaborate and impact student success within these fields. Having dedicated faculty liaisons would further strengthen communication between the tutoring centers and departments, which in turn, bolsters our collective ability to serve the college's mission statement.
We need to continue to work with our district team to streamline our tutor tracking practices and software utilization to keep student interactions as seamless as possible both in person and online. We are currently using a combination of SARS and MyWCO to track usage data and gather apportionment. The combination of these two systems is not as accurate or efficient as we would like. Additionally, there are currently limitations on data tracking to document the impact of Embedded Tutoring for students who receive in-class support; however, there are ongoing conversations around processes that would help us aggregate this information. Therefore, there is a significant loss of data, and an extraneous effort by personnel is required to cross-reference databases to ensure the most accurate data; other systems would be much more efficacious in ensuring that we have the most accurate and up-to-date data. Although we continue to make forward strides, in general, our technology is outdated and often serves as a barrier to student utilization.

The SDCCD hiring requirements and on-boarding processes continue to be a barrier to prospective tutors, although these processes are improving. In addition to the on-boarding process, funding constraints disallow us to guarantee prospective tutors a position after completing ED100. The gap between on-boarding and hiring our tutors puts students who need tutoring at risk as we cannot get them the tutorial help they need in a timely fashion. We have had continued and ongoing conversations with our distinct office, which is helpful! However, the hiring/on-boarding process is an area for improvement.
Lastly, much like other areas across campus, we are in dire need of full-time staff in our tutoring spaces, especially as program utilization increases. At one point, MT2C had 8.5 full-time Classified Professionals (8 employees at 1.0 FTE & 1 employee at .5 FTE). Now, we have three full-time Classified Professionals. As we see an increased prevalence of students who present with escalating behavioral and mental health support needs, having more full-time staffing would allow us to target ongoing training that will address these specific needs and provide more consistency in supporting students, in contrast to handling these situations with part-time, temporary NANC employees. Until we are fortunate enough to increase our full-time staffing significantly, we will not be able to expand our hours or increase the number of tutors for our on-the-floor or embedded programs. This ultimately is a disservice to students and faculty as MT2C continues to demonstrate superior student success rates, while limited in our ability to scale.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
In the past year, MT2C hired a new Instructional Lab Technician (ILT) to replace an employee who vacated this role. The newly hired ILT will help to support the growing scale and complexity of tutoring services across in person, embedded, and online modalities. Filling this vacant position has provided enhanced operational stability and increased capacity within the centers. The ILT plays a critical role in daily front line operations, including student intake support, tutor coordination, technology troubleshooting, and assistance with scheduling and appointment systems.
Having this position filled reduces bottlenecks during peak hours, improves response time to student needs, and allows for more consistent oversight of tutoring spaces. This has had a positive downstream effect on student experience, tutor effectiveness, and overall service quality. Importantly, filling this vacant role helps to alleviate workload pressures on the Supervisor and Instructional Lab Technician already in place, allowing those roles to focus more intentionally on program oversight, staff development, and strategic initiatives rather than constant triage. There is still much needed staffing support; however, filling this vacancy is a wonderful start to improve student success.

This year, MT2C will begin implementation of TrackCloud as part of a broader effort to modernize tutor tracking, scheduling, and data collection practices. TrackCloud offers a more streamlined and student friendly interface for logging tutoring interactions, verifying attendance, and monitoring usage across modalities. Compared to previous systems, TrackCloud reduces manual entry, minimizes duplication of effort, and improves data accuracy. Early benefits should include clearer visibility into tutoring utilization patterns, reduced staff time spent reconciling multiple databases, and improved consistency in session documentation. For students, TrackCloud supports easier check in processes and more seamless transitions between in person and online services. As implementation continues, TrackCloud is expected to enhance MT2C's ability to make data informed decisions related to staffing, hours of operation, embedded tutoring deployment, and equity focused interventions.

Summary and Reflection

Where available, MT2C has continued to review and update utilization, success, and equity data from the past year to inform planning and decision making. While some institutional data remains unavailable or delayed, preliminary indicators suggest that tutoring utilization remains strong and that students who engage with MT2C services continue to demonstrate higher success and completion rates than their non-tutored peers.
Data limitations highlight the ongoing need for improved tracking systems and timely institutional reporting. Despite these constraints, MT2C remains committed to using available data to monitor trends, identify gaps, and advocate for resources that support student success. As additional data becomes available, it will be incorporated into future planning and assessment efforts.

Due to ongoing budgetary constraints, MT2C has been required to reduce overall staffing levels and limit onboarding of new tutors and staff. These reductions have occurred despite increasing student demand for tutoring services. As a result, the program has had to make difficult decisions regarding coverage, scheduling, and expansion of services.
Fewer available staff members have led to increased reliance on part time and temporary employees, reduced flexibility in coverage during peak times, and limitations in the program's ability to scale embedded and specialized tutoring. Additionally, reduced onboarding capacity slows the pipeline of trained tutors, creating gaps between identified student need and available support. While MT2C continues to prioritize efficiency and responsible resource allocation, staffing reductions remain a significant constraint on program growth and sustainability.

MT2C continues to demonstrate strong and consistent impact on student success, completion, and equity outcomes. However, without additional institutionalized funding, the program's ability to sustain and expand services is at risk. The absence of increased funding will directly affect the number of students served, the breadth of tutoring modalities offered, and the hours of operation available to students. Without additional resources, MT2C will be unable to scale staffing to meet rising demand, which may result in reduced hours, longer wait times for tutoring, and fewer embedded tutoring opportunities within high impact courses. Cross campus partnerships that rely on consistent staffing support may need to be limited, and external partnerships that extend MT2C's reach into the community may become unsustainable. Ultimately, the consequence of not increasing funding is a reduction in access to proven academic support services for students who benefit most from tutoring, particularly disproportionately impacted populations.

In the past year, MT2C facilitated professional learning focused on Active Listening for tutors and staff. This training emphasized strategies for building rapport, supporting student agency, and fostering inclusive and respectful learning environments. Tutors reported increased confidence in navigating challenging conversations, responding to student frustration, and supporting persistence during tutoring sessions. These skills directly support student engagement and contribute to positive learning experiences.
Building on this work, MT2C has scheduled upcoming professional learning focused on supporting neurodivergent students in tutoring spaces. This training will provide tutors and staff with practical tools to recognize diverse learning needs, adapt communication strategies, and create environments that support executive functioning, sensory regulation, and student autonomy. Intended outcomes include increased tutor preparedness, improved student satisfaction, and stronger alignment with campus wide equity and accessibility goals.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Fall 2024
Total Sessions: 4789
Total Unduplicated students: 1188

Feedback:
How likely are you to use one or more ideas from your tutoring session today in the future: 96.8% of the students are very likely or somewhat likely to use ideas from the tutoring session in the future
How satisfied were you with your tutoring session today: 92.1% of the students are very satisfied or satisfied with their online tutoring session
How likely are you to use our online or in-person tutoring service again: 96.8% of the students are very likely or somewhat likely to use online services again

Spring 2025
Total Sessions: 5161

Summary and Reflection

Total Unduplicated students: 1169

Feedback:
How likely are you to use one or more ideas from your tutoring session today in the future: 98.3% of the students are very likely or somewhat likely to use ideas from the tutoring session in the future
How satisfied were you with your tutoring session today: 95.1% of the students are very satisfied or satisfied with their online tutoring session
How likely are you to use our online or in-person tutoring service again: 98.3% of the students are very likely or somewhat likely to use online services again

The MT2C continues to strive to provide the best available services across Mesa's campus. These efforts, as reflected in our data from Fall 2024 and Spring 2025, which recorded 9,950 sessions for the 24-25 SY — a slight increase in volume over the previous fall. Beyond sheer numbers, the program's impact is validated by exceptional student feedback: as of Spring 2025, 95.1% of students reported being satisfied with their sessions, and a staggering 98.3% indicated they are likely to return and apply the ideas learned in tutoring to their future coursework.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

The 2024–2025 outcomes assessment for the Mesa Tutoring & Computer Center (MT2C) reflects a high level of achievement in student mastery of both foundational and advanced tutoring methodologies. In the EDUC 100: Tutor Training course, 100% of assessed students met the competencies for all active Course Learning Outcomes (CLOs) during the Spring 2025 reporting period, significantly exceeding the 75% target benchmark. Specifically, students demonstrated total proficiency in utilizing the tutoring cycle through in-class mock sessions, connecting the learning apprenticeship framework to tutoring practice, and articulating how these andragogic frameworks support the creation of equitable tutoring spaces. These findings suggest that current assessment methods, ranging from formative mock sessions to reflective written work, are effectively capturing student growth in these critical areas.

The assessment process remains deeply integrated with the MT2C's strategic goals for professionalization, leadership, and equity. While the 2024–2025 results for EDUC 100 reflect that current resources are effectively supporting students in reaching established benchmarks, the program maintains a focus on ongoing refinement rather than static achievement. As we move forward, the unit's action plan involves ongoing faculty collaboration to review and refine curriculum materials. To ensure long-term effectiveness, the MT2C will take future action following a summer assessment and will make edits to the curriculum as needed. Furthermore, EDUC 150: Advanced Tutor Training student data will be assessed in Spring 2026, and any necessary changes will be made ahead of the next review cycle. By setting rigorous benchmarks for advanced topics, such as equity-connected mentoring theories and professional leadership application, MT2C is positioning its outcomes to support the continued development of its specialized educator pipeline.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

MT2C has made significant strides in stabilizing and modernizing its operational core to meet the increasing complexity of a multi-modal learning environment. The recent hiring of a new Instructional Lab Technician (ILT) has been a cornerstone for this stability, providing essential front-line support in student intake, technology troubleshooting, and tutor coordination. This role ensures that the "gears" of the center—scheduling and appointment systems—run smoothly across in-person, embedded, and online spaces. Complementing this human element is the on-going implementation of TrackCloud, a transition designed to replace manual, fragmented data collection with a streamlined, student-friendly interface. By centralizing tutoring interactions and attendance verification, TrackCloud allows for more accurate, data-informed decisions regarding staffing and equity-focused interventions, ultimately reducing administrative friction for both staff and students.

At the heart of MT2C's success is a robust commitment to tutor development that transcends basic academic assistance. We have cultivated an ever evolving professional learning environment that includes asynchronous and synchronous curriculum in adult learning theory, leadership, and universal design (UDL). Reflecting our commitment to inclusivity, we have recently facilitated professional learning on Active Listening and partnered with the National Conflict Resolution Center (NCRC) to equip our team with tools for navigating complex interpersonal dynamics. Looking forward, our focus is expanding to include specialized training on supporting neurodivergent students, ensuring our tutors can adapt communication and environments to support sensory regulation and student autonomy. This holistic approach ensures that our team—supported by a dedicated staff and a comprehensive Canvas video repository—is prepared to serve a truly diverse student body.

Our impact extends beyond immediate tutoring sessions through a burgeoning tutor-to-teacher pipeline. By leveraging the California College and Career Access Pathways (CCAP) agreement, we have successfully integrated a high school tutor training program within the San Diego Unified School District (SDUSD). This pipeline not only meets current student needs but also cultivates the next generation of educators across San Diego County. This growth is further amplified by our

Summary and Reflection

Embedded Tutor Coordinator, who has been instrumental in bridging the gap between faculty and tutoring services. By actively recruiting and retaining participants, this role has fostered a deeper institutional integration, allowing tutoring to become a valuable part of the classroom experience rather than an isolated external resource.

Despite these achievements and a clear resurgence in student demand, the MT2C is currently navigating a period of significant budgetary pressure. The paradox of the program's current state is that while utilization and student success metrics are climbing, staffing levels have been forced to contract. These reductions have led to a heavier reliance on part-time staff and have limited our ability to onboard new tutors, creating a bottleneck between student needs and available support. While we continue to prioritize efficiency and responsible resource allocation, the sustainability of our current scale is at risk. Without institutionalized funding, the program faces the prospect of reduced hours, longer wait times, and a diminished ability to offer the high-impact tutoring that has become vital to our campus equity outcomes.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Hire two fulltime classified professionals

Unit Goal: By Spring 2025 (or as quickly as possible), hire two fulltime classified professionals

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Utilize data to continue to demonstrate hiring needs. **Action Plan Cycle:** 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/26/2026 **Action Plan Update**: By Fall 2026 (or as quickly as possible), hire four fulltime classified professionals **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 11/27/2024 **Action Plan Update**: After successfully onboarding one full time classified professional, we are still attempting to hire a second full time classified professional. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 06/29/2023 **Action Plan Update**: Update **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Increase student utilization of MT2C Tutoring program by 5%.

Unit Goal: By Spring 2025, increase student utilization of MT2C Tutoring program by 5%.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Utilize data to continue to demonstrate programmatic success and utilization. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/26/2026 **Action Plan Update**: Due to signficant and potential budget constraints, our team size and service efforts have been drastically reduced. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/27/2024 **Action Plan Update**: Continued participation in outreach events, tabling, and classroom presentations to promote MT2C services and resources to students **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: Program utilization is increasing! **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Offer complete tutor to teacher pipeline at Hoover High School.

Unit Goal: By Spring 2025, attempt to offer complete tutor to teacher pipeline at Hoover High School

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Align tutor and teacher preparation courses and offer at local high school **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/26/2026 **Action Plan Update**: We continue to offer a complete tutor to teacher pipeline at Hoover High School **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2024 **Action Plan Update**: Continued offering of teacher preparation course at local high school. This process is ongoing. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: Working with feeder high schools to offer additional courses. **Update Year**: 2023 - 2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track