

Instructional Program Review 2019/20 UPDATE

Mesa Tutoring

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A. Program Review Roles

- Name of Lead Writer: Mark Manasse
- Name of Liaison: Michael Cox
- Department Chair: Alison Gurganus
- Name of Manager/Service Area Supervisor: Andy MacNeill
- Is this a CTE program? (State Yes or No) No

B. Program Updates

The MT2C Program is managed by one tenured instructional non-classroom faculty member. This past year, we have hired an additional full-time faculty member to coordinate the embedded tutoring portion of this program. Our program offers one course (Education 100), that has been instructed by faculty outside of our department. As of Fall 2019, ED100 is only instructed by MT2C fulltime faculty. The course is one unit, and is offered multiple times throughout the year, including intersession and summer sessions.

Number of T/TT Faculty: 2

Number of Adjunct Faculty: 13 (This includes reassign time for faculty across the curriculum who support MT2C)

MT2C Executive Team

This past year, as dwindling resources signaled that our leadership team may decrease in size in upcoming years, we created an executive team, comprised of fulltime employees who can continue to steer the program regardless of the ebbs and flows of funding. This executive team, like the leadership team, is a mixture of admin, faculty, staff, and a tutor.

Mark Manasse, Program Coordinator

Andy MacNeill, Dean of LRAS

Brian Mackus, STEM Supervisor

Carolina Rostworowski Stocco, Instructional Assistant

Joseph Lunsford, Lead Mentor Tutor

Kristin Krogh, Tutoring Supervisor

Symone McDaniels, Embedded Tutoring Coordinator

Zoe Adler, Instructional Assistant

MT2C Leadership Team

The leadership team is comprised of members of the executive team, additional tutors, as well as faculty liaisons from across the campus who provide input for the MT2C program, help train tutors, and provide on the floor support in our tutoring spaces. Our [MT2C leadership team meets on a weekly basis](#), covering operational issues and professional learning amongst the tutors, classified professionals, and faculty who comprise this large, cross-disciplinary team. For professional learning, in the Spring 2019, we split up into self-selected teams and chose a text to review for the semester:

- *Culturally Responsive Teaching and the Brain*
- *Embarrassment*
- *Teaching Students How to Learn*
- *Thinking Fast and Slow*

In Fall 2019, some teams are now using these texts to inform creation of tutor training pieces.

Mark Manasse, Program Coordinator

Andy MacNeill, Dean of LRAS
 Alex Sadovnikova, Mentor Tutor Rep
 Brian Mackus, STEM Supervisor
 Carolina Rostworowski Stocco, Instructional Assistant
 Eliza Rabinovich, ELAC Liaison
 Jaime Lenke, ESL Liaison
 Jake Portugal, Athletics Liaison
 James Gappy, CISC Liaison
 Jennifer Derilo, English Liaison
 Joseph Lunsford, Lead Mentor Tutor
 Kim Lacher, English Liaison
 Kristin Krogh, Tutoring Supervisor
 Katherine Naimark, Math Liaison
 Nicole Michals, Writing Liaison
 Nina Nordstrom, Mentor Tutor Rep
 Paige Connell, Biology Liaison
 Paris Ryan, Extended Services/HotSpot Liaison
 Patxi Zabaleta, Language Liaison
 Shane Briggs, Math Liaison
 Symone McDaniels, Embedded Tutoring Coordinator
 Travis Phelps, Extended Services/Online & Athletics Liaison
 Zoe Adler, Instructional Assistant

MT2C Vision, Mission, Theory of Change, and Values

Vision: To become *the* model tutoring program in California

MT2C Mission Creation

- Create initial mission statement Fall 2016 with MT2C Leadership Team
- Collected 10 suggested updated mission statements from Summer 2018 MT2C Tutoring Retreat. Groups were comprised of tutors, faculty, classified professionals, administrators from across the campus community.
- Worked on MT2C values Summer 2018 through Fall 2018
- Utilized finalized values and retreat mission statements to condense to five mission statement options created by MT2C Leadership Team
- MT2C Subgroup drafted one updated Mission Statement December 2018
- Leadership team finalized in Intercession 2019
- New Mission Statement as of Spring 2019: *Inspire confident and independent learners to collaborate in a welcoming and safe environment. Empower students, tutors, classified professionals, and faculty to achieve their educational and career goals. The heart of our mission is to promote professionalism and to cultivate a community of mindful learners through kind and equitable practices.*

MT2C Theory of Change: If we provide professionalized training on networking as well as engage in action research, community college professionals will transform their environments and identities to create communities of practice (CoPs). These CoPs will produce powerful learning and innovation across the state, which will lead to greater student success. The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors, faculty, staff, & administrators. Then, when we start with our *WHY*:

- Tutors and other learning assistance educators will recognize themselves as empowered professionals who are an integral, equitable part of the institution;
- This professionalization of tutoring will yield improved services to our students and contribute to a campus wide culture of student success;
- The learning assistance domain will become a more central part of the institution;
- Tutors will develop a strong foundation necessary to become successful professionals.

MT2C Values

Collaboration. Empathy. Empowerment. Equity. Kindness. Leadership. Mindfulness. Professionalism. Respectfulness.

Programmatic Review

Our program regularly reviews our goals, strengths, weaknesses, etc. Additionally, MT2C conducts consistent and recursive program-wide evaluation, which includes the input of students, tutors, staff, and faculty. We utilized this feedback to help re-create our yearly logic model, as well as to amend our short, medium, and long-term goals.

- [Program Analysis \(Conducted at 2019 Campus-wide Tutor Retreat June 2019\)](#): Our tutoring program holds a yearly MT2C Tutor Program Retreat open to faculty, staff, and administrators. This document contains a synopsis of this feedback.
- [2019-2020 MT2C Logic Model](#): Our team-created logic model reflects a culmination of this feedback and helps set our yearly activities. This document continues to be updated, and is still currently in draft form and needs to be updated for 2019-2020.

Strengths (From Summer 2019 Retreat)

- Community/Environment/Welcoming
- Diversity: tutors, subjects, services
- Equity Focus
- Growth-oriented
- Institutional Research
- Leadership Team/Organizational Structure
- Philosophy: Tutor Cycle/Values/Self-reflection/Frameworks
- Professionalism
- Program Scope
- Resources
- Support: Team, colleagues, open to feedback
- Trainings

Challenges (From Summer 2019 Retreat)

- Communication: Learner and faculty expectations, cultural/language barriers
- Data: Getting more course-specific info
- Infrastructure: Hours, student/tutor ratio, number of coordinators, space
- Funding
- Outreach: Social Media, diverse tutor recruitment, reaching more students, faculty involvement
- Standardization in different centers
- Time management (working with too many students)
- Tutor Turnover
- Tutoring stigma

One Year Goal:

- Communication: More faculty understand tutoring
- Streamline data acquisition
- More outreach: Improve marketing material, promote online more, videos, newsletter
- Food for students
- Infrastructure: Decorate spaces, more space, couches, merge 1st and 4th
- Additional pay for tutors
- More tutors: Shorter wait times for students, embedded, CTE, subjects, group, ELAC, legacy
- Training: major-level, subject-specific
- More faculty involvement
- More tech in centers
- More tutor social activities

Five Year Goal:

- Acknowledgement: Become the model program and recognized for equity and training
- Continue to develop community
- More data
- Expansion: more tutors, courses, spaces, outdoor spaces
- Continue to promote diversity: Women in STEM
- More STEM Resources
- New carpet
- More legacy support
- Removal of tutoring stigma
- Tech: online, app, computers, phones, iPads
- Outreach: more tutors and faculty connection
- Pay increase for tutors, especially for longer tenure tutors
- Connect to even more programs and subjects on campus
- More tutors
- More social events

Additionally, as another layer of analysis for the program, both the MT2C executive team and then then leadership team reviewed the programmatic analysis. From these reviews, we have had the following questions arise and the following responses. These pieces will be incorporated into our 2019-2020 Logic Model.

Question	Response
How do we get more data? The "right" data?	Created an MT2C Data Integrity Task Force to streamline data acquisition
How do we better onboard tutors.	Created "Brian Training" to support HOW TO work in spaces such as STEM Center and Writing Center. Also created "Hot Spot Trainings" to better prepare our tutors to work in spaces around campus.
How do we develop equity and equity training?	Created MT2C Equity Task Force that is creating a series of equity focused workshops for tutors Working with Basic Needs to better support all of our students. Partner with more areas/programs on campus such as Strong WorkForce and Promise programs.
How do we improve communication?	Piloted Remind.com in Fall 2019, and will scale up in Spring 2020 as a way to improve program communication with tutors Will create an MT2C Canvas shell to house MT2C documents Developing MT2C Social Media
How do we improve tutor tracking?	Working with SDCCD to streamline student enrollment into 044 tutoring sessions.
How do we continue to develop our MT2C community?	Social events. Tutor outings.
How do we Improve Tutor Compensation	The Program Coordinator has, once again, reached out to the union about options in levels and/or raises. Plan to increase

	more tutor salaries by Fall 2020.
How do we improve subject-level mastery for tutors	Will re-evaluate Tutor Onboarding form that faculty liaisons utilize. Will re-evaluate promotional materials to connect with more and different students to become tutors.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Program Learning Outcomes for Mesa Tutoring & Computer Center

Program Goal #1

Inspire confident, independent learners to collaborate in a welcoming and safe environment.

Mapping

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Program Goal #2

Empower students, tutors, classified professionals, and faculty to achieve their educational and career goals.

Mapping

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Program Goal #3

Cultivate a community of mindful learners who utilize kind and equitable practices.

Mapping

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Program Goal #4

Promote that tutors are Educational Professionals to the entire campus community

Mapping

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

MT2C 2016-2017 Goals

Outcome

Goal: Provide Better Tutoring Service

In Fall 2016, tutoring centralized within the LRC, as well as increased the days/times tutoring is available. Additionally, with this relocation and merging with the former CIL, MT2C assists many more students than previous semesters with tutoring and computing.

Action: Offer More Robost Tutor Training

Describe the actions needed to achieve this objective:

- (a) Two weeks of tutor workshops at the beginning of each semester
- (b) All tutor training sessions three times/semester
- (c) Conference attendance/presentations for tutors
- (d) Provide Friday afternoon training throughout semester

Who will be responsible for overseeing the completion of this objective:

Mark Manasse
Tutoring coordinators/liaisons
Mentor Tutors
Tutors

Provide a timeline for the actions:

Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

Google Survey

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Money for travel, food, and guest speakers.

Goal: To enhance professional development of faculty and staff

With focus on this goal, we will be better positioned to help our students.

Action: Provide ongoing Professional Learning

Describe the actions needed to achieve this objective:	(a) Leadership Team reads educational text during PL sessions and creates training based off of reading (b) Embedded Tutoring Programs includes mandatory training for faculty using embedded tutors (c) Yearly retreat held
Who will be responsible for overseeing the completion of this objective:	Mark Manasse Symone McDaniels
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Post event surveys Materials/training creation due to PL
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Money for travel, food, and guest speakers.

Goal: Fully implement online appointment system and tutoring.

To increase efficiency in the delivery of services to students. One of the areas noted in challenges for the center was that of inefficient systems for serving students. This begins with the check in service at the front desk through the numbering system presently used. Implementation of a few new services will alleviate these bottlenecks.

Action: Align Appointment and Tracking Systems

Describe the actions needed to achieve this objective:	1) Continue to implement MYWC Online to track appointments 2) Review need to utilize 044 tracking 3) Develop apportionment plan
Who will be responsible for overseeing the completion of this objective:	Mark Manasse Symone McDaniels Data Integrity Task Force
Provide a timeline for the actions:	Summer 2018 Through Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:	MT2C Leadership Team Feedback IR Office Feedback Student Feedback SDCCD Technical Support Tutor Feedback
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Cost to purchase MYWC on a yearly basis Cost for computers/technology associated with tracking Training Institutionalized funding for tutors

GOAL STATUS REPORT (REQUIRED)

Action Statuses

MT2C 2016-2017 Goals

Outcome

Goal: Provide Better Tutoring Service

In Fall 2016, tutoring centralized within the LRC, as well as increased the days/times tutoring is available. Additionally, with this relocation and merging with the former CIL, MT2C assists many more students than previous semesters with tutoring and computing.

Action: Offer More Robost Tutor Training

Describe the actions needed to achieve this objective:	(a) Two weeks of tutor workshops at the beginning of each semester (b) All tutor training sessions three times/semester (c) Conference attendance/presentations for tutors (d) Provide Friday afternoon training throughout semester
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Who will be responsible for overseeing the completion of this objective:	Mark Manasse Tutoring coordinators/liaisons Mentor Tutors Tutors
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Provide a timeline for the actions:	Ongoing
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Describe the assessment plan you will use to know if the objective was achieved and effective:	Google Survey
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List resources needed to achieve this objective and	Money for travel, food, and guest speakers.
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associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Offer More Robost Tutor Training

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

We are still developing what our training will look like during the first two weeks and on Fridays. We are now investigating more tutor certificates, and how we might provide levels of training (for example, Equity Level 1 Trained, Level 2 Trained, etc). So we are zooming out to see how we might tie all of our training together under our Educational Professional pillars of tutoring, leadership, andragogy, and equity.

Goal: To enhance professional development of faculty and staff

With focus on this goal, we will be better positioned to help our students.

Action: Provide ongoing Professional Learning

Describe the actions needed to achieve this objective:

- (a) Leadership Team reads educational text during PL sessions and creates training based off of reading
- (b) Embedded Tutoring Programs includes mandatory training for faculty using embedded tutors
- (c) Yearly retreat held

Who will be responsible for overseeing the completion of this objective:

Mark Manasse
Symone McDaniels

Provide a timeline for the actions:

Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

Post event surveys
Materials/training creation due to PL

List resources needed to achieve this objective and

Money for travel, food, and guest speakers.

associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Provide ongoing Professional Learning

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Our leadership team reads texts. And our leadership team creates trainings. However, we can continue to improve how professional reading can create professional training for others through the lens of tutoring. We also need to decide if we continue to read multiple texts in smaller teams or one text as a way to galvanize our team.

Embedded tutoring is definitely moving in the right direction, but it is difficult to find time to consistently work with faculty on an ongoing basis. What might it look like to have consistent and ongoing training for faculty AND to keep it fresh over the years?

Goal: Fully implement online appointment system and tutoring.

To increase efficiency in the delivery of services to students. One of the areas noted in challenges for the center was that of inefficient systems for serving students. This begins with the check in service at the front desk through the numbering system presently used. Implementation of a few new services will alleviate these bottlenecks.

Action: Align Appointment and Tracking Systems

Describe the actions needed to achieve this objective:
 1) Continue to implement MYWC Online to track appointments
 2) Review need to utilize 044 tracking
 3) Develop apportionment plan

Who will be responsible for overseeing the completion of this objective:
 Mark Manasse
 Symone McDaniels
 Data Integrity Task Force

Provide a timeline for the actions:
 Summer 2018 Through Fall 2020

Describe the assessment plan you will use to know if
 MT2C Leadership Team Feedback
 IR Office Feedback

the objective was achieved and effective:

Student Feedback
SDCCD Technical Support
Tutor Feedback

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Cost to purchase MYWC on a yearly basis
Cost for computers/technology associated with tracking
Training
Institutionalized funding for tutors

Status for Align Appointment and Tracking Systems

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Very recently, students gained the ability to self-refer to tutoring services. This means it is even more imperative to support a seamless sign in experience in tutoring spaces. We are working with SDCCD technical units to help us expedite this process.

Our Data Integrity Team was created in Fall 2019, and has already provided some clear data. The goal is for them to provide monthly updates in the future, especially so we can see high traffic times of student utilization in our spaces.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Mesa Tutoring & Computer Center

(REQUIRED) Program name

Mesa Tutoring and Computing Center

(REQUIRED) Are you on target with your assessment schedule?

Yes.

- We review and assess course outcomes in ED100 (Tutor Training);
- We review and assess All Tutor Training survey feedback from tutors, faculty, and staff;
- we review and assess the MT2C program with the Office of Institutional Research every year, including qualitative and quantitative feedback and present this information at a campus-wide retreat;
- We review and provide feedforward (our version of feedback) for our tutors in spring semesters;
- We acquire P.O.S. feedback in our MYWCO tutor tracking;

Consequently, we are receiving feedback from students, tutors, faculty about our MT2C services.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Programmatically, the data provided by the Office of Institutional Research demonstrates that MT2C supports student and tutor success and closes equity gaps. Also, student perceptions about the program have also improved compared to a baseline survey conducted in 2016. MT2C works with the Office of Institutional Research to present at our yearly campus-wide retreat, and the program coordinator shares this data with the MT2C Leadership Team as well as shares highlights at President's Cabinet. To review the programmatic analysis of MT2C, please review this [presentation](#), which clearly exemplifies how we support students in tutor spaces, with embedded tutoring, and with online tutoring. In fact, MT2C impacted the college-wide success average by 2%! Also, as previously mentioned, this data and feedback from students, tutors, faculty, and staff surfaced the following needs and the way we are currently responding to those needs:

Question	Response
How do we get more data? The "right" data?	Created an MT2C Data Integrity Task Force to streamline data acquisition
How do we better onboard tutors.	Created "Brian Training" to support HOW TO work in spaces such as STEM Center and Writing Center. Also created "Hot Spot Trainings" to better prepare our tutors to work in spaces around campus.
How do we develop equity and equity training?	Created MT2C Equity Task Force that is creating a series of equity focused workshops for tutors

	<p>Working with Basic Needs to better support all of our students.</p> <p>Partner with more areas/programs on campus such as Strong WorkForce and Promise programs.</p>
How do we improve communication?	<p>Piloted Remind.com in Fall 2019, and will scale up in Spring 2020 as a way to improve program communication with tutors</p> <p>Will create an MT2C Canvas shell to house MT2C documents</p> <p>Developing MT2C Social Media</p>
How do we improve tutor tracking?	Working with SDCCD to streamline student enrollment into 044 tutoring sessions.
How do we continue to develop our MT2C community?	Social events. Tutor outings.
How do we Improve Tutor Compensation	The Program Coordinator has, once again, reached out to the union about options in levels and/or raises. Plan to increase more tutor salaries by Fall 2020.
How do we improve subject-level mastery for tutors	<p>Will re-evaluate Tutor Onboarding form that faculty liaisons utilize.</p> <p>Will re-evaluate promotional materials to connect with more and different students to become tutors.</p>

(REQUIRED) Based on your assessments, what resource needs have you identified?

█

Our program serves a large number of Mesa College students (13%, according to our data). Additionally, with the number of tutors there are to evaluate within our ED100 courses, our embedded tutoring programs, as well as on the floor, there is a clear need for even more fulltime faculty, staff, and tutors, to help manage, supervise, and support the program. Point of service feedback demonstrates that students overwhelming love working with our tutors, with students asking for more tutors, more hours, and more services. Our tutors also are requesting more hours and pay increases so they can support themselves and our students. This is, of course, challenging to do during tougher economic times. Consequently, we need to continue to be savvy about how we utilize our resources in the years to come as we prepare to

scale down before we can scale back up. Any institutional support in the forms of grants or other funding to support the tutoring program is welcome! Over the past year, we have been in the process of improving our tutoring spaces and have acquired more equipment for our spaces. Therefore, our current needs are:

- Funding to hire more tutors and to increase tutor wages
- More fulltime classified professionals to staff our spaces and support students and tutors.
- More fulltime faculty to continue to develop the program

Please provide any other comments.

Understandably, the entire campus will be in a tough, financial position for the next few years. The tutoring program, specifically, will need to make dramatic cuts starting in Summer 2020 if we do not receive additional financial support. These cuts will include fewer services, fewer hours of service, fewer days of service, and fewer subjects supported.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Mesa Tutoring & Computer Center

Program Name

(REQUIRED) Type your program name.

Mesa Tutoring and Computing Centers

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Programmatically, MT2C promotes, supports, and improves equity outcomes at Mesa College. Here is some data from our work with the Office of Institutional Research (the entire report can be found [here](#)):

Utilization Highlights

- Proportionally, an equal amount of students who identify as men and women utilize MT2C services as those who do not utilize the service. In other words, we are not overly overserving/underserving this population.
- Proportionally, approximately an equal amount of students across ethnicities utilize MT2C services as those who do not.
 - By small percentages, African Americans, Asians, Filipino, and LatinX students utilize tutors services more.
- Not surprisingly, a much larger percentage of our fulltime students utilize our services compared to parttime students:
 - Of our tutored students, 60% were fulltime students. Of our untutored students, 72% were part time students.

Outcomes Highlights

- Tutors students are 10% more successful than non-tutored students

- 80% success rate for tutored students. 70% success rate for untutored students
- Men and women who attend tutoring are more successful than untutored men and women. Additionally, GPAs are higher for both men and women
 - Tutored women had a 3.04 GPA and tutored men had a 2.95 GPA
 - Untutored women had a 2.84 GPA and untutored men had a 2.66 GPA
- Every ethnicity was more successful when attending tutoring. A few highlights:
 - African Americans had a 73% success rate when attending tutoring and a 57% success rate when not.
 - Latinx students had a 77% success rate when attending tutoring and a 66% rate when not.
- Every age (except for under 18 years old) was more successful when tutored. Note: We only tutored a handful of younger than 18 year olds.
- First generation, not first generation, fulltime, and part time students ALL did better when attending tutoring
- Students whose first language was English and whose first language was NOT English also did better with tutoring

By every measure provided to us, MT2C is supporting Mesa vision of being the Leading College of Equity and Excellence. We will continue to review and try to improve even further in the future.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The past two years, the data provided to MT2C has demonstrated that our service utilization and service outcomes have supported students, especially when disaggregated for equity measures such as gender, age, ethnicity, part time status, and language. I have heard we will now be able to also look at and review sexuality, which is a welcome addition. Also, we have a yearly plan to continue this level of analysis, so we will be able to track trends, especially as we need to scale down services due to a lack of funding.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

MT2C has committed itself to learning about and promoting equity. Equity is one of the pillars of our Educational Professional Framework (Tutoring, Leadership, Andragogy, and Equity), and we provide consistent and ongoing training connected to different equity measures for our tutors, starting all the way in our tutor training course (Education 100), and continuing throughout our program with ongoing mandatory and nonmandatory trainings. Additionally, we consistently partner with programs across campus (for example, DSPS, Basic Needs, and Mental Health) to train our tutors about services as well as practical HOW TO support. Now, we are developing and MT2C Equity Taskforce to further develop, support, and train our tutors with more connected trainings so that we can certify our tutors in levels of equity training.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

As I previously mentioned, we are taking our equity training to the next level by creating an MT2C Equity Taskforce, who is charged with developing a certification process for our tutors to learn more about equity combined with practical application. Parts of this training will include learning about language needs, neurodiversity, supporting mental health, etc.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

MT2C works closely with our Title III and V grants, and provides tutoring support for our Latinx students. As previously mentioned, we proportionally serve a larger population of Latinx students and these students are more successful than Latinx student who do not utilize our services.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

MT2C has some concerns that if we are not infused with additional funds, we will have to dramatically decrease services beginning in the summer of 2020. If/when we reduce services, we will not be able to meet the needs of our diverse student population. Consequently, we need support in the following three ways:

- Funding to hire more tutors and to increase tutor wages
- More fulltime classified professionals to staff our spaces and support students and tutors.
- More fulltime faculty to continue to develop the program

Of course, every program has the same needs at the moment, and we will continue to do our best to support students with the resources we do have.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Everyone one of our goals connect to these needs:

- Inspire confident, independent learners to collaborate in a welcoming and safe environment.
- Empower students, tutors, classified professionals, and faculty to achieve their educational and career goals.
- Cultivate a community of mindful learners who utilize kind and equitable practices.
- Promote that tutors are Educational Professionals to the entire campus community

Without the appropriate number of tutors, staff, and faculty, we simply cannot meet our goals of creating an appropriate learning environment for our diverse population, we will not be able to empower or support students to reach their goals, we will not be able to provide a community for our students, and we will not have a group of tutors who will feel like they truly are educational professionals if we are not able to employ them or compensate them appropriately.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Our program utilizes both a logic model and repeated and ongoing programmatic analysis to develop multiple foci that we work on on a short, medium, and long-term basis. Based off the logic model, feedback from our 2018 retreat, and correlating that information with our

2019 retreat, both the MT2C Exec Team and the MT2C Leadership Team provided feedback for program direction. Based off of these conversations, here are the current areas we are working on WITH their current status

Question	Response
How do we get more data? The “right” data?	Created an MT2C Data Integrity Task Force to streamline data acquisition
How do we better onboard tutors.	Created “Brian Training” to support HOW TO work in spaces such as STEM Center and Writing Center. Also created “Hot Spot Trainings” to better prepare our tutors to work in spaces around campus.
How do we develop equity and equity training?	<p>Created MT2C Equity Task Force that is creating a series of equity focused workshops for tutors</p> <p>Working with Basic Needs to better support all of our students.</p> <p>Partner with more areas/programs on campus such as Strong WorkForce and Promise programs.</p>
How do we improve communication?	<p>Piloted Remind.com in Fall 2019, and will scale up in Spring 2020 as a way to improve program communication with tutors</p> <p>Will create an MT2C Canvas shell to house MT2C documents</p> <p>Developing MT2C Social Media</p>
How do we improve tutor tracking?	Working with SDCCD to streamline student enrollment into 044 tutoring sessions.
How do we continue to develop our MT2C community?	Social events. Tutor outings.
How do we Improve Tutor Compensation	The Program Coordinator has, once again, reached out to the union about options in levels and/or raises. Plan to increase more tutor salaries by Fall 2020.
How do we improve subject-level mastery for tutors	<p>Will re-evaluate Tutor Onboarding form that faculty liaisons utilize.</p> <p>Will re-evaluate promotional materials to connect with more and different students to become tutors.</p>