

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<b>Successes:</b> Like many programs across campus, MT2C had to learn more about the technological needs of students as well as our internal team <i>and</i> become increasingly more flexible about how/when we could offer services due to changes in tutor and staff availability, especially those who found themselves taking classes online and also trying to work online as well. 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. On the bright side, 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. Even though we did see a decrease in utilization of tutoring services compared to pre-Covid (which is similar to all services across campus), we continued to see tremendous student success for those students who did receive tutoring: <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MT2CTutoringandEquityData.shtml>

Just a few of the many, many examples from Spring 2021:

English 101 Retention

- Tutored: 98%
- Not tutored: 85%

English 101 Success

- Tutored: 90%
- Not tutored: 61%

English 101 Course GPA

- Tutored: 3.25
- Not tutored: 2.49

Math 104 (Trigonometry) Retention

		<ul style="list-style-type: none"> <li>• Tutored: 88%</li> <li>• Not tutored: 78%</li> </ul> <p>Math 104 (Trigonometry) Success</p> <ul style="list-style-type: none"> <li>• Tutored: 76%</li> <li>• Not tutored: 60%</li> </ul> <p>Math 104 (Trigonometry) Course GPA</p> <ul style="list-style-type: none"> <li>• Tutored: 2.86</li> <li>• Not tutored: 2.53</li> </ul> <p>Gaps:</p> <p>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. Our current plan is to continue to update the 044 system to become skills and not course based so that we can gather apportionment across the curriculum and couple this with our district-wide, integrated with PeopleSoft via Single Sign On, and implemented tutor tracking software. In general, our technology, overall, is outdated and often serves as a barrier to student utilization.</p> <p>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.</p>
If applicable, describe any	Optional	

major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.		
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

### Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Before the pandemic, we saw a trend of increased student utilization in our MT2C tutoring spaces:</p> <ul style="list-style-type: none"> <li>• According to our SDCCD Student Attendance Tracking System: <ul style="list-style-type: none"> <li>○ Fall 2017 to Spring 2018: Over 74,800 hours of contact</li> <li>○ Fall 2018 to Spring 2019: Over 99,233 hours of contact</li> <li>○ Total: That's about 25,000 extra hours of contact in one year</li> </ul> </li> <li>• According to our SDCCD Student Attendance Tracking System: <ul style="list-style-type: none"> <li>○ Fall 2017 to Spring 2018: 10,669 individual students (head count)</li> <li>○ Fall 2018 to Spring 2019: 11,832 individual students (head count)</li> <li>○ Total: 1,163 additional unduplicated students in one year</li> </ul> </li> <li>• According to our MYWC Online Tutor Tracking System, our total number of tutoring sessions has increased as well: <ul style="list-style-type: none"> <li>○ Fall 2017 to Spring 2018: 16,679 tutoring sessions</li> <li>○ Fall 2018 to Spring 2019: 19,634 tutoring sessions</li> <li>○ Total: 2,955 additional tutoring sessions in one year</li> </ul> </li> </ul> <p>There was, of course, a dip in utilization during COVID as enrollment</p>

		<p>declined. However, MT2C still supports a large number of Mesa students as demonstrated via our data since the pandemic: Fall 2020 through Fall 2022 -- 3,604 students assisted with 23,377 total online and in person tutoring sessions.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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%:  <a href="https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IIMdzugHkgaDggEFHF/view">https://drive.google.com/file/d/1Ox3fMIHV6v_Le9IIMdzugHkgaDggEFHF/view</a>. This trend continues as you review more recent data within our tutoring dashboard. For example, Fall '21 through Spring '21, where you see higher success for a vast majority of students when disaggregated by ethnicity: <a href="#">MT2C Tutoring and Equity Data Dashboard   San Diego Mesa College (sdmesa.edu)</a>. Of note, since this link may not take you directly to the correct page, here are just a few examples</p> <ul style="list-style-type: none"> <li>• Tutored Latinx success: 84.9%</li> <li>• Not Tutored: 67.9%</li>   <li>• Tutored Black/African American: 81.4%</li> <li>• Not Tutored: 64.6%</li> </ul> <p>These trends continue with other groups, with our main issue being that we need to be able to scale up both our general and embedded programs to reach MORE students.</p>

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Via the discussions with the faculty, we updated our CLOs for our education tutoring sequence and created our CLOs for our education teaching sequence. Via conversation, we also started to look at the CLOs holistically, looking at how the education program can continue to support student development not only within but also across courses.
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*Practice Reflection*

Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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.

What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	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. 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 our ability to scale.

*Unit Goals and Action Plans*

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: By Spring 2025, hire two fulltime classified professionals Goal 2: By Spring 2025, increase student utilization of MT2C Tutoring program by 5% Goal 3: By Spring 2025, offer complete tutor to teacher pipeline at Hoover High School
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: SO: Scholarship SO: Community Goal 2: SO: Scholarship SO: Community Goal 3: SO: Partnerships and Pathways SO: Completion

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Utilize data to continue to demonstrate hiring needs</li> <li>2.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Utilize data to continue to demonstrate programmatic success</li> <li>2.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Align tutor and teacher preparation courses</li> <li>2.</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Mark Manasse	
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