

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 DSPTS, Pride Center, Honors Center, AANAPISI, and more to provide tutoring, workshops, and access to academic support services.

Gaps:

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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.

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 district 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 increases.

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:
 - o Fall 2017 to Spring 2018: Over 74,800 hours of contact
 - o Fall 2018 to Spring 2019: Over 99,233 hours of contact
 - o Total: That's about 25,000 extra hours of contact in one year
- According to our SDCCD Student Attendance Tracking System:
 - o Fall 2017 to Spring 2018: 10,669 individual students (head count)
 - o Fall 2018 to Spring 2019: 11,832 individual students (head count)
 - o 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:
 - o Fall 2017 to Spring 2018: 16,679 tutoring sessions
 - o Fall 2018 to Spring 2019: 19,634 tutoring sessions
 - o 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

Summary and Reflection

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 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_Le9lIMdzuqHkqaDqgEFHF/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

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.

Related Documents for Charts and Graphs

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

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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

Are there any edits or updates to the Executive Summary above?

Yes

Are there any edits or updates to the Data Reflection above?

Yes

Are there any edits or updates to the Practice Reflection above?

Yes

Summary and Reflection

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: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 3: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Utilize data to continue to demonstrate hiring needs.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 06/29/2023</p> <p>Action Plan Update: Update</p> <p>Update Year: 2024 - 2025</p> <p>Action Plan Progress: On Track</p>

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: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

Summary and Reflection

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Utilize data to continue to demonstrate programmatic success and utilization.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 12/04/2023</p> <p>Action Plan Update: Program utilization is increasing!</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

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: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Align tutor and teacher preparation courses and offer at local high school</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 12/04/2023</p> <p>Action Plan Update: Working with feeder high schools to offer additional courses.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>