#5

COMPLETE

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Page 1: Please review the following:

Q1

Contact Person:

Name	**Mary Graham**
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Q2

Department:

Tutoring

Q3

Title of Request:

Addressing Equitable Access in Tutoring Through Emebedded Tutoring (face-to-face courses) and Canvas Tutor Integration (asynchronous online courses).

Q4

Location of Request:

This activity would support a variety of disciplines from across the campus. Emebedded Tutoring in face-to-face courses places a Tutor in the classroom for all or part of the course hours per week and then makes that Tutor available to the students in that course in-person or over Zoom (students choose) for designated times outside of that course hours. Canvas Tutor Integration means an instructor allows a Tutor into his/her/their course container for a fully online course. The Tutor becomes familiar with the course, works with the instructor to create a Tutor presence, and has hours set aside to meet with the students from that course.
In both cases, instructors can then require students to visit the tutor from 1-3 times over the course of the semester, thus reducing the stigma associated with Tutoring by communicating to students that Tutoring is for all students and help-seeking is a normal part of college.

Q5

Type of Request (Select one):

Other: Please specify the non-operational other request::
Funding for Tutor Salaries.

Q6

Description of Request:Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

Funding for Emebedded Tutoring in face-to-face courses -- and for Canvas Tutor Integration in fully online courses -- commonly taken in a student's first year, which have demonstrated equity gaps and high D/F/W rates.

Emebedded Tutoring in face-to-face courses places a Tutor in the classroom for all or part of the course hours per week and then makes that Tutor available to the students in that course in-person or over Zoom (students choose) for designated times outside of that course hours. Canvas Tutor Integration means an instructor allows a Tutor into his/her/their course container for a fully online course. The Tutor becomes familiar with the course, works with the instructor to create a Tutor presence, and has hours set aside to meet with the students from that course.
In both cases, instructors can then require students to visit the tutor from 1-3 times over the course of the semester, thus reducing the stigma associated with Tutoring by communicating to students that Tutoring is for all students and help-seeking is a normal part of college.

Q7

Estimated Cost:

Average Tutor Salary: $18/hour
Average number of hours per week, per course: 6.
Average cost for 16 weeks' of support for each course: $1,728
Total cost for 10 course per semester (20 courses per year): $34,560

Q8   **Respondent skipped this question**

Please attach quote, if available

Q9

Total Cost of Ownership:Your requested item may incur ongoing expenses. Please consider any and all costs associated with your requested item.What are the ongoing expenses associated with your request? If there are ongoing expenses, please detail how you plan to support these costs with your existing budget. Examples include yearly service agreements, warranties, 5-year replacement costs, maintenance, upgrades, and impacts to staffing, etc.

No additional classified staff or materials will be needed.

Q10

Justification of Request:The justification of the request is a key area to focus on. The ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request.Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

Impact on student success and access,

Provided details::

With two important exceptions that we will cover below, students from all groups experienced increases in course success over their campus-wide group average when they attended More Than One Tutoring Session in all four academic years. The important exceptions were in 18/19, when the four Pacific Islander students who came to Tutoring more than once did not see an increase over the Pacific Islander course success average campus-wide, and in 20/21 when the one Native American/American Indian student who came to Tutoring more than once did not see an increase in success over the campus average for Native American/American Indian students. We need to pay special attention to the outcomes for these groups. (It should, however, be noted that the small n's in these years may have some impact on these outcomes. In both cases, students from those groups in those academic years did see increases if they attended One Tutoring Session. and in the years when the number of Native American/American Indian students who attended More Than One Tutoring Session was more than one student, those students demonstrated increased success. Also, in other academic years in which more or less Pacific Islander students attended More Than One Tutoring Session, they also saw increases). We examined the overall increases in success for each demographic group in order to identify if traditionally better served groups were receiving greater benefit from attending More Than One Tutoring Session than traditonally under-served groups. Male students who attended tutoring more than once gained as much or more increased course success as female students in all but one academic year. (Increases in course success for males for the four academic years: 11%, 10%, 19%, and 11%. Increases in course success for females over the same years: 11%, 10% 16%, 14%). Pacific Islander students received greater increases in course success than white students in three of the four academic years. (Pacific Islander student increases: -4%, 12%, 37%, 34%. White student increases: 9%, 8%,13%, 10%). Native American/American Indian students achieved greater increases than white students in two of the four years -- one year, no Native American Indian/American Indian students attended More Than One Tutoring Session, which we have indicated in the following data with the designation "NA." (Native American/American Indian student increases: 17%, 16%, NA, -9%. White student increases increases: 9%, 8%, 13% 10%). Black, Asian, and Hispanic Latino students all achieved greater increases in course success than white students in all four academic years. Of the age groups,

students in all four academic years. Of the age groups, students 40+ showed the smallest increases in course success, though it should be noted that they had the highest average success rate campus-wide of all the age groups. (Increases for students 40+ who attended More Than One Tutoring Session above the campus-wide averages for students 40+ average: 8%, 6%, 12%, 8%). But Tutoring cannot improve course success for students it does not have the opportunity to support. In the 18/19 and 19/20 academic years,16% of all Cuyamaca students attended One or More Tutoring Sessions. However, despite our best efforts to reach and to accommodate students during the pandemic, we only saw 6% of Cuyamaca students in 20/21 and 7% in 21/22. Thus, in order for our program to positively impact student outcomes to the greatest degree possible -- part of our Service Area Outcome 2 -- we need to ensure that we are seeing more students, and especially students from groups that are currently under-represented in Tutoring access. Likewise, in order for Tutoring to assist in the elimination of equity gaps in course success -- which also falls within our Service Area Outcome 2 -- we need to ensure equitable usage -- especially for those groups experiencing the most consistent and significant equity gaps in course outcomes. The IESE office kindly disaggregated access data for students attending One Tutoring Session as well as for students attending More Than One Tutoring Session over the course of the last four academic years. They provided comparisons of the percentage of students from each demographic group who attended one session, the percentage of those who attended more than one session, and the percentage of all Cuyamaca students that group comprised. Males, LatinX students, and students aged 20-24 were underrepresented in accessing One Tutoring Session and More Than One Tutoring Session in all four years. (While we are most concerned about under-representation for groups attending More than One Tutoring Session -- as attending more than one session is associated with significantly higher course success outcomes -- the fact that these groups were consistently under-represented in both categories of attendance over all four academic years suggests a highly pervasive concern. Black Students, Indigenous students, students under 20, and Veterans were under-represented in at least one of the two categories (attending one session, attending more than one session) in all four academic years. Asian students were under-represented in at least one of the two categories (attending one session, attending more than one session) in three of the four academic years. Foster Youth were underrepresented in one or the other of the two categories (attending one session, attending more than one session) in

two of the four academic years. By placing Tutors within courses with demonstrated equity gaps, with high D/F/W rates, and which are taken most commonly by first-year students, we can reach and support a diverse range of students. In that way, we can address gaps in Tutoring access while supporting instructors and students in order to help address equity gaps in course success rates. Despite that fact that 89% of face-to-face instructors who had had an Embedded Tutor in their classroom and 100% of those who participated in Canvas Tutor Integration for their online course indicated that they would want to repeat the experience again if they could, we cannot currently afford to commit Tutors in these particular ways. The total Tutoring budget has remained consistent since before the pandemic. However, the money available to pay tutors has been reduced each year because of the increases in the cost of salary and benefits for the Tutoring Center Specialists (classified) and 1/3 of the salary and benefits for the Faculty Tutoring Coordinator, which come off the top of the Tutoring budget. Likewise, Tutor wages have increased as the minimum wage in California has increased, so the remaining money goes even less far. Without an increase in funding for Tutoring, we cannot afford to embed in courses or fully integrate Tutors into online courses and meet our other responsibilities for supporting Tutoring for all campus courses. (Indeed, we have highly limited Tutoring coverage in all areas, as it is). Highly limited hours and failing to embed Tutors (or to integrate them into online courses) simply reduces usage, making the program less efficient and less effective. Likewise, the limited amount of Tutoring we can afford to offer makes instructors reluctant to require tutoring as part of their courses -- a practice recommended in Teaching Men of Color in the Community College because it normalizes Tutoring as part of college for all students, reduces stigma, and encourages help-seeking behavior. In that same Spring 2021 survey of instructors who had had an Embedded Tutor or who had participated in the pilot for Canvas Tutor Integration, instructors indicated that they felt more supported because of the Tutor (84%), that the presence of the Tutor made the class more effective (76%), and that the presence of the Tutor made it easier to get students to attend Tutoring (76%). 67% of online instructors and 56% of face-to-face instructors indicated that the Tutor helped them to address equity gaps.

Q11

Program Goal:Please identify the program goal(s), as stated in your current annual or comprehensive program review, that this request would help your program achieve. Provide a brief explanation of how it would do so.

Goal 1. Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage.