

#10

COMPLETE

Collector: Web Link 1 (Web Link)
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Page 1: Please review the following:

Q1

Contact Person:

Name	Mary Graham
Email Address	mary.graham@gcccd.edu

Q2

Department:

Tutoring

Q3

Title of Request:

Budget Augmentation for 2024-25 Embedded Tutoring

Q4

Location of Request:

In classrooms throughout the campus.

Q5

Type of Request (Select one):

Miscellaneous: All non-operational requests and requests that do not fall under staffing, technology, or facilities requests are considered other requests. For department operational needs, please discuss with your Deans office. Please specify miscellaneous request::
\$34,560 to embed tutors in 20 total face-to-face courses in 2024-2025 (10 each semester) which are commonly taken by first year students and which also have equity gaps and/or high DFW rates.

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.

\$34,560 to embed tutors in 20 total face-to-face courses in 2024-2025 (10 each semester) which are commonly taken by first year students and which also have equity gaps and/or high DFW rates.

Q7

Estimated Cost:

\$34,560

Q8

Respondent skipped this question

Please attach quote, if available

Q9

Total Cost of Ownership: Your requested item may incur ongoing expenses. 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 by completing the text boxes below.

Initial Cost of Item	\$34,560
Service Agreements/Warranties	None
Maintenance	None
Upgrades	None
Impacts to Staffing	Current staffing and absorb the additional oversight, etc
Replacement Costs	None
Other	None
Total	\$34,560
Amount available in department budget to support this request	\$0
Remaining requested amount	\$34,560

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::

Tutoring has a demonstrated positive impact on course success for almost all groups of students, but it cannot improve course success for students it does not see. 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. For 23/24 we received a one-time augmentation that allowed us to add in embedded tutoring, and our usage at week 12 of Fall 23 was 60% higher than at the same point in Fall 21. 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. 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.

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.

Previous 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.

Tutoring has a demonstrated positive impact on course success for almost all groups of students, but it cannot improve course success for students it does not see. 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. For 23/24 we received a one-time augmentation that allowed us to add in embedded tutoring, and our usage at week 12 of Fall 23 was 60% higher than at the same point in Fall 21.

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