

# #17

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, January 01, 2025 11:24:59 AM  
**Last Modified:** Wednesday, January 01, 2025 11:55:03 AM  
**Time Spent:** 00:30:03  
**IP Address:** 70.181.192.149

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Page 1: Please review the following:

## Q1

Contact Person:

Name	<b>Mary Graham</b>
Email Address	<b>mary.graham@gcccd.edu</b>

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## Q2

Department:

Tutoring

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## Q3

Title of Request:

Budget Augmentation for Embedded Tutoring

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## Q4

Location of Request:

Embed Tutors in Classrooms Throughout the Campus

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**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::

\$41,440 to embed tutors in 20 total face-to-face courses in 2025-2026 (10 each semester) which are commonly taken by first-year students and which also have equity gaps and/or high DFW rates. The cost per course is \$2,072 to place the tutor in the classroom hours, provide hours outside of class for Tutoring and Test-Prep Sessions or Workshops, and to allow time for Instructor and Tutor to communicate by email or in-person.

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**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.

\$41,440 to embed tutors in 20 total face-to-face courses in 2025-2026 (10 each semester) which are commonly taken by first-year students and which also have equity gaps and/or high DFW rates.

The cost per course is \$2,072 to place the tutor in the classroom hours, provide hours outside of class for Tutoring and Test-Prep Sessions or Workshops, and to allow time for Instructor and Tutor to communicate by email or in-person.

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**Q7**

Estimated Cost:

\$41,440

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**Q8**

Respondent skipped this question

Please attach quote, if available

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**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	<b>\$41,440</b>
Service Agreements/Warranties	<b>0</b>
Maintenance	<b>0</b>
Upgrades	<b>0</b>
Impacts to Staffing	<b>0</b>
Replacement Costs	<b>0</b>
Other	<b>0</b>
<b>Total</b>	<b>\$41,440</b>
Amount available in departmentbudget to support this requestSmarkey:	<b>0</b>
Remaining requested amount	<b>\$41,440</b>

**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.

**Program expansion,**

**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.

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. 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.

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