ADVANCING ACADEMIC ACCESS IN GATEWAY COURSES

Quality Enhancement Plan

Submitted to the
Southern Association of Colleges and Schools
Commission on Colleges
September 12, 2025
By Jackson State Community College

Improving

ACADEMIC PERFORMANCE-ENDURANCE-CONFIDENCE

for student success!

Jackson State COMMUNITY COLLEGE

www.jscc.edu/QEP

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Chapter 1: Introduction

Executive Summary

Topic Identification: Due to the COVID-19 pandemic and its impact on the way tutoring is administered, the number of students utilizing the service has decreased. However, historically, students who engage with our tutoring services are more successful both in their courses and in progressing toward their degrees. The Quality Enhancement Plan (QEP) focuses on improving student retention and success in gateway courses (Math and English (writing component)) at Jackson State by building a robust tutoring model as part of our Academic Support suite of student resources. This topic was identified through comprehensive planning and evaluation processes, involving a broad-based effort from institutional representatives and constituents.

Broad-Based Support: The QEP has strong support from various institutional constituencies. The development process engaged appropriate stakeholders, including faculty, staff, administrators, and students. A committee, with broad representation from across campus, developed a list of six topics through discussions with constituents in their areas. These topics were reviewed to ensure that they aligned with the College's institutional mission, goals, and strategic priorities, and existing institutional research. Surveys were sent out to solicit feedback from students, faculty, and staff. The top three topics were identified, and the committee formed subgroups that created presentations related to each of the three topics. From there, the campus and community stakeholders were sent presentation videos and a survey to vote on the final QEP topic. Once the topic was established, a QEP Committee composed of faculty, staff, and administrators from across the college convened to create a QEP plan of action. At Jackson State's Spring 2025 Convocation, the Institutional Research and the QEP Committee presented the QEP to all Jackson State employees. Stakeholders are well-informed and actively involved in the implementation and assessment of the plan.

Focus on Student Outcomes: The QEP is clearly focused on improving specific student learning outcomes and success. It aims to enhance academic support services, particularly tutoring, to help students succeed in gateway courses. Our data shows that tutoring increases student success in key performance measures: next-spring persistence, fall-to-fall retention, total credit hour earnings, zero credit hour earnings, and gateway course success. Across all metrics, students who receive tutoring in any subject are more likely to perform better in a given semester than those who do not. The plan includes measurable outcomes, such as increased persistence and pass rates in English Composition I, Math for General Studies, and Introductory Statistics.

Resource Commitment: The institution commits significant resources to initiate, implement, and complete the QEP. The budget and narrative provide detailed information on financial and human resources allocated for the plan. The QEP includes the addition of full-time academic tutors in both math and writing and a robust tutoring model, ensuring that resources are available for all stages of implementation. We have also committed institutional funding for the renovation of the campus library into a Learning Commons, which will have dedicated space for academic tutoring.

Assessment Plan: The QEP Director will oversee a comprehensive plan to assess achievement, which includes documenting progress on the key performance measures listed above. The Director will work with the Office of Institutional Research and the Implementation Team to communicate progress with campus stakeholders.

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JSCC QEP Core Components

Table 1

JSCC Core Components

Components of Standard 7.2	Rubric Guidelines	Location in the Document
A. A topic identified through **ongoing**, comprehensive planning and evaluation **processes**	A clear and well-defined topic is directly related to—and arose out of—institutional planning processes. Topic selection involved a wide range of constituents. Selection of topic determined by a representative process that considered institutional needs and viability of plan.	**Chapter 2: pp. 10-19**
B. Has a **broad-based support** of institutional constituencies	QEP identifies important constituent groups engaged in developing and initiating the plan. Stakeholders are well-informed in the implementation and assessment of the plan.	**Chapter 3: pp. 20-50**
C. Focuses on **improving** specific **learning** outcomes **and/or student success**	QEP is focused on important outcomes related to student learning and/or student success. Outcomes are specific and measurable. Baseline data is present and has been analyzed. Targets for improvement are appropriate.	**Chapter 4: pp. 51-55**
D. **Commits resources** to initiate, implement, and complete the QEP	Human and financial resources are clearly identified for all stages of implementing and completing the plan. Institutional stakeholders are involved in ongoing planning and evaluation to adjust the resources as the plan proceeds, if necessary.	**Chapter 5: pp. 56-70**

E. Includes a **plan to assess** achievement	Outcomes are specific, measurable, and clearly related to student learning and/or student success. Assessments are appropriate and directly assess the outcomes. The plan includes both formative and summative assessments. Institutional personnel responsible for gathering and analyzing assessment data are identified and appropriately supported. A timeline for interim formative analysis and plan adjustments is outlined.	**Chapter 6: pp. 71-73**

Improving Academic Support

In alignment with its mission to "provide accessible learning opportunities to enhance the lives of individuals," Jackson State Community College (JSCC) ensures that all institutional efforts and initiatives remain focused on this guiding principle. The college is dedicated to fostering an environment that supports student success by offering meaningful opportunities that lead to the completion of academic programs. These efforts are designed to prepare students for entry into the workforce or for continuing their education.

JSCC's Quality Enhancement Plan (QEP), entitled *Advancing Academic Access in Gateway Courses*, is a strategic initiative grounded in educational research and institutional data. Its primary objective is to improve student success in several different ways, with a special focus on success in gateway courses. These foundational courses are critical to academic progression, and enhancing access and achievement in them is expected to lead to higher overall persistence, retention, and program completion rates.

Located in the western region of Tennessee, JSCC is one of 13 community colleges in the Tennessee Board of Regents (TBR) system. The college serves ten counties in West Tennessee: Benton, Carroll, Chester, Decatur, Gibson, Hardeman, Hardin, Henderson, Madison, and McNairy. JSCC has an annual enrollment of approximately 4,842 students. The institution offers the following degrees and

certificates: Associate of Art (AA, Associate of Science (AS, Associate of Science in Teaching (AST, Associate of Applied Science (AAS, and Technical Certificates (TC. College personnel have cultivated strong partnerships with local high schools through dual enrollment and Middle College programs. Around 63% of students who enroll at JSCC as first-time freshmen are academically underprepared or have met criteria that identifies them as needing learning support in general education courses, such as English or math.

In the 2024 "Gateways to Opportunity: A Statewide Vision for Gateway Course Success" published by the Kentucky Student Success Collaborative, gateway courses are defined as "foundational, college-level courses that apply to a student's program of study or to a college's general education requirements. These courses are typically considered first-year or lower-division courses and serve as a basis for more advanced studies." The report goes on to highlight a correlation in the data between early momentum in gateway English and math courses and a student's likelihood of both retention and completion. An earlier study conducted by the Tennessee Board of Regents determined that 48% of Tennessee community college students who passed gateway math and English courses in their first year graduated within six years, as compared to 18% of those who did not (Jenkins and Bailey, 2017).

The act of taking and passing both gateway math and English during the first year in college is known as "gateway momentum" (CCRC, 2017). Gateway momentum is a good indicator of how intentionally colleges have removed barriers to success which have been created by prerequisite remediation and the extent to which academic support is integrated into the college-level coursework (CCRC, 2017). In 2020, community colleges in Tennessee piloted a new approach for students requiring remedial coursework (referenced as "learning support" in Tennessee including multiple measures assessment (MMA) for placement and a corequisite model for courses. TBR Policy 2.03.00.02 defines learning support as the "academic support needed by a student to be successful in college-level general education courses and /or to meet minimum reading, writing, and mathematics competencies as

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required by faculty in programs that do not require general education courses in math, reading, or writing." The policy goes on to say, "The purpose of learning support is to enhance academic success in college-level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study."

Prior to 2020, only one measure (cut score on ACT, SAT, ACCUPLACER, high school GPA, or by completing the Seamless Alignment and Integrated Learning Support (SAILS competencies was considered for placement into learning support courses. Through the pilot and research study conducted, TBR began to require two measures for placement: high school GPA and an approved cut score on either the ACT, SAT, ACCUPLACER, or SAILS. The corequisite model was also implemented so that students could take college-level courses along with a learning support lab if the measures indicated need.

Ganga and Hutchins (2020) reported that this approach of multiple measures assessment creates a much smoother path for college students who are getting started on their educational journeys. The use of MMA in conjunction with other initiatives can have a meaningful impact on the improvement of student success. Cost savings for students, increased success rates, increased completion rates, and reduced time to degree are all benefits to students at colleges that use the MMA approach to placement into college-level gateway courses.

Through a comprehensive look at institutional data, it was determined that there is a positive correlation between JSCC student data and early gateway momentum. One hundred percent of the 2021 first-time freshman cohort of students who successfully completed both gateway English (ENGL 1010) and gateway mathematics (MATH 1010 or MATH 1530) in their first term persisted to the spring term. Seventy-five percent were retained from Fall 2021 to Fall 2022. This cohort experienced a 43.3% graduation rate (within 150% or three years from starting).

Students in the Fall 2021 first-time freshman cohort who failed to complete these gateway courses in their first term had different outcomes. Sixty-one percent of the 2021 first-time freshman cohort of students who did not successfully complete both ENGL 1010 and MATH 1010 or MATH 1530 within their first term, did not persist to the spring term. Nine percent of these students were retained until the following fall and 27.5% graduated within 150% of beginning college.

Although the QEP will assess outcomes for all students enrolled in the selected courses who belong to the first-time freshman cohort, regardless of their level of academic preparedness, it is important to acknowledge the statewide initiatives of MMA and the corequisite model for learning support, as well as a concurrent initiative led by JSCC Student Services that will begin in Fall 2025. This initiative will specifically target students who are identified as needing learning support through MMA and encourage them to take the ACCUPLACER to ensure proper placement into gateway courses (with or without the added learning support). As of Fall 2024, institutional data revealed that a very low number of students flagged as needing learning support through other measures (besides the ACCUPLACER) were attempting to test out by taking the ACCUPLACER (19%). Research has shown that many students deemed underprepared could succeed in college-level courses without remediation (Cullinan and Kopko, 2022).

Encouraging more underprepared students to attempt and test out of learning support is anticipated to positively influence the learning support sub-population within the broader QEP cohort. In a research brief published in February 2018, the Education Commission of the States recommended that colleges consider strategies to “minimize attrition and accelerate students’ progress into college-level courses” (p.6).

Through JSCC’s QEP, the goal of increasing success (passing grade of A, B, or C) of students in gateway

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courses will be achieved through a targeted and comprehensive tutoring program focused on three specific gateway courses: ENGL 1010: English Composition I (writing skills), MATH 1010: Math for General Studies, and MATH 1530: Introductory Statistics. These three gateway courses have the highest enrollments of first-time freshman students across all programs of study at JSCC. Four Academic Navigators (tutors) will be hired. Two will focus on all sections of ENGL 1010, and two will focus on all sections of MATH 1010 and MATH 1530.

The primary role of an Academic Navigator will be to lead a targeted and holistic tutoring initiative, while also playing a supportive role in fostering students' self-efficacy and promoting active engagement with academic resources. Self-efficacy, specifically academic self-efficacy, can be defined as confidence in one's relevant abilities (Chemers, Hu, and Garcia, 2001. Bandura (1997provided a similar definition stating that self-efficacy is the "belief in one's capabilities to organize and execute courses of action required to produce given attainments" (pp. 36–78). In earlier work, Bandura (1986) suggested that self-efficacy is related to persistence, tenacity, and achievement in educational settings. By prioritizing the development of stronger self-efficacy, JSCC aims to empower and equip students to meet the rigorous demands of gateway courses with confidence and resilience. The literature is clear that students with high levels of self-efficacy will also excel academically, use more efficient problem-solving strategies, and persist through challenging material longer (Chemers et al., 2001). Academic Navigators will not only meet academic needs, but also provide critical support to students, many of whom are just beginning a potentially challenging transition from high school to college. This includes helping students develop effective study habits, navigate campus resources, master time-management skills, set academic goals, and build confidence in their ability to succeed in a college environment. To provide a more student-friendly term, JSCC will use academic self-confidence in place of academic self-efficacy throughout the QEP.

Through a strategic implementation of this program, JSCC hopes to see a positive impact on three aspects of student success: academic performance, perseverance, and academic self-confidence through engagement with academic support services.

As part of a comprehensive strategy to enhance student success, JSCC has already implemented several key initiatives: the statewide adoption of MMA (multiple measures assessment), the corequisite model for learning support (TBR-2020 academic year), and the development of a more intentional placement process to ensure that students are accurately matched with the level of support they need. In addition to these ongoing efforts, the institution will launch its QEP *Advancing Academic Access in Gateway Courses* during the 2025-2026 academic year, which is focused on improving various aspects of student success. The project will emphasize intensive, wrap-around support through expanded tutoring services and academic support, targeting all students in three foundational, high enrollment courses. *Advancing Academic Access in Gateway Courses* reflects the college's commitment to continuous improvement and student achievement.

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Chapter 2: Identification of the Topic

Strategic Plan and Institutional Planning

Jackson State Community College (JSCC) engages in ongoing, comprehensive, and research-based evaluation processes that enhance institutional quality and effectiveness consistent with its mission. Planning at JSCC is a campus-wide process that involves all levels of the institution, from the President who leads the creation of planning goals and outcomes, to the individuals in all institutional units that put those goals and outcomes into practice. JSCC's QEP topic was identified, refined, and shared over the course of four academic terms (Spring 2024, Fall 2024, Spring 2025, and Fall 2025). It is planned to launch fully in Spring 2026, following the onsite visit in October.

Topic Identification Timeline & Milestones

On January 9, 2024, during Spring Convocation at Jackson State Community College (JSCC), an overview of components of the Quality Enhancement Plan (QEP) was presented to the College. Following Convocation, the SACSCOC Executive Committee, made up of constituents from across the campus, met to begin discussing potential QEP topics and the timeline for activities.

SACSCOC Executive Committee

- Dr. Carol Rothstein, President
- Sara Youngerman, Vice President of Academic Affairs
- Tim Dellinger, Executive Vice President of Finance, Administration, and Student Services
- Dr. Amber Nelms, Executive Director of Institutional Research and Accountability and SACSCOC Liaison
- Sara Saddler, Dean of Learning Resources and QEP Director (Appointed April 1, 2025 upon hiring)

- Scott Cohen, Director of Library
- Jennifer Cherry, Director of Curriculum and Adjunct Services
- Terri Messer, Compliance and Risk Officer and Title IX Coordinator
- Dr. Tom Pigg, Executive Director of Workforce Solutions; Dean for the School of Business, Industry, and Technology; Professor of Computer Information Technology
- Allison Rundlett, Information Research Analyst
- Dr. Leslie West-Sands, Program Director and Professor of Nursing

Executive Committee members were instructed to keep the College's strategic priorities, goals, and outcomes in mind when considering potential topics. Committee members were asked to begin speaking with and gathering feedback from those in their areas so that a list of potential topics could be compiled. The QEP evaluation rubric and timeline for initial steps were reviewed with committee members during the first meeting.

During a follow-up meeting of the Executive Committee on January 17, 2024, six themes emerged as potential QEP topics: Career Exploration, Guidance, and Counseling; Tutoring and Student Support Services; Readiness-Employability/Workforce; Readiness-Academic; Information Literacy; Online Success and Retention. Each of these potential topics was carefully evaluated to ensure alignment with the goals and expected outcomes found in the 2022-2025 JSCC Strategic Plan.

QEP Topic Survey

An initial survey was created that listed the six topics, along with a short description, and then disseminated via email, text message, and social media to JSCC constituents (**Appendix 1: Initial QEP Survey**. This included students, employees, and community members. The initial survey was open from January 25, 2024 through March 4, 2024. There were 429 responses collected from across all constituent groups, with the largest response being from students.

The six topics and short descriptions were presented, and respondents were asked to rank them in order of greatest preference to least preference. When the results were collected, the three highest ranking topics were selected as the three topics that would be presented for a final vote. The topics were:

1. Career Exploration, Guidance, and Counseling
2. Tutoring and Student Support Services
3. Readiness-Academic

The final topics were reviewed to ensure alignment with the college's strategic priorities, and goals were mapped and confirmed, and additional supporting data was collected for each of the three final topic areas. This data was used to inform future subcommittee presentations and the final selection process. Sources included historical results from the Community College Survey of Student Engagement (CCSSE, the Survey of Entering Student Engagement (SENSE, institutional data from the Office of Institutional Research and Accountability, meeting minutes, and input gathered through cross-campus discussions.

Table 2

Topic Alignment to JSCC Strategic Plan

Topic	Strategic Priority	Strategic Goal Alignment	Strategic Outcome Alignment
Career Exploration, Guidance, and Counseling: Future career selection and success are critical. This topic would focus on student exploration of careers, guided pathways, and counseling.	**Priority 3**: Community and Workforce Development	**Goal 2**: Jackson State Community College will provide robust career exploration and preparation for all students.	**3.2e**: Increase the number of students who receive career exploration in workforce related fields.

Tutoring and Student Support Services: Supporting our students academically is mission critical. This topic would look at the redesign of academic support services.	**Priority 2**: Completion	**Goal 4**: Jackson State Community College will offer individualized support and guided pathways for degree completion and/or transfer opportunities.	**2.4b**: Provide academic support services to all academically underprepared students-including tutoring, writing center, and computer access-through the Academic Assistance Center.
Readiness- Academic: Readiness is a topic that touches all students. This topic would look at what resources are needed and how to scale accessibility of those resources.	**Priority 1**: Access **Priority 2**: Completion	**Goal 1** (Access): Jackson State Community College will provide equitable learning opportunities that support the academic and professional goals of all of our students. **Goal 4** (Completion): Jackson State Community College will offer individualized support and guided pathways for degree completion and/or transfer opportunities.	**2.4b**: Provide academic support services to all academically underprepared students-including tutoring, writing center, and computer access-through the Academic Assistance Center.

Following additional review, the Executive Committee developed an action plan to select the final topic for the JSCC Quality Enhancement Plan. The action items included:

- Select subcommittees to address each topic
- Subcommittees develop a QEP proposal based on their topic
- Subcommittees record a presentation on the topic proposal
- Present video recordings of topic proposals to the campus community (students, faculty, staff, community members, external stakeholders) alongside a final QEP topic poll
- Select final QEP topic and appoint a Director of the QEP to lead the planning and implementation of the project

The committee also established dates for these items to be completed.

Table 3

QEP Committee Action Items

Action Items	Date
Name members of each subcommittee	By March 21, 2024
Subcommittees complete topic plan and presentation recordings	By April 18, 2024
Final recordings and topic selection survey disseminated to all constituents (students, employees, community, stakeholders)	By April 19, 2024
QEP topic announcement to College at the Spring 2025 State of the College Address	April 26, 2025

Subcommittee Leadership and Tasks

Career Exploration, Guidance, and Counseling subcommittee was led by Dr. Jeannie LaHaie, Dean of Humanities and Social Sciences. Dr. LaHaie is no longer with JSCC. Dr. Anna Esquivel is the Dean of Humanities and Social Sciences.

Tutoring and Academic Support Services subcommittee was led by Kristy Watson, faculty member in the School of Mathematics and Natural Sciences.

Readiness- Academic subcommittee was led by Dr. Pete Hanson, Assistant Vice president of Academic Affairs. Dr. Hanson is no longer with JSCC. Sara Saddler, Dean of Learning Resources, has assumed Dr. Hanson's previous responsibilities and serves as the QEP Director.

All three subcommittees collaborated and compiled short informational videos about their assigned topics. These videos were then embedded into the final topic survey that was sent out to all stakeholders.

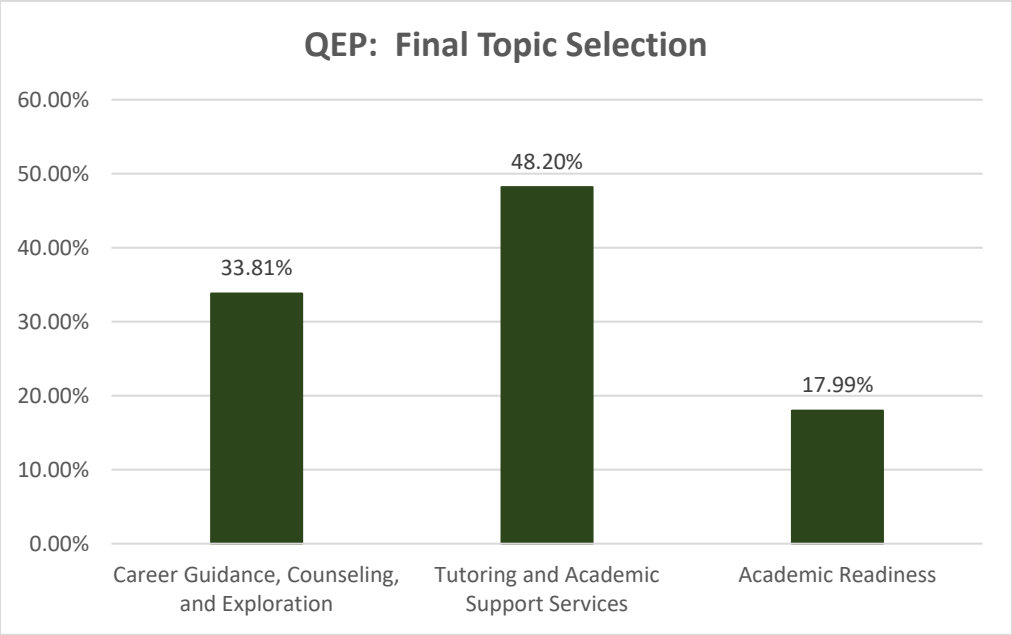
Final Topic Survey

One hundred thirty-nine responses were received for the final topic survey. The survey was open to all campus stakeholders (students, faculty, staff, community members) through multiple avenues. Text

messaging and email were used for internal constituents and the videos and survey was also shared on JSCC social media outlets (**Appendix 2, QEP Final Topic Survey**).

Figure 2

QEP Final Topic Selection



Note. Data provided by the Office of Institutional Research & Accountability

QEP Committee Selection

To ensure broad representation and foster a collaborative approach, the Quality Enhancement Plan (QEP) committee was formed by including campus constituents from every area of the institution. Faculty, staff, and administrators were all invited to participate, reflecting the diverse perspectives and expertise across academic departments, student services, administrative offices, and support units. This inclusive selection process was designed to promote transparency, encourage campus-wide engagement, and ensure that the QEP would be both meaningful and actionable for the entire college community. Student feedback was also solicited through focus groups and additional surveys.

QEP Committee

- Sara Saddler, Dean of Learning Resources and QEP Director

- Dr. Anna Esquivel, Dean for the School of Humanities and Social Sciences and Professor of English, QEP Committee Co-chair
- Nikki Castles, Relational Advising Coach, QEP Committee Co-chair
- Dr. Amber Nelms, Executive Director of Institutional Research and Accountability and SACSCOC Liaison
- Sara Youngerman, Vice President of Academic Affairs
- Allison Rundlett, Information Research Analyst
- Veronica Jones, Coordinator of the Academic Assistance Center
- Kristi Watson, Associate Professor of Biology
- Dr. Jessica Reece, Director of Distance Education
- Sandy Stanfill, Director of Lexington-Henderson County Center
- Ruth Slagle, Instruction Librarian
- Chrystal Taylor, Dean for the School of Healthcare Professions
- Stacey Dunevant, Associate Professor of Computer Information Technology

Chapter 3: Support for the Topic

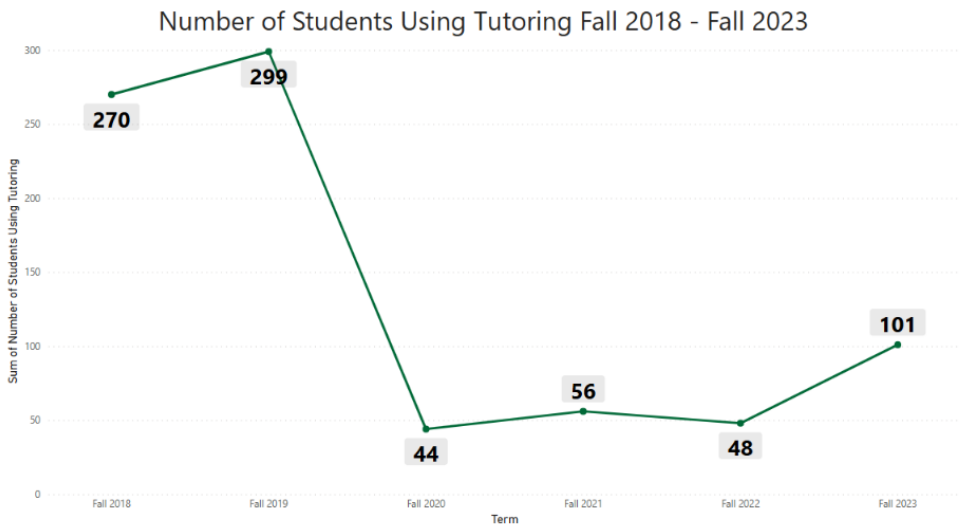
Broad-based Support

Providing robust academic support is essential to fulfilling our institutional mission. This topic examines the ongoing redesign of academic support services, with a focus on the Academic Assistance Center (AAC), which is housed within the JSCC Library. The AAC offers tutoring and testing services to support student success.

Data collected by the AAC indicates a downward trend in tutoring session utilization over recent years. Specifically, statistics from Fall 2018 through Fall 2023 show that fewer than 300 students per term accessed tutoring services. A significant decline was observed following the onset of the COVID-19 pandemic, and usage rates have not yet returned to pre-pandemic levels. This trend underscores the need to reassess and enhance the accessibility, visibility, and effectiveness of academic support offerings.

Figure 3

Number of Students Using Tutoring



Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

In addition to the tutoring usage data, institutional leadership considered historical engagement survey data from both the Survey of Entering Student Engagement (SENSE) and the Community College

Survey of Student Engagement (CCSSE). The table below has selected items from each survey that are relevant to JSCC's QEP.

Table 4

Select Items from SENSE and CCSSE Surveys

	2019	2021	2023
SENSE			
All instructors clearly explained academic and student support services available at the college	**4.02*^**	**4.08*^**	**3.88**
I learned to understand my academic strengths and weaknesses	**4.05*^**	**4.22*^**	**4.28*^**
I learned skills and strategies to improve my test-taking ability	**3.76*^**	**4.01*^**	**4.05*^**
I learned to improve my study skills (listening, note-taking, highlighting readings, etc.)	**4.14*^**	**4.17*^**	**4.14*^**
Face-to-face tutoring	**1.19**	**1.28**	**1.14**
Participate in a required study group outside of class	**1.27**	**1.35**	**1.30^**
Participate in a student-initiated (not required) study group outside of class	**1.30**	**1.34**	**1.31**
Participate in supplemental instruction (extra class sessions with an instructor or tutor)	**1.47**	**1.54*^**	**1.50**
I am prepared academically to succeed in college	**4.24*^**	**4.19**	**4.23**
I have the motivation to do what it takes to succeed in college	**4.30***	**4.32*^**	**4.19**
CCSSE			
Providing the support you need to help you succeed at this college	**3.14*^**	**3.17*^**	**3.24*^**
Come to class without completing readings or assignments	**1.74**	**1.61**	**1.51**
How often have you used peer or academic tutoring services during the current academic year.	**0.85*^**	**0.36**	**0.53**

*= JSCC score above medium college average ^= JSCC score above national average

Between 2019 and 2023, the college consistently performed at or above the medium college and national averages in several key areas related to student support and academic preparedness. According to CCSSE data, students rated the college highly for providing the support needed to succeed,

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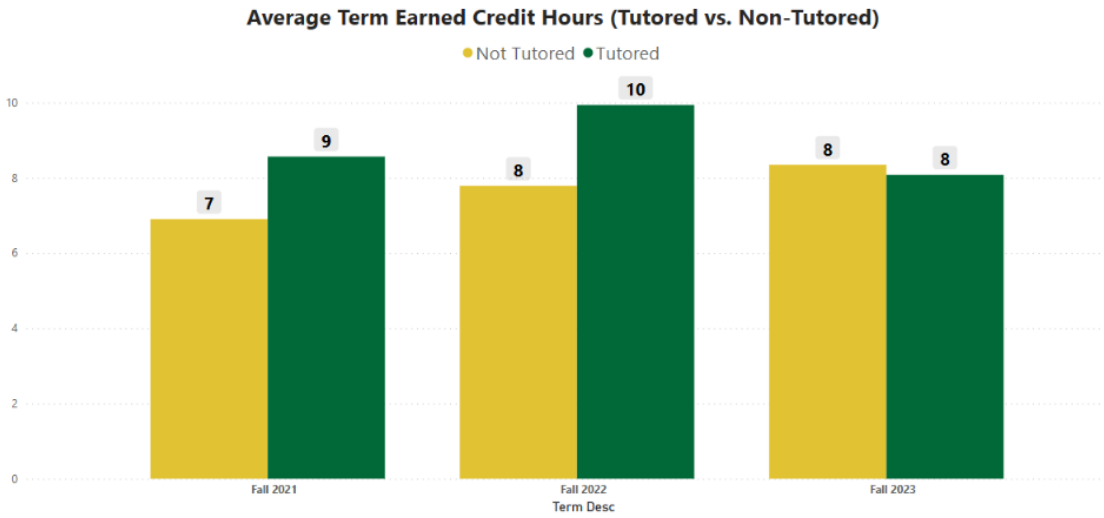
with scores increasing steadily from 3.14 in 2019 to 3.24 in 2023—all exceeding benchmarks. However, usage of peer or academic tutoring services dropped significantly in 2021 before partially rebounding in 2023. SENSE results showed strong and improving outcomes in helping students understand their academic strengths and weaknesses, improving test-taking and study skills, and feeling motivated and prepared for college—all consistently above average. While participation in face-to-face tutoring and study groups remained relatively low, required study group participation slightly exceeded the average in 2023. While overall, the data reflects a strong institutional commitment to student success, particularly in academic skill development and support awareness, institutional leadership agreed that more could be done to support students in their early educational journeys to improve student success outcomes.

The review of tutoring usage and survey data served as a foundation for the actions that QEP Committee members began to discuss. Improving academic support, specifically through targeted tutoring in gateway courses by Academic Navigators, was believed to be a critical area that could lead to improved student outcomes. Additional institutional data below further iterates how tutoring can positively impact the progression of students through their academic careers.

Figure 4

Average Term Earned Credit Hours

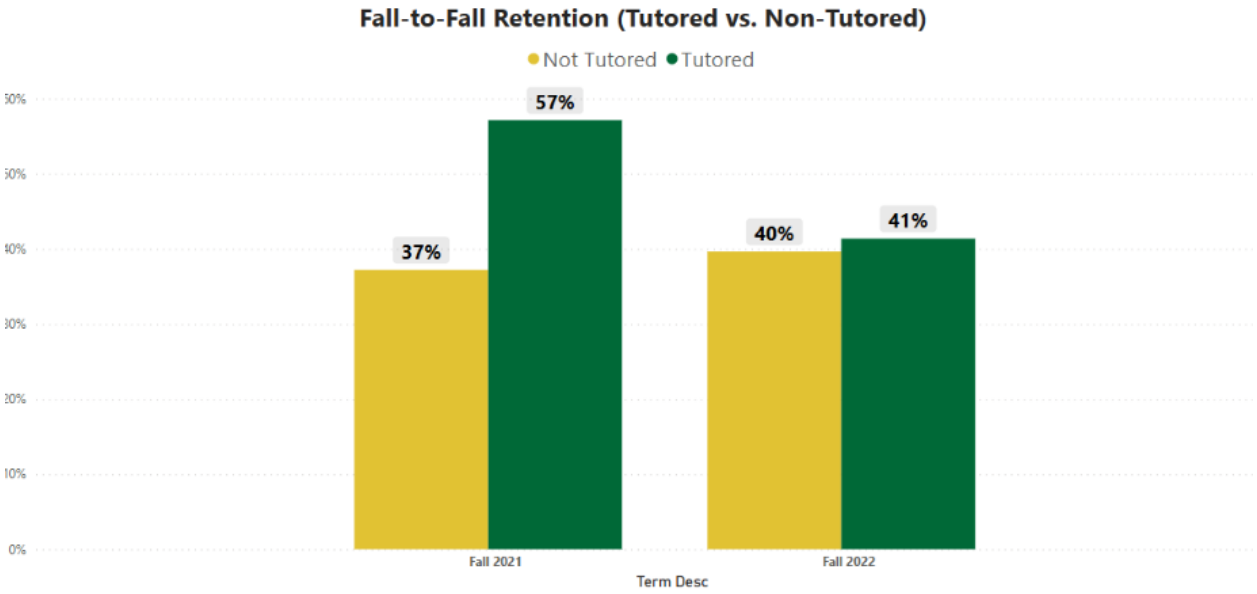


Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

This graph shows the average number of earned credit hours by those who received tutoring and those who did not. Students who participated in tutoring historically earned more credit hours than those that did not until Fall 2023, where the numbers were close to the same. While this was a positive finding, the overall earned credit hours across both groups were down from the numbers of earned hours by tutored students from the previous two fall semesters.

Figure 5

Fall-to-Fall Retention



Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

Review of fall-to-fall retention rates shows that tutored students were retained at a far greater percentage than those who were not in Fall 2021. The gap began to close in the Fall 2022 data, though non-tutored students still trailed by a percentage point.

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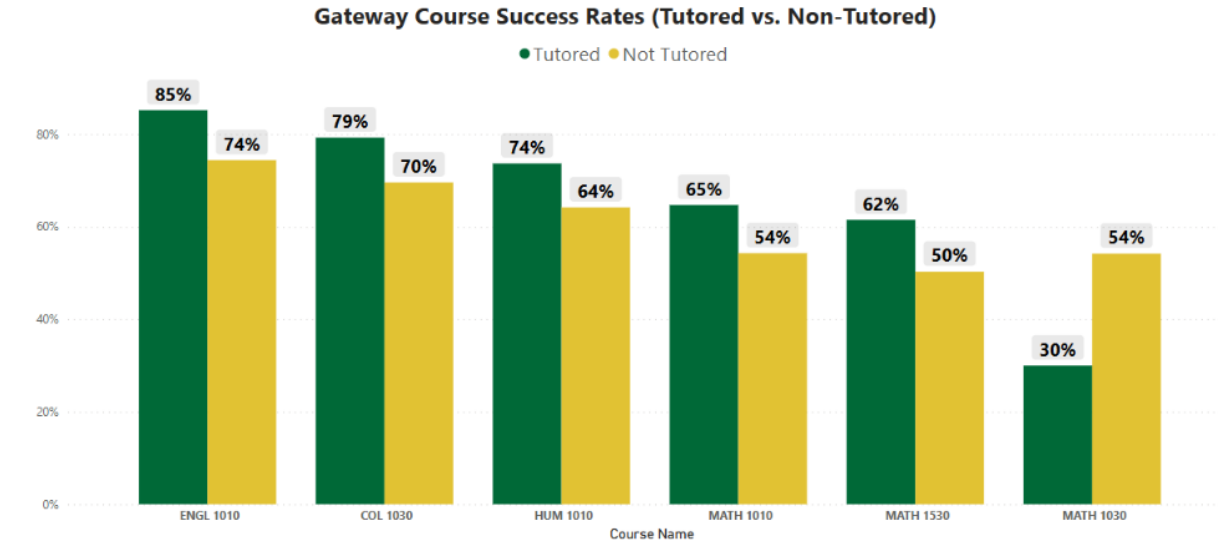
Figure 6

Gateway Course Success

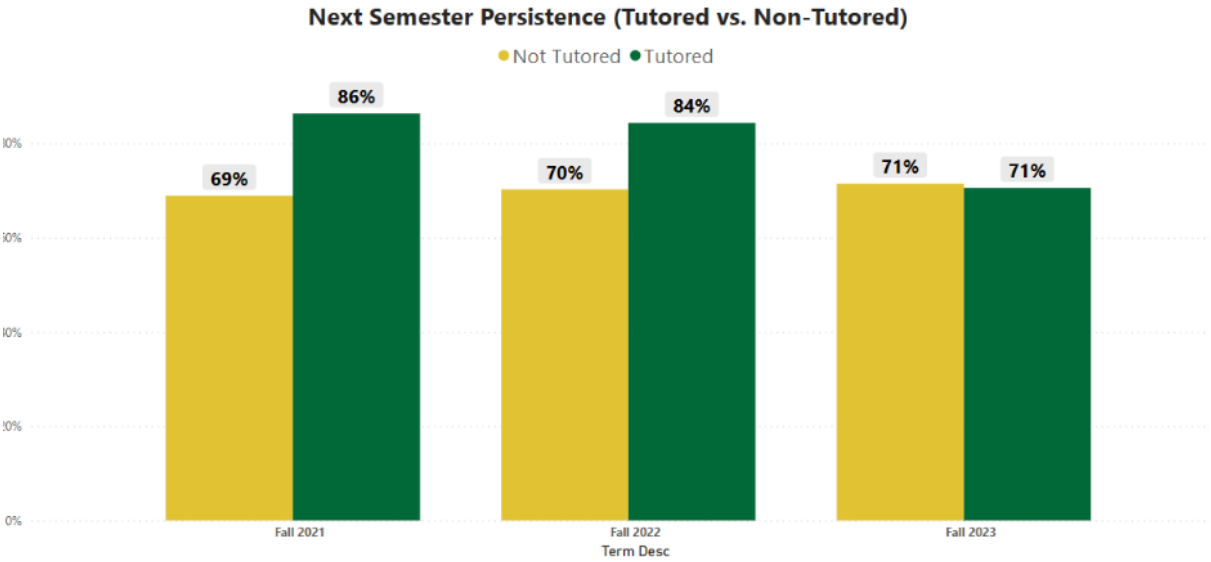


Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

In a selection of six courses considered to be "gateway" or beginning courses for freshman students, non-tutored students' success rates were less than tutored students in all but one of the courses.

Figure 7

Persistence



Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

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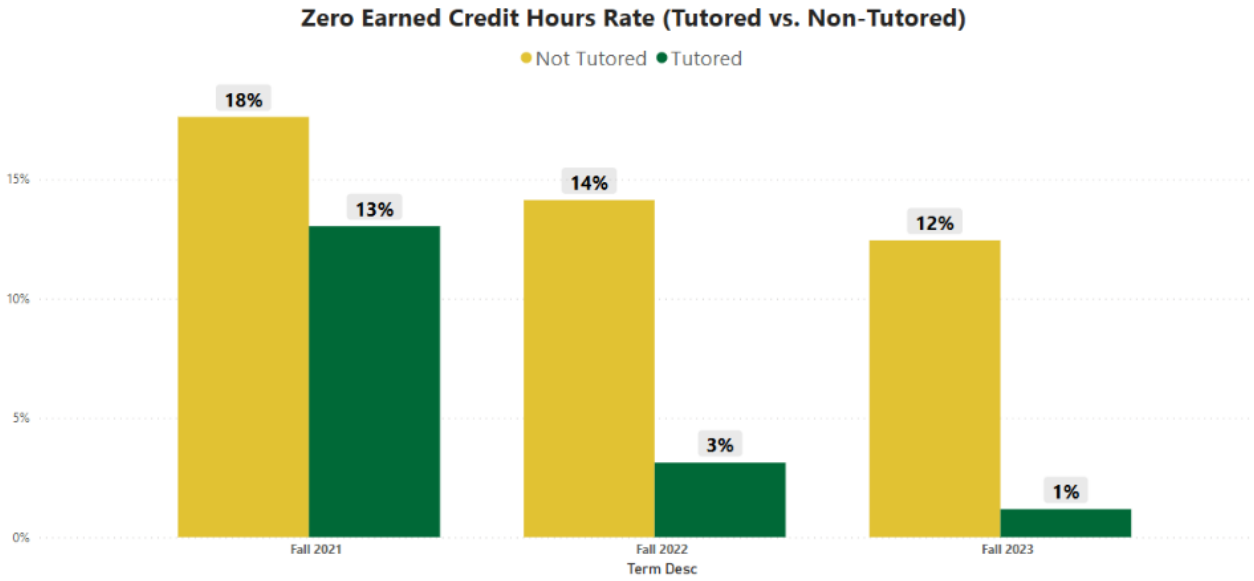
This graph that shows next-semester persistence was derived by looking at students who persisted from the spring term to the fall term. A tutoring attribute was placed on those students who had received tutoring in any format (in person or online. Students who participated in tutoring persisted at higher rates than those who did not participate in tutoring until Fall 2023 where both groups persisted at the same rate.

Figure 8

Zero Earned Credit Hours



Note. Data provided by the Office of Institutional Research and Accountability, tutoring data received from the AAC.

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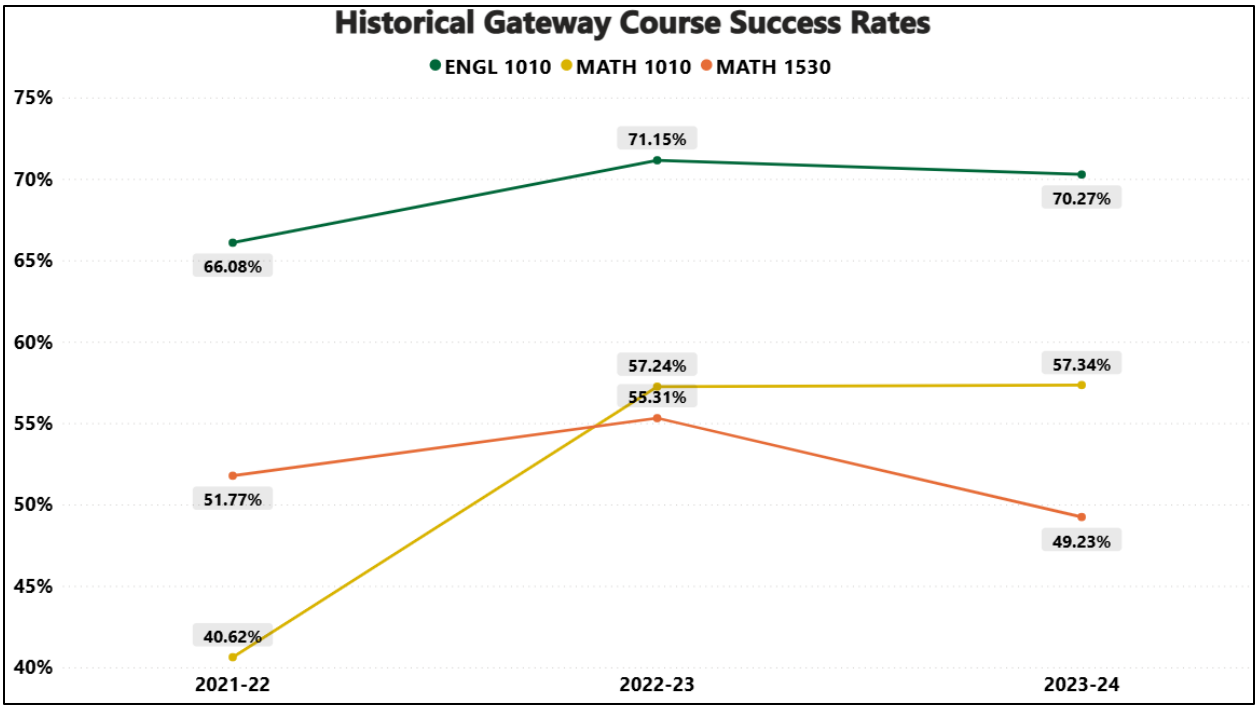
Figure 9

Historical Success Rates in Selected Gateway Courses



Note. Data Source-Office of Institutional Research and Accountability

Data shows that overall gateway course success rates are on the rise, with 75.7% of students receiving grades of A, B, or C during fall terms. This trend is present in some, but not all, individual gateway courses. ENGL 1010 and MATH 1010 success rates rose from Fall 2021 to Fall 2023 but declined in MATH 1530. As of Fall 2023, all individual gateway course success rates fall in a wide range below the overall average, showing an opportunity for substantial growth:

- ENGL 1010: 70.3%
- MATH 1010: 57.3%
- MATH 1530: 49.2%

Follow-up Survey for Tutoring and Academic Support Services

Once the final topic of Tutoring and Academic Support Services was chosen, a follow-up survey was conducted in the Fall 2024 term (**Appendix 3**). The purpose of this survey was to discover how the different constituent groups defined academic support services. This was to help the QEP Committee

further refine the work of the project. Three separate surveys were conducted-one for JSCC employees, one for students who had persisted from Spring 2024 to Fall 2024, and one for students who did not persist from Spring 2024 to Fall 2024 (graduates excluded).

Table 5

Findings from Follow-Up Survey for Tutoring and Academic Support Services

	Employees	**Students- persisted**	**Students- did not persist**
Number of Responses	99	252	39
#1 Ranking of Academic Supports	**Learning Resources**: Learning Support Classes, Library Learning Center (an academic one-stop), Technology Loan Program, Academic Counseling (academic goal setting)	**Learning Resources**: Learning Support Classes, Library Learning Center (an academic one-stop), Technology Loan Program, Academic Counseling (academic goal setting)	**Peer Support**: This could include a peer mentor who has shared experience, a tutor, a club of people who share the same academic interest and **Learning Resources**: Learning Support Classes, Library Learning Center (an academic one-stop), Technology Loan Program, Academic Counseling (academic goal setting) **(tied)**
#1 Ranking of Peer Supports	**Tutor** (either in class or in a traditional tutoring environment)	**Peer Mentor** (connecting with someone who has shared experiences with you)	**Peer Mentor** (connecting with someone who has shared experiences with you)
#1 Ranking of Learning Resources	**Student Success Center** (a single location where students can connect with tutors, receive writing support, take proctored exams, participate in workshops, or access private study space)	**Student Success Center** (a single location where students can connect with tutors, receive writing support, take proctored exams, participate in workshops, or access private study space)	**Student Success Center** (a single location where students can connect with tutors, receive writing support, take proctored exams, participate in workshops, or access private study space)

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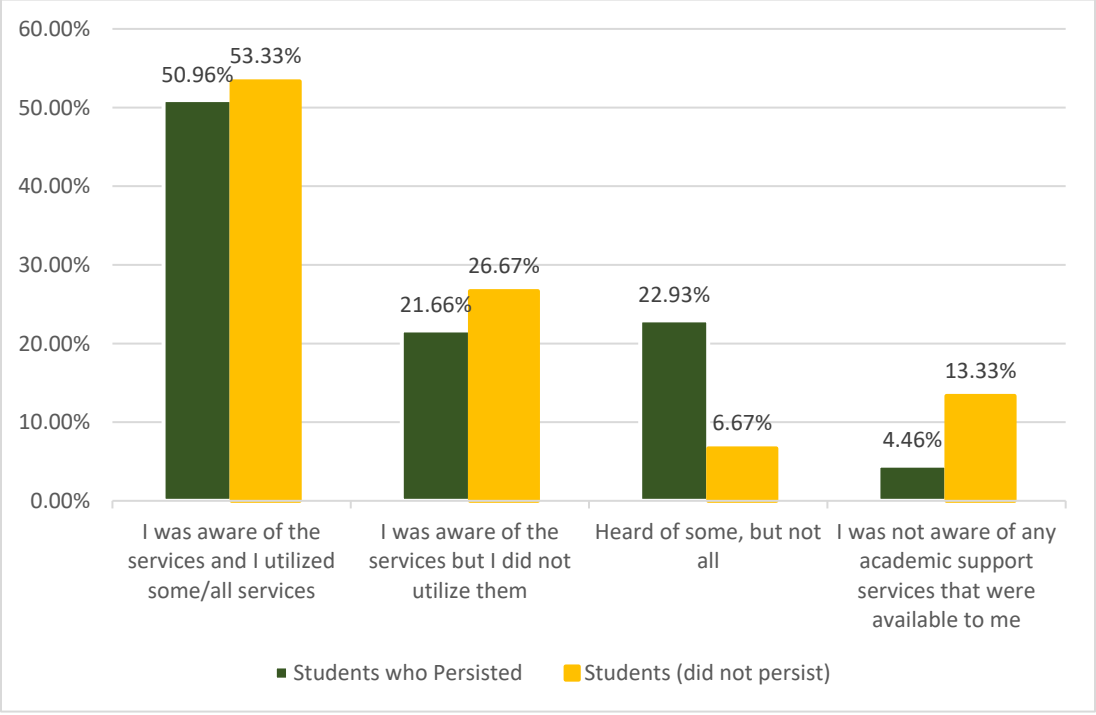
#1 Ranking of Online Learning Supports	Find out more about myself before taking an online course	Learning more about how to be successful when taking an online course	Learning more about how to be successful when taking an online course
#1 Ranking of New Approaches to Academic Support	Private study rooms	Private study rooms	Skills development using virtual reality

On a majority of the items on the three instruments, the three groups surveyed were aligned in their responses. It was clear that Learning Resources were important to employees and students alike. Employees identified tutors as the highest-ranking peer support while students chose peer mentors. All groups identified a Student Success Center as the number one learning resource.

The following item, relating to awareness of academic support services, was included on both versions of the student survey:

Figure 10

Academic Support Services Survey: Please indicate your awareness of the level of academic support services that are available at JSCC (Academic Assistance Center, tutoring, computer check-out):



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While the majority of both student groups indicated an awareness and usage of some/all academic support services, the rest of the findings were concerning. Over 26% of the students that did not persist identified that they were aware but did not utilize support services. Almost 23% of students that persisted from spring to fall had heard of some services but not all. And over 13% of students that did not persist had no awareness of any available academic support services. These findings identify a gap in the communication about the students' awareness of support services that are currently available to them, and show support for additional measures to market and communicate any new or improved academic support services.

The QEP Committee examined all of these results as they began to meet regularly and plan the specifics of the project.

Literature Review

As part of the QEP development process, a cohort of the committee conducted a comprehensive literature review to identify best practices aligned with institutional goals. The following focus areas emerged from this review and have significantly shaped the direction and structure of the plan: Meaning and Momentum, which defines the foundational terms and scope of the QEP; Student Engagement and Support Strategies, which highlight the impact of multifaceted interventions on student success; Emerging Trends in Academic Tutoring, explores the evolving role of tutoring in post-pandemic education; Efficacy of Embedded Tutoring on Gateway Courses, examines classroom-integrated support models; Efficacy of Online and Distance Tutoring in Gateway Courses, which evaluates the effectiveness of virtual tutoring formats; and Effects of Tutoring on Corequisite Remediation, underscores the value of personalized support in developmental education.

Meaning and Momentum

Gateway course is defined as "any course that is foundational, high-risk, and high enrollment in nature" (Koch, 2025, p. 3). Historically, these courses have functioned as gatekeepers, limiting student progression and unintentionally fostering an exclusionary academic environment. English Composition and introductory math courses are often identified as "gateway courses" in higher education institutions. However, successful completion of gateway courses is found to impact persistence and retention and correlates with degree completion**.** By removing barriers, redesigning these courses to be more inclusive and supportive, and building stronger academic support resources for both students and faculty, institutions can foster more equitable learning environments and improve student outcomes.

Current research has documented and informed the redesign of efforts to improve student success in gateway courses. The American Historical Association (AHA), in collaboration with Gardner Institute, highlights the need for pedagogical approaches and data-driven assessment in this area (Grossman & Koch, 2022). Gateway course redesign consists of four key areas: pedagogical changes, curricular changes, course structure changes, and integration of academic success initiatives (Foote & Drake, 2024). JSCC has spent the past decade working on the first three key areas of gateway course success. JSCC was an early adopter of meta-cognitive, or "mindset" practices in our gateway courses, prompting students at various milestones throughout the course to reflect on their learning, focus on the learning process, and to apply what they have learned to past and future educational and professional situations. We have better aligned the curriculum in our gateway courses to include accessible content and learning outcomes for our particular demographic of at-risk students. We have integrated OER and low-cost materials into most of our first-year gateway courses and continue that work to this day. We have also worked hard to make in-roads in the area of "integration of academic success initiatives," which involved building up our early alert system and training faculty and advisors on the special needs of our at-risk students in gateway courses. However, we have often encountered challenges within our academic support systems, such as tutoring, peer support, and supplemental

instruction. The QEP is an opportunity to focus on this long-needed issue and to build the infrastructure to create meaningful, sustainable goals in the area of academic support.

Recent research defines academic support as an array of structured services and resources designed to help students succeed in credit-bearing coursework. Across multiple studies on co-requisite models and tutoring interventions, academic support is consistently described as supplemental to, or embedded within, gateway courses. For example, the Charles A. Dana Center (2023), Daugherty et al. (2022), and the Tennessee Board of Regents (2022) emphasize the importance of co-requisite support courses and instructional labs that provide targeted practice, review, and scaffolding alongside college-level instruction. Others emphasize tutoring as a central component of support, whether through embedded tutors who offer ongoing guidance and feedback or drop-in tutoring centers and writing labs that address skill development and specific assignments (Elliot, 2025; Kurzer et al., 2023; Research for Action, 2021). Broader institutional perspectives include advising, feedback, and learning environments that foster persistence and motivation as "academic support" (Foote & Drake, 2024; Voisin et al., 2023). Taken together, these studies define academic support not as a single intervention but as an integrated set of practices including corequisite courses, tutoring, and structured guidance, that work collectively to promote students' progress through gateway courses and beyond.

Academic and non-academic support systems play a significant role in the retention and success of students. A growing body of research demonstrates that academic support tools have a positive impact on both college retention and student success. Studies of corequisite models consistently show that pairing gateway courses with supplemental support, such as targeted instruction, practice, and scaffolding, leads to higher course pass rates and improved persistence compared to traditional prerequisite remediation (Dana Center, 2023; Daugherty et al., 2022; Jackson et al., 2024; Logue et al., 2016, 2019; Tennessee Board of Regents, 2022). Similarly, investigations of embedded tutoring and

supplemental instruction indicate that integrating tutors directly into courses enhances engagement, assignment completion, and overall course success (Elliott, 2025; Kurzer et al., 2023; Research for Action, 2021). Broader supports, such as academic alerts and advising systems, are also linked with improved GPA and retention among diverse student populations (Spitzig & Renner, 2025; Voisin et al., 2023). Taken together, these findings suggest that well-designed academic support tools are an effective strategy for fostering both immediate academic achievement and continued enrollment in higher education.

Within the literature on academic support, tutoring is consistently portrayed as a structured instructional service rather than explicitly defined in formal terms. Studies describe tutoring as individualized or small-group assistance aimed at clarifying course content, strengthening skills, and supporting students' independent learning. For example, Kurzer et al. (2023) characterize tutoring in developmental writing as targeted help provided either through drop-in centers or embedded within courses, while Elliott (2025) and Research for Action (2021) emphasize embedding tutors who attend class sessions, offer real-time feedback, and model effective study practices. Broader perspectives, such as those from the Academic Senate for California Community Colleges (2018), extend this description to online environments where trained tutors provide synchronous or asynchronous support. Meta-analyses by Steenbergen-Hu and Cooper (2014) and VanLehn (2011) further affirm that both human and intelligent tutoring systems function as adaptive, one-to-one supports designed to improve student understanding and performance. Collectively, these studies frame tutoring as a core component of academic support, operationalized through direct, responsive interactions that enhance students' mastery of course material.

Student Engagement and Support Strategies

Enhancing student engagement is key to increasing achievement and retention. In a community college setting where there are broad demographics within the student population, student

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engagement has a positive impact on all student groups, specifically in support of learners. Spitzig and Renner (2025) state, “a singular approach to engagement will not address concerns, as it will require a comprehensive approach focused on both classroom and out of the classroom experiences for student success” (p. 1023). Researchers Voisin, Phillips, and Afonso (2023) address the impact of self-efficacy and engagement through the establishment of academic skill development sessions in writing or math. The sessions target active learning skills (e.g., solving math problems, writing improvement, note-taking, paraphrasing) and provide real-time feedback. Their study reports decreased anxiety and increased confidence after just one session. Students who attended multiple sessions experienced long-lasting effects, such as higher grades and GPAs and increased persistence and retention. Voisin, Phillips, and Alfonso (2023), conclude that “providing the opportunity to participate in support in various ways (e.g., online, face-to-face, peer learning, individual learning) contributes to the overall positive perception of academic support services" (p. 56). This shift in focus is crucial for student achievement in colleges and universities.

Strengthening support strategies also bolsters student achievement and can be leveraged at various levels of a student's academic journey. In a study by Hans et al. (2025), the use of early academic alerts improves student outcomes. According to the authors, “this approach offers simplicity in implementation, greater transparency than multi-factor processes, and strengthens interpersonal connections between faculty, students, and support teams” (p. 2). The study concluded that students receiving early alert intervention for poor-quality submissions, missing assignments, and lack of attendance were 30% less likely to withdraw, had higher average course grades, and increased course success by earning a “C” or higher.

Traditional tutoring systems may also be reevaluated and reinvented to increase student support. Elliot’s (2025) article reports on the implementation of a pilot program at Lincoln Land Community College which utilized embedded tutoring to increase writing center visibility, writing skills,

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student confidence, and community. End-of-semester survey results revealed a positive impact in three of the four focus areas. Students enrolled in classes with embedded tutors had noticeable improvement in their engagement with the writing center, increased writing skills, and confidence. Merging systems yielded positive outcomes, impacting the overall success of the students' courses. Therefore, embedded tutoring can help build stronger connections with academic support teams, minimizing students' perception of remediation or deficiency when compared with traditional methods of academic support (Kurzer, Hayden & Nguyen, 2023.

Emerging Trends in Academic Tutoring

As higher education recovers from the disruption of the COVID-19 pandemic, the role of tutoring continues to evolve. While digital technologies are emerging as a tool to bridge the accessibility gap between student and tutor, their utilization exposes both benefits and limitations of the online and virtual tutoring models. Flexibility and personalization are necessary components of academic tutoring that aligns with the broader trend of designing these services around individual student needs. However, even with these technological innovations, face-to-face tutoring continues to persist as the most common and most effective method of furthering these trends (Menshikova et al., 2025.

Students look to their tutors for more than simply subject matter expertise. Wakelin (2023 reports students seek guidance and advice from their tutors outside of their academic scope, in areas such as career path guidance and employability. Additionally, students do not perceive tutoring as an opportunity for a "second lecture" instead, they seek a collaborative space where they learn through the sharing of ideas and the challenging of their preconceived notions (Misniakiewicz & Krnacova, 2021). The desired interaction between student and tutor is one built on interpersonal relationships, which falls in line with the field trend towards flexibility and personalization.

Additionally, soft skills are emerging as an integral part of the tutoring model, regardless of subject matter. The interpersonal relationship and collaborative space needed by students lends itself effortlessly to the development of skills, such as communication, teamwork, and problem solving (Menshikova et al., 2025; Misniakiewicz & Krnacova, 2021). In developmental writing contexts, Kurzer et al. (2023) found that students working with embedded tutors not only improved in written communication but also gained confidence in collaborative learning and peer interaction, essential soft skills that transfer beyond a single course. Similarly, Elliott (2025) highlights how embedded tutoring environments foster constructive dialogue and feedback-seeking behaviors, helping students become more proactive and reflective learners. Research for Action (2021) notes that tutors often model effective study strategies and interpersonal problem-solving techniques as they guide students through challenging material, further reinforcing these skills. English language proficiency is also emerging as a central skill developed by tutoring models across subject areas, as Menshikova et al. (2025) report in their exploration of evolving tutor profiles in multilingual learning spaces. Moreover, Voisin, Phillips, and Afonso (2023) link academic support environments, including tutoring, to heightened emotional engagement and self-regulation, suggesting that the collaborative and supportive dynamic inherent in tutoring helps students cultivate resilience and adaptability. Taken together, these findings show that tutoring contributes not only to subject mastery but also to the cultivation of vital soft skills, such as communication, teamwork, problem solving, and language proficiency. These skills underpin long-term academic and professional success.

Efficacy of Embedded Tutoring on Gateway Courses

Embedded tutoring is a model in which peer tutors, students who have successfully completed a course, are integrated into the classroom environment of current students, particularly in foundational or "gateway" courses like college-level math and English. Unlike traditional tutoring that occurs outside class hours, embedded tutors attend class sessions, provide real-time academic support, and often assist

with follow-up activities like office hours or small group tutoring. This model has gained traction in community colleges, especially following policy shifts like California's AB 705, which aimed to accelerate students' progress into college-level coursework by reducing remedial course sequences (Research for Action, 2021). Embedded tutoring supports equity, retention, and improved student performance in high-risk courses and builds on practices such as Supplemental Instruction (SI), which has long demonstrated benefits for academically vulnerable students (Duffy & Burkander, 2024).

Faculty perspectives on embedded tutors are largely positive, particularly with regard to improving student engagement and learning outcomes. Many instructors appreciate that tutors offer accessible, low-stigma support to students who might not otherwise seek help. Tutors are viewed as approachable role models who can reinforce key concepts, assist with group work, and explain material in relatable ways (Duffy & Burkander, 2024; Research for Action, 2021). Because tutors are often former students of the same course, and in some cases the same instructor, they are well-versed in course expectations and classroom culture. Faculty often note that tutors help improve student participation and reduce feelings of isolation or intimidation among students who are struggling. Several studies and institutional reports have linked embedded tutoring with tangible benefits, including increased course success rates and improved retention, particularly in gateway STEM and writing courses (Mowreader, 2024). At Sam Houston State University, for example, a pilot embedded tutoring program revealed that students in targeted biology and chemistry courses were more likely to seek academic help, and failure rates in one course dropped by nearly 19 percentage points (Mowreader, 2024). In California community colleges, embedded tutors were seen as essential in implementing corequisite models that support underprepared students in credit-bearing classes (Research for Action, 2021). Faculty surveyed in these programs consistently reported that tutors added value by personalizing instruction, normalizing help-seeking, and supplementing active-learning techniques like collaborative work or peer review (Duffy & Burkander, 2024).

Despite these benefits, instructors also identify several challenges. One of the most common concerns is the lack of time to coordinate meaningfully with tutors. Many faculty members report that while they value the tutor's role, they do not always provide structured opportunities for collaboration or integrate tutors fully into their instructional plans (DeLoach et al., 2021). Recruiting, training, and retaining capable tutors, particularly those with both strong academic and interpersonal skills, is another frequently cited difficulty. Additionally, without clear role definitions, tutors may occasionally overstep boundaries, for example, by attempting to explain material in ways that contradict the instructor's approach or by becoming overly directive in group work (DeLoach et al., 2021).

Faculty emphasize that institutional support is key to effective tutoring programs. Successful implementations often feature scheduled planning time between instructors and tutors, clear communication about expectations, and ongoing professional development for tutors (Duffy & Burkander, 2024). When these conditions are met, faculty are more likely to view embedded tutoring as an essential pedagogical tool rather than as an optional add-on. Shared accountability and data tracking, such as monitoring student usage of tutoring and associated outcomes, can also increase faculty buy-in and help scale programs more effectively across departments (Research for Action, 2021).

Community college faculty generally see embedded tutors as an asset, particularly in high-stakes gateway courses that can determine students' long-term academic trajectories. Tutors provide both academic reinforcement and social support, helping students engage more fully in the classroom experience. However, to maximize their effectiveness, embedded tutoring programs must be intentionally designed, with institutional commitment to tutor training, role clarity, and faculty-tutor collaboration. When these conditions are in place, embedded tutoring not only improves student outcomes but also enhances the instructional capacity of faculty and the overall learning environment.

Efficacy of Online and Distance Tutoring in Gateway Courses

The increasing prevalence of online and distance education in higher education has prompted considerable interest in the effectiveness of virtual tutoring, especially in gateway courses such as college-level math and English. Research suggests that while online tutoring presents some challenges compared to traditional face-to-face support, it can be an effective method when designed and implemented thoughtfully. In one foundational study, Price, Richardson, and Jelfs (2007) compared students' perceptions of online and face-to-face tutoring in distance education. They found that although academic outcomes were comparable, students rated online tutoring lower in terms of interpersonal connection and perceived tutor quality, largely due to the absence of nonverbal cues and immediate feedback. However, Richardson (2009) later found that when students and tutors were adequately trained for the online format, there were no significant differences in perceived instructional quality between the two modalities. These findings suggest that online tutoring can match in-person support when both parties are prepared for digital interaction.

Institutional and statewide efforts also support the use of online tutoring, particularly for community college students. The Academic Senate for California Community Colleges (ASCCC, 2018) highlights online tutoring as a vital support service, particularly for students who are working, commuting, or juggling multiple responsibilities. The report emphasizes that successful programs typically offer multiple access points, including drop-in virtual support, scheduled appointments, and asynchronous services like paper review. Importantly, ASCCC stresses the need for comprehensive tutor training, especially in online pedagogy and equity-centered support practices.

Empirical studies further validate the positive impact of online tutoring on gateway course performance. For instance, a large-scale study at Georgia Southern University found that students who utilized online tutoring more frequently had significantly higher pass rates in gateway math and English

courses (Robinson, 2017). Similarly, Olney et al. (2025) evaluated the use of an intelligent tutoring system (ITS) in introductory biology and found substantial immediate and delayed learning gains, with effect sizes comparable to one-on-one human tutoring. These findings are supported by meta-analyses of ITS efficacy, which estimate effect sizes between 0.75 and 0.80 when compared to no tutoring (Steenbergen-Hu & Cooper, 2014; VanLehn, 2011). This suggests that well-designed virtual systems, particularly in STEM courses, can provide academic benefits on par with traditional support methods.

Policy-focused research reinforces these findings. The Community College Research Center (CCRC, 2021) at Teachers College, Columbia University has produced multiple studies showing that integrated support services, especially those offered online, can significantly improve student outcomes in gateway or "gatekeeper" courses. In particular, CCRC found that when online tutoring was embedded within corequisite course models, students experienced higher course completion rates. These models work best when tutoring is not treated as an optional add-on, but as a structured, required component of the course.

Despite the growing body of positive findings, researchers continue to note several caveats. Online tutoring is less effective when it fails to replicate the relational and guiding elements of in-person support. Students benefit from emotional encouragement and spontaneous interaction, both of which can be muted in asynchronous or text-only environments (Price et al., 2007). Additionally, the quality and consistency of online tutoring depends heavily on tutor preparation and the technological readiness of both tutors and students (ASCCC, 2018; Richardson, 2009). Training that addresses both pedagogical skills and digital fluency is essential for effective online support. Finally, discipline-specific factors may influence the success of online tutoring. While ITS appears particularly effective in STEM subjects, humanities courses may still benefit more from human-led, discussion-based tutoring formats (Olney et al., 2025; VanLehn, 2011).

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The literature indicates that online and virtual tutoring can be highly effective for supporting students in gateway courses, provided it is well-designed, fully integrated into the course structure, and supported with robust tutor training. While relational elements may be harder to replicate online, synchronous communication tools, embedded support models, and intelligent tutoring systems offer scalable solutions that align with the evolving needs of today's community college students.

Effects of Tutoring on Corequisite Remediation in Community College Gateway Courses

Recent research on corequisite remediation, which integrates developmental support directly alongside college-level coursework, highlights the pivotal role of tutoring and supplementary instruction in improving student outcomes across math, English, and reading in community college settings. Corequisite models aim to accelerate students into credit-bearing courses while providing academic support tailored to their individual needs. A growing body of evidence shows that tutoring embedded within these models significantly enhances course success rates, engagement, and instructional alignment.

Daugherty et al. (2022) conducted a mixed-methods randomized control study comparing corequisite remediation in English courses with standalone developmental education. They found that students in corequisite models enrolled in more credit hours, reported stronger alignment with course material, and experienced less stigma than those in traditional remedial courses. However, the co-requisite group was somewhat less likely to plan to seek outside tutoring, suggesting that when support is built into the course structure, students may feel they need fewer external resources. This insight aligns with findings from Cho et al. (2012), who evaluated Baltimore's Accelerated Learning Program and observed that students in co-requisite English had a 74% success rate in college-level coursework. These outcomes were attributed in part to the presence of embedded support and the consistent involvement of instructors or tutors who could contextualize content for struggling students.

A recent study from the Charles A. Dana Center's Corequisite Research Design Collaborative (2023) offers further qualitative evidence on the value of coordinated instructional support. In one example, students emphasized how helpful it was that the instructor of the developmental support course regularly attended the college-level class session. As a result, that instructor could later pose targeted, context-specific questions about what students understood or struggled with, making the support course more relevant and personalized (Charles A. Dana Center, 2023). This model of integrated instructional alignment, where supplemental educators or tutors are actively present in core classes, emphasizes the effectiveness of responsive and embedded tutoring, rather than detached, drop-in support.

In mathematics, several large-scale studies support similar conclusions. Logue, Watanabe-Rose, and Douglas (2016, 2019) used both randomized and quasi-experimental designs to demonstrate that students placed into corequisite college-level math, paired with structured support, outperformed those in traditional remediation in terms of pass rates, credit accumulation, and persistence. Jackson et al. (2024) expanded on this work in a Texas-based study, confirming that corequisite math students had higher success rates in initial coursework and were more likely to stay enrolled. Tutoring in these contexts often functions as a structured, instructor-guided supplement to the main course, further reinforcing learning and providing scaffolding for students who may otherwise fall behind.

Although reading remediation research is less developed, studies from the Tennessee Board of Regents (2022) suggests that pairing reading support with college success or humanities courses when embedded tutoring is involved can significantly improve early academic outcomes. Programs that combine small class sizes, proactive academic monitoring, and responsive tutoring tend to yield better engagement and persistence.

A common theme across all disciplines is the importance of intentional, integrated support. Rather than viewing tutoring as an external resource, the most effective corequisite models treat it as an embedded feature of the course. The literature stresses the value of coordination between tutors and instructors, structured planning time, and frequent real-time interaction (Charles A. Dana Center, 2023; Cho et al., 2012; Daugherty et al., 2022). These supports not only improve academic performance but also help students build confidence and navigate the demands of college-level coursework more effectively.

Nonetheless, the success of tutoring in corequisite remediation depends on a number of variables, including initial skill levels, instructional design, and the professional development of tutors. While short-term course completion metrics are consistently positive, more longitudinal studies are needed to determine whether these gains translate into long-term credential attainment (Logue et al., 2019). Still, the current research clearly indicates that tutoring, when embedded, contextualized, and integrated, is a cornerstone of effective corequisite remediation in community college gateway courses.

Conclusion

The literature reviewed in support of the QEP reveals strong consensus on the importance of academic support, particularly tutoring, in improving student success, engagement, and retention in community college gateway courses. A variety of models, including embedded tutoring, corequisite remediation, and online academic support, have been shown to improve outcomes when implemented intentionally and aligned with course content. Embedded tutoring stands out as a particularly effective model, enhancing student confidence, assignment completion, and persistence by integrating tutors into the learning environment. Similarly, corequisite models that pair developmental support with credit-bearing coursework yield higher pass rates and increased retention. Online tutoring, while

requiring careful design and training, has also demonstrated comparable effectiveness to face-to-face models when well-integrated and accessible.

Beyond academic performance, the literature also highlights tutoring's role in developing essential soft skills such as communication, teamwork, self-regulation, and problem-solving. Tutoring environments built on trust, collaboration, and real-time feedback promote student confidence, reduce anxiety, and support interpersonal growth. This is particularly true in embedded and face-to-face tutoring contexts, where students form meaningful relationships with their tutors and peers. Furthermore, tutoring contributes to increased emotional engagement and motivation, helping students navigate both academic and personal challenges. These findings underscore the need for structured, relationship-based academic support systems as integral components of equitable and effective gateway course redesign.

Student Focus Group

Research in the form of a focus group with JSCC students was conducted to gather insights into the awareness, usage, and perceptions of academic support services. The session was facilitated by members of the QEP Committee, including Dr. Amber Nelms, Dr. Anna Esquivel, Nikki Castles, and Sara Saddler, as part of the development of the plan to expand the tutoring program. A total of 20 students participated in the focus group.

The conversation began by exploring the students' awareness and use of academic support resources, such as tutoring and library services. Only three students reported having used these resources, while 12 indicated that they were unaware of academic support services. Other participants that were aware of these programs expressed that the environment was not conducive to studying due to a lack of staffing, space, and seating options. Some students had positive experiences with peer tutoring; however, the tutoring times and subject areas were very limited.

In further discussion of tutoring, students highlighted both helpful and unhelpful aspects. Peer tutoring and in-person support were preferred over online options. A few students expressed discomfort in seeking help citing feelings of intimidation. Suggestions for improvement included implementing text-based tutoring services, expanding peer tutoring and subject-specific support areas, installing better signage, offering informal drop-in sessions, and embedding tutors or academic coaches within classes. Students also emphasized the importance of promoting these services early in the semester and fostering a more inclusive and student-friendly environment. Barriers to utilizing academic support services were also discussed. Some students shared past negative experiences and lack of communication. Emotional and psychological factors such as fear of failure, embarrassment, and lack of trust were common themes among most of the focus group participants.

The student focus group revealed a significant gap in awareness and accessibility of academic support services, particularly in gateway courses. Students expressed a strong preference for in-person, informal, and peer-supported environments, and emphasized the importance of trust, visibility, and effective communication. These insights have directly informed the QEP Committee's strategies for increasing engagement with academic support services, including the expanded staffing, redesign and enhancement of academic support spaces, orientation improvements, embedded tutoring models, and the development of a student-centered brand identity.

Student Survey for Naming Tutor Role

As part of the implementation of the QEP, the Committee invited students to participate in a survey (**Appendix 4-Student Survey to Name the Tutors**) to choose a name for the full-time tutoring positions that best reflect the students' perspective. These roles are designed to provide consistent, embedded academic support in gateway courses. The individuals in these positions will serve as content experts and provide guidance by offering individual and group support in select gateway courses.

To ensure the title of these new roles reflected both purpose and accessibility to students, the QEP Committee reviewed responses from the student focus group and developed a list of potential titles. The name survey was opened to the student focus group. The titles and survey results are as follows:

- Academic Navigator (39%)
- Academic Partner (25%)
- Learning Facilitator (7%)
- Learning Navigator (11%)
- Success Consultant (18%)
- Success Liaison (7%)

Results show that the majority of students selected Academic Navigator as the preferred title for full-time tutors. This name reflects the institution's commitment to student-centered design and reinforces the QEP overarching goal of increasing engagement with academic support through the implementation of intentional and relational support services.

Institutional Focus on Student Success

To ensure effective implementation of the Quality Enhancement Plan (QEP) across all JSCC campuses, the QEP Director established the QEP Implementation Team. This team is composed of faculty and staff representing a diverse range of departments, with each member serving as a liaison for their respective area. Each team member is accountable for communicating QEP initiatives, gathering feedback, and reporting progress within their departments to ensure transparency and continuous improvement. The Implementation Team includes:

- Sara Saddler, Dean of Learning Resources and QEP Director
- Academic Navigators (2 math and 2 English)
- Allison Rundlett, Information Research Analyst

- Dr. Amber Nelms, Executive Director of Institutional Research and Accountability
- Jan Rhodes, Director of Savannah-Hardin County Center
- Dr. Jessica Reece, Director of Distance Education
- Will Shull, Director of Advising
- Dr. James Mayo, Associate Professor of English and Director of the Dr. Mechel Camp Teaching and Learning Center
- Ruth Slagle, Instruction Librarian
- Learning Support Instructors (math and English)

QEP Implementation Overview

The process for effective implementation of the QEP begins with ensuring that students are accurately placed in courses that align with their need and continues by fostering engagement and student academic self-confidence. Ensuring that students start strong and continue throughout their academic journey is essential to persistence and retention. The plan for advancing academic access is a multi-step process that will be approached holistically across all campuses and will include assessment, placement, assignment, and engagement.

Assessment

The first step in the QEP's implementation is a comprehensive assessment process designed to ensure students are placed in appropriate level coursework. All incoming freshman with non-passing or invalid ACT scores in math or English will be encouraged to take the ACCUPLACER exam to determine whether learning support is needed. To support this initiative, access to ACCUPLACER testing has been significantly expanded. Students now have flexibility to work with the Testing Center Specialist to take the exam through scheduled appointments (email, phone, or online scheduler) or convenient walk-in option, making the assessment process more accessible and student-centered.

Placement

All students will meet with an assigned advisor during the registration process. Advisors will guide students by reviewing ACCUPLACER scores and recommending learning support for gateway math and English when appropriate, ensuring that assessment and placement are implemented with a more targeted approach to course registration.

Assignment

All students enrolled in gateway math and English (ENGL 1010, MATH 1010, and MATH 1530) will be assigned to an Academic Navigator. Enrollment data indicates that approximately half of these students are also participating in learning support. To provide equitable and targeted assistance, students will be divided into two groups. Two tutors—one for math and one for English—will support the learning support cohort, while another two tutors will assist students not enrolled in learning support. All students will benefit from a scaffolded support system by an alert process (**Appendix 5-Early Alert Flowchart**). When a faculty member identifies a student in need of additional help, they will notify the assigned Academic Navigator. The Navigator will then reach out to the student to connect them with appropriate support services.

Table 6

Enrollment in Gateway Courses with Corresponding Learning Support

2022-2023			2023-2024			2024-2025		
Fall 2022	Math 1010/1530: 375	LS Math: 410	**Fall 2023**	Math 1010/153: 310	LS Math: 453	**Fall 2024**	Math 1010/1530: 423	LS Math: 499
	English 1010: 707	LS English: 115		English 1010: 611	LS English: 104		English 1010: 769	LS English: 116
Spring 2023	Math 1010/1530: 266	LS Math: 155	**Spring 2024**	Math 1010/153: 191	LS Math: 159	**Spring 2025**	Math 1010/1530:229	LS Math: 186

	English 1010: 264	LS English: 150		English 1010: 250	LS English: 155		English 1010: 377	LS English: 196

Engagement

All students enrolled in selected gateway courses will have access to their assigned Academic Navigator. Navigators will offer tutoring services in multiple formats, including walk-in sessions or scheduled appointments, with options for both in-person and online delivery.

Faculty and Navigators will collaborate to implement targeted interventions focused on attendance and academic performance. If a student misses class without prior notice or performs poorly on an assignment or test, the faculty member will submit an alert through Slate. This alert is sent directly to the student's Academic Navigator, who will then follow up with the student through email. Once the Academic Navigator has connected with the student, and a plan of action has been established, the Academic Navigator will notify the faculty member.

Support will be tailored to meet each student's unique needs and guided by their feedback. This comprehensive, wrap-around approach ensures that students receive holistic assistance through both academic and student support services. Academic support options include tutoring services, library resources, and technology assistance. In addition, students may be referred to essential student services such as counseling, academic advising, disability services, and financial support. Together, these resources create a coordinated network of care designed to promote student success and persistence.

Measurement

To ensure the effectiveness and sustainability of the QEP, a structured process for measurement, data review, and continuous improvement will be implemented. The QEP

Implementation Team will meet at the end of each semester to review key data points and gather feedback from relevant departments, including faculty, academic support services, and student affairs. During these meetings, the team will:

- Analyze student performance and engagement data
- Review alerts submitted through Slate
- Evaluate the effectiveness of interventions and support services
- Collect qualitative feedback from faculty, staff, and students

All data will be documented and archived for future reference and longitudinal analysis. This ongoing review process will allow the team to identify trends, address challenges, and celebrate successes.

At the end of each yearly assessment cycle, the Implementation Team will conduct a comprehensive evaluation using both mid-year and end-of-year data. Key areas of focus will be centered on the QEP assessment plan to support the outcomes of:

- Increased pass rate (grade of A, B, C) of all students in gateway math and English
- Increased pre-test/post-test test scores of all students in gateway math and English
- Increased fall to fall retention of all students
- Increased pre-survey/post-survey scores for awareness of academic support services
- Increased engagement with academic support services
- Increased academic self-efficacy on pre-course/post-course survey

Based on outcomes, adjustments will be made to improve strategies, refine processes, and enhance overall program effectiveness. This cyclical process of review, reflection, and revision will continue through the five-year plan and will ensure that the QEP remains responsive to a positive impact on student needs and alignment with institutional goals.

Chapter 4: Focus of the QEP

Focus of Advancing Academic Access in Gateway Courses

The mission of *Advancing Academic Access in Gateway Courses* is to empower students to succeed in their gateway math and English courses through personalized, high-impact academic support. By providing focused tutoring, proactive guidance, and a welcoming learning environment, JSCC desires to help students build confidence, master foundational skills, and stay on track toward their academic and career goals.

In the table below are the three QEP goals along with the expected outcomes for each. The beginning baselines for each outcome are listed along with a 2-year and 5-year target. Based on results of year one, these targets may be adjusted. Annual targets for each year will be identified in the annual assessment plan (**Appendix 6: QEP IE/Assessment Plan).**

Table 7

Goals and Expected Outcomes for Improvement of Student Success

Goal 1: Improve ***academic performance*** in gateway courses (ENGL 1010: English Composition I, MATH 1010: Math for General Studies, and MATH 1530: Introductory Statistics) through targeted tutoring and academic support.				
Outcome 1a: Improve overall course success rates (A, B, C) in ENGL 1010, MATH 1010, and MATH 1530 by meeting or exceeding the baseline in the first year and by 5 percentage points within five years for both fall and spring terms.				
Data Source: Student Success Metrics-Final Grade Distribution Dashboard, Institutional Planning SharePoint- OIRA collect data				
	Baseline Fall 2024	**Year 1 Target-Fall 2025**	**Year 2 Target-Fall 2026**	**Year 5 Target-Fall 2029**
ENGL 1010: English Composition I	75.3%	Meet or exceed baseline	78.3%	80.3%
MATH 1010: Math for General Studies	66.9%	Meet or exceed baseline	70%	72%
MATH 1530: Introductory Statistics	55.3%	Meet or exceed baseline	58.3%	60%
	Baseline- Spring 2025	**Year 1 Target-Spring 2026**	**2 Year Target-Spring 2027**	**5 Year Target-Spring 2029**

ENGL 1010: English Composition I	65.3%	Meet or exceed baseline	68.3%	70.3%
MATH 1010: Math for General Studies	54.5%	Meet or exceed baseline	57.5%	59.5%
MATH 1530: Introductory Statistics	49.4%	Meet or exceed baseline	52.4%	54.4%
Outcome 1b: Improve knowledge of basic concepts in ENGL 1010, MATH 1010, and MATH 1530 by meeting or exceeding pre/post assessment baseline of 70% (demonstrated growth) in year one and by 5 percentage points within five years for both fall and spring terms.				
Data Source: Pre-assessment/Post-assessment for MATH 1010, MATH 1530 and ENGL 1010-faculty provide results to OIRA				
Appendix 7: Pre-assessment/Post-assessment for MATH 1010 and MATH 1530 **Appendix 8: Pre-assessment/Post-assessment for ENGL 1010**				
	Baseline Pre-assess./Post-assess.-Fall 2025	**Year 1 Target-Fall 2025**	**Year 2 Target-Fall 2026**	**Year 5 Target-Fall 2029**
ENGL 1010: English Composition I	No baseline-implement in Fall 2025	70% of students improve pre/post	73%	75%
MATH 1010: Math for General Studies	No baseline-implement in Fall 2025	70% of students improve pre/post	73%	75%
MATH 1530: Introductory Statistics	No baseline-implement in Fall 2025	70% of students improve pre/post	73%	75%
	Baseline Pre-assess./Post-assess.-Spring 2026	**Year 1 Target-Spring 2026**	**2 Year Target-Spring 2027**	**5 Year Target-Spring 2029**
ENGL 1010: English Composition I	No baseline-implement in Spring 2026	70% of students improve pre/post	73%	75%
MATH 1010: Math for General Studies	No baseline-implement in Spring 2026	70% of students improve pre/post	73%	75%
MATH 1530: Introductory Statistics	No baseline-implement in Spring 2026	70% of students improve pre/post	73%	75%
Goal 2: Improve ***academic endurance*** among students enrolled in gateway courses (ENGL 1010: English Composition I, MATH 1010: Math for General Studies, and MATH 1530: Introductory Statistics) through targeted tutoring and academic support.				
Outcome 2a: Increase student completion rates of students enrolled in ENGL 1010, MATH 1010, or MATH 1530 by reducing D, F, FA, W rates by meeting or falling below baseline in year one and by 5 percentage points within five years for both fall and spring terms.				
Data Source: Student Success Metrics-Final Grade Distribution Dashboard, Institutional Planning SharePoint-OIRA collect data				

	Baseline-Fall 2024	Year 1 Target-Fall 2025	Year 2 Target-Fall 2026	Year 5 Target-Fall 2029
ENGL 1010: English Composition I	23.2%	Meet or fall below baseline	20.2%	18.2%
MATH 1010: Math for General Studies	28.8%	Meet or fall below baseline	25.8%	23.8%
MATH 1530: Introductory Statistics	43.4%	Meet or fall below baseline	40.4%	38.4%
	Baseline-Spring 2025	**Year 1-Spring 2026**	**Year 2-Spring 2027**	**Year 5 Target-Spring 2030**
ENGL 1010: English Composition I	34.6%	Meet or fall below baseline	31.6%	29.6%
MATH 1010: Math for General Studies	45.4%	Meet or fall below baseline	42.4%	40.4%
MATH 1530: Introductory Statistics	50.6%	Meet or fall below baseline	47.6%	45.6%
Outcome 2b: Increase student fall to fall retention of first-time freshmen students who took ENGL 1010, MATH 1010, and MATH 1530 during the fall term by meeting or exceeding baseline in year one and by 5 percentage points within five years for both fall and spring terms.				
Data Source: General Enrollment Summary, end of term for Fall and Spring				
	Baseline-Fall 2023-to-Fall 2024 retention of FTF cohort	**Year 1 Target-Fall 2025/Fall 2026**	**Year 2 Target-Fall 2026/Fall 2027**	**Year 5 Target-Fall 2029/Fall 2030**
Completed only ENGL 1010	70.0%	Meet or exceed baseline	73%	75%
Completed only MATH 1010	69.4%	Meet or exceed baseline	72%	74%
Completed only MATH 1530	76.1%	Meet or exceed baseline	79%	81%
Completed both ENGL 1010 and MATH 1010 or 1530	84.6%	Meet or exceed baseline	87%	90%
Goal 3: Improve student ***academic self-confidence*** by fostering meaningful ***engagement*** with faculty, peers, and academic support services among students enrolled in gateway courses (ENGL 1010: English Composition I, MATH 1010: Math for General Studies, and MATH 1530: Introductory Statistics).				
Outcome 3a: Improve academic self-confidence of students enrolled in ENGL 1010, MATH 1010, and MATH 1530 through increased scores on pre-course/post-course on "JSCC Advancing Academic Access in Gateway Courses Assessment- Part A: Academic Self-Confidence for MATH 1010, MATH 1530, and ENGL 1010"				
Data Source: Pre-course/post-course "JSCC Advancing Academic Access in Gateway Courses Assessment - Part A: Academic Self Confidence for MATH 1010, MATH 1530 and ENGL 1010"- administered via Slate by Academic Navigator				
Appendix 9: Academic Self-Confidence Assessment				

	Baseline-Survey at beginning of class/survey at end of class	**Year 1 Target-Fall 2025**	**Year 2 Target-Fall 2026**	**Year 5 Target-Fall 2029**
ENGL 1010: English Composition I	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part A	78%	80%
MATH 1010: Math for General Studies	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part A	78%	80%
MATH 1530: Introductory Statistics	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part A	78%	80%
Outcome 3b: Improve student engagement with academic support services in students enrolled in ENGL 1010, MATH 1010, and MATH 1530.				
Data Source: Academic Support Service usage data-collected by Lead Academic Navigator via Slate				
	Baseline-Percentage of students engaging with Academic Support services	**Year 1 Target**	**2 Year Target**	**5 Year Target**
ENGL 1010: English Composition I	No baseline-implement in Fall 2025/Spring 2026	Hire Academic Navigators and Navigators begin to make contact with case loads-collect initial engagement data	Increase engagement with academic support services by 3% over baseline (each term)	Increase engagement with academic support services by 5% over baseline (each term)
MATH 1010: Math for General Studies	No baseline-implement in Fall 2025/Spring 2026	Hire Academic Navigators and Navigators begin to make contact with case loads-collect initial engagement data	Increase engagement with academic support services by 3% over baseline (each term)	Increase engagement with academic support services by 5% over baseline (each term)
MATH 1530: Introductory Statistics	No baseline-implement in Fall	Hire Academic Navigators and	Increase engagement	Increase engagement with

	2025/Spring 2026	Navigators begin to make contact with caseloads- collect initial engagement data	with academic support services by 3% over baseline (each term)	academic support services by 5% over baseline (each term)
Outcome 3c: Improve student engagement with faculty and peers through increased scores on pre-course/post-course on JSCC Advancing Academic Access in Gateway Courses Assessment - Part B: Student Learning Engagement for MATH 1010, MATH 1530, and ENGL 1010.				
Data Source: Pre-course/post-course JSCC Advancing Academic Access in Gateway Courses Assessment-Part B Student Learning Engagement for MATH 1010, MATH 1530 and ENGL 1010-administered via Slate by Academic Navigator				
	Baseline	**Year 1 Target**	**Spring 2026 Target**	**Spring 2028 Target**
	Baseline- Survey at beginning of class/survey at end of class	**Year 1 Target-Fall 2025**	**Year 2 Target-Fall 2026**	**Year 5 Target-Fall 2029**
ENGL 1010: English Composition I	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part B (each term)	78%	80%
MATH 1010: Math for General Studies	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part B (each term)	78%	80%
MATH 1530: Introductory Statistics	No baseline-implement in Fall 2025/Spring 2026	75% of students improve pre/post- Part A (each term)	78%	80%

Chapter 5: Institutional Commitment to the Topic

Timeline for QEP Strategy Implementation

The tables below outline the five-year period of the project and includes the action items to be completed, the person(s) responsible, and alignment to QEP goal(s). This format will allow for all involved to monitor responsibility for action items throughout the life of the QEP.

Table 8

Implementation Timeline

JSCC QEP Implementation: 2025-2026 Year 1			
Fall 2025	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support	QEP Committee Meeting – August 6, 2025	QEP Committee
	Broad-based support	Establish Implementation Team —August 2025	QEP Director/Dean of Learning Resources
	Broad-based support	QEP update to campus community during Fall Convocation-August 19, 2025	QEP Director/Dean of Learning Resources
		Submit QEP to onsite committee by September 8	SACSCOC Liaison
	Resource commitment	Hire four (4) full-time Academic Navigators (tutors)-September 2025	QEP Director/Dean of Learning Resources, Hiring Committee
	Broad-based support, Improve student learning, Plan to assess	Establish leadership teams for each gateway course, co-led by academic dean from the discipline, Organize administration of pre-assessment/post-assessment, pre-course/post-course survey-September 2025. Tentative date for pre course assessments- by end of 2nd week of class (confidence and engagement assessment).	VPAA, QEP Director/Dean of Learning Resources, Directors, Academic Deans, Faculty, Students
	Plan to assess	Meet with Academic Navigators to assess enrollment data for future student caseloads	Academic Navigators, Advisors, OIT, OIRA
	Resource commitment	Complete the Learning Commons renovation, host open house (expected date of completion Spring 2026)	VPAA, VPFAS, QEP Director/Dean of Learning Resources, Physical Plant, OIT
	Plan to assess	Identify the FTF cohort that will be monitored for retention, Create data collection tools for all expected outcomes	OIRA
	Improve student learning/success	Administer pre-/post-assessment in each of the selected courses (academic performance measure), administer pre-course/post-course survey in each of the courses (JSCC Advancing Academic Access in Gateway Courses Assessment)	Academic Navigators (JSCC AAA in Gateway Courses Assessment via Slate), Faculty
Faculty and Staff Development	Broad-based support	Attend divisional meetings, partner with the TLC to create a faculty development plan, facilitate QEP Learning Sessions for faculty, attend SACS Annual Meeting with Course Coordinators and Lead Academic Navigator	QEP Director, Academic Navigators, Academic Deans, Faculty

Outcomes Assessment	Plan to assess	• Administer SENSE survey (IR staff) • Begin creating the Advancing Academic Access in Gateway Courses Data Dashboard (IR staff) • Collect fall assessment results • Document data	Implementation Team
Academic Support	Broad-based support, Resource commitment	• Develop a communication and marketing plan (including print and digital resources and student welcome bags)-**Appendix 10 Student Flyer** • Engage with students throughout fall semester (Campus Kickstart, Welcome Back Bash, PTK Meeting, Off-Campus Resource Fairs, etc.) • Establish Academic Navigator student caseloads • Prepare an Academic Navigator introduction to be placed in all online sections of the selected courses • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement
Spring 2026	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support	Provide Year 1 update at the State of the College Address	QEP Director, OIRA
	Broad-based support, Resource commitment	Host an open house for newly remodeled Commons (highlight tutoring space, host meet and greet with Academic Navigators)	QEP Director, Academic Navigators
Outcomes Assessment	Plan to assess	Review outcomes, collect results, complete annual plan (end of semester)	QEP Director, OIRA
Faculty Development	Broad-based support	Partner with TLC to create a faculty development plan, facilitate QEP Listening Session with faculty	QEP Director, Academic Navigators, Academic Deans, Faculty

Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout spring semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement

JSCC QEP Implementation: 2026-2027 Year 2			
Fall 2026	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support, Resource commitment	Provide Mid-Year 2 update at Fall Convocation, Academic Navigators attend the College Academic Support Programs (CASP) Conference	QEP Director, OIRA, Academic Navigators
Faculty Development	Broad-based support	Send out faculty development calendar, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Review outcomes, collect and document results	QEP Director, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout fall semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement
Spring 2027	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support	Provide Year 2 update at the State of the College Address	QEP Director, OIRA
Outcomes Assessment	Plan to assess	Review outcomes, collect results, complete annual plan	QEP Director, Academic Navigators, OIRA

Faculty Development	Broad-based support	Facilitate QEP Listening Session with faculty, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Academic Navigators, Academic Deans, Faculty
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout spring semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement

JSCC QEP Implementation: 2027-2028 Year 3			
Fall 2027	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support, Resource commitment	Provide Mid-Year 3 update at Fall Convocation, Academic Navigators attend the College Academic Support Programs (CASP) Conference	QEP Director, OIRA, Academic Navigators
Faculty Development	Broad-based support	Send out faculty development calendar, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and document assessment results	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout fall semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement
Spring 2028	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support	Provide Year 3 update at the State of the College Address	QEP Director, OIRA

Faculty Development	Broad-based support	Facilitate QEP Listening Session with faculty, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and analyze assessment results, complete annual plan	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout spring semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement

JSCC QEP Implementation: 2028-2029 Year 4			
Fall 2028	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support, Resource commitment	Provide Mid-Year 4 update at Fall Convocation, Academic Navigators attend the College Academic Support Programs (CASP) Conference	QEP Director, OIRA, Academic Navigators
Faculty Development	Broad-based support	Send out faculty development calendar, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and document assessment results	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout fall semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement
Spring 2029	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support	Provide Year 4 update at the State of the College Address	QEP Director, OIRA

Faculty Development	Broad-based support	Facilitate QEP Listening Session with faculty, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and analyze assessment results, complete annual plan	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout spring semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement

JSCC QEP Implementation: 2029-2030 Year 5			
Fall 2029	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**
General Project	Broad-based support, Resource commitment	Provide Mid-Year 5 update at Fall Convocation, Academic Navigators attend the College Academic Support Programs (CASP) Conference	QEP Director, OIRA, Academic Navigators
Faculty Development	Broad-based support	Send out faculty development calendar, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and document assessment results	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout fall semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement
Spring 2030	**Alignment to QEP Core Component**	**Action Items**	**Person(s) Responsible**

General Project	Broad-based support	Provide Year 5 update at the State of the College Address	QEP Director, OIRA
Faculty Development	Broan-based support	Facilitate QEP Listening Session with faculty, host faculty events with TLC (topics will be determined as plan progresses)	QEP Director, Faculty
Outcomes Assessment	Plan to assess	Collect and analyze assessment results, complete annual plan	QEP Director, Academic Navigators, OIRA
Academic Support	Broad-based support, Resource commitment	• Establish Academic Navigator student caseloads • Engage with students throughout spring semester • Host one workshop with Academic Navigators (in person and online) • Send end of semester communication for reenrollment • Generate end of semester reports	Implementation Team, Marketing, Communications, Student Life & Campus Engagement

Institutional Commitment of Resources

Jackson State Community College has allocated financial resources to support the QEP, *Advancing Academic Access in Gateway Courses*, ensuring its successful implementation over the designated five-year period. While the budget is structured around this timeline, the institution is fully committed to embedding the QEP's strategies and practices into the long-term operational and academic framework of the college, with the goal of sustaining and institutionalizing its impact well beyond the project's formal conclusion (see Table 9). The QEP Director worked in partnership with the Executive Vice President of Finance, Administration, and Student Services to establish this budget, which demonstrates the commitment of financial support to supply all necessary resources for the successful implementation of *Advancing Academic Access in Gateway Courses*.

Each spring, departments are required to submit budget requests to Financial and Administrative Affairs. As needs evolve throughout the five-year cycle, the QEP budget will reflect any additional funds for implementation.

Table 9

QEP Projected Budget for 2025-2030

		Year I 2025-26	Year II 2026-27	Year III 2027-28	Year IV 2028-29	Year V 2029-30	Account Total
	Dean of Learning Resources/QEP Director, Full-Time 12 Month	133,933	137,281	140,713	144,231	147,837	703,995
	Academic Navigators (4)	306,483	314,145	321,989	330,049	338,300	1,610,966
	Retirement, Employer's Match	Included in employee salaries	Included in employee salaries	Included in employee salaries	Included in employee salaries	Included in employee salaries	Included in employee salaries
	FICA, Employer's Match	"	"	"	"	"	"
	State Life Ins., Employer Provided	"	"	"	"	"	"
	Health Ins.	"	"	"	"	"	"
	Life Insurance, Employer Provided	"	"	"	"	"	"
	Learning Commons/Library Renovation	1,000,000	-	-	-	-	1,000,000
	Printing and Reproduction	1,500	1,500	1,750	1,750	1,750	8,250
	Fees, Professional and Other Services	3,000	3,000	4,000	4,000	4,000	18,000
	Member Dues and Fees	200	200	300	300	300	1,300
	Advertising and Publicity	5,000	5,200	5,400	5,600	5,800	27,000
	Software Acquisition	15,000	3,500	3,500	3,500	3,500	29,000
	Educational Materials and Supplies	5,500	6,000	6,500	7,000	7,500	32,500
	Office Materials and Supplies	3,000	3,000	3,000	3,000	3,000	15,000
	Meal Expenses	3,000	3,000	3,000	3,000	3,000	15,000
	Minor Equipment	750	750	950	950	950	4,350
	Travel, In-State	5,000	5,000	5,000	5,000	5,000	25,000
	Travel, Out-of-State	5,000	5,000	5,000	5,000	5,000	25,000
	Information Systems Equipment	12,500	1,500	1,500	1,500	12,500	29,500
Projected QEP Budget		1,499,866	489,076	502,602	514,880	538,437	3,544,861

Explanation of Expenses

- **Dean of Learning Resources/QEP Director:** This fund is designated for salary of the QEP Director/Dean of Learning Resources.
- **Academic Navigators:** This amount will cover the employee salaries of four Academic Navigators.

- **Printing and Reproduction:** This is the amount designated for QEP-related print materials that will promote the goals and actions of the QEP among faculty, staff, and students.
- **Fees, Professional, and Other Services:** This amount reflects the projected cost for speaker expenses for faculty and staff professional development and seminar opportunities for students.
- **Membership Dues and Fees:** These funds will cover expenses for organizational membership(s) needed for the QEP Director to remain up to date on QEP-related best practices.
- **Advertising and Publicity:** This fund will be used both to advertise the QEP to targeted audience(s) and to promote general awareness of the QEP across physical campuses and eLearn.
- **Software Acquisition:** This budget will be used to purchase survey software necessary for the assessment of the QEP.
- **Educational Materials and Supplies:** These funds will support the purchase of materials and supplies for students.
- **Office Materials and Supplies:** This amount will cover the anticipated office materials and supplies.
- **Meal Expenses:** This fund is designated for non-travel related food expenses.
- **Minor Equipment:** These funds will cover anticipated costs for office equipment needed by the QEP Director (e.g. printer).
- **Travel, In-State:** This funding will support use of a school vehicle by the QEP Director and Academic Navigators to travel to district-wide meetings, trainings, and in-state conferences.
- **Travel, Out-of-State:** This portion of the budget will provide funding for the QEP Director to travel to the SACSCOC Summer Institute and the SACSCOC Annual Meeting.
- **Information Systems Equipment:** These funds will cover expected costs for electronics and other equipment needed for the QEP.
- **Projected QEP Budget:** This is the anticipated budget for implementing all facets of the QEP, *Advancing Academic Access in Gateway Courses.*

Chapter 6: Assessment of the Plan

Overview of JSCC Assessment Process

Jackson State Community College (JSCC) has developed a comprehensive assessment plan to measure the progress and effectiveness of the Quality Enhancement Plan *Advancing Academic Access in Gateway Courses*. Assessment of these student success outcomes will be performed in the same manner as all other institutional effectiveness efforts across each area of the institution. Assessment of expected outcomes for continuous improvement is conducted on an annual basis that aligns with the fiscal year of July 1-June 30. Each plan for educational programs, student support services, and academic support services contain the following elements:

- Expected Outcomes
- Evidence of Seeking Improvement (will not be filled in until the 2nd assessment cycle)
- Tool/Timeframe/Target: the tools that will be used to measure the outcome, when the outcomes will be measured, and the targets for success over the five-year period of the initial plan
- Results
- Analysis of Results
- Use of Results for Improvement

The QEP assessment plan will be organized under Academic Affairs in the Academic Support section of the IE Portal. The QEP Director, Dean Sara Saddler, will be the plan's manager.

The college has an Office of Institutional Research and Accountability (OIRA) that includes an Executive Director and an Information Research Analyst. The OIRA staff lead the annual assessment process for institutional effectiveness. They are also responsible for the analysis and visualization of institutional data, leading academic audits of non-programmatically accredited educational programs, assisting

accredited programs with accreditation needs, conducting surveys, and leading the strategic planning process every five years. The Executive Director also serves as the SACSCOC Liaison. Both OIRA staff members serve on the QEP committee to help provide data and guidance through the process.

The Information Research Analyst created a comprehensive QEP Data Dashboard for the QEP committee that assisted in decision making throughout early stages of project development. This dashboard consisted of historical statistics for gateway course success, credit hour earnings, timely progression indicators, next term persistence rates, and fall to fall retention rates. In Fall 2025, the analyst will begin creating an *Advancing Academic Access in Gateway Courses* dashboard that will specifically visualize the data needed to monitor and manage the QEP. This dashboard will be broadly accessible by constituents to see the impact that the work of the QEP is having on student success, perseverance, self-efficacy, and engagement in the selected gateway courses at JSCC.

Assessment Plan

While the assessment focus of this QEP is on outcomes related to student success (**Appendix 6-QEP Annual Assessment Plan**), there is ongoing assessment of student learning outcomes (SLOs) in each of the three selected gateway courses. Given that QEP interventions and activities are strategically designed to enhance SLOs, a corresponding positive impact on overall course success rates is anticipated, thereby supporting institutional goals for continuous improvement and student achievement. SLO assessment of ENGL 1010 and MATH 1530 has been occurring annually in two separate plans-the Core 15 General Education and Core 41 Transfer Program Plans.

The SLOs for ENGL 1010 in the current (2024-2025) cycle are:

1. Across all sections of ENGL 1010, 80% of students who completed the final multi-source essay will meet the competency for “rhetorical awareness.” (General Education and Transfer Programs Plan)

2. In all sections of ENGL 1010, at least 80% of students will meet the competency for "expression of ideas." (General Education and Transfer Programs Plan)

The SLOs for MATH 1530 in the current (2024-2025) cycle are:

1. Calculate measures of central tendency including mean, median, and mode. Students will score greater or equal to 70% on question 9 of the midterm. (General Education and Transfer Programs Plan)
2. Calculate measures of variation including range, standard deviation, and variance. Students will score greater or equal to 70% on question 10 of the midterm. (General Education and Transfer Programs Plan)
3. State the Addition Rule of Probability and use it to solve basic probability problems. Students will score greater or equal to 70% on questions 18 and 19 of the midterm exam. (General Education and Transfer Programs Plan)

To ensure comprehensive monitoring of SLOs across all three designated gateway courses, the following SLOs for MATH 1010 will be formally integrated into the General Education assessment plan for the 2025-2026 cycle.

70% of students in MATH 1010 will demonstrate mastery of the following learning objectives between pre- and post-assessment:

- Students will demonstrate mastery of inductive reasoning and pattern recognition by correctly predicting the next terms in a numerical sequence.
- Students will demonstrate mastery of set notation and roster form by correctly representing sets of natural numbers.
- Students will demonstrate mastery of number systems by converting numerals from one base to base ten.

- Students will demonstrate mastery of scientific notation by correctly converting large numbers into standard scientific notation.
- Students will demonstrate mastery of solving linear equations by correctly identifying solutions or determining when no solution exists.
- Students will demonstrate mastery of unit conversion by converting between milliliters and fluid ounces using given conversion factors.
- Students will demonstrate mastery of geometry applications by calculating the area and perimeter of quadrilaterals.
- Students will demonstrate mastery of percent applications by solving real-world problems involving proportions and percentages.
- Students will demonstrate mastery of basic probability by identifying complementary probabilities.
- Students will demonstrate mastery of descriptive statistics by determining the mean, median, mode, and midrange of a dataset.

Conclusion

Jackson State Community College's Quality Enhancement Plan (QEP) represents a strategic and collaborative effort to improve student success and retention in gateway courses. In response to the challenges brought on by the COVID-19 pandemic, the institution has identified the need to strengthen tutoring services. Historically, students who utilize academic support services demonstrate higher levels of achievement and persistence, making this initiative both timely and essential.

The QEP was developed through a broad-based planning process involving faculty, staff, students, and administrators. This collaborative effort was accomplished through surveys, committee discussions, and campus-wide presentations, ensuring alignment with institution's strategic goals and community needs. At the heart of the QEP is a plan that includes measurable student success goals and outcomes such as increased academic performance, academic endurance, and academic self-confidence, supported by data showing the positive impact of academic support services on student performance.

To support implementation, the College has committed resources including hiring four full-time Academic Navigators, instituting embedded support in gateway courses through the use of an early alert system, and the renovation of the library building into a Learning Commons (**Appendix 7-Learning Commons Rendering**). A comprehensive assessment plan has been developed and will guide ongoing evaluation and communication and will continue to refine and strengthen its academic support services, ensuring a focus on responsiveness and student achievement.

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Appendices

Jackson State
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Quality Enhancement Plan Selection: Initial Vote

Jackson State Community College is seeking feedback to select a topic for our Quality Enhancement Plan (QEP) as part of our 10-year reaffirmation review in the Fall of 2025 with the Southern Association of Colleges and Schools Commission On Colleges (SACSCOC). This plan is a major component of the reaffirmation process.

The document submitted by the institution demonstrates that its QEP
(a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
(b) has broad-based support of institutional constituencies;
(c) focuses on improving specific student learning outcomes and/or student success;
(d) commits resources to initiate, implement and complete the QEP; and
(e) includes a plan to assess achievement.

The selection process.
This is the first vote to narrow our topic selection down to the top three. Once these three topics are selected, committees will be formed to research and present more in-depth information to you. We will then hold a final vote. The QEP timeline and results of this vote will be posted on the college webpage under the Office of Institutional Research and Accountability.

1. We are seeking feedback from students, faculty, staff, and community members. Please indicate your classification:

- ◯ Student
- ◯ Faculty Member
- ◯ Staff
- ◯ Community Member

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2. Please rank the following topics in order (from greatest preference to least preference):

Career Exploration, Guidance, and Counseling

Future career selection and success are critical. This topic would put together a plan for students to explore careers, guide their pathways, and counsel them along the way.

Tutoring and Student Support Services

Supporting our students academically is mission critical at JSCC. This topic would look at a redesign of academic support services.

Readiness- Employability/Workforce

Whether a student chooses a program of study that will lead them directly into the workforce or they plan to transfer from JSCC, workforce readiness is a vital for our students' future success. This topic would use work that currently underway to guide future expansion of workforce readiness initiatives.

Readiness- Academic

Readiness, especially academic readiness, is a topic that touches all students. Meeting our students where they are and guiding them to success is one way that JSCC prepares students. This topic would look at what resources are needed and how to scale accessibility of those resources to students that need them.

Information Literacy

Information literacy is a skill that is vital to all students. Being able to discern credible information and sources from misinformation could help support our students for the rest of their lives.

Online Success and Retention

Helping ALL students be successful, regardless of the learning modality, they choose is important to JSCC. This topic would look at strategies to help close the success and retention gaps between online and traditional course enrollments.

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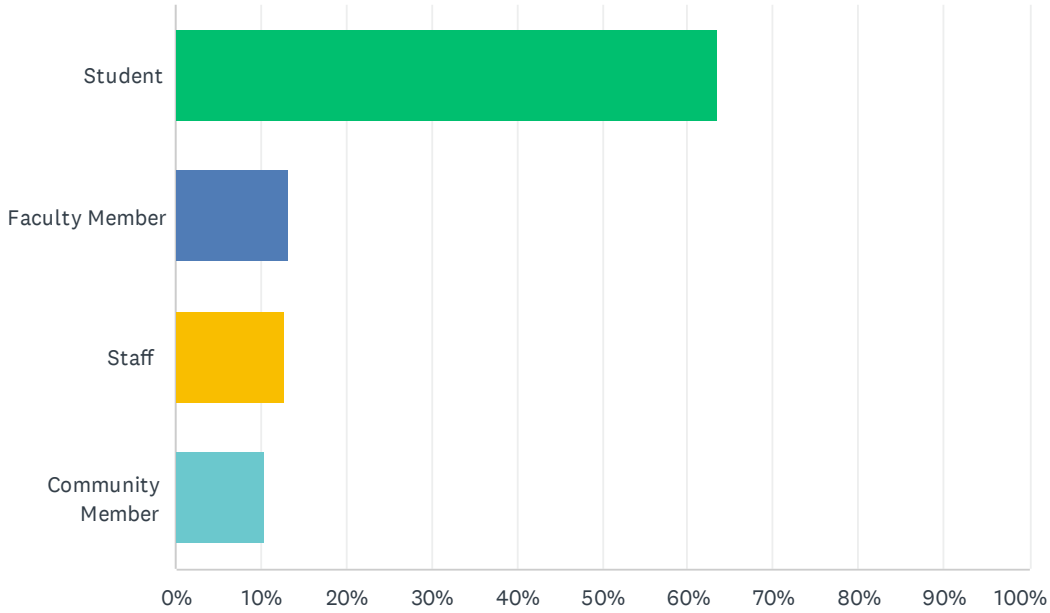
Q1 We are seeking feedback from students, faculty, staff, and community members. Please indicate your classification:

Answered: 427 Skipped: 2



ANSWER CHOICES	RESPONSES	
Student	63.47%	271
Faculty Member	13.11%	56
Staff	12.88%	55
Community Member	10.54%	45
TOTAL		427

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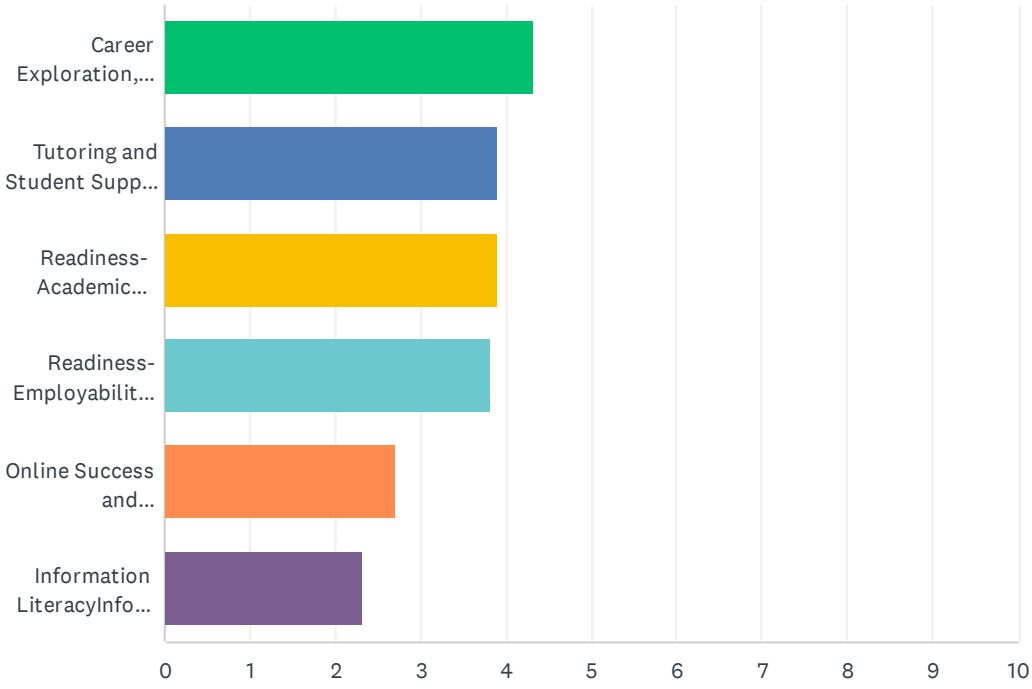
Q2 Please rank the following topics in order (from greatest preference to least preference):

Answered: 420 Skipped: 9



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	1	2	3	4	5	6	TOTAL	SCORE
Career Exploration, Guidance, and CounselingFuture career selection and success are critical. This topic would put together a plan for students to explore careers, guide their pathways, and counsel them along the way.	31.19% 131	23.10% 97	15.48% 65	12.38% 52	12.38% 52	5.48% 23	420	4.32
Tutoring and Student Support ServicesSupporting our students academically is mission critical at JSCC. This topic would look at a redesign of academic support services.	16.90% 71	23.10% 97	21.90% 92	18.33% 77	12.14% 51	7.62% 32	420	3.91
Readiness- Academic Readiness, especially academic readiness, is a topic that touches all students. Meeting our students where they are and guiding them to success is one way that JSCC prepares students. This topic would look at what resources are needed and how to scale accessibility of those resources to students that need them.	18.33% 77	17.62% 74	22.86% 96	22.62% 95	14.29% 60	4.29% 18	420	3.90
Readiness- Employability/WorkforceWhether a student chooses a program of study that will lead them directly into the workforce or they plan to transfer from JSCC, workforce readiness is a vital for our students' future success. This topic would use work that currently underway to guide future expansion of workforce readiness initiatives.	19.52% 82	19.05% 80	20.00% 84	15.95% 67	15.95% 67	9.52% 40	420	3.82
Online Success and RetentionHelping ALL students be successful, regardless of the learning modality, they choose is important to JSCC. This topic would look at strategies to help close the success and retention gaps between online and traditional course enrollments.	9.76% 41	11.67% 49	10.00% 42	15.71% 66	14.52% 61	38.33% 161	420	2.71
Information LiteracyInformation literacy is a skill that is vital to all students. Being able to discern credible information and sources from misinformation could help support our students for the rest of their lives.	4.29% 18	5.48% 23	9.76% 41	15.00% 63	30.71% 129	34.76% 146	420	2.33

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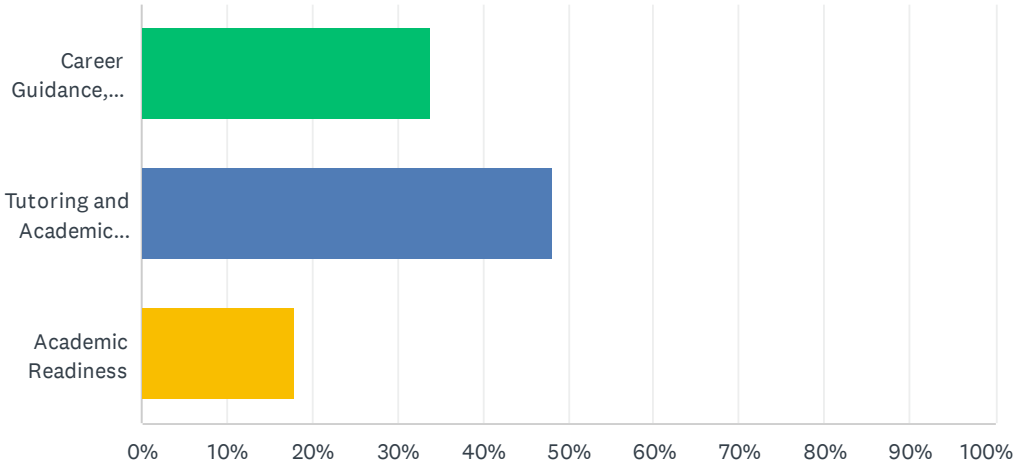
Q1 JSCC is pleased to present three options for the institution's Quality Enhancement Plan. Please review the following video explanations for how each topic shall be addressed and cast your ballot for the one you feel will be the most beneficial and make the largest impact on our institution.:

Answered: 139 Skipped: 0



ANSWER CHOICES	RESPONSES	
Career Guidance, Counseling, and Exploration	33.81%	47
Tutoring and Academic Support Services	48.20%	67
Academic Readiness	17.99%	25
TOTAL		139

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Academic Support Services Questionnaire- JSCC Students- Survey

JSCC is working on our QEP (Quality Enhancement Plan). The topic that was chosen by students, JSCC employees, and community members was "Academic Support Services and Tutoring." We are seeking your feedback now to help us define and focus on the most needed supports for academic success. We appreciate your participation in this important work!

1. Were you enrolled as a student at JSCC during the Fall 2023 and/or Spring 2024 semesters?

- ◯ Yes
- ◯ No

Academic Support Services Questionnaire- JSCC Students- Survey

2. Please order the following list of academic supports from **MOST** important to **LEAST** important. Drag them into the preferred order.

- ≡ ▲▼ **Peer Support**: this could include a peer mentor who has shared experience, a tutor, a club of people who share the same academic interest
- ≡ ▲▼ **Learning Resources**: Learning Support Classes, Library Learning Center (an academic one-stop), Technology Loan Program, Academic Counseling (academic goal setting)
- ≡ ▲▼ **Online Learning Support**: How to be successful when taking an online course? What should I know about myself before taking an online course?
- ≡ ▲▼ **New Approaches to Academic Support**: Private study rooms, virtual reality skills development, digital badges to recognize coursework accomplishments, AI (artificial intelligence) for tutoring

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3. Please order the following **PEER SUPPORTS** from **MOST** important to **LEAST** important- drag into your preferred order:

- Peer Mentor (connecting with someone who has shared experiences with you)
- Tutor (either in class or in a traditional tutoring environment)
- Student Club (with others who share similar academic interests)

4. Please order the following **LEARNING RESOURCES** from **MOST** important to **LEAST** important- drag into your preferred order:

- Learning Support Classes
- Student Success Center (a single location where students can connect with tutors, receive writing support, take proctored exams, participate in workshops, or access private study space)
- Technology Loan Program (check-out computers)
- Academic Counseling (for setting academic goals)

5. Please order the following **ONLINE LEARNING SUPPORTS** from **MOST** important to **LEAST** important- drag into your preferred order:

- Learning more about how to be successful when taking an online course
- Find out more about myself before taking an online course

6. Please order the following **NEW APPROACHES TO ACADEMIC SUPPORT** from **MOST** important to **LEAST** important- drag into your preferred order:

- Private study rooms
- Skills development using virtual reality
- Digital badges to recognize coursework accomplishments
- AI (artificial intelligence) for tutoring

7. From your perspective as a student- is there some sort of academic support that was not available to you that could have made a positive impact on your educational experience?

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8. Please indicate your awareness level of academic support services that are available at Jackson State Community College (Academic Assistance Center, tutoring, computer check-out)

- ◯ I was aware of the services and I utilized some/all services
- ◯ I was aware of the services but I did not utilize them
- ◯ Heard of some, but not all
- ◯ I was not aware of any academic support services that were available to me

9. Would you be willing to participate in a focus group conversation related to this topic?

- ◯ Yes
- ◯ No

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Academic Support Services Questionnaire- JSCC Students- Survey

10. Please provide your email address:

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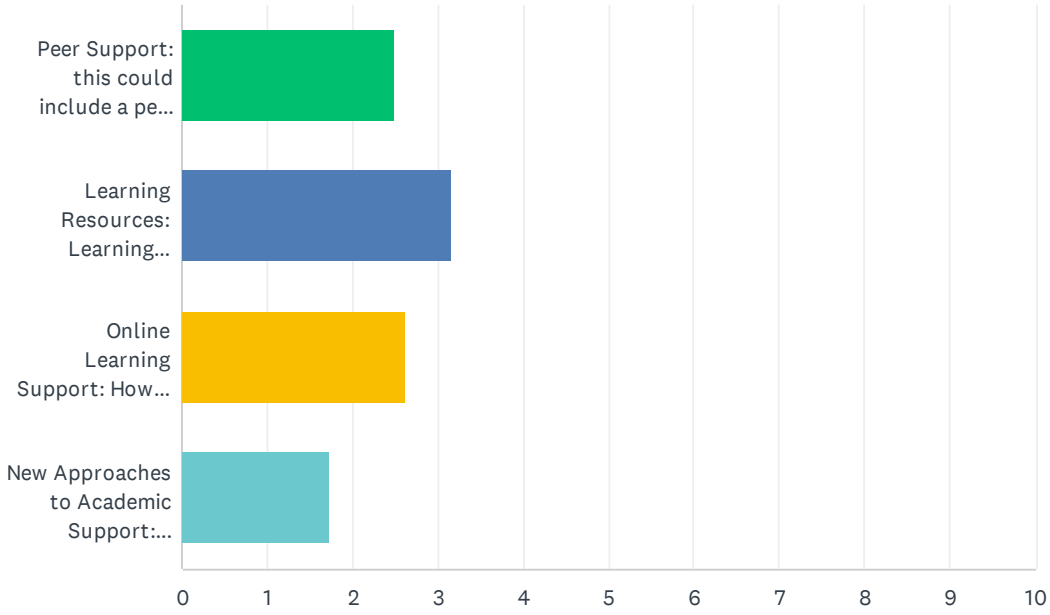
Q2 Please order the following list of academic supports from MOST important to LEAST important. Drag them into the preferred order.

Answered: 155 Skipped: 97



	1	2	3	4	TOTAL	SCORE
Peer Support: this could include a peer mentor who has shared experience, a tutor, a club of people who share the same academic interest	26.45% 41	20.65% 32	29.03% 45	23.87% 37	155	2.50
Learning Resources: Learning Support Classes, Library Learning Center (an academic one-stop), Technology Loan Program, Academic Counseling (academic goal setting)	41.29% 64	39.35% 61	12.90% 20	6.45% 10	155	3.15
Online Learning Support: How to be successful when taking an online course? What should I know about myself before taking an online course?	27.10% 42	28.39% 44	23.87% 37	20.65% 32	155	2.62
New Approaches to Academic Support: Private study rooms, virtual reality skills development, digital badges to recognize coursework accomplishments, AI (artificial intelligence) for tutoring	5.16% 8	11.61% 18	34.19% 53	49.03% 76	155	1.73

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Student Input Survey for Tutors

As part of the college's Quality Enhancement Plan (QEP), we are in the process of hiring four full-time tutors to begin Fall 2025. These staff members will provide walk-in, scheduled and online sessions for math and English. We would like to collect some feedback from JSCC students to determine the best title for these new positions.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Please rank these names from most favorable to least favorable. *

Academic Navigator

Achievement Partner

Learning Facilitator

Learning Navigator

Success Consultant

Success Liaison

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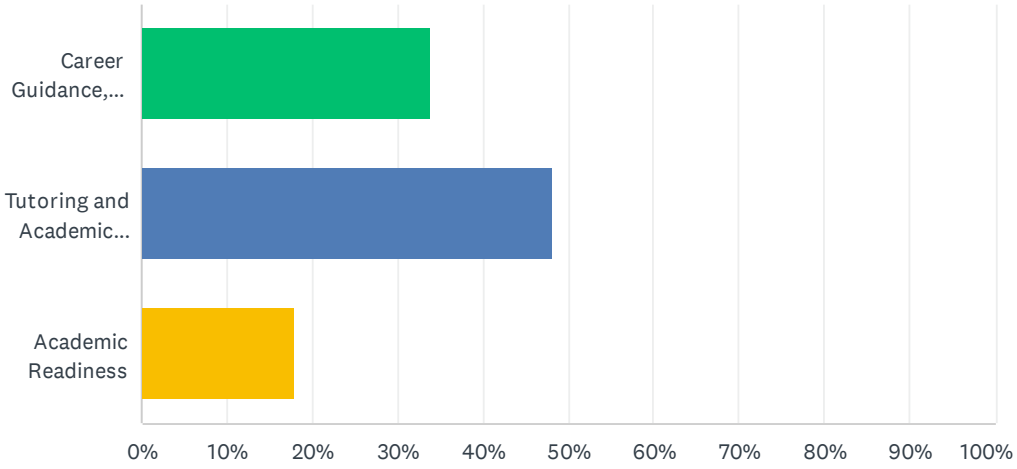
Q1 JSCC is pleased to present three options for the institution's Quality Enhancement Plan. Please review the following video explanations for how each topic shall be addressed and cast your ballot for the one you feel will be the most beneficial and make the largest impact on our institution.:

Answered: 139 Skipped: 0



ANSWER CHOICES	RESPONSES	
Career Guidance, Counseling, and Exploration	33.81%	47
Tutoring and Academic Support Services	48.20%	67
Academic Readiness	17.99%	25
TOTAL		139

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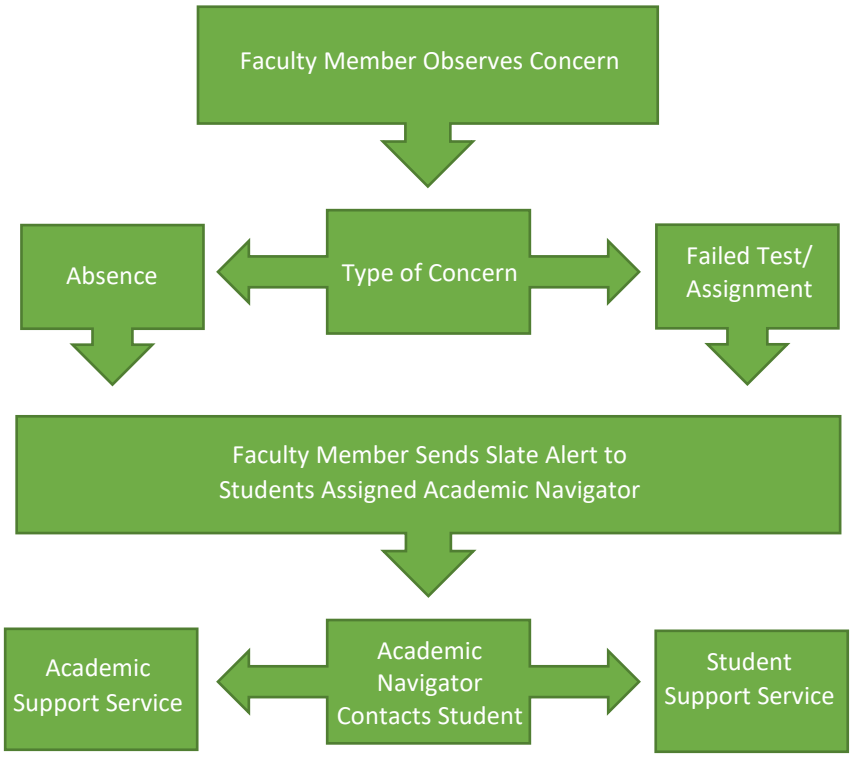
Appendix 5: Early Alert Flow Chart



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Student Input Survey for Tutors

As part of the college's Quality Enhancement Plan (QEP), we are in the process of hiring four full-time tutors to begin Fall 2025. These staff members will provide walk-in, scheduled and online sessions for math and English. We would like to collect some feedback from JSCC students to determine the best title for these new positions.

* Required

1. Please rank these names from most favorable to least favorable. *

- Academic Navigator
- Achievement Partner
- Learning Facilitator
- Learning Navigator
- Success Consultant
- Success Liaison

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MATH 1530 (Introductory Statistics)

Midterm benchmarks (pre-assessment of these items will occur in the math practice software as low-stakes homework assignments):

        - 1.1 Measures of central tendency (mean/median/mode) — Q9
        - 1.2 Measures of variation (range/SD/variance) — Q10
        - 2.1 Addition Rule of probability — Q16–17
        - 2.2 Multiplication Rules of probability — Q18–19
        - 3.1 Linear regression (find model and use for prediction) — Q14
    - Final benchmarks (pre-assessment of these items will occur in the math practice software as low-stakes homework assignments):
        - 4.1 Hypothesis tests for mean and proportion using p-values — Q15–19

MATH 1010 (Math for General Studies)

Pretest given at semester start; the same 10 questions are embedded on the final. We'll compare pre → post on a 70% mastery benchmark for each outcome.

- Assessment items/topics (10-question set):
    1. Inductive reasoning/patterns
    2. Sets in roster form
    3. Base-conversion to base 10
    4. Scientific notation
    5. Solve a linear equation / determine solution type
    6. Unit conversion (mL ↔ fl oz)
    7. Geometry application (area & perimeter)
    8. Percent/proportion application
    9. Complementary probability
    10. Descriptive statistics (mean, median, mode, midrange)

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Rubric- Essay 1- Narrative Essay for ENGL 1010

Print

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Criterion Score
Essay Content	The essay's content provides an **excellent** response to the assignment. The writer's thesis and supporting points are **insightful and thoughtfully expressed**. All requirements of the assignment are fully met.	The essay's content provides a **good** response to the assignment. The thesis is effectively supported with evidence, and the writer's supporting points are thoughtfully expressed. Some supporting points are **genuinely insightful or original**. All requirements of the assignment are fully met.	The essay's content provides an **adequate** response to the assignment. The writer's thesis and supporting points may not be particularly insightful, but they present a **coherent** argument. One or two requirements of the assignment may not have been fully met.	The essay's content provides a **weak** response to the assignment. The writer's thesis may be **unclear**, or the claim it makes may be **obvious** and, therefore, **unsuitable** for a college-level essay. **Supporting points** may be missing, or the evidence provided **may not be relevant** to the thesis. Two or three requirements of the assignment may not have been met.	The essay's content provides an **unsatisfactory** response to the assignment. The writer's thesis is **unclear or absent**. Adequate **supporting points** may be missing, or the information provided **may not be relevant** to the essay's assigned topic. Three or more requirements of the assignment may not have been met.	/ 5
Introduction and Conclusion	The first paragraph is rhetorically effective and well-defined. It includes an introduction to the essay's topic and a dominant impression is evident. The conclusion creates closure, leaves the reader with a strong impression, and summarizes the essay's main points without being repetitive.	The first paragraph is well-defined; it includes an introduction to the essay's topic. The conclusion creates closure and effectively summarizes the essay's main points, though it may not leave a strong impression on the reader.	The first paragraph introduces the topic, but the focus may not be clear. The conclusion is present but may be somewhat perfunctory.	The first paragraph does not adequately introduce the topic and the focus is unclear. A conclusion is present but weak.	There is no defined introduction. The conclusion is underdeveloped or missing.	/ 5
Paragraphs	All body paragraphs express supporting points that clearly relate back to the dominant impression. Body paragraphs are exceptionally well-developed through the use of specific details, vivid imagery, illustrative examples, or other forms of supporting information.	All body paragraphs express supporting points that clearly relate back to the dominant impression. Body paragraphs are well-developed through the use of details, imagery, examples, or other forms of supporting information.	Most body paragraphs express supporting points that relate to a topic, even if a dominant impression isn't clear. One paragraph may seem to be off-topic. One or two paragraphs may not be effectively developed.	Several body paragraphs fail to express supporting points that clearly relate back to the topic or dominant impression. Two or three paragraphs may seem to be off-topic. Two or three paragraphs may not be effectively developed.	An excessive number of body paragraphs fail to express supporting points that clearly relate back to the dominant impression. Three or more paragraphs may seem to be off-topic. Three or more paragraphs may not be effectively developed. In the worst cases, points may not have been organized into paragraphs at all.	/ 5
Organization	The essay is well organized. One idea follows another in a logical sequence with clear transitions.	The essay's organizational pattern is clear. The ideas flow in a logical order, but transitions may be less than seamless.	The essay is only loosely organized. Ideas are presented in a logical sequence, but the relationships between them may be unclear. Use of transitions may need improvement.	The writing is difficult to follow. Ideas may be presented in a sequence that seems confusing or illogical. Use of transitions may be weak.	Ideas are randomly arranged with little or no effort at logical sequence. Poor use of transitional sentences and phrases.	/ 5
Surface issues: appropriate grammar, word usage, syntax, punctuation, spelling, and formatting.	The writing fully demonstrates an understanding of the use of standard English. MLA style is correctly used throughout the paper.	The writing mostly demonstrates an understanding of the use of standard English. MLA style is used throughout the paper, but a few formatting or citation errors may be present.	The writing demonstrates some understanding of standard English. MLA style is used throughout the paper, but several formatting or citation errors may be present.	The writing demonstrates only a weak understanding of standard English. MLA style is used throughout the paper, but many formatting or citation errors may be present.	There is no demonstration of an understanding of standard English. MLA style is not used.	/ 5
Total						/ 25

Overall Score

10 24 points minimum	**9/8** 19 points minimum	**7/6** 14 points minimum	**5/4** 9 points minimum	**0** 0 points minimum

Rubric- Essay 2- Multi-Source Essay for ENGL 1010

Print

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3.5 points	Level 2 2 points	Level 1 1 point	Criterion Score
Rhetorical Awareness	The essay's content is **excellently** tailored to a clearly defined purpose. The writing is excellently tailored to its audience through the use of appropriate style, tone, and organization. It has an excellent understanding of the conventions of the essay assignment.	The essay's content is **well** tailored to a clearly defined purpose. The writing is well tailored to its audience through the use of appropriate style, tone, and organization. It has a good understanding of the conventions of the essay assignment.	The essay's content is **adequately tailored to a clear** purpose. The writing attempts to tailor its content to its audience through the use of appropriate style, tone, and organization. It understands the conventions of the essay assignment, though there are some areas that need more work.	The essay's content is not tailored to **a clear** purpose. Much of the writing fails to tailor its content to its audience through the use of appropriate style, tone, and organization. It does not seem to understand the conventions of the essay assignment. One or two of the requirements of the assignment may not have been met.	The essay's content fails to present an understanding of rhetorical awareness and conventions of the essay assignment. Three or more requirements of the assignment may not have been met.	/ 5
Expression of Ideas	The writer's main ideas are clearly presented and insightful, effectively focused, logically coherent, excellently developed, and thoughtfully expressed.	The writer's main ideas are focused, logically coherent, well-developed, and thoughtfully expressed.	The writer's main idea may be present but not clearly stated. The writer attempts coherence and a logical organization, though there may be some places that need more development.	The main ideas are unfocused and often incoherent. The writer attempts to express original ideas but does not follow through with developing or supporting those ideas. Some paragraphs may be off topic or underdeveloped.	The ideas expressed in the essay are unoriginal and undeveloped. The writer did not identify a main idea and follow through with its development.	/ 5
Use of Sources	The writing skillfully incorporates and acknowledges information and ideas drawn from appropriate sources. Minor documentation errors may exist.	The writing effectively incorporates and acknowledges information and ideas drawn from appropriate sources. Minor source integration and documentation errors may exist.	The writing attempts to incorporate and acknowledge information and ideas drawn from appropriate sources. A number of integration and documentation errors exist, but no blatant plagiarism has occurred.	The writing does not effectively incorporate and acknowledge information and ideas drawn from sources. Sources chosen may be inappropriate for college-level writing. Minor plagiarism errors may be present.	Much of the writing is plagiarized or does not attempt to incorporate any appropriate source material.	/ 5
Editing and Proofreading	The writing is well-edited and sophisticated. It fully demonstrates an understanding of Standard Written English by avoiding grammatical, punctuation, and spelling errors.	The writing is well-edited. It fully demonstrates an understanding of Standard Written English by mostly avoiding grammatical, punctuation, and spelling errors.	The writing is edited, but still exhibits some editing errors. It demonstrates an understanding of Standard Written English by attempting to avoid grammatical, punctuation, and spelling errors, though some may still be present.	The writing has not been carefully edited. The writing exhibits many grammatical, punctuation, and spelling errors, making it challenging to understand the content.	The writing seems to be unedited and unproofread and is difficult to comprehend.	/ 5
Total						/ 20

Overall Score

Level 5	Level 4	Level 3	Level 2	Level 1
24 points minimum	19 points minimum	12 points minimum	9 points minimum	0 points minimum

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ADVANCING ACADEMIC ACCESS IN GATEWAY COURSES

Jackson State Community College
Quality Enhancement Plan (QEP)

What is the QEP?

JSCC's Quality Enhancement Plan is our winning strategy to help you succeed in selected gateway courses - ENG 1010, MATH 1010, and MATH 1530.

What are gateway courses?

Gateway courses are essential introductory classes that have high student enrollment.

When will the QEP begin?

The program begins Spring 2026 for students in one of the selected gateway courses... that means you!

Why was it created?

The QEP was created to help boost student academic performance through engaging with academic support services.

How will the QEP help me as a student?

1. **Sharpen your academic performance**
2. **Build endurance through academic challenges**
3. **Boost your academic self-confidence**

For more information:

www.jscc.edu/QEP

tutoring@jscc.edu

Jackson State Community College

JSCC Advancing Academic Access in Gateway Courses Assessment

ENGL 1010, MATH 1010, and MATH 1530

The *JSCC Advancing Academic Access in Gateway Courses Assessment, Part A: Academic Self-Confidence* was developed as an adaptation of the "Academic Self-Efficacy Scale (ASE)" by Chemers, M.M., Hu, L.T., and Garcia, B. (2001), Academic Self-Efficacy and First Year College Student Performance and Adjustment. Journal of Educational Pscyhology, No 1, 55-64. The *Advancing Academic Access in Gateway Courses Assessment, Part B: Student Engagement* is composed of adapted questions from the Community College Survey of Student Engagement (CCSSE). Both sets of questions are being used to ascertain beginning course and ending course perceptions of JSCC students on academic self-confidence and student engagement.

Part A: Academic Self-Confidence

Please rate how true each statement is for you:

1. I know how to schedule my time to accomplish my tasks.

   ☐ Very Untrue

   ☐ Untrue

   ☐ Neutral

   ☐ True

   ☐ Very True

2. I know how to take notes.

   ☐ Very Untrue

   ☐ Untrue

   ☐ Neutral

   ☐ True

   ☐ Very True

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3. I know how to study to perform well on tests.

    ☐ Very Untrue

    ☐ Untrue

    ☐ Neutral

    ☐ True

    ☐ Very True

4. I am good at research and writing papers.

    ☐ Very Untrue

    ☐ Untrue

    ☐ Neutral

    ☐ True

    ☐ Very True

5. I am a very confident student.

    ☐ Very Untrue

    ☐ Untrue

    ☐ Neutral

    ☐ True

    ☐ Very True

6. I usually do very well in school and at academic tasks.

    ☐ Very Untrue

    ☐ Untrue

    ☐ Neutral

    ☐ True

    ☐ Very True

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7. I find my college academic work interesting.

   ☐ Very Untrue

   ☐ Untrue

   ☐ Neutral

   ☐ True

   ☐ Very True

8. I am very capable of succeeding at JSCC.

   ☐ Very Untrue

   ☐ Untrue

   ☐ Neutral

   ☐ True

   ☐ Very True

Part B: Student Learning Engagement

Please rate your level of agreement with each statement:

1. I come to class prepared with completed readings or assignments.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ Neutral

   ☐ Agree

   ☐ Strongly Agree

2. I am comfortable discussing grades with my instructor.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ Neutral

   ☐ Agree

   ☐ Strongly Agree

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3. I am provided the support I need to help me succeed at JSCC.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ Neutral

    ☐ Agree

    ☐ Strongly Agree

4. I have or plan to use peer or academic tutoring (Academic Navigators) services.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ Neutral

    ☐ Agree

    ☐ Strongly Agree

5. I have or plan to discuss ideas from readings or coursework with my instructor outside of class.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ Neutral

    ☐ Agree

    ☐ Strongly Agree

6. I have or plan to participate in a study group outside of class.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ Neutral

    ☐ Agree

    ☐ Strongly Agree

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Jackson State Community College
QEP: Advancing Academic Access in Gateway Courses
2025-2026

Mission Statement: Empower students to succeed in their gateway math and English courses through personalized, high-impact academic support. By providing focused tutoring, proactive guidance, and a welcoming learning environment, JSCC desires to help students build confidence, master foundational skills, and stay on track toward their academic and career goals.

Goal	Expected Outcome	Tool/Target/Timeframe	Results	Analysis of Results	Use of Results for Improvement
1. Improve ***academic performance*** in gateway courses (ENGL 1010- English Composition I, MATH 1010- Math for General Studies, and MATH 1530- Introductory Statistics) through targeted tutoring and academic support.	a. Improve course success rates in ENGL 1010, MATH 1010, and MATH 1530.	a. Given access to targeted tutoring and academic support services throughout the semester, exceed the baseline ***course success rate*** of students enrolled in gateway courses- ENGL 1010, MATH 1010, and MATH 1530- by achieving a letter grade of A, B, or C at the end of the term.	a. **Success Rates for Fall 2025**: • **ENGL 1010** (baseline- 75.3%): • **MATH 1010** (baseline- 66.9%): • **MATH 1530** (baseline- 55.3%): Baselines from Fall 2024 **Success Rates for Spring 2026:** • **ENGL 1010** (baseline- 65.3%): • **MATH 1010** (baseline- 54.5%): • **MATH 1530** (baseline- 49.4%): Baselines from Spring 2025 **Data source**: Student Success Metrics- Final Grade Distribution Dashboard, Institutional Planning SharePoint	**Fall 2025** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**: **Spring 2026** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**:	**Fall 2025** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**: **Spring 2026** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**:

	b. Improve knowledge of basic concepts in ENGL 1010, MATH 1010, and MATH 1530.	70% of students enrolled in ENGL 1010, MATH 1010, and MATH 1530 (fall and spring) will demonstrate measurable academic growth by: • **MATH 1010, MATH 1530**: Given a basic skills pre-assessment at the beginning compared to basic skills assessment at the end of the semester • **ENGL 1010**: Faculty will compare results of rubric criteria for paper one (Narrative Essay) to rubric criteria for paper three (Multi-source Essay). Measurable growth will be defined as 0.5 point change between matched criteria. **Note**: this outcome is going to be explored in select sections of ENGL 1010 during Fall 2025 to adequately match rubric criteria for comparison. Paper 1 is due September 28. Paper 3 is due November 23.	**Fall 2025 (baseline data)** • ENGL 1010: • MATH 1010: • MATH 1530: **Spring 2026 (baseline data)** • ENGL 1010: • MATH 1010 • MATH 1530: **Data sources**: Pre-assessment/post-assessment spreadsheet created and managed by QEP Director	**Fall 2025** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**: **Spring 2026** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**:	**Fall 2025** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**: **Spring 2026** • **ENGL 1010**: • **MATH 1010**: • **MATH 1530**:

2. Improve ***academic endurance*** among students enrolled in gateway courses (ENGL 1010- English Composition I, MATH 1010- Math for General Studies, and MATH 1530- Introductory Statistics) through targeted tutoring and academic support.	a. Increase student completion in ENGL 1010, MATH 1010, and MATH 1530.	a. Using course grades, meet or fall below the baseline number (Fall 24 and Spring 25) of students who receive a D, F, FA or W in the course. .	**Baseline Fall 24-Spring 25= D, F, FA, W Rates for Fall 2025**: • **ENGL 1010** (baseline- 23.2%): xx% • **MATH 1010** (baseline- 28.8%): xx% • **MATH 1530** (baseline- 43.4%): xx% Baselines from Fall 2024 **D, F, FA, W Rates for Spring 2026:** • **ENGL 1010** (baseline- 34.6%): xx% • **MATH 1010** (baseline- 45.4%): xx% • **MATH 1530** (baseline- 50.6%): xx% Baselines from Spring 2025 **Data source**: Student Success Metrics- Final Grade Distribution Dashboard, Institutional Planning SharePoint		

	b. **Increase** student fall to fall **retention** of first-time freshmen students who took ENGL 1010, MATH 1010, and MATH 1530 during the fall term.	b. Using enrollment data, meet or exceed the baseline data (Fall 23-Fall 24) first-time freshmen who successfully completed one or both of the gateway courses- in their first term and are ***retained*** to the next fall.	**Retention Rates for Fall 23/24**: • **ENGL 1010** (baseline-70.0%): xx% • **MATH 1010** (baseline-69.4%): xx% • **MATH 1530** (baseline-76.1%): xx% • **Both ENGL 1010 and MATH 1010 or MATH 1530** (baseline-84.6%)**:** xx% **Data source**: General Enrollment Summary, end of term for Fall and Spring		

3. Increase student ***academic self-confidence*** by fostering meaningful ***engagement*** with faculty, peers, and academic support services among students enrolled in gateway courses (ENGL 1010- English Composition I, MATH 1010- Math for General Studies, and MATH 1530- Introductory Statistics).	a. Improve academic self-confidence of students enrolled in ENGL 1010, MATH 1010, and MATH 1530.	a. 75% of students enrolled in gateway courses in fall and spring terms (ENGL 1010, MATH 1010, MATH 1530) will demonstrate increased academic self-confidence, as measured by pre- and post-course JSCC AAA Assessment- part A.	**Fall 2025 (baseline data)** • Pre-course/Post-course assessment ENGL 1010: • Pre-course/Post-course assessment MATH 1010: • Pre-course/Post-course assessment MATH 1530: **Spring 2026 (baseline data)** • Pre-course/Post-course assessment ENGL 1010: • Pre-course/Post-course assessment MATH 1010: • Pre-course/Post-course assessment MATH 1530: **Data source**: course JSCC AAA Assessment- part A- Academic Navigators via Slate		
	b. Improve student engagement with academic support services for students enrolled in ENGL 1010, MATH 1010, and MATH 1530.	b. Students enrolled in gateway courses (ENGL 1010, MATH 1010, MATH 1530) will engage with Academic Support Services.	b. Fall 2025 and Spring 2026- gather baseline data **Data Source:** Tutoring Stats from Lead Academic Navigator		

	c. Improve student engagement with faculty and peers for students enrolled in ENGL 1010, MATH 1010, and MATH 1530	c. Improve between pre-course and post-course results of the JSCC AAA Assessment, part B- Student Engagement	**Fall 2025 (baseline data)** • Pre-course/Post-course assessment ENGL 1010: • Pre-course/Post-course assessment MATH 1010: • Pre-course/Post-course assessment MATH 1530: **Spring 2026 (baseline data)** • Pre-course/Post-course assessment ENGL 1010: • Pre-course/Post-course assessment MATH 1010: • Pre-course/Post-course assessment MATH 1530: **Data Source**: course JSCC AAA Assessment- part B- Academic Navigators via Slate		

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FIRST FLOOR OVERALL RENDERING

SECOND FLOOR OVERALL RENDERING