Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Shawnee Community College
Academic Years Reviewed:	2018-2022
Review Area:	Learning and Tutoring Centers
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Mindy Ashby, Director of Student Success Kaylyn Meyers, Retention Specialist
Mission How does the program/service contribute to the mission of the college?	Learning and tutorial services are free to students and supplement many classes the College offers. This supports the College's Mission to provide its students and community members with quality higher education, community education, training, and services that are accessible and reliable to all.
Advancement of Equity How does the program/service help advance equity?	Learning and Tutoring services are offered on the main campus and at the extension centers. The College also provides eTutoring, an online tutoring platform that supports students 24/7. Students can quickly complete a request form online for either face-to-face or virtual sessions. The College's Professional and Peer Tutoring services are designed to increase student retention rates by providing additional support to all learners academically. When students receive the support they need, they are more likely to persist and complete their academic goals. Peer and professional tutors can tailor their approach to meet each student's needs. This can help ensure students receive personalized support and guidance tailored to their learning style, academic goals, and abilities.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	This program's overarching goals/objectives are to provide academic support to students in various subject areas, including math, science, writing, and language skills. The program aims to assist students in improving their academic performance, enhancing their critical thinking and problem-solving skills, and building their confidence in their abilities. Additionally, the program strives to create a welcoming and inclusive learning environment that promotes student success and completion.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	The Learning and tutoring services assess services annually by and through internal continuous quality improvement (CQI) and Board monitoring reports. The College's Strategic Plan outlines the KPIs associated with the goals and objectives for student success services. Overall, the program's achievement of its objectives is being evaluated by examining the number of students initiating contact with the services, the number of students that consistently utilize these services throughout the semester, monitoring academic performance, and feedback from stakeholders, which allows the program to adjust and improve its services to meet the needs of its students better.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	No action was reported last time the program/service was reviewed. However, the review indicated that the "extension centers would benefit from professional face-to-face tutoring." These actions have not been completed, as evidenced by the continued search for professional tutoring staff at each of the college's extension centers.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No, this program is not statutorily required.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	The need for this service is evidenced in the number of students who continue to request services each semester and the national data indicating that more students are entering college and need more readiness to navigate college-level coursework successfully.
1.3 If applicable, what is the student usage for this program/service?	There are approximately 150 students per semester who utilize tutoring services.

Academic Support	2018	2019	2020	2022	2023
Tutoring Requests	163	170	95	123	80 IP
SAINTS Study Tables				91	85 IP

1.4 How does the student usage compare to assessed need of the program/service?	The data reflects the need for increased support staff, space renovation, instructional supplies, and technology.

The review indicates that the center needs sufficient professional tutoring staff specializing in math (developmental to college-level STEM) and science (Introduction to Biology to Anatomy and Physiology). The review identifies an increasing number of students requesting assistance in these areas; however, these requests must be fulfilled due to the need for more qualified staff. |

Indicator: Cost	
2.1 What are the current expenditures of the department?	$83,245.00
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Learning and tutoring services are funded institutionally and through rewarded grant opportunities. The benefits are tied to the college's strategic plan, and data is collected and analyzed to determine successes, the need for improvement, and justification for additional resources.

Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	According to CCSSE Student Engagement Report Benchmark data, the College's learning and tutoring services ranked higher than most comparable institutions.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The institution abides by the standards set forth by ICCB and HLC regarding qualifications for each position. Human Resources uses a criteria checklist to ensure applicants are credentialed and/or qualified to contribute effectively to the College's Mission. Each support staff member has the skillset necessary to fulfill the job requirements. Employees are afforded professional development to keep up with program standards.

3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	One innovation the learning and tutoring services program at Shawnee Community College has implemented is online tutoring services. The program has implemented an online tutoring platform that allows students to receive tutoring services remotely. This innovation has enabled the program to reach more students, particularly those who are unable to access in-person tutoring services due to distance, scheduling conflicts, or other barriers. The online tutoring platform has positively impacted student success by allowing students to access academic support when and where they need it. The platform provides students with flexible access to tutoring services. Additionally, the platform has improved the program's efficiency, as tutors can work with multiple students simultaneously, increasing the number of students the program can serve. Implementing an online tutoring platform has been a successful innovation for the Shawnee Community College learning and tutoring program and has positively impacted student success. Other colleges may want to learn from this innovation and consider implementing similar online tutoring services to improve academic outcomes.

3.4 What are the strengths of this program or service?	Comprehensive services: The program offers a wide range of tutoring and to support students in multiple subject areas, including math, science, writing, and language skills. This comprehensive approach ensures students can access the resources they need to succeed academically.
	Inclusive approach: The program's inclusive process seeks to create a welcoming and supportive environment for all students.
	Experienced and qualified staff: The program's tutors and staff are highly trained and skilled, with advanced degrees and certifications in their respective fields. This ensures that students receive high-quality academic support.
	Data-driven approach: The program uses data to evaluate its effectiveness and make data-driven decisions to improve its services. This allows the program to adapt and enhance its offerings to meet students' needs better.
	Innovative services: The program has implemented innovative services, such as online tutoring, to enhance the accessibility and efficiency of its services. This allows the program to reach more students and improve their academic success.
	Overall, the strengths of the Learning and tutoring services program at Shawnee Community College enable it to provide high-quality academic support, foster a supportive and inclusive learning environment, and continuously improve its services to meet the evolving needs of its student population.

| 3.5 What are the challenges or weaknesses of the program/service? | While the learning and tutoring services program at Shawnee Community College has many strengths, there are also some challenges and disadvantages that the program faces. These include:

Limited funding: The program operates on a limited budget, which restricts the number of services and resources offered to students.

Staffing constraints: The program has experienced staffing constraints, particularly during high-demand periods, which can limit the number of students able to access tutoring services.

Limited outreach: The program may need help to effectively reach all students who could benefit from its services, particularly those who may need to be made aware of the program or face barriers to accessing the services.

Limited technology access: Some students may need help accessing online tutoring services, which can limit the reach and impact of the program's innovative services. For those students who benefit from face-to-face tutoring, the lab needs more adaptive technology and space necessary for active and collaborative learning styles.

Limited subject areas: While the program offers tutoring services in a wide range of subjects, there are some areas where additional support is needed.

The learning and tutoring services program can benefit from utilizing resources from various associations, faculty, staff, and students to ensure that students receive quality and timely services. The college can join professional associations such as the National College Learning Center Association (NCLCA) and the College Reading and Learning Association (CRLA) to access the latest best practices, research, and training opportunities for learning and tutoring centers. Additionally, partnerships with local high schools, community organizations, and employers can help the college better understand student needs and align services accordingly. However, the college needs more staffing to utilize these resources fully. To that end, it may be necessary to prioritize hiring additional staff and training current staff to effectively manage and deliver these services. Student workers or volunteers can also assist in providing services such as peer tutoring or study groups. By utilizing resources effectively and prioritizing staffing, the college can ensure that students receive the support they need to succeed academically. |

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student surveys: The program distributed surveys to current and past students to gather feedback from their experience with the program and identify areas of strength and improvement. Interviews: The program conducted individual interviews with current and former students, staff members, and other stakeholders to gather more detailed feedback on program strengths and challenges. Co-curricular assessment: The program conducted a co-curricular assessment of its services to evaluate the impact of its services on student learning and success. Data analysis: The program analyzed student usage of its services, academic performance, and student satisfaction to identify areas of strength and areas for improvement.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	The learning and tutoring services program at Shawnee Community College has implemented continuous improvement processes to evaluate data and implement solutions. These processes involve collecting and analyzing data regularly to identify areas of improvement and implementing changes to enhance the program's effectiveness and efficiency. For example, the program regularly reviews student feedback to identify areas needing improvement and changes its tutoring and testing services based on this feedback. The program also tracks student success rates and uses this data to adjust the program's offerings and strategies to support students better. Furthermore, the program regularly reviews its policies and procedures to ensure they align with the learning and tutoring services' best practices. The program also seeks input and feedback from faculty and staff to provide services that meet the needs of the college's academic programs. Overall, the program's continuous improvement processes allow it to evaluate data regularly, implement solutions, and adapt to the changing needs of its students, faculty, and staff.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	The program collects and evaluates disaggregated data to assess the effectiveness of the Shawnee Community College learning and tutoring services program. This data includes: Academic data: The program collects data on student academic performance, such as GPA and course completion rates. This data is used to assess the program's impact on student success. Service utilization data: The program collects data on the number of students who use the tutoring services, the frequency of their visits, and the types of services they access. This data evaluates the program's effectiveness in meeting its students' needs. Student feedback data: The program collects student feedback through surveys and other methods to understand their satisfaction with the services provided. This data is used to identify areas for improvement and make changes to the program to meet student needs.
3.9 Were there any identifiable equity gaps in the data? Please explain.	Most college students seeking learning and tutoring services are first-generation, students with additional needs, and developmental students. Professional tutoring staff must be adequately trained to provide the time and individual attention to student needs.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The college is making data-driven decisions to target outreach efforts to reach first-generation students who may need to be aware of available tutoring services. This can include marketing and advertising campaigns and outreach through student organizations and academic departments.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Advocating for policy changes: The program will advocate for policy changes at the college or state level that address inequities in instructional programs, such as changes to funding, enrollment policies, or academic standards. Providing targeted support: The program can make informed decisions by using data to reach out to students who would benefit from its services.

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Develop a plan to address the program's weaknesses and challenges: The program is in the planning stages of addressing the challenges and weaknesses identified in the review, such as increasing staffing, expanding tutoring services, or improving the quality of the program's resources. This plan should include specific goals, action steps, timelines, and responsible parties. Anticipated date: Within the next 6-12 months. Increase the program's outreach efforts: The program will increase its outreach efforts to inform students about its services and how to access them. This involves developing a marketing plan, improving the program's website and social media presence, and collaborating with other departments to reach more students. Anticipated date: Within the next 3-6 months. Review and refine data collection and assessment methods: The program is reviewing and refining its data collection and assessment methods from the College's CRM to ensure it is gathering the most accurate and relevant information to evaluate its effectiveness. This includes revising the program's surveys, focus group questions, and other assessment tools and ensuring that the program collects and analyzes student outcomes data. Anticipated date: Within the next 6-12 months.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Providing targeted support: The program provides targeted support to students who are at a disadvantage due to their socioeconomic status, ethnicity, race, or other factors. The program offers additional tutoring services or resources to students who face academic or economic barriers to success. The College is piloting a SAINTS Study Table program aimed at student-athletes. Working with instructors and departments: The program works with instructors and academic departments to identify and address inequities in instructional programs. This may involve collaborating with instructors to develop more inclusive teaching strategies, advocating for curriculum or teaching practice changes, or offering professional development opportunities for faculty. Providing cultural competency training: The program is equipped to work with students from diverse backgrounds and offers cultural competency training to its staff members to ensure that they are equipped to work with students from diverse backgrounds and to address potential biases or prejudices that may impact their interactions with students. Advocating for policy changes: The program may advocate for policy changes at the college or state level that address inequities in instructional programs, such as changes to funding, enrollment

	policies, or academic standards. By addressing inequities in instructional programs, the Learning and tutoring services program at Shawnee Community College can work towards ensuring that all students have access to high-quality educational opportunities and the support they need to succeed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Expanding to additional locations: While the program currently provides services at four extension centers, it may be worthwhile to explore the possibility of developing additional sites or partnering with local organizations to provide services in areas with high student needs. Improving outreach efforts: With only 350 students seeking tutoring services each year, the program may benefit from enhancing its outreach efforts to inform students of the availability and benefits of its services. This could include utilizing social media, partnering with academic departments, or hosting information sessions. Providing additional services: The program could consider other services beyond tutoring to support further student success, such as study skills workshops or academic coaching. Assessing the effectiveness of services: It would be valuable to assess the effectiveness of these services in supporting student learning and success. This could involve implementing new assessment methods or modifying existing methods to measure the impact of the program's benefits.
Resources Needed	Expansion to additional locations: If the program expands to additional areas of the college, it will require additional funding for staffing, equipment, and supplies. The program may also need to allocate resources for marketing and outreach to inform students of the new locations and services. Improving outreach efforts: Improving outreach efforts will require additional staff time and resources for marketing and outreach, such as developing social media campaigns, creating flyers and brochures, or hosting events. The program may also need to allocate resources and funding for tracking and analyzing the effectiveness of these efforts. Providing additional services: Additional services such as additional staff time and resources for developing or modifying new programs. The program may also need to allocate resources for marketing and outreach to inform students of the new services and for tracking and analyzing the effectiveness of these services. Assessing the effectiveness of services: Assessing the effectiveness of services will require additional resources for developing new assessment methods or modifying existing ones. The program may also need to allocate resources for collecting and analyzing data and making changes based on the assessment results.

Responsibility Who is responsible for completing or implementing the modifications?	Director of Student Success, Retention Specialist, Librarian, Student Engagement Coordinator, professional and tutors.