Action Team 1: Recommendations

Recommendation Document for Learning Support Services Action Team (May 2025)

Submitted by the Learning Support Services Action Team

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Background/Context

Even though Santa Rosa Junior College (SRJC) highlights the critical role of Learning Support Services (LSS) for student retention and completion goals in multiple District plans (Student Equity Plan 2022-2025; Guided Pathways; Strategic Enrollment Management Plan, etc.), there is no clear organizational map of LSS. Moreover, LSS are siloed in different Clusters and Locations with varied hours, services, delivery systems, modalities, and funding sources. Another major distinction between LSS areas is that while most use the "opt in" or "find your own way" approach there are an increasing number of areas using the "opt out" approach.

While LSS stakeholders include students, the timeline of this study only allowed for data collection via interviews from staff who work in LSS. Therefore the findings will have the most relevance to LSS departments and areas including the administrator stakeholders responsible for those areas.

Each LSS uses different types of data collection and analyses; however, there is no regular tracking or evaluation of disaggregated student usage data for any of the LSS. In addition, each LSS markets and promotes their services in different ways, although word-of-mouth is the strategy we find most LSS at SRJC rely on.

List of Recommendations

Based on our research findings, we recommend action steps that fall into three categories: 1) design of "opt out" models of learning support that are more intentionally woven into students' journeys at SRJC, 2) regular equity-focused data gathering and analysis for all LSS, and 3) support for marketing and outreach efforts

1) **Design and embed "opt out" models of LSS more directly into students' journeys**
   a) We recommend that the Guided Pathways workgroup prioritizes LSS in Phase 2 and that LSS areas are intentionally mapped into the different pathways. We recommend that SRJC's GP model includes "opt out" LSS in each pathway,

particularly for the threshold or high-risk courses where students have historically struggled.

b) We believe that more intentional "opt out" LSS models that are designed for each pathway will also break down the silos and facilitate more intra- and interdisciplinary collaboration for learning support.

2) **Data gathering and analysis**
   a) We recommend that IERP create a dashboard to regularly track and disaggregate student data for all LSS areas that use Timekeeper (STEM Success Center, Writing Center, Tutorial Center, EMLS). This dashboard will assist LSS area leads to regularly review their data, ensure students have equitable access to their services, and facilitate data-informed decision-making about their practices, policies, and goals.

   b) We also recommend that IERP include a question in the next Student Survey to inquire about student awareness, use, and satisfaction of LSS areas. One question should ask students to indicate which LSS they are aware of (include all of the LSS as possible answers to check for this question). Another question should ask students which LSS they have used, including whether they have accessed the LSS online or in person. A third question could ask about their satisfaction with the LSS they have used. This data will provide LSS area leads with direct student assessment data.

   c) In addition to the Student Survey questions, we also recommend that the District supports the different LSS areas in designing a regular, ongoing practice to collect qualitative data on student satisfaction. For example, IERP could collaborate with LSS area leads to design a quick point-of-service survey for students when they log out of Timekeeper (or students receive a text with the survey link). LSS area leads could use this timely disaggregated qualitative feedback from students to ensure students are having positive experiences with the LSS and getting their needs met. This is just one example for a suggested practice for regular, ongoing qualitative data collection. This action will provide LSS area leads with consistent data collection options.

d) One shared obstacle we identified in our research is the inability for LSS areas that offer online services (Tutorial Center, Writing Center, and EMLS) to collect disaggregated data for students using online tutoring. The District should work with IT and the different LSS leads to identify a shared program that would facilitate collecting and disaggregating student usage data for online tutoring. A shared program would have the added benefit of also providing a consistent platform for students to navigate to connect with online learning support.

3) **Provide support for marketing and outreach efforts**
   a) We recommend that the District provide resources and support to assist LSS areas with marketing and outreach of their services.

   b) Further study is needed for this area to determine exact needs.

Impact/Objectives

The result of this study is a rough Map of the different LSS, including delivery systems, assessment practices, and marketing strategies. These proposed action steps aim to achieve the following impacts and objectives:

- Clearer paths to finding support so students know where to go for help with which subjects
- Greater transparency with data around LSS, especially disaggregated data to be able to evaluate how LSS are supporting our efforts to eliminate DI
- Increased efficiency and effectiveness of marketing and outreach efforts.

Attachments

https://docs.google.com/spreadsheets/d/1Q9MC1rv8TYWqjVgBmVslBHiVvT9reSvdGxdJ1meSig0/edit?gid=27905701#gid=27905701