



## 2016-17 ALUR Divisions (Planning Units)

### SESP Student Equity and Support Programs

**I.A.** What is the purpose of the unit and how does it contribute to the mission of Skyline College? (**Profile: Unit Purpose**)

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

#### Narrative

The purpose of Student Equity and Support Programs (SESP) is to provide administrative support to the categorical programs, oversee the Student Equity Plan and facilitate activities that promote cultural fluency throughout the campus. Working with faculty, staff, students and administrators to eliminate gaps in educational equity correlates with empowering and transforming a global community of learners.



**I.B.** Which programs or functions are contained within the unit? (**Profile: Programs**)

\_\_\_\_\_ Completed

\_\_\_ Not Applicable

### **Narrative**

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The Division of Student Equity and Support Programs provides administrative support to the following Categorical programs:

#### **Disability Resource Center (DRC)**

The DRC provides accommodations, counseling, and support services to students with documented disabilities in accordance with State and Federal law.

#### **EOPS/CARE**

Extended Opportunity Programs and Services (EOPS) is designed to improve access, retention and completion of educational goals for students who are low income and educationally disadvantaged. EOPS students have the potential to succeed in college but have not been able to realize their potential because of economic and/or educational barriers.

The CARE program provides additional services and support to students by way of special programs specially tailored to the needs of CARE students.

#### **CalWORKS**

The Skyline College CalWORKs program provides assistance to continuing or new students who are receiving TANF/CalWORKs (Cash Aid) benefits.

#### **TRiO**

TRiO Student Support Services (SSS) is a federally funded program that offers free comprehensive services designed to promote academic success. Our goal is to provide first-generation students, low-income students and/or students with physical or learning disabilities with resources and services to earn a certificate or graduate with an associate degree, AND transfer to a four-year university.

#### **Guardian Scholars**

The Guardian Scholars Program's purpose is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound students who are transitioning out of the foster care system. The program is fully committed to empowering these youth to



become self-supporting, conscious community leaders, role models and competent professionals in their fields of interest.

The Division of Student Equity and Support Programs sponsors the following programs to achieve our mission:

### **Equity Summit at Skyline College**

The Equity Summit at Skyline College (ESSC) is a bi-annual (every 2 years) designed to engage faculty, staff, administrators and students from across the country in a teaching and learning experience centered on educational equity. It consists of six Equity Talks, two plenary sessions and a keynote address by a renowned advocate of social justice. The experience provides participants an opportunity to be informed about pedagogical practices that enhance student success and address the educational opportunity gap.

### **Equity Training Series**

The Equity Training Series (ETS) is an intentional sequence of experiences designed to equip participants with skills, strategies and tools in the areas pedagogy and cultural fluency. The experiences include workshops facilitated by subject matter experts with specified outcomes in mind. Faculty members will develop a syllabus, staff will create poster presentations and administrators will craft mission, vision and value statements incorporating the theories and practices highlighted during ETS. ETS is a spring semester experience with 25-30 participants representing a cross-section of faculty, staff and administrators.

### **Communities of Practice**

Communities of Practice (CoP) focused on two areas of equitable education will be established to develop relationships and create new knowledge amongst faculty. The areas of focus are: equitable classroom practices and contextualized learning. These CoPs will be coordinated by SESP by facilitated by faculty.

### **A Call to Consciousness Lectures (In Partnership with Student Activities)**

A Call to Consciousness Lecture Series features some of the most leading edge scholars and practitioners of social justice and equity advocacy. The series is designed to introduce the Skyline community to nationally recognized thinkers and practitioners who address issues related to creating more harmonious human relationships. SESP will cosponsor this lecture once per semester.

### **Beyond the Margins Equity Forums**

Beyond the Margins are topical campus-wide town halls co-facilitated by SESP and a faculty member. These gatherings will provide opportunities for the Skyline community to engage in the educational equity and cultural fluency conversations in an informal setting without the



constraints of a traditional lecture nor the Equity Training Series (ETS). There will forums will be at minimum one forum hosted each semester.



**I.C.** List the current service area outcomes for the unit. **(Profile: Service Area Outcomes)**

\_\_\_\_\_ Completed

\_\_\_\_ Not Applicable

**Narrative**

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SAU 1- 50% of Skyline faculty engage in a program or training sponsored or co-sponsored by SESP

SAU 2 - 40% of Skyline staff engage in a program or training sponsored or co-sponsored by SESP

SAU 3 - 5% Decrease in retention gaps for traditionally marginalized student populations



**II.A.** Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives. **(Analysis: Unit Effectiveness)**

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

**Narrative**

SESP is a new Division therefore we do not have any information from prior years.



**II.B.** Describe the progress on service area outcomes, conclusions drawn, and expected use of results. (**Analysis: Progress on Outcomes**)

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

**Narrative**

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SESP is a new Division therefore we do not have any information for prior years.



**II.C.** Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues. (**Analysis: Unit Environment**)

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

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**II.D.** Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box. (**Analysis: Unit Personnel**)

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

**Narrative**

<b>Unit</b>	<b>Staffing Structure</b>
Division Office	Dean oversees all categoricals, Student Equity Plan, SEED and division office staff. The office consist of a Program Services Coordinator, Division Assistant, and two student assistants. The Program Services Coordinator leads with planning and coordination with speakers, event logistics, facilitates student trainings, and overall planning of upcoming semester events. Division Assistant deals with daily office operations by sharing information with categoricals: faculty and staff, reviewing of budget, payroll, and business administration forms. Student assistants support events, class presentations, and distribute marketing materials.
Disability Resource Center (DRC)	<p>A Full Time Faculty Coordinator oversees DRC staff, programs and services. There is a Learning Disability Specialist and an Assistive Technology Specialist, two Full-time Faculty members that implement the Learning Disabilities Program consistent with the mission of the California Community Colleges, in coordination with the Disability Resource Center, these two also teach classes that are offered to DRC students. The four staff members include two Instructional Aides, an Office Assistant, and a Staff Assistant. The Instructional Aides support the Assistive Technology Program and Alternate Media to provide accommodations with students who have diagnosed learning differences. The Office Assistant and Staff Assistant are on the front line of addressing daily office operations by sharing information with students, answering their questions, and directing them to the appropriate staff member or resource based on their needs.</p> <p>This staff structure creates a system where students with diagnosed learning differences can receive accommodations, counseling, and support services in accordance with State and Federal law to support their academic success at Skyline College.</p>

<p>Extended Opportunities Programs and Services (EOPS)/ CARE/ CalWORKS</p>	<p>A Full Time Faculty Coordinator leads the planning and coordination of EOPS programs, services, and events (Attends training provided by Chancellor’s office to stay informed about legislation and policies that impact EOPS Students, and works collaboratively with EOPS counselors and staff to plan programs and services). There are three Full Time Faculty Counselors and one Adjunct Faculty Counselor that interpret Math and English assessments to develop Educational Plans, help complete and submit applications for transfer and graduation, and provides students with updated and current information on program requirements. The Office Assistant provides administrative support for the coordinator and counselor and interfaces with students at the front desk.</p> <p>This staff structure aligns with the goals and mission of EOPS because Counselors have dedicated time to ensure that each student is on track with completing their program requirements and make any necessary interventions or recommendations. This also allows Counselors to bring feedback based off of students’ experiences to the Faculty Coordinator and Office Assistant in order to better tailor events to student needs and potentially improve specific processes and services. Cumulatively, this structure creates a system that allows for all</p> <p>EOPS students to receive financial support (Book Grant/Voucher Services, Calculator and Smartpen Loans, and college application fee waivers), and engage in a variety of services and opportunities to improve their academics and prepare for transferring to a four year university.</p>
<p>CARE/CalWORKS</p>	<p>A Full Time Programs Services Coordinator leads the planning and coordination of CARE/CalWORKS and meets individually with students who are referred to the program for intake processes and updates them on county requirements. There is a Part-Time Adjunct Faculty Counselor that meets individually with students to develop their Educational Plans and provides support with exploration.</p> <p>This staff structure aligns with the goals and mission of CARE/CalWORKS because the 30 students enrolled in the program receive dedicated academic counseling and advocacy for their personal and professional development. Students also are updated with services and necessary supports such as on campus work-study opportunities, assistance with transportation, school materials and confidential counseling to help them succeed academically despite financial barriers.</p>
<p>Guardian Scholars Program (GSP)</p>	<p>A Full Time Program Services Coordinator leads the planning and coordination of the Guardian Scholars program (manages the budget,</p>

	<p>creates relationships with organizations, plans events and field trips focused on Career and College Exploration, and life skills). A Full Time Retention Specialist meets individually with students to ensure they are receiving the financial resources and support to succeed academically.</p> <p>This staff structure aligns with the goals and mission of GSP because current and former foster youth are connected with a network of social and emotional support, have access to resources (Assistance with food, transportation, school supplies, etc) that remove financial barriers, and services (Scholarship Assistance, Priority Registration, and Workshops) to help them navigate through the institution and prepare them for transferring to a four-year university and develop their career goals.</p>
<p>TRiO</p>	<p>A Full Time Director manages and oversees TRiO programs, services, and personnel (budget management, student and staff recruitment, training, and staying updated with federal regulations/legislation that impacts the program). Two Faculty Counselors, one part-time and one full-time that work individually with students to address program requirements and academic/career goals. A Part-Time Faculty Coordinator oversees the implementation of TRiO's tutoring services (hiring and training tutors and student intake) and also supports the coordination of the Summer Scholars Institute (Developing Math Curriculum and working collaboratively with students, staff and faculty). There are two Instructional Aides, one Part-time and one Full-time, that work individually with students to provide dedicated tutoring and host academic, college, career readiness and life skills workshops for TRiO students. There is a Full-time Staff Assistant that supports all of the programs and services (enrollment and registration, coordination support, and supporting the Counselors and Instructional Aides with program logistics such as booking rooms, ordering food, and contacting students) and interfaces with students at the front desk to answer questions and make necessary recommendations.</p> <p>This staff structure aligns with the goals and mission of TRiO because it allows for Counselors and staff to bring feedback to the Program Director and Staff Assistant in order to better tailor events to student needs and potentially improve specific processes and services. Through this process, first generation students, low income students, and/or students with physical or learning differences, receive support from a comprehensive program that addresses their social and academic needs to help earn a certificate or graduate with an associate degree and transfer to a four-year university.</p>



Brothers Achieving  
Milestones

A Part Time Retention Specialist recruits participants and creates culturally relevant and academic programs and workshops to support men of color on campus. The Retention Specialists also works collaboratively with units from across campus to help enhance and address the needs of the participants, organizes college/career readiness fieldtrips, and meets with students individually to provide informal social and academic advising.

**III.A.** Considering the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement. (**Reflection: Considering Key Findings**)

\_\_\_\_\_ Completed

\_\_\_ Not Applicable

**Narrative**

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SESP is a new Division at the College, therefore we do not have a previous analysis, however, here are a considerations based on our current status.

Strengths:

SESP has been able to connect with a significant number of faculty, staff and administrators for training on educational equity and cultural fluency through the Equity Training Series (ETS), the Equity Summit at Skyline College and presentations during flex days.

Challenges:

As a division, SESP services students primarily through the categorical programs. Due to our staff size and budget constraints we are limited in the programming we can provide directly to students outside of the categoricals.

Opportunities: SESP has opportunities to expand the work beyond our office as we train more staff to engage the campus in workshops and facilitated discussions around cultural fluency.

Concerns: SESP has gained a reputation on campus for supporting faculty, staff and administrators in the becoming more culturally proficient. This has led to multiple requests from divisions and departments for trainings and consultations. We are beginning to maximizes our bandwidth. We may have to look into an affiliated faculty model. Another concern is how to fully integrate the categorical programs, nameky EOPS and TRiO, into the Promise initiative.

Further Research: Further research is needed on how to fully integrate the categorical programs into the Promise initiative.



**III.B.** Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs. **(Reflection: Synergy)**

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

### **Narrative**

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Potential areas of synergy across unit and program activities include more collaborative workshops, campus visits and career site visits between categoricals. There is also synergy between the categorical programs and the Promise initiative.



**III.C.** Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results? (**Reflection: Aspirations**)

\_\_\_\_\_ Completed

\_\_\_\_\_ Not Applicable

### **Narrative**

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The aspirations of the unit is to have the following components fully operational: the train the trainer, the cultural fluency workshops, multicultural center (student focused), leadership coaching and scholar in residence components working to advance the efforts and sustain the culture of educational equity on campus. These aspirations can be achieved as we develop our ethnic studies program and other initiatives that work collaboratively with our overall efforts.

**Train the Trainer:** This experience includes the Equity Training Series. It will also have more components added to insure that there are tiered levels of mastery as we prepare participants to engage their peers in workshops

**Cultural Fluency Workshops:** Cultural fluency workshops include the collaborative efforts with CTTL, Flex Day presentations and academic divisions. These workshops are designed to raise awareness and provides skills and strategies for faculty, staff and administrators.

**Multicultural Center:** The Multicultural Center provides anti-racist and anti-sexist programming for students. It also serves as a hub to coordinate cultural and other identity-based celebrations throughout the academic year

**Leadership Coaching:** Leadership coaching is provided to administrators and campus leaders in the area of educational equity and cultural fluency.

**Scholar in Residence Fellowship:** Our scholar in residence program provides an opportunity for a semester long experience with a scholar, thought leader or innovator in areas addressing social justice, educational equity and cultural fluency.

**IV.A.** Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more Institutional Goals.

Need help? Contact the PRIE Office for further instructions. **(Strategy for Unit Enhancement: Action Plan and Resource Requests)**

\_\_\_ Completed

\_\_\_ Not Applicable

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