

2018-19 Administrative Leadership Unit Review of Student Equity and Support Programs Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Office of Student Equity and Support Programs (SESP) provides administrative support for the Categorical programs (TRiO, EOPS/CARE/CalWORKS, Guardian Scholars, and the Disability Resource Center), oversees the execution of the Student Equity Plan and develops and facilitates professional development opportunities to enhance campus wide cultural fluency. Our work empowers and transforms our community by equipping faculty, staff and students with tools to address educational inequity.

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

The Division of Student Equity and Support Programs (SESP) 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 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. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

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

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

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

SAO 4 - TRiO and EOPS students will complete at 15% higher rate than non TRiO and EOPS students from similar backgrounds.

II.A. Analysis: Unit Effectiveness

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.

Narrative

In terms of our goals to enhance cultural fluency at the college, The Equity Training Series has yielded the following results:

97 Participants

48 Faculty

33 Staff

16 Administrators

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

Disability Resource Center (DRC)

Students engaging in the DRC services have been having an enhanced experience because of the shift from teaching a particular tool (i.e. Kurzweil 3000, smartpens, etc.) and teaching skills (i.e. note-taking).

EOPS/CARE/CalWORKS

EOPS/CARE/CalWORKS seen a decline in its goal of 80% persistence rate and 20% who complete the requirements for graduation within three years. This is attributed to EOPS beginning to align itself with the Comprehensive College Redesign with an focus on completion and not jut delivery of services.

Guardian Scholars Program (GSP)

Guardian Scholars students (current and former foster youth) tend to have a challenge completing college on a national level and Skyline College is no exception. GSP is in the process of aligning its services with the College Redesign to deliver services with an eye towards completion.

TRiO

TRiO has met its goals of persistence and retention yet needs to enhance its efforts towards completion.

Comprehensive Redesign & Guided Pathways

NEW UNIT N/A

SESP

NEW UNIT N/A

II.C. Analysis: Unit Environment

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.

Narrative

Disability Resource Center (DRC)

The DRC has been experiencing a fluctuation in its funding from the State based on an updated funding formula. The unpredictability has impacted planning and services to students. Also, DRC has re-imagined its support services for students and now focuses DSKL classes on teaching skills and not tools (note-taking vs. smart pen). This approach introduces students to the skill as well as multiple tools that can support a student in their development of the skill.

EOPS/CARE/CalWORKS

EOPS/CARE/CalWORKS has gone through a transition in the past couple of years. It has had three different Counselor/Faculty Coordinators (including an interim) and Program Services Coordinators (PSC) in three years. This turnover has impacted the momentum the programs have picked up over the years. EOPS at the state level is currently undergoing an overhaul in policies. In an effort to make EOPS more accessible and inline with Promise programs, the State is reconsidering the role of the Director/Coordinator and the types of contacts that are necessary for student support.

Guardian Scholars Program (GSP)

Guardian Scholars has experienced three different PSCs in three years. This turnover has impacted the momentum gained during its first year. Also, the PSC position was originally grant funded. The grant has ended and now the PSC position shares the responsibilities of the CARE/CalWORKS programs and is now under EOPS.

TRiO

TRiO has reduced its spending by reducing the hours of its Math instructional support from a faculty member and now provides those supports through tutoring.

Comprehensive Redesign & Guided Pathways

Director of Comprehensive Redesign and Guided Pathways is a new department dedicated to overseeing the college's overall redesign.

SESP

The State Chancellor's Office has combined the funding from Basic Skills, Student Equity and the Student Success and Support Program (SSSP). The SESP Dean position will be open in the near future. The shift in leadership will impact the work that has been done to date, however, the Division shouldn't lose any of its momentum.

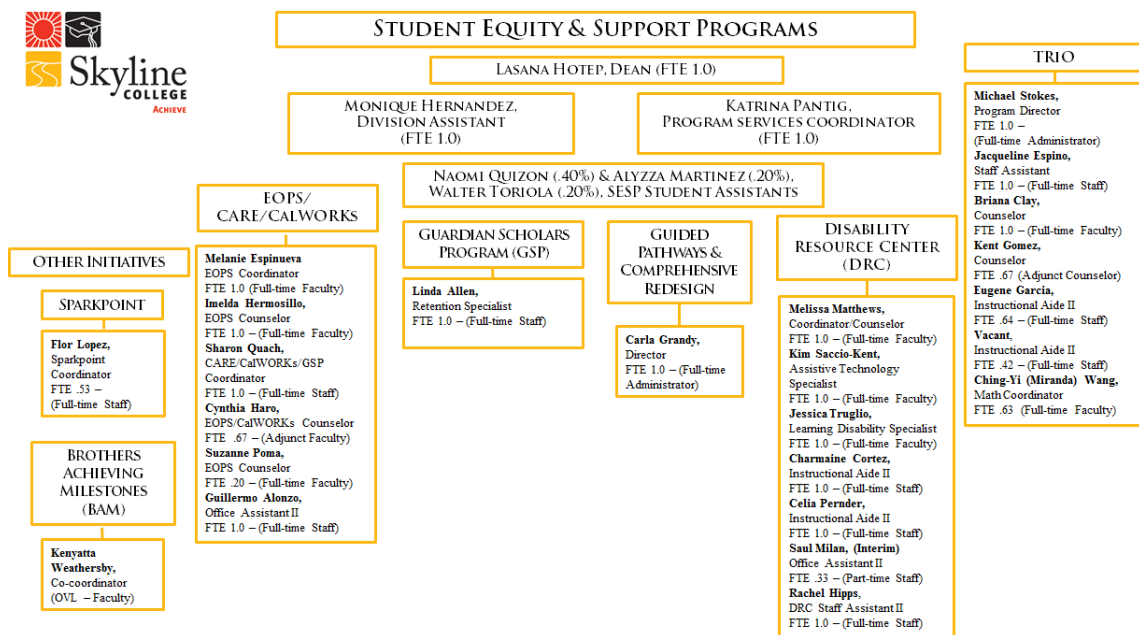
II.D. Analysis: Unit Personnel

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.

Narrative

Please see the organizational chart below:



III.A. Reflection: Considering Key Findings

Consider 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.

Narrative

SESP is a three year old Division that has experienced a significant amount of success in terms of influencing that campus cultural climate. The influence can be experienced from everything from the Academic Senate passing a resolution on Equity to the establishment of the Student Equity Leadership Summit by ETS alumni. The strengths of SESP is its ability to engage the campus in multiple ways in conversations and activities around the issues of educational equity. The opportunities lie in its ability to maintain its momentum and scale up its services. The challenge is the funding. A significant portion of SESP staff and programs are funded through the Student Equity and Achievement Program (SEA) funds. The State's decisions around these funds have an impact on personnel and services.

Through creativity and innovation, we have seen an increase in the number of students participating in all of the Categoricals despite the introduction of the Promise Scholars Program. The opportunities and challenges facing the Categoricals are their ability to graduate students from their main demographic at a higher rate than students who do not engage in their services. As new models of student success emerge, Categoricals existence will really on a combination of both qualitative and quantitative data not just their legacy.

III.B. Reflection: Synergy

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.

Narrative

The Categoricals have already built synergy in collaborating with the Promise Program on sharing the counseling load as well as in the development of the Lunch and Learn Series.

I believe the greatest opportunity for synergy with SESP is with the CTTL. The more collaborative the two units can be in professional development, the greater the impact on the campus.

III.C. Reflection: Aspirations

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?

Narrative

In the next 2-5 years SESP should be accomplishing the following:

DRC

In an effort to be more accessible and to be responsive to the AB705 legislation, the DRC should be fully transformed into the Educational Access Center (EAC). The EAC will offer self-paced computer based modules to support students on their journey toward mastery of college level math and English. Also, the numbers of traditional DRC students should increase because of the broader access to services and efforts to eliminate the stigmas attached to students with disabilities.

EOPS/CARE/CalWORKS

EOPS should be boasting a three year graduation rate of its students that 15% higher than that of students from similar demographics that are not in a program.

Guardian Scholars

Guardian Scholars should be increasing its ability to graduate current and former foster youth by 5% each year based on the services and supports offered by the program.

TRiO

TRiO should be boasting a three year graduation rate of its students that 15% higher than that of students from similar demographics that are not in a program.

Comprehensive College Redesign

The CCR will be fully ingrained into the fabric of the college and the Promise Scholars, Transformation Teaching and Learning and Guided Pathways will be fully operational within the institution and already yielding higher retention and completion rates.

SESP

SESP should be administering its second level of training addressing topics not covered in the original ETS like Islamophobia, Anti-Queer/Homophobia and



developing training around specific pedagogies and frameworks. Also, the SESP trainings should be done in full collaboration with CTTL.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

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.

Narrative