



Date: April 12, 2026 Click or tap to enter a date.

Division: Equity & Student Support (ESS) [Formerly: SESP]

Division Dean: Lauren Ford, Interim VPSS

Please respond to the following prompts about AY25-26 by clicking on the grey box:

I. List the programs that fall within your Division.

- Guardian Scholars Program/Next Up
- Project Change (Rising Scholars)
- TRIO
- Educational Access Center
- EOP&S
- CARE/CalWORKS
- Learning Communities
- Intercultural Center

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

The ESS Division has undergone a number of changes over the past year. The following are structural changes that have taken place (more expanded in QV).

- Per CCCCCO, Guardian Scholars/Next Up is no longer under the EOPS umbrella. Therefore, GSP/NU students are not automatically eligible for EOPS and will need to apply separately.
- Learning Communities has joined ESS as an additional team with alignment focused on culturally relevant teaching and learning practices

Beginning in the 2026-2027AY, the following structural change will take place:

- The Director of TRIO will officially provide administrative oversight for Project Change, NextUp/Guardian Scholars, and JumpStart. Several of these programs were unofficially supported by this role, however the Director of TRIO position description also includes these additional programs to support transparency in the recruitment process.

III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year. (CPRs are due on a 7-year cycle, 2 PRU's are **required** between each CPR.)**

ESS CPR.PRUE

Program	CPR	Next PRU
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Guardian Scholars Program/Next Up	2025-2026 (complete)	Fall 2028
Project Change (Rising Scholars)	not on the list/in Nuventive	
TRIO	2024-2025 (complete)	Fall 2027
Educational Access Center	2025-2026 (in progress)	Fall 2028
EOP&S	2022-2023 (complete)	Fall 2027
CARE/CalWORKS	Combined with EOP&S	
Learning Communities	not on the list/in Nuventive	
Intercultural Center	not on the list/in Nuventive	

All programs scheduled for CPR or PRU are currently up to date.

- IV. Review the Improvement Platform’s “Course SLO/ PSLO Assessment” dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?****

Educational Access Center and NextUp/Guardian Scholars are currently completing Comprehensive Program Review (CPR) and are in the process of finalizing SLO/PSLO data in the Nueventive platform. All other programs within ESS are currently up to date on SLO/PSLO assessment according to the CPR cycle schedule.

However, there may be an interest or need to assess student outcomes data more frequently than the current CPR schedule requires in order to align future resource requests and available funding. This sentiment is not exclusive to ESS, but across Student Services broadly.

- V. Briefly describe the major challenges and achievements for your Division over the past year.**

Over the past year, ESS has undergone a significant number of challenges primarily due to personnel transitions. The division has been without a permanent dean since December 2024. Additionally, TRIO has been without a permanent director since Fall 2024. The lack of permanent administrators have resulted in a lack of visibility and advocacy from ESS teams (and students) within larger institutional contexts. Additionally, administrative gaps have placed a strain on current staff who have continued to engage and support the college’s most disproportionately impacted students.

There have also been shifts within and across teams, both physically and organizationally. For example:

- Per CCCCCO, Guardian Scholars/Next Up is no longer under the EOPS umbrella. Therefore, GSP/NU students are not automatically eligible for EOPS and will need to apply separately.

- Guardian Scholars/Next Up was able to hire a FT retention specialist and PT counseling faculty to provide holistic support for students
- Guardian Scholars/Next Up, CARE/CalWORKS, and Project Change all moved into the B1 Hub near SparkPoint. This move allows for cross program collaboration and support for students that may benefit from multiple programs.
- JumpStart, a high school credit recovery summer program, was paused for Summer 2026 due to lack of staffing capacity
- Learning Communities has joined ESS as an additional team with alignment focused on culturally relevant teaching and learning practices
- Learning Communities cohorted courses are being updated to align with new CalGETC requirements

Despite the number of challenges and changes that have taken place over the past year, the ESS division continues to maintain strong support for students. A testament to the hard work and dedication of the team, students continue to engage in meaningful and transformative engagements to enhance their sense of welcome and belonging, ensure academic success, and support their goal achievement. A few notable highlights include:

- Collaboration across the division with Learning Communities to provide cultural programming on campus.
- Learning Communities collaborated with Strategic Partnership & Workforce Development (SPWD) to host the annual Career Conversations Night
- CARE/CalWORKS led collaborative programming across the division on shared events/activities for students
- EOPS maintained cohesive structure, experienced program growth, and continued to collaborate with programs across the college (TRIO, PSP, and others)
- Project Change (in collaboration with TRIO) supported students within the Youth Service Centers (YSC) in accessing transfer level courses, on-campus special release/less restricted programming opportunities, and educational planning for non-minor students seeking transfer. A significant highlight in achieving success, is witnessing 3 of our students inside YSC obtain their associate's degree and have successfully transferred to their desired 4yr universities.
- Student Equity Plan was cultivated and shared with participatory governance groups across the college, and submitted to the state Chancellor's Office on time
- TRIO has accomplished and surpassed all program objectives despite a significant reduction in personnel as highlighted in the 2025 CPR submission which represented 7 years of program outcomes

Across all years, the program maintained strong student success, even through the challenges of the pandemic.

- **Persistence** dipped during the pandemic (73% and 71%) but rebounded post-pandemic to 82% and 87%, exceeding pre-pandemic levels.
- **Good Academic Standing** remained consistently high, improving during the pandemic (up to 92%) and staying strong afterward (91–92%).
- **Degree/Certificate Completion** declined during the pandemic (27–36%) but showed significant recovery post-pandemic, rising to 48% and 64%.

- **Transfer to 4-Year Institutions** followed a similar pattern, dropping during the pandemic (21–25%) and then increasing to 35% and 55% in the post-pandemic years. Despite pandemic-related declines in persistence and completion, the program demonstrated a strong recovery, with post-pandemic outcomes meeting or exceeding pre-pandemic performance in key areas.
- TRIO’s last two Annual performance Reports (APR) submitted to the Department of Education continued to demonstrate strong and consistent performance, meeting or exceeding all goals and earning the maximum points in every category.
 - **Persistence** stayed strong, above the 75% goal in both years (87% in 2023–24 and 84% in 2024–25).
 - **Good Academic Standing** met a high target of 90% in both years.
 - **Degree/Certificate Completion** was well above the 35% goal (64% in 2023–24 and 57% in 2024–25).
 - **Transfer to a 4-Year Institution** also exceeded the 30% goal (55% in 2023–24 and 48% in 2024–25).

The program consistently exceeded all targets, showing strong student success in retention, performing well academically, degree attainment, and transferring to four-year schools.

The ESS Division continues to uplift and support the college’s most disproportionately impacted students. Despite the challenges faced over this past year, the incredible dedication of the ESS division team ensured that students did not experience a disjointed student experience. A division of colleagues who truly embody a “students first” mentality, ESS continues to strive towards our mission of “*empowering and transforming a global community of learners*”, ensuring that all learners have what they need to achieve their goals.

VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College’s [M-V-V](#) and [Education Master Plan](#)?

The primary goals for ESS over the next year include:

1. Stabilizing staffing - ensuring that new team members are onboarded properly to support early success; and ensuring that team members across the board are provided with timely feedback and professional development to maintain their success. This also includes supporting division morale and creating opportunities to strengthen collaboration and communication.
2. Solidifying the restructuring of ESS – with the addition of Learning Communities, Title IX, and an updated scope for the Director of TRIO, it will be important to unpack the impact of the restructuring of ESS and identify points of clarity, concern, and cohesion.
3. Establishing division goals and priorities: With an updated organization chart and new leadership within the division (and campus), it’ll be important for ESS to identify ways in which



the division aligns with college goals/priorities. This may also include a need to measure success and impact on institutional goals and identifying what data or resources are needed to do so.

- VII. Using the boxes below, list the resource requests for FY26-27 that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)**

All Resource Requests Submitted

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
1	Retention Specialist	Classified Professional FTE	EOPS/TRIO	\$126,071
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
A retention specialist dedicated to EOPS and TRiO would support enrollment strategies by focusing on retention efforts to support program student success. Both EOPS and TRiO are signature programs that work with limited staffing - leaving retention efforts to be split among current staff and faculty leaving room for gaps in centralizing efforts and communication within the program. The necessity to split retention efforts among staff/faculty who are already inundated with primary responsibilities will often minimize the dedicated time to retention efforts for programs. Having a dedicated retention specialist will allow for streamlined communication to program students, centralize data-tracking efforts, and support efficacy and growth of these signature programs.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Student Discretionary Fund Support	Direct Aid to Students	TRIO	\$25,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The impact of creating a discretionary fund will allow program students to access financial support for their basic needs (e.g. food and transportation stability), monthly incentives as allowed by PSP and EOPS, assist and enable them to continue their educational journey unabated.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Faculty Instruction for Summer Classes	Faculty/ Adjunct FTE	Jump Start	\$35,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
Jump Start has recently had an increase in budget however it does not meet the increase of faculty and student assistant salaries, cost of lunch, and transportation. Yet it continues to have strong results in helping students re-engage high school, with many enrolling at Skyline once they graduate. As such, this section will continue impacting the community, increasing student graduation and future Skyline enrollment of low-income, first generation college students. Moreover, this will allow the expansion of the program to serve students with specific course needs, increasing the number of students who could participate in the program while providing designated support for those with accommodation needs.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	ASL Interpreting Funding	Independent Contractors	EAC	\$60,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The college has an obligation to provide support for ASL interpreting for students who may need the accommodation. The EAC has previously utilized Carry Over funds to contract with ASL interpreters, however as carry over funds sunset and interpreting costs increase, the college will need to ensure funding to remain ADA compliant.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5		Choose an item.		
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				



If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.