

# Skyline College

## Comprehensive Program Review 2025 - 2026

SKY SS - Middle College

Lindsey Ayotte



Lindsey Ayotte (Apr 13, 2026 15:51:36 PDT)

04/13/2026

Carol Hernandez



Carol Hernandez (Apr 14, 2026 11:48:27 PDT)

04/14/2026

## Student and Learning Support Services Comprehensive Review

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**Submitter Name:**

Martina Center-Goodman

**Submission Date:**

02/06/2026

### BACKGROUND

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**1.A. DIVISION:**

Strategic Partnerships &amp; Workforce Development (SPWD)

**PROGRAM NAME:**

Middle College

**1.B. YEAR OF REVIEW:**

2025 - 2026

**1.C. PROGRAM REVIEW TEAM**

Martina Goodman

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:****i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

The Skyline College Middle College Program is an early college partnership that allows high school students to earn college credit while completing their high school diploma, while also providing opportunities for students who may not have previously seen themselves in college. The program expands access to higher education by offering academic support, counseling, and college success resources that build confidence, strengthen college readiness skills, and prepare students for transfer and career pathways. By creating equitable access and transforming students' educational trajectories, Middle College directly supports Skyline College's mission to empower and transform a global community of learners.

**ii. Alignment with the College Values:**

Social Justice

Student Success and Equity

Academic Excellence

Community Partnership

Campus Climate

**For each chosen Value, provide a concrete example of how each connects to your program.**

**Social Justice:** Skyline Middle College advances social justice by expanding access to college for students from historically underserved and underrepresented communities. Middle College removes financial, academic, and systemic barriers by offering tuition-free college courses, textbooks and materials support, and dedicated counseling services. We integrate culturally responsive curriculum, leadership development, and community-building activities that empower students to find their voice, advocate for themselves, and engage in issues impacting their communities.

**Student Success and Equity:** The Skyline Middle College was intentionally designed to close opportunity gaps and promote equitable outcomes. Students receive personalized academic advising, progress monitoring, study skills support, and early intervention when challenges arise. We provided structured college success courses, mentoring, and cohort-based support that help students persist, earn transferable college credits, and successfully transition to four-year universities or career pathways.

**Academic Excellence:** Skyline Middle College promotes academic excellence by placing students in rigorous, transferable college-level coursework aligned with IGETC/Cal-GETC pathways. Students are held to college

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academic standards while receiving scaffolded support to develop critical thinking, writing, research, and time management skills. Students will earn between 24-60 college units, and some earn a certificate or associate degree as well by the time they graduate high school.

Community Partnerships: Skyline Middle College thrives through strong partnerships with our local high school districts, the Skyline community, community organizations, families, and workforce partners. These collaborations support recruitment, student outreach, guest speakers, internships, field trips, and college and career exposure opportunities.

Campus Climate: Skyline Middle College creates a welcoming, inclusive campus climate by fostering belonging, providing structured onboarding and cohort support, promoting student leadership and wellness, strengthening relationships, amplifying student voice, and ensuring Middle College students feel safe, supported, valued, and empowered to succeed.

### **1.E. PROGRAM PERSONNEL**

#### **i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:**

**Full-time Faculty FTE:**

0

**Adjunct Faculty FTE:**

3

**Classified Professionals FTE:**

3

**Manager/ Director FTE:**

1

**Dean FTE (if applicable):**

1

#### **ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.**

The Skyline Middle College Program has experienced staffing changes mainly related to adjunct teachers and counseling support. Previously, the program employed six adjunct high school teachers, with regular turnover occurring as instructors secured full-time positions. To improve staffing stability and strengthen academic pathways, the program transitioned to offering college-level Economics and Government courses (ECON 100 and Political Science 210), allowing students to earn dual credit while reducing reliance on solely high school adjunct staffing.

Currently, we are operating without an Academic Counselor. Over the past ten years, Skyline Middle College has had six different counselors, with regular turnover occurring as counselors secured full-time positions. The absence of a dedicated counselor has impacted consistency in student advising and support services. We are actively working to secure approval to hire a full-time counselor and plan to have this position in place before Fall 2026.

### **1.F. PROFESSIONAL DEVELOPMENT**

#### **i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Equity Training Series

Teen Suicide and Mental Health Training (San Mateo County Health Services)

CPR Training

Flex Day (Skyline & SMCCD)

NCORE (National Conference on Race and Ethnicity)

Unconscious Bias Training

Grading with Equity Workshop

CCEMC (California Coalition of Early and Middle Colleges)

CCEMC Presenters

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Portrait of a graduate Work Group Member for SSFUSD (partnered high school district)  
UC and CSU Webinars

### ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

Yes, there are unmet professional development needs in our program around professional growth for our high school teachers. The program would benefit from increased access to training focused on equity-minded teaching practices, culturally responsive instruction, social-emotional learning (SEL), and strategies for supporting diverse student populations. Addressing these needs will strengthen instructional quality and improve student engagement and success.

Potential approaches to address these unmet needs could include partnering with Skyline College professional development initiatives, encourage our teacher's participation in campus equity trainings, and supporting ongoing professional learning aligned with program goals. The program could also support conference attendance focused on equity, dual enrollment, and culturally responsive pedagogy. Possibly partner with external organizations and our high school districts that we have MOU's with to offer joint training opportunities.

## CURRENT STATUS

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### 2.A. ACHIEVEMENTS

**Describe the program's achievements since the last CPR.**

Celebrated 10 years of expanding early college access.

Doubled program enrollment over the past decade.

Implemented biweekly community-building programming to strengthen student engagement, sense of belonging, and social-emotional development.

Integrated culturally relevant curriculum and identity-centered learning activities that support student voice, belonging, and engagement.

Implemented the "This I Believe" speech project, allowing students to reflect on personal values, lived experiences, and community perspectives while building public speaking and critical thinking skills.

Selected as a model program to support the development of the Chabot College Middle College Program, highlighting innovative early college program design and implementation.

Received a Certificate of Recognition from the City of South San Francisco (SSF) and South San Francisco Unified School District (SSFUSD) and the official designation of October 17 as "Middle College Day", recognizing the program's 10-year partnership and community impact.

Director wrote and applied for an Early/Middle College grant that helped secure the partnership with Jefferson Union High School District.

Strengthened partnerships with local high school districts, including expanded collaboration with Jefferson Union High School District (JUHSD), supporting enrollment growth and recruitment pipelines.

Implemented a Counselor Meet and Greet to strengthen relationships and coordination with partner school district counselors and administrators.

Shared program outcomes and effective practices at the California Community College Early/Middle College Consortium (CCEMC), contributing to statewide collaboration and innovation.

Transitioned high school Economics and Government courses to college-level offerings (ECON 100 and Political Science 210) to improve pathway alignment, sustainability, and dual credit opportunities.

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Reimplemented Math 120 to strengthen foundational quantitative skills and equitably prepare students for transferable-level mathematics courses.

Expanded use of culturally responsive and equity-centered instructional practices across Middle College high school coursework.

Expanded early college access efforts by doubling program enrollment and strengthening recruitment pipelines through district partnerships.

Hosted Middle College Shadow Days, bringing 30+ prospective students to campus to shadow current Middle College students, gain first-hand program exposure, and increase applicant interest.

### Successful Use of Data to Improve Student Outcomes and Equity

Increased college unit attainment, with students earning a minimum of 30 to over 60 transferable college units prior to high school graduation.

Supported increased Cal-GETC completion and Associate Degree pathway progress, accelerating time to degree and transfer readiness.

Demonstrated strong postsecondary momentum, with students who remained at Skyline College after Middle College completing an AA degree within one year, and students who transferred directly to four-year universities completing a bachelor's degree within two years.

Used course success and progression data to inform math pathway placement and sequencing, supporting equitable access to transferable coursework.

### Maintenance of High Levels of Excellence

Maintained a 100% high school graduation rate and a 98% A–G completion rate, demonstrating sustained academic achievement and strong student outcomes.

Expanded and strengthened Associate Degree pathways and Cal-GETC-aligned transfer pathways, with more students graduating with both a high school diploma and an AA degree.

## **2.B. IMPACTS ON PROGRAM**

**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

The Skyline Middle College Program has been positively impacted by several legislative, institutional, and partnership-related factors that have helped strengthen access, equity, and student success. College and Career Access Pathways (CCAP) has played a major role in supporting our program's growth by expanding dual enrollment opportunities, reducing barriers to college coursework, and strengthening partnerships with our high school district partners. CCAP has allowed our students to take and earn more units (15 per semester).

Statewide placement reform efforts, including AB 705, have also influenced our curriculum and math pathway decisions. As a result, we reimplemented Math 120 to better support students' academic readiness and provide more equitable access to transferable-level math, which has strengthened student progression and success.

Our high school district partnerships continue to have a strong positive impact on enrollment growth and program sustainability. Ongoing collaboration with partners such as SSFUSD, SMUHSD, and JUHSD has expanded outreach efforts, strengthened recruitment pipelines, and increased shared accountability for student outcomes. Recognition from the City of South San Francisco has further elevated program visibility and community support.

At the same time, staffing processes and hiring limitations have created challenges, particularly related to counselor and adjunct faculty turnover. While these challenges have impacted continuity of services at times, we

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are actively working to address them by securing approval to hire a full-time counselor and strengthening staffing stability moving forward hoping to hire a full time teacher through the FTEFAC process.

## ACCESS

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### **3.A. DATA COLLECTION OVERVIEW**

**What program data about usage or access is relevant to your program, and why? How is it collected?**

Exit Surveys (PSLO & Feedback) (End of Spring Semester-Graduation Year)

Student Academic Progress Reports and Report Cards (Every 6-weeks)

Student Program Engagement

Student testimonis/quotes (End of every Spring Semester)

Student Attendance tracked and reported (Daily)

After High School Graduation Plans survey (End of Spring Semester-Graduation Year)

### **3.B. USAGE TRENDS**

**Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.**

#### **Enrollment Trends Compared to Overall Skyline College Population**

As reflected in the enrollment data shown above, the Middle College program has experienced steady and sustained growth from 2020 to the present. Despite the challenges posed by the COVID-19 pandemic, Middle College enrollment remained strong and has continued to increase each academic year, reaching its highest levels in the most recent cycle. In contrast, the overall Skyline College enrollment during this period experienced greater fluctuation and decline, consistent with statewide and national community college enrollment trends following the pandemic. Middle College's continued growth during this time highlights the program's stability, relevance, and strong demand among students, families, and partner high schools.

This recent growth builds upon the program's long-term trajectory since its launch in 2015, when Middle College began with an inaugural cohort of approximately 40 students. Over the past decade, the program has more than doubled in size, expanding access to college coursework, counseling, and wraparound supports for high school students—particularly those from historically underrepresented and underserved backgrounds. When compared to the broader Skyline College population, Middle College demonstrates a unique and sustained enrollment pattern, reflecting both its targeted outreach model and its effectiveness as an early college access pathway.

#### **Comparison of Middle College Applicants to Overall Skyline College Applicants by High School**

As shown in the chart above, Middle College applicants primarily come from a concentrated group of North County high schools, with the largest number of applicants originating from South San Francisco High School, El Camino High School, Westmoor High School, and Capuchino High School. This distribution reflects the program's intentional focus on specific partner districts and schools where early college access can have the greatest impact.

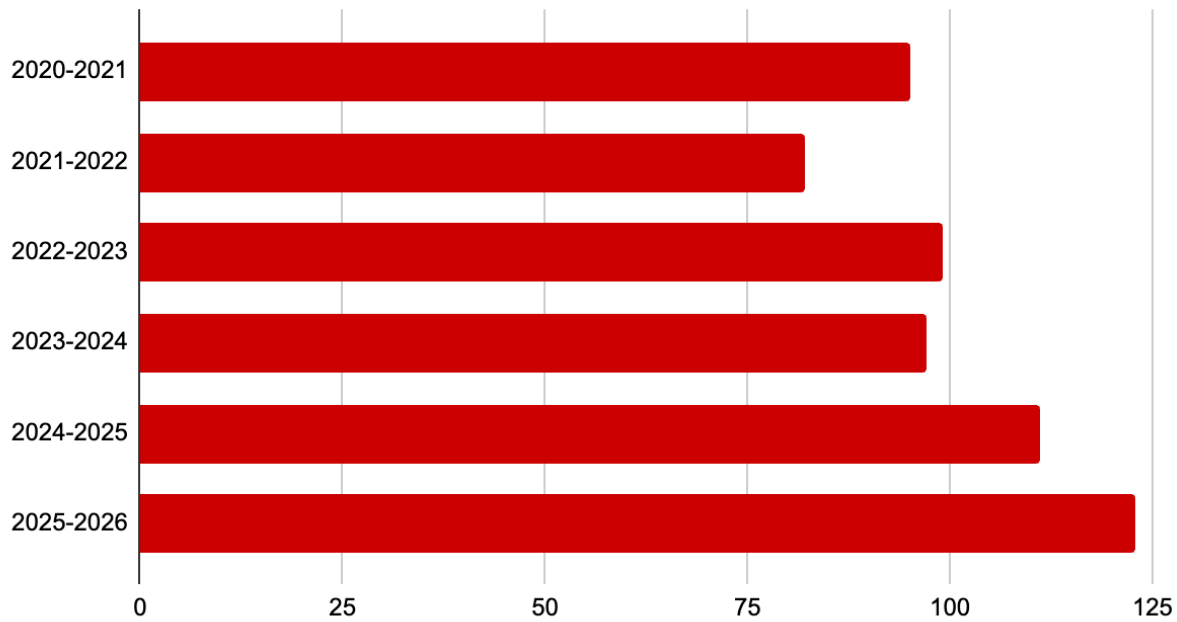
When compared to the overall Skyline College applicant population, Middle College applicants represent a more targeted and localized subset of students. While Skyline College draws applicants from a broader range of high schools across the county and beyond, including adult learners and returning students. The Middle College applicant pool is more heavily concentrated within select feeder high schools from our partnered high school districts. This contrast highlights the program's role as a structured early-college pathway rather than a general access point into the college.

### **3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA**

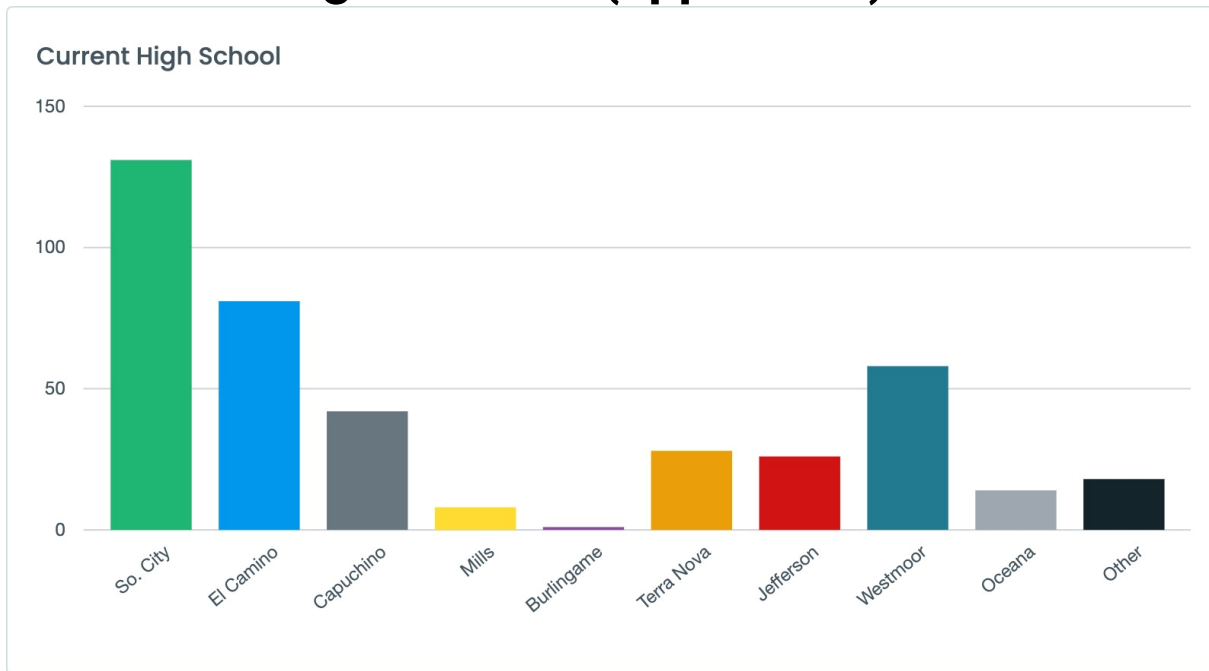
**Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.**

## Enrollment-2020-2026

### Middle College Student Enrollment (2020-2026)



### Partnered High Schools (applicants)

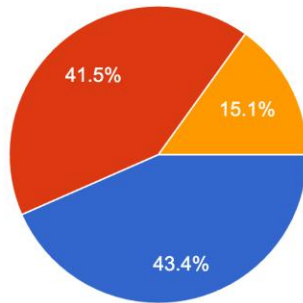


### Middle College 2024-2025

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### College Generation

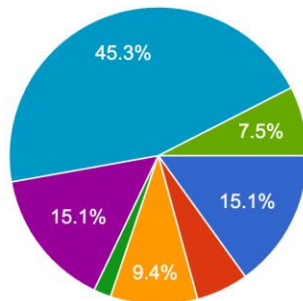
53 responses



- 1st Gen (parents have not gone to college)
- 2nd Gen (parents graduated college)
- 3rd Gen (siblings have gone/and or graduated from college)

### Race/Ethnicity

53 responses

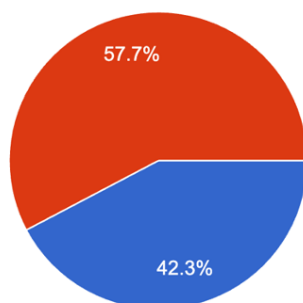


- Hispanic/LatinX
- Native Hawaiian or other Pacific Islander
- Middle Eastern
- Black/African American
- White
- Asian
- American Indian or Alaska Native
- Multi-Ethnic

## Middle College 2025-2026

### Grade

123 responses

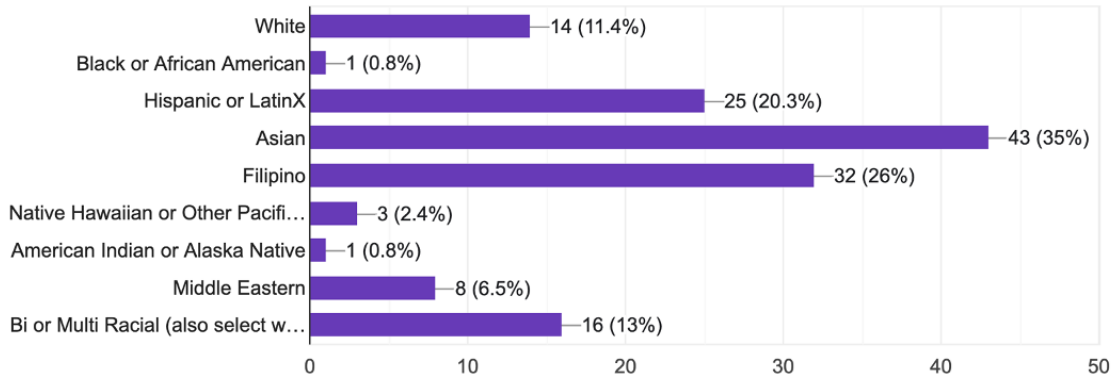


- 11th
- 12th

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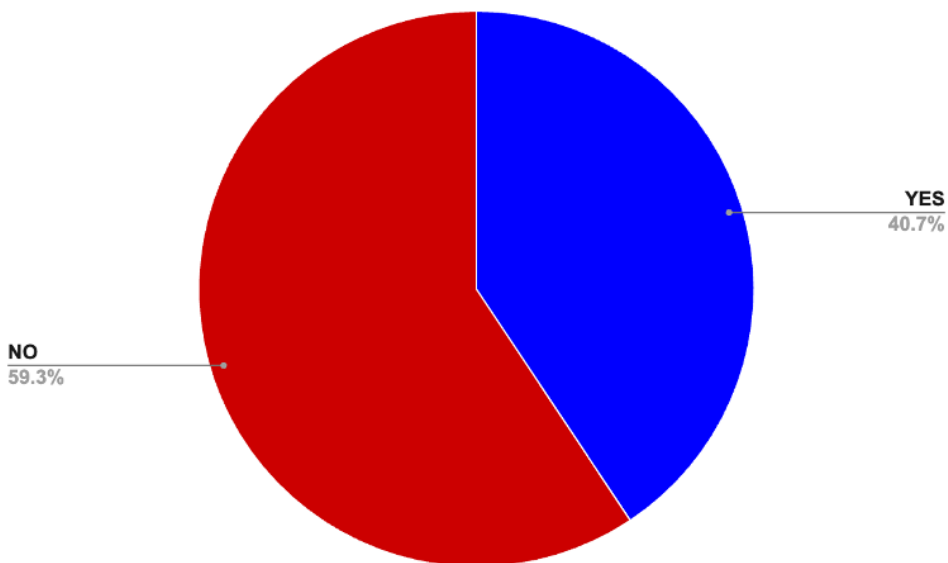
### What is your Ethnicity

123 responses



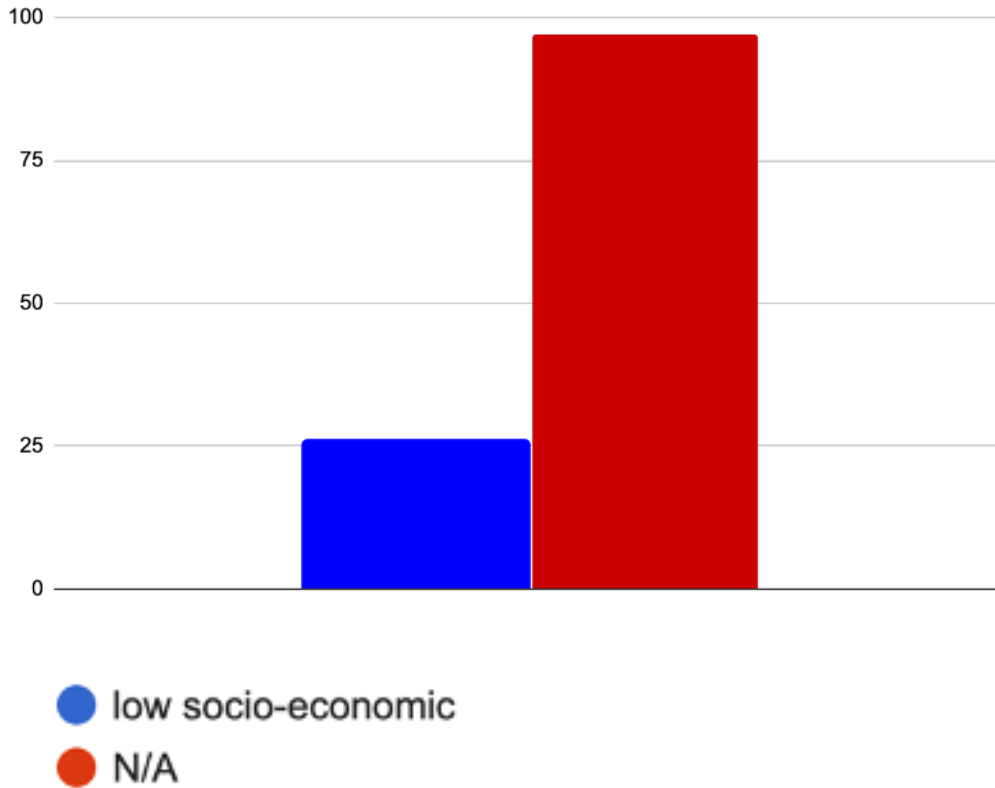
### First Gen (1st in family to go to college)

123 responses



## Economic Status

123 responses



**\*\*Internally Collected Data From The Middle College Program\*\***

### **3.D. EQUITABLE ACCESS TO THE PROGRAM**

**Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**

**i. What usage trends do you observe, and what may account for these trends?**

The Middle College program was established at Skyline College to provide early college access to North County students, particularly those from historically underrepresented and low-socioeconomic backgrounds, and to create opportunities for students to see themselves as college students when they may not have otherwise. The program is intentionally designed to increase access to college coursework and support services for students who have been historically underrepresented in higher education, including first-generation college students, students of color, low-income students, and students who may not otherwise view college as an immediate or attainable option. Access to the program is facilitated through strong partnerships with local high schools and districts, targeted outreach to counselors, families, and students, and an application process that emphasizes interest, potential, and readiness rather than relying solely on traditional academic metrics.

Once enrolled, students are supported through a cohort-based model that reduces common barriers to access and persistence, including cost, limited college knowledge, and lack of academic or social capital. The program provides structured counseling, academic support, culturally responsive coursework, and intentional community-building that affirms students' identities and lived experiences. By embedding social-emotional learning, college and career readiness, and equity-centered practices into the program design, the Middle College program ensures that historically disadvantaged students not only gain access to college-level opportunities but are also supported to persist, succeed, and transition confidently to postsecondary pathways.

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### ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

#### Disaggregated Student Demographics and Comparison to Overall College Population

Data taken from student surveys over the past two years indicate that the Middle College program primarily serves students who have been historically underrepresented in higher education, particularly first-generation college students and students of color. Among surveyed students, 43.4% identify as first-generation college students and 41.5% as second-generation, meaning the vast majority come from families with limited college-going experience. Compared to the overall Skyline College population, this reflects a higher concentration of students who benefit from intentional college knowledge, navigation support, and early exposure to postsecondary pathways.

Race and ethnicity data further demonstrate that Middle College primarily serves a diverse student population, with strong representation among Asian, Hispanic/Latinx, American Indian or Alaska Native, Black/African American, Pacific Islander, Middle Eastern, and multi-ethnic students. This diversity aligns with the program's equity-centered mission and directly informs programming decisions, including culturally responsive curriculum, cohort-based support, social-emotional learning, and identity-affirming community-building activities.

Taken together, these disaggregated trends confirm that Middle College is effectively reaching its intended population. As a result, the program prioritizes structured counseling, academic monitoring, and college and career readiness supports to promote equitable access, persistence, and successful transitions to postsecondary education.

### iii. What are the implications for how you will provide services and conduct outreach for your program?

The continued growth of the Middle College program and the demographic data indicate a sustained need for high-touch, equity-centered services tailored to students who are early in their college journey and may have limited access to college knowledge or support systems. As enrollment increases, there is a growing need for expanded staffing capacity, including a full-time Middle College counselor and potentially a full-time high school teacher, to adequately support student academic progress, social-emotional development, and postsecondary planning. As a result, the program will continue to prioritize intensive counseling, proactive academic monitoring, and structured college and career readiness support to ensure students remain engaged and on track toward their postsecondary goals. Cohort-based programming, social-emotional learning, and culturally responsive practices will remain central to service delivery, as these approaches have proven effective in supporting persistence and student success.

For outreach, the program will maintain and strengthen partnerships with North County high schools and districts, with intentional focus on schools and communities serving historically underrepresented and low-socioeconomic student populations. To accommodate increased interest and expand access, the program plans to expand Shadow Day from a single day to a multi-day or week-long experience, allowing more students to participate and gain meaningful exposure to the Middle College environment.

Outreach efforts will continue to center on clear, accessible communication with students and families through information sessions, counselor collaboration, and family-focused engagement to answer questions and help with the application processes.

The Middle College webpage will be updated to be more user-friendly and comprehensive, highlighting program structure, student experiences, supports, and outcomes to better inform prospective students and families.

In addition, the program will increase in-person, on-site outreach and presentations at partner high schools and will incorporate Middle College Student Ambassadors to support recruitment and outreach efforts and allow students to ask current and alumni Middle College students about their experiences.

Data-informed outreach strategies will guide recruitment to ensure the program continues to reach students who can most benefit from early college access while sustaining program growth and alignment with Skyline College's equity and access goals. The program will also strengthen intentional data collection practices, including additional disaggregation by gender and other relevant student characteristics, to better assess who is being

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reached, identify gaps in access, and refine outreach and support strategies accordingly.

## EFFECTIVENESS

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### **4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

#### **i. How frequently were PSLOs assessed for the last five years?**

The Middle College PSLOs are generally assessed every year, by survey, student grades, experiences and our curriculum.

#### **ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?**

Reviewing the PSLO results related to social justice, diversity, academic standing, and social-emotional learning indicates that students are successfully meeting program learning outcomes. Students consistently demonstrate increased awareness of social justice issues, appreciation for diverse perspectives, leadership development, and growth in social-emotional skills such as self-awareness, communication, and resilience.

These outcomes are reflected through student reflections, student portfolios, I-Search papers, This I Believe speeches, survey feedback, participation in community-building programming, leadership opportunities, and coursework that integrates culturally relevant and identity-centered learning.

While PSLO outcomes have been met, the review process highlighted opportunities for continued growth and intentional improvement. The program recognizes the importance of strengthening structured assessment methods, expanding culturally responsive programming, and increasing opportunities for student leadership and civic engagement.

#### **iii. Are the PSLOs still relevant to your program? If not, what changes might be made?**

Yes, they are still relevant. But we may work on fine-tuning these ones or establishing new ones.

#### **iv. Please check the boxes to indicate that the following tasks have been completed.**

**Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness**  
No

**Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).**  
Not Applicable

**Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)**  
Yes

### **4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS**

#### **i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.**

N/A

### **4.C. STUDENT FEEDBACK**

**If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.**

***The high-touch approach of the Middle College Program fosters a strong sense of belonging, support, and community. The testimonials below are just a few examples drawn from our student survey, community-building survey, and student panel during our information sessions.***

- What I like most about Middle College is the independence that I have, while still having the guidance when I need it".
- "What I love most about Middle College is feeling a sense of inclusion. When I came to Middle College I felt immediately like I truly belonged here and found a special group of peers, that I feel like I have known my whole life."
- "I came to Middle College to get a headstart in my education and to take advantage of the opportunity to be the first one in my home to go to college. I want to make my parents proud."

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- Sindy always checks in on me and asks me questions about my future plans which I really appreciate.
- Sindy and Amber supported me when I was struggling in my classes. They were kind, encouraging, and wanted the best for me always. I am forever thankful for them both. I'll miss them so much <3
- Sindy supported and helped me during my time as both a junior and senior. Sindy supported me academically and personally, helping me with choosing classes, and supporting me personally. Sindy always made time to talk with me, and everyone, regarding personal struggles and academic ones.
- My favorite memory about middle college is being able to express ourselves without feeling shame.
- My Middle College experience has taught me to get out of my comfort zone, maximize my academic potential, and meet new people.
- I have always felt supported and heard by Ms. Goodman through factors such as being heard for my personal life and support academically or if just need someone to hangout with and talk to.
- Martina is very approachable and easy to talk to. I felt very supported and heard by her because she was always there for me and made sure I was doing okay. She has such a warm and welcoming energy.
- Martina always went above and beyond to make time for students and support them in both academic and personal matters. Martina has the ability to act like an academic director, guiding students with tough love (strict in a way that pushes students to do their best because she wants the best for them), but also the ability to guide them with motherly love when the situation calls for it.
- Middle College has allowed me to grow, both academically and personally. Academically, I had the opportunity to take college courses early, propelling me ahead in my undergraduate studies. Personally, I was able to make long-lasting connections with peers and staff, and figure out who I am as a person.
- There were many favorable memories made at Middle College and it'd be impossible to pick just one. For that reason, I'd say a lot of my favorite memories were made at community buildings where all staff and students were involved and it felt like one big family.

### Supporting Documents

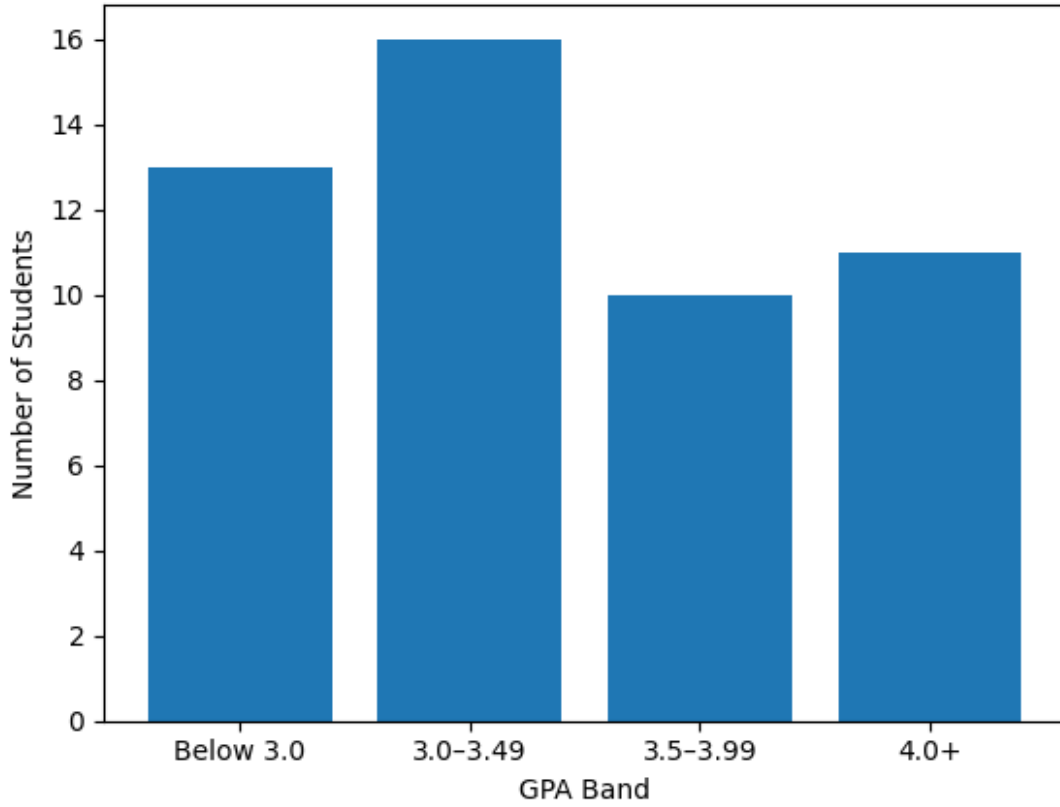
[EXIT SURVEY \(Responses\) class of 2025.pdf](#)

#### **4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES**

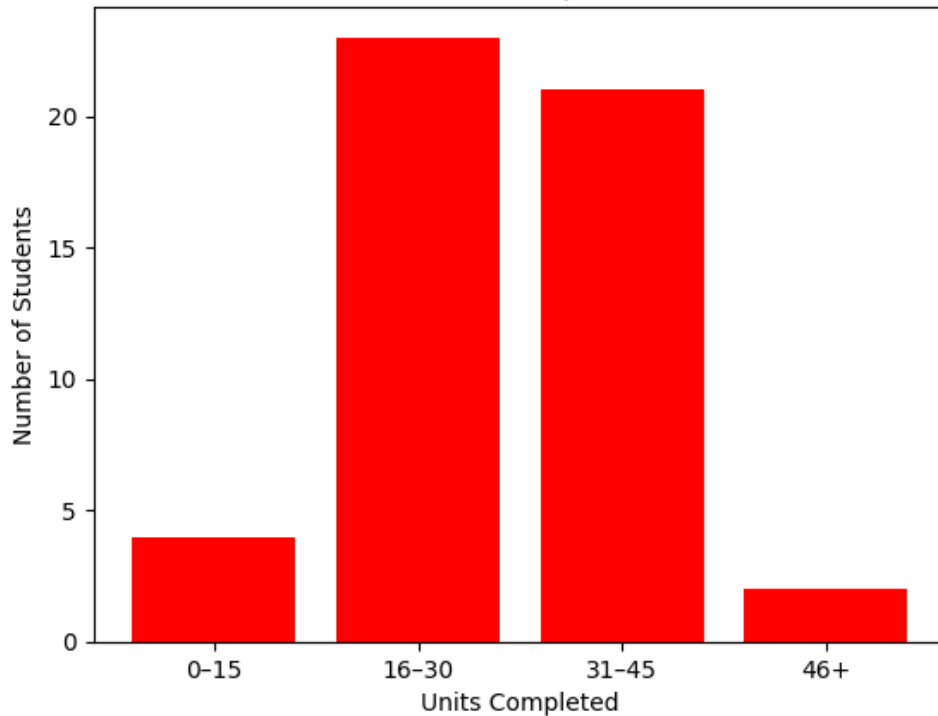
**Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:**

- What have you learned from reviewing the cohort retention, success, and/or persistence data?**

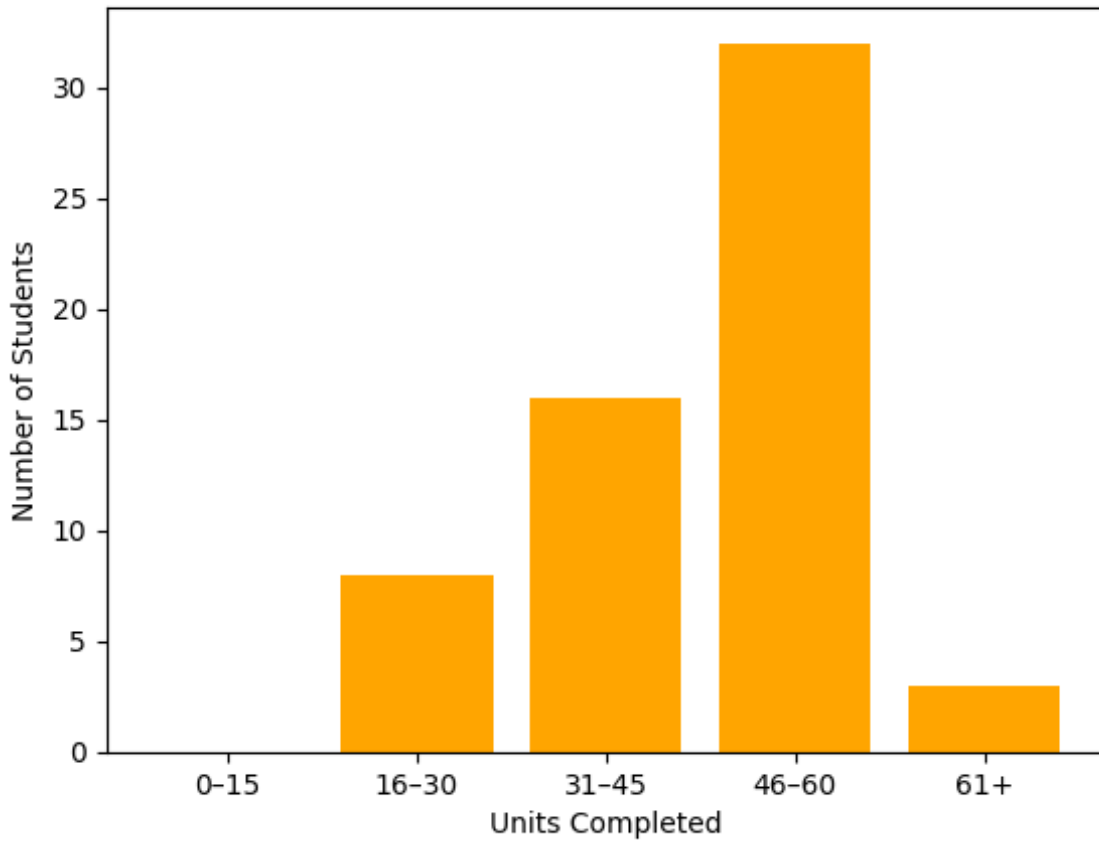
Skyline GPA Distribution by GPA Band  
Middle College Class of 2025



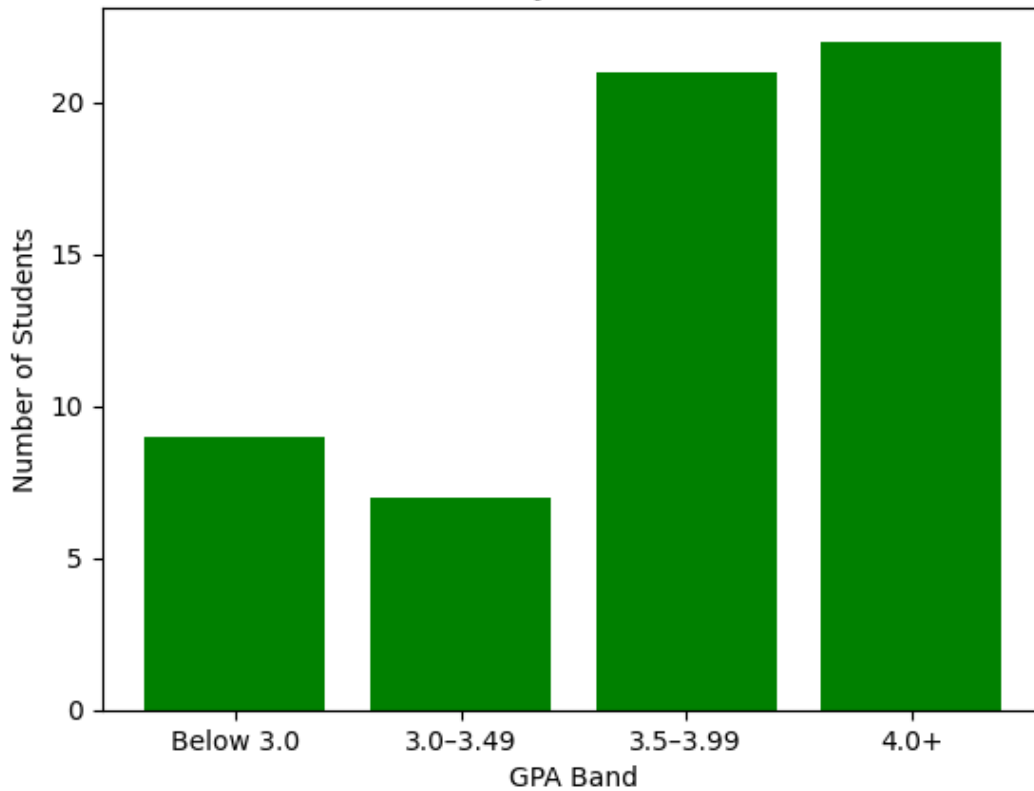
Class of 2025 Units Completed Distribution



Class of 2024 Units Completed Distribution



Class of 2024 Skyline GPA Distribution



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Skyline College GPA data for the Middle College Classes of 2024 and 2025 demonstrates consistently strong academic performance at the college level, alongside high levels of student retention within the program. Across both cohorts, the majority of students earned a Skyline GPA of 3.0 or higher, with substantial representation in the 3.0–3.49, 3.5–3.99, and 4.0+ GPA bands. The consistency of GPA outcomes across graduating classes reflects not only academic success, but also continued enrollment and persistence over multiple semesters, as students remained engaged in the program long enough to complete rigorous college-level coursework. These longitudinal outcomes indicate that Middle College structures effectively support student retention, academic confidence, and sustained success in navigating college expectations.

Unit completion data for the Middle College Classes of 2024 and 2025 further underscores the program's effectiveness in providing equitable early college access while maintaining strong retention and persistence outcomes. Across both cohorts, most students completed between 16 and 45 college units, with a significant number earning 46 or more units prior to high school graduation. The accumulation of substantial college credit reflects students' sustained participation in the program across multiple terms and would not be possible without consistent retention, intentional advising, and comprehensive academic and social-emotional support. Together, these outcomes demonstrate that the Middle College program not only expands access to early college pathways, but also retains and supports students through program completion, resulting in meaningful progress toward degree attainment and transfer readiness.

The academic outcomes demonstrated by the Classes of 2024 and 2025 align closely with the Middle College Program Student Learning Outcomes. Strong Skyline GPA performance reflects students' achievement of PSLO related to college readiness, critical thinking, and academic self-management, as students successfully navigate rigorous college-level coursework. Substantial unit accumulation supports PSLO focused on goal-setting, persistence, and postsecondary planning, as students demonstrate the ability to sustain enrollment, manage academic responsibilities, and make informed decisions about their educational pathways.

Additionally, high retention across cohorts indicates progress toward PSLO, emphasizing self-advocacy, resilience, and social-emotional growth, as students engage consistently with academic supports, counseling, and community-building structures throughout their time in the program.

Credential attainment among the Middle College Class of 2024 reflects the program's success in guiding students to the completion of clearly defined college and transfer pathways while still in high school. Students earned multiple IGETC certifications for CSU and UC transfer, including IGETC STEM (CSU), demonstrating mastery of transfer-aligned general education requirements and intentional academic planning. Additionally, select students completed Associate Degrees in Arts & Humanities and Letters & Sciences, marking a significant culmination of their early college experience and positioning them for accelerated progress following high school graduation. **20% of our 2024 graduates recieved a certificate or AA degree.**

These achievements highlight the program's capacity to move students beyond participation and credit accumulation to formal credential completion, an outcome that requires sustained advising, long-term educational mapping, and coordinated support across counseling, instructional, and student services. Rather than serving solely as access points, these credentials represent high-impact milestones that validate students' readiness for transfer-level work and underscore the Middle College program's role in supporting purposeful, outcomes-driven postsecondary pathways.

### **\*\*Internally Collected Data From The Middle College Program\*\***

#### **Supporting Documents**

[Class of 2024 GPA.UNITS COMPLETED.pdf](#);

[Senior Class 2025.GPA Units - Sheet1.pdf](#)

#### **ii. How do the cohorts' results compare to the overall College's results?**

The Middle College cohorts demonstrate strong and distinctive patterns of academic success, persistence, and early credential attainment. While the broader Skyline College student population includes a wide range of enrollment intensities, ages, and educational goals, Middle College students consistently maintain high levels

## SKY SS - Middle College

of academic performance, sustained enrollment, and timely progress through transfer-aligned pathways while balancing high school and college responsibilities.

These strengths suggest that the Middle College model contributes positively to retention, momentum, and credential completion. Moving forward, the Middle College plans to work more intentionally with the PRIE department to align Middle College outcomes with college-wide benchmarks, allowing for clearer disaggregation and direct comparison to Skyline College averages in areas such as GPA distribution, unit accumulation, and credential completion rates.

### iii. What factors may be contributing to these outcomes?

N/A

## ACTION PLAN

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**Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.**

### **5.A. CHALLENGES AND CONCERNS**

**Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.**

Based on the results of this year's Comprehensive Program Review assessment, several key challenges and areas for further action have been identified. While enrollment data and student outcomes indicate continued program growth and positive impact (see Usage Trends and Enrollment Data and Student Learning Outcomes sections), this growth has also placed increased demands on program staffing, infrastructure, and service delivery. The current staffing model limits the program's ability to provide consistent, high-touch support to all students, highlighting the need for a full-time Middle College counselor and additional instructional capacity, such as a full-time high school teacher (see Implications for Service Delivery and Outreach).

Another area of concern is the need for more consistent and comprehensive student feedback and data collection. Although student surveys and qualitative feedback demonstrate positive student experiences and learning gains, response rates remain uneven.

Moving forward, the program will work more intentionally with the PRIE department to ensure that Middle College enrollment, demographic, and outcome data are accurate, current, and consistently reported. As the program has grown from an initial cohort of approximately 40 students in 2015 to over 130 students in the most recent academic cycle, the need for reliable, up-to-date data has become increasingly important. Strengthening collaboration with PRIE will support improved survey design and timing, higher response rates, and more robust quantitative and qualitative analysis. More intentional data collection including additional disaggregation by gender and other key student characteristics. This will allow the program to better assess access, equity, and effectiveness, and to more strategically inform outreach, staffing, and student support decisions.

Finally, as demand for the program continues to grow, outreach and recruitment practices must evolve to ensure equitable access and alignment with program capacity. While partnerships with North County high schools remain strong (see Applicant and Feeder School Data), further action is needed to expand outreach strategies, including enhanced in-person engagement, expanded Shadow Day opportunities, improved web presence, and the use of Student Ambassadors to support recruitment and communication efforts (see Outreach and Access Analysis). Overall, these challenges present opportunities for continued improvement and strategic growth. Addressing staffing capacity, strengthening data collection, and refining outreach practices will be critical to sustaining program quality and ensuring that the Middle College program continues to effectively serve historically underrepresented students.

# Goals & Resource Requests

## STEPS TO SUCCESS

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Packaged Middle College classes that align with the student's major exploration. Allow students to get 30 Cal-Getc Bundle and other transferable college units

### Year Initiated

2022 - 2023

### Goal Status

Active

### Implementation Step(s) and Timelines

Outreach to Deans & Program Departments

Create Template & Outline

Fall 2026

### Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

- SKY College Values: (X - Selected)

- **Social Justice:** undefined (X)

## UPDATE

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### Goal Update Date

02/06/2026

### Academic Year Updated

2025 - 2026

### Goal Update

On Schedule

### Goal Update Narrative

We changed from IGETC to CAL-Getc transfer requirements. On schedule to have packaging for parents and students

## STUDENT SUCCESS CLASS: "SEL FRAMEWORK"

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Implement "Student Success" class for the 11th grade Middle College Students

Course that focuses on student success by aligning its curriculum and goals with the "SEL" Framework.

Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

### Year Initiated

2021 - 2022

### Goal Status

Active

### Implementation Step(s) and Timelines

## Goals & Resource Requests

Create Curriculum  
SEL Workshop  
Staff Development  
Begin Fall 2023  
Discussion Circles

### Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

### UPDATE

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#### Goal Update Date

02/06/2026

#### Academic Year Updated

2025 - 2026

#### Goal Update

On Schedule

#### Goal Update Narrative

Class is going great. Just hired a new teacher. Students seem to be enjoying the class and the variety of activities and curriculum being taught.

## MIDDLE COLLEGE WORKSHOP SERIES

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Bring awareness to issues that focus on

- Social Justice Issues
- Student Advocacy

Student will continue to learn about real-world experiences, have the opportunity to develop and use their voice  
Provide a safe space for learning and implementing dialogue around tough issues

#### Year Initiated

2021 - 2022

#### Goal Status

Active

#### Implementation Step(s) and Timelines

Outreach  
Create Action Plan  
Begin Fall 2026

### Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

## Goals & Resource Requests

### UPDATE

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**Goal Update Date**

02/06/2026

**Academic Year Updated**

2025 - 2026

**Goal Update**

On Schedule

**Goal Update Narrative**

We have taken our students on campus to participate in campus-wide workshops, presentations, etc., on diversity. We are still in the process of setting up our own workshop series.

### INCREASE PROGRAM ENROLLMENT & RETENTION

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Create a webpage that is easy for students to navigate and learn about what our program offers and hire a full time teacher and full time counselor. This will help increase enrollment and help retain the current students in the Middle College program.

**Year Initiated**

2022 - 2023

**Goal Status**

Active

**Implementation Step(s) and Timelines**

Fall 2023

- Update Online Resources, Marketing materials to reflect and align with our new unit outcomes and offerings
- Student representation
- Increase program enrollment

Hiring a fulltime teacher will provide the students and program with continuity. This will allow us to increase enrollment, will have teacher to follow the students through the 11th and 12th grade.

FTCC process

Create Report on need, cost, value and use

**Mapping**

- SKY Strategic Goals: (X - Highlight Selected)

- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

### UPDATE

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**Goal Update Date**

02/06/2026

**Academic Year Updated**

2025 - 2026

**Goal Update**

## Goals & Resource Requests

On Schedule

### Goal Update Narrative

We have gone through the process and will be hiring a full-time counselor to start in Fall 2026. We are still working towards a full-time teacher. We have increased enrollment and are still working on updating our webpage to be more user friendly.