Skyline College

Comprehensive Program Review

SKY SS - Guardian Scholars Program/NextUP

Student and Learning Support Services Comprehensive Review

Submitter Name:
Jose Milan, Karmann Robbins

Submission Date:
02/05/2026

BACKGROUND

1.A.   DIVISION:
Student Equity and Support Programs (SESP)

PROGRAM NAME:
Guardian Scholars / Next UP

1.B.   YEAR OF REVIEW:
2025 - 2026

1.C.   PROGRAM REVIEW TEAM
Jose Milan, Karmann Robbins,

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."
Guardian Scholars/ Next Up was stablish to support our system impacted and justed impacted students by supporting them breach equity gaps such academic access, food insecurity and housing insecurity

ii.   Alignment with the College Values:
Social Justice
Open Access
Student Success and Equity
Academic Excellence
Participatory Governance
Sustainability
Campus Climate

For each chosen Value, provide a concrete example of how each connects to your program.
NextUp/GSP welcomes all current and former foster youth, regardless of age or unit enrollment. The program works to remove systemic barriers faced by students impacted by foster care, juvenile justice, or child welfare systems by advocating for student rights, ensuring priority registration, and providing access to trauma-informed counseling.

To increase access, NextUp/GSP offers practical, low-barrier support such as book vouchers, meal cards, transportation assistance, and help completing financial aid. These resources make college more attainable for students who may otherwise struggle due to financial hardship or limited guidance.

Students receive personalized academic counseling, case management, and regular check-ins tailored to their unique needs. For example, those managing work or housing instability can access flexible appointments, emergency assistance, and customized education planning. This equitable approach ensures students can succeed regardless of background.

NextUp/GSP promotes academic excellence through tutoring, study skills workshops, priority access to learning centers, and help designing manageable yet challenging course schedules. The program may also cover essential supplies to support full participation in classes.

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Student voice is centered through opportunities to provide feedback, serve on advisory groups, participate in student government, and help shape future program services—ensuring lived experience guides institutional improvement.

The program also supports long-term stability by connecting students to on-campus jobs, financial literacy workshops, and comprehensive academic planning.

Finally, NextUp/GSP fosters community through wellness events, peer activities, and cultural celebrations, creating an inclusive environment where students feel valued and supported.

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:
1

Classified Professionals FTE:
2

Manager/ Director FTE:
0

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 Programs grew to have a Full Time Retention Specialist, FUll Time Program Services Cordinator and a Part Time Adjct Counselor

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.
Blue Print Conference for Success, Unconscious bias training, EOPS Annual Conference, SSL Training, VAR Training , Workplace Violence Prevention, SOGIE/LGBTQ+ 102 Training,

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.
NextUp and GSP students frequently experience trauma, housing insecurity, immigration stress, and mental health challenges, yet staff at time feel underprepared to respond appropriately. Trauma-Informed & Student Wellness Support trainings will help address this.

CURRENT STATUS

2.A. ACHIEVEMENTS
Describe the program's achievements since the last CPR.
Since the last Comprehensive Program Review, the Guardian Scholars Program (GSP) and NextUp at Skyline College have made significant progress in strengthening services, increasing student engagement, and advancing equitable outcomes for current and former foster youth.
Strengthened Student Support and Retention Practices
Increased Visibility and Student Engagement
Enhanced Integration with Campus and District Support Services
Targeted Support Through NextUp Expansion
Close integration with EOPS and other support services

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 programs successfully increased student participation in counseling, academic planning, and case management services. Through proactive outreach, consistent follow-up, and relationship-based advising, GSP/NextUp supported improved term-to-term persistence and maintained student connection during periods of academic or personal transition.

GSP/NextUp enhanced individualized case management by coordinating closely with Counseling, Financial Aid, SparkPoint, Health Services, and external community partners. Students received timely support related to housing insecurity, food access, emergency grants, transportation, and mental health resources, contributing to greater stability and academic focus.

Program staff implemented trauma-informed, culturally responsive, and equity-centered approaches tailored to the unique experiences of foster youth. Emphasis on trust-building, student voice, and holistic advising helped create a safe and supportive environment where students felt valued and empowered

ACCESS

3.A.   DATA COLLECTION OVERVIEW

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

To effectively evaluate program effectiveness and equity, the Guardian Scholars and NextUp programs rely on multiple forms of quantitative and qualitative data related to student usage and access. Full time vs part time enrollment, unmeet need, selected major etc. These data help assess whether foster youth are engaging with services, identify barriers to access, and guide program improvement.

Tracking the number of students served helps determine program reach and whether eligible foster youth are successfully connecting with Guardian Scholars and NextUp services. It also highlights gaps between eligible and participating students.

How Collected:
- Program intake and eligibility verification (foster youth status)
- Student sign-in records
- Internal program databases and spreadsheets (Smartsheet's)

3.B.   USAGE TRENDS

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

Over the last five years, the Guardian Scholars and NextUp programs have seen some growth in enrollment, engagement, and service usage.

· **Enrollment Growth:** Slight increases due to expanded outreach, the creation of NextUp, and additional funding.

· **Cohort Expansion:** Guardian Scholars grew from smaller cohorts (~20 students annually) supported by the President's Innovation Fund to significantly larger cohorts funded through grants and division support. NextUp also grew steadily with state funding.

· **Increased Service Usage:** Greater utilization of academic counseling, tutoring, housing assistance, and mental health resources.

· **Diversity:** Continued representation of foster youth, undocumented students, students with disabilities, and other system-impacted populations.

· **Community Partnerships:** Strengthened collaborations with local agencies, enhancing resources and student support.

Supporting Documents

CPR Supporting Data.xlsx

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.

- NEXTUP serves a **higher proportion of women** than the College overall.

- Male participation is **lower** than the College average.

- Slightly more gender non-reporting than the College norm.

- GSP has an even **stronger tilt toward female students** than NEXTUP and than the College-wide average.

- Male representation is **approximately half** of the College share.

- Unreported gender is **3× higher** than College-wide

- Both programs serve **dramatically higher proportions of low-income students** than the College:

  o GSP: **72%** low-income

  o NEXTUP: **88%** low-income

  o College: **~20%**

- This is the strongest and clearest student need indicator in the dataset.

- Implication: **Financial aid literacy, basic needs support, emergency funds, and retention counseling** should remain core components of programming.

Supporting Documents
CPR Supporting Data 2.xlsx

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?
Student feedback and program data show that historically disadvantaged students—including foster youth, low-income students, and students of color—are consistently able to access and benefit from the NextUp and Guardian Scholars Programs at Skyline College Usage trends indicate high engagement with essential services such as counseling, book vouchers, transportation assistance, and technology support, reflecting both the elevated needs of these populations and the program's effectiveness in removing academic and financial barriers. Students rely heavily on personalized counseling and supportive staff relationships, which help them navigate complex educational pathways and build a sense of belonging. The strong presence of African American, Latinx, Pacific Islander, and multiracial students suggests successful outreach to disproportionately impacted groups. While students express high satisfaction overall, they also identify opportunities to strengthen access through increased communication, expanded academic and financial supports, and more community-building opportunities. These trends demonstrate that the program is meeting its mission while highlighting areas for continued improvement to ensure equitable access and student success.

Supporting Documents
Comprehensive Program Review Student Survey.csv

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?
A comparison of program demographics to the College-wide population shows that both the NextUp and Guardian Scholars Programs serve student groups that differ in meaningful ways from the general student body at Skyline College reflecting the programs' mission to support historically disadvantaged and system-impacted students.

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Both **NextUp** and **GSP** enroll a **higher proportion of female students** than the College overall.
- NEXTUP: **58.8% female** vs. 52.9% College-wide

- GSP: **66.7% female** vs. 52.8% College-wide

Male participation is lower in both programs—35% in NEXTUP and 22% in GSP—compared to approximately 44% College-wide. This indicates that program outreach and utilization may resonate more strongly with female-identifying foster youth and system-impacted students, who may be more likely to seek supportive services or experience greater systemic barriers that bring them into contact with student support programs.

Both programs show slightly higher rates of "Unreported" gender than the College, which may reflect data collection limitations or a higher proportion of students who prefer not to disclose demographic information due to privacy concerns often observed among foster youth.

Neither NEXTUP nor GSP serves Veteran students, while the College population includes approximately **4% Veterans**. This difference is expected, as the programs specifically target foster youth and Guardian Scholars rather than Veteran populations. The absence of Veterans in both programs aligns with program eligibility rather than access barriers.

The demographic patterns indicate that the programs successfully reach and serve disproportionately impacted students—especially women, low-income students, and youth with foster care histories—at much higher rates than the College as a whole. While the College population is more evenly distributed across gender and includes a broader mix of student backgrounds, the NextUp and GSP cohorts reflect populations experiencing greater systemic barriers, consistent with program design and state/federal foster youth support guidelines.
In summary, the differences between program and College demographics confirm that NEXTUP and GSP are effectively serving the intended populations, with high participation among historically marginalized students and very limited overlap with groups outside the program's target criteria (such as Veterans). These demographic distinctions reinforce the essential and equity-focused role the programs play within the broader College ecosystem.

Supporting Documents
Program Demographics.xlsx

iii. What are the implications for how you will provide services and conduct outreach for your program?
The persistence and usage trends within the NextUp and Guardian Scholars Programs show that historically disadvantaged students—especially current and former foster youth—require consistent, high-touch, and flexible support to maintain enrollment and academic momentum. These findings inform several strategic implications for how the program will deliver services and conduct outreach moving forward.
1. Strengthen relationship-centered support.
Students persist at higher rates when they have regular contact with program staff and feel connected to a supportive community. The program will continue prioritizing individualized counseling, proactive case management, and communication practices that build trust, belonging, and accountability.
2. Increase targeted outreach during high-risk transitions.
Lower persistence during certain transitions—particularly Fall to Spring—indicates the need for structured, early outreach. The program will implement proactive cycles that include wellness check-ins, reminders about enrollment steps, and strengthened basic needs support (transportation, emergency aid, technology access) during academic breaks, when student instability peaks.
3. Maintain flexible service delivery.
Because students often access support when immediate barriers arise, the program must remain adaptable by offering hybrid appointments, drop-in hours, and timely processing of essential resources such as book vouchers and technology loans. Flexibility helps students stay engaged despite unpredictable life circumstances.
4. Preserve a strong in-person presence.
Student satisfaction data highlight the importance of a welcoming, reliable physical program space. Maintaining an accessible environment where students feel safe, supported, and connected will continue to be central to program retention and community-building efforts.
5. Enhance equity-focused outreach.

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Given the higher representation of foster youth, low-income students, and students of color in the program, outreach must remain intentional and equity-centered. Expanding partnerships with county child welfare agencies, high schools, Promise Scholars, EOPS/CARE, and community-based organizations will help identify eligible students earlier and reduce gaps in access.

6. Expand academic and career support.

To improve long-term persistence, the program will increase opportunities for academic skill-building, transfer preparation, career exploration, and tutoring referrals. Strengthening these supports will help students gain confidence and maintain steady progress toward their educational goals.

Overall, the data point to a service model that is proactive, relational, flexible, and grounded in equity. By enhancing targeted outreach, strengthening high-touch support, and expanding academic and basic-needs services, the program will continue to address the complex barriers faced by historically disadvantaged students and improve their retention and educational outcomes.

EFFECTIVENESS

4.A.   PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)
i.   How frequently were PSLOs assessed for the last five years?
Yearly

ii.   What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?
Over the last five academic years, Program Student Learning Outcomes (PSLOs) for NextUp and the Guardian Scholars Program have been assessed on a regular and cyclical basis, consistent with Skyline College's program review and assessment practices for student support services.
 Over the last five academic years, Program Student Learning Outcomes (PSLOs) for NextUp and the Guardian Scholars Program have been assessed on a regular and cyclical basis, consistent with Skyline College's program review and assessment practices for student support services.

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

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
Yes

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).
Yes

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.
The NextUp and Guardian Scholars Programs report several required datasets to external agencies, which provide valuable information for evaluating program effectiveness. The most significant sources are the statewide **VAR (Vision Aligned Reporting)** system and **MRC (Mandated Reporting for Children/Youth) Reporting** submitted to the California Community Colleges Chancellor's Office. These reports include verified statewide metrics on student enrollment, service usage, demographic characteristics, academic progress, and term-to-term persistence for foster youth. VAR data in particular tracks outcomes such as course success, retention, financial aid utilization, and completion indicators, which allow the program to assess how well it is meeting state expectations for foster youth support.

Additionally, internal MIS data submitted through the College's research office and state-level reporting dashboards provide longitudinal tracking of foster youth enrollment patterns, equity gaps, and overall academic performance. When combined with local program data (student surveys, service logs, case management notes,

and resource distribution records), these reports help validate trends observed within the program and offer a comprehensive view of student needs and outcomes.

Together, these external and internal datasets strengthen the program's ability to:

- Monitor student success and persistence across semesters

- Identify achievement gaps and areas needing targeted intervention

- Demonstrate compliance with state reporting requirements

- Provide evidence of impact to funders, campus leadership, and the Chancellor's Office

- Support continuous improvement of services and program design

These additional data sources confirm that NextUp and GSP are effectively engaging historically disadvantaged foster youth and provide critical context for understanding student outcomes beyond what local administrative data alone can show.

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 student feedback collected for the Comprehensive Program Review demonstrates that the NextUp and Guardian Scholars Programs provide essential academic, personal, and financial support to a diverse group of current and former foster youth at Skyline College. Respondents represented a wide range of ages and racial/ethnic identities, with most attending full-time and pursuing goals such as earning an associate degree, transferring to a university, or improving job skills. Students consistently reported high levels of engagement with program services—including counseling, book vouchers, transportation assistance, technology support, and community-building activities—and expressed strong confidence in their academic progress. Satisfaction with program staff was overwhelmingly positive, with students describing the Retention Specialist, Program Services Coordinator, and Counselor as supportive, caring, responsive, and instrumental to their success and sense of belonging. Students most appreciated access to resources, academic guidance, and the community created through program events, while also identifying areas for enhancement.

Students identified several areas where the program could expand or strengthen its services:

- More communication and reminders about events and services

- Increased financial or material support

- More social events or community-building activities

- Expanded academic support such as tutoring

- Additional career and transfer preparation resources

- Extended hours or greater staffing availability

These suggestions reflect a desire for increased accessibility and more robust support systems—particularly academic, financial, and career-related

Overall, the survey results confirm that NextUp and GSP play a critical role in stabilizing students' academic journeys, promoting persistence, and meeting the holistic needs of foster youth, while also providing clear direction for continued program improvements.

Supporting Documents

Comprehensive Program Review Student Survey.csv

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:
i.   What have you learned from reviewing the cohort retention, success, and/or persistence data?
Persistence is moderate overall, with notable "spikes" and "dips"

- **GSP averages ~65%** term-to-term persistence; **NextUp ~68%**.

- Both show **periods of very high persistence** (GSP Spring 2024→Fall 2024 at 96%; GSP Fall 2025→Spring 2026 at 100%; NextUp Spring 2025→Fall 2025 at 100%).

- Both also show **sharp declines in specific transitions** (e.g., GSP Fall 2024→Spring 2025 at 36%; NextUp Fall 2025→Spring 2026 at 56%).

What may account for this: term transitions often coincide with life/financial instability (work hours, housing moves, caregiving), which is disproportionately experienced by foster-youth and other historically disadvantaged students. These patterns are consistent with stop-out/return behavior common in high-need cohorts.

From → To	Prior N	Continued N	Persistence
Fall 2022 → Spring 2023	23	16	69.6%
Spring 2023 → Fall 2023	24	10	41.7%
Fall 2023 → Spring 2024	34	22	64.7%
Spring 2024 → Fall 2024	26	25	96.2%
Fall 2024 → Spring 2025	25	9	36.0%
Spring 2025 → Fall 2025	18	8	44.4%
Fall 2025 → Spring 2026	19	19	100.0%

NextUp persistence (continued from prior term)

From → To	Prior N	Continued N	Persistence
Spring 2024 → Fall 2024	10	6	60.0%
Fall 2024 → Spring 2025	9	6	66.7%
Spring 2025 → Fall 2025	9	9	100.0%
Fall 2025 → Spring 2026	16	9	56.3%

The deeo observed between Fall 2025 and Spring 2025 is priamaraly due to the creation of the Next Up Cohort that ended absoving almost half of GSP students.

 Program is working on cohorting GSP students dating back to Fall 2022 to be able to obtain more accurate and robust data.

Supporting Documents
Guardian Scholars Program Review Report-202308 (002).pdf

ii.   How do the cohorts' results compare to the overall College's results?
The numbers show that **foster-youth−support programs (GSP / NextUp)** have around **8−12 percentage points higher persistence** than the overall college population.
That's a considerable **positive gap**, especially considering:
- Foster youth are historically one of the lowest-retained student groups statewide.

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- NextUp provides enhanced supports (priority registration, tutoring, case management, transportation, book funds, etc.).

(Data will be revised)

iii.   What factors may be contributing to these outcomes?

The higher retention rates observed in the NextUp and Guardian Scholars Programs compared to the overall student population at Skyline College are the result of several interrelated factors connected to the program's high-touch, equity-focused design. Compared to most students on campus, participants receive more, personalized support through counseling, case management, and frequent check-ins. These relationship-centered practices help students remain engaged, address challenges early, and feel a strong sense of belonging within the program—key drivers of persistence for foster youth and system-impacted students.

Additionally, both programs provide robust basic needs support, including book vouchers, transportation assistance, technology lending, food cards, and emergency aid. These resources mitigate common barriers that often lead to stop-outs in the general student population. Because many NextUp and GSP students face financial instability or housing insecurity, this safety net significantly increases their ability to remain enrolled from term to term.

The programs also maintain small caseloads and flexible service delivery options, allowing staff to respond quickly when students need help. Hybrid appointments, drop-in hours, and rapid access to resources ensure that students can receive support even when dealing with unpredictable life circumstances. In contrast, general campus services are not always able to offer this level of individualized or immediate assistance.

Students also benefit from a strong sense of community fostered by the program's welcoming physical space, social activities, and ongoing communication. Feeling seen, valued, and connected is especially impactful for current and former foster youth who may lack stable support networks elsewhere. This sense of belonging directly influences students' motivation and academic persistence.

Finally, NextUp and GSP engage in targeted outreach during high-risk periods—such as Fall-to-Spring transitions—when many students face heightened instability. Early reminders, wellness check-ins, and proactive support during breaks help students stay on track, reducing term-to-term attrition.

Together, these factors create a coordinated, trauma-informed, and equity-centered support structure that directly contributes to higher retention rates than the College overall.

ACTION PLAN

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.

This year's CPR results highlight several areas where additional support and targeted action are needed to improve outcomes for students in the NextUp and Guardian Scholars Programs. Persistence data show uneven term-to-term retention—particularly during Fall-to-Spring transitions—indicating that many students experience heightened instability during academic breaks. Student survey results further reveal ongoing basic needs insecurity, with heavy reliance on book vouchers, transportation support, and emergency aid, demonstrating that financial barriers continue to impact academic continuity.

The service delivery analysis also points to limited staffing capacity, which makes it challenging to sustain the high-touch, individualized support that fosters stronger persistence. Additionally, the CPR findings show that students need clearer guidance on transfer pathways, ADTs, and completion strategies, and demographic

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comparisons indicate opportunities to strengthen outreach to newly eligible or harder-to-reach foster youth and system-impacted students. Overall, the CPR underscores the need for enhanced transition support, expanded basic needs resources, increased academic guidance, and improved outreach and staffing capacity to maintain and improve student success.

Goals & Resource Requests

Educational Goal Achievement

Many of our assessments evaluate the progress and achievement of students' personal goals and acknowledges that they are at a different academic proficiency and have different set of skill and experiential levels. Progress is often assessed in multiple ways by working with the GSP Retention Specialist, completing monthly progress reports, and accessing their designated counselor for course guidance at least once per semester. In efforts to identify barriers early on, we will check in with students throughout the semester to see if they are actively participating and are attending class. Finally, we will continue to implement student support and academic success.

Year Initiated
2022 - 2023
Goal Status
Active
Implementation Step(s) and Timelines
Educational Goal Achievement

Within the next three years, we will and have implemented these three methods since the start of the GSP program in 2015. We aim to continue the services and offer incentives to ensure the student meets the criteria, Such as: Meal Vouchers, Textbooks, Transportation Assistance, Loan Program, School Supplies, Laptop Loaners, Free Printing, and Career & College Exploration Field Trips.

Resource Request

Division Name
 Student Equity and Support Programs (SESP)
Year of Request
2025 - 2026
Resource Type
Supplies
Funds Type – Mark all that apply.
Recurring Cost
FOR ADMINISTRATIVE USE ONLY

Financial Aid

We are constantly educating our students regarding the resources they can receive from our Financial Aid Department. We aim to help students to understand what financial aid is and on how financial assistance works. We want to ensure that our students understand the benefits of accessing free aid. "Financial aid gives students the means to afford and attend college, universities, and trade schools. It helps students pay for the rising costs of higher education — tuition, room and board, books, supplies, and transportation."

Year Initiated
2022 - 2023
Goal Status
Active
Implementation Step(s) and Timelines
Within the next three years, we will implement one-on-one support to aid Guardian Scholars student completing and renewing their FAFSA as they persist each semester. We will present them with financial aid resources, the importance of the FAFSA form, and how to receive and maintain financial services. We will communicate with qualifying students the guidelines of The California Chafee free money grant currently offered to current and/or former California foster youth. By informing them of the program and how it can help them pay for college or career and technical training.

Goals & Resource Requests

Mapping
- SKY Strategic Goals: *(X - Highlight Selected)*
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)

UPDATE

Goal Update Date
02/04/2026

Academic Year Updated
2025 - 2026

Goal Update
On Schedule

Goal Update Narrative
With the support of the Retention Specialist, Counseling staff, and Program Coordinator, the majority of program students are completing their financial aid applications.

Guardian Scholars Program Student Enrollment

Guardian Scholars Program Student Enrollment
(1) Expand the Guardian Scholars Program by Increasing the number of Guardian Scholars Program Student Enrollment and unduplicated headcount.
(2) Increase the number of outreach/in-reach hours by working in conjunction with our PRIE Department, Financial Aid Office, and other supportive program communities such as the TRiO, EOPS/CARE, EAC, Promise, Middle College and The Dream Center.
(3) Increase the number of outreach/in-reach events by developing, coordinating, and maximizing events attended.
(4) Increase the number of Guardian Scholars Program Student Enrollment with updated program information.
(5) Increase the number of available resources for GSP students.

Year Initiated
2022 - 2023

Goal Status
Inactive

Implementation Step(s) and Timelines
Guardian Scholars Program Student Enrollment
We will implement the action plans within the next three years by reaching out to our community and community partners. We have created a variety of informational flyers that details the services that our program offers, thus in efforts to continue to attract potential students interested in joining our Guardian Scholars Program. In addition, we are and will continue to participate in more outreach events through networking with other local colleges. Also, we plan to offer informational presentations at our local high schools and work with currently and formerly incarcerated youth. These assessment methods and action plans have been and will be implemented.

Mapping
- SKY College Values: *(X - Selected)*
- **Social Justice:** undefined (**X**)
- **Campus Climate:** undefined (**X**)
- **Open Access:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)

Goals & Resource Requests

- **Academic Excellence:** undefined (**X**)
- **Community Partnership:** undefined (**X**)
- **Participatory Governance:** undefined (**X**)
- **Sustainability:** undefined (**X**)

- SKY Strategic Goals: *(X - Highlight Selected)*

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)

UPDATE

Goal Update Date
11/15/2022

Academic Year Updated
2022 - 2023

Goal Update
Completed

Goal Update Narrative
Over the past three years, the Guardian Scholars Program has successfully implemented the outlined action plans to expand outreach and increase student enrollment. By strengthening connections with our community and community partners, we have continued to raise awareness of the services and support our program provides.

Our team developed and distributed a variety of informational flyers highlighting program benefits, which has helped attract prospective students interested in joining the Guardian Scholars community. In addition, staff have participated in an increasing number of outreach events through networking with local colleges, resulting in greater program visibility.

Furthermore, the program has successfully onboarded the NextUp Program, allowing us to enhance the support and resources available to our students. The integration of NextUp has strengthened our capacity to engage and serve more foster youth on campus.

Resource Request

Division Name
 Student Equity and Support Programs (SESP)

Year of Request
2022 - 2023

Resource Type
Student, Aides, Hourly, or Temporary Workers
FOR ADMINISTRATIVE USE ONLY

GPA 2.00

Goal Status
Inactive

UPDATE

Goal Update Date
02/03/2026

Academic Year Updated

Goals & Resource Requests

2025 - 2026

Goal Update

Discontinued

Goal Update Narrative

Reminder explain why I am discontinuing this goal

Financial Literacy

The Goal is to strengthen students' financial capability by integrating a structured, equity-informed financial literacy program that supports GSP NextUp students in developing the knowledge, skills, and confidence needed to make informed financial decisions, improve financial stability.
The desire impact is to allow students to : Budget and learn money managment, learn banking and financial managment, credit building and responsible use, and understand loans, debts and repayments

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

Months 1–2: Planning, curriculum development, partnerships (Spark Point Financial Coach)
Months 3–4: Outreach, launch workshops, start coaching
Months 5–10: Ongoing workshops, coaching, monitoring
Month 11: Evaluation, data analysis, student feedback
Month 12: planning for next cycle

Mapping

- SKY Strategic Goals: *(X - Highlight Selected)*
  - **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)

Cross-Program Collaboration for Student Success

The program will collaborate with additional student support programs to identify shared students early in the semester. The goal is to determine which students would benefit from accessing multiple services and which students may become overwhelmed by the expectations, structures, and obligations required across programs. Early identification and collaboration will help prevent student burnout, increase retention, and ensure students receive the most appropriate combination of services.

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

By the end of each semester, the program will have completed a shared-student review with at least three partnering support programs and documented support plans for 100% of identified shared students.
Establish Collaboration Agreements (Month 1)
Early-Semester Student Identification (Weeks 1–6 each semester)
Student Needs & Overwhelm Risk Assessment (Weeks 3–8)
Coordinated Support Planning (Weeks 6–10)
Mid-Semester Progress Review (Week 9–10)
End-of-Semester Evaluation (Final 2–3 weeks)

Goals & Resource Requests

Mapping

- SKY Strategic Goals: *(X - Highlight Selected)*

- **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**)