

Palomar College – Institutional Review and Planning Non-Instructional Programs

Purpose of Institutional Review:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Financial Aid, Veterans and Scholarship Services

Department/Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	2005-06	2006-07	2007-2008
Annualized Credit Enrollment	37,770	39,147	41030
Federal applications processed	7915	7779	7982
FA applications awarded	2055	2603	2650
FA applications not eligible	Included below	Included below	Included Below
FA applications incomplete	6248	6002	6359
Veterans Applications (unduplicated)			803
Veterans Term Certifications	1600	1522	1511
BOGWs-# applications processed	9963	9529	10974
Scholarship applications processed	624	588	684
Scholarship awards	679	664	538
Phone contacts	Not monitored	Not monitored	Not monitored
e-Mail contacts	19464	20441	25174
Intradepartmental Information Requests	4	3	5
Federal, state reporting	3	3	5
Full-time FTEF	1	1	1
Part-time FTEF			
Overload FTEF			
Full-time/Part-time %			
FTEF/FTES Ratio			
Number of FT Staff	19	19	19
Number of Part-time Staff	3 student workers	9 (1 hrly/8 student workers)	3
Staff/Student Ratio	1/1988	1/2061	1/2159

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The applicant pool will always appear to be greater than the number of students awarded. Reasons range from academic ineligibility/disqualification, owes federal funds, to students not wanting to complete the process. The processing is still required for each application regardless of the end of

results. The complex state and federal regulations requires scrutiny and verification of the applications for each of the seven (7) different financial aid programs. The State budget deficit has affected potential and current students which have resulted in increased workload. Number of FT staff was reduced as a result of status quo categorical funds (BFAP) regardless of an increase in salary and benefits. The department lost two district funded FT Staff five years ago.

3. Reflecting on the 3-year trend data, describe/discuss department/discipline planning related to the following:

PLAN – 2007-08	Assessment/Outcome – 2008-2009
<p>a. Programs changes/improvements (consider changes due to Growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p>	<p>For the 2008-2009 school year, we have seen a dramatic increase as such that in Fall 2008, our applicant pool numbers were greater than what we had at the end of 2007-2008 school year. According to federal and state law, we are required to still accept and process BOGW enrollment fee waiver and FAFSA until May 2009. We anticipate that at the end of 2008-2009, we have administered over \$9 million dollars in student aid to students. In addition, a full-time student receives more funds than a part-time student, thus the college's FTES continues to increase each year. We continue to conduct Financial Aid application workshops on campus as well as Financial Aid Information nights at local high schools for parents..</p>
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p>	<p>In August 2008, the Higher Education Opportunity Act (HEOA) was signed into law and the changes to Federal Financial Aid have resulted in increased scrutiny and verification of the application as well as additional programs and requirements. We must continue to support the importance of keeping staff current on requirements and process that includes attending conferences and workshops. We will continue to mandate students who are disqualified as a result of not making academic progress to attend a Satisfactory Academic Progress workshop. This is due to the fact that our financial aid disqualification rates are still high as result of federal requirements. There are other factors which range from family issues to financial issues that impact a student's ability to succeed.</p>

4. To implement the planning described in question #3, discuss/identify the necessary resources requested to successfully implement:

PLAN 2007-08	Assessment/Outcome – 2008-2009
<p>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</p>	<p>The utilization of Document Imaging has improved substantially to provide staff a more efficient processing of financial aid documents in a timely manner. This will also allow us to maintain records electronically as required for 5 years without having the need for a larger storage space. However, BFAP categorical funds are our sole source for part-time worker to perform scanning duties. Current staff levels and workload does not afford us the ability to scan documents without the additional employee. BFAP and Federal funds is our only source of funding for training staff, purchase software and other technological utilizations.</p>
<p>b. Budget - budget development process, one-time funds, grants, etc.</p>	<p>The status quo of BFAP categorical funding level and the possibility of cuts continue to limit our ability to fill a vacant full-time position. We cannot underemphasize the importance of regaining the two district funded classified positions that was lost in the budget reduction of 2003. The need for the district to re-establish the two classified positions is a</p>

	result of increase financial aid applicants, additional programs and the reassignment of all scholarship process from the Foundation Office to current staff personnel.
c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.	The current state of economy has resulted in status quo of any major changes which includes being relocated to the current Library building
d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula	The current 1.25 FTE counselors which is one full-time and a one to two nights a week counselor is insufficient to meet the increase in financial aid applicants and Veteran students. The .25 FTE counselor is funded by BFAP categorical funding and may be jeopardized as a result of status quo in BFAP funds. Federal regulations for financial aid and veterans educational benefits necessitates that students meet with an Academic Counselor to ensure that they complete their academic program in a timely manner..
e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.	Again, the Financial Aid Office staff size has been reduced by one FTE as a result of increased salary and benefits for staff funded by BFAP funds that are status quo. In addition, we still have not regain the two district funded positions that was lost in the budget cuts in 2003. It is critical that we regain all positions to meet the increase applications, programs and the assignment of scholarship processing from Foundation to our department.
f. Other	

5. Discuss one department/discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

The department's goal is to provide funds necessary to minimize financial burden for students attending Palomar College in order to ensure "Student Success." The department continues to provide financial aid application workshops, scholarship workshops, individual assistance with completing the online federal application, academic counseling to ensure academic progress in declared goals. In addition, the department conducts academic progress workshops to ensure continued financial aid eligibility to ensure college retention. In addition, the department is establishing partnerships with various departments on campus to develop and improve informational brochures for students. All of these activities supports Palomar College Strategic Plan 2009.

6. Student Learning Outcome progress:

- a. Describe a learning outcome at the program level and the assessment method used to measure student learning of that outcome.

Financial Aid Satisfactory Academic Progress Workshop was established and required for financial aid students who have been disqualified from financial aid as a result of not completing units attempted, low GPA or excess units. The learning outcome is to educate students about the responsibility of receiving financial aid funds, the importance of staying focus on taking courses required to complete program major and the importance of completing what they are enrolled in. In addition to educating students about meeting responsibilities and commitments, the goal is to also minimize second disqualification status. We are in the process of developing a pre and post quiz to identify the knowledge base retained after the workshop.

b. Describe a learning outcome that is difficult to assess.

Money management is a learning outcome difficult to assess. While the department does provide funds to students to cover cost of education, we are not trained, have the skill or have sufficient staff to educate students about managing the funds they receive to maximize its utilization for the entire school year. There continues to be an increase in the number of students borrowing student loans (first and second) as well as those who submit petition and appeals indicating that without financial aid they cannot afford to support themselves or their families. The intent of financial aid funds is to minimize the financial burden and supplement to cover the cost of education and not supplant. Students are becoming too financially dependent on financial aid beyond the cost of education that they will be in for a cultural shock when they transfer to a higher cost institution.

With this being said, we will be working with representatives from California State Guarantee Agency (EdFUND) to begin developing a financial literacy workshop for students to be implemented sometime in 2009/2010.

7. Describe a department accomplishment that you would like to share with the college community.

Implementation of document imaging (i.e., department is the first within the college). Financial Aid students contribute to the college's FTE numbers as such that in Fall 2007 (most recent statistics available), Financial Aid student headcount was 5,296, Credit FTES was 2,319.0, Credit FTES per student was 0.438. In addition, .0410 FTES were in degree applicable courses. $2,319 \text{ FTES} \times \$4,565 \text{ equals } \$10,586,235$ in funding to the college.

8. Are there other resources (including data) that you need to complete your department/discipline review and planning?

For programs with an external accreditation/program review, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

9. Other comments, recommendations

While the department has a status quo BFAP allocation, we continue to anticipate a reduction in BFAP categorical funds (which funds salary/benefits for 5 classified staff members) in future years as a result of the nation's economic situation. As our applicant pool increases dramatically, the need for additional district funds for staff positions becomes more critical in order to process students in a timely manner to ensure access and retention to the college.

Please identify faculty and staff who participated in the development of this plan:

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Name/signature

Date