Palomar College – Institutional Review and Planning
Non-Instructional Student Services 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.) Qualitative

Grant Funded Student Programs   March, 1, 2008
Department/Discipline Reviewed   **2007-08**

1. **3-year trend of quantitative data.**

TRIO/SSS	**231**	**Palomar College Students**
TRIO/UB	**56**	**High School Students (7 HSs)**
TRIO/EOC	**1,001**	**Adult High School/College Drop-outs - participants**
GEAR UP	**6,500**	**Middle School and High School students (SMUSD and VUSD; 2 cohorts)**

Grant Cycle Year	2004-05	2005-06	2006-07	
TRIO/SSS	4th	1st	2nd	Objectives Enclosed
TRIO/UB	2nd	3rd	4th	Objectives Enclosed
TRIO/EOC	3rd	4th	5th	Objectives Enclosed
GEAR UP	6th	1st	2nd	Objectives Enclosed

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

Each grant of the Grant Funded Student Programs are funded through the United States Department of Education and hosted by Palomar College. Grant cycles are 4, 5, or 6 years, based on the grant program and or whether a grant proposal is approved with bonus points and a bonus year is given (ie. The TRIO/EOC grant above). Each of the federally funded grant programs has specified objectives (enclosed). The federal objectives are aligned with institutional goals and objectives and often demand greater students outcomes and program results than that of the college or college general student population or a specific program or department. Annual Performance Reports (APRs) are provided to the USED each Fall, by November 31st, based on the previous federal fiscal/program year (September 1 – August 31).
The Palomar College GFSPs have been increasingly improving program outcomes, even with annual level funding over the past 5 years, and increased federal mandates and standards/necessary outcomes. There has been an increase also in the student demographic changes, with constantly changing and increasing students of diverse backgrounds, including ethnicity, culture, income (lower family incomes) and language. Moreover, the students recruited for the programs have also had more risk factors, academic underpreparedness, and other issues (social and family) as they progress through school/college and the programs.

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

PLAN – 2007-08	Assessment/Outcome – 2008-09
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.) *Change internal staffing requirements and conduct more teamwork to continually address students' changing needs, educational needs, and academic, college/university educational and career plans.*	**The programs have continued to adhere to ever-increasing federal and state standards and requirements for outcomes/results, even with level-funding, increased student applicants and added participants, and increased costs.**
b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.) *Seek, write, submit, and obtain more TRIO, USED, and other federal, state, and foundation grants.*	**To date, renewals for the current GFSPs have been conducted, submitted, and renewed.**

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

PLAN 2007-08	Assessment/Outcome – 2008-09
a. Equipment/Technology - block grant funds, VTEA, other resources, etc.	**Current equipment/technology is used. Resources are sometimes shared with other departments/entities.**
b. Budget - budget development process, one-time funds, grants, etc. *The 8% paid to the college needs to be returned to the GFSPs department to pay for the Director's salary – to allow the Director more time to execute the overall programs/partnerships, while also allowing the Director to have more time to focus on program evaluations/reports and for grant writing – to effectively and legally obtain more grants for the college.* *One-time funds to pay for grant editors and or writers, as needed for writing grant renewals and new grants.* *8% and or college paid positions to supplement gaps in GFSPs department and inter-departmental programs and services.*	**Requests have been made for the 8% Indirect Cost-Recovery, ICR, however, such requests have not come to fruition. The same needs, as described, in 4b. continue, especially with the current fiscal constraints and the need for future funding proposal development and renewal grant applications.**
c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.	

d. **Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula**	
e. **Staff position (s) - changes staffing needs due to program growth, new technology, etc.** *Full time Director changed to Associate Dean/Dean for Grant Funded Student Programs.*	**Participated in the Palomar College Human Resources Employee Classification process/project.** **Many California Community Colleges do have models for a GFSPs Director and/or Categorical Programs/Support Services Associate Dean/Dean administrative positions, especially for more effectiveness of each program and for better coordination of all, with each, and with college departments/personnel, and community/university programs and institutions.**
f. **Other**	

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

Resource Development – obtain more grants, and grants with local, community, private, corporate, state, regional, and federal organizations and agencies, will bring in more funds to the college, and provide more resources and collaborations for students, graduates, and the college/institution.

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. Per approved USED objectives…and aligned…Accountability/Assessment – student educational progress tracked by individual student based on frequency of use of programs/services and correlated with academic progress criteria (GPA, attendance, grades, program/course completions, etc.)

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

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

The Grant Funded Student Programs department was the primary and most significant program(s) of Palomar College that led to Palomar Community College District to obtain Hispanic Serving Institution (HSI) designation and status (25+%, etc.) – and readiness for applying for a Title V grant. The school and community outreach programs, services, activities, events, and initiatives over the past 8 years…has led to more Hispanic/Latino students, who are better prepared for college success, to apply to, enroll, be retained, and graduate from Palomar College.

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

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.

United States Department of Education – annually reviewed and funded, within grant cycles (4, 5 or 6 years, depending on grant)…all recommendations/any made must be met, and are, to be refunded, annually, and to receive Prior Experience Points (PE Points) to apply to refunding and competition in subsequent renewal application cycles. These are all always met/achieved, and/or exceeded.

9. Other comments, recommendations

Palomar College Grant Funded Student Programs are model outreach and retention programs (as recognized statewide and nationally) that can serve as models – for our own PCCD efforts and new initiatives of the same (for outreach and retention). GFSPs also has highly effective community and local k-12 partnerships, as well as partnership grants, programs, and community events with San Diego/North County businesses, non-profits, corporations, and community groups.

Palomar College Grant Funded Student Programs needs to expand, grow, and develop, with more grants and more partnerships. The GFSPs can also help the college's various departments, especially in Student Services to do the same.

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

Calvin One Deer Gavin, Director, Grant Funded Student Programs

Name/signature   Date