**Palomar College – Program 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 September 30, 2010**

**Department~~/~~Discipline Reviewed 2010-2012**

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

**TRIO/SSS 235 Palomar College Students (new student participants added annually as current ones graduate/transfer)**

**TRIO/UB 56 High School Students (7 HSs - new student participants added annually as current ones graduate)**

**TRIO/EOC 1,001 Adult High School/College Drop-outs/Re-entry - participants**

**GEAR UP 6,500 Middle School and High School students (SMUSD and VUSD; 2 cohorts; grant due to end in 2011)**

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| --- | --- | --- | --- | --- |
| **Grant Cycle Year** | **2007-08** | **2008-09** |  **2009-10** |  |
| **TRIO/SSS** | **3rd** | **4th** | **5th** | Objectives Enclosed |
| **TRIO/UB** | **3rd** | **4th** | **1st** | Objectives Enclosed |
| **TRIO/EOC** | **2nd** | **3rd** | **4th** | Objectives Enclosed |
| **GEAR UP** | **3rd** | **4th** | **5th** | Objectives Enclosed |
|  |  |  |  |  |

1. **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, 6 or 7 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 PC 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 student assessment/learning 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 with increased federal mandates and standards/necessary outcomes. There has been also been an increase in the student demographic changes, with constantly changing and increasing students of diverse backgrounds and academic and financial need/s, including ethnicity, culture, income (lower family incomes; below 150% poverty) and languages. Moreover, the students recruited for the programs have also had more risk factors for potential educational/career success, 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 – 2010-12** | **Assessment/Outcome** |
| 1. **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.)**

*Continue to change internal staffing requirements (per federal/grant funding limitations and Grant Award Notifications/approved grants). Conduct more staff cross-training and teamwork to continually address students’ changing needs, educational needs, and academic, college/university educational and career plan, and professional development of all staff.* |  |
| 1. **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, California state, California Community College Chancellor’s office, and foundation grants.**Seek, write, submit, and obtain more grants/grant programs, and sub-recipient grants with local Palomar College district feeder schools/districts, community non-profit organizations (NPOs) and community/commerce organizations and agencies, and local CSUs/UCs.**Seek organizational strategies, to consolidate categorical and grant funded student programs, and/or other departments/programs. For example, move EOP&S/CARE/CalWorks under the Direction of GFSPs.* |  |

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

|  |  |
| --- | --- |
| **PLAN 2010-12** | **Assessment/Outcome** |
| 1. **Equipment/Technology - block grant funds, VTEA, other resources, etc.**
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| 1. **Budget - budget development process, one-time funds, grants, etc.**

*The current GFSPs are each self-sustaining and operate within the budget provided and allocated. Palomar College Foundation funds are often requested and will continue to be needed, especially to cover level-funding and increased grant program costs, and for college-support programs, partnership programs or new events/activities.**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.* |  |
| 1. **Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.**

*As any one additional grant is added or obtained, additional facilities (office space) will be needed for staff, counselors, computer/study labs, reception, classroom/s, and work areas.* |  |
| 1. **Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula**
 |  |
| 1. **Staff position (s) - changes staffing needs due to program growth, new technology, etc.**

*Full time Director, Grant Funded Student Programs title/position changed to Associate Dean or Dean for Grant Funded Student Programs or Educational Outreach and Student Programs/Services**With additional grants/programs, either by obtaining more approved grants and/or consolidating current college programs/departments with GFSPs, there will be a need to have a Classified Administrator/s, and/or additional Supervisor/s, and increased classification for current Program Specialist (to include more accounting), and/or more fiscal/accounting/budget specialists.**There will continue to be less of a need for individual grants/programs’ clerical staff and/or full-time clerical classified positions. However, all staff, especially Coordinators/Advisors (classified positions) that will have to serve all students, in an office, while conducting more paperwork, fiscal processes, and office duties, especially using technological advances, shared databases/spreadsheets, PeopleSoft, etc. All such organizational changes are federally advised, especially when grants are level-funded and with program costs/direct student services increases.* |  |
| 1. **Other**

*\*The ability of GFSPs to seek, submit, and obtain collaborative or partnership grants (or sub-recipients), will require the college’s continued support, especially with the college’s Foundation, specific Instructional Programs (ie. Science, Technology, Engineering, and Math, and Career/Technical Education, etc.) and the college/Foundation’s membership in local Chambers of Commerce and other Business/Philanthropic and K-12/community organizations.* |  |

**5. Discuss one department/discipline goal linked to Palomar’s Strategic Plan 2013 and how it will support the success of students.**

Palomar College Strategic Goal #2 – Strengthen programs and services in order to support our students’ educational goals.

Especially 2.2 (examining student progress and processes with English, Math, Reading, and ESL), 2.3 (Implementation and model programs, activities, events, and services for GRAD – Goal, Responsibility, Attitude, and Determination), and 2.4 (GFSPs grant programs, especially TRIO SSS are integrated in Service Area Outcomes and Assessment Cycles; all of the GFSPs grants are required by federal law to have specific objectives/learning or service outcomes).

GFSPs goals/objectives - also related to Palomar College Governing Board Goals, 2010-11

 5. Continue to actively participate in legislative advocacy for community college issues.

6. Continue to advance the College by strengthening educational and business partnerships, responding to the needs of workforce development, facilitating transfer to four year institutions, and by modeling civility and respectful interaction with all members of our collegial community.

**One GFSPs Goal - Resource Development/Collaborations and Partnerships – 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 (especially for college readiness/higher education preparedness and college persistence, graduation and transfer), graduates, and the college/institution.**

**6. Service Area Outcome progress:**

1. **Describe a learning outcome at the program level and the assessment method used to measure student learning of that outcome.**
	1. **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.)**
2. **Describe a learning outcome that is difficult to assess.**
	1. **N/A**

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

**The Grant Funded Student Programs department’s school and community educational outreach (K-12) programs, services, activities, events, and initiatives over the past 8 years…have led to more academically prepared students/college ready students (with higher college level entry courses, especially in Math, English and Reading), and less remediation among Palomar College enrollees from GFSPs educational outreach programs, especially among Hispanic/Latino students, and Low-Income, and First-Generation college students - who are better prepared for college success – with increased persistence, retention, course completion, higher GPAs, and graduation/transfer from Palomar College.**

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

**The Grant Funded Student Programs use federally approved databases with outside vendors: Upward Bound and Student Support Services use StudentAccess; Educational Opportunity Center uses DataWeb; and GEAR UP uses COMPASS with CoBro Consulting. In addition, the TRIO SSS Program uses the Palomar College PeopleSoft database and modules, especially for Counseling and Student data.**

**Data from Enrollment Services and Institutional Research and planning, is for comparative data, and for researching and writing new/other grants is necessary.**

**As new HEOA (Higher Education Opportunity Act) federal and state-block (ARRA and Stimulus) funding and grants continues to produce major changes in old grant programs and brand new funding and grant opportunities, resources, such as – funding for grant writers and editors, funds to attend grant writing and technical proposal writing workshops, and staff time to support the writing processes – will be needed.**

# 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, 6 or 7 years, depending on which grant)…all recommendations/any made must be met, and are, to be refunded, annually, and to receive Prior Experience Points (PE Points – for TRIO Programs grants) to apply to refunding and the competition in subsequent renewal application cycles. The reports are all always submitted, annually, on time, and the objectives for each report are all always met/achieved, and/or exceeded, and the annual funding for each grant/cycle is provided by the U.S. Department of Education.**

**9. Other comments, recommendations**

**Palomar College Grant Funded Student Programs are model outreach and proven retention programs (as recognized statewide, regionally, 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:**

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**\*Name/signature Date**