



## STRATEGIC PLANNING COUNCIL AGENDA

Date: February 15, 2005  
Starting Time: 2:00 p.m.  
Ending Time: 4:00 p.m.  
Place: SU-18

**CHAIR:** Deegan

**MEMBERS:** Akins, Barton, Bishop, Charas, Cuaron, Dimmick, Dowd, Frady, Gordon, Halttunen, Ivey, Jay, Kelber, Kovrig, Madrigal, McCluskey, Miyamoto, Newmyer, Owens, Snow, Snyder, Townsend-Merino, Versaci, Waite

**RECORDER:** Ashour

	Attachments	Time
<b>A. <u>MINUTES</u></b>		2 min.
1. Approve Minutes of February 1, 2005		
<b>B. <u>ACTION ITEMS/SECOND READING</u></b>		
1. Changes to Planning Councils	Exhibit B1	10 min.
2. BP 156.1 – Reporting Absences Recommended Revisions	Exhibit B2	
3. AED Proposal-Automatic External Defibrillators	Exhibit B3	
<b>C. <u>ACTION ITEMS/FIRST READING</u></b>		10 min.
1. Accreditation Progress Report (Cuaron)	Exhibit C1	
<b>D. <u>DISCUSSION/INFORMATION ITEMS</u></b>		30 min.
1. Procedures on Forming a New Task Force at Palomar		
2. Proposal for Student Book Scholarship Fund		
3. Indirect Cost Fee		
4. Distribution of Discretionary Funds	Exhibit D4	
5. Title V Grant Application	Exhibit D5	
6. Enrollment Fee Waiver	Exhibit D6	
7. FSTF Mid-Year Report		
<b>E. <u>REPORTS OF PLANNING COUNCILS</u></b>		18 min.
1. Administrative Services Planning Council – Joe Newmyer		
2. Human Resource Services Planning Council – Jack Miyamoto		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Joe Madrigal		
<b>F. <u>REPORTS OF CONSTITUENCIES</u></b>		20 min.
1. Administrative Association – Ken Jay		
2. Associated Student Government – Paul Charas		
3. Confidential/Supervisory Team – Jenny Akins		
4. CCE/AFT – Becky McCluskey		
5. Faculty Senate – Katie Townsend-Merino		
6. PFF/AFT – Rocco Versaci/Perry Snyder		
<b>G. <u>OTHER ITEMS</u></b>		



**STRATEGIC PLANNING COUNCIL  
MEETING MINUTES  
February 15, 2005**

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, February 15, 2005, in SU-18. The meeting was called to order at 2:00 p.m. by Mr. Robert P. Deegan.

**ROLL CALL**

Members Present: Akins, Barton, Bishop, Charas, Cuaron, Deegan, Dowd, Frady, Gordon, Halttunen, Jay, Kelber, Madrigal, McCluskey, Miyamoto, Newmyer, Owens, Townsend-Merino, Versaci, Wick  
Members Absent: Dimmick, Ivey, Kovrig, Newmyer, Versaci  
Recorder: Josie Silva  
Guests Present: Conway, Hudson-Mac Isaac, Vernoy, Boyd

**A. MINUTES**

**1. Approve Minutes of February 8, 2005**

MSC (Dowd/Halttunen) to approve the Minutes of February 8, 2005 as revised

**B. ACTION ITEMS/SECOND READING**

**1. Changes to Planning Councils**

MSC (Merino/Kelber) to approve changes to the Planning Councils as submitted (**Exhibit B1**)

**2. BP 156.1 – Reporting Absences**

MSC Cuaron/Dowd to approve the changes to BP 156.1 as revised (**Exhibit B2**)

The Vote was unanimous.

**3. AED Proposal-Automatic External Defibrillators**

Funding submitted through the planning council as previously discussed (**Exhibit B3**)

**C. ACTION ITEMS/FIRST READING**

**1. Accreditation Progress Report**

Ms. Berta Cuaron distributed the third draft of the Accreditation Progress Report. (**Exhibit C1**) Ms. Cuaron said the writing team, which consists of Michelle Barton, Berta Cuaron, Nancy Horio, Kelley Hudson Mac Isaac, Barb Kelber, Becky McCluskey, Katie Merino, Marilee Nebelsick-Tagg, Sarah Thompson, and Lori Waite, responded to six recommendations, analyzed progress, and described future plans for continuing to improve on the recommendations. This item will be brought back for the second reading on March 1, 2005.

**D. DISCUSSION/INFORMATION ITEMS:**

**1. Procedures on Forming a New Task Force at Palomar**

Ms. Katie Townsend-Merino requested more information on what the procedures are to form a new task force. After a brief discussion, it was noted that there is information on forming a new task force in the Strategic Plan 2008. This item will be discussed further at the next SPC meeting after materials that are currently available are reviewed.

**2. Proposal for Student Book Scholarship Fund (Merino)**

Ms. Katie Townsend-Merino expressed her concern over needy students not being able to purchase their books because of varying financial problems. She asked if the \$50,000 that was donated to the District by Follett could be used for book scholarships for these students. Mr. Ken Jay explained that there was no reason why the \$50,000 could not be used to set up a textbook scholarship through the Foundation. After discussing this issue at length, it was agreed to look into the possibility that the \$50,000 be distributed for textbook scholarships in \$10,000 increments and disbursed through the Foundation Office. Mr. Deegan will report back at the next meeting after he speaks to pertinent individuals.

**3. Indirect Cost Fee**

The issue of charging 27% for indirect costs was discussed. It was agreed to refer this issue to the Administrative Services Planning Council to address the true costs for programs that are subject to indirect charges and to make recommendations.

**4. Distribution of Discretionary Funds (Exhibit D4)**

A letter was drafted at the direction of the entire FSTF in which the Task Force was basically trying to identify what it felt was the appropriate recommendation as to how much money should be released from the ending fund balance 2003-04. Mr. Deegan informed the Council that this letter will be sent to all faculty and staff addressing the decisions that have been made thus far regarding the distribution of these discretionary funds.

Mr. Deegan will ask Joe Newmyer to locate the RAC procedures that were used in prior years on prioritizing requests to be reviewed at the next meeting.

**5. Title V Grant Application**

Mr. Joe Madrigal indicated that several years ago, Palomar College applied to the U.S. Office of Education to be recognized as a Hispanic Serving Institution. In order to meet the eligibility to be recognized as a Hispanic Serving Institution, institutions must have approximately 25% of student enrollment as Hispanic. Palomar College has met that requirement and is certified by the U.S. Department of Education as being an HSI. Mr. Madrigal further explained that since there is no formal grant procedure in place, he is seeking approval from SPC to move forward in writing and applying for a grant specifically geared toward the improvement of student success of this student population.

At this time Calvin One Deer Gavin summarized details of the grant. He said the purpose of the grant is to develop the HSI program, expand educational opportunities, and improve the academic attainment of Hispanic students. He distributed a proposed plan and budget analysis of where and how these funds would be utilized. **(Exhibit D5)**

A brief question and answer period ensued. Committee members expressed their concerns regarding unclear objectives in the proposal, including budgetary concerns.

MSC (Dowd/Haltunnen) to move item for action.

MSC (Dowd/Halttunen) to proceed with the Title V grant application process, but that the emphasis of the grant be on students and that it be predominantly focused on student retention issues. A budget analysis should also be included. A final draft of the grant should be presented to SPC on March 1, 2005, for final approval.

**6. Enrollment Fee Waiver**

Mr. Joe Madrigal requested a proposed change to the existing Board Policy on the Enrollment Fee Waiver. **(Exhibit D6)** Mr. Madrigal explained that because we did not have enrollment problems a few years ago, the BP 403.2 Enrollment Fee Waiver was deleted. But, because of our current enrollment problems, he is proposing to reinstate the Enrollment Fee Waiver to high schools students concurrently enrolled at Palomar. Mr. Madrigal is requesting to present this item for first reading consideration.

Mr. Madrigal reiterated that it is the intent of this group to approve this as a long-range policy. After talking briefly about the current enrollment status and given the problems we are currently facing, it was agreed to move this item for action.

MSC (Kelber/Townsend-Merino) to move this item for action.

MSC (Cuaron/Madrigal) to accept the proposed waiver for high school fees effective March 9, 2005, as follows:

**BP 403.2****Enrollment Fee Waiver (85-11299, 94-16817, 97-18584)**

*The Governing Board of the Palomar Community College District shall, effective for classes which begin after March 9, 2005, exempt from the enrollment fee any private or public elementary or secondary school pupil admitted to Palomar College as a special part-time student for credit classes. The attendance of the student must be authorized by a letter of permission from the school.*

*For purposes of this policy, a special part-time student is a student who registers in 12 units or less per semester at Palomar College. Credit for courses completed shall be at the college level but may be transferred back to the school district for fulfillment of graduation requirements. EC 72252, 76001; GB 6-10-86, GB 1-17-95, GB 10-14-97*

**7. FSTF Mid-Year Report**

Mr. Deegan asked the Council to review the document because it was not officially endorsed. The report will be discussed at the next meeting.

**E. ADJOURNMENT**

There being no remaining time, the meeting was adjourned at 4:00 p.m.



**GOVERNANCE STRUCTURE GROUP REQUEST**

**Request submitted by**  
 Katie Townsend-Merino

**Date**  
 April 2, 2002 (rev. 4/16/02, 5/7/02, 9/16/03, 10/7/03), 2/01/05

**Proposed Name of Requested Group**  
 Administrative Services Planning Council

X	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>
---	----------------	--	------------------	--	---------------------	--	-------------------

<b>Action Requested:</b>		<b>Add</b>		<b>Delete</b>	X	<b>Change</b>
--------------------------	--	------------	--	---------------	---	---------------

**Role, Products, Reporting Relationships:**

**Role:** The ASPC is responsible for the development of the strategic plans of Administrative Services. These responsibilities include:

- Adequate support services are provided to Palomar College
- Adequate resources for service levels requested
- Efficient and effective utilization of resources
- Guidance, direction, and oversight to these committees/task forces:
  - Facilities Planning Committee
  - Bookstore Advisory Committee (now a task force but should be ongoing)
  - Food Services Advisory Committee (now a task force but should be ongoing)
  - Safety and Security Committee
  - Campus Police Committee (now a task force but should be ongoing)
- Based on plans, determine staffing needs

**Products:** The ASPC will be responsible for developing and submitting to the Strategic Planning Council the plans, budgets, and expenditures of Administrative Services and its respective departments/programs

- Strategic Plans of all Administrative Services Departments
- Three-year operating plans of all Administrative Services Departments
- Annual Plan and Budget of all Administrative Services Departments
- Facilities Master Planning
  - Facilities Master Plans: short-, intermediate-, and long-range
  - Five-Year Capital Outlay Plan
  - Scheduled Maintenance Plan
  - Facilities component of Educational Master Plan
  - Resource Impact Analysis of recommended policies, plans, and procedures on Facilities
- Bookstore
  - Oversight Annual Report to Strategic Planning Council
- Food Service
  - Oversight Annual Report to Strategic Planning Council
- Campus Police
  - Oversight Annual Report to Strategic Planning Council
- Annual Progress Report
- Annual Priorities of Staffing Needs

**Reporting Relationship:** Strategic Planning Council

**Meeting Schedule:**

2<sup>nd</sup> and 4<sup>th</sup> Thursday, 3:30-5 p.m.

**Chair:**

Vice President, Finance and Administrative Services

**Members:**

Two One Faculty Members appointed by the Faculty Senate  
 Two Classified Unit Employees appointed by CCE/AFT  
 Director of Facilities  
 Director of Business Services  
 Director of Fiscal Services  
 One CAST member appointed by CAST  
 Chief of Police  
 One Faculty Member who also serves on the Faculty Senate

Director of Information Services  
 Director of Student Affairs  
 Manager of Payroll Services  
 Manager of Bookstore  
 Manager of Food Services  
 One Student appointed by ASG  
 One Faculty Member who also serves on Facilities Planning Comm.

Governance Structure Group Request  
Administrative Services Planning Council  
April 2, 2002 (rev. 4/16/02, 5/7/02, 9/16/02, 10/7/03, 2/1/05, 2/15/05)  
Page Two

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

9-16-03      First Reading  
10-7-03      Approved

2/1/05      First Reading

Noted changes (Faculty Senate Request)

Approved by PAC: 10/2/01



## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by</b> Katie Townsend-Merino				<b>Date</b> 4/2/02 (rev. 4/16/02, 5/7/02, 9/16/03, 10/7/03), 2/01/05			
<b>Proposed Name of Requested Group</b> Instructional Planning Council							
X	Council		Committee		Subcommittee		Task Force
<b>Action Requested:</b>			Add		Delete	X	Change
<b>Role, Products, Reporting Relationships:</b> <u>Role:</u> The Instructional Planning Council develops, implements, evaluates continuously and revises, if necessary, Instruction's plans and initiatives, both long- and short-term. A three-year planning cycle is used to implement the Instruction Strategic Plan. An Annual Implementation Plan outlines the tasks and actions to be accomplished during the upcoming year. The Instructional Planning Council reports its actions, makes recommendations and requests related to the Instruction Plan and to policies and procedures related to Instruction in response to the changing needs of the student population, business and industry, and the internal and external environments. The Council is responsible for guidance, direction, and oversight to the Professional Development Review Board, Curriculum Committee, and Academic Technology Group. Based on plans, determine staffing needs. <u>Products:</u> Instruction Strategic Plan, Annual Implementation Plan (including staffing, equipment, facilities, technology, and budget recommendations), Criteria for Annual Evaluation of the planning outcomes, Annual Progress Report, Policies and Procedures recommendations related to Instruction, Annual Priorities of Staffing Needs. <u>Reporting Relationship:</u> Strategic Planning Council							
<b>Meeting Schedule:</b> Second and Fourth Wednesdays, 2:30 to 4:00 p.m.							
<b>Chair:</b> Vice President, Instruction							
<b>Members:</b> Five instructional deans Director of Extended Education/Escondido Center Seven <del>Six</del> Faculty Members ( <del>one each</del> from the five instructional divisions, library, and student services appointed by Faculty Senate) <u>One Faculty Member who is also on the Faculty Senate</u> Two Classified Unit Employees appointed by CCE/AFT (one from Instruction area) One Student appointed by ASG Manager, Worksite Education and Training Research Analyst One CAST Member appointed by CAST							

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

9/16/03      First Reading  
 10/7/03      Approved  
 2/1/05      First Reading

Noted changes (Faculty Senate Request)



## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by</b> Katie Townsend-Merino				<b>Date</b> April 2, 2002 (rev. 4/16/02, 5/7/02, 9/16/03 10/7/03), 2/01/05				
<b>Proposed Name of Requested Group</b> Human Resource Services Planning Council								
X	Council		Committee		Subcommittee		Task Force	
<b>Action Requested:</b>				Add		Delete	X	Change
<b>Role, Products, Reporting Relationships:</b>  <u>Role:</u> The HRPC is responsible for the development of the strategic plans of Human Resource Services. These responsibilities include: <ul style="list-style-type: none"> <li>• Appropriate support services to Palomar College in the area of human resource services</li> <li>• Appropriate level of support and resources for level of services required</li> <li>• Effective and efficient policy and procedure development in human resource services necessary to meet the needs of the College</li> <li>• Guidance, direction, and oversight provided for such activities as:               <ul style="list-style-type: none"> <li>○ Employee hiring</li> <li>○ Staff diversity efforts</li> <li>○ Development and coordination of staff training programs</li> <li>○ ADA compliance</li> </ul> </li> <li>• Based on plans, determine staffing needs</li> </ul> <u>Products:</u> The HRPC is responsible for submitting to the Strategic Planning Council the plans, budgets, and expenditure projections of the Human Resource Services Department. The products of the HRPC include: <ul style="list-style-type: none"> <li>• Strategic Plans for Human Resource Services</li> <li>• Human Resource Services Three-Year Plan</li> <li>• Annual Budget for Human Resource Services</li> <li>• Annual Progress Report</li> <li>• Annual Priorities of Staffing Needs</li> </ul> <u>Reporting Relationship:</u> Strategic Planning Council								
<b>Meeting Schedule:</b> 2 <sup>nd</sup> and 4 <sup>th</sup> Tuesdays, 3:30 – 4:30 p.m.								
<b>Chair:</b> Vice President, Human Resource Services								
<b>Members:</b> Manager, Human Resource Services Supervisor, HR/Employment Services <del>Two</del> One Faculty Members appointed by the Faculty Senate Two Classified Unit Employees appointed by CCE/AFT Trainer/Coordinator Assistant to Faculty Professional Development Coordinator One Faculty Member appointed by the PFF One CAST member appointed by CAST One Faculty Member who also serves on the Faculty Senate								

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

9/16/03      First Reading  
 10/7/03      Approved  
 2/1/05      First Reading

Noted changes (Faculty Senate Request)



## GOVERNANCE STRUCTURE GROUP REQUEST

**Request submitted by**  
Katie Townsend-Merino

**Date**  
April 2, 2002 (rev. 4/16/02, 5/7/02, 9/16/03,  
10/7/03), 2/01/05

**Proposed Name of Requested Group**

Administrative Services Planning Council

X	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>		<b>Task Force</b>
<b>Action Requested:</b>			<b>Add</b>		<b>Delete</b>	X	<b>Change</b>

**Role, Products, Reporting Relationships:**

Role: The ASPC is responsible for the development of the strategic plans of Administrative Services. These responsibilities include:

- Adequate support services are provided to Palomar College
- Adequate resources for service levels requested
- Efficient and effective utilization of resources
- Guidance, direction, and oversight to these committees/task forces:
  - Facilities Planning Committee
  - Bookstore Advisory Committee (now a task force but should be ongoing)
  - Food Services Advisory Committee (now a task force but should be ongoing)
  - Safety and Security Committee
  - Campus Police Committee (now a task force but should be ongoing)
- Based on plans, determine staffing needs

Products: The ASPC will be responsible for developing and submitting to the Strategic Planning Council the plans, budgets, and expenditures of Administrative Services and its respective departments/programs

- Strategic Plans of all Administrative Services Departments
- Three-year operating plans of all Administrative Services Departments
- Annual Plan and Budget of all Administrative Services Departments
- Facilities Master Planning
  - Facilities Master Plans: short-, intermediate-, and long-range
  - Five-Year Capital Outlay Plan
  - Scheduled Maintenance Plan
  - Facilities component of Educational Master Plan
  - Resource Impact Analysis of recommended policies, plans, and procedures on Facilities
- Bookstore
  - Oversight Annual Report to Strategic Planning Council
- Food Service
  - Oversight Annual Report to Strategic Planning Council
- Campus Police
  - Oversight Annual Report to Strategic Planning Council
- Annual Progress Report
- Annual Priorities of Staffing Needs

Reporting Relationship: Strategic Planning Council

**Meeting Schedule:**

2<sup>nd</sup> and 4<sup>th</sup> Thursday, 3:30-5 p.m.

**Chair:**

Vice President, Finance and Administrative Services

**Members:**

~~Two~~ One Faculty Members appointed by the Faculty Senate  
 Two Classified Unit Employees appointed by CCE/AFT  
 Director of Facilities  
 Director of Business Services  
 Director of Fiscal Services  
 One CAST member appointed by CAST  
 Chief of Police  
*One Faculty Member who also serves on the Faculty Senate*

Director of Information Services  
 Director of Student Affairs  
 Manager of Payroll Services  
 Manager of Bookstore  
 Manager of Food Services  
 One Student appointed by ASG  
 One Faculty Member who also serves on Facilities Planning Comm.

Governance Structure Group Request  
Administrative Services Planning Council  
April 2, 2002 (rev. 4/16/02, 5/7/02, 9/16/02, 10/7/03, 2/1/05, 2/15/05)  
Page Two

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

Comments:

9-16-03      First Reading  
10-7-03      Approved

2/1/05      First Reading      Noted changes (Faculty Senate Request)

Approved by PAC: 10/2/01

**Instructional Planning Council  
November 10, 2004**

**156.1 (Proposed Revised Procedure w/corrections)  
Reporting Absences**

Faculty members are responsible for recording absences on their monthly Employee Absence Report and returning the report to Payroll Services.

In the event that a faculty member is absent he/she ~~should~~ will attempt to contact the following people in the following order until he/she has reported his/her absence:

- ~~Department Chair or~~ Academic Department Office
- ~~Other Department Faculty or Staff~~
- Office of the Director/Manager of the Palomar College Escondido Center, or Palomar College site (only if the class is offered at a site other than the San Marcos Campus)
- Office of the Division Dean
- Office of the Asst. Superintendent/Vice President for Instruction
- Campus Police

**Posting Posing Classes**

Once notified by the faculty member, the person contacted will be responsible for posting the official notice on the appropriate classroom door(s).

**Revised Procedure**

Faculty members are responsible for recording absences on their monthly Employee Absence Report and returning the report to Payroll Services.

In the event that a faculty member is absent, he/she will contact the following people in the following order until he/she has reported his/her absence:

- Academic Department Office
- Office of the Director/Manager of the Palomar College Escondido Center, or Palomar College site (only if the class is offered at a site other than the San Marcos Campus)
- Office of the Division Dean
- Office of the Asst. Superintendent/Vice President for Instruction or Office of the Asst. Superintendent/Vice President of Student Services (counselors)
- Campus Police

**Posting Classes**

Once notified by the faculty member, the person contacted will be responsible for posting the official notice on the appropriate classroom door(s).

## AED proposal

### Background:

Automatic External Defibrillator is an easy-to-use, automated device which delivers a life-saving electric shock to the heart to halt rapid and chaotic heart activity and restores normal heart rhythm. AEDs are designed to be used by non-medical personnel. AEDs are fast becoming the standard of care are readily available in many public venues (airports, school districts).

Advancement in technology has produced a new generation of lightweight defibrillators. These defibrillators are lightweight portable devices that can automatically analyze a heart rhythm, determine whether defibrillation is indicated and guide a user through defibrillation via the use of voice prompting. Prior to arrival of advanced life support personnel, a patient loses a 10% chance of survival every minute. A trained layperson properly equipped with an AED can provide rapid on scene intervention prior to the arrival of trained paramedics, thus increasing the survivability of the patient.

### Proposal:

Palomar Community College will contract with Sand Diego Project Heartbeat to purchase 7 AEDs with storage units and to provide Physician Medical Oversight, Training/ Certification for 8 designated Palomar Staff members, record keeping, data collection, and program maintenance. Initial start up will be \$18,000-\$20,000. An annual budget of \$1,000-\$2,000 will be needed to provide for the maintenance of the AEDs and data logging required after an incident.

Distribution of the AEDs will be as follows: 3 for Campus Police, 1 for Health Services, 2 for Athletic Trainer (training room, Wellness Center), 1 for the Escondido Center.



## Palomar College Progress Report

April 2005

*Quacora  
Bautista  
Hornio  
Kelley  
White*

*C.1.*

### Recommendation #1

The college should carefully structure its employment procedures to ensure recruitment and hiring efforts that result in further diversification of the staff with an emphasis on full-time faculty in particular. (2.6,7.A.3, 7.D.1)

During the 2003–04 academic year, Palomar College hired 16 new full-time faculty. Of that number, 25% ( $n = 4$ ) were from under-represented groups. While the percent of underrepresented applicants and interviewees have remained relatively constant, except for the anomaly in the 2002–03 academic year, which may be a result of the small number of faculty hired that year, the percent of those from underrepresented groups who have been hired has increased, see Table 1.

*Table 1—Percent Under-represented applicants, interviewees and hires*

Year	# of positions	# of applicants	% under-represented applicants	% under-represented interviewees	% under-represented hires
00-01	31	1,028	20.9%	25.1%	9.7%
01-02	12	470	18.3%	22.6%	16.7%
02-03	4	23	8.7%	13.3%	25%
03-04	16	984	20.5%	18.5%	25%

To ensure recruitment efforts that may result in the hiring of a more diverse full-time faculty, Palomar has initiated, and remains committed to, the following strategies:

- We have increased the college's awareness of the benefits of hiring a more diverse faculty and staff. We have added the goal of increasing the diversity of faculty in the district's Strategic Planning Process.
- We will continue to attend job fairs and will continue to target advertising to specific colleges and universities, as well as local and national professional organizations that serve ethnically diverse candidates (including Camp Pendleton).
- We will begin advertising new faculty positions earlier in the year so competitive diverse candidates will still be in the job pool when we begin our hiring process.
- We are offering professional development workshops to improve the application/interviewing skills of our adjunct faculty, a logical source of many diverse applicants. This will increase their competitiveness in the hiring process. The first workshop was held in Fall 2004 and a second is scheduled for Spring 2005.
- We have added the ethnic breakdown of the current student population to recruiting materials, and we have developed new recruiting brochures depicting more diversity in the District while also marketing the diversity of our local area in our recruiting materials.
- We have updated the District and Human Resources web pages featuring more photographs that include ethnically diverse students and staff. We are developing a web page entitled "Faces of Palomar" which reflects the diversity of our students and staff.

- We have established partnerships with community college teacher training programs for underrepresented candidates (e.g., SDICCA), and we have been participating in community outreach efforts with our membership in the Higher Education Recruiting Consortium (HERC).
- We have improved the selection committee training materials. We now emphasize the need to include diverse members on each selection committee to reflect the diversity on campus. This could increase the desire of ethnically diverse candidates to want to teach at Palomar. We also train selection committees in cultural differences in approaches to the interview process.

#### **Summary:**

We are making gradual progress in diversifying our full-time faculty. We have carefully structured our employment procedures to ensure recruitment and hiring efforts that may result in further diversification of the staff with an emphasis on full-time faculty in particular.

#### **Recommendation #2**

**Given the relative newness of the strategic planning process and the plans to re-establish the institutional review process, within two years the college should evaluate the effectiveness of the institutional review process, modifying, as appropriate, and linking it to strategic planning and the resource allocation process. This will greatly assist the college in assuring that it's long-term educational and facilities planning efforts are updated. (3.B.3, 3.C.3)**

Based on the WASC report of 2003, the newly-formed Strategic Planning Council (SPC) charged the Institutional Review Committee (IRC) with evaluating and modifying the process to address the concerns about effectiveness and links to planning. As a result of its evaluation, IRC proposed that Palomar College make the changes described below. The Strategic Planning Council approved the new process and the College began implementing it in 2003-04.

The new process includes four key changes.

- First, the review process is an annual event for every program instead of the previous cycle of once every 5 years. This allows a timely evaluation, particularly important for disciplines that change rapidly or for departments that experience internal change. It also provides the divisions with the capability to look at all areas together when prioritizing needs and allocating resources each year.
- Second, the review process is based on a simplified and standard set of questions and data which is established at the beginning of the cycle by the Planning Councils. This allows for continuous updating of the type of information gathered each year. For example, the new institutional review forms ask programs/departments to identify one student learning outcome and describe how it is assessed. This addresses a major college-wide movement to define student learning outcomes.
- Third, the review process is expertise-based. With the new process, the program or department reviews are now evaluated by the division deans/directors in consultation with the department chairs. Previously, individual members of IRC evaluated the reviews. The deans/directors then write an area report which is sent to the appropriate planning council (e.g., Instructional Planning Council).
- Fourth, the review process is integrated into the planning council structure of the College. As mentioned above, at the beginning of the review cycle, each Planning Council defines the data that their respective programs/departments will use when completing their

annual reviews. When the reviews are completed, Planning Councils evaluate area reports made by the division deans/directors.

The Planning Councils incorporate the needs identified through the institutional review process when generating priorities to pass on to the Strategic Planning Council and, if necessary, to the Revenue Allocation Committee. Further, the Strategic Planning Council can consider the results of the divisional institutional reviews when developing the Institution's Annual Implementation Plan (a component of the Strategic Planning Process). Thus, the review process is now linked to Palomar College's strategic planning and resource allocation process.

After the first year of implementation, IRC held focus groups to evaluate the effectiveness of the new process. In general, departments/programs appreciated the new forms and process and felt that the revised process encouraged compliance. Based on specific feedback from the focus groups, Institutional Research and Planning is adding data to allow for the evaluation of trends. Further, the IRC has recommended strengthening the feedback loop from Planning Council to department/programs to inform them on how the completed reviews and reports are used in the planning and resource allocation process.

#### **Additional plans which the college has developed:**

As the College completes several cycles of this new process it is expected that slight modifications will be needed to strengthen and increase its impact. The IRC is tasked with providing training on the process, monitoring the effectiveness of the process, and recommending improvements to increase its effectiveness, if needed.

#### **Summary:**

Palomar College, through its IRC, has evaluated the effectiveness of the institutional review process and modified it based on this evaluation. Further, the process is now linked to the strategic planning and resource allocation process of the college. The new process is an annual, expertise-based process for each department or program. The needs and the progress of each area are presented to the appropriate planning councils by the division dean or director. The planning councils use the information in sending reports to the Strategic Planning Council and, if necessary, to the Revenue Allocation Committee.

### **Recommendation #3**

**The college has begun to develop processes for measuring student learning outcomes and should integrate into its formal methods of review of academic programs and certificates the creation and evaluation of student learning outcomes on a course, program, and degree/certificate level. (4.B.3)**

#### **Fall, 2003**

- The district established a Learning Outcomes Task Force. This was a 31-member task force, co-chaired by the college President and the Faculty Senate President. All college constituent groups, including students, were represented.
- From within the larger Task Force, a small working group was established to work with the co-chairs on a proposed organizational structure to formalize our college's approach to learning outcomes.
- The products of the work of the Task Force and small working group were the revision of the college's Principles of Assessment (attachment #1) and a Governance Structure Group Request (attachment #2), establishing a Learning Outcomes Council (LOC) which would be guided by a Coordinating Committee.
- The faculty co-chair reported to the LOC about a review of core skills developed by the Curriculum Committee. In this request, department chairs and program directors were

asked to consider the ways in which a number of core skills are assessed in their disciplines (attachment #3). This information helped us to imagine how we might begin thinking about "skills" and "concepts" or "knowledges" in different ways.

- Concurrent with these activities, the Institutional Review Committee, whose task is to oversee program review in instructional and non-instructional programs, began to discuss the relationship of institutional review/program review to learning outcomes.

#### **Spring, 2004**

- Institutional resources were identified, including reassigned time for the faculty co-chair and faculty coordinating committee members. Administrative support and commitment to a faculty-driven process were identified as essential elements.
- The Task Force continued to refine its products and to shepherd them through the formal governance process. The proposed organizational structure of the Council and Committee were approved by the Faculty Senate, the Instructional Planning Council, the Curriculum Committee, the Strategic Planning Council, and they were finally endorsed by the Governing Board.
- The college adopted, through the work of the Curriculum Committee, a new software program for curriculum development, "Curricunet." This program will allow for the inclusion of learning outcomes for every course offered on campus.
- The Institutional Review Committee completed its work on the revision of the Data Collection Form (attachment #4) to include a new request: that departments and programs "identify one learning outcome that has been incorporated in one course in the program." Additionally, they were asked to identify a measure by which that learning outcome had been assessed.

#### **Fall, 2004**

- The LOC and the Coordinating Committee began meeting regularly at the start of the semester. The faculty co-chair addressed the faculty and administration at the Fall Plenary Session, identifying student learning outcomes as among the most important initiatives for our college and encouraging participation in the dialogue.
- The LOC meets once a month, and the Coordinating Committee meets three times a month. The attention has been almost exclusively on dialogue, which we more often call conversation or discussion. These meetings have resulted in an enthusiastic and sometimes intense exchange of ideas about how the college will "develop processes for measuring student learning outcomes." This has been an essential element of what we hope will eventually be considerable integration of these ideas.
- The college funded the Coordinating Committee's participation in the AAHE/WASC "Workshop on Assessment" in October. The committee members became better informed about the larger context of assessment and its relationship to the new accreditation standards. The experience allowed for team-building, which has resulted in gained momentum and enthusiasm for the work. Most importantly, the team project which was generated at the conference outlines a one-year plan, "Conversation, Information, Preservation" for engaging the entire campus in a focus on student learning outcomes (attachment #5).
- The LOC invited the chair of the Nursing program to share some of the details of that program's response to accreditation requirements which have been in place for some time. The remarkable success of the Nursing program and its approach to learning outcomes and assessment suggests that we can learn much from many other programs on our campus, most of them in vocational and technical areas, which are accountable to various accrediting bodies.
- The faculty co-chair of the LOC and Coordinating Committee developed a presentation, "Student Learning Outcomes: an Invitation to an Important Conversation," which was

presented to the Governing Board in November. This same presentation has been given to the Faculty Senate, the Chairs and Directors group, and several planning councils.

### **Spring, 2005**

- The Coordinating Committee offered a presentation and facilitated discussion of student learning outcomes at the Adjunct Faculty Spring '05 Plenary Session.
- A web-site has been established for the purpose of posting information, articles, and ideas about learning outcomes and assessment.
- The Coordinating Committee has created a newsletter intended to inform and entertain colleagues with glimpses into work relating to student learning outcomes on this campus.
- The college library has established a collection of materials dedicated to student learning outcomes and assessment.
- The members of the LOC have begun to recruit interested students who might benefit from participation in this process. We've extended an invitation to future teachers and any other students who might experience this as a significant learning opportunity. We hope these students will serve as ambassadors and information-gatherers for our campus-wide initiative.
- The faculty co-chair of the LOC joined representatives of the Vocational/Technical division for a workshop on Program Improvement and Assessment in February, 05.

### **Additional plans which the college has developed:**

- The one-year plan for "Conversation, Information, and Preservation," developed by the Coordinating Committee and endorsed by the LOC, has been incorporated into the Professional Development Spring 2005 schedule (attachment #6). The entire campus community is invited to participate in a series of eight forums, which will facilitate discussion of student learning outcomes.
- In order to reach out to faculty who do not teach at our main campus, the LOC will offer additional forums at night and at the college's largest education center in Escondido.
- In addition to the more formal environment of the forums, we plan to organize informal gatherings off-campus in order to engage faculty and staff in conversations about this initiative.
- The LOC will act in support of a project called "Campus Explorations." This will operate as a campus-wide learning community, focusing on a particular theme and offering connected occasions for students, faculty, and staff – interdisciplinary discussion sections, guest speakers, performances, etc.
- The Coordinating Committee will ask student journalists from *The Telescope*, our campus newspaper, to help spread the word about the campus-wide attention to student learning outcomes and about the role students play in contributing to those outcomes.
- The LOC will request that individual faculty members begin to share their ideas, methods and plans at council meetings, and every effort will be made to create an environment in which many will be willing to participate.

### **Summary:**

In considering this recommendation, the LOC agreed to begin with a strong acknowledgement that the assessment of learning outcomes has always been successfully undertaken by the faculty here at Palomar College. In this spirit, numerous campus constituents have worked diligently to respond in a meaningful, authentic way to this recommendation. As a first step, the District has begun to formally record the methods by which outcomes are measured and student success is achieved. One of the significant challenges at Palomar College was to establish an environment in which we could engage in healthy collegial debate about trends in assessment and performance reporting. The LOC will continue to encourage dialogue and to focus on communication, seeking broad participation. Preparing the ground for truly transformative change



in the area of learning outcomes will no doubt prove worthwhile for our students and our community.

#### **Recommendation #4**

**The college should develop mechanisms to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions. (7.B.1, 7.B.2)**

The Human Resources Planning Council has developed procedures to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions. Human Resources will implement follow-up procedures that will include notification to the employee being evaluated, as well as to the employee's supervisor/manager, so that timely completion of the evaluation is more likely to occur.

The Human Resources Department is currently discussing these procedures with the constituent group representatives so that the procedures may be implemented during Spring/Summer 2005. Included in these discussions will be consideration for the frequency of the evaluation cycle that ensures timeliness of feedback to the employee. Once in place, extensive training will be conducted for all those responsible for completing evaluations of all classified staff and administrators/managers.

New procedures regarding the evaluation of part-time faculty are included in a new contract between the District and the Palomar Faculty Federation. Pending ratification of this contract and adoption by the District's Board of Governors, these new procedures will be implemented no later than Fall 2005. The new procedures clearly define a timeline allowing for regular evaluations, personnel and faculty responsible for the evaluation, and the evaluation cycle.

#### **Summary:**

The Human Resources Department will implement these procedures by Fall 2005 to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up, complying with college policy and contract provisions.

#### **Recommendation #5**

**The college should ensure the planning and resource allocation process effectively address the need for equipment replacement to meet the educational and student services needs of the college. (6.2, 6.5, 8.1, 8.3, 8.4, 8.5, 3.B.3, 9.A.1, 9.A.3)**

To address this recommendation, the Strategic Planning Council (SPC) convened an Equipment Replacement Task Force in Spring 2004. The Task Force recommended an Equipment Replacement Procedure that was approved by SPC and provides for general funding allocation for equipment replacement based upon eligibility, priority and critical or safety needs.

Through extensive work of the Fiscal Stability Task Force convened in Summer 2004, the District is fully analyzing its budget development and allocation process. The Task Force is still meeting and will be making final recommendations to SPC this Spring 2005. It is anticipated that one of the recommendations from the Planning Councils to SPC will be to ensure a budget line item allocation for equipment replacement and repair and for the purchase and maintenance of site software licenses. This recommendation would ensure an on-going allocation of funds to address department and division priorities in instruction and student services.

In addition, a Technology Master Planning Task Force was convened in Spring 2004 to develop a comprehensive, district-wide technology and programs services plan linked to the 20-year Educational and Facilities Master Plan. The plan will include an assessment of the current state of technology as well as recommend a long-term plan for resource allocation, including staffing levels, equipment replacement, and facilities. The Task Force will complete its works and makes its recommendations to SPC during Spring 2005.

For the past two years, the State Chancellor's Office has distributed block grant funds requiring a 3:1 District match. It is anticipated that this specified funding allocation will continue and will enable Palomar College to use these funds as one resource for equipment replacement and repair. To allocate these block grant funds, each instructional division and student services area develop a prioritized list of equipment based on department priorities. To ensure that various instructional and student service needs are addressed, funds are categorized and allocated to support general instructional equipment needs and repairs, computer labs, faculty, classroom technology, and student support services. The distribution of these funds is an inclusive process among faculty, department chairs, administrators, and governance committees responsible for prioritizing and allocating these funds. This procedure is currently adequately addressing the equipment replacement needs in instruction and student services.

#### **Summary:**

Progress on this recommendation has been made over the past year and a half. Through the efforts of Palomar's shared governance process, various task force recommendations, strategies and procedures, and funding sources have been identified and implemented or are pending. The combination of these procedures, strategies, and funding sources will ensure an on-going planning and resource allocation process that will effectively address the replacement of equipment for the instructional programs and student support services of Palomar College.

### **Recommendation #6**

**The team recommends that future retiree health and dental benefits be clearly identified and funded as a future obligation of the college. (9.C.1)**

Palomar College has identified several issues concerning future retiree health and dental benefits as a future financial obligation. In the past the District paid the total cost of the retiree medical premiums for all retirees from the Unrestricted General Fund. The district paid the current annual premium as a current expense employing the "pay as you go model". When additional funds were available, some funds were earmarked to offset the retiree health obligation. The balance accumulated was inadequate to catch up to the total future liability of the rising costs of medical premiums. Beginning in 2004-2005, future retiree medical benefit costs are considered part of the complete benefit package cost for each employee. Funds are now being transferred into the Retiree Medical Fund for every current employee. As the college implements this process, over \$3 million has been transferred to the Retiree Medical Fund during 2004-2005. This amount is expected to exceed the premiums paid out resulting in a balance in that fund that is expected to increase from year to year.

Although this new funding model will cover the future retiree medical benefits for current employees from this point forward, it does not address the existing liability for current retirees and for a number of long term employees close to retirement. The District via the Benefits Committee and the Resource Allocation Committee (RAC) will address the future liability for current retirees once it receives an updated actuarial study to be completed in the spring semester of 2005.

Another issued identified by the college regarding future retiree medical benefits was the practice of funding all retiree medical premiums from the Unrestricted General Fund even though some retirees had been funded 100% from categorical programs (such as EOPS or Matriculation) their entire careers. The current process of funding future retiree medical benefit costs as part of the

complete benefit package is now being covered by the program that funds the employee. Categorical programs will now fund both current and future retirement benefits. This represents the true costs that should be charged to these programs.

**Summary:**

Palomar College has clearly identified future retiree health and dental benefits and has taken steps to fully fund the future retiree health and medical benefits of current employees. A plan to fund the future liability of current retirees and long term employees close to retirement will be developed once an updated actuarial study is completed in the Spring of 2005.



DRAFT

In response to several years of uncertain times, in the spring of 2004 the Strategic Planning Council (SPC) created a campus-wide constituency based task force, known as the Fiscal Stability Task Force (FSTF). FSTF has been working diligently since that time to accomplish the objectives assigned by SPC. This dedicated group of individuals consists of the broad constituency based Revenue Allocation Committee (RAC) plus two members from each of the four governance planning councils (Instructional Planning Council, Student Services Planning Council, Administrative Services Planning Council and Human Resources Planning Council.) FSTF has not operated as a decision maker but rather it has reviewed and made recommendations that impact both the on-going and one-time funds. In addition to addressing the fiscal stability of the District, its role has been one of developing processes, which consider the competing concerns of all while attaining the objectives assigned by SPC.

FSTF, the Fiscal Office and all members of the Palomar College District were surprised and somewhat dismayed when the actual FY03-04 ending balances were significantly higher than the initial projections. A significant contributing factor to the unexpected fund balance was a result of the sacrifices made by all to forego hiring personnel where needed and cutting back on spending. I applaud everyone for their efforts!

The unexpected increase in the FY03-04 ending balance provides an opportunity to address some pressing needs at Palomar College. Since the unexpected funds are one-time in nature, FSTF has recommended to SPC that any expenditures from this source should be one-time in nature as well. SPC agreed with that recommendation and therefore the Vice Presidents have been asked to submit via each Planning Council a list of prioritized needs that can be considered as one time. These requests will be provided to SPC and will be melded into a final prioritized list to be considered for submission to the Board of Trustees for approval.

FSTF has reviewed the General Fund Unrestricted and Designated Fund Balance and has determined that \$1.0 million of one time funds is available at this time. This amount has been determined based upon a recommendation that the reserve be increased to 5%. It allows for projected deficit financing for FY04-05, and is net of the estimated costs of salary settlements for all employees.

In addition, as a result of the latest actuarial study (May, 2002) the retiree medical fund is currently under-funded by just over \$27 million and may increase when the updated study is done this spring. Because the retiree medical liability is of concern to all employees, FSTF is recommending that the first \$2 million of continuation (not one-time) funds identified in the re-allocation of budget funds for FY04-05 and FY05-06 be used to offset this liability. If funds in excess of the \$2 million materialize, then RAC will review the overall budget situation and make a recommendation to SPC at that time.

FSTF has nearly completed its assigned tasks and will cease to exist by the end of February. As part of its process, FSTF developed ten Guiding Principles, which has as one of its core values a commitment to a budgeting process that is transparent and trustworthy. To that end, FSTF recommends that RAC function as a 3<sup>rd</sup> party review reporting to SPC. RAC will be tasked with identifying one time and continuation funds in the current and subsequent fiscal years and to review the fiscal records to identify additional funds that may become available in the course of the fiscal year as a result of timing or additional sources of revenues such as growth funds. If the District reaches its targeted growth it could mean an additional \$2.1 million for FY04-05, which would result in additional continuation funds.

Thank you to all for your commitment to student learning and the mission and goals of Palomar College.

# Title V: The Hispanic Serving Institutions Program (84.031S)



## 2005



## Palomar College Title V Information Update, February, 2005

DEPARTMENT OF EDUCATION [CFDA No. 84.031H]

### **FY 2005 Request for Designation as an Eligible Institution for Title III and Title V Programs**

You must be designated an eligible institution before applying for funding from the following programs authorized by Title III Part A and Title V:

- Strengthening Institutions Program;
- American Indian Tribally Controlled Colleges and Universities Program;
- Alaska Native-Serving Institutions Program;
- Native Hawaiian-Serving Institutions Program; and
- Developing Hispanic-Serving Institutions Program.

### **TIMELINE - INSTITUTIONS THAT APPLY FOR TITLE III PART A OR TITLE V FUNDING MUST APPLY BY JANUARY 13, 2005.**

**Office of Postsecondary Education;** Strengthening Institutions (SIP), American Indian Tribally Controlled Colleges and Universities (TCCU), Alaska Native and Native Hawaiian-Serving Institutions (ANNH) and Developing Hispanic-Serving Institutions (HSI) Programs; Notice Inviting Applications for Designation as Eligible Institutions for Fiscal Year (FY) 2005.

**Purpose of Programs:** Under the SIP, TCCU, and ANNH Programs, (Title III Part A programs) authorized under Part A of Title III of the Higher Education Act of 1965, as amended (HEA), institutions of higher education are eligible to apply for grants if they meet specific statutory and regulatory eligibility requirements. Similarly, institutions of higher education are eligible to apply for grants under the HSI Program, authorized under Title V of the HEA, if they meet specific statutory and regulatory requirements. In addition, an institution that is designated as an eligible institution under those programs may also receive a waiver of certain non-Federal share requirements under the Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal Work Study (FWS), the Student Support Services (SSS) and the Undergraduate International Studies and Foreign Language (UISFL) Programs. The FSEOG, FWS and SSS Programs are authorized under Title IV of the HEA; the UISFL Program is authorized under Title VI of the HEA.

Qualified institutions may receive these waivers even if they are not recipients of grant funds under the Title III, Part A Programs or the HSI Program.

**Office of Postsecondary Education; Overview Information;  
Developing Hispanic-Serving Institutions Program; Notice Inviting  
Applications for New Awards for Fiscal Year (FY) 2005** Catalog of  
Federal Domestic Assistance (CFDA) Number: 84.031S.

**DATES: Applications Available: February 3, 2005.**

**Deadline for Transmittal of Applications: March 21, 2005.**

**Deadline for Intergovernmental Review: May 19, 2005.**

Eligible Applicants: Except as noted below, **institutions of higher education that qualify as eligible Hispanic-Serving Institutions (HSI) are eligible to apply for new Individual Development Grants and Cooperative Arrangement Development Grants** under the Developing Hispanic-Serving Institutions Program. The requirements for satisfying the definition of an eligible HSI are in the Notice Inviting Applications for Designation as Eligible Institutions for Fiscal Year 2005 that was published in the Federal Register on November 30, 2004 (69 FR 69589). The complete HSI eligibility requirements are in 34 CFR 606.2 through 606.5 and can be accessed from the following Web site: <http://www.ed.gov/news/fedregister>.

**Relationship Between HSI and Title III, Part A Programs**

Note 1: A grantee under the Developing HSI Program, authorized under Title V of the Higher Education Act of 1965, as amended (HEA), may not receive a grant under any HEA, Title III, Part A Program. The Title III, Part A Programs include the Strengthening Institutions, American Indian Tribally Controlled Colleges and Universities, and Alaska Native and Native Hawaiian-Serving Institutions Programs. Further, a current Developing HSI Program grantee may not give up its grant in order to receive a grant under any Title III, Part A Program.

Note 2: An HSI that does not fall within the limitation described in Note 1 may apply for a FY 2005 grant under all Title III, Part A Programs for which it is eligible, as well as under the Developing HSI Program. However, a successful applicant may receive only one grant.

Estimated Available Funds: -----\$26,549,000

Estimated Range of Awards: -----\$475,000-\$700,000

Estimated Average Size of Awards:

**Individual Development Grant: -----\$496,000 per year**

**Cooperative Arrangement Development Grant: ---\$650,000 per year**

Estimated Number of Awards: Individual Development Awards: ----- 43

Cooperative Arrangement Development Awards: ----- 8

Project Period: ----- Up to 60 months



## **I. Funding Opportunity Description**

**Purpose of Program:** The Developing HSI Program assists HSIs to expand educational opportunities for, and improve the academic attainment of, Hispanic students. The Developing HSI Program also enables HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Priorities: This competition includes two competitive preference priorities taken from the statute for this program. These priorities are as follows:

In accordance with 34 CFR 75.105(b)(2)(iv), the following priorities are from sections 511(d) and 514(b) of the HEA.

Competitive Preference Priorities: For FY 2005, these priorities are competitive preference priorities. These priorities are:

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award up to **an additional five (5) points to an application, depending on how well the application meets this priority. Section 511(d) of the HEA provides that we must give priority to applications for development grants that contain satisfactory evidence that the HSI has entered into, or will enter into, a collaborative arrangement with at least one local educational agency or community-based organization to provide that agency or organization with assistance (from funds other than funds provided under Title V of the HEA) in reducing dropout rates for Hispanic students, improving rates of academic achievement for Hispanic students, and increasing the rates at which Hispanic secondary school graduates enroll in higher education.**

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(ii) we give preference to an application that meets this priority over an application of comparable merit that does not meet the priority. Section 514(b) of the HEA provides that **we must give priority to applications for cooperative arrangement grants that are geographically and economically sound or will benefit the applicant HSI.**

Program Authority: 20 U.S.C. 1101-1101d, 1103-1103g.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 606.

## II. Award Information

Type of Award: Discretionary grant. Five-year Individual Development Grants and Cooperative Arrangement Development Grants will be awarded in FY 2005. Planning grants will not be awarded in FY 2005.

Note: The Department is not bound by any estimates in this notice.

Applicants should periodically check the HSI Program Web site for further information. The address is:

<http://www.ed.gov/programs/idueshsi/index.html>.

## III. Eligibility Information

1. Eligible Applicants: Except as noted below, **institutions of higher education that qualify as eligible HSIs are eligible to apply for new Individual Development Grants and Cooperative Arrangement Development Grants under the Developing HSI Program.** The requirements for satisfying the definition of an eligible HSI are in the Notice Inviting Applications for Designation as Eligible Institutions for Fiscal Year 2005 that was published in the Federal Register on November 30, 2004 (69 FR 69589). The complete HSI eligibility requirements are in 34 CFR 606.2 through 606.5 and can be accessed from the following Web site: <http://www.ed.gov/news/fedregister>.

2. Cost Sharing or Matching: There are no cost sharing or matching requirements unless the grantee uses a portion of its grant for establishing or improving an endowment fund. If it does, it must match with non-Federal funds the amount of grant funds used for this purpose. (20 U.S.C. 1101c).

Title V does not allow for any Indirect Costs.

**CALIFORNIA TITLE V INDIVIDUAL DEVELOPMENT GRANT AWARDEES**  
**Community Colleges**

<b>Fiscal Year 2004 Individual Development Grant Recipients</b>		
<b>CITY</b>	<b>INSTITUTION</b>	<b>GRANT AWARD</b>
Glendora	Citrus College	\$549,250
Culver City	West Los Angeles College	\$531,591
Santa Monica	Santa Monica College	\$550,000
San Diego	San Diego Community College District	\$455,942
Victorville	Victor Valley College	\$547,924
Los Angeles	Los Angeles Mission College	\$514,133
Santa Clara	Mission College	\$549,656
<b>Fiscal Year 2003 Individual Development Grant Recipients</b>		
<b>CITY</b>	<b>INSTITUTION</b>	<b>GRANT AWARD</b>
Cypress	Cypress College	\$450,000
San Jacinto	Mt. San Jacinto College	\$447,819
Porterville	Porterville College	\$443,752
Riverside	Riverside Community College	\$429,749
Riverside	Riverside Community College-Norco	\$431,243
Riverside	Riverside Community College-Moreno Valley	\$436,095
<b>Fiscal Year 2002 Individual Development Grant Recipients</b>		
<b>CITY</b>	<b>INSTITUTION</b>	<b>GRANT AWARD</b>
Bakersfield	Bakersfield College	\$367,178
Norwalk	Cerritos College	\$417,285
<b>Fiscal Year 2001 Individual Development Grant Recipients</b>		
<b>CITY</b>	<b>INSTITUTION</b>	<b>GRANT AWARD</b>
Blythe	Palo Verde Community College	\$403,861
Fullerton	North Orange County Community College District	\$435,741
Modesto	Modesto Junior College	\$386,057
Reedley	Reedley College	\$441,373
Santa Ana	Santa Ana College	\$412,913
Chula Vista	Southwestern College	\$368,065
Ventura	Ventura College	\$428,750

# CALIFORNIA TITLE V COOPERATIVE AGREEMENT GRANT AWARDS

Fiscal Year 2004 Cooperative Agreement Grant Recipients		
COLLEGE	PARTNERS	GRANT AWARD
Chaffey College	Riverside Community College	\$699,264
El Camino College	Santa Monica College	\$691,922
Long Beach City College	California State University - Long Beach	\$668,564
California State University - Dominguez Hills	Cerritos College	\$623,435
Fresno City College	Reedley College	\$690,841
Mount St. Mary's College	Pasadena City College	\$696,000
Compton Community College	Charles R. Drew University	\$612,494
College of the Sequoias	Porterville College	\$610,000
Fiscal Year 2003 Cooperative Agreement Grant Recipients		
COLLEGE	PARTNERS	GRANT AWARD
California State University Bakersfield	Bakersfield College	\$619,679
California State University - Stanislaus	Merced College	\$600,000
	Modesto College	
Rio Hondo College	Whittier College	\$586,592
Santa Ana College	Fullerton College	\$644,239
	California State University-Fullerton	
Fiscal Year 2002 Cooperative Agreement Grant Recipients		
COLLEGE	PARTNERS	GRANT AWARD
Allan Hancock College	Ventura College	\$600,000
California State University - Fresno	West Hills Community College	\$600,000
Hartnell College	Gavilan College	\$547,710
Woodbury University	Los Angeles Valley College	\$600,000
Fiscal Year 2001 Cooperative Agreement Grant Recipients		
COLLEGE	PARTNERS	GRANT AWARD
California State University San Bernardino	CSU Los Angeles	\$624,762
	Cal Poly Pomona	
	Mt. San Antonio College	
	Oxnard College	
Glendale Community College	CSU Northridge	\$599,989
Los Angeles City College	Los Angeles East College	\$628,407
	Los Angeles Southwest College	
	Los Angeles Trade-Technical College	



## **PALOMAR COLLEGE TITLE V – USEFUL DATA SETS**

### **OUTREACH (CPEC, CDE, CENSUS, PC)**

A\*Target High Schools - with high Latino, but low application, enrollment rates (specifically focused on San Marcos, and Vista, and then also third, Escondido);  
A\*Target High Schools with overall comparison enrollment rates, incld high Latino %s;  
B\*Low Income high schools/school districts, (areas based on general census tract information/FRL);  
A\*Large ESL student populations (by school district and or census tract);  
A\*Adult students...ESL and non-ESL, who enroll (by City and or via Adult Schools/GEDs);  
A\*Matriculation rates of ESL students to PC (who have begun at wh/ levels);  
C\*Assessment/Testing data - ballparks, general trends - esp for ethnic. - remediation...  
C\*Veterans enrollment data, annuals, esp by ethnicity;  
C\*Census Veteran data for PCCD;  
B\*Census Educational Attainment rates, especially for adults (hopefully lower);  
A\*Census Data on Income for Census tracts within borders of the PCCD;  
A\*School District, K-12, and or Census data of proliferating K-8, and 9-12 Latino #s

### **RETENTION (PC, SARS, PC PS)**

A\*Target High School students, by origin of HS, that persist better than other HS students, esp Latinos;  
A\*GPA data  
A\*Retention rates by semester and or year, within a 1, 2, and/or 3 year period;  
C\*Rates of students who "stay too long" (or stop outs and returns);  
\*% of students, and % of students by ethnicity with IEPs, w/ annuals; - SARS?  
\*% of students, and % of students by ethnicity with # of Counseling Visits (ratios); - SARS?  
A\*% of students (and esp. by ethnicity) on FA, and or w/ FAFSA completed, w/annuals;  
A\*Time to graduation/transfer...by semesters...or years  
A\*Faculty ethnicities (w/ ESL and w/o), and for most popular departments/programs, for Math, English, and Counseling, full time and part time;  
C\*Remediation course numbers (student numbers, sections) - increases over time, annuals;  
A\*Student Academic probation and dismissal - rates, %s, esp by ethnicity, w/ annuals;  
B\*Tutoring Center Data (especially frequency use, by ethnicity) – Ruth will do.  
A\*Student Withdraw/Drop - rates, %s, esp by ethnicity, w/ annuals, hopefully increasing;  
B\*Any Climate, Culture, Engagement data, from Noell-Levitz, and or CSSI, reports, results - that would be pertinent (succinct data pieces), baseline data...esp CSSI;  
C\*Veterans persistence/retention data;  
\*Faculty Professional Development workshops - number/year on Diversity issues, and number/% of faculty attendance for such workshops/year, w/ annuals; - Lori  
B\*Enrollment in College Success courses and Transfer Success Courses per year, w/annuals (by ethnicity) relative grades in these courses, and to future Palomar College retention and graduation, integrated ethnicity data would be ideal;  
\*# of grants per year received/on-going by PC;  
\*# and total \$ amount of annual Scholarships offered, # of applications, and # awarded, especially by ethnicity for each factor;

### **GRADUATION/TRANSFER (PC, NSCH, PC SARS, PC PS)**

A\*Graduation and/or Transfer rates (especially by ethnicity), w/ annuals;  
A\*Program/AA/Transfer Credit times/rates (time to completion);  
A\*Universities/Colleges with highest to lowest PC transfers (by CSU, UC, Pvt/Indp);  
\*PC Transfer Center service rates - monthly, annually, by student ethnic groups and service frequency relative to Transfer rate;  
A\*Transfer rates by ethnicity, or if we have it, by who was on FA, or w/ FAFSA  
\*Transfers by major  
B\*CSU ELM/EPT data...esp. higher failure rates, and annuals would be ideal  
C\*Veterans graduation/transfer data;

# Palomar College Title V proposed

## Objectives/Activities

The narrative and related sections of the application (as also explained to the working group) have very strict guidelines (especially to “build in sustainability”) and formatting, and only allow for 70 electronic-pages...with a requirement for “stringing the narrative/proposal by activity”. As such, and given the “timing” issues involved, there will only be two activities for the Individual PC grant (each of which will either now or later incorporate most of the ideas already presented by the working group et al):

### **1) Enhancing Student Engagement "ESE" (Student Retention)**

### **2) Building College Capacity "BCC" (Grant Writing, Endowment, Evaluation)**

This focus will make everyone's involvement/interpretation easy to comprehend and for all of us to proceed, with the work involved, from this point toward submission...to add more activities, adds time, pages, work, and possible other issues...this focus should also help give “words, goals, objectives” that may be needed for explanation/justification...in campus meetings. These two activities will help PC continue to improve, while building on what we are already doing, especially with number one. Some ideas that can be included, especially per the Data Sets handout, and Working Group meetings are:

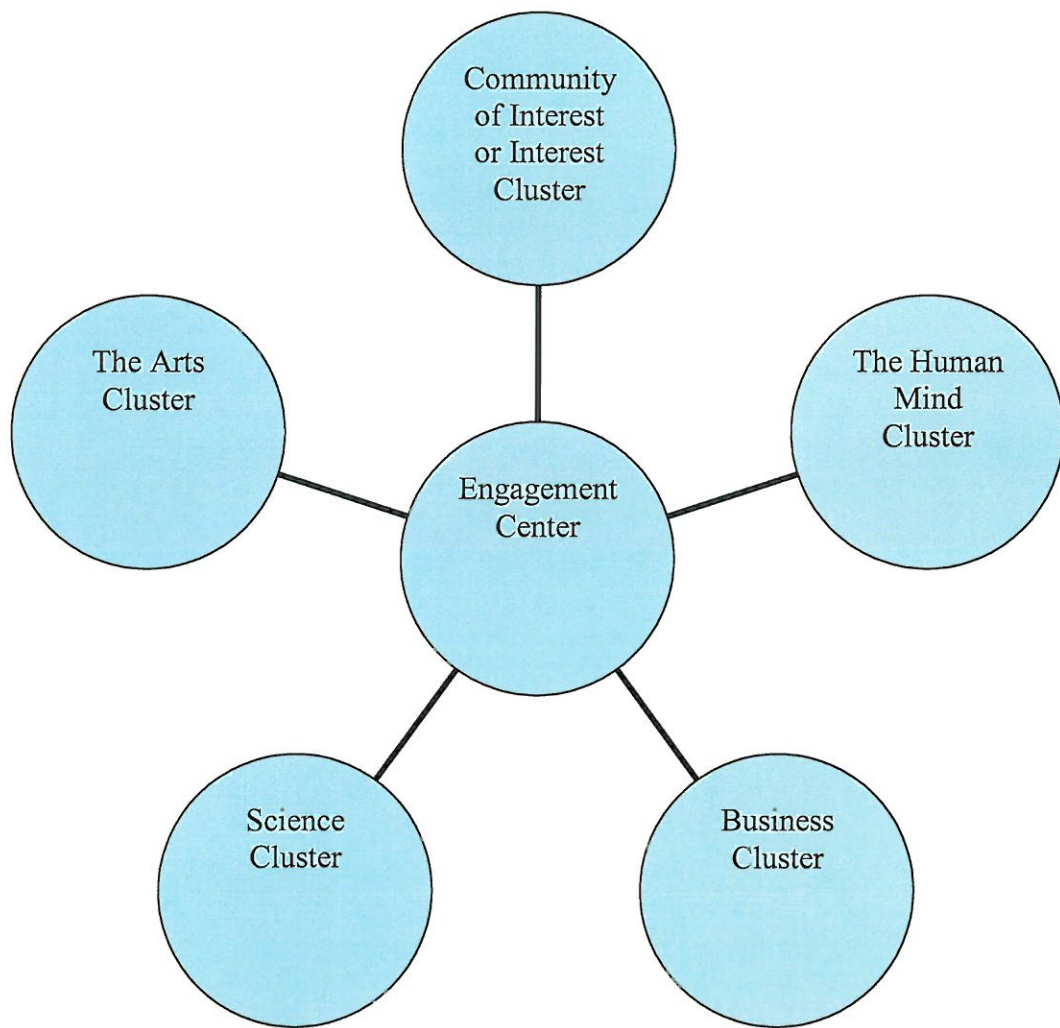
#### **Enhancing Student Engagement "ESE" (Student Retention)**

- **Learning Communities/Learning Clusters**
- **ESL student success and PC program matriculation/retention**
- **Faculty Mentoring = Student Success**
- **Faculty Professional Development – related to Title V & per their interests**
- **Learning Assessments (ie. Currently funded Matriculation test pilot project with Athletics and some other students/departments) using advanced technologies**

#### **Building College Capacity "BCC" (Grant Writing, Endowment, Evaluation)**

- **Implement a Grant Writing program, policies, and procedures for PC**
- **Conduct Grant Writing for the sustainability of the Title V grant**
- **Raise awareness, among all personnel, of the “wealth & ways” of grant writing for the campus, students, faculty, classroom, infrastructure, etc.**
- **Use 20% of the Title V funds for an Endowment and match it, with the support of the PC Foundation, to sustain future programs/scholarships**
- **Intensive evaluation, formative and summative, with IRP and an outside Evaluator, of the Title V project; improve interconnectedness of data sets and make more (specific) data, more quickly available to end users**

**NOTE:** *As an H S I, with a Title V grant, and members of HACU, and with stronger connections to the USED, the College receives more opportunities for other grants, partnerships/funding with other government agencies and national corporations, and many more “sources” for our students to seek academic and business opportunities. So, as other needs arise, for our own Title V program or related projects, they can be filled with other potential sources – or leveraging of resources.*



## PROPOSED

Enrollment Fee Waiver

The Governing Board of the Palomar Community College District shall, effective for classes which begin after March 9, 2005, exempt from the enrollment fee any private or public elementary or secondary school pupil admitted to Palomar College as a special part-time student for credit classes. The attendance of the student must be authorized by a letter of permission from the school.

For purposes of this policy, a special part-time student is a student who registers in 12 units or less per semester at Palomar College. Credit for courses completed shall be at the college level. (EC 72252, 76001, 76300)