N-1

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
Palomar Community College District
1140 W. Mission Road
San Marcos, CA 92069 - 1487

2 PROJECT TITLE
84.031S
STRENGTHENING INSTITUTIONS - HISPANIC SERVING INSTITUTIONS

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Michelle Barton (760) 744 - 1150

EDUCATION PROGRAM CONTACT
Carnisia M. Proctor (202) 502 - 7606

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Michelle Barton	Project Director	50%

5 AWARD INFORMATION
PR/AWARD NUMBER P031S080049
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Discretionary

6 AWARD PERIODS
BUDGET PERIOD 10/01/2008 - 09/30/2009
PERFORMANCE PERIOD 10/01/2008 - 09/30/2013

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
02	10/01/2009 - 09/30/2010	$574,959.00
03	10/01/2010 - 09/30/2011	$574,939.00
04	10/01/2011 - 09/30/2012	$574,914.00
05	10/01/2012 - 09/30/2013	$574,988.00

7 AUTHORIZED FUNDING

THIS ACTION	$575,000.00
BUDGET PERIOD	$575,000.00
PERFORMANCE PERIOD	$575,000.00

8 ADMINISTRATIVE INFORMATION
DUNS/SSN 078750478
REGULATIONS CFR PART 607
EDGAR AS APPLICABLE
ATTACHMENTS A, B OPE-2, C, E1, E2, E3, F, S

9 LEGISLATIVE AND FISCAL DATA
AUTHORITY: PL 102-325 HIGHER EDUCATION ACT OF 1965 PL 102-325, AMENDED.
PROGRAM TITLE: HIGHER EDUCATION - INSTITUTIONAL AID

CFDA/SUBPROGRAM NO: 84.031S

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0201A	2008	2008	EP000000	B	J29	000	031	4101C	$575,000.00

Ver. 1
ED-GAPS001 (01/98)

Abstract
Strengthening Student Retention and Success at Palomar College

Palomar College is a comprehensive two-year, public community college located in San Marcos, California, 30 miles north of San Diego and 12 miles east of the Pacific Ocean. In fall 2006, Palomar College enrolled 31,058 students. Just over 28% of Palomar College students are Hispanic. Palomar College has never received a Title V grant.

Palomar College has developed a comprehensive five-year plan to improve Hispanic and low-income student retention and academic success. The key components and directions of the plan include: value diversity; forge strong connections to the college; increase family support for college; set an educational goal; implement academic interventions; strengthen teaching methodology; and ensure that students have adequate access to financial aid. To implement this five-year plan, the Palomar College Title V Planning Committee identified the following project goals: (1) Increase the academic achievement and success of at-risk students by enhancing their awareness of and access to academic support services; (2) Increase the academic achievement and success of first-year students by enhancing their engagement in the learning process; (3) Increase the academic retention, persistence and success of Hispanic and low-income students by enhancing counselor and faculty access to student educational planning information; (4) Improve student retention, persistence and success by expanding professional development opportunities for all faculty/staff to enhance the quality of academic and student services; (5) Improve student retention and timely program completion by implementing an enrollment management tool that supports program, budget and enrollment planning and management; and (6) Strengthen fiscal stability by building the College endowment.

The Title V Planning Group considered a variety of options to achieve project goals and objectives. The group selected a comprehensive approach to enhance student retention, persistence and success. This approach consists of four interwoven strategies:

- Student Success Centers that will provide a single location to consolidate student support, academic advising and coaching, referral to services, educational and career planning, and supplemental instruction workshops and study group tutoring linked to specific courses.
- A Freshman Experience Program that will include orientation to the college, educational planning, linked classes with cohort of students and a summer bridge program component.
- Professional Development and training for all faculty and staff on how to help students access the range of support services available and on instructional strategies to promote student engagement, rapport building, team building and study groups.
- Enrollment Management and Decision-Making tools to provide immediate information about course demand and to support placing students into classes within learning communities.

Student outcome measures to be used in the evaluation and the five-year target for each include: the percentage of students still undecided at the end of their first academic year; the percentage of students regularly participating in project support services who complete their courses; the percentage of students on academic probation; the percentage of entering Fall students who return for a second semester; the percentage of entering students who return for their second year; the number of students who complete an associate degree or certificate, and the number of students who transfer to a baccalaureate degree granting institution.