

Welcome

PR/Award Number: **P031A180007**Reporting Period: **10/1/2019 to 09/30/2020**Grantee Name: **Northern Vermont University**Program Officer: **Yolande Badarou**
(Yolande.Badarou@ed.gov)

Grant Identification

General Information

PR Award Number:	P031A180007	Unit ID:	230913
Program:	Title III - Part A Strengthening Institutions		
Grantee Name (Institution Name):	Northern Vermont University		
Address 1:	337 COLLEGE HILL RD		
Address 2: (Optional)			
City:	JOHNSON		
State:	VERMONT	Zip:	05656 Zip + 4:
Project Title:	Success in the First Year and Beyond: Transforming Curriculum and Academic Support Systems		
Institution Type/Control:	4-year Public	Grant Type:	Individual Development Grant

Project Director

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Grant and Report Information

Grant Award Year:	10/01/2018
Reporting From:	10/1/2019 to 09/30/2020
Grant End Year:	09/30/2023
Total Duration of Grant:	5 Yrs
Reporting To:	Yolande Badarou (Yolande.Badarou@ed.gov)

Section 1

Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant period.

In light of the sizable percentage of Pell-eligible and first-in-family students on our campuses, as well as the large TriO program, most efforts we make through the grant directly or indirectly increase our capacity to serve low-income students, in line with the legislative intent of Title III.

1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.

NVU enrollment dropped to 1,207 degree-seeking undergraduates (654 on the Lyndon campus, 553 at Johnson) from 1,555 the previous year, in part as a consequence of the pandemic and the abrupt shift to remote learning. Compounding the COVID-19 situation was the now-former system chancellor's announcement of a plan to close both NVU campuses. Although the plan was eventually shelved, many students exited after the spring 2020 semester, unwilling to take the chance that NVU would close partway through their college experience. This is likely reflected in the first-to-second year retention decline and the overall decrease in enrollment. Without a variety of efforts supported by the grant, it is reasonable to conclude that the decline would have been steeper. Those initiatives included interviews by the Director of Student Engagement and Persistence, a Title III-sponsored position, with every NVU-Johnson student contemplating exit; individual contacts during the campus lockdown with each NVU-J student by Title III committee members; and a variety of professional development opportunities for faculty to support the quality of remote instruction.

1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.

Graduation rates have not improved since receiving the grant award. To address this, we have adopted a strategy centered, first, on working with near-completers. The new Director of Student Engagement and Persistence has been contacting these students to work out a plan for completion within NVU. Also, degree audits for sophomores, juniors, and seniors have been conducted and the results sent to advisors and students to help them create clear pathways to graduation. A second round of audits is underway. The six-year graduation rate (Objective 5) is designed to be measured in Years 3-5 of the grant.

1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.

Although targets for objectives designed to measure sophomore-to-junior (Objective 2) and junior-to-senior (Objective 3) retention were not met, rates were 3-to-6 percentage points higher in Year 2 compared to Year 1. These improvements, achieved despite the (former) chancellor's announcement of NVU's potential closure, and also despite the pandemic, with its abrupt shift to remote learning, are at least in part the result of initiatives supported by Title III that are cited elsewhere in this report. We are confident that our continued efforts to increase student retention will be spurred by NVU's participation in two projects that began last fall through the John N. Gardner Institute for Excellence in Undergraduate Education: Gateways to Completion and Retention Performance Management. These multi-year projects are aligned with grant goals and objectives and are supported by Title III funds.

1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.

The Title III project continued to contribute to the fiscal stability of Northern Vermont University by building the institutional endowment through the endowment matching provisions of the grant. In Year 2, despite the challenges of COVID for fund-raising, as well as uncertainty surrounding the institution's future, NVU exceeded its target for increases in endowment (Objective 8). After a slow start during the first year, which resulted in \$26,000 in contributions, the second year saw significant growth in contributions. By September 30, 2020, \$174,330 (\$63,915 cash and \$110,415 in pledges) had been raised.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.

Organizational:

- Membership in the Title III committee was expanded, and senior leadership included more intentionally in the work of the grant.
- Based upon a recommendation from our external evaluator, the project director and project consultant began to develop a policy and procedures manual for the grant.
- The Director of Student Engagement and Persistence conducted an interview with every NVU-Johnson student contemplating exit.

Personnel:

- Multiple grant-supported personnel are now in place through the hiring of: a Director of Student Persistence & Engagement; a Coordinator of Institutional Research for Title III; accounting support for the grant; and an administrative assistant.

Student engagement through high impact practices:

- In consultation with the Gardner Institute, NVU developed a plan of action for two projects, each for multiple years and supported by grant funding: Gateways to Completion and Retention Performance Management. The projects include professional development for faculty who teach courses with high DWFI rates.
- Over 60 NVU faculty engaged in grant-sponsored professional development to support the shift to remote teaching and learning caused by the pandemic.
- In partnership with NVU's CTL, Title III personnel developed, organized and delivered a robust and varied series on teaching and learning for student success.
- The grant continued to lend fiscal support for course redesign projects

3. What additional ways do you think the Education Department can support you in implementing the grant project?

We will continue to appreciate prompt and authoritative communications, information and responses to our questions from our Program Officer as well as from other Title III-relevant personnel at the Education Department.

4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

Yes No

If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.

Based upon a recommendation from our external evaluator, Ms. Kay Floyd, we began to prepare a Title III Policy and Procedures Manual during Year 2. The manual is intended primarily for those at NVU who are managing and implementing the Title III grant. It is meant to ensure that all project and other staff have a clear understanding of the procedures and necessary activities for successful grant management and to provide consistent management guidance in the event of program staff changes. As of the time of this writing, the manual has been completed.

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.

Several adverse factors challenged our ability to meet the goals of grant year 2: the untimely announcement of NVU's closure by the now-former system chancellor, the COVID-19 pandemic and, connected to the foregoing, Title III hiring challenges. These formidable challenges temporarily reduced the capacity of faculty, staff, students and administrators to undertake new initiatives or take advantage of grant-sponsored opportunities. Several planned grant activities had to be changed to address the new reality or placed on hold. These challenges especially affected our aim of improving academic advising due to canceled professional development opportunities and travel-restrictions. We are pleased to note that, by now, all grant-supported personnel have been hired and are in place. As the external evaluator concludes in her report, NVU is well poised to move beyond the challenges of Year 2 and meet the goals of the grant in Year 3.

6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?

Yes No

7. Have you conducted any formative evaluation relating to your grant?

Yes No

8. If you have conducted any other program evaluation, assessment, or research related to the grant, please summarize your results.

After her site visit the external evaluator drew the following summary conclusions:

"Northern Vermont University faced extremely disruptive situations during the second year of the grant; however, NVU is implementing its Title III project as intended and as demonstrated by the progress made on key activities detailed in this report...and by measurable outcomes realized during the year..."

NVU should be encouraged by improvements in retention rates for sophomores and juniors and continue to implement strategies that have been shown to impact retention. As discussed earlier, particularly promising is the three-year partnership with the Gardner Institute beginning in grant Year 3...

NVU's ability to accomplish the tasks and activities during Year 2 is especially impressive given the...COVID-19 pandemic [and] the untimely announced threat of closure...

It is apparent...that NVU's Title III project continues to be accepted and supported through the second year. It is clear...that everyone associated with the project is knowledgeable about its scope and enthusiastic and appreciative of the resources available through the program. It is the evaluator's opinion NVU is well positioned to successfully implement the third year of the project... »

9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.

NVU_J_Eval_Report_Year_2_Oct_4_2020.pdf

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes No

Section 2: Institutional Profile

Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre-Grant (2017-18)	Year 1 (2018-19)	Year 2 (2019-20)	Year 3 (2020-21)	Year 4 (2021-22)	Year 5 (2022-23)
Total Fall Enrollment	922	856	771			
Fall-to-Fall Retention %	63	64	62			
4-Year Graduation Rate (2- & 4-Year)	39	33	31			
6-Year Graduation Rate (4-Year)	38	42	46			

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

Yes No

2. Have there been changes in grant leadership (project director, activity director, etc.)?

Yes No

2C Accreditation

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

Accreditation Changes

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

Yes No

2D Audit

1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

Yes No

2E Endowment

1. Do you have an Endowment Challenge Grant that has not matured?

Yes No

2. Are grant funds from this award being used for an endowment activity?

Yes No

3. Do you have an endowment activity on a previous award not matured?

Yes No

4. If yes to the above questions, please list the associated award numbers.

Endow PRNO

P031A050053

If yes to any of the above questions, you will be required to complete the FY 2021 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

1. What is the overall goal of your grant?

This grant project aims to build upon a previous Title III award, which focused exclusively on the first year. By transforming curriculum and academic support systems, it seeks to turn the curve on retention and graduation not only for first-year students, but also for sophomores, juniors, "near completers," and transfer students.

2. What is the expected long-term impact of the grant project on the institution?

We expect to realize significant gains and turn the curve on retention/graduation as well as make improvements to fiscal stability through endowment gains. In addition, we are working to create a culture of professional development that leads to sustained, evidence-based improvement to our curriculum, instruction, and assessment methods. During the award period, we also expect to test out and, as necessary, sustain after the grant concludes certain of the grant-supported positions that are critical to consolidating the expected gains in retention and graduation.

3B Grant Activities

Number of Grant Activities: 1

Grant Activity 1/1

Activity Description:

We are proposing one comprehensive Title III activity, « Success in the First Year and Beyond: Transforming Curriculum and Academic Support Systems, » to positively impact retention and graduation for freshmen, sophomores, juniors, « near-completers, » and transfer students.

Objective 1/8

Objective Description:

By September 30, 2020, increase fall-to-fall retention of first-time, full-time students to 71%.

As noted elsewhere in this report as well as in the report of the external evaluator, the former chancellor’s untimely announcement of possible closure plus the pandemic have put us temporarily behind and necessitate a change in schedule.

Updated completion date: By September 30, 2022

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

% fall to fall retention of first-time, full-time students.

Measure Type:	Date Measured:	Frequency Measured:
Project	10/15/2020	Annual

Data Type:

Raw Number

Ratio

Target	Actual
99.00	76.00
/	/
140	140
71%	54%

Objective 2/8

Objective Description:

By September 30, 2020, increase fall-to-fall retention of students from sophomore to junior year to 81%.

Although the target was not met, progress was made compared to Year 1.

Updated completion date: September 30, 2022.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

% fall-to-fall rétention of students from sophomore to junior year.

Measure Type:	Date Measured:	Frequency Measured:
Project	10/15/2020	Annual

Data Type:

Raw Number

Target	Actual
149.00	142.00



Ratio

/	/
184	184
81%	77%

Objective 3/8

Objective Description:

By September 30, 2020, increase the retention of students from junior to senior year to 89%.

Although we fell short of the target, progress was achieved compared to Year 1.

Updated completion date: September 30, 2022.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

% fall-to-fall retention of students from junior to senior year.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/15/2020

Annual

Data Type:



Raw Number



Ratio

Target	Actual
140.00	121.00
/	/
157	157
89%	77%

Objective 4/8

Objective Description:

By September 30, 2020, increase the completion rate of « near-completers » to 55%.

When this objective was established, Northern Vermont University was a singular institution (Johnson State College) with a dedicated registrar team for one campus. Since then, NVU has expanded to serve two campuses and registrar staff has not expanded. As such, the timeline for working with individual near-completer students has been unexpectedly lengthened.

In addition, during the Spring of 2020, the system chancellor announced plans to close Northern Vermont University. Out of 115 outreaches since December 2019, there have been 33 positive contacts (28%) - of those contacts, 11 (47%) of individuals have cited the uncertainty/instability of the institution as a reason they are not interested in engaging in completing their degree.

Lastly, the chancellor’s office has contracted with a program called ReUp, which duplicates efforts across the system. We are currently awaiting an updated analysis of this effort, but know that the effort doesn't prioritize placing students at the institution where they first began. Instead, they are encouraged to complete their degree on any one of the VSCS campuses, which impacts the original TIII objectives.

Based upon these developments as well as our reading of national efforts to re-engage near-completers, we may reassess our target for this objective during Year 3.

Updated completion date: September 30, 2022

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

% near-completers who graduate compared to those for target and baseline year (2017).

Measure Type:

Date Measured:

Frequency Measured:

Project

10/15/2020

Annual

Data Type:



Raw Number



Ratio

Target	Actual
130.00	33.00
/	/
237	237
55%	14%

Objective 5/8

Objective Description:

Increase the six-year graduation rate.

To be measured in Years 3-5.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Six-year graduation rate.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/15/2021

Annual

Data Type:



Raw Number



Ratio

Target	Actual
0.00	0.00

Objective 6/8

Objective Description:

By September 30, 2020, increase student overall satisfaction with advising to 55%.

Last year we had met and exceeded our target. This year the survey was unable to be conducted, having been planned for Spring 2020, due to COVID-19.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

% students surveyed who express overall satisfaction with advising.

Measure Type:

Date Measured:

Frequency Measured:

Project

04/15/2021

Annual

Data Type:



Raw Number



Ratio

Target	Actual
0.00	0.00

Objective 7/8

Objective Description:

By September 30, 2020, decrease failure/withdrawal rates in three gateway courses to 20%.

The Year 2 target of 22.1% was bettered.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Rate of W/D/F/I grades in three gateway courses.

Measure Type: Project **Date Measured:** 05/15/2020 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
22.10	18.40
/	/
100	100
22%	18%

Objective 8/8

Objective Description:

By September 30, 2020, increase NVU's endowment by an additional \$160,000.

The target was exceeded.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

\$ value of endowment.

Measure Type: Project **Date Measured:** 09/30/2020 **Frequency Measured:** Quarterly endowment reports

Data Type: Raw Number
 Ratio

Target	Actual
160000.00	174330.00

3C Budget

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	130,070.00	166,766.00	296,836.00	155,825.00	0.00	141,011.00	47.50	139,446.00	<input type="checkbox"/>
Fringe Benefits	62,652.00	57,882.00	120,534.00	43,708.00	0.00	76,826.00	63.74	44,730.00	<input type="checkbox"/>
Travel	20,000.00	20,000.00	40,000.00	14,384.00	0.00	25,616.00	64.04	25,000.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	8,371.00	2,500.00	10,871.00	2,921.00	0.00	7,950.00	73.13	4,000.00	<input type="checkbox"/>
Contractual	14,000.00	21,000.00	35,000.00	19,698.00	0.00	15,302.00	43.72	21,000.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	89,500.00	80,000.00	169,500.00	169,502.00	0.00	-2.00	0.00	72,500.00	<input type="checkbox"/>
Other	18,809.00	52,500.00	71,309.00	146,080.00	0.00	-74,771.00	-104.85	56,500.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$343,402.00	\$400,648.00	\$744,050.00	\$552,118.00	\$0.00	\$191,932.00		\$363,176.00	

3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

1. Have all funds that were to be drawn down during this performance period been drawn down?

No Yes

2. Did you have any unexpended funds at the end of the performance period?

No Yes

If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

We have \$191,932 in unexpended funds after Year 2. The bulk of the carryover money is being spent through a partnership with the Gardner Institute. We have signed on to two of their projects that directly meet our grant goals. The first is the Gateways to Completion Project, which is a 3-year evidence-based project to redesign gateway courses. The cost is \$56,000 for each year. The second is their Retention Performance Management project, which is a 2-year project that helps us utilize institutional data to identify evidence-based practices to prioritize as part of an institution-wide retention plan. This project is \$20,000 a year. In addition, \$30,000 of unexpended funds have been budgeted to support the implementation of the practices identified as part of this plan. Finally, in year 3, we have hired a full-time staff member to support the establishment of our CTL, a position in the original grant proposal that we had not yet hired for. That position is \$75,000 in salary and benefits.

3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No Yes

4. Is this a cooperative arrangement grant?

No Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

6. Do you wish to make any changes in the grant's activities for the next budget period?

No Yes

7A. Were there any changes to key personnel during this reporting period?

No Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No Yes Partially

If "no" or "partially" please explain:

As described elsewhere in this report and in the report of our external evaluator, some targets were not met, others were met partially, while still others were met and exceeded. We believe the shortfalls were largely caused by the twin effects of the former chancellor's premature announcement of a plan for closure coupled with the pandemic lockdown. In two instances retention (sophomore-to-junior and junior-to-senior), though falling short of the targets, nevertheless improved upon Year 1 levels. We will continue to pursue our stated targets in Year 3, with one exception: the recent literature on near-completers combined with a system-wide reorganization that will affect the likelihood of near-completers' finishing at the institution where they started, may cause us to revise that—currently, over-ambitious—target.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:

Occasioned by the pandemic, the abrupt turn to remote teaching and learning was jarring, but had at least one unexpected benefit. With Title III support, Northern Vermont University quickly pivoted to a focus on professional development around online and hybrid instruction. Over 60 instructors participated in some capacity. That shift was

unexpected and led to a data analysis project that helped us better understand the student experience during COVID. The results, in turn, helped direct professional development for faculty to address student concerns. The experience gained should have enduring benefits that outlast the pandemic.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>We are proposing one comprehensive Title III activity, « Success in the First Year and Beyond: Transforming Curriculum and Academic Support Systems, » to positively impact retention and graduation for freshmen, sophomores, juniors, « near-completers, » and transfer students.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> • Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes. <u>Dollars Spent: \$479.00</u> • Development and improvement of academic programs <u>Dollars Spent: \$122,618.00</u> • Purchase of library books, periodicals, and other educational materials, including telecommunications program materials. <u>Dollars Spent: \$7,638.00</u> • Academic tutoring, counseling, and student support service programs designed to improve academic success. <u>Dollars Spent: \$111,555.00</u> • Establishing or improving an endowment fund. <u>Dollars Spent: \$169,502.00</u> • Other Activity : Improve quality and capacity of institutional research through personnel, survey instruments, and data analysis software. <u>Dollars Spent: \$26,211.00</u> 	<p>\$438,003.00</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$438,003.00</p>

Section 5: Institutionalization

Grant Activity 1

We are proposing one comprehensive Title III activity, « Success in the First Year and Beyond: Transforming Curriculum and Academic Support Systems, » to positively impact retention and graduation for freshmen, sophomores, juniors, « near-completers, » and transfer students.

Financial Cost (\$)

258,000.00

Approved Line Items

To be determined.

Institutionalization Plan

There are three dimensions to our institutionalization plan. The first is, through institution-wide initiatives, systems, and processes, to take the significant gains we expect to realize during the award period and turn the curve on retention/graduation as well as on NVU's endowment. Second, we expect to sustain the culture of professional development built during the award period in a manner that leads to ongoing, evidence-based improvement to our curriculum, instruction, and assessment methods. Finally, we also expect to sustain, after the grant concludes, certain of the grant-supported positions that are critical to consolidating the expected gains in retention and graduation. We have begun to accomplish this by our strategy of having the institution assume a gradually increasing share of salaries and benefits for grant-supported positions.

2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.

As noted in our response to the previous item, we are on a positive trajectory to institutionalize this project. Nevertheless, these efforts have not been, and are not, without their considerable challenges, owing to: 1. The fiscal constraints of NVU. 2. The impact of the former chancellor's untimely and public announcement, since rescinded, of NVU's potential closure. 3. The effects of the pandemic lockdown and the abrupt pivot to remote learning. 4. Current efforts at system level to consolidate and unify the Vermont State Colleges, including NVU, into a single institution with one accreditation. These ongoing efforts are likely to have fiscal as well as programmatic implications. In addition, faculty, staff and administration efforts to collaborate across heretofore separate institutions are time-consuming and may constrain the ability to attend to NVU-specific priorities such as those of the Title III project. We are actively working to insure that these priorities remain front and center.

3. Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.

The partnership with the Gardner Institute has allowed us to benefit from the experience and abundant (though non-monetary) resources of this center for excellence in undergraduate education.

Certification

You do NOT need to send a signed certification form to ED or upload a signed certification form.

1. Reporting Period

10/1/2019 to 09/30/2020

2. PR Award Number

P031A180007

3. Project Title

Success in the First Year and Beyond: Transforming Curriculum and Academic Support Systems

4. Recipient Information

Name: Northern Vermont University

Address: 337 COLLEGE HILL RD , JOHNSON, VERMONT 05656

5. Contact Information

Name: Kathleen Brinegar

Title: Associate Professor, Education

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6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

Name

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Date

03/26/2021

Report Submitted

This report was submitted by **Kathleen Brinegar** on **03/26/2021**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.
