

Welcome

PR/Award Number: **P031A180007**
 Grantee Name: **Northern Vermont University**

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

Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 4,000 characters or less. When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the reporting period indicated above.

1A Legislative Intent

Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current Reporting Period.

1. The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability.

Given the high number of pell eligible students (57%) on our campus, any efforts we make through the grant increase our capacity to serve low-income students.

In terms of retention, our first to second retention rate continued to decline after the first year of Title III implementation, thus demonstrating the need for full institutionalization of the Title III grant strategies in subsequent years. Although goals were also not met in second to third year and third to fourth year retention rates, slight progress was made compared to rates from the previous year (which had declined again from the time the Title III grant application was submitted and when it was awarded 2-years later). We believe that the changes made in our exit notification processes, an added sophomore experience, and increased professional development opportunities for faculty and staff developed in year 1 and implemented in year 2 will have a positive impact on our numbers moving forward.

Graduation rates have also not improved since receiving the grant award. Our strategy for addressing this centered on working with near-completers. We were unable to hire someone to take this on until the beginning of year 2. With this individual now in place we are confident we will see improvement in the future.

Fiscally, we raised \$26,000 in matching funds in increase NVU-J's endowment.

2. Summarize some of the major milestones reached this year as a result of the grant project(s).

Since NVU-J received notification of the Title III award on October 2, 2018, much work has occurred in moving the university closer to meeting its stated goals. A summary of that work follows:

Academic Quality:

- \$10,000 in Course Redesign Mini-Grants was awarded to 6 full and part-time faculty members to redesign courses to promote student engagement and success through high impact practices (e.g., working with local artists to curate art exhibits vs. simply viewing them).
- Members of the Title III Committee engaged in a listening tour with student leadership groups across campus to introduce students to the Title III grant and collect qualitative data around perceived barriers to student success and persistence.
- The Title III Committee distributed an RFP for travel funds available for students/faculty to present collaborative research and projects during the 2019-2020 academic year.
- The grant funded professional development and experiential learning opportunities for faculty and students (e.g., attendance at a digital humanities workshop for a faculty member and a student. The faculty member is launching a digital humanities course in the spring and the student is working on using techniques learned from the workshop to enhance data collection for her senior thesis).
- Title III funds were used to provide the Director of the already existing Center for Teaching & Learning with an additional course release during the spring 2019 semester to increase the CTL's capacity to offer professional development opportunities.
- We launched a monthly workshop series in the spring 2019 semester, titled, "Teaching and Learning for Student Success." Each month faculty and staff gather over lunch to explore topics integral to student success and persistence. The topics are chosen by looking at local data and the workshops are led by faculty and staff. This series continued during the Fall 2019 semester, with 4 workshops.
- The grant sponsored a spring workshop, titled, "Teaching First-Year Undergraduates: Promoting Students' Active Involvement in the FYS" for instructors of first-year seminars and gateway courses.

Student Services:

- A full-time academic advisor was hired in January to support students in their second year and beyond. Responsibilities include walk-in advising, coordinating our national and international exchange programs, overseeing the administration of the Second Year Student Assessment (Noel-Levitz), and completing degree audits for all sophomores as well as juniors and seniors identified in our student concerns process.
- Space was reorganized in Dewey Hall to create collaborative office/work space for our Advising, First-Year Experience, and Career & Internship units. These units now share a single, large office suite. Previously the offices were separated by location and/or closed doors in between units. This creates more of a one-stop-shop for student support services. Our Academic Support Services unit has also been able to use rooms in this space for academic coaching and tutoring.
- A joint effort between a student group and the Dean of Students' Office has led to the opening of a Wellness Hub on campus. Open hours will be staffed by students to help point their peers to the appropriate support services across campus. Title III funds will pay to market this new service and space to students.
- Through grant sponsorship, the Office of First-Year Experience planned in year 1 a sophomore experience launched during the Spring 2020 semester (year 2). It involves events

geared towards building community within the sophomore class with a focus on career exploration.

Institutional Management:

- The exit notification and leave of absence form and process was revised. The revised form allows us to collect better data on individuals' reasons for leaving. The new process requires an exit interview to aid in data collection and support students in staying.
- We are conducting 4 nationally recognized surveys to collect baseline data about our incoming students, and data about the NVU student experience after the first semester, during sophomore year, and during the senior year.
- We purchased software to meet our institutional research needs. It will enable us to run predictive analytics to help identify what characteristics, experiences, and dispositions predispose someone to leave NVU before graduation. Having this data will allow us to develop programming to support students whose profiles show at-risk factors.
- We hired a faculty member as a part-time institutional researcher, as NVU moves toward hiring a full-time IR person.
- We have purchased helpdesk software for folks across NVU to submit data requests to a centralized location for fulfillment.
- We developed a new position and launched a (successful, as of the time of writing) search for a Director of Student Engagement & Persistence. Responsibilities include: program evaluation of student success initiatives; identification, collection and analysis of student retention data across various student populations, conducting exit interviews with individuals wishing to exit the college, working with 'near completers' to reach graduation.

Fiscal Stability:

- A High-Impact Endowment Fund was created as a repository for contributions that support the goals of Title III. \$26,000 was raised in year 1, although it was not drawn down until year 2.

3. Summarize where your institution needs support for the grant project(s).

- For the grant and for grant-supported initiatives, we need more day-to-day recognition, advocacy and support from senior leadership, which has been understandably preoccupied with the unification of the Johnson and Lyndon campuses. After having met with the President in December, we feel confident that this will happen. In fact, it has already begun to happen.
- Our Title III project needs improved IR support from the institution and the system. In the meantime we are in the process of hiring a 0.30 IR support person for Title III.
- Effective grant budget management needs more effective and consistent support from the Chancellor's Office. Proactively, we have taken steps to insure accurate and effective budget management for year #2 of the grant.

4. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

- The project's emphasis on spatial configuration (Strategy 1: Centralize and Improve Advising and Student Success Services) has changed practice by contributing to heightened collaboration among staff members in Dewey Hall, the hub for student services.

- Project-supported workshops have contributed to an emerging culture of professional development to improve teaching.

5. How has the grant helped to carry out the mission of your institution this year?

The NVU-J Mission states:

Northern Vermont University (NVU) fosters the intellectual, creative, and personal growth of every student in a community committed to diversity and inclusion. We provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global citizens.

The grant has helped NVU-J carry out this mission in three concrete ways:

- 1) We have supported our commitment to diversity and inclusion by hosting a workshop for faculty and staff centered on our campus wellness data related to mental health concerns as well as one on approaching student success in the classroom from an asset instead of deficit-based lens.
- 2) We have helped foster student intellectual growth through professional development specifically focused on supporting critical thinking in first-year courses, and we awarded faculty mini-grants to redesign courses to include high-impact, experiential practices.
- 3) We streamlined functioning in our student success center through the reallocation of space, to promote increased collaboration and more holistically support student personal growth and wellness.

6. For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

- All grant-supported personnel need to be in place during year #2. We are poised to accomplish that.
- The senior leadership of the institution, most notably the President, needs to be more involved in, and communicative about, grant activities and processes. This has already begun to happen.

7. If applicable, how did the cooperative arrangement aspect of the grant benefit the institutions involved?

Not applicable

8. For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc....), how are you meeting the standards you cited in your grant application?

Not applicable

9. If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc....) that provide greater detail of your results that you would like to highlight, please attach them for review.

The external evaluator after her site visit drew the following conclusions by way of summary:

« Northern Vermont University-Johnson is implementing its Title III project as intended as demonstrated by the progress made on key activities detailed in this report (pp. 5-8) and by targeted outcomes realized during the year, i.e., exceeded targeted student satisfaction with advising from 50% to 81.3% (Objective 6) and raised \$26,000 in non-federal funds to match \$26,000 in federal funds (Objective 8) for an increased endowment of \$52,000. Throughout the first year of the project, NVU-Johnson has also demonstrated the ability to assess challenges and identify opportunities to move the project forward. For example, various tasks were initiated even with delays in hiring key personnel and other contributing factors such as the recent unification of Johnson State College with Lyndon State College into NVU; consolidation of positions/tasks from system campuses to the chancellor's office; and self-identified challenges that included a lengthy process to obtain IRB approval for the four surveys to be administered and timely assistance from the Information Technology department to launch the new Veera platform for data preparation, predictive analytics, and end-user data exploration.

In spring 2017, NVU-Johnson (known then as Johnson State College) submitted a proposal that included the most recent year's (2015-16) baseline data. The proposal received a perfect score from peer reviewers; however, it was not funded in the first round of awards, but rather in fall 2018 when the U.S. Department of Education funded down the slate of proposals received in the 2017 competition. Although several implementation strategies were initiated in 2018-19, as highlighted in this report, the three retention targets were not met by the end of the year. As shown in Chart 1, it is important to emphasize that the rates between the time the proposal was written and when it was funded continued to decline in key areas of retention.

This continued decline in retention provides further compelling evidence of the critical need for the Title III project at NVU-Johnson and implementation of best practices and evidence-based strategies as described in the proposal.

With a fully staffed Title III team in place in Year 2, and combined with the other resources provided through the grant, NVU-Johnson has an opportunity to continue implementing strategies that have been shown to impact retention. For example, centralized and improved advising (Steingass & Sykes, 2008; Pascarella & Terenzini, 2005; Swecker, Fifolt & Searby, 2013; Light, 2001; and Bettinger & Baker, 2011); increased student engagement and experiential learning (Schreiner, Noel, Anderson, & Cantwell, 2011); and established and maintained teaching and learning centers (CCCSE, 2012; Dillon & Fisher, 2000).

It is apparent to the evaluator that NVU-Johnson's Title III project is understood, accepted, and supported. It was clear from conversations with project personnel and President Elaine Collins 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-Johnson is well positioned to successfully implement the second year of the project with the overall goals of fostering early and ongoing student success through college-wide initiatives, systems, and processes, and strengthening NVU-Johnson's financial future. »

NVU_J_Eval_Report_Year_1_2018_19.pdf

1B Experience With Grant

From the list of questions below, **select at least two questions** that document your institution's experience with the grant during this reporting period.

1. Besides this grant, please provide how you are leveraging other Office of Postsecondary Education (OPE) grants (Title III, V, VII, SSS, GEAR UP, etc.) and discuss the long-range impact these grants have had on your institution's capacity to fulfill the goals of the legislation.
2. If your institution has experienced any unexpected results due to this grant, which affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Between the time of grant application and the end of year 1 of the award period, more than two years passed. During that span, several retention indicators decreased. Of course this was not actually « due to this grant. » More precisely, as the external evaluator pointed out in her year 1 report, this decline underscores the importance of fully implementing the grant-supported project. This is what we are trying to do during the current grant year.

3. Tell us about any challenges 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.

- IR at system level has been weak. While we await resolution at system level, we have forged a good relationship with IR staff and are in the process of hiring a 0.30 IR coordinator.
- It was difficult to obtain timely IT assistance to launch the new Veera platform but, in the end, it was forthcoming.
- Local IRB approval for the CIRP, BCSSE, SYSA, and NSSE surveys was difficult but, after much back and forth, was obtained.
- The search for the Director of Student Engagement and Persistence, a pivotal position, was lengthier than anticipated, but as of December 2019 was resolved with an excellent hire.
- The endowment match program got off the ground slowly, but there is now evidence that it has launched successfully.
- It took a long time to resolve our question about the use of endowment and endowment match funds for scholarships under Title III but, finally, we did receive an answer.
- The number of full-time faculty and staff has decreased since the original grant proposal. Fewer individuals are available to engage with the project to the extent they'd like or are needed to. Nevertheless, the circle of those actively participating has widened.
- Now that she no longer serves as associate academic dean, with some duties overlapping Title III responsibilities, the Project Director is stretched to accomplish her grant-related duties within a 0.3 timeframe. With all project personnel in place, we expect that this challenge will at least be alleviated
- In year 1 support from senior leadership was less active than we might have wished or needed. After a December meeting with the President, that situation has changed in the direction of greater day-to-day involvement, recognition, advocacy and support.

4. 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.

Due to the endowment matching component of the grant, we raised \$26,000 in year 1 that will be matched with Title III funds.

5. How would you improve or change the Grant Program (e.g., customer service, allowable

activities, regulations, statute)?

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.)?

No Yes

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)

2D Audit

1. Has an audit that complies with OMB Circular A-133 been completed?

- No Yes

2E Endowment

1. Do you have an Endowment Challenge Grant?

- No Yes

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

- No Yes

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

- No Yes

If yes, what is the award number?

P031A050053

Section 3: Expenditures and Activities

3A Total Expenditures

1.
Total federal dollars spent on your Title III/V grant during the reporting period. This should include all activities, endowment, and management costs. This figure should reflect actual expenses during the period. Planned or delayed expenses should NOT be included:

105,259

2.
Total federal dollars spent on your Title III/V project management and evaluation during the reporting period:

51,444

Total federal dollars spent on your Title III/V activities during the reporting period (line 1-line 2). The total dollar amount you report on grant activities later in this section should equal this amount.

53,815

3.
Total number of activities carried out during the reporting period (**from your grant proposal**):

1

3B Focus Area Outputs

The following are institutional outcomes that can be categorized according to the four focus areas. Please provide information on at least two of the measures in each focus area (eight measures total) that you feel are most reflective of your activities supported by Title III/V/VII funds for the current reporting period. You have the option of entering your own unique outcome goals in the area marked "Other."

You should indicate whether you achieved the related outcome during this reporting period. Remember, you are only required to select at least two outcomes in each focus area. Many Grantees might be in their first grant year and unable to report on any outcomes. If this is the case, you should indicate which goals you will report on next year. If applicable, you have the option of defining in the Supporting Statement the cohort of students for which this outcome is being measured. Among other things, your cohort might be based on your academic year, a sub-population of students (e.g., students with deficiencies in basic skills), or another point in time. Please be concise in this area. In some instances, it might be necessary to provide a statement that supports your response. (Your supporting statement should be limited to 2 to 3 sentences.)

Academic Quality

19. Other: Has the retention rate of students from sophomore to junior?
 Yes

Initial #	Final #	Goal #
73.8%	74.0%	80.0%

I would like to provide a supporting statement:

As we move forward, this will provide a baseline to gauge the effectiveness of sophomore activities.

20. Other: Has the number of near-completers decreased?
 Yes

Initial #	Final #	Goal #
265	236 (-11%)	133 (-50%)

I would like to provide a supporting statement:

To address the individualized needs of near-completers, we are working out a division of labor between the Chancellor's Office and the new Director of Student Engagement and Persistence for Title III and NVU-J.

Fiscal Stability

3. Has the institution's endowment changed?
 Yes

Initial \$	Final \$	Goal \$
3,742,523	3,794,523	3,921,523

I would like to provide a supporting statement:

Reorganization in the development office, now successfully accomplished, got fund-raising off to a slow start.

8. Have grant activities been taken over financially by the institution?
 Yes

Number of Activities :

Salaries

I would like to provide a supporting statement:

Following the grant project proposal, for positions to be institutionalized, NVU-J gradually assumes salaries by increasing its share of personnel costs by 20%, 40%, 60%, and 80% (Years 2-5).

Institutional Management

14.Other: Have the number of on-campus professional development
Yes

Initial #	Final #	Goal #
1	6	6

I would like to provide a supporting statement:

Title III has been the main source of funding for our new Center for Teaching & Learning.

15.Other: Has the number of validated instruments used to document
Yes

Initial #	Final #	Goal #
0	4	4

I would like to provide a supporting statement:

Some of these surveys are to be implemented in year #2.

Student Services

1. Has the institution's retention rate changed?
Yes

Initial %	Final %	Goal %
64	61	70

I would like to provide a supporting statement:

The above number refers to 1st to 2nd year retention. As noted elsewhere in this report and in the external evaluator's report, between the time of application and award there was some decline in retention. This underlines the need for full project implementation in year 2 and beyond.

17.Other: Advising Satisfaction

Yes

Initial #

82

Final #

81

Goal #

50

I would like to provide a supporting statement:

Due to this slight decrease, a focus of year 2 is improved academic advising. However, we did meet our overall goal for this target of 50%.

3C Activities

You must provide information about all grant activities during the reporting period. You will add one activity at a time, assign a focus area, and break out expenses according to the Legislatively Allowable Activities. The activities will display on the page below as you add them. Before you start this section, gather your grant activity and expense detail, along with your original grant application.

Activity	LAAs	Total Dollars Spent
<p>Activity 1:</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>Focus Area:</p> <p><i>Student Services and Outcomes</i></p>	<p>LAAs:</p> <ul style="list-style-type: none"> • Development and improvement of academic programs Dollars Spent: \$10,794.48 • Purchase of library books, periodicals, and other educational materials, including telecommunications program materials. Dollars Spent: \$129.00 • Tutoring, counseling, and student service programs designed to improve academic success. Dollars Spent: \$25,879.69 • Other Activity : Survey instruments to improve data-driven decision making. Dollars Spent: \$17,011.98 	<p>\$53,815.15</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$53,815.15</p>
<p>Total Federal Dollars Spent on Your Title III/V Activities (from 3A)</p>		<p>\$53,815.00</p>

3D Objectives and Performance Measures

Number of Activities: 1

Project Goal:

Please report on the status of your grant's project objectives (as stated in the original grant application). The objectives should be organized by the activities you added in the previous section. You must add at least one objective for every activity.

Activity 1

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.

***Objective 1.1**

Objective:

By September 30, 2019, increase fall-to-fall retention of first-time, full-time students to 70%.

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

As noted elsewhere in this report and in the external evaluator's report, between the time of application and award there was some decline in retention. This underlines the need for full project implementation in year 2 and beyond. Updated completion date: By September 30, 2021.

***Performance Measure 1.1.1**

Performance Measure Description:

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

Measure Type:

Project

Date Last Measured:

10/15/2019

How Often Do You Measure

Annually

Data Type:Ratio

Target	Actual
127.00	110.00
/	/
181	181
70%	61%

***Objective 1.2**

Objective:

By September 30, 2019, increase fall-to-fall retention of students from sophomore to junior year to 80%.

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

The slight increase from the most recent baseline (73.8% to 74.0%) underlines the need for further progress through full project implementation in year #2 and beyond. By September 30, 2021.

***Performance Measure 1.2.1**

Performance Measure Description:

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

Measure Type:

Project

Date Last Measured:

10/15/2019

How Often Do You Measure

Annually

Data Type:Ratio

Target	Actual
135.00	125.00
/	/
169	169
80%	74%

***Objective 1.3**

Objective:

By September 30, 2019, increase fall-to-fall retention of students from junior to senior year to 88%.

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

The small increase from the most recent baseline (70.8% to 71.1%) underscores the need for further progress in year #2 and beyond. By September 30, 2021.

***Performance Measure 1.3.1**

Performance Measure Description:

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

Measure Type:

Project

Date Last Measured:

10/15/2019

How Often Do You Measure

Annually

Data Type:Ratio

Target	Actual
146.00	118.00
/	/
166	166
88%	71%

***Objective 1.4**

Objective:

By September 30, 2019, increase completion rate of « near-completers » to 50%.

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

Some progress, but late hire of new Director, plus ongoing discussion with Chancellor’s Office about a division of labor in re reaching out to near-completers, necessitates a change in schedule. By September 30, 2021.

***Performance Measure 1.4.1**

Performance Measure Description:

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

Measure Type:

Project

Date Last Measured:

10/15/2019

How Often Do You Measure

Annually

Data Type:Raw Number

Target	Actual
133.00	236.00

***Objective 1.5**

Objective:

Increase six-year graduation rate.

Objective Status:On schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

To be measured in years 3-5.

***Performance Measure 1.5.1**

Performance Measure Description:

Six-year graduation rate.

Measure Type:

Project

Date Last Measured:

05/15/2019

How Often Do You Measure

Annually

Data Type:Raw Number

Target	Actual
0.00	0.00

***Objective 1.6**

Objective:

By September 30, 2019, increase student overall satisfaction with advising to 50%.

Objective Status:Completed

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the project objectives completion during the current reporting period. Please describe any unexpected results due to this project objective.

According to Spring 2019 survey, the target was exceeded.

***Performance Measure 1.6.1**

Performance Measure Description:

% students surveyed who express overall satisfaction with advising.

Measure Type:

Project

Date Last Measured:

05/15/2019

How Often Do You Measure

Annually

Data Type:Ratio

Target	Actual
50.00	81.00
/	/
100	100
50%	81%

***Objective 1.7**

Objective:

By September 30, 2019, decrease failure/withdrawal rates in three gateway courses by 10%.

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

Full project implementation, beginning in year 2, will include a significant focus on redesigning gateway courses that can be a barrier to early student retention and success. By September 30, 2021.

***Performance Measure 1.7.1**

Performance Measure Description:

Failure/withdrawal rates of students in three gateway courses.

Measure Type:

Project

Date Last Measured:

12/31/2019

How Often Do You Measure

Annually

Data Type:Ratio

Target	Actual
25.00	31.00
/	/
100	100
25%	31%

***Objective 1.8**

Objective:

By September 30, 2019, increase NVU’s endowment by at least \$179,000 (from a baseline of \$3,742,523).

Objective Status:Change in schedule

Objective Narrative:

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain the need for project objective schedule changes. Please include an updated completion date.

Some progress despite the fact that fundraising got off to a slow start, owing to reorganization of the development office. By September 30, 2021.

***Performance Measure 1.8.1**

Performance Measure Description:

Quarterly endowment reports..

Measure Type:

Project

Date Last Measured:

12/31/2019

How Often Do You Measure

Quarterly

Data Type:Raw Number

Target	Actual
3921523.00	3794523.00

Section 4: Budget and Budget Summary Narrative

4A 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)	Expenditures	Non-Federal Expenditures	Carryover Balance Current Year (D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	0.00	192,400.00	192,400.00	62,329.65	0.00	130,070.35	67.60	166,776.00	<input type="checkbox"/>
Fringe Benefits	0.00	70,760.00	70,760.00	8,108.50	0.00	62,651.50	88.54	57,882.00	<input type="checkbox"/>
Travel	0.00	20,000.00	20,000.00	0.00	0.00	20,000.00	100.00	20,000.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	0.00	8,500.00	8,500.00	129.00	0.00	8,371.00	98.48	2,500.00	<input type="checkbox"/>
Contractual	0.00	21,000.00	21,000.00	7,000.00	0.00	14,000.00	66.67	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	0.00	89,500.00	89,500.00	0.00	0.00	89,500.00	100.00	80,000.00	<input type="checkbox"/>
Other	0.00	46,500.00	46,500.00	27,691.40	0.00	18,808.60	40.45	52,500.00	<input type="checkbox"/>
Total	0.00	448,660.00	448,660.00	105,258.65	0.00	343,401.35		400,658.00	

4B 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 project activities.

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

No Yes

If no, please provide a description of the funds (i.e., the amount) that have not been drawn down in the GAPS/G5 system, and explain why they haven't been drawn down:

The matching endowment funds (\$26,000) earned in Year 1 were not drawn down until the beginning of year 2. In addition, the rocky implementation of a new payroll system for the Vermont State College System has resulted in some payroll expenses (fringe benefits) that may still need to be drawn down.

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 \$343,401.36 in unexpended funds. In the time between the submission of the grant proposal and the grant award, Johnson State College merged with another Vermont State College to become Northern Vermont university. A change in administrative personnel as well as the unification of roles and responsibilities resulted in a slower initial implementation of the grant than we hoped. In addition, the search for one of our main grant personnel positions took longer than anticipated. Grant activity is now in full swing in year 2.

\$89,500 of the unexpended funds are for the endowment match. At close of year 1, we raised \$26,000 that has since been drawn down. We plan to raise the remaining, plus the amount for year 2 by the end of year 2.

We have plans to spend the \$253, 901.36 in non-endowment carryover funds on the following:

\$12,000 Title III administrative assistant

\$5,000 Accounting support

\$15,000 Student support services administrative support

\$16,400 Salary difference for F-T grant hire- Director of Student Engagement & Persistence

\$5,000 Personnel to create a grant policy and procedures manual

\$20,400 IR support

\$10,000 Center for Teaching & Learning Assistant

\$10,000 Sent team to Career Services Conference

\$8,000 Signage for reconfigured student support services area

\$5,000 External evaluator (2nd half of year-1 allotment was not paid until beginning year 2)

\$10,000 On-campus Professional Development opportunities for faculty & staff

\$20,000 Pilot a sophomore career & internship retreat

\$15,000 Center for Teaching & Learning Activities & Resources

\$10,000 National surveys for year 2

\$15,000 Launch a peer mentoring program

\$10,000 Faculty off-site professional development

\$15,000 Development of career & internship focused sophomore & capstone courses within majors

\$10,000 Increase funding available for course redesign mini-grants

\$10,000 Student travel opportunities

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 project 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**

7B. If yes, did you receive approval from your Program Officer?

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 noted in Section 1A (on external evaluation) and 3D (on objectives and performance measures), goals and objectives have been partially met. As has been explained elsewhere in this report, although the proposal received perfect scores from all three reviewers, funding for the project came in the « drawdown » year. Between the time of application and time of award, several measures of student retention had experienced a decline, thus moving us further from our targets. In addition, the project faced several challenges (see Section 1B) in getting off the ground in year #1. By now those issues have been resolved, and year #2 is in full swing. We are well poised to meet the revised schedule for goals and objectives that is laid out in Section 3D of this report.

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:

Certification

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

1. Reporting Period

10/1/2018 to 09/30/2019

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

Phone: (802)-635-1472 Ext:

Email: kathleen.Brinegar@northernvermont.edu

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

Kathleen Brinegar

Email

kathleen.brinegar@northernvermont.edu

Phone

(802)-635-1472

Date

03/02/2020

Report Submitted

This report was submitted by **Kathleen Brinegar** on **03/02/2020**.

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