

Welcome

PR/Award Number: **P031A180007**Reporting Period: **10/1/2020 to 09/30/2021**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

First Name:	Elaine	Last Name:	Harvey
Title	Director, Student Engagement & Persistence		
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Additional Contact Person Information

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Grant and Report Information

Grant Award Year:	10/01/2018
Reporting From:	10/1/2020 to 09/30/2021
Grant End Year:	09/30/2023
Program Officer:	Yolande Badarou (Yolande.Badarou@ed.gov)
Total Duration of Grant:	5 Yrs

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.

During Title III implementation, the University increased its capacity to serve students, including low-income and minority students, through the development of a grant-supported, predictive model that the administration is using to directly address those at high-risk of attrition. Graduation rates increased and, although there was a drop in persistence and retention due to external and internal factors, the percentages may have been lower without the interventions provided through Title III. An increased endowment is positioning the university for long term growth. These steps are 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 again dropped this year, in part as a consequence of the pandemic, of well-known demographic trends that are particularly acute in Vermont, as well as a widely publicized plan, soon discarded, to shutter both the Johnson and Lyndon campuses of NVU. Similar declines were experienced by many colleges and universities around the country. Without a variety of grant-funded efforts to support students and their instructors and staff, NVU's decline might have been even steeper. In Year 3 the grant developed a predictive model that the University administration is using to directly address high risk students.

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

This year NVU exceeded its target (40% compared to 37%) for the objective designed to measure the six-year graduation rate. Although the research literature gives us ample reason to suppose that our project strategies and initiatives would have a positive impact upon graduation, it is difficult to attribute the measured improvement directly to the Title III grant at this time. In the project proposal the six-year graduation rate was designed for measurement beginning in Year 3 of the grant; so we will want to monitor it closely in Years 4 and 5 to see whether, hopefully, the improvement is sustained. Meanwhile, we know, and our external evaluator recommends, that we should reassess our targets for (and redefine) near completers to provide for a more meaningful way to measure their completion going forward.

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

Persistence/retention declined, despite the best efforts of staff and faculty to implement Title III and other student success initiatives, and NVU fell short of its targets for the objectives designed to measure fall-to-fall retention. We think this is because of the lingering effects of pandemic restrictions on students, the continued fallout from the shelved proposal to shutter the campuses, as well as the uncertainty over announced plans to merge NVU into a new Vermont State University (VSU).

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 NVU by building the institutional endowment through the endowment matching provisions of the grant. After a slow fundraising start during the first year, which resulted in a total of \$52,000 contributions and federal funds, the second year resulted in significant growth of an additional \$174,330 and in the third year, \$93,087 of non-federal funds were raised to match \$72,500 of federal funds for a total increase of \$165,587. This exceeded the Year 3 target of \$145,000.

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:

- Broadened composition of Title III committee
- Completed policy and procedure manual
- Created a Title III website

Advising & engagement:

- Supported integration of Aviso student success software
- Planned and executed fall 2021 NACADA evaluation
- Supported a new virtual student orientation program
- Grants for course redesign and student success initiatives
- Continued progress (with Gardner Institute) on Gateways to Completion and Retention Performance Management initiatives.

Building a data culture:

- Began data collection to track progress and success of transfer students

- Predictive analytics to address why students leave or stay
- Center for Teaching and Learning:
- Hired director
- Series on equitable teaching practices and on online teaching and learning.
- 2021 summer Inclusive Pedagogy Institute
- Financial future:
- Continued to build endowment using the 1:1 federal to non-federal dollar match provision

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

As before, we will continue to appreciate prompt and authoritative communications, information, and responses from the PO 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.

A Title III Policy and Procedures manual, recommended by our external evaluator, Ms. Kay Floyd, was completed during Year 3.

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 3: the lingering effects from the untimely announcement of the now-former chancellor’s plan, now discarded, to close NVU; the pandemic; and current efforts at system level to consolidate and unify the Vermont State Colleges, including NVU, into a single Vermont State University. These efforts to collaborate across heretofore separate institutions are time-consuming and may have constrained the ability of NVU personnel to attend to institutional priorities such as those of the grant project. Although these demands accompanying the creation of Vermont State University will continue, we are actively working to insure that grant priorities remain front and center. In particular we are looking forward to the fruits of our partnership with the Gardner Institute to help us remain on track to meet the student success goals of the grant.

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

Yes No

6a. Which Education Department evidence standard was required?

- Demonstrates Rationale (Logic Model)**
- Evidence of Promise**
- Moderate Evidence**
- Strong Evidence**

6b. Please cite the study/studies you included in your application to address the evidence standard. What specifically was the evidence-based intervention you proposed to implement in your funded application?

To support the overall logic model: Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). Program evaluation: Alternative approaches and practical guidelines. Boston, MA: Pearson.

To improve advising: Steingass, S. Jon and Seth Sykes. “Centralizing advising to improve student outcomes.” Peer Review, 10(1), 18- 21, 2008.

Pascarella, Ernest T. and Patrick T. Terenzini. How College Affects Students: A Third Decade of Research, Volume 2. San Francisco: Jossey-Bass, 2005.

To increase student engagement: Schreiner, L.A. & Noel, P. & Anderson, E. & Cantwell, L. (2011). The Impact of Faculty and Staff on High-Risk College Student Persistence. Journal of College Student Development 52(3), 321-338. The Johns Hopkins University Press.

To support a Center for Teaching and Learning: A Matter of Degrees: Promising Practices for Community College Student Success (2012), Center for Community College Student Engagement. Retrieved from <http://files.eric.ed.gov/fulltext/ED529070.pdf>

6c. Are you implementing the evidence-based intervention as planned?

Yes No

6e. Describe the actual results of the intervention during the reporting period.

In re advising, NVU exceeded its target for the percentage of students expressing overall satisfaction with advising and the grant supported integration of Aviso student success software. With respect to engagement, the project continued to provide grants to students, and to faculty and staff for course redesign and student success initiatives, all in the service of increased student engagement. The Center for Teaching and Learning provided professional development opportunities, including a series on equitable teaching practices and online teaching and learning, as well as a summer Inclusive Pedagogy Institute.

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

Yes No

7a. If yes, summarize the results of the formative evaluation.

As noted below: "Although NVU faced several challenging situations that impacted some activities in the second and third years, NVU continues to implement its Title III project as intended... Data shows that NVU has struggled to meet retention targets; however, continued implementation of Title III activities, especially the partnership with the Gardner Institute, has the potential to impact retention and student success..."

7b. Have the results of the formative evaluation yielded any improvements in your projects and/or campus?

Ongoing formative evaluations allow us to assess progress for measurable objectives, implementation strategies and schedules, reallocation of resources, and revised managerial decisions as needed.

In addition, the yearly recommendations from the external evaluator have been indispensable in informing our efforts at improvement. For instance, in response to her annual evaluation reports, we created a Title III project website; created a Title III policy and procedures manual; are in the process of reassessing our targets and, in particular, re-defining near completers; have begun to prepare quarterly reports of grant activities; and are monitoring the system's unification efforts for any impacts on our ability to carry out the Title III project.

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

After her virtual site visit, which had both formative and summative components, the external evaluator drew these conclusions:

«There were no major areas or issues of concern discussed with or observed by the evaluator during the site visit. Although NVU faced several challenging situations that impacted some activities in the second and third years, NVU continues to implement its Title III project as intended... Data shows that NVU has struggled to meet retention targets; however, continued implementation of Title III activities, especially the partnership with the Gardner Institute, has the potential to impact retention and student success... It is the evaluator's opinion NVU is well positioned to successfully implement the fourth 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_3_Nov_4_2021.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	722		
Fall-to-Fall Retention %	63	64	62	53		
4-Year Graduation Rate (2- & 4-Year)	39	33	31	26		
6-Year Graduation Rate (4-Year)	38	42	46	40		

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

1a.If yes, how has this affected the grant?

Elaine Collins departed the presidency as of 8/31/21; John Mills became acting president 10/1/21. The transition of one to the other, as well as the understandable preoccupation of both with the coming incorporation of NVU (Johnson and Lyndon campuses) into a new Vermont State University, has necessarily limited the attention of senior leadership to the grant. This has perhaps made its visibility and centrality on campus more difficult to achieve.

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

Yes No

2a.If yes, how has this affected the grant?

After Kathleen Brinegar left to take up a position at the University of Vermont, Elaine Harvey became project director as of 8/1/21. Because Elaine had previously served as Director of Student Engagement & Persistence, a Title III-funded position, she was knowledgeable about the grant; hence the transition to a new project director was fairly seamless.

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

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

Yes No

2a. If yes, were there any findings in the audit?

Yes No

2a1. If yes, what were the findings? Explain how these findings are being addressed. Please attach the report with the findings.

For the financial statements and federal awards:

- No material weaknesses identified
- No significant deficiencies identified that are not considered to be material weaknesses
- No noncompliance material to the financial statements noted

For federal awards, there was one finding related to student financial aid at Northern Vermont University.

Financial aid/student loans (Finding 2021-001)

- Financial aid offices are required to report student enrollment changes to the National Student Loan Data System within 60 days. During testing, three students' status change (out of a sample of 20) were not reported to NSLDS and three students' status changes were not reported to NSLDS within the 60 day required timeframe. The VSC agreed with the findings and recommendations. To correct this, the college's modified policy institutes a monthly request to NSLDS to confirm receipt of the college's submission.

Single_Audit_to_Assembly__Vermont.pdf

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 2022 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 implementing 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, 2021, increase fall-to-fall retention of first-time, full-time students to 72%.

This objective was not met. Some of the extenuating circumstances have been noted elsewhere in this report as well as in the report of the external evaluator, Overall, these 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	10/15/2021	Annual

Data Type: Raw Number
 Ratio

Target	Actual
78.00	57.00
/	/
108	108
72%	53%

Objective 2/8

Objective Description:

By September 30, 2021, increase fall-to-fall retention of students from sophomore to junior year to 82%.

The target was not met.

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 sophomore to junior year.

Measure Type:	Date Measured:	Frequency Measured:
Project	10/15/2021	Annual

Data Type: Raw Number
 Ratio

Target	Actual
85.00	76.00
/	/

104	104
82%	73%

Objective 3/8

Objective Description:

By September 30, 2021, increase the retention of students from junior to senior year to 90%.

This target was not met.

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

10/15/2021

Annual

Data Type: Raw Number

Ratio

Target	Actual
131.00	123.00
/	/
146	146
90%	84%

Objective 4/8

Objective Description:

By September 30, 2021, increase the completion rate of «near-completers» to 60%.

This target was not met. As recommended by our external evaluator, to provide for a more meaningful way to measure completion for near-completers, we shall: (1) in light of recent challenges, reassess the annual targets for Objective 4 for the last two years of the project period; and (2) re-define the cohorts to be measured. An updated list of near completers will start from the most recently completed academic year and count back a set number of years. With each successive academic year, NVU would then add the current one and remove students from the first year of the list.

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

10/15/2021

Annual

Data Type: Raw Number

Ratio

Target	Actual
142.00	104.00
/	/
237	237
60%	44%

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
75.00	80.00
/	/
202	202
37%	40%

Objective 6/8

Objective Description:

By September 30, 2021, increase student overall satisfaction with advising to 60%.

We met and exceeded our target.

Objective Status: Completed

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
60.00	87.50
/	/
100	100
60%	88%

Objective 7/8

Objective Description:

By September 30, 2021, decrease failure/withdrawal rates in three gateway courses to 27.7%.

The Year 3 target was exceeded.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

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

Measure Type:

Date Measured:

Frequency Measured:

Project

05/15/2021

Annual

Data Type: Raw Number

Ratio

Target	Actual
27.70	17.60
/	/
100	100
28%	18%

Objective 8/8

Objective Description:

By September 30, 2021, increase NVU's endowment by an additional \$145,000.

The target was exceeded.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

\$ value of endowment.

Measure Type:

Project

Date Measured:

09/30/2021

Frequency Measured:

Quarterly endowment reports

Data Type: Raw Number

Ratio

Target	Actual
145000.00	165587.00

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	141,011.00	139,446.00	280,457.00	157,385.00	0.00	123,072.00	43.88	0.00	<input type="checkbox"/>
Fringe Benefits	76,826.00	44,730.00	121,556.00	47,185.00	0.00	74,371.00	61.18	0.00	<input type="checkbox"/>
Travel	25,616.00	25,000.00	50,616.00	935.00	0.00	49,681.00	98.15	0.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	-957.00	0.00	0.00	<input type="checkbox"/>
Supplies	7,950.00	4,000.00	11,950.00	957.00	0.00	10,993.00	91.99	0.00	<input type="checkbox"/>
Contractual	15,302.00	21,000.00	36,302.00	46,900.00	0.00	-10,598.00	-29.19	0.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	-2.00	72,500.00	72,498.00	72,500.00	0.00	-2.00	0.00	0.00	<input type="checkbox"/>
Other	-74,771.00	56,000.00	-18,771.00	9,568.00	0.00	-28,339.00	150.97	0.00	<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	\$191,932.00	\$362,676.00	\$554,608.00	\$335,430.00	\$0.00	\$218,221.00		\$0.00	

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.

Northern Vermont University is continuing work to address budget carryover primarily related to underspent funds due to a delay in personnel hiring in Year 1. Additionally the COVID-19 pandemic impacted Year 2 funding which required an adjustment in spending that continues to impact the Year 3 approved budget. Almost 80% of the Title III budget was unspent at the end of Year 1, resulting in significant carryover funds into Years 2 and 3. An additional grant funded personnel hire as well as a campus-wide three-year involvement in the Gardner Institute's Gateways to Completion and Retention Performance Management initiatives will make up the majority of carry-over expenditures.

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

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 described elsewhere in this report as well as the report of our external evaluator, some targets were not met (e.g., those related to fall-to-fall retention), while others were met and exceeded. Although the shortfalls are disappointing, when so much effort has gone into student success initiatives, we have reason to believe that they are in significant part the result of those extenuating circumstances that have been noted at several points of this report. Thus we will continue to pursue our stated goals, objectives, and targets in Year 4, although—in accord with the external evaluator's recommendation—we shall re-define, and reassess targets with respect to, near completers. Also in line with the evaluator's recommendation, we will monitor the planned integration of NVU into a new Vermont State University for any impacts on our ability to carry out and institutionalize the Title III project.

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:

Several benefits, though not entirely unanticipated by project staff, are worth noting here: Professional development around online and hybrid instruction has continued, with great and lasting benefit to participants. The grant-supported

Center for Teaching and Learning has been especially active and successful in sponsoring these efforts. Data analyses supported by grant funds have helped us better understand the experience of students, including transfers, a group that is often left out of conventional analyses. The results, in turn, help direct professional development for faculty and staff in meeting student needs and concerns. Finally, project personnel have been active in planning efforts for the new Vermont State University, seeking to insure that the priorities of NVU's Title III project become priorities for the new institution of which NVU will be a part.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>We are implementing 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: \$1,892.00</u> • Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <u>Dollars Spent: \$46,000.00</u> • Development and improvement of academic programs <u>Dollars Spent: \$123,600.00</u> • Establishing or improving an endowment fund. <u>Dollars Spent: \$72,500.00</u> • Other Activity : Improve quality and capacity of institutional research through personnel, survey instruments, and data analysis software. <u>Dollars Spent: \$19,555.00</u> 	<p>\$263,547.00</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$263,547.00</p>

Section 5: Institutionalization

Grant Activity 1

We are implementing 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 (\$)

244,000.00

Approved Line Items

TBD

Institutionalization Plan

Institutionalization will largely depend on the structure of VSU (as previously referenced in the report). Based on what is known about current student needs, the institutionalization costs will include 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 was the case last year, and again as noted in our response to the previous item on the plan for institutionalization, we remain on a positive trajectory to institutionalize this project. Nevertheless, these efforts have not been, and are not, without their considerable challenges, owing to: the fiscal constraints of NVU and, undoubtedly, of the new VSU; the impact on students, staff, and faculty of the untimely announcement, since rescinded, of NVU's potential closure; the lingering impacts of pandemic restrictions; changes in senior leadership; and current plans at system level to consolidate the Vermont State Colleges, including NVU, into a single Vermont State University. These efforts will 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 of personnel to attend to NVU-specific priorities such as those of the grant project. We are actively working to insure that these priorities remain front and center, even as the new VSU takes shape.

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 continued to allow us to benefit from the experience, expertise, 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

10/1/2020 to 09/30/2021

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: Elaine Harvey

Title: Director, Student Engagement & Persistence

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Email: Elaine.Harvey@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

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Email

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Phone

(802)-635-1464

Date

03/08/2022

Report Submitted

This report was submitted by **Elaine C Harvey** on **03/08/2022**.

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