

Welcome

PR/Award Number: **P031A180007**Reporting Period: **10/1/2021 to 09/30/2022**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:	Leslie	Last Name:	Kanat
Title	Director, Interim Dean of Academic Affairs		
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Additional Contact Person Information

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Grant and Report Information

Grant Award Year:	10/01/2018
Reporting From:	10/1/2021 to 09/30/2022
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.

Perhaps the biggest institution-strengthening impact in Year 4 was Title III's contribution to the creation of the new (launching 7/23) Vermont State University, of which NVU will be a constituent institution. The impact includes influencing VTSU's capacity to serve low-income, minority, and at-risk students. As noted in the section on institutionalization, several TIII-supported individuals have secured important positions in the new VTSU, helping to insure that the student success priorities of NVU's TIII will be maintained at VTSU. A new VTSU Retention Task Force is partly a result of, and its efforts are being shaped by, the Title III experience with the Gardner Institute. Title III efforts to build a data culture are shaping the new university's approach and commitment to evidence gathering and analysis, with low-income, minority, and at-risk students uppermost in mind. Also during Year 4, Title III provided a licensing fee to allow students to schedule mental health appointments online; provided funding to fill a gap in Early College advising and to create a Peer Mentor program; developed a new process for managing the CARES team outreach; and supported a new grad assistant for student activities, to foster student connections and sense of belonging. The six-year graduation rate increased, as did junior-to-senior retention. An increased endowment is positioning the institution 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.

Enrollment remained stable, compared to last year, despite the uncertainties inherent in the upcoming launch of a new institution, VTSU. We believe that, without a variety of grant-funded efforts to support students, their faculty and staff, the enrollment declines of recent years might have continued. The university continued to deploy Title III's predictive model, developed in Year 3, to identify and then address the needs of high-risk students.

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

NVU met its target of 38% for the six-year graduation rate, and the four-year rate increased slightly from 26% to 28%. Meanwhile, as for near completers who have stopped out, following the recommendation of our external evaluator, we reassessed our targets and redefined the population to provide for a more meaningful way of measuring 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.

NVU met its target for the fall-to-fall retention of students from junior to senior year. NVU missed targets for objectives designed to measure fall-to-fall retention of first-time, full-time students and students from sophomore-to-junior year, despite recording the highest retention rates on these indicators since the grant began. The uncertainty over announced plans to merge NVU into a new Vermont State University makes gains in retention more difficult to realize than would be the case at a more "settled" institution, and so we applaud the efforts of staff and faculty to implement Title III and other student success initiatives. Long-term, a new VTSU Retention Task Force is partly a result of, and its efforts are being shaped by, NVU's Title III experience with the Gardner Institute.

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. In the fourth year, NVU met its target with \$129,448 of federal and non-federal funds combined (\$64,724 nonfederal funds raised to match \$64,724 federal funds). At the end of Year 4, the High-Impact Endowment Fund corpus totaled \$521,365, a fund which was created in the first year of the grant to serve as a repository for contributions to support student success and strengthen NVU's fiscal future.

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

- The Center for Teaching and Learning (CTL) hired a professional development specialist.

Retention

- Completed work with the Gardner Institute in re Retention Performance Management and Gateways to Completion.

Advising/Student Support, and Professional Development of Faculty and Staff

- Mini-grants supported staff participation in the Complete College America annual convening; staff participation in a Trauma Brain conference; provided a licensing fee to allow students to schedule mental health appointments online;

provided funding to fill a gap in Early College advising and to create a Peer Mentor program.

- The CTL was very active in professional development for faculty and staff, convening 7 sessions/workshops in Q1, 5 in Q2, 9 in Q3, and 7 in Q4.
- TIII personnel developed a new process for managing the CARES team outreach.
- Title III mini-grants allowed students to attend conferences, engage in experiential learning activities, and supported a grad assistant for student activities.

Building a Data Culture

- Completed outcomes reporting for the G2C project; provided FY Seminar outcomes data to inform summer FY seminar workshops; completed an analysis of Aviso usage.
- Updated TIII databases for retention and predictive modeling.
- Performed analyses of transfer and probation students, of 1st year advising survey, at-risk students, and near completers.

Financial Future

- Continued to meet the target for non-federal funds raised toward the federal endowment match.

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

As in previous years, we will continue to appreciate prompt and authoritative information, communication, and responses from the PO, from the HelpDesk for the APR, 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.

The completed Title III Policy and Procedures manual, recommended by our external evaluator, proved its worth during the major personnel transition from one project director to another. And, as described elsewhere in this report, institutional research sponsored by Title III and implemented by grant-supported personnel has had a major impact in shaping a data culture not only for NVU but also for the new VTSU.

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.

Although Year 4 was an active one, several factors challenged the overall success of the Title III project. The demands of creating the new Vermont State University, slated to open in July 2023, sapped the energies of many faculty and staff for grant-supported activities. This problem was compounded by the uncertainties experienced by many about their overall employment status within the new institution. Meanwhile, senior leadership was understandably preoccupied by the demands of unification, and were generally unable to function as day-to-day champions for the Title III project. The current transformation comes on the heels of a previous, recent unification of the Johnson and Lyndon campuses, into Northern Vermont University, as well as the pandemic, and the ill-conceived plan, announced by a former chancellor before it was rescinded, to close a campus.

Although the demands accompanying the creation of VTSU will continue, we are gratified by the success of Title III personnel in helping to insure that grant priorities for student success remain front and center at VTSU. That work will continue in Year 5, as the new institution takes shape.

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 again met the target for the percentage of students expressing overall satisfaction with advising. The grant supported an analysis of Aviso usage, which turned out to be high, and shared findings with NVU Academic Advising. TIII IR also provided an analysis of first-year advising survey results to inform the work of the Center for Teaching and Learning (CTL) and to provide academic advising with a list of first-year students who are at risk for attrition based on Title III's predictive model. Grant activities also included focus groups/interviews with NVU students on academic advising to improve this aspect of retention work. As part of Title III activities, a system-wide NACADA evaluation occurred. The evaluation considered advising at all three institutions that will form the new VTSU and set the stage for developing a new advising model. In re engagement, the project continued to provide much-appreciated grants to students, faculty and staff, all in the service of increased student engagement. With respect to the Center for Teaching and Learning, the CTL was very active in professional development for faculty and staff, convening 7 sessions/workshops in Q1, 5 in Q2, 9 in Q3, and 7 in Q4.

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, "There were no major areas or issues of concern discussed with or observed by the evaluator during the site visit. Even with the challenges that occurred during the first years of the grant, NVU has continued to implement its Title III project as intended..." NVU met or exceeded targets for its Objectives 3, 5, 6, 8; missed targets for its Objectives 1-2, 7; and reassessed the target for Objective 4. As the evaluator concluded, "NVU is well positioned to successfully implement the final year of the project and to fully realize the goals and objectives as set forth in the initial proposal..."

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

Ongoing formative evaluations have made it possible for us to assess progress toward our measurable objectives and on implementation strategies and schedules for doing so; also for us to reallocate resources and revise 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 Year 3 evaluation report, we reassessed our definition of, and targets for measuring the progress of, near completers; closely monitored the continued implementation of planned Title III activities, in light of the ongoing demands of unification into VTSU; prepared reports of grant activities on a quarterly basis; and, again based on her recommendation, ensured the accuracy of time and effort reporting.

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. Even with the challenges that occurred during the first years of the grant, NVU has continued to implement its Title III project as intended... NVU has continued to demonstrate its commitment to Title III. This is evidenced by progress on key activities detailed in this report and by the measurable outcomes realized during the year... It is apparent to the evaluator that NVU's Title III project continues to be accepted and supported throughout the fourth year... NVU is well positioned to successfully implement the final year of the project and to fully realize the goals and objectives as set forth in the initial proposal..."

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_4_jan_20_2023.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	724	
Fall-to-Fall Retention %	63	64	62	53	66	
4-Year Graduation Rate (2- & 4-Year)	39	33	31	26	28	
6-Year Graduation Rate (4-Year)	38	42	46	40	38	

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 left the presidency on 6/30/2021 and interim president John Mills took over on 8/16/2021, just before Year 4 began. His term ended 6/30/2022 and current President Grewal began as of 7/1/2022. As was reported last year, these transitions, as well as the understandable preoccupation of each president with the coming incorporation of NVU (Johnson and Lyndon campuses) into a new Vermont State University, have 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?

Elaine Harvey left NVU and thus the project directorship on 5/27/2022. Les Kanat took over as project director as of 6/27/2022. As Dr. Kanat had been a faculty member of long standing at NVU as well as an experienced academic administrator, serving simultaneously as interim dean of academic affairs, the transition to a new project director was 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.

There was one current year finding. During the inquiry with management, one of the Colleges failed to report enrollment status changes, inclusive of graduation status records to the National Student Loan Data System (NSLDS) from the Summer 2021 through Spring 2022 semesters. The Colleges are looking to strengthen controls in this area.

Vermont_State_College_6_30_22_Financial_Statements_FINAL_3.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

If yes to any of the above questions, you will be required to complete the FY 2023 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 gains 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. We now expect several of our grant-supported initiatives as well as personnel to inform student success activities at the new Vermont State University, of which NVU will be a constituent part.

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, 2022, increase fall-to-fall retention of first-time, full-time students to 73%.

This objective was not met, despite the highest retention rate since the grant began.

Updated completion date: By September 30, 2023

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	10/15/2022	Annual

Data Type: Raw Number
 Ratio

Target	Actual
80.00	73.00
/	/
110	110
73%	66%

Objective 2/8

Objective Description:

By September 30, 2022, increase fall-to-fall retention of students from sophomore to junior year to 83%.

The target was not met, despite the highest retention rate since the grant began.

Updated completion date: September 30, 2023.

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	10/15/2022	Annual

Data Type: Raw Number
 Ratio

Target	Actual
71.00	66.00
/	/

85	85
84%	78%

Objective 3/8

Objective Description:

By September 30, 2022, increase the retention of students from junior to senior year to 91%.

This target was met.

Objective Status: Completed

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

10/15/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
76.00	77.00
/	/
83	83
92%	93%

Objective 4/8

Objective Description:

By September 30, 2022, increase the completion rate of «near-completers» to 65%.

This target was not met. The process for tracking near completers changed in 2021-2022 (Year 4). The state college system has contracted with ReUp to re-engage stop-out students, including near completers. This work has superseded Title III's near-completer work. What is reported for Year 4 is the percent of eligible near completer stop-outs (105+ credits, Johnson students, not online, last enroll date no earlier than fall 2016) who have graduated by Sep. 1, 2022.

ReUp's protocol for re-engaging near-completers will take some time to bear fruit.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

% near completers (105+ credits, Johnson students, not online, last enroll date no earlier than fall 2016) who have graduated by Sep. 1, 2022.

Measure Type:

Date Measured:

Frequency Measured:

Project

10/15/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
15.00	4.00
/	/
24	24
63%	17%

Objective 5/8

Objective Description:

Increase the six-year graduation rate to 38%.

We met our target.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

Six-year graduation rate

Measure Type:

Date Measured:

Frequency Measured:

Project

10/15/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
80.00	80.00
/	/
208	208
38%	38%

Objective 6/8

Objective Description:

By September 30, 2022, increase student overall satisfaction with advising to 65%.

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

04/15/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
65.00	85.00
/	/
100	100
65%	85%

Objective 7/8

Objective Description:

By September 30, 2022, decrease failure/withdrawal rates in three gateway courses to 16.2%.

The average target was not met, although two of three gateway courses measured did meet the target.

Updated completion date: By September 30, 2023

Objective Status: Change in schedule

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

05/15/2022

Annual

Data Type: Raw Number

Ratio

Target	Actual
16.20	17.10
/	/
100	100
16%	17%

Objective 8/8

Objective Description:

By September 30, 2022, increase NVU's endowment by an additional \$129,000.

The target was met.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

\$ value of endowment.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2022

Quarterly endowment reports

Data Type: Raw Number

Ratio

Target	Actual
129000.00	129448.00

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	123,072.00	110,321.00	233,393.00	253,104.34	0.00	-19,711.34	-8.45	79,326.00	<input type="checkbox"/>
Student Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Fringe Benefits	74,371.00	31,304.00	105,675.00	75,145.08	0.00	30,529.92	28.89	17,580.00	<input type="checkbox"/>
Travel	49,681.00	30,000.00	79,681.00	2,353.20	0.00	77,327.80	97.05	30,000.00	<input type="checkbox"/>
Equipment	-957.00	0.00	-957.00	0.00	0.00	-957.00	100.00	0.00	<input type="checkbox"/>
Supplies	10,993.00	4,000.00	14,993.00	44,208.30	0.00	-29,215.30	-194.86	10,000.00	<input type="checkbox"/>
Contractual	-10,598.00	21,000.00	10,402.00	12,500.00	0.00	-2,098.00	-20.17	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	-2.00	64,500.00	64,498.00	71,119.00	0.00	-6,621.00	-10.27	56,000.00	<input type="checkbox"/>
Other	-28,339.00	62,500.00	34,161.00	83,779.42	0.00	-49,618.42	-145.25	66,500.00	<input type="checkbox"/>
Total Direct Costs	218,221.00	323,625.00	541,846.00	542,209.34	0.00	-363.34		280,406.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	\$218,221.00	\$323,625.00	\$541,846.00	\$542,209.34	\$0.00	\$-363.34		\$280,406.00	

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

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 noted in the report of our external evaluator, NVU met or exceeded targets for objectives designed to measure retention of students from their junior-to-senior year (Obj. 3), the six-year graduation rate (Obj. 5), overall student satisfaction with advising (Obj. 6), and increases in endowment (Obj. 8). NVU missed targets for objectives designed to measure fall-to-fall retention of firsttime, full-time students and sophomore-to-junior years (Obj. 1-2), despite recording the highest retention rates on these indicators since the grant began, and failure/withdrawal rates in gateway courses (Obj. 7), although the target was met for two of the three courses measured. Regarding the objective for near-completers (Obj. 4), NVU changed the way this objective was measured in Year 4 due to a Vermont State Colleges System (VSCS) contract with ReUp to re-engage stop-out students, including near completers.

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:

The most unanticipated and surprising benefit has been the contributions of grant personnel and Title III activities to the IR, advising, and retention plans of the new Vermont State University, due to launch in July 2023. At the time of the original proposal and award, we had no idea that Johnson State College would merge with Lyndon State College to form Northern Vermont University. Nor could we know that both NVU campuses would be merging with Vermont Technical College and Castleton University to form VTSU. Other, largely unanticipated benefits are worth noting. Professional development around online and hybrid instruction, key to the pandemic and to the new VTSU, has continued with great and lasting benefit to participants. The grant-supported CTL has been especially active and successful in supporting these efforts. Data analyses supported by grant funds have helped to better understand the experience of students, including transfers, a group often omitted from conventional analyses. The results, in turn, help direct professional development for faculty and staff in meeting student needs and concerns. And as noted, project personnel have been

active in planning efforts for the new Vermont State University, helping 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: \$2,941.00</u> • Support of faculty exchanges, faculty development, and faculty fellowships to assist these faculty members in attaining advanced degrees in their fields of instruction. <u>Dollars Spent: \$19,075.00</u> • Development and improvement of academic programs <u>Dollars Spent: \$57,831.00</u> • Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials. <u>Dollars Spent: \$160.00</u> • Tutoring, counseling, and student service programs designed to improve academic success. <u>Dollars Spent: \$63,949.00</u> • Education or counseling services designed to improve the financial and economic literacy of students or the students' families. <u>Dollars Spent: \$1,917.00</u> • Establishing or improving an endowment fund. <u>Dollars Spent: \$71,190.00</u> 	<p>\$217,063.00</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$217,063.00</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

Because retention, engagement, and other student success-related personnel and duties are being incorporated into the larger VTSU, it is difficult to separate out particular line items. What we can say is this: Grant-supported personnel are serving on VTSU's Retention Task Force and on advising initiatives at the new university level. The CTL has been maintained. Its first director has been elevated to Chief Diversity Officer of VTSU. Several analyses and models, developed under Title III, have been integrated into future IR plans for the new VTSU.

Institutionalization Plan

First, through institution-wide initiatives, systems, and processes, we expect to apply lessons learned during the award period to further gains in retention and graduation as well as to further increases in NVU's endowment. Second, we expect to sustain the culture of evidence-gathering and of professional development in a manner that leads to ongoing improvements to our curriculum, instruction, and assessment methods. Third, as already noted, several grant-supported personnel and positions are being sustained within the structure of the new Vermont State University.

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.

Although Year 4 was an active one, several factors challenged the overall success of the Title III project. The demands of creating the new Vermont State University, slated to open in July 2023, sapped the energies of many faculty and staff for grant-supported activities. This problem was compounded by the uncertainties experienced by many about their overall employment status within the new institution. Meanwhile, senior leadership was understandably preoccupied by the demands of unification, and were generally unable to function as day-to-day champions for the Title III project. The current transformation comes on the heels of a previous, recent unification of the Johnson and Lyndon campuses, into Northern Vermont University, the pandemic, and the ill-conceived plan, announced by a former chancellor before it was rescinded, to close a campus. In light of these factors, all beyond our control, we take pride in what has been accomplished. In particular, a major success has been the contributions of grant personnel and Title III activities to IR, advising, and retention plans for the new Vermont State University.

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.

As noted last year, the partnership with the Gardner Institute allowed us to benefit from the experience, expertise, and ample (though non-monetary) resources of this notable center for excellence in undergraduate education. In addition, Title III exposed staff and faculty to the professional development resources of Academic Impressions, though (owing to work demands as well as those of the upcoming launch of VTSU) this was an underused resource. Finally, the non-federal funds raised to match federal funds increased NVU's High-Impact Endowment Fund.

Certification

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

1. Reporting Period

10/1/2021 to 09/30/2022

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: Leslie Kanat

Title: Director, Interim Dean of Academic Affairs

Phone: (802)-635-1245 Ext:

Email: Les.Kanat@northernvermont.edu

6. Authorized Representative

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

Name

Leslie Kanat

Email

les.kanat@northernvermont.edu

Phone

(802)-635-1245

Date

02/28/2023

Report Submitted

This report was submitted by **Leslie Kanat** on **02/28/2023**.

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