Welcome	
PR/Award Number: **P031A190185**	Reporting Period: **10/1/2021 to 09/30/2022**
Grantee Name: **Auburn University Montgomery**	Program Officer: **Yolande Badarou** (Yolande.Badarou@ed.gov)

Grant Identification

General Information

PR Award Number:	P031A190185	**Unit ID:**	100830
Program:	Title III - Part A Strengthening Institutions		
Grantee Name (Institution Name):	Auburn University Montgomery		
Address 1:	7440 East Drive		
Address 2: (Optional)			
City:	Montgomery		
State: ALABAMA	**Zip:** 36117	**Zip + 4:**	
Project Title:	Enhancing Persistence through Early Engagement, Experiential Learning, and Campus Connection		
Institution Type/Control: 4-year Private	**Grant Type:** Individual Development Grant		

Project Director

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Grant and Report Information

Grant Award Year:	10/01/2019
Reporting From:	10/1/2021 to 09/30/2022
Grant End Year: 09/30/2024	**Total Duration of Grant:** 5 Yrs
Program Officer:	Yolande Badarou (Yolande.Badarou@ed.gov)

Section 1
Section 1: Executive Summary
All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

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

Year three of the grant saw the University return close to a pre-COVID normal; classes met face-to-face and more face-to-face activities and events were created. The EEEC (Center) continued to focus its efforts on supporting students via participation in undergraduate research, internships, field experiences, community engagement, and peer mentorship opportunities. We expanded undergraduate research mini-grants and scholarships for students enrolled in an internship or undergraduate research course and tripled the number of faculty development sessions offered in year two. Additionally, there was an increase in peer mentor support within undergraduate courses and at 2022 summer camps for incoming freshmen. We continued our collaboration with the City of Montgomery on the Shady Street Project and student participation increased. The Center promoted experiential learning during New Student Orientations, Warhawk Welcomes, and other university-sponsored events for new and returning students. We partnered with the Office of Central Advising to hire and train Peer Advising Coaches. Collaborations between the Center and other departments such as Athletics, Housing and Residence Life, and Career Development Center provided additional opportunities to connect students with the university and provide faculty with resources to implement experiential education inside and outside of the classroom. Our success is reflected in many initiatives across campus (both current and future).

> **1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.**
>
> • 2018 Fall enrollment total: 5211
> • 2019 Fall enrollment total: 5188
> • 2020 Fall enrollment total: 5212
> • 2021 Fall enrollment total: 5073
> • 2022 Fall enrollment total: 5112
>
> Enrollment data provided by the Office of Institutional Effectiveness (OIE) indicates that while enrollment decreased from fall 2020 to fall 2021 by 139 students, we see an increase of 39 moving into year four. Hopefully, downward trends due to COVID will soon be a thing of the past. While small, it is a positive change for the university post-COVID. The EEEC increased its efforts to engage students early in their academic journey by presenting to parents and students at all of the 13 New Student Orientations this past year to promote opportunities to obtain a peer mentor and encourage participation in high-impact practices such as service learning, community engagement, internships, field experiences, and undergraduate research. We emphasized the value of attending a university that is able to offer these opportunities and the benefits of participating in such.
>
> **1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.**
>
> • 2018 - 2019 (FA 12 cohort) IPEDS 6-year graduation rate: 34 (33.7) %
> • 2019 – 2020 (FA 13 cohort) IPEDS 6-year graduation rate: 34 (33.9) %
> • 2020 – 2021 (FA 14 cohort) IPEDS 6-year graduation rate: 30 (30.3) %
> • 2021 – 2022 (FA 15 cohort) IPEDS 6-year graduation rate: 36 (35.6) %
>
> While COVID negatively impacted graduation rates for the 2020-2021 academic term, a six percent increase is noted for year three (2021-2022), with the highest rate achieved in four years. As the EEEC continues to support faculty and engage students and community partners, we are hopeful that increases in graduation rates will continue.
>
> **1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.**
>
> • Fall 2018 – Fall 2019 IPEDS first year retention rate: 60%
> • Fall 2019 – Fall 2020 IPEDS first year retention rate: 70%
> • Fall 2020 – Fall 2021 IPEDS first year retention rate: 63%
> • Fall 2021 – Fall 2022 IPEDS first year retention rate: 70%
>
> Data provided by OIE reveals a 7% increase in retention during year three of the grant. Although it is 2% short of our goal, it is a sign that students are connecting with the university and continuing with their studies. To that end, the EEEC worked closely with the UNIV Student Success Program and other academic departments to increase peer mentor support. The number of peer mentors doubled from year two to year three of the grant.

Additionally, peer mentors took more of a leadership role to support students inside and outside of class creating and delivering presentations, hosting study sessions, and organizing events for their mentees. One such example is the Mentorship Mash hosted in October of 2021. The event was attended by 60 mentors and mentees and yielded five new peer mentors.

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

During year three, we were able to provide additional support to students as we hired more peer mentors; participated in more events to recruit students and promote experiential education opportunities; and met with more community partners to increase the number of service learning, community engagement, and internship opportunities. Additionally, the center hosted thirteen faculty development sessions and provided additional resources for faculty to incorporate service learning, internships, and undergraduate research in their courses. Overall, the year saw an increase in engagement by students, faculty, and staff as the Center has become a more visible presence on campus. Data indicate experiential learning is positively impacting AUM and our students and would not have been possible without the support of the Title III grant. One reflection of this impact is the growth in enrollment, post-COVID.

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.

- Doubled the number of peer mentors from year two, expanding use within core courses, including developmental math, developmental English, and introductory biology.
- Increased opportunities for service learning through collaboration with campus departments including Athletics, Housing and Residence Life, Biology, and Kinesiology.
- Facilitated 13 professional development sessions including incorporating undergraduate research and internships within courses and utilizing peer mentors effectively leading to an increase in faculty participation.
- Established an experiential education advisory board with a mission to advise the EEEC and serve as advocates for experiential learning.
- Higher retention and graduation rates for students engaged in experiential learning were reported by the Office of Institutional Effectiveness. Increased number of Seniors who engaged in experiential learning completed their college work in three years.
- The Undergraduate Research and Creative Activity Symposium had an increase in participation from year two to year three from three to five colleges and 64 to 134 students.
- Working with the Warhawk Academic Success Center, we provided peer mentor support for 63 newly admitted students at Summer Bridge Camp.
- Provided faculty and peer mentor training support to Biology Department for new Flight School initiative within the College of Sciences.

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

The Education Department can support us in implementing the grant project in the following ways:
- Continue to provide guidance regarding projects and allowable expenditures to expand experiential learning and support student success.
- Provide insight into the possibility of extension of grant due to impact of COVID on ability to experiential learning goals.

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.

- Practice & Presentation: UNIV Lecturer and Student Success Mentor Heather Adams engages her students in service learning each semester. During the 2020 academic year, COVID changed the way students participated. She attended the Virtual Annual Conference of the Experiential Learning Leadership Institute at UT Martin April 2022 and shared her practice with her presentation titled Service learning with social distancing: Customizing service learning to promote community.
- Program Development: The Peer Advisor (coaching) program was developed in year three and will be piloted in year four. The mission of the program is to enhance and support retention, persistence, and graduation initiatives, and to provide meaningful and intentional co-curricular service-learning opportunities for AUM students through peer-to-peer advising.
- Flight School: In year three, the Department of Biology and Environmental Science developed a Flight School - a tiered mentoring program that trains our upperclassman to be leaders in the classroom while helping underclassman be more effective learners. The EEEC supported the program by recruiting peer mentors and providing training for peer

mentors and participating faculty summer semester 2022. The program was piloted fall semester 2022 and details will be included in our year four annual report.

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.

Year three was successful; however, we experienced some challenges as well:

•   Halfway through year three, the Center's Director and Data Analyst accepted positions elsewhere and were replaced. New personnel were hired, and EEEC and institutional knowledge had to be rebuilt.

Our plans to combat these challenges moving forward:

•   A process and procedures manual has been created. All records are kept in a secure shared drive where Center staff, OIE staff, and the Associate Provost of Undergraduate Studies have access.
•   The EEEC will continue to work closely with the Office of Institutional Effectiveness.

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?

Bradberry, L. and De Maio, J. (2019). "Learning by Doing: The Long-Term Impact of Experiential Learning Programs on Student Success", Journal of Political Science Education, 15(1) 94-111.
Ehrich, L., Hansford, B., Tennent, L. "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature. Education Administration Quarterly, 40(4), 518- 540.
Tinto, V. (1993). Leaving college: Rethinking the causes of student attrition, (2nd ed.). Chicago: University of Chicago Press.

The following are specific evidence-based interventions established in year three that AUM proposed to implement in our funded application:

•   Increase in course peer mentors (2021-22).
•   Expanding professional development focusing on implementing experiential education in the classroom (2021-22).
•   Increase in retention and graduation rates for students engaged in experiential learning opportunities (2021-22).
•   Increase in courses offering experiential learning components (2021-22).
•   Creating a peer advising (coaching) program.

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

☑ **Yes**   ☐ **No**

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

Increase in retention and graduation rates for students who have participated in experiential learning opportunities. The numbers provided by the Office of Institutional Effectiveness show a positive increase for students participating.

Sophomore, junior, and senior retention rate for year three (Fall '21 to Fall '22)

Sophomore - 89% retention rate for those engaged in experiential learning versus 70% for those who did not.
Junior - 88% retention rate for those engaged in experiential learning versus 71% for those who did not.
Senior - 33% retention rate for those engaged in experiential learning versus 36% for those who did not.

Junior and senior graduation rate for year three (Fall '21 to Fall '22)
Junior - 21% graduation rate for those engaged in experiential learning versus 11% for those who did not.
Senior - 82% graduation rate for those engaged in experiential learning versus 36% for those who did not.

Increase in courses offering experiential learning components. Majority of increase was in service-learning activities.

Internships - 127 course-based opportunities.
Service-learning - 819 course-based opportunities (a 53% increase over year 2).
Undergraduate research - 236 course-based opportunities.

Development of peer advising program training materials and processes for use across the campus.

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

☑ **Yes**   ☐ **No**

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

•   Peer Mentor feedback: At the beginning of fall semester 2021, we asked peer mentors to complete a pre-semester survey regarding their expectations and professional development needs. Communication and leadership were two of the most requested workshops. In the spring of 2022, our Center hosted the conference Leading and Learning Educator Forum sponsored by the University of Texas at Austin. 18 peer mentors came to campus Saturday, February 19, 2022 where we joined the session virtually.
•   Faculty feedback: Spring semester 2022, we provided a pre- and post-semester survey to faculty who utilized peer mentors for the semester. Feedback from the pre-semester survey included suggested topics for future faculty development. As a result, we provided sessions on introducing more experiential learning opportunities in the classroom. Feedback from the post-semester survey included information about challenges faculty may have experienced. Because of feedback regarding some peer mentors lacking self-motivation, we included more motivation-related exercises with scenarios for which mentors could engage during the next training.
•   Staff feedback: Addressed staff concerns regarding tracking peer mentor activities with creation of shared training event between mentors and staff.
Additionally, contract with outside organization allowed us to respond to issues raised by peer mentees. Mentees expressed high level of satisfaction.

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

Yes. As mentioned in Q7a, the EEEC provided faculty development sessions that were requested, peer mentor development sessions, and additional time to focus on peer mentor motivation during pre-semester training sessions. Including timekeepers in our trainings has resulted in fewer timekeeping errors and a more pleasant semester experience for everyone involved.

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

External evaluator report provided each year. Based on her feedback from year two, we:

•   More widely publicized the EEEC across the campus and to alumni and the community via newsletter delivered via Constant Contact. We also expanded our social media presence. Additionally, we collaborated with the AUM Faculty Development Institute to engage more faculty in development sessions. Partnerships with the Honors program yielded more student and faculty/staff engagement in the Shady Street Project with the City of Montgomery. We collaborated with University Marketing to create flyers, banners, and other materials to distribute on and off campus. In year three, the EEEC has participated in all campus-wide tabling events to reach more students, faculty, and staff.
•   Involved AUM's leadership more with our program. Nearing the end of year three, we gathered data to present at a Strategic Planning meeting with the chancellor, provost, associate provosts, deans, and senior directors in October 2022 (year four).
•   Developed application process for faculty to obtain funds for creation of experiential learning within the classroom.
•   Facilitation of faculty development sessions to develop faculty peer training focus on experiential learning.
•   Improved collaboration with Office of Institutional Effectiveness to better measure impact of programs.

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.

Formative_PM_Pre_Faculty_Spring.pdf

Formative_Peer_Mentor_Post_Semester_Survey_Spring.pdf

2022_UTM_ELLI_Conference_Schedule.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 (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
Total Fall Enrollment	5,211	5,188	5,212	5,073		
Fall-to-Fall Retention %	60	70	63	70		
4-Year Graduation Rate (2- & 4-Year)	10	9	10	13		
6-Year Graduation Rate (4-Year)	34	34	30	36		

2B Institutional Leadership

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

[ ] **Yes**   [✓] **No**

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

[✓] **Yes**   [ ] **No**

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

A new director and data analyst joined the Experiential Education and Engagement Center midway through year three. Loss of grant and institutional knowledge created some challenges. In response Center personnel are working much more closely with the Office of Institutional Effectiveness on collection and storage of assessment data.

2C Accreditation

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

[ ] **Middle States Commission on Higher Education**

[ ] **New England Association of Schools and Colleges, Commission on Institutions of Higher Education**

[ ] **The Higher Learning Commission of the North Central Association of Colleges and Schools**

[ ] **Northwest Commission on Colleges and Universities**

[✓] **Southern Association of Colleges and Schools, Commission on Colleges**

[ ] **Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges**

[ ] **Western Association of Schools and Colleges Senior College and University Commission**

[ ] **Other (please specify)**

Accreditation Changes

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new

programs)? (Include guidance around accreditation changes in user manual and FAQs).

☐ **Yes**   ☑ **No**

2D Audit

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

☐ **Yes**   ☑ **No**

2E Endowment

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

☐ **Yes**   ☑ **No**

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

☐ **Yes**   ☑ **No**

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

☐ **Yes**   ☑ **No**

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?

The overall goals of our grant include the following:
1. To increase student engagement with the University.
2. To establish strong retention and persistence rates for first-year and first-generation students.
3. To establish strong graduation rates for first-time students, particularly those who are high need.

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

The expected long-term impacts of the grant on the University include the following:
1. To make Auburn University at Montgomery the institution of choice.
2. To improve the University's financial stability by providing infrastructure to increase student engagement and retention, leading to an increase in the number of students ultimately graduating.

3B Grant Activities
Number of Grant Activities: 2

Grant Activity 1/2

Activity Description:

Develop High Impact Practices that connect students to campus.

Objective 1/7

Objective Description:

Increase the number of students participating in experiential learning opportunities. 2387 undergraduate students participated in experiential learning during the 2021-2022 academic year, falling short of the target of 2908. Experiential learning activities were tracked through surveys, course offerings, university mini-grants, informal interviews, and sign-in sheets. These activities represent both course-based experiential learning and activities completed outside of required coursework.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

The number of students participating in experiential learning activities. Measured by count of students.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/23/2022	Semester

Data Type: ● Raw Number
○ Ratio

Target	Actual
2908.00	2387.00

Objective 2/7

Objective Description:

Increase number of students participating in undergraduate research opportunities. 342 students participated in undergraduate research during the 2021-2022 academic year, falling short of the target of 769. Undergraduate research activities were tracked through surveys, research courses, faculty-led research activities, university mini-grants, and students who presented their research at conferences.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

The number of students participating in undergraduate research opportunities. Count of students.   Prior counts included students in research methods courses. Current count only includes those students who are participating in faculty-led research activities.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/23/2022	Semester

Data Type: ● Raw Number
○ Ratio

Target	Actual
769.00	342.00

Objective 3/7

Objective Description:

Expand the presence of peer mentors within University Success Course. Due to the success of embedded peer mentors within the University Success course and the need to provide support to undergraduate students in other courses, we expanded peer mentors in introductory courses and those with higher DFW rates. 184 peer mentors were

hired to support students in their courses, which exceeded the target of 97 mentors and doubled the number from year two.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

The number of peer members within the University Success Course, expanded to include the number of peer mentors in introductory courses and those with higher DFW rates.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/23/2022	Semester

Data Type: ● **Raw Number**
　　　　　　 ○ **Ratio**

Target	Actual
97.00	184.00

Objective 4/7

Objective Description:

Increase number of faculty participating in professional development focused on experiential learning and undergraduate research. 56% of active full-time faculty members participated in professional development on experiential learning or undergraduate research during the 2021-2022 academic year. 13 faculty development sessions were hosted during the 2021-2022 academic year with many of the attendees returning from previous sessions. Additionally, 33 more faculty attended sessions in year three than the previous year. After attending a session, many faculty members led discussions, led panels, or hosted a table to talk to students about experiential learning. Additionally, year three yielded 202 more course-based experiential learning opportunities than year two; likely in part to engaging and supporting more faculty.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

The number of faculty participating in professional development focused on experiential learning and undergraduate research.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/23/2022	Semester

Data Type: ○ **Raw Number**
　　　　　　 ● **Ratio**

Target	Actual
140.00 / 234 **60%**	130.00 / 234 **56%**

Objective 5/7

Objective Description:

Increase retention rates for first time freshman. The retention rate for first-time freshmen during the 2021-2022 academic year is (362/517) 70%. Although it falls 2% short of our goal, it is a 7% increase from year two, which is a rebound to pre-COVID conditions. This data was prepared by the AUM Office of Institutional Effectiveness.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Retention rate for first-time freshmen during 2021-2022 academic year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/23/2022	Annual

Data Type: ◯ Raw Number
⬤ Ratio

Target	Actual
372.00 / 517 **72%**	362.00 / 517 **70%**

Objective 6/7

Objective Description:

Increase persistence rates: 2nd - 3rd year and 3rd - 4th year. Fall 2018 bachelor's degree seeking, first-time, full-time freshman cohort 2nd to 3rd year retention rate is 53%. Baseline data for Fall 2018 bachelor's degree seeking, first-time, full-time freshman cohort 3rd year to 4th year retention rate is 48%.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

Persistence rate of 2018 first-time full-time freshmen from 2nd year to 3rd year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/23/2022	Annual

Data Type: ◯ Raw Number
⬤ Ratio

Target	Actual
193.00 / 377 **51%**	324.00 / 377 **86%**

Performance Measure 2/2

Performance Measure Description:

Persistence rate of 2018 first-time full-time freshman from year 3 to year 4.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/23/2022	Annual

Data Type: ◯ Raw Number
⬤ Ratio

Target	Actual
162.00 / 305 **53%**	263.00 / 305 **86%**

Objective 7/7

Objective Description:

Increase graduation rates. Fall 2012 bachelor's degree seeking, first-time, full-time freshman cohort 6 year graduation rate is 34%, a 6% increase from Fall 2011 cohort baseline data. Fall 2015 bachelor's degree seeking, first-time, full-time freshman cohort 6 year graduation rate is 36%. Data collected and analyzed by AUM Office of Institutional Effectiveness.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

6th year graduation rate of 2015 cohort,

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/23/2022	Annual

Data Type: ⭘ Raw Number

⬤ **Ratio**

Target	Actual
200.00	202.00
/	/
568	568
35%	**36%**

Grant Activity 2/2

Activity Description:

Close the loop in student data tracking, management, and interpretation. Develop a dashboard that allows faculty to see the impact of experiential learning activities on student retention and persistence.

Objective 1/1

Objective Description:

Increase faculty and staff access to timely student information. 17% of faculty and staff have been trained on accessing engagement and persistence data. Training included accessing data on our website, retention and persistence, peer mentor program effectiveness, and experiential learning data at AUM.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

Percent of faculty who have been trained.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/23/2022	Annual

Data Type: ⭘ Raw Number

⬤ **Ratio**

Target	Actual
224.00	92.00
/	/
562	562
40%	**16%**

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	30,660.27	123,329.63	153,989.90	114,659.37	21,342.23	39,330.53	25.54	8,468,634.00	☑

Please state the changes made to Personnel below:

Carryover balance from Year 1 from Personnel and Fringe Benefits were reallocated for software purchases and workshop cost below, but the budget reallocation information was not reflected in the prior Year 1 and Year 2 reporting. Above carryover balance reflects the budget reallocation based on the calculation below.
 12,500.00   Flat-rate workshop cost: Contractual
 35,000.00   Suitable software: reallocation approved in FY21 for Year 2-Year 5: Supplies category.
 14,500.00   Grad Leaders Software: reallocation approved in FY21 Year 2: Supplies category.
 62,000.00   Total amount reallocated fromYr1 unused personnel + fringes carryover to Supplies and Contractual category.

 Original carryover balance from Yr1 (FY20)   Reallocation amount - fringe rate 32.3% in FY20
 72,873.38   Personnel   46,863.19   Amount reallocated from Yr1 unused personnel carryover to Supplies and Contractual category.
 23,849.06   Fringe benefits   15,136.81   Amount reallocated from Yr1 unused Fringe benefits carryover to Supplies and Contractual category.
 96,722.44   Total   62,000.00 Total amount reallocated fromYr1 unused personnel + fringes carryover to Supplies and Contractual category.

Student Personnel	281,977.50	251,472.00	533,449.50	105,416.00	0.00	428,033.50	80.24	306,010.00	☑

Please state the changes made to Student Personnel below:

Student personnel budget and expenditures for Year 1 and Year 2 were included in the Personnel line. Staring Year 3, personnel and student personnel are separated out.

Fringe Benefits	2,165.33	29,186.00	31,351.33	35,544.48	6,686.71	-4,193.15	-13.37	15,826.00	☑

Please state the changes made to Fringe Benefits below:

Carryover balance from Year 1 from Personnel and Fringe Benefits were reallocated for software purchases and workshop cost below, but the budget reallocation information was not reflected in the prior Year 1 and Year 2 reporting. Above carryover balance reflects the budget reallocation based on the calculation below.
 12,500.00   Flat-rate workshop cost: Contractual
 35,000.00   Suitable software: reallocation approved in FY21 for Year 2-Year 5: Supplies category.
 14,500.00   Grad Leaders Software: reallocation approved in FY21 Year 2: Supplies category.
 62,000.00   Total amount reallocated fromYr1 unused personnel + fringes carryover to Supplies and Contractual category.

 Original carryover balance from Yr1 (FY20)   Reallocation amount - fringe rate 32.3% in FY20
 72,873.38   Personnel   46,863.19   Amount reallocated from Yr1 unused personnel carryover to Supplies and Contractual category.
 23,849.06   Fringe benefits   15,136.81   Amount reallocated from Yr1 unused Fringe benefits carryover to Supplies and Contractual category.
 96,722.44   Total   62,000.00 Total amount reallocated fromYr1 unused personnel + fringes carryover to Supplies and Contractual category.

Travel	3,127.74	3,000.00	6,127.74	470.00	0.00	5,657.74	92.33	3,000.00	☐
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐

| Supplies | 27,041.46 | 13,000.00 | 40,041.46 | 8,259.84 | 0.00 | 31,781.62 | 79.37 | 13,000.00 | |

Please state the changes made to Supplies below:

Carryover balance from Year 1 from Personnel and Fringe Benefits were reallocated for software purchases and workshop cost below, but the budget reallocation information was not reflected in the prior Year 1 and Year 2 reporting. Above carryover balance reflects the budget reallocation based on the calculation below.
12,500.00   Flat-rate workshop cost: Contractual
35,000.00   Suitable software: reallocation approved in FY21 for Year 2-Year 5: Supplies category.
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 96,722.44   Total   62,000.00 Total amount reallocated fromYr1 unused personnel + fringes carryover to Supplies and Contractual category.

Clothing and swag were charged to the fund in Year 2 and reported in APR Year 2 last year. Since those charges are unallowable and were moved off from the fund after Year 2, carryover balance increased by $7705.10.

Contractual	33,900.00	20,527.03	54,427.03	13,450.00	0.00	40,977.03	75.29	20,580.00	
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other	-297.00	0.00	-297.00	0.00	0.00	-297.00	100.00	0.00	
Total Direct Costs	378,575.30	440,514.66	819,089.96	277,799.69	28,028.94	541,290.27		8,827,050.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

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	$378,575.30	$440,514.66	$819,089.96	$277,799.69	$28,028.94	$541,290.27		$8,827,050.00	

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.

Expand peer mentoring and support for faculty professional development.

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

Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

We plan to ask for additional reallocation of funds to purchase resources to support peer mentor, peer advisors and tutors.

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.

Partner Name: City of Montgomery Economic Development Division

Description of Partner's Role:

Provides opportunities and resources for student engagement in Shady Street Project

Did role change?:

☐ No   ☑ Yes

How did role change? : Although we began our collaboration in 2020 as an outdoor service project possible with pandemic restrictions, we have strengthened the collaboration with a monthly commitment to service. We have broadened the collaboration to the Department of Fine Arts with class projects based on needs of Shady Street Park.

Impact on your ability to achieve objectives/activities:

Students have become more engaged with the community, fellow students and faculty, and the university through these projects. This engagement translates to improved retention and graduation.

Partner Name: Montgomery County Historical Society

Description of Partner's Role:

Provides opportunities for student engagement in the Oakwood Cemetery Project. Students worked collaboratively to use ArcGIS Collector App, to locate and record data from historic tombstones.

Did role change?:

☑ No   ☐ Yes

Impact on your ability to achieve objectives/activities:

Students have become more engaged with the community, fellow students and faculty, and the university through these projects. This engagement translates to improved retention and graduation.

Partner Name: Montgomery Area Council on the Aging

Description of Partner's Role:

Provides opportunities for service learning for first-year students. Students traveled by van to deliver meals to the elderly in the local community.

Did role change?:

☑ No   ☐ Yes

Impact on your ability to achieve objectives/activities:

Students have become more engaged with the community, fellow students and faculty, and the university through these projects. This engagement translates to improved retention and graduation.

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:

Impact of pandemic is still being felt. While we failed to meet specific performance measures, we are moving forward on expanding every measure. Professional development opportunities for faculty have expanded and resulted in a significant increase in course-based experiential learning activities. Growth in these activities is serving as foundation for University application for Carnegie Classification for Community Engagement.

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:

Two successful external grant applications grew out of faculty development and experience with peer mentors and experiential learning associated with Title III project.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
Grant Activity 1: Develop High Impact Practices that connect students to campus.	**LAAs:** • Support of faculty exchanges, faculty development, and faculty fellowships to assist these faculty members in attaining advanced degrees in their fields of instruction. **Dollars Spent: $45,008.29** • Development and improvement of academic programs **Dollars Spent: $9,320.00** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $109,620.23** • Other Activity : 75% of coordinators salary plus professional service of external evaluator. **Dollars Spent: $51,953.14**	$215,901.66
Grant Activity 2: Close the loop in student data tracking, management, and interpretation. Develop a dashboard that allows faculty to see the impact of experiential learning activities on student retention and persistence.	**LAAs:** • Other Activity : 25% of Coordinators salary plus 100% of Data Analysts salary **Dollars Spent: $61,898.04**	$61,898.04
Total Dollars Spent on All Activities		$277,799.70

Section 5 : Institutionalization

Grant Activity 1

Develop High Impact Practices that connect students to campus.

Financial Cost ($)

215,901.66

Approved Line Items

Personnel
Student Personnel
Fringe Benefits
Academic tutoring, counseling, and student support service programs designed to improve academic success.
Faculty Professional development.

Institutionalization Plan

The university is committed to a transition of the Center staff to AUM budget. In year three, the university paid 25% of director and learning specialist salaries. AUM has also provided approximately $100,000 in years two and three for undergraduate research and creative activity efforts and has committed to continue to provide support moving forward. A one-credit hour scholarship has been established by the university to cover the cost of approved undergraduate research-based and internship courses for students enrolled.

Grant Activity 2

Close the loop in student data tracking, management, and interpretation. Develop a dashboard that allows faculty to see the impact of experiential learning activities on student retention and persistence.

Financial Cost ($)

61,894.00

Approved Line Items

Project staff (data analyst)

Institutionalization Plan

The university is committed to transitioning staff to AUM budget. In year 3 of grant, the university paid 25% of director and data analyst salary.

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.

The university is committed to a transition of the Center's staff.
AUM has also provided approximately $100,000 in years two and three for undergraduate research and creative activity efforts and has committed to continue to provide support moving forward. This includes student travel and costs associated with presenting research at conferences.
A one-credit hour scholarship has been established by the university to cover the cost of approved undergraduate research-based and internship courses for students enrolled.
Since the inception of the grant, monies have been allocated and spent by AUM on supplies for peer mentors ($500), food and refreshments for training and other activities and events ($3,000), swag and promotional items, including t-shirts, to promote the center and its activities ($12,000).
The dean of the College of Liberal Arts and Social Sciences (CLASS) has allotted $250 per CLASS peer mentor to fund conferences, pay for subscriptions, or purchase pedagogical materials to support peer mentor engagement with their mentees.

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.

John Templeton Foundation: $333,845.00

Building on community partnerships established by grant-funded Center, AUM's Civil Rights to Civic Virtue Project (CRCV), funded by the John Templeton Foundation, provides a schedule of opportunities for community service. One significant collaboration with Montgomery's Community and Economic Development Division. The EEEC and CRCV also co-sponsor monthly trips to Montgomery's Civil Rights museums and memorials that are open to all AUM students. The EEEC Director was sought out as an advisor on the project proposal and serves on the CRCV Advisory Board.

iUse: $299,316.00

The AUM College of Sciences partnered with the EEEC beginning in the fall of 2020 to experiment with using Navigators

and Co-Pilots (peer mentors). In spring of 2021, the partnership with the EEEC grew, allowing them to expand into five courses (two sections of BIOL 1010, two sections of BIOL 2100, and BIOL 3300-Genetics). In one section of BIOL 1010 and one section of BIOL 2100, Co-Pilots and faculty worked with Navigators.

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
P031A190185

3. Project Title
Enhancing Persistence through Early Engagement, Experiential Learning, and Campus Connection

4. Recipient Information
Name: Auburn University Montgomery
Address: 7440 East Drive , , Montgomery , ALABAMA 36117

5. Contact Information
Name: Mrinal Varma
Title: Provost and Senior Vice Chancellor
Phone: (334)-244-3600 Ext:
Email: varma@aum.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	**Email**
Lynn Stallings	lstallin@aum.edu

Phone	**Date**
(334)-244-3357	03/15/2023

Report Submitted

This report was submitted by **Lynn Stallings** on **03/15/2023**.

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