Welcome	
PR/Award Number: **P031A190185**	Reporting Period: **10/1/2020 to 09/30/2021**
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

First Name:	Mrinal	**Last Name:**	Varma
Title		Provost and Senior Vice Chancellor	
Email		varma@aum.edu	
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Additional Contact Person Information

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Grant and Report Information

Grant Award Year:	10/01/2019
Reporting From:	10/1/2020 to 09/30/2021
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.

Similar to year one of the grant where the pandemic impacted the ability of the Center to pursue many plans for experiential learning and faculty development, year two of the grant (October 1, 2020 to September 30, 2021) continued to be impacted by the covid-19 pandemic. High-impact practices related to peer mentoring, service learning, undergraduate research, and internships which connect students to campus and increase retention, were the focus of much of the work of the Center. The University invested monies to fund mini-grants supporting undergraduate research initiatives and also created one-credit hour scholarships for students who registered for courses with undergraduate research projects or internship courses. There was positive growth in the number of courses with peer mentors and the number of students participating in undergraduate research.

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

Using statistics provided by the Office of Institutional Effectives, Fall enrollment at the University for the relevant time period increased from 5188 in Fall 2019 to 5212 in Fall 2020 but fell in Fall 2021. Undergraduate enrollment (the primary target of the activities associated with the grant) decline from 4523 in Fall 2019 to 4375 in Fall 2020 and again declined in Fall 2021. Undergraduate students faced the greatest challenges during the pandemic as classroom experiences were modified to create social distancing and hi-flex, technology-driven classroom experiences. The activities of the Center focused on creating connections and support networks for these students and these actions mitigated some of the negative impact of the pandemic.

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

2017 (FA 12 cohort) IPEDS 6 year graduation rate: 34%
2018 (FA 13 cohort) IPEDS 6 year graduation rate: 34%
2019 (FA 14 cohort) IPEDS 6 year graduation rate: 30%
2020 (FA 15 cohort) IPEDS 6 year graduation rate: 36%

It is hard to discount the impact of the pandemic on the graduation rate, as noted in 2019 measurement (FA 14 cohort). The initial focus of the activities of the center was on the establishment of mentors within the freshman success course and more broadly for incoming freshman. The expansion of peer mentors was into core courses (again focused on freshman and sophomores). Growth of Center activities focused on internships and undergraduate research, as well as recruitment of upper level students to serve as mentors has impacted the graduation rate. As these activities increase in size and scope the hope is that the graduation rate will respond accordingly.

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: 66%
Fall 2019 – Fall 2020 IPEDS first year retention rate: 70%
Fall 2020 – Fall 2021 IPEDS first year retention rate: 63%

Like most institutions, Auburn University at Montgomery was impacted profoundly by the pandemic. Reports indicate that learning among financially-disadvantaged, minority students has been especially hard-hit, and this demographic includes a majority of our students. The freshman who began their studies in Fall 2020 faced continued challenges and uncertainty. Socially distant spacing in classrooms combined with a hi-flex teaching environment resulted in a disconnected educational experience and translated into a decline in retention rates for first-time, full time freshman. The peer mentoring projects provided a level of support for these students and their actions mitigated some of the loss.

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

Using statistics provided by the Office of Institutional Effectives, Fall enrollment at the University for the relevant time period increased from 5188 in Fall 2019 to 5212 in Fall 2020 but fell in Fall 2021. The faculty and staff at Auburn University at Montgomery worked to support all students during these most challenging times. Social

distancing within the classroom and restrictions on meetings, travel, and university events created continuing challenges to implementation of the Center's activities. However, where possible, the Center worked to create connections, either with the experiential and service learning activities that were outdoor-focused, faculty development initiatives that were provided in a socially distance environment, University- funded mini-grants to support undergraduate research, and ZOOM-based faculty development focused on creating experiential engagement within the classroom environment. These projects set a foundation for growth and recovery from pandemic-related enrollment declines and the resulting fiscal impact.

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.

Increased Experiential learning - 2644 undergraduate students participated in experiential learning opportunities in the 2020-21 academic year, exceeding the target of 2571.

Expanded undergraduate research - 408 students participated in undergraduate research opportunities in the 2020-21 academic year, which fell short of the established goal of 699 students. The Office of the Provost provided $50,000 to promote faculty-led undergraduate research across all disciplines.

Peer mentoring expansion targe was exceeded. 92 classroom peer mentors were hired to work with students enrolled in the Freshman Student Success Course and other freshmen core courses during the 2020-21 academic year. This tripled our goal of 30 classroom peer mentors.

Faculty development - Despite continuing covid-19 concerns, the EEEC was able to expand upon and improve initiatives begun in year one of the grant and increase our visibility on campus and beyond. Five EEEC-sponsored faculty development webinars were offered, focused on experiential learning and student internships; the Council for At-Risk Student Education and Professional Standards (CASEPS) offered a National Certification workshop for faculty and staff, followed by a train-the-trainer program, concentrated on culturally-responsive teaching; and a virtual "Total Internship Management" workshop was provided for employer partners.

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

The Education Department can continue to provide insight into pandemic-related adjustments in funding and expectations for grant activities. As with many universities, our institution has experienced significant challenges in the last two years which have impacted our ability to move forward on some initiatives. Travel restrictions and limits on campus activities created significant barriers to some experiential learning activities.

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.

Policy changes:
1. In response to the growth in peer mentors across campus the hiring process has been clarified, standardized, and a peer mentoring training program has been established.
2. With the injection of $50,000 from the Office of the Provost to support undergraduate research, a standardized application and screening process was put in place.
3. A one-credit hour scholarship was created for students who register for an internship course or for a course with undergraduate research designation.

Research Presentation - "Peer Mentors Pack a Punch: Improving Retention by Making Connections" Amy Ingram (new Center Director), data from 20-21, presented at 2022 FYE Conference, Orlando, FL Feb. 2022

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.

The impact of the pandemic on normal campus life continued to be felt in year 2 of the grant. Restrictions on travel and restrictions on the ability to have large gatherings significantly impacted the professional development opportunities.

The classroom environment in Fall 2020 and Spring 2021 did not lend itself to active engagement and many experiential learning activities were not possible. As the pandemic's impact lessens, we anticipate fewer restrictions on what faculty and students can do to foster greater learning through experiential education.

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

☐ **Yes**   ☑ **No**

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

☑ **Yes**   ☐ **No**

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

Assessment of the impact of peer mentoring (both Mentor Collective and others)

A pre- and post- survey of students within the Freshman Success courses (UNIV 1000) with peer mentors was conducted. The survey considered the impact of the peer mentor on course performance. An analysis of data looking at persistence of students where they had a peer mentor versus when they did not indicated a positive impact on retention and persistence when a mentor was in the course.

An annual survey of all participants of the Mentor Collective peer mentoring project was conducted in Fall 2020 and Fall 2021. Feedback revealed that students felt more connected to the University because of the peer mentoring relationship. 90.02% of matched mentees in the program reported high satisfaction, which 97.83% of matched mentors in the program reported high satisfaction with the program.

Fall 2000 – Spring 2021 retention rate for students participating in Mentor Collective peer mentoring was 2.3% higher than for new students not in the program.

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

Injection of funds to support Undergraduate Research initiatives and the establishment of an application process for funding has increased the level of undergraduate research and the visibiilty of those efforts.
The creation of the undergraduate 1-credit hour scholarship for internships has increased the number of internship courses within the different majors and expanded the opportunity for students to seek an internship as part of their degree.
Expansion of peer mentors funded by the Title III Center (EEEC) has generated significant interest in STEM-based mentor expansion and a year-long analysis of how this could be created. This has resulted in a grant being submitted to seek separate funding to support this initiative.

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

An annual report was developed for our external reviewer. It reflects the informaiton presented above and provides examples of the projects that were undertaken.

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.

AUM_Program_Achievement_2_pa   AUM_Program_Review__1_.pdf   FYE_2022_Program_Reduced.pdf
ger_2020_21.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			
Fall-to-Fall Retention %	66	70	63			
4-Year Graduation Rate (2- & 4-Year)	10	13	15			
6-Year Graduation Rate (4-Year)	34	34	30			

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?

No impact on grant activities. Institutional leadership did not change. Grant Leadership changed.

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

☑ **Yes**   ☐ **No**

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

No impact. Changes occurred in early 2022.

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 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?

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. 2337 undergraduate students participated in experiential learning opportunities in the 19-20 academic year. Data for experiential learning inside the course was collected and analyzed by tracking the students that participated in courses tagged as experiential learning types as well as courses submitted through faculty/staff surveys. Data for experiential learning outside of the course was collected and analyzed by tracking the students that had been tagged by our EEEC activities and attributes.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Count of all undergraduate students participating in experiential education opportunities. Goal is an expansion by 10% each year.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Measured each semester

Data Type: ● Raw Number   ○ Ratio

Target	Actual
2571.00	2644.00

Objective 2/7

Objective Description:

Increase number of students participating in undergraduate research opportunities. 635 students participated in undergraduate research opportunities in the 19?20 academic year. Data was collected and analyzed by tracking the undergraduate students that participated in courses tagged as research type as well as courses submitted through faculty/staff survey.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Count of all undergraduate students participating in undergraduate research opportunities. Goal is to increase by 10% each year.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Measured each semester

Data Type: ● Raw Number   ○ Ratio

Target	Actual
699.00	408.00

Objective 3/7

Objective Description:

Expand the presence of peer mentors within University Success Course. Twenty-five peer mentors are hired to work with student within the freshman success course in the 2019-2020 academic year.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Count of peer mentors hired to work with students with freshman success course (with goa of expanding to core courses). Count should increase by 5 students each year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2021	Measured each semester

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

Target	Actual
30.00	92.00

Objective 4/7

Objective Description:

Increase number of faculty participating in professional development focused on experiential learning and undergraduate research. 16% of AUM faculty members have taken part in at least one professional development activity focused on incorporating experiential learning or undergraduate research into the classroom. Data was collected and analyzed by tracking attendees of all professional development activities.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

Percentage of AUM faculty who have taken part in at least one professional development activity focused on incorporating experiential learning or undergraduate research into the classroom. Goal is for this percentage to increase by 10% each year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2021	Measured each semester

Data Type: ○ Raw Number
● **Ratio**

Target	Actual
162.00 / 323 **50%**	97.00 / 323 **30%**

Objective 5/7

Objective Description:

Increase retention rates for first time freshman. Fall 2019 bachelor's degree seeking, first-time, full-time freshman cohort retention rate is 70%, a 4% increase from Fall 2018 cohort baseline data. Data collected and analyzed by AUM Office of Institutional Effectiveness.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Retention rate for first time freshman. Goal is to have this increase by 1% per year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	09/30/2021	Measured each semester

Data Type: ◯ Raw Number
⬤ **Ratio**

Target	Actual
455.00	403.00
/	/
641	641
71%	**63%**

Objective 6/7

Objective Description:

Increase retention 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 52%. Baseline data for Fall 2018 bachelor's degree seeking, first-time, full-time freshman cohort 3rd year to 4th year retention rate will be determined when official Fall 2021 statistics are available from AUM Office of Institutional Effectiveness (October 2021)

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

Retention rates measured from 2nd - 3rd year. Goal is to have these rates increase by 1% each year.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Measured each semester

Data Type: ◯ Raw Number
⬤ **Ratio**

Target	Actual
372.00	377.00
/	/
730	730
51%	**52%**

Performance Measure 2/2

Performance Measure Description:

Retention rates measured from 3rd-4th year. Goal is to have the rates increase by 1% each year.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Measured each semester

Data Type: ◯ Raw Number
⬤ **Ratio**

Target	Actual
294.00	277.00
/	/
626	626
47%	**44%**

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 2013 bachelor's degree seeking, first-time, full-time freshman cohort 6 year graduation rate is 34%, a 0% increase from Fall 2012 cohort data. Data collected and analyzed by AUM Office of Institutional Effectiveness.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Graduate rate of first-time, full-time freshman cohort. Goal is to see an increase in this rate compared to Fall 2011 cohort.

Measure Type:

Project

Date Measured:

09/30/2021

Frequency Measured:

Measured each semester

Data Type: ◯ **Raw Number**

● **Ratio**

Target	Actual
195.00	169.00
/	/
556	556
35%	**30%**

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. Database and data visualization tools were still in development at this time. Training began subsequently.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

Ratio of faculty and staff participating in professional development training. Goal is to have this percentage increase by 10% per year.

Measure Type:

Project

Date Measured:

09/30/2021

Frequency Measured:

Measured each semester

Data Type: ◯ **Raw Number**

● **Ratio**

Target	Actual
245.00	49.00
/	/
816	816
30%	**6%**

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**	**Chang**
Personnel	228,453.57	352,838.00	581,291.57	221,790.61	21,172.39	359,500.96	61.85	374,801.63	☐
Fringe Benefits	23,849.06	40,573.00	64,422.06	47,119.92	6,501.96	17,302.14	26.86	29,186.00	☐
Travel	2,327.20	3,000.00	5,327.20	2,199.46	0.00	3,127.74	58.71	3,000.00	☐
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Supplies	11,886.58	13,000.00	24,886.58	55,050.22	0.00	-30,163.64	-121.20	13,000.00	☑

Please state the changes made to Supplies below:

Unuised salary savings to fund software purchase. Received approval from program officer.

Contractual	25,425.00	25,475.00	50,900.00	29,500.00	0.00	21,400.00	42.04	20,527.03	☐
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	0.00	0.00	0.00	297.00	0.00	0.00	0.00	0.00	☑

Please state the changes made to Other below:

Allocation of search expense costs.

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	**$291,941.41**	**$434,886.00**	**$726,827.41**	**$355,957.21**	**$27,674.35**	**$371,167.20**		**$440,514.66**	

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

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

Covid-19 pandemic continued to impact the ability to hold in person gatherings or travel for professional development. Travel monies were not fully spent. Faculty development opportunities were limited as well.

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.

Late hiring of staff in first year of grant resulted in salary savings. With permission of program officer monies were reallocated toward other expenditures within the grant. Salary and benefits expenditures in FY '20-21 resulted in carry over of $359,501. A portion of this was used to cover approved reallocation to software (budget reflects excess spending of 30,164 in this category).

Limits on travel and ability to invite experts to campus resulted in carryover balance of $3128 and $21,400, respectively.

Total carryover ($370,870) will be allocated to professional development and expansion of center work in the coming fiscal year.

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).

Will reach out to the Program Officer for further reallocation of salary and benefits savings toward other activities within the grant.

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 - Dept. of Economic and Community Development

Description of Partner's Role:

AUM partnered with the City of Montgomery on a year=long Shady Street habitat improvement project. AUM students helped redevelop and walking trail and created interpretative signage for the city. A project to collect oral histories of the local residents was begun.

Did role change?:

☑ No   ☐ Yes

Impact on your ability to achieve objectives/activities:

This provided a service learning opportunity for students across several disciplines. It had a positive impact on the students involved in service learning.

Partner Name: Oak Moutain State Park

Description of Partner's Role:

AUM partnered with Oak Mountain State Park to do a series of Warhawk Workdays to provide opportunities for students to help with trail and park maintenance and take advantage of service learning activities.

Did role change?:

☑ No   ☐ Yes

Impact on your ability to achieve objectives/activities:

This provided an outdoor, socially distanced service learning opportunity for AUM students.

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

☑ No   ☐ Yes

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

☑ No   ☐ Yes

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

☐ No   ☐ Yes   ☑ Partially

If "no" or "partially" please explain:

Professional development of faculty and staff increased during the reporting period but still did not meet the desire goal. The return of the University to a more traditional classroom environment will open up greater opportunities for professional development.

Undergraduate research goal was not met but infrastructure has been put in place to enhance future success.

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 impact of the pandemic continued to restrict the ability to create many experiential learning activities for students. There was some success at creating opportunities in outdoor settings. Restrictions on travel and visits by others to campus also reduced the ability to conduct professional development for faculty. The peer mentoring program continued to flourish and has been credited with helping the University respond to the challenges faced by students during the pandemic.

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: $63,056.00** • Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials. **Dollars Spent: $2,630.00** • Tutoring, counseling, and student service programs designed to improve academic success. **Dollars Spent: $94,931.00** • Funds and administrative management, and acquisition of equipment for use in strengthening funds management. **Dollars Spent: $2,440.00** • Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services. **Dollars Spent: $41,340.00** • Other Activity : Program Coordinator effort allocation: 75% Micellaneous purchase not in other categores ($1600) **Dollars Spent: $67,126.00**	$271,523.00
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 Coordinator salary - 100% of data analyst salary **Dollars Spent: $84,434.00**	$84,434.00
Total Dollars Spent on All Activities		**$355,957.00**

Section 5 : Institutionalization

Grant Activity 1
Develop High Impact Practices that connect students to campus.

Financial Cost ($)
271,523.00

Approved Line Items
75% of Project Coordinator Salary and benefits allocated to Activity 1. 100% of Instructional Specialist salary and benefits are allocated to Activity 1. These two position are transitioning to University budget ove the course of Years 3 - 5 of the grant (Yr 3 - 25%; yr 4- 50%; Yr 5 - 75%; and then beyond moving fully to University budget.

Institutionalization Plan
As noted above, the Unversity is committed to a transition of these full time positions to the University budget. The University has injected $50,000 into the Center Budget to support undergraduate research efforts in AY '20-21 and has committed to increased support moving into following academic years. The University has also allocated monies to support student travel to present research results. Curriculum changes have been implemented to create internship courses and research-based courses. This allows students to use the 1-credit hour scholarship that has been created to support students involvement in these activities.

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 ($)
84,434.00

Approved Line Items
25% of Project Coordinator salary and benefits are allocated to Activity 2. 100% of Data Analyst salary and benefits are allocated to Activity 2. These two positions are transitioning to University budget ove the course of Years 3 - 5 of the grant (Yr 3 - 25%; yr 4- 50%; Yr 5 - 75%; and then beyond moving fully to University budget.

Institutionalization Plan
As noted above, the University has committed to moving these positions onto University budget.

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.

Challenge: continued pandemic-related limits on face to face meetings and travel. As a result experiential education activities were focused on outdoor opportunities.
Successes: expanded peer mentoring, which provided insight into the challenges faced by our students during the pandemic and mentor insights were used to reposition university support resources.   Peer mentoring professional development was standardized and training for peer mentors was enhanced.
University invested $50,000 into undergraduate research support. Faculty application process and review was housed in the Title III Center.
University created a 1-credit hour scholarship for students enrolled in internship course. University created a 1-credit hour scholarship for students enrolled in research-based classes.
 A virual workshop was held for prospective employers to help facilitate the creation of internship opportunities for students.

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, mentor model was used as a foundation for Howard Hughes Medical Institute Inclusive Excellence Grant (HHMI). Proposal was successful for first round of funding and members of Title III Center continued to provide input into 2nd round of grant proposal. Recent notification indicates success in 2nd round.

Service learning activity with the City of Montgomery has continued and oral history project has sparked interest from faculty on campus to expand oral history project beyond the focus of the current project.

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
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 Institutions President or someone whith 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	**Email**
Joy L. Clark	jclark@aum.edu

Phone	**Date**
(334)-244-3539	03/14/2022

Report Submitted

This report was submitted by **Joy L. Clark** on **03/14/2022**.

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