

Welcome

PR/Award Number: **P031A190185**Reporting Period: **10/1/2022 to 09/30/2023**Grantee Name: **Auburn University Montgomery**Program Officer: **Yolande Badarou****(Yolande.Badarou@ed.gov)**

Grant Identification

Alaska Native and Native Hawaiian-Serving Institutions (84.031N, 84.031R, 84.031W, 84.031V), Asian American and Native American Pacific Islander-Serving Institutions (84.031L, 84.382B), Developing Hispanic-Serving Institutions (84.031S), Hispanic-Serving STEM and Articulation (84.031C), Master's Degree Programs at Historically Black Colleges and Universities (84.382G), Master's Degree Programs at Predominantly Black Institutions (84.382D), Minority Science and Engineering Improvement (84.120A), Native American-Serving Nontribal Institutions (84.031X, 84.382C), Predominantly Black Institutions (84.031P, 84.382A), Promoting Postbaccalaureate Opportunities for Hispanic Americans (84.031M), Strengthening Historically Black Colleges and Universities (84.031B, 84.031E), Strengthening Historically Black Graduate Institutions (84.031K), Strengthening Institutions (84.031A, 84.031F), and Tribally Controlled Colleges and Universities (84.031T, 84.031D)

General Information

PR Award Number:	P031A190185	OPEID:	00831000	Unit ID:	100830
Program:	Title III - Part A Strengthening Institutions				
Grantee Name (Institution Name):	Auburn University Montgomery				
Project Title:	Enhancing Persistence through Early Engagement, Experiential Learning, and Campus Connection				
Address 1:	7440 East Drive				
Address 2: (Optional)					
City:	Montgomery				
State:	ALABAMA	Zip:	36117	Zip + 4:	
Institution Type/Control:	4-year Private	Grant Type:	Individual Development Grant		

Project Director

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Grant and Report Information

Reporting Period Start:	10/1/2022	Reporting Period End:	09/30/2023
Year Grant was Awarded:	10/01/2019	Scheduled End Year:	09/30/2024
Total Expected Duration	5	Year X/(from prior):	4/5

of Grant (years):

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.

A. Is this a no cost extension year?

Yes No

B. Was this reporting period the final period of performance for this grant? (No performance occurred after September 30) *

Yes No

* If the answer is yes, Section 6 will be made available for institutions submitting their Final Performance Report.

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 performance period.

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
- 2023 Fall enrollment total: 5190

Enrollment data provided by the Office of Institutional Effectiveness (OIE) indicates an increase of 78 students (1.5%) from year three to year four. While this is not a significant increase, it is a positive sign that we are moving in the right direction. Chat with the Chancellor is a new initiative implemented by the Office of Admissions, and the EEEEC participated in three of these events the summer of year four. We will continue to provide support and attend events focused on recruiting new students by showcasing the experiential opportunities and resources available to AUM students.

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) %
- > 2022 - 2023 (FA 16 cohort) IPEDS 6-year graduation rate: 36 (35.8) %

Although small, we experienced an increase of 0.2% in graduation rates during year four. The Provost has continued to support upperclassmen through scholarships for participation in undergraduate research and internships, for a total of \$31,521 in year four. The Provost also funded a total of \$87,422 in undergraduate research mini-grants in year four.

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%
- > Fall 2022 - Fall 2023 IPEDS first year retention rate: 66%

Although a decrease of 4% in retention for first-time full-time students was reported by OIE during year four of the grant, data shows that first-generation students, along with sophomores, juniors, and seniors, engaged in experiential education are retained at a higher rate than those who are not.

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

During year four, there was an increase in faculty development offerings focused on experiential learning and undergraduate research with more faculty participating. This corresponds with the increase in course-based service-learning and field experiences in which students participated.

The impact experiential learning has had on students, particularly first-generation, is positive and continues to improve. Enrollment has increased since last year. We saw an increase in peer mentors and peer advisors, so we have been able to support more students. As mentioned in Q1c above, retention, persistence, and graduation rates of students who participated in experiential learning are significantly higher than those who did not.

Initiatives to engage more students and provide additional support will continue. Along those lines, the EEEEC staff

attended conferences to network, form collaborations, and learn more about strategies and techniques to utilize experiential education for student success at AUM. The Data Analyst and Assessment Specialist attended the Alabama Association for Institutional Research Conference and the Director attended the Society for Experiential Education Conference. Strategies learned from these experiences have been incorporated into training sessions with faculty, staff, and peer mentors.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant performance period.

- Increased experiential education opportunities for service-learning and community engagement. We hosted the first annual Service Learning Expo and Experiential Education Week and established the Service and Leadership Club. Guided by the EEEEC, AUM began the self-assessment process to apply for the Carnegie Community Engagement Classification. Beginning in year five, community-engaged students, faculty, and staff will be eligible for recognition in the newly developed Community Engagement Recognition program.
- Increased faculty participating in professional development focused on experiential education.
- More than doubled the number of faculty and staff accessing student data pertaining to experiential education.
- 105 undergraduate students presented research at ten conferences or symposiums. Collaboration with the College of Business' Artificial Intelligence (AI) Research Laboratory provided students with opportunities for educational research, professional development, and AI consulting.
- Increased course-based field experiences by 69 and service learning opportunities by 76.
- Students in high DFW core courses with peer mentors had higher average grades than those who didn't (e.g., College Algebra GPA 3.25 to 2.75, Comp 2.93 to 2.34).
- Increased retention rates for first-generation students, sophomores, juniors, and seniors participating in experiential education opportunities.
- Increased graduation rates for seniors who participated in experiential education activities.

3. Identify any highlights that occurred during this performance period. Identify areas where technical assistance is needed to meet goals and objectives.

2022-2023 was another successful year for Title III grant activities at AUM led by the EEEEC. We continued collaborations with AUM colleges and other units, such as the Civil Rights and Civic Virtues Society and Faculty Development Institute, to expand professional development opportunities and saw a significant increase in participation. Student engagement in experiential education activities increased, and data shows that retention, persistence, and graduation rates for these students was markedly higher than those not engaged. We strengthened partnerships with community organizations such as the City of Montgomery and the Shady Street Park and made new connections for service learning opportunities with Mercy House and Beacon Center. The EEEEC hosted the first-annual Service Learning Expo and Experiential Education Week, events that offered workshops for faculty and staff to implement experiential learning in the classroom and within departments, as well as opportunities for students to engage with community partners. Under the leadership of the EEEEC, the university began the process of applying for the Carnegie Classification for Community Engagement by implementing a self-study. The Peer Advising Program grew and peer advisors connected with over 500 students. Peer mentor support has increased for students, as well as training for peer mentors. The EEEEC student intern facilitated a leadership workshop and Flight School mentors attended development sessions.

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 contributions can include those disseminated in a variety of formats, including presentations, publications, program development, and recommendations for policy changes due to the project.

- Presentation: Through a collaboration with the Civil Rights and Civic Virtues Society and the Howard Hughes Medical Institute program at AUM, faculty presented experiential education/community engagement projects that they have implemented in their courses at the "Out of the Box Teaching Workshop," such as student recording of oral histories from individuals who experienced the desegregation of Montgomery public schools.
- Practice: CRM Advise and CourseDog are critical technology improvements on institutional practice related to retention. Data will be available in the future.
- Policy: Two policies have been created as a result of our Center's recommendations. One was an update to the policy for reporting course-based experiential education during the curriculum approval process to add an attribute to the course for tracking. Another was a new policy to add community engagement denotation to students' transcripts.
- Evidence-based research: As reported in year three, the Department of Biology and Environmental Science developed Flight School, a tiered mentoring program that trains upperclassmen to be leaders in the classroom while supporting the learning of underclassmen. The results include a significant drop in DFW rates. For example, Introductory Biology courses had a 60% DFW rate. Courses that implemented Flight School DFW rates dropped to 33% first semester and 19% second semester. Some courses had DFW rates as low as 4%.

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, identify them here. Additionally, describe any challenges that you have had during the reporting period. Include, if applicable, your institution's plans to address these challenges.

- Enrollment: AUM is experiencing increased competition for students. We are a minority-serving university and 95% of our students are Alabama residents. Our flagship university promoted a new initiative to increase their in-state enrollment. Another major institution focused on diversifying their enrollment by recruiting students who are historically underrepresented on their campus. Our plans to combat enrollment challenges are to collaborate with community colleges, offer scholarships, host summer camps for incoming freshmen, provide additional experiential education opportunities, and offer student support resources.

- Reporting processes for experiential learning activities: While we have seen an increase in experiential education opportunities, reporting these activities--particularly internships and undergraduate research--has been challenging. One way we plan to address this challenge is with the updated reporting policy mentioned above in Q4a.

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?

Tier 4: Demonstrates a Rationale (Logic Model)

Tier 3: Promising Evidence

Tier 2: Moderate Evidence

Tier 1: 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 four that AUM proposed to implement in our funded application:

- Expanded professional development focusing on implementing experiential education in the classroom
- Increased course offerings with experiential education as part of the course
- Development of sense of community and belonging by students
- Increased retention rates for sophomores, junior, and seniors and graduation rates for seniors engaged in experiential education activities

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

Yes No

6e. Describe any findings and/or information relevant to the intervention for this grant performance reporting period.

1. 73% of faculty and staff have participated in professional development sessions focused on experiential education. This exceeds the 70% year four goal.
2. We increased course-based field experiences by 8% and course-based service-learning by 9%.
3. Questionnaires completed by students taking Flight School courses reported an increase in learning gains, sense of belonging, and engagement with faculty.
4. Data provided by the Office of Institutional Effectiveness show a positive increase in retention and graduation rates for students participating in experiential learning during year four.
 - Sophomores: 83% retention rate; 66% for those who were not engaged.
 - Juniors: 87% retention rate; 74% for those who were not engaged.
 - Seniors: 41% retention rate; 38% for those who were not engaged.
 - Seniors: 85% graduation rate; 49% for those who were not engaged.
5. Implementation of CRM Advise, the technological cornerstone of AUM's student success strategy, provides

academic advisors and success coaches with means to monitor student progress and intervene when necessary. Since its implementation, advisors have entered 27,895 notes documenting their interactions with students on issues from advising and registration to academic success interventions. Additionally, the CRM has generated 7,237 alerts to advisors on a variety of issues such as failed midterms and failure to meet course enrollment requirements, ensuring advisors can make timely responses to issues impacting student success.

6f. If Demonstrates a Rationale was selected in response to question 6a, please attach a copy of your original Logic Model.

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

Yes **No**

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

- Mentee evaluation of peer mentors: On average, students met with their peer mentor outside of class five times each semester. 27% of students reported that they didn't have time to meet with their mentors, and 11% reported that their mentor was not engaging.

38% of mentees said they were interested in becoming a peer mentor.

- Peer mentor feedback: 92% stated that improving their communication skills would help them be a better peer mentor, 79% said they would attend a training on leadership skills, and 80% would like to be a peer mentor next year.

- Service Learning Expo feedback: 72% of respondents reported that they found an opportunity in which to participate as a result of the expo, 76% said they would attend next year, and 72% would recommend it to a friend or colleague. 100% of the community partners in attendance reported that they connected with students and would attend this event next year.

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

Based on evaluative feedback mentioned in Q7a, we increased professional development and training sessions for peer mentors and increased connections with community organizations to expand opportunities at our next Service-Learning Expo.

8. Was a project evaluation, assessment, or any other research related to the project conducted?

Yes **No**

8a. If yes, which of the following conducted the evaluation/assessment/research? Check all that apply.

- A project evaluator hired specifically to evaluate or assess the project**
- An office in your organization that routinely conducts evaluations or assessment**
- A combination of external project evaluator and internal project evaluator**
- Other researcher funded by the grant**
- Other researcher not funded by the grant**

8b. If yes, please summarize your results.

Based on her feedback from year three, we have taken the following actions:

1. The EEEEC expanded its visibility by presenting at events such as New Faculty Orientation and Flash Talks, as well as to groups such as the AUM Staff Council, Alumni Board of Directors, and the Montgomery Lions and Rotary clubs. We are collaborating with the Association for Experiential Education to host the AEE regional conference in year five.

2. We hosted our first Strategic Planning Meeting where the provost, associate provosts, deans, and other senior level administrators met with the EEEEC staff to review the annual report, data, and experiential activities related to the Title III grant progress. The feedback we received was helpful, and we are making plans to invite our external evaluator to participate in year five.

3. Made more and better use of federal funds by requesting a reallocation of funding to fund other student workers who are involved in experiential education and engagement at AUM including undergraduate peer tutors, mentors for first year students, and engagement ambassadors. Funding was also used for critical technologies.

4. Implemented an evaluation survey for students participating in experiential learning and research experiences. To assess student research experiences and identify areas for improvement, our center adapted a survey based on David Lopatto's SURE III reflection survey. The survey will be administered each semester to participating faculty and students. *You have character(s) left.*

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.

ResearchAssessment.pdf

2023_Year_Three_Evaluation_Report_of_Title_III_for_Auburn_University_Montgomery.pdf

Breitman_et_al_2023.pdf

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 Federal 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	5,190	
Fall-to-Fall Retention %	60	70	63	70	66	
100% Time to Graduation Rate	10	9	10	13	15	
150% Time to Graduation Rate	34	34	30	36	36	

This section uses definitions based on the Integrated Postsecondary Education Data System definitions. IPEDS Definitions may be found at <https://surveys.nces.ed.gov/ipeds/public/glossary>

Fall Enrollment: This is an annual component of IPEDS that collects data on the number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.

Graduation Rate: This rate is calculated as the total number of completers within 100% and 150% of normal time divided by the revised adjusted cohort.

Retention Rate: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.)?

Yes No

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

Yes No

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 in federal funds in one fiscal year must complete an audit for that year that complies with OMB Circular A-133. Were you required to complete an audit that complies with OMB Circular A-133?

Yes **No**

2E Endowment

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

Yes **No**

2. Do you have an endowment activity on a previous award that has not matured?

Yes **No**

If yes to any of the above questions, you will be required to complete the FY 2024 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 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 an 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 Program Allowable Activities Addressed by This Grant: 2

Grant Activity 1/2

Activity Name:

High Impact Practices

Activity Description:

Develop High Impact Practices that connect students to campus, including undergraduate research, internships, service learning, and peer mentoring.

Objective 1/7

Objective Description:

Increase the number of students participating in experiential learning opportunities.

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.

2,560 undergraduate students participated in experiential learning during the 2022-2023 academic year, falling short of the target of 3,199. However, we increased participation by 7% over year three. 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.

Measure Type:

Project

Date Measured:

09/21/2023

Frequency Measured:

Semester

Data Type: Raw Number

Ratio

Target	Actual
3199.00	2560.00

Objective 2/7

Objective Description:

Increase the number of students participating in undergraduate research opportunities.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

The number of students participating in faculty-led undergraduate research opportunities. Count of students.

252 students participating in undergraduate research were reported during the 2022-2023 academic year, falling short of the target of 846. Undergraduate research activities were tracked through surveys, research courses, faculty-led research activities, university mini-grants, and students who presented their research at conferences.

Measure Type:

Date Measured:

Frequency Measured:

Project 09/21/2023 Semester

Data Type: Raw Number
 Ratio

Target	Actual
846.00	252.00

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 courses with higher DFW rates. Towards the end of year four, we also expanded support for peer tutors, engagement ambassadors, and mentors for first-year students.

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 other introductory courses and those with higher DFW rates.

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. 203 peer mentors were hired to support students in their courses, which exceeded the target of 189.

Measure Type: **Date Measured:** **Frequency Measured:**

Project 09/21/2023 Semester

Data Type: Raw Number
 Ratio

Target	Actual
189.00	203.00

Objective 4/7

Objective Description:

Faculty Development

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

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.

73% of active full-time faculty members participated in professional development on experiential learning or undergraduate research during the 2022-2023 academic year. 23 faculty development sessions were hosted with many of the attendees returning from previous sessions. This is 10 more sessions than year three. Additionally, year four yielded 145 more course-based experiential learning opportunities than year two; likely in part to engaging and supporting more faculty.

Measure Type: **Date Measured:** **Frequency Measured:**

Project 09/21/2023 Semester

Data Type: Raw Number

Target	Actual
--------	--------

Ratio

161.00	169.00
/	/
230	230
70%	73%

Objective 5/7

Objective Description:

Increase retention rates for first-time, full-time freshman.

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

Retention rate for first-time full-time freshmen during 2022-2023 academic year.

The retention rate for first-time freshmen during the 2022-2023 academic year is 66%, falling 7% short of our goal. However, as reported in Section 1 of this report, sophomores, juniors, and seniors engaged in experiential education at AUM have a higher retention rate than those who are not.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/21/2023

Annual

Data Type: Raw Number

Ratio

Target	Actual
280.00	252.00
/	/
384	384
73%	66%

Objective 6/7

Objective Description:

Persistence
Increase persistence rates: 2nd - 3rd year and 3rd - 4th year.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

Persistence rate of 2020 first-time full-time freshmen from 2nd year to 3rd year. Our baseline data for Fall 2018 2nd to 3rd year persistence was 53%. Our goal was to increase that percentage by at least 1% annually, so our 74% exceeds our goal of 57%.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/21/2023

Annual

Data Type: Raw Number

Ratio

Target	Actual
211.00	273.00
/	/
370	370
57%	74%

Performance Measure 2/2

Performance Measure Description:

Persistence rate of 2019 first-time full-time freshmen from 3rd year to 4th year. Our baseline data for Fall 2018 3rd to 4th year persistence was 48%. Our goal was to increase that percentage by at least 1% annually, so our 80% exceeds our goal of 52%.

Measure Type: Project **Date Measured:** 09/21/2023 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
139.00	215.00
/	/
268	268
52%	80%

Objective 7/7

Objective Description:

Increase graduation rates. Data collected and analyzed by AUM Office of Institutional Effectiveness.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

The 6th year graduation rate of 2017 cohort

We fell just short of the target percentage, but are slightly higher than the actual graduation rate reported in the year 3 report.

Measure Type: Project **Date Measured:** 09/21/2023 **Frequency Measured:** Annual

Data Type: Raw Number
 Ratio

Target	Actual
212.00	200.00
/	/
558	558
38%	36%

Grant Activity 2/2

Activity Name:

Student Data Tracking

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.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Percent of faculty and staff who have been trained.

30% of faculty and staff have been trained on accessing engagement and persistence data. While this falls short of our goal, it is an increase of 14% over year three. Training included accessing data on our website, retention and persistence, peer mentor program effectiveness, and experiential learning data at AUM.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/21/2023

Annual

Data Type: Raw Number

Ratio

Target	Actual
274.00	164.00
/	/
548	548
50%	30%

3C Budget Status Report

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

The budget and expenditure table (below) accepts dollar amounts for the following line-item categories: Personnel, Student Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Endowment (if allowed), Scholarships (if allowed), and Student Stipends (if allowed).

The budget and expenditure table allows reporting by the above categories for the following seven columns:

- Carryover Balance from Previous Year
- Approved Budget
- Total Budget
- Expenditures
- Non-Federal Expenditures
- Carryover Balance (Will show the percentage and the actual number)
- Next Year's Actual Budget
- Changes (Y/N)

Changes by Line Item

Grantees checking the "Changes" box in the Budget and Expenditure Table can provide a narrative discussing relevant details on the corresponding line item. All major budgetary changes must receive approval from the Department.

Budget and Expenditure Table

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	84,686.34	115,346.61	69,962.22	19,898.65	45,384.39	39.35	43,613.47	<input type="checkbox"/>
Student Personnel	11,977.50	306,010.00	317,987.50	132,909.91	0.00	185,077.59	58.20	355,387.00	<input checked="" type="checkbox"/>
<p>Please state the changes made to Student Personnel below:</p> <p>As a result of a reallocation request approved by Ms. Badarou on June 26, 2024, we have funded additional student workers to serve as peer tutors, engagement ambassadors, and mentors for first-year students.</p>									
Fringe Benefits	22,165.33	15,826.00	37,991.33	21,478.39	6,189.96	16,512.94	43.47	0.00	<input checked="" type="checkbox"/>
<p>Please state the changes made to Fringe Benefits below:</p> <p>As part of AUM's institutionalization of the EEEEC, AUM will pay fringe benefits in year 5.</p>									
Travel	3,127.74	3,000.00	6,127.74	729.87	0.00	5,397.87	88.09	3,000.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	277,041.46	13,000.00	290,041.46	52,015.80	0.00	238,025.66	82.07	13,000.00	<input checked="" type="checkbox"/>
<p>Please state the changes made to Supplies below:</p> <p>As a result of a reallocation request approved by Ms. Badarou on June 26, 2024, we have funded additional critical technologies to improve institutional processes related to student success and retention, including CRM Advise, CourseDog, and Mentor Collective.</p>									
Contractual	33,900.00	20,580.00	54,480.00	6,141.00	0.00	48,339.00	88.73	15,643.63	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>

Other	0.00	0.00	0.00	30.00	0.00	-30.00	0.00	0.00	
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Please state the changes made to Other below:

When our external evaluator visited campus, we purchased a \$30 ticket to the Chancellor's Business Breakfast. The external evaluator accompanied the EEEEC coordinator to this community networking event.

Total Direct Costs	378,872.30	443,102.34	821,974.64	283,267.19	26,088.61	538,707.45		430,644.10	
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	\$378,872.30	\$443,102.34	\$821,974.64	\$283,267.19	\$26,088.61	\$538,707.45		\$430,644.10	

*Not applicable in final (or extension) performance report.

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. Did you have any unexpended funds at the end of the performance period?

Yes No

If yes, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

Student Personnel: \$185,077.59

Funding is reallocated for more peer mentors.

Supplies: \$238,025.66

Funding is reallocated to critical technologies.

2. 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

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

Yes No

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. Complete the table below (if applicable) with information related to any partners you are working with.

Partner Name: City of Montgomery Economic & Community Development Division

Description of Partner's Role:
We have continued to take students monthly to serve at the Shady Street Park & Trailhead. The EEEEC has connected other faculty, such as graphic design faculty members who had classes design logos for promotional items and signs for trailfinding.

5a. Did their role change?:
 No Yes

What impact has this had on your ability to achieve approved project objectives/activities?

Partner Name: Beacon Center

Description of Partner's Role:
We continue to build our relationship with the Beacon Center by having Pastor Richard Williams speak and serve on a panel informing AUM faculty, staff, and students about service opportunities.

5a. Did their role change?:
 No Yes

How has their role changed? : We have involved the Beacon Center in a panel to expose the campus to the work of the Beacon Center and also had the leader speak to our campus.

What impact has this had on your ability to achieve approved project objectives/activities?
The EEEEC is making AUM students, faculty, and staff aware of service opportunities.

Partner Name: Mercy House

Description of Partner's Role:

We continue to build our relationship with the Mercy House by having Pastor Ken Austin speak and a representative serve on a panel informing AUM faculty, staff, and students about service opportunities.

5a. Did their role change?:

No Yes

How has their role changed? : We have involved the Mercy House on a panel to expose the campus to the work of the Mercy House and also had the leader speak to our campus.

What impact has this had on your ability to achieve approved project objectives/activities?

The EEEEC is making AUM students, faculty, and staff aware of service opportunities.

Partner Name: Montgomery Area Council on the Aging

Description of Partner's Role:

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

5a. Did their role change?:

No Yes

What impact has this had on your ability to achieve approved project objectives/activities?

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

No Yes Partially

If "no" or "partially" please explain:

We're feeling the effects of a competitive environment for enrollment in a time of a decrease in college-aged students. Two major institutions have initiatives that directly compete with AUM for students. While we failed meet some specific performance measures, we are moving forward on improving 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 serves as a foundation for university application for Carnegie Classification for Community Engagement.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>Develop High Impact Practices that connect students to campus, including undergraduate research, internships, service learning, and peer mentoring.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> • Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <u>Dollars Spent: \$22,313.54</u> • Development and improvement of academic programs. <u>Dollars Spent: \$25,921.83</u> • Tutoring, counseling, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction. <u>Dollars Spent: \$158,697.04</u> • Other Activity : Other activities include 75% of the Coordinator salary (\$35,631.99), the external evaluator's consulting fee (\$3,200), and a ticket for her to attend a networking breakfast (\$30). <u>Dollars Spent: \$38,861.99</u> 	<p>\$245,794.40</p>
<p><u>Grant Activity 2:</u></p> <p>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.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> • Other Activity : 25% of the coordinator pay (\$11,877.33) and 100% of the grant funding for the salary of the Data Analyst/Assessment Specialist (\$25,595.47) <u>Dollars Spent: \$37,472.80</u> 	<p>\$37,472.80</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$283,267.20</p>

Section 5: Institutionalization

1. What are your institution’s plans to institutionalize or assume the costs of one or more of the activities funded by this grant? How are you using data to inform institutionalization?

AUM is committed to continued funding of the Center's staff and activities.

We've used data over the past years of the grant to refine our priorities. We have learned that peer mentor programming and tutoring impact student retention and success. Data from our use of Mentor Collective (beginning in 2020) has shown that participating students are more likely to be retained.

You have character(s) left.

1a. Complete the fields below detailing your plans to institutionalize the identified activity.

We recognize that data related to institutionalization may not be available during the current reporting period. Please contact your Program Officer if you have questions about completing this section.

Grant Activity	Details
1. High Impact Practices	
Develop High Impact Practices that connect students to campus, including undergraduate research, internships, service learning, and peer mentoring.	
<p>LAA #1: Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.</p> <p>1a. Approved Expenditures</p> <p>Funding was used for professional development materials and speakers. Funding was also used for professional development of EEEEC staff. <i>You have character(s) left.</i></p> <p>Total Financial Cost (\$)</p> <p>22313.54</p>	<p>1b. Institutionalization Plan</p> <p>The university is committed to a transition of the EEEEC to the AUM budget, including professional development for EEEEC staff and AUM faculty and staff. <i>You have character(s) left.</i></p>
<p>LAA #2: Development and improvement of academic programs.</p> <p>1a. Approved Expenditures</p> <p>Funding was used for critical technologies (CourseDog, CRM Advise, Mentor Collective, and TechSmith). Funding was used for Undergraduate Research materials and poster printing. Expenditures supported peer mentors and students involved in experiential education experiences such as undergraduate research and service learning. <i>You have character(s) left.</i></p> <p>Total Financial Cost (\$)</p> <p>25921.83</p>	<p>1b. Institutionalization Plan</p> <p>The university is committed to a transition of the EEEEC activities to the AUM budget, including the funds to support experiential learning and critical technologies that support student retention. <i>You have character(s) left.</i></p>
<p>LAA #3: Tutoring, counseling, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.</p> <p>1a. Approved Expenditures</p>	<p>1b. Institutionalization Plan</p> <p>The university is committed to a transition of the EEEEC activities to the AUM budget, including the funds to support peer mentoring and tutoring. <i>You have character(s) left.</i></p>

<p>Expenditures paid for peer mentors and tutors and related costs. <i>You have character(s) left.</i></p> <p>Total Financial Cost (\$)</p> <p>158691.04</p>	
<p>LAA #4: Other Activity</p> <p>1a. Approved Expenditures</p> <p>This category includes 75% of the grant's share of the EEEEC coordinator's salary (\$35,631.99) external evaluator's consulting fee (\$3,200) and also the cost (\$30) for her to attend a networking breakfast. <i>You have character(s) left.</i></p> <p>Total Financial Cost (\$)</p> <p>38861.99</p>	<p>1b. Institutionalization Plan</p> <p>AUM is committed to institutionalizing EEEEC staff salaries.</p> <p>Our EEEEC staff will work with our Office of Institutional Effectiveness to assess the Center's activities annually after the Title III funding ends. <i>You have character(s) left.</i></p>

2. Student Data Tracking

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.

<p>LAA #1: Other Activity</p> <p>1a. Approved Expenditures</p> <p>Expenditures are 25% of the Title III portion of the EEEEC Coordinator's salary (\$11,877.33) and 100% of the Title III portion of the Data Analyst/Assessment Specialist's salary (\$25,595.47). <i>You have character(s) left.</i></p> <p>Total Financial Cost (\$)</p> <p>37472.80</p>	<p>1b. Institutionalization Plan</p> <p>AUM has committed to institutionalizing the Center, its staff, and its activities. <i>You have character(s) left.</i></p>
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1c. In the space provided below please list any considerable challenges, successes, or failures regarding the institutionalization of one or more activities.

The university is committed to a transition of the Center's staff and activities.

AUM has also provided approximately \$87,422 in year four 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. In year four, 61 students received \$31,521.

Since the inception of the grant, monies have been allocated and spent by AUM on supplies for peer mentors, food and refreshments for training and other activities and events, swag and promotional items, including t-shirts, to promote the center and its activities.

EEEC collaborations have resulted in shared funding for experiential education activities and professional development. Collaborators include AUM's Faculty Development Institution, Project iUSE, and the Templeton funded Civil Rights to Civic Virtue project.

2. How 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.

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.

John Templeton Foundation: \$333,845.00

Building on community partnerships established by the EEEC, AUM's Civil Rights to Civic Virtue Project (CRCV), funded by the John Templeton Foundation, provides a schedule of opportunities for community service and community speakers who promote civic engagement. The EEEC and CRCV also co-sponsor monthly trips to Montgomery's Civil Rights museums and service learning opportunities 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. This funding will continue until July 2025.

The CRCV team has submitted a proposal for continued faculty and staff development to the Wake Forest Educating Character Initiative program. If funded, that project will begin in summer 2024 and will also involve collaboration with the EEEC.

Certification

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

1. Reporting Period

10/1/2022 to 09/30/2023

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

Lynn Stallings

Email

lstallin@aum.edu

Phone

(334)-244-3357

Date

03/28/2024

Report Submitted

This report was submitted by **Lynn Stallings** on **03/28/2024**.

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