| Welcome | |
|---|---|
| PR/Award Number: **P031A200093** | Reporting Period: **10/1/2021 to 09/30/2022** |
| Grantee Name: **Concord University** | Program Officer: **Don Crews (don.crews@ed.gov)** |

## Grant Identification

### General Information

| | | | |
|---|---|---|---|
| **PR Award Number:** | P031A200093 | **Unit ID:** | 237330 |
| **Program:** | | Title III - Part A Strengthening Institutions | |
| **Grantee Name (Institution Name):** | | Concord University | |
| **Address 1:** | | 1000 VERMILLION ST | |
| **Address 2: (Optional)** | | | |
| **City:** | | ATHENS | |
| **State:** WEST VIRGINIA | **Zip:** | 24712 | **Zip + 4:** |
| **Project Title:** | | CU Forward: Concord University Title III | |
| **Institution Type/Control:** 4-year Public | | **Grant Type:** | Individual Development Grant |

### Project Director

| | | | |
|---|---|---|---|
| **First Name:** | Jacob | **Last Name:** | Abrams |
| **Title** | | Director of CU Forward / Title III Project Director | |
| **Email** | | jabrams@concord.edu | |
| **Office Phone:** (304)-384-5395 | **Ext.** | 5395 | **Cell Phone:** |

### Additional Contact Person Information

| | | | |
|---|---|---|---|
| **First Name:** | David | **Last Name:** | Cannon |
| **Email:** | | dgcannon@concord.edu | |
| **Office Phone:** (304)-384-5190 | **Ext.** | | **Cell Phone:** |

### Grant and Report Information

| | | |
|---|---|---|
| **Grant Award Year:** | | 10/01/2020 |
| **Reporting From:** | | 10/1/2021 to 09/30/2022 |
| **Grant End Year:** 09/30/2025 | **Total Duration of Grant:** 5 Yrs | |
| **Program Officer:** | | Don Crews (don.crews@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.**

CU Forward-Title III provided critical funds and spearheaded initiatives that enabled Concord to not only respond effectively to the profound challenges of the COVID-19 pandemic, but allowed the institution to position itself to build sustainable and innovative supports and services for low-income, first-generation, and non-traditional student populations regardless of whether they were on campus or pursuing an education remotely.

**1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.**

Enrollment continued trending towards stabilization in 2021-2022, with 12-month enrollment declining by only 58 students (-3.2%) despite logistical COVID-19 related limitations in recruiting and enrolling specific student populations, such as high school students. Fall 2021 enrollment experienced a decline (-3-.2%) less than the State average (-3.8%). During 2021-2022, Title III drove Concord's capacity for high quality online learning, supported development of new online and hybrid degree programs, built connections to alumni and organizations capable of building future enrollment, and buttressed institutional research to support data-driven decision making in enrollment management.

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

Six-year graduation rates increased from 38% to 42%, and four-year graduation rates grew from 28% to 29%. Title III impacted this result by ensuring that students close to graduation were supported through the end of their degree despite the sudden change in educational delivery as a result of COVID-19. Further, Title III assisted students by providing resources for internship exploration, online student advising, and mechanisms to connect with alumni who could hire and mentor students before or after graduation.

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

Concord lost 33 more first-time full-time freshman from Fall 2020 to Fall 2021 than the previous year, with retention decreasing from 64% to 57%. This near trend is concerning, but inline with rates of other public regional institutions in West Virginia, which ranged from 52% to 63% in 2021. However, adult learners, a Title III focus population, were retained at a higher rate (71.4%), marking a three-year high for Concord. While COVID-19 likely played a major factor (Fall 2020 comprised the first cohort of students enrolled during the pandemic) in the overall decline, the growth in retention among adult students who may have otherwise withdrew in the middle of the pandemic indicates that Title III's work on online learning and data-driven decision-making is impactful such that retention may have been substantially worse without Title III assistance. The institution recognizes that more work is necessary over the next 2 years to fully ameliorate these declines, and Title III is committed to long-term growth on this measure.

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

Title III funds were fiscal supports in areas critical to the University's emergency response to the COVID-19 pandemic and students' return to campus. Title III provided market research data, technologic infrastructure, staff, and the data structures necessary to kickstart development of online/hybrid degree programs, professional development of faculty in online learning, enhanced internship and alumni engagement, and a more focused data-driven culture, all of which may have otherwise been limited in their scope and effectiveness due to the fiscal constraints imposed by the pandemic on other University resources. In effect, the University's Composite Financial Indicator (CFI) improved from -0.28 to 2.05 in fiscal year 2021.

**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.**

In the second year of CU Forward, Title III made important progress across the three main activities of the grant that set the stage for the actualization or expansion of initiatives in Year 3. In the area of expanded access to market-driven degree programs and online courses, Title III facilitated the use of market research data, analytics, consulting, and instructional design support which allowed faculty degree committees to identify and begin development on degree programs in Data Analytics, Supply Chain Management, Cyber Security, Substance Use Studies, Continuing Education, Nursing, and Physician Assistantship concurrently.  In the area of career exploration and undergraduate research, Title III personnel were able to engage with and build out a repository of alumni mentors sufficient to support the launch of the alumni mentor network in Year 3. Title III drove implementation of career exploration software that enabled tailored career and internship planning among students. Further, after a year-long strategic planning process guided by Title III's external program evaluator, the Office of Institutional Research was launched anew, focused on building Concord's data

sharing culture through proactive data sharing, real-time decision support, and resourcing for strategic, instructional, and operations.

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

The Department of Education has been very supportive and provided invaluable guidance throughout the second year of Title III when staff turnover and delays in finding individuals with appropriate skillsets for key personnel positions may have otherwise inhibited progress. Concord kindly requests continued guidance to ensure that carryover monies in Year 3 are obligated fully and effectively to the greatest extent possible, and asks for the addition of a Data Analyst and Graduate Assistant to Title III staff through Year 5.

**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

**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.**

As a result of the pandemic and the delayed start of Title III in Year 1, funds dedicated to personnel and in-person activities were by necessity left unexpended while funds critical for the development of online learning, institutional research, and remote student support were more substantially utilized. This resulted in a large carryover from Year 2 into Year 3. In addition, key staff turnover occurred throughout Year 2 that prompted delays in hiring qualified personnel dedicated to the success of Title III's objectives. However, Concord believes it has since been able to address these challenges. A new Project Director was hired in July 2022, and Title III is now fully staffed with highly qualified key personnel who work tirelessly to achieve Title III's goals with great effect. In addition, a comprehensive plan to obligate carryover monies through Year 5 was submitted to the Department of Education in November 2022. Included in this plan were the addition of a Data Analyst position to address critical needs arising from the centralization and expanded use of IR, and a Graduate Assistant to assist the Student Services Specialist in proactively meeting heightened student and staff demand across Title III projects. Concord looks forward to continued work with its program officer on ensuring the plan's successful implementation.

**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

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

External Program Evaluation was completed for Year 2 by the Vela Institute. Overall findings were that despite challenges related to COVID-19 and staff turnover, Title III objectives largely remained on track to being met and the overall goals realized by Year 5. Recommendations include a renewed focus on undergraduate research engagement, 2 to 3 full-time employees in Institutional Research, and expanded use of accessible, collaborative, and flexible learning environments in online courses. Title III staff agree with these findings and are already working to address them in Year 3.

**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.**

Title_III_Vela_Year_2_Ext_Eval.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<br>Collection Year | Pre-Grant<br>(2019-20) | Year 1<br>(2020-21) | Year 2<br>(2021-22) | Year 3<br>(2022-23) | Year 4<br>(2023-24) | Year 5<br>(2024-25) |
|---|---|---|---|---|---|---|
| Total Fall Enrollment | 1,886 | 1,807 | 1,749 | | | |
| Fall-to-Fall Retention % | 59 | 64 | 57 | | | |
| 4-Year Graduation Rate<br>(2- & 4-Year) | 24 | 28 | 29 | | | |
| 6-Year Graduation Rate<br>(4-Year) | 40 | 38 | 42 | | | |

### 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?

Melanie Farmer, the previous Title III program director, left the institution and her role in May 2022. To ensure a smoother transition of project directors, Daniel Fitzpatrick, the Vice President for Operations, held the role on an interim basis while a search was conducted. Mr. Fitzpatrick was able to effectively ensure that Title III activities remained on track. In July 2022, the current Project Director, Jacob Abrams, was hired. As such, this change did not negatively affect the grant, but rather enhanced its effectiveness and sustained continuity in operations that allowed Title III's new and current staff to utilize the important groundwork and progress on Title III activities accomplished previously and advance them into Year 3.

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

☑ **Yes**     ☐ **No**

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

In addition to its Project Director, Title III experienced turnover in its original key personnel during Summer 2022. Concord was able to launch searches quickly and recruit highly qualified personnel to the positions, with the current Director of Institutional Research hired before the start of the Fall 2022 semester, the Student Services Specialist hired early in the Fall 2022 semester, and the Online Instructional Designer hired by the end of Fall 2022. Because these changes occurred over the course of the summer preceding the end of Year 2, and because of the progress made in Year 2, the Project Director was able to maintain continuity of operations while recruiting individuals highly suited for shepherding Title III through the next phase of its growth and implementation.

### 2C Accreditation

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

☐ **Middle States Commission on Higher Education**

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

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

☐ **Northwest Commission on Colleges and Universities**

☐ **Southern Association of Colleges and Schools, Commission on Colleges**

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

☐ **Western Association of Schools and Colleges Senior College and University Commission**

☐ **Other (please specify)**

## Accreditation Changes

**1.** Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

☐ Yes    ☑ No

## 2D Audit

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

☑ Yes    ☐ No

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

☑ Yes    ☐ No

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

☐ Yes    ☑ No

## 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?**

CU Forward has three primary goals:

Goal #1: Increase affordable access to general education and market-driven degree programs through online courses
Goal #2: Student engagement with innovative career exploration through research and internships that lead to graduation and a career
Goal #3: A robust and transparent office of Institutional Research that supports the campus community in making better evidence-based decisions

These goals ultimately will improve the student experience providing high-quality, meaningful degrees that lead to a career.

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

The CU forward grant is expected to increase enrollment and graduation overall, enhance opportunities for students to move directly into a career or graduate study following graduation, and provide affordable, flexible degrees with innovative online pedagogies.

## 3B Grant Activities
**Number of Grant Activities: 3**

**Grant Activity 1/3**

**Activity Description:**

Goal 1: Increase affordable access to general education and market-driven degree programs through online courses

**Objective 1/9**

**Objective Description:**

1.1.A Increase HS Students engaged with dual enrollment or college-readiness courses to 200 students.

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The total headcount of high school students registered for dual enrollment or early college courses across Fall semesters. An increase to 50 students (25%) was proposed for Year 2.

Campus leadership made the strategic decision during 2021 to focus on enhancing the quality of high school student courses & recruiting qualified faculty in order to address learning needs exacerbated by COVID-19 in anticipation of expanding recruitment and enrollment once COVID-19 restrictions lightened;  as such, this metric showed limited growth in Year 2 and the projected goal was not met. However, enrollment has improved in Year 3 and is anticipated to be on track with original goals by Year 4.  In addition CU Forward may propose realignment of goals to reflect dual enrollment counts across the Fall, Spring, and Summer semesters instead of only Fall.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annual |

**Data Type:** ● Raw Number   ○ Ratio

| Target | Actual |
|---|---|
| 50.00 | 30.00 |

**Objective 2/9**

**Objective Description:**

1.1.B Increase undergraduate/graduate students online course taking by 10% to 1,177

**Objective Status:** Completed

**Performance Measure 1/1**

**Performance Measure Description:**

The total headcount of undergraduate and graduate students enrolled in 100% online/remote courses across the Fall, Spring, & Summer semesters. A proposed increase of 27 students (25%) to 1,097 enrollees was proposed for Year 2. The institution met this goal (1097) and the overall objective (1,177) as a result of COVID-19 emergency measures. Title III staff will focus on maintaining or expanding online course enrollment in Years 3 through 5 for this measure.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number   ○ Ratio

| Target | Actual |
|---|---|
| 1097.00 | 1357.00 |

**Objective 3/9**

**Objective Description:**

1.1.C Increase adult learners engaged with online degree programs by 10%.

Note: the Year 1 APR had a data definition error that resulted in over-indication of the original baseline reported. These have been corrected.

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The total headcount of students aged 25 or older at any point across the Fall, Spring, & Summer semesters who are enrolled in degree programs designated as 100% online/remote. An increase of 39 students (10%) to 424 enrollees was proposed for Year 2.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2023 | Annually |

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

| Target | Actual |
|---|---|
| 424.00 | 430.00 |

**Objective 4/9**

**Objective Description:**

1.1.D Increase the percentage of undergraduate students completing online courses and earning grades of C or better to 82% through a 1.5 percentage point increase in Years 3-5.

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of undergraduates completing at least one online course who earned a C or better across the Fall, Spring, and Summer semesters. A 1.5 percentage point (33%) increase is proposed for each year with a baseline beginning in Year 3. Performance on this metric will be summarily reported in the APR for the the Year 3 reporting period.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2023 | Annually |

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

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

**Objective 5/9**

**Objective Description:**

1.2.A Sixty percent of all faculty teaching online will participate in professional development, and 90% will report an increased competency for incorporating online coursework.

**Objective Status:** On schedule

**Performance Measure 1/2**

**Performance Measure Description:**

The percentage of faculty teaching at least one 100% online course, who have completed Quality Matters training, and who participate in at least one professional development activity sponsored by the Center for Teaching and Learning (CTL) across the Fall, Spring, and Summer terms of a given academic year. In Year 2, the Provost's Office moved forward with requiring all full-time faculty teaching online to complete Quality Matters training and to participate in at least two professional developments through the CTL during the year. As such, 100% of eligible faculty met this

performance measure in Year 2. Title III staff will focus on maintaining this metric through Year 5 with particular focus on new or onboarding faculty

**Measure Type:**

Project

**Date Measured:**

09/30/2022

**Frequency Measured:**

Annually

**Data Type:** ● Raw Number
○ Ratio

| Target | Actual |
|--------|--------|
| 16.00 | 100.00 |

**Performance Measure 2/2**

**Performance Measure Description:**

The percentage of faculty those who participate in a post-professional development survey who indicate increased competency for online coursework as identified in survey administration via Qualtrics across each semester of the given academic year.

**Measure Type:**

Project

**Date Measured:**

09/30/2022

**Frequency Measured:**

Annually

**Data Type:** ● Raw Number
○ Ratio

| Target | Actual |
|--------|--------|
| 90.00 | 94.00 |

**Objective 6/9**

**Objective Description:**

1.2.B Students report satisfaction with online courses increasing 10% annually

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of NSSE first year and senior year respondents who indicate online coursework satisfaction as reported in the bi-annual National Survey of Student Engagement (NSSE) administration. NSSE was administered in Spring 2022 of Year 2 to establish a baseline of 74.15% for comparison in Year 4, the next time NSSE will be administered. Interim monitoring will be conducted in Year 3 through other surveying methods.

**Measure Type:**

Project

**Date Measured:**

09/30/2022

**Frequency Measured:**

bi-annually

**Data Type:** ● Raw Number
○ Ratio

| Target | Actual |
|--------|--------|
| 0.00 | 74.15 |

**Objective 7/9**

**Objective Description:**

1.3.A Increase the percentage of all students completing online courses and earning grades of C or better to 82%

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

Proportion of fully online courses for which a student's final grade was a C or better across the Fall, Spring, and Summer semesters. A 1.5 percentage point increase was proposed for each year with a baseline beginning in Year 3. As such, progress on this measure will be reported in the Year 3 APR.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
| Project | 09/30/2022 | Annually |

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

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

## Objective 8/9

**Objective Description:**

1.3.B Fifty percent of students provided support services through the Center for Academic and Career Development

**Objective Status:**  On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of undergraduate and graduate students who are indicated via internal tracking as receiving defined student services from the Center for Academic and Career Development (CACD) across the Fall, Spring, and Summer semesters. A 25% increase in the student population receiving CACD services was proposed for Year 2, with increases to 50% in Years 3- 5.

A student service for the purposes of Title III was defined as a CACD-recorded interaction within specific categories of interactions established by the CACD, such as advising, early intervention, and career services. Students indicated as solely receiving outreach emails and students withdrawing prior to the start of a given semester are excluded from calculations.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
| Project | 09/30/2022 | Annually |

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

| Target | Actual |
|---|---|
| 25.00 | 36.60 |

## Objective 9/9

**Objective Description:**

1.3.C Increase retention of students served by the Center for Academic and Career Development to 70%.

**Objective Status:**  On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of undergraduate and graduate degree-seeking students who receive services from the Center for Academic and Career Development (CACD) in the Fall term who are enrolled as a Concord University student as of the subsequent Fall term, with graduates considered as retained. A baseline of 57% was established in Year 1 of the grant, with a proposed 3.25 percentage point increase (25%) per year for Years 2-5 of the grant.

A  student support service for the purposes of Title III was defined as a CACD-recorded interaction within specific categories of interactions established by CACD, such as advising, early intervention, and career services. Students indicated as solely receiving outreach emails and students withdrawing prior to the start of a given semester are excluded from calculations.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● **Raw Number**

| Target | Actual |
|---|---|

| | |
|---|---|
| ○ **Ratio** | 60.25 | 53.00 |

## Grant Activity 2/3

**Activity Description:**

Goal 2: Student engagement with innovative career exploration through research and internships that lead to graduation and a career.

### Objective 1/7

**Objective Description:**

2.1.A Forty percent of courses will be embedded with career services.

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of active courses with career services information embedded within the course via Blackboard and/or syllabi across the Fall, Spring, and Summer terms.

A baseline of 0 was established in Year 2 to allow for content integration time and expansion, with projected goals of increasing 13.3 percentage points in Years 3-5. Growth will be reported on the Year 3 APR.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

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

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

### Objective 2/7

**Objective Description:**

2.1.B Forty percent of faculty will receive professional development to embed career services

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The proportion of full-time faculty receiving professional development on embedding career services into courses relative to the total number of faculty teaching at least one course across the Fall, Spring, and Summer terms.

In Year 2, the baseline of 0% was established with anticipated growth of 13.3 percentage points beginning in Year 3. The measure methodology and growth will be collected on the Year 3 APR.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

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

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

### Objective 3/7

**Objective Description:**

2.1.C Increase in students reporting engaging in career planning with faculty to 3.0 NSSE average.

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The average score of NSSE first year and senior year respondents who indicate engagement with faculty in career planning as reported in the bi-annual National Survey of Student Engagement (NSSE) administration. Scores are based on an ordinal scale of items (1: Never, 2: Sometimes, 3: Often, 4: Very Often).

The survey was administered in Spring 2022 and will be conducted again in Spring 2024. A baseline of 2.6 was established from the 2020 NSSE administration. Interim monitoring will be completed via Qualtrics or Handshake survey software in Year 3 and reported on the Year 3 APR.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number   ○ Ratio

| Target | Actual |
|---|---|
| 2.73 | 2.70 |

**Objective 4/7**

**Objective Description:**
2.2.A Increase number of alumni partnerships to 150

**Objective Status:**  On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

Total number of unique alumni mentor network mentors as of the APR report date.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number   ○ Ratio

| Target | Actual |
|---|---|
| 60.00 | 61.00 |

**Objective 5/7**

**Objective Description:**
2.2.B Thirty percent of students will engage with the alumni network

**Objective Status:**  On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of degree-seeking students assigned at least one mentor during the Fall, Spring, and Summer terms.

The alumni mentor network infrastructure was developed in Year 2 and is successfully being launched in Year 3. As such, reporting on this metric will occur beginning in Year 3 with the goal of 10% student participation.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number   ○ Ratio

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

**Objective 6/7**

**Objective Description:**

2.3.A Increase percentage of students participating in internships to 60% (baseline 49%)

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of NSSE senior year respondents who indicate participation in internships as reported in the bi-annual National Survey of Student Engagement (NSSE) administration. They survey was conducted in Spring 2022 and will be conducted again in Spring 2024. Interim monitoring will occur in Year 3 via Qualtrics or Handshake survey software and reported on the Year 3 APR.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Bi-annually |

**Data Type:** ● Raw Number  ○ Ratio

| Target | Actual |
|---|---|
| 52.00 | 51.16 |

**Objective 7/7**

**Objective Description:**

2.3.B Increase percentage of students participating in undergraduate research to 40%

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of NSSE senior year respondents who indicate participation in undergraduate research as reported in the bi-annual National Survey of Student Engagement (NSSE) administration. This survey was conducted in Spring 2022 and will be administered again in Spring 2024. Interim monitoring will occur in Year 3 through Qualtrics or Handshake survey software administration and will be reported on the Year 3 APR.

While COVID restrictions may be partly to blame for a lack of progress on this measure, staff turnover also resulted in a delay in organizing strategic initiatives for this goal in Year 2. These issues have since been redressed in Year 3. Multiple data-based and faculty-driven initiatives are being led and supported by the Title III Student Support Specialist for Year 3 and Year 4, including an undergraduate research experience group, a crowd-source based funding website for undergraduate research, curricular changes, and simplified undergraduate research funding processes.

| **Measure Type:** | **Date Measured:** | **Frequency Measured:** |
|---|---|---|
| Project | 09/30/2022 | Bi-annually |

**Data Type:** ● Raw Number  ○ Ratio

| Target | Actual |
|---|---|
| 30.00 | 24.29 |

**Grant Activity 3/3**

**Activity Description:**

Goal #3: A robust and transparent office of Institutional Research that supports the campus community in making better evidence-based decisions

**Objective 1/4**

**Objective Description:**

3.1.A Increase stakeholder views and usage of data dashboards as reported through a survey to 50%

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of survey respondents who indicate view and usage of data dashboards as provided on an annual survey administration of all faculty and staff.

Personnel turnover and a delay in finding a new Director of Institutional Research with an appropriate skillset resulted in limited progress on this measure in Year 2. However, Year 3 has shown substantial progress, with a website and first phase of dashboards launched recently. It is anticipated that the survey will be applied in Year 3 for a baseline with progress measured annually through Year 5.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number  ○ Ratio

| Target | Actual |
|---|---|
| 0.00 | 0.00 |

**Objective 2/4**

**Objective Description:**

3.1.B Increase stakeholder use of data for evidence-based decision making as reported through a survey by 10% annually beginning in Year 2.

**Objective Status:** On schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of survey respondents who indicate use of data for evidence-based decision-making on an annual survey administration of all faculty and staff.

A survey was developed in Year 1 and administered to faculty, staff, and campus leadership in Spring 2022 to collect a baseline for progression. Progress towards or above 10% will be reported in the Year 3 APR.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number  ○ Ratio

| Target | Actual |
|---|---|
| 0.00 | 65.30 |

**Objective 3/4**

**Objective Description:**

3.2.A Increase the number of campus committees that include IR as a supporting resource to 15.

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The total number of standing and ad-hoc committees which utilize institutional research products and services across the Fall, Spring, and Summer terms, as identified by the Director of Institutional Research.

| Measure Type: | Date Measured: | Frequency Measured: |
|---|---|---|
|  | 09/30/2022 | Annually |

Project

**Data Type:** ● Raw Number

○ **Ratio**

| Target | Actual |
|--------|--------|
| 5.00 | 7.00 |

**Objective 4/4**

**Objective Description:**

3.2.B Increase PD for all levels of Concord University (including administration, faculty and staff) to share data to develop a culture of evidence-based decision making to 75% of all faculty, staff and administration

**Objective Status:** Change in schedule

**Performance Measure 1/1**

**Performance Measure Description:**

The percentage of full-time faculty, staff, and administrators who respond affirmatively indicating they participated in professional development across the Fall, Spring, and Summer terms as identified in a survey administration.

Personnel turnover and a delay in finding a new Director of Institutional Research with an appropriate skillset resulted in limited progress on this measure in Year 2. With the launch of the redesigned IR website and data dashboards in Year 3, professional development activities are being planned and a survey will be launched to establish a baseline on which future projected growth will occur with baseline beginning in Year 3.

| Measure Type: | Date Measured: | Frequency Measured: |
|---------------|----------------|---------------------|
| Project | 09/30/2022 | Annually |

**Data Type:** ● Raw Number

○ **Ratio**

| Target | Actual |
|--------|--------|
| 0.00 | 0.00 |

## 3C Budget

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

| A | B | C | D | E | F | G | H | I | |
|---|---|---|---|---|---|---|---|---|---|
| Budget Category | Carryover Balance (Previous Year) | Actual Budget | Total Budget (B+C) | Expenditure | Non-Federal Expenditure | Carryover Balance (Current Year)(D-E) | Carryover Percentage (G/D as %) | Next Year's Actual Budget | Changes |
| Personnel | 152,596.47 | 235,345.00 | 387,941.47 | 169,087.56 | 0.00 | 218,853.91 | 56.41 | 0.00 | ☐ |
| Student Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | ☐ |
| Fringe Benefits | 60,439.76 | 54,032.00 | 114,471.76 | 33,216.32 | 0.00 | 81,255.44 | 70.98 | 0.00 | ☐ |
| Travel | 15,761.66 | 15,000.00 | 30,761.66 | 2,708.24 | 0.00 | 28,053.42 | 91.20 | 0.00 | ☐ |
| Equipment | -54,719.89 | 0.00 | -54,719.89 | 5,429.42 | 0.00 | -60,149.31 | 109.92 | 0.00 | ☐ |
| Supplies | 3,445.57 | 13,648.00 | 17,093.57 | 8,693.31 | 0.00 | 8,400.26 | 49.14 | 0.00 | ☐ |
| Contractual | 20,250.02 | 67,000.00 | 87,250.02 | 24,506.51 | 0.00 | 62,743.51 | 71.91 | 0.00 | ☐ |
| 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 | 13,121.00 | 64,000.00 | 77,121.00 | 7,835.14 | 0.00 | 69,285.86 | 89.84 | 0.00 | ☐ |
| Total Direct Costs | 210,894.59 | 449,025.00 | 659,919.59 | 251,476.50 | 0.00 | 408,443.09 | | 0.00 | |
| 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 | $210,894.59 | $449,025.00 | $659,919.59 | $251,476.50 | $0.00 | $408,443.09 | | $0.00 | |

## 3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

**1. Have all funds that were to be drawn down during this performance period been drawn down?**

☐ No   ☑ Yes

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

☐ No   ☑ Yes

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

Concord notified the Department of Education in November 2022 with comprehensive plan and anticipated timeline to obligate unexpended Year 2 funds across the next budget period and beyond. Broadly, Year 2 carryover (approximately $435,675.21) will be utilized to re-dedicate fiscal resources to support grant activities that were by necessity limited during the pandemic and subsequent recovery, and to adjust budgetary items to meet the evolved demands of the current marketplace. Specifically, Concord seeks the addition of two new personnel: a Data Analyst and Graduate Assistant for the remainder of the Grant. Beyond personnel, Year 2 carryover will be utilized to support greater access to faculty/staff professional development in the areas of online learning, career development, undergraduate research, dual enrollment, etc., to enhance and institutionalize undergraduate research engagement, and to sustainably support the expansion of the alumni mentor network.

**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).**

Concord is currently seeking the addition of two new personnel to CU Forward: a Data Analyst to support the Director of Institutional Research, and a Graduate Assistant to support the Student Services Specialist. Concord looks forward to collaborating with the Department of Education to make these impactful positions a reality.

**4. Is this a cooperative arrangement grant?**

☑ No   ☐ Yes

**5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.**

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

☑ No   ☐ Yes

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

☐ No   ☑ Yes

**7B. If yes, did you receive approval from your Program Officer?**

☐ No   ☑ Yes

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

☐ No   ☐ Yes   ☑ Partially

**If "no" or "partially" please explain:**

Anticipated progress towards dual enrollment, undergraduate research, and institutional research goals were not fully met for this reporting degree. While COVID-19 restrictions negatively impacted the degree to which the institution could engage in expanding dual enrollment and undergraduates' participation in research, staff turnover and a corresponding lack of development or execution of strategic initiatives in these areas also played a role.

Title III is now fully staffed and stakeholders have developed strategies to address these deficits. For undergraduate research, the Title III Student Support Specialist is spearheading several interrelated initiatives, including a campus undergraduate research experience student support group, a crowd-source based funding website for undergraduate research, curricular changes, and simplified undergraduate research funding processes. For dual enrollment, the institution is expanding the number of qualified faculty available to teach and is actively contacting high schools to operationalize opportunities. Finally, Institutional Research launched a comprehensive website and data portal (https://www.concord.edu/about/institutional-data) that will be continually updated with professional development to follow proactively in multiple formats in Years 3 through 5. Internal monitoring of goals related to online learning and CACD will continue at pace with interventions initiated as needed.

**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:**

**Section 4: LAAs**

**LAAs**

| Grant Activity | LAAs | Total Dollars Spent |
|---|---|---|
| **Grant Activity 1:**<br><br>Goal 1: Increase affordable access to general education and market-driven degree programs through online courses | **LAAs:**<br><br>• Development and improvement of academic programs<br>**Dollars Spent: $78,279.24**<br><br>• Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials.<br>**Dollars Spent: $29,357.72**<br><br>• Tutoring, counseling, and student service programs designed to improve academic success.<br>**Dollars Spent: $30,361.50** | $137,998.46 |
| **Grant Activity 2:**<br><br>Goal 2: Student engagement with innovative career exploration through research and internships that lead to graduation and a career. | **LAAs:**<br><br>• Other Activity : Strengthening career readiness through internship and undergraduate research development<br>**Dollars Spent: $69,242.47** | $69,242.47 |
| **Grant Activity 3:**<br><br>Goal #3: A robust and transparent office of Institutional Research that supports the campus community in making better evidence-based decisions | **LAAs:**<br><br>• Other Activity : Strengthening University's infrastructure and use of Institutional data to support evidence-based decision making<br>**Dollars Spent: $44,235.57** | $44,235.57 |
| **Total Dollars Spent on All Activities** | | **$251,476.50** |

## Section 5 : Institutionalization

### Grant Activity 1
Goal 1: Increase affordable access to general education and market-driven degree programs through online courses

**Financial Cost ($)**

137,998.45

**Approved Line Items**

Salary and fringe - Online Instructional Design Coach (partial), Student Services Specialist (partial), Program Assistant (partial),  Project Director (partial)
Travel - Professional Development
Contractual - Market Analysis
Contractual- External Program Evaluators (partial)
Other- Library Resources (partial)
Other - Software for course development/ enrichment

**Institutionalization Plan**

In Year 2, faculty developed multiple sustainable degree programs for approval/implementation in Year 3 & 4 and drove successful acquisition of Federal for Nursing, a PA program, and a rare earth minerals center to support future degrees in the geosciences. Critical software and market analysis tools/consulting services are still on track to be absorbed by IT and the Provost's Office at the conclusion of the grant.

### Grant Activity 2
Goal 2: Student engagement with innovative career exploration through research and internships that lead to graduation and a career.

**Financial Cost ($)**

69,242.47

**Approved Line Items**

Salary and fringe - Student Support Specialist, Online Instructional Design Coach (partial), Program Assistant (partial), Project Director (partial),
Travel - Professional Development Student Support Specialist and outreach to businesses and alumni
Contractual - Software for career services, external evaluation (partial expense)
Other- Library Resources (partial)

**Institutionalization Plan**

The alumni mentor network is on track to be sustainably maintained as a collaboration between the Office of Advancement and Career Services at the conclusion of the grant. Title III fully supports multiple software utilized by career services to support internships and career engagement. Title III plans to begin sharing costs in Year 4 with the institution with the expectation that the institution will carry the cost of any necessary software at the conclusion of the Grant.

### Grant Activity 3
Goal #3: A robust and transparent office of Institutional Research that supports the campus community in making better evidence-based decisions

**Financial Cost ($)**

44,235.57

**Approved Line Items**

Salary and fringe - Director of Institutional Research, Project Director (partial), Program Assistant (partial)
Supplies - Computers for staff
Contractual - Data Dashboard Software, external evaluation (partial expense)

**Institutionalization Plan**

IT shared the cost of data dashboard software with Title III in Year 2, with multiple users, particularly in Finance, utilizing the software regularly. The Director of Institutional Research is already 50% funded by institution and will continue moving forward.

**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.**

Challenges in Year 2 mainly relate to navigating COVID-19 protocols and staff turnover. These have largely since ameliorated, but resulted in delays on goals requiring interactions with parties affected by events outside of the

University's control, such as dual enrollment. Further, the move to heightened remote work and online learning meant stronger than anticipated progress on developing an infrastructure to support data-driven decision making and online learning. This progress made the need for additional personnel in Institutional Research more apparent, with unused expenditures presenting a unique opportunity for CU Forward to hire a Data Analyst and therefore bring the personnel in Institutional Research up to the staffing levels recommended by both the Association of Institutional Research and the external program evaluator. Likewise, growth in the alumni mentor network has demonstrated the need for a Graduate Assistant to ensure that the Student Services Specialist can balance in-person demands across the mentor network, undergraduate research development, online student advising, and internship development.

Successes include the development of unique and innovative new online degree programs, completion of a strategic planning process for IR, launch of career engagement software, and the assembly of a highly qualified staff later in Year 2 who are able to bridge silos and promote campus-wide engagement and sustainment of Title-III led initiatives with great effect.

**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.**

One of the great tangential successes of Title III thus far is that it has expanded the institution's capability to identify future needs and secure additional funding to sustain its strategic trajectory. For example, Title III goals spurred the development of multiple new online degree programs. Subsequently, data from market analytics and additional analytic support from Institutional Research was utilized to craft Federal funding proposals that resulted in the institution receiving  over 1.6 million in Federal appropriations to support a Physician's Assistant and future Geosciences programs in 2022.

## 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**
P031A200093

**3. Project Title**
CU Forward: Concord University Title III

**4. Recipient Information**
<u>Name:</u> Concord University
<u>Address:</u> 1000 VERMILLION ST , ATHENS, WEST VIRGINIA 24712

**5. Contact Information**
<u>Name:</u> Jacob Abrams
<u>Title:</u> Director of CU Forward / Title III Project Director
<u>Phone:</u> (304)-384-5395 Ext: 5395
<u>Email:</u> jabrams@concord.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** |
|---|---|
| Vickie Blankenship | blankvl@concord.edu |

| **Phone** | **Date** |
|---|---|
| (304)-384-5210 | 03/17/2023 |

## Report Submitted

This report was submitted by **Vickie Blankenship** on **03/17/2023**.

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