2017 Annual Performance Report

Submitted: 07/10/2018 02:40 PM

Grantee Name:	UNIVERSITY OF NEW MEXICO
Grantee Address:	1700 LOMAS BLVD NE, ALBUQUERQUE, NM 87106
PR Award Number:	P031S140055
Unit (NCES) ID:	187985

Project Director:

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Grant Program:	Title V - Developing Hispanic-Serving Institutions
Project Title:	STEM Collaborative Center: Collaborative strategies to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students
Institution Type:	4-year Public
Grant Year:	3

Authorized Representative:

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Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 1,000 words or less.

When answering, please organize your responses according to the following focus areas:
- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the most recent grant year.

SECTION 1-A: Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current grant year.

1. The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize, in 1,000 words or less, the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability. Summarize the impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

    The UNM STEM Collaborative Center (STCC) is designed to improve retention and graduation through direct student programming as well as collaborative campus-wide initiatives. Specifically, the STCC is focused on retention/graduation for students who: 1) are Hispanic and/or low-income, 2) who are in STEM degree programs, and 3) who are first or second year students. In Year Three, the STCC programs served 1325 students, 468 students of whom fit all three of these qualifications (the STCC's target population). Through the use of STEM course redesign collaborations, the STCC also served another 95 UNM undergraduate students. In total, the STCC served 1420 undergraduate students at UNM.

    Through these, and other campus initiatives, retention and graduation rates are up over the baseline year (the year immediately prior to Title V funding for the STCC). For STEM students, 3rd year retention rates have gone from 69% to 70%, while four-year graduation rates have gone from 12% to 20%. The percentage of UNM students dropping out of STEM fields before their second year has also declined from 9% to 7%. However, it should be noted that overall, UNM experienced a dip in STEM retention and graduation rates in year three, after steady increases in year one and year two.

    Direct student programming by the STCC includes: 1) STEM Summer, 2) Discover STEM, 3) STEM Leadership, and 4) STEM Graduate.

    STEM SUMMER PROGRAM
    STEM Summer events encourage students to engage with faculty members, cutting edge technology and research projects outside of the classroom. In Year Three, 199 UNM undergraduate students participated in STEM Summer events. 66 of these are from the STCC's target population. These events were actually held throughout the academic year (not just in summer), and included 29 distinct events.

    STEM summer success rates
    1) Fall to spring return rate for participants: 96%; UNM peers fall to spring return rate for all STEM undergrads: 90%
    2) Freshman fall to fall retention rate for participants: 89%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 78%
    3) Average Fall 2016 semester GPA for participants: 3.269; Average peers Fall 2016 UNM GPA for all STEM undergrads: 3.098

    DISCOVER STEM PROGRAM
    Discover STEM events are brief entry-level events designed to introduce students to STEM concepts. These events ranged from brief peer networking events to full-day conference-style events. In Year Three, 1118 UNM undergraduate students participated in Discover STEM events. 418 of these are from the STCC's target population. Discover STEM included 8 distinct events.

    Discover STEM success rates
    1) Fall to spring return rate for participants: 95%; UNM peers fall to spring return rate for all STEM undergrads: 90%
    2) Freshman fall to fall retention rate for participants: 92%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 78%

3) Average Fall 2016 semester GPA for participants: 3.336; Average peers Fall 2016 UNM GPA for all STEM undergrads: 3.098

STEM LEADERSHIP PROGRAM
STEM Leadership events are designed to empower highly-engaged STEM students to further develop their leadership skills and STEM areas of expertise. These events often pair students with professional mentors at one of the region's national research labs.

In Year Three, 85 UNM undergraduate students participated in STEM Leadership events. 35 of these are from the STCC's target population. STEM Leadership included 13 distinct events, including year-long mentor pairings. The UNM students who participated in STEM Leadership events were also more likely to come from populations underrepresented in STEM, and were more likely to stay in school, stay in STEM fields, and earn higher grades.

STEM leadership success rates
1) Fall to spring return rate for participants: 97%; UNM peers fall to spring return rate for all STEM undergrads: 90%
2) Freshman fall to fall retention rate for participants: 100%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 78%
3) Average Fall 2016 semester GPA for participants: 3.434; Average peers Fall 2016 UNM GPA for all STEM undergrads: 3.098

STEM GRADUATE
Through our partnership with UNM Enrollment Management, the STCC reaches out to former UNM STEM students who departed before completing their degrees. In Year Three, we helped 95 of these students re-enroll.

Interestingly, different STCC programs attracted different populations. STEM Summer events attracted fewer Hispanic students (43%) and low-income students (33%) than expected, but more freshmen and sophomores (48%) and first-generation students (42% of freshmen) than expected. DiscoverSTEM on the other hand, attracted more Hispanic students (52%), freshmen and sophomores (44%) and first-generation students (47% of freshmen) than expected, but fewer low income students (16%) than expected. STEM Leadership attracted more Hispanic students (54%), freshman and sophomores (38%) and first-generation students (41% of freshmen) than expected, but fewer low-income students (35%) than expected. Over the next year, we will further explore these differences to better understand their causes.

STEM COLLABORATIONS
In Year Three, the STCC supported two major STEM course redesign efforts. One of these was designed to improve math success rates for first-year engineering students, and the other was designed to improve math success rates for first-year biology & chemistry students. These course redesign projects were developed by the STCC Oversight Council in the summers of 2016 & 2017, and offered in the fall of 2017. Together, these projects served 95 UNM undergraduate students.

Course redesign success rates
1) Engineering & Math project: Percentage of MATH 153 participants who earned A or B range grades: 41%; Percent of MATH 153 students in other non-participant sections who earned A or B range grades: 22%
2) Chemistry/biology & Math project: Percentage of MATH 121 participants who earned A or B range grades: 79%.; Percent of MATH 121 students in other non-participant sections who earned A or B range grades: 48%.

1A. Summarize, in 250 words or less, some of the major milestones reached this year as a result of the grant project(s).

STEM SUMMER MILESTONES
Distinct events held: 29
Students served: 199
Average Cumulative GPA of participants: 3.217
Average fall to spring return rate for participants: 96%
Average freshman fall to spring retention rate for participants: 89%

DISCOVER STEM MILESTONES
Distinct events held: 8
Students served: 1118
Average Cumulative GPA of participants: 3.190
Average fall to spring return rate for participants: 95%

Average freshman fall to spring retention rate for participants: 92%

STEM LEADERSHIP MILESTONES
Distinct events held: 13
Students served: 85
Average Cumulative GPA of participants: 3.249
Average fall to spring return rate for participants: 97%
Average freshman fall to spring retention rate for participants: 100%

STEM GRADUATE MILESTONES
Spring 2017 Students back on track: 36
Summer 2017 Students back on track: 15
Fall 2017 Students back on track: 44

STEM COLLABORATIONS
Collaborative STEM projects completed: 4
State of STEM reports completed: 1
STEM data projects completed: 16

1B. Summarize, in 250 words or less, where your institution needs support for the grant project(s).

The STCC has experienced strong support from UNM administrators. Where we will most need support is identifying ways to institutionalize successful initiatives after grant completion. While we have strategies in place, and are already seeking sustainability funding from the state and within the University, it would be great to hear how other colleges and universities have sustained programming when faced with declining institutional revenues.

1C. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

Annual Benchmarking Report. Each year, the STCC makes available to UNM faculty, staff and other stakeholders (including the general public) longitudinal data relating to STEM student achievement at UNM. This report includes data on student demographics, retention, STEM persistence, and graduation (among others). This report is utilized by administrators seeking to better understand our progress in STEM education, and by faculty members soliciting external funding.

STEM Gateway / STEM UP Symposium. As the State-of-STEM Report for Year Three, the STCC convened a campus-wide symposium focused on lessons learned from the recent Title V STEM Gateway and STEM UP grants. Faculty and staff members who participated on these projects presented on challenges, successes and recommendations for sustainability. This event was attended by the UNM Provost.

2. How has the grant helped to carry out the mission of the institution?

UNM's mission statement reads, in part, "The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service; Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives." In September 2017, as per the original grant application, the external reviewer met with staff, students, faculty, administrators and other key stakeholders to determine grant progress and impact. The following excerpts from her report demonstrate how the grant is helping to carry out UNM's mission:

EXCERPTS FROM EXTERNAL REVIEW REPORT, YEAR THREE
"UNM STCC has been successful at situating the project at the center of STEM activity across campus. As discussed by internal partners, UNM STCC is the clearinghouse for STEM at UNM. Playing this key role on campus as resulted in amazing programmatic contributions including the redesign of MATH 153 and ENGINEERING 120 which lead to a co-teaching partnership between the Chairperson of the Math Department and the University President. Further evidence of this strength is the implementation of the MATH 121 and CHEM 121 model. Both of these academic interventions are sustainable and appear to be generating positive results. In addition, UNM STCC has been the conduit for efforts like the Undergraduate Research website and STEM NM. During the site visit it was obvious that UNM STCC has become an integral 13 part of campus life and is viewed as a driving force for institutional change in STEM. The Project Director has established himself as a leader in STEM on campus and central to collaboration and

conversation that promotes student success in STEM."

"UNM STCC continues to excel in creating external partnerships that support student success in STEM. The project maintains strong commitment from various business, industry and organizations. These partnerships are demonstrated through STEM Summer, STEM Leadership, and events, presentations and experiences that provide STEM access to students. The project continues to provide students access to professionals in the field, which includes exposure to educational and professional expectations in labs, graduate school, medical school and other common pathways for STEM students. The number and extent of the external partnerships is outstanding given the short amount of time the project has been in place. Examples of the partnerships created through UNM STCC include the AFRL Mentorship Program, the STEM Ecosystem, and collaborative efforts to pursue funding through NSF. It is evident that the external partnerships created by UNM STCC represent one of the strongest aspects of the project and is likely to have the greatest impact on the institution long term."

"Over the course of the grant cycle UNM STCC has become the hub of STEM resources both on and off campus. This is strength is new to this project year and is demonstrated through successful efforts to serve as the archive for two STEM projects upon conclusion of their grant cycles. UNM STCC successfully archived project information and resources generated through STEM UP and STEM Gateway, both Title V funded projects. UNM STCC also held a summit to discuss lessons learned from, and opportunities to grow from, these projects. Additionally, project staff work collaboratively with areas across campus and throughout the community and state to ensure STEM resources are available to the target population. UNM STCC has become the "go to" place for information on campus STEM events as well as general questions about STEM programs on campus. UNM STCC brings an outward focus to STEM that penetrates the community as well as an internal structure that binds the common aspects of STEM for the purpose of smooth navigation through an often confusing pathway."

3. For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

1) Greater involvement with undergraduate research. Though UNM is a top tier research institution, we have not sufficiently leveraged our research expertise and resources to improve undergraduate retention and graduation, especially for students traditionally underrepresented in STEM fields. During the past year, the STCC has participated in the creation of an undergraduate research conference, the development of an undergraduate research resource website for faculty and staff, an upcoming cross-campus undergraduate research symposium, and the Core Curriculum Fellows Project (with inclusion of undergraduate research curriculum). During the upcoming year, the STCC will take on an even greater role in the design and proposal for a new UNM Undergraduate Research Center.

2) Another area of weakness for UNM is in transfer student success. Though UNM regularly receives transfer students from New Mexico's two year schools, our support structures are not yet strong enough to produce high transfer-student retention or graduation rates. This is especially true in STEM fields. During the upcoming year, the STCC hopes to facilitate internal and external conversations designed to improve our STEM student transfer infrastructure.

3) Though the STCC has sufficient data to measure the impact of programming on retention and graduation, we do not have sufficient tools to collect qualitative data regarding student perceptions of STCC programming. For Year Four, the STCC will collaborate with the UNM Cradle to Career Policy Institute to conduct surveys and focus groups designed to better understand the student experience in relation to STCC events and services. This qualitative information will help the STCC improve programming, and prioritize initiatives for sustainability following the conclusion of grant funding.

4. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

This program is not a cooperative grant.

5. For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc...), how are you meeting the standards you cited in your grant application?

Not applicable

5A. If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc...) that provide greater detail of your results that you would like to highlight, please attach them for review.

EXCERPTS FROM THE EXTERNAL REVIEW REPORT, YEAR THREE

Strengths: "UNM STCC has a strong presence on campus that continues to grow each year. The willingness of the project staff and the Project Director to honestly assess project components and make necessary adjustments has allowed UNM STCC to improve in programmatic design and delivery. This is an ongoing process that is a focal point for the project. This process is not done in isolation. The greatest strength of UNM STCC resides with the talent and dedication of the staff, and the solid internal and external partnerships. Through innovative ideas, dedicated staff and committed partnerships, the project has been, and will continue to be highly successful. It is certain that UNM STCC will continue to successfully implement all aspects of programming, make adjustments to meet the changing demands of the institution, students, and other stakeholders, and establish avenues to sustain project services well beyond the grant cycle. The progress that UNM STCC has made in creating an environment that reflects inclusiveness, support, collaboration and collegiality is inspiring. It is clear that strides have been made to establish UNM STCC as the hub of STEM activity on campus."

Challenges: "UNM STCC has made significant progress in addressing challenges presented in previous visits. The challenges discussed during this site visit reflect a need to review and refine practices that are currently in place. All of the areas of project challenges for UNM STCC appear to be well known and part of the ongoing improvement process. Making gains with these challenges will take time, but will ultimately contribute to the successful achievement of project goals and objectives and create a climate for institutionalization of project components after the life of the grant." Challenges include: stronger engagement of target populations; improved marketing and promotion; expanded infrastructure for vetting and publishing data findings; more centralized office locations for staff.

Recommendations Summary: "UNM STCC continues to demonstrate a strong commitment to project success. Throughout the site visit several recommendations surfaced that, if addressed, could contribute to greater project success and support for STEM students moving forward. Through the exploration of these recommendations UNM STCC can ensure that the resources allocated through this project demonstrate positive effects in STEM well beyond the funding cycle. The ability of UNM STCC to implement project components successfully and focus on continuous improvement, provides the opportunity to plan for institutionalization of project activities. Capitalizing on this opportunity will increase the likelihood of UNM STCC making a permanent impact on the institution and components of the grant being sustained." Recommendations include: develop stronger marketing plan; host mixer for academic advisors; study past STCC events to determine which are best repeated; collaborate with UNM Recreational Services to identify a possible partner for sustainability of STEM Summer events; explore opportunities to further drive STEM curricular redesign and instructional improvement in the core.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Three positive unexpected outcomes came to light in Year Three. First, STCC was a founding member of the STEM NM alliance in central New Mexico. This alliance includes national research labs, colleges, universities, museums, school districts, STEM employers and civic organizations. In year three, STEM NM applied for and was awarded an NSF INCLUDES grant designed to improve math education in central New Mexico. Second, the STCC's support for two STEM general education course redesign projects has led to our inclusion in the Core Curriculum Fellows Project. This involvement, in turn, will allow the STCC to have an even greater impact on course-based STEM education for all of UNM's STEM students. Third, the STCC's STEM Summer projects have led to our being recognized as leaders in undergraduate research. This has allowed us to position the STCC as leaders in the movement to design and build a UNM Undergraduate Research Center. The most recent proposal in this regard also includes the development of a statewide undergraduate research consortium, linking all of New Mexico's colleges and universities around improving research opportunities for students.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

Based on what we have learned through the STCC, the STEM Gateway and the STEM UP grants, we would make two recommendations to the Department of Education. First, while minority serving institutions graduate high proportions of underrepresented STEM students, there are many less-diverse research universities and large state universities in America that serve even larger student populations. One option for Title V funding could be to encourage HSI institutions to partner with less-diverse colleges and universities who wish to diversify their student populations. These larger schools could benefit from learning from Title V schools how to better recruit, support, retain and graduate Hispanic and low-income students. Second, most students who drop out of colleges or universities do so in their first two years. And many of these students must work during college, making it unlikely that they can participate in extra-curricular or co-curricular programming. We recommend that Title V funds prioritize improvements in the core curriculum or general education classes. For most colleges, these courses represent the only type of intervention experienced by ALL students. To truly move the retention dial, this is the most important place to focus improvements.

Section 2: Accreditation

Grant Year	Pre-Grant	Year 1	Year 2	Year 3	Year 4	Year 5
Collection Year	2013	2014	2015	2016	2017	2018
Total Fall Enrollment	28644	27889	27353	27060	26278	0
Fall-to-Fall Retention %	91	90	90	91	91	0
2-Year Graduation Rate	0	0	0	0	0	0
4-Year Graduation Rate	16	17	19	22	29	0
6-Year Graduation Rate	48	47	49	45	49	0

INSTITUTIONAL LEADERSHIP

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

If yes, how has this affected the grant?

The change in Associate Provost for Curriculum & Instruction has allowed the STCC to become more involved with STEM general education course redesign and instructional development.

ACCREDITATION

Institution's primary accrediting agency: The Higher Learning Commission of the North Central Association of Colleges and Schools

AUDIT

Has an audit that complies with OMB Circular A-133 been completed? Yes

Were there any findings in the audit? Yes

Year the most recent audit was conducted: 2017

Copy of the report with findings: audrep17.pdf

Explain how these findings are being addressed: Findings are listed starting on page 150 of attached report, and university responses are listed beginning starting on page 154.

ENDOWMENT

Do you have an Endowment Challenge Grant? No

Are grant funds being used for an Endowment activity? No

Do you have an endowment on a previous award not matured? No

If yes, what is the award number?

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: $520,806.46

Total federal dollars spent on Title III/V project management and evaluation: $3,000.00

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): $517,806.46

Total number of activities: 1

Grant Activities and Outcomes

Grant activity:

Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students
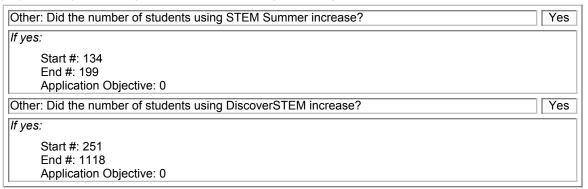
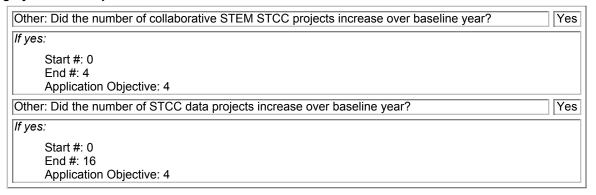Total Spent: $517,806.46

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$457,557.46	88
Other Activity: Improving the effectiveness of existing STEM support programs by increasing collaboration and developing shared tools (including those related to outcomes analysis)	$60,249.00	12

Process Measures

LAA Category: Tutoring, counseling, and student service programs designed to improve academic success.

Other: Did the number of students using STEM Summer increase?	Yes

If yes:

Start #: 134
End #: 199
Application Objective: 0

Other: Did the number of students using DiscoverSTEM increase?	Yes

If yes:

Start #: 251
End #: 1118
Application Objective: 0

LAA Category: Other Activity

Other: Did the number of collaborative STEM STCC projects increase over baseline year?	Yes

If yes:

Start #: 0
End #: 4
Application Objective: 4

Other: Did the number of STCC data projects increase over baseline year?	Yes

If yes:

Start #: 0
End #: 16
Application Objective: 4

Focus Area: Student Support Services Outcomes

Other, please specify: Has the average cumulative GPA for STEM undergraduates increased?	Yes

If yes:
Initial #: 3.1 Final #: 3.12 Goal: 0

Other, please specify: Has six year STEM graduation rates (percentage) for Hispanic and/or low-income students increased?	Yes

If yes:
Initial #: 24 Final #: 28 Goal: 0

Section 4: Project Status

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: Compared to 2013-14 historic data, increase the proportion of Hispanic, low-income and high-need STEM-interested first-year students who return to their second year by 7%.

Objective Status: Change in schedule

Objective Narrative: In year one, we increased this metric by 2.1%, and in year two, we increased it by 2.7% over baseline. However, in year three, this metric actually fell by 2.5%. We are currently exploring the data to better understand this dip in retention, and remain committed to achieving this goal in year four.

Performance Measure: M03

Measure Type: GPRA

Data Type: Percentage

Target: 7

Actual: 2

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: Compared to 2013-14 historic data, increase the proportion of Hispanic, low-income and high-need STEM-interested first-year students who return to their third year by 5%.

Objective Status: Completed

Objective Narrative: This objective was completed

Performance Measure: M04

Measure Type: GPRA

Data Type: Percentage

Target: 5

Actual: 5

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: Compared to 2013-14 historic data, decrease the proportion of Hispanic, low-income and high-need first-year students go on to switch majors away from STEM within two years by 15%.

Objective Status: On schedule

Objective Narrative: Though we decreased this metric by 11%, we fell short of our goal of 15%. We anticipate meeting our year four goal.

Performance Measure: M05

Measure Type: GPRA

Data Type: Percentage

Target: 15

Actual: 11

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: Compared to 2013-14 historic data, increase the number of Hispanic, low-income and high-need STEM-interested students who are enrolled at UNM by 9%.

Objective Status: Not Achieved

Objective Narrative: Enrollments at UNM have declined steadily for since the baseline year. Overall, enrollment at UNM has declined by 8.26%. As overall enrollment has declined, so has this metric (though at a slower rate than the total UNM population). Consequently, we fell far short of this goal, with a decline of 5.4%, rather than increase of 9%. However, the proportion of Hispanic students who are interested in STEM has increased slightly (from 49.55% to 49.77%) during that same time, indicating that Hispanic, low-income and high-need freshmen remain interested in STEM fields. If UNM's enrollment continues to decline, we may not be able to meet this goal by the conclusion of the grant.

Performance Measure: M06

Measure Type: GPRA

Data Type: Percentage

Target: 9

Actual: 5

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: 60 STEM-interested first-year and second-year Hispanic, low-income and high-need students will participate in STEM Summer.

Objective Status: Completed

Objective Narrative: A total of 199 students participated in STEM Summer, 66 of whom met the requirements for this metric.

Performance Measure: A01

Measure Type: GPRA

Data Type: Raw Number

Target: 60

Actual: 66

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: 400 students will participate in the Discover STEM Conference.

Objective Status: Completed

Objective Narrative: This component was converted from a single conference to a series of conferences and entry-level STEM events. Of the 1118 students servced, 418 were from our target demographic.

Performance Measure: A03

Measure Type: GPRA

Data Type: Raw Number

Target: 400

Actual: 1118

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: 60 STEM-interested first-year and second-year Hispanic, low-income and high-need students will participate in STEM Leadership Academy.

Objective Status: Change in schedule

Objective Narrative: This component was converted from a single academy to a series of events, including year-long mentorships with scientists from national research labs. Though we did not meet our goal, this is one of our strongest programs. Participants regularly demonstrate high retention and GPA gains. This area was targeted for enhancement in year four to increase participant numbers. We anticipate meeting our year four goal.

Performance Measure: A04

Measure Type: GPRA

Data Type: Percentage

Target: 60

Actual: 35

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: In each grant year, 4 collaborative STEM activities will be sponsored by the Provost Committee on STEM Success.

Objective Status: Completed

Objective Narrative: These collaborations included: Math/Engineering course redesign project (including participation from acting President and the Chair of Math); Context-based College Algebra redesign; New Student Orientation Opt-In (for helping students improve their original math placement scores); Undergrad research website and data collection.

Performance Measure: A06.

Measure Type: GPRA

Data Type: Percentage

Target: 4

Actual: 4

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: In each year of the grant, at least 4 DataMart tools will be created by STCC.

Objective Status: Completed

Objective Narrative: During years one and two, the datamart infrastructure at UNM changed to make this objective unattainable as written. Instead, we have adapted to developing data queries and in depth reports that identify and target campus-wide STEM improvements for undergraduate students at UNM. In year three, we completed 16 of these projects, including the annual STEM Benchmarking Report.

Performance Measure: A08

Measure Type: GPRA

Data Type: Percentage

Target: 4

Actual: 16

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: In each grant year, one State of STEM Report will be published and submitted to the Provost and President, and made publicly available on the STCC website.

Objective Status: Completed

Objective Narrative: In year three, we leveraged the successes of the just-concluded UNM Title V STEM programs (STEM Gateway and STEM UP) to host a symposium to articulate lessons learned. This symposium included presentations from faculty and staff members who were essential to program implementations, and included recommendations for sustainability.

Performance Measure: A08

Measure Type: GPRA

Data Type: Percentage

Target: 1

Actual: 1

Date Measured: 2018-05-01

Frequency Measured: annually

Activity: Development of a STEM Collaboration Center to maximize efficiency and improve STEM achievement for Hispanic, low-income and high-need students

Project Objective: In each grant year (years 2-5), 30 students will re-enter their STEM degree program or accelerate their STEM degree progress with assistance from the STCC STEM Graduate strategy.

Objective Status: Completed

Objective Narrative: This remains one of our most successful initiatives. Each year, our successes have far exceeded our goals.

Performance Measure: A02

Measure Type: GPRA

Data Type: Raw Number

Target: 30

Actual: 95

Date Measured: 2018-06-21

Frequency Measured: annually

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$0.00	$360,494.00	$359,930.84	$0.00	$563.16	$373,265.00	No
Fringe Benefits	$18,234.58	$114,121.00	$133,230.74	$0.00	($875.16)	$120,249.00	No
Travel	$0.00	$6,000.00	$1,009.17	$0.00	$4,990.83	$6,000.00	No
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	$0.00	$25,000.00	$14,182.87	$0.00	$10,817.13	$6,000.00	No
Contractual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	$0.00	$15,000.00	$15,452.84	$0.00	($452.84)	$15,000.00	No
Total	$18,234.58	$520,615.00	$523,806.46	$0.00	$15,043.12	$520,514.00	

Budget Narrative

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

1b. If no, please provide a description of the funds that have not been drawn down, and why.

All funds were drawn down

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

3b. If yes, explain why and indicate how you plan to use the unexpended funds.

Carryforward for year four = $15,043.12. These funds will be used to provide additional programming in STEM Summer, Discover STEM and STEM Leadership. They will primarily go towards personnel, supplies and other.

3a. Do you anticipate any changes in your budget that will require prior approval from the Department. No

3b. Describe any anticipated changes in your budget for the next budget period.

None

4a. Is this a cooperative arrangement grant? No

4b. If yes, describe the type of cooperative arrangement you are in.

Not applicable

6a. Do you wish to make any changes in the grant's activities for the next budget period? No

5b. If yes, describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope, objectives, and/or personnel of your approved application.

No changes requested

7a. Were there any changes to key personnel during this reporting period? No

8. Have you met your goals and objectives for this reporting period? Partially

If no, please explain.

The majority of our goals were met or are on schedule. However, as enrollments decline at UNM, performance measure M06 (STEM student enrollment) was not met in year three. Performance measure M03 (first year STEM retention) was also not met, but we believe it will be met in year four.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.

See executive summary