

2018 Annual Performance Report

Submitted:

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: Name: Tim Schroeder
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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: 4

Authorized Representative: Name: Araceli Bello
Date: 03/06/2019
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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 for Hispanic and/or low-income students 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.

Throughout the course of this and previous UNM Title V grants (including the STEM Gateway and STEM UP grants), UNM has made tremendous gains in STEM graduation for Hispanic and/or low-income students. Since 2009-10, four-year graduation rates for this population have risen from 9% to 20%. Five-year graduation rates have risen from 21% to 29%. Interest in STEM majors has risen for this population from 39% to 51%. The percentage of Hispanic/low-income students who switch out of STEM majors before the second year has dropped from 10% to 8%. Likewise, participation in STCC programming is strongly correlated to improved student retention and GPA (see highlights below).

Despite these gains, UNM is experiencing a recent decline in retention and enrollment across colleges, schools and majors. The average UNM GPA for those who leave UNM has increased during this time, indicating that we are losing students for reasons other than poor academic success rates. Indeed, we have identified several important pulls on retention and enrollment, including an improving state economy, changes in the regulations for state lottery scholarships, and changes in state law regarding the ease of transfer for general education courses (more students are now taking their general education courses at two year colleges and delaying their enrollment at UNM). These changes have negatively impacted short-term STCC retention, enrollment and participation goals, even as we celebrate improvements in our long-term graduation goals.

Preliminary analysis of UNM data suggests that these changes are temporary, and are evening out. We anticipate that during the next academic year we will return to more historically aligned enrollment, retention and participation numbers.

STCC Year Four program highlights are described below.

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 Four, 109 UNM undergraduate

students participated in STEM Summer events. 34 of these fit all three target populations (STEM, Hispanic and/or low-income, Freshman/Sophomore). 99 of these fit at least one of those target populations. Note: STEM Summer events were actually held throughout the academic year (not just in summer).

STEM summer success rates

Fall to spring return rate for participants: 100%; UNM peers fall to spring return rate for all STEM undergrads: 89%

Freshman fall to fall retention rate for participants: 100%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 74%

Average Fall 2017 semester GPA for participants: 3.409; Average peers Fall 2017 UNM GPA for all STEM undergrads: 3.12

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 Four, 661 UNM undergraduate students participated in Discover STEM events. 230 of these fit all three target populations (STEM, Hispanic and/or low-income, Freshman/Sophomore). 451 of these fit at least one of those target populations.

Discover STEM success rates

Fall to spring return rate for participants: 88%; UNM peers fall to spring return rate for all STEM undergrads: 89%

Freshman fall to fall retention rate for participants: 81%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 74%

Average Fall 2017 semester GPA for participants: 3.24; Average peers Fall 2017 UNM GPA for all STEM undergrads: 3.12

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 Four, 139 UNM undergraduate students participated in STEM Leadership events. 44 of these of these fit all three target populations (STEM, Hispanic and/or low-income, Freshman/Sophomore). 135 of these fit at least one of those target populations.

STEM leadership success rates

Fall to spring return rate for participants: 98%; UNM peers fall to spring return rate for all STEM undergrads: 89%

Freshman fall to fall retention rate for participants: 85%; UNM peers freshman fall to fall retention rates for all STEM undergrads: 74%

Average Fall 2016 semester GPA for participants: 3.357; Average peers Fall 2016 UNM GPA for all STEM undergrads: 3.12

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 Four, we helped 131 of these students re-enroll.

STEM COLLABORATIONS

In Year Four, the STCC sponsored and/or participated on the following STEM collaboration projects:

EUREKA! Engineering Summer Outreach Program

Statewide Proposal for an Undergraduate Research Center and Statewide Consortium

APLU Student Experience Project
General Education Faculty Fellows (STEM Undergraduate Research)
Calculus Sequence Parachute Class
Undergraduate Research Student Conference
Undergraduate research faculty resource website
Students.unm.edu Website Redesign
Reinvention Collaborative Presentation

STEM DATA PROJECTS

In Year Five, the STCC completed the following institutional research analyses regarding STEM student success at UNM:

Annual STEM Benchmarking Reports
STCC impact analysis for Partner Luncheon
STEM demographic and outcomes analysis
Participation and impact analysis for undergraduate research student employment
Analysis of instructor effectiveness, calculus sequence
Analysis of STEM transfer student success
Mailing list for STEM Boomerang project
Participation analysis for engineering special-needs students
Impact analysis for MATH/CHEM 121 project
Impact analysis for MATH 153/ENGIN project
Participation analysis for Career Services STEM Career Fair
Demographic analysis for STEM general education courses
Analysis of lower-division to upper-division transition in STEM
Grade analysis, Math 102, 103, 116, 121, 153, 162, 163

- 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

Served 109 undergraduate students, including the following overlapping populations:
Served 57 freshman and sophomore students
Served 66 Hispanic and/or low-income students
Served 87 STEM students

DISCOVER STEM MILESTONES

Served 661 undergraduate students, including the following overlapping populations:
Served 584 freshman and sophomore students
Served 454 Hispanic and/or low-income students
Served 379 STEM students

STEM LEADERSHIP MILESTONES

Served 139 undergraduate students, including the following overlapping populations:
Served 68 freshman and sophomore students
Served 93 Hispanic and/or low-income students
Served 123 STEM students

STEM GRADUATE MILESTONES

Spring 2018 students back on track: 49
Summer 2018 students back on track: 28
Fall 2018 students back on track: 54

STEM COLLABORATIONS

Collaborative STEM projects completed: 9
State of STEM report completed: 1
STEM Data projects completed: 14

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. As with year three, where we will most need support is identifying ways to institutionalize successful initiatives after grant completion. While we have strategies in place, and are continually 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.

The UNM Provost also provided funding for the STCC Director to present at the Reinvention Collaborative Conference, where he shared successes from various STCC programming throughout the first four years.

The STCC has also been working with the General Education Faculty Fellows to develop a set of recommendations for incorporating undergraduate research experiences into entry level STEM courses.

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 2018, 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:

"UNM STCC has established a structure of collaboration that has enhanced STEM education at the University and throughout the state. Efforts to create a network of resources on and off campus have resulted in multiple spin-off projects that will sustain the work being accomplished through 7 UNM STCC. Special focus should continue to be directed toward increasing engagement among Hispanic and other low income students. It is evident that UNM STCC has become the central location for STEM programming, planning and assessment on campus. Project leadership has been instrumental in bringing together key stakeholders for the purpose of strengthening STEM education at the University as well as throughout the community. Based on conversations with stakeholders during the site visit, it is likely that various components of the project will be institutionalized at the end of Yr#5."

"UNM STCC continues to demonstrate significant progress in the establishment of internal and external partnerships. As reported during the site visit, collaborative projects in STEM have resulted in expansion efforts that would capitalize on the work accomplished through UNM STCC and expand on the successful elements of the project. As discussed, UNM STCC staff were central to discussions and planning for state and private funded initiatives to move the work of the project forward beyond the grant cycle. UNM STCC easily met this goal through collaborations with New Student Orientation, mentoring initiatives, United Scholars, Research 101, and the state-wide STEM collaborative efforts."

"Project staff have successfully implemented several of the project components. UNM STCC

should be commended for the implementation of multiple activities, programs, and services. It is clear that project staff have worked diligently to increase the impact of the project campus-wide and maintained a strong focus on the intention of the approved application. Despite ongoing challenges with institutional restructuring, UNM STCC has remained steadfast in responsibilities to implement programming and demonstrate results. This is a tremendous feat for a grant project reflecting the size and scope of UNM STCC. Final determination regarding achievement of fourth year Activity Objectives will be reflected in the Annual Performance Report. It is anticipated that this report will be submitted in early spring and will reflect the positive progress reported in this document.”

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

During the fifth and final year, the STCC will focus primarily on two continuous improvement efforts: 1) developing strategies for sustaining successful initiatives (for instance, the STEM Mentoring Program that is part of STEM Leadership), and 2) helping UNM move towards more effective and inclusive pathways to undergraduate research experiences. These projects do not represent changes to our original proposal, but do leverage our successes in building institutional capacity to better serve Hispanic and low-income STEM students following grant completion.

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 maintains a strong presence on campus which has grown into a central location for both internal and external STEM support and innovation. The willingness of the project staff and the Project Director to honestly assess project components and make necessary adjustments has resulted in programming that has garnered support for sustainability. As the project completes the grant cycle, this process will provide a clear pathway for institutionalization and provide the necessary rationale for sustainability. 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 highly successful. These same efforts have resulted in a strong commitment by the University to continue to build on the strengths of the project and continue to provide programming essential to the success of the target population. It is certain that the reputation built by UNM STCC will result in institutional change that allows the University to meet the changing demands of the 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 UNM STCC is the hub of STEM activity on campus.”

Challenges: “All stakeholders expressed concern regarding the ability of the institution of maintain the centralized voice for STEM that has been created through UNM STCC. It is clear that this project has afforded UNM STCC to create a collective and collaborative approach to discussing STEM both on and off campus. As the project completes the grant cycle and components are absorbed for sustainability, there is a fear that the collective voice will be lost and areas will default into a silo structure. This is a valid concern and presents a significant challenge for UNM STCC to address in the last year of the grant cycle.”

“UNM STCC has done an amazing job of implementing project programming, activities, and services. It is evident that project staff works tirelessly to ensure available programming for students. However, challenges with engaging the target population persist even in the final years of the project. While programming should be accessible to any student, strategies need to be designed and implemented to increase participation by students from the target population. More attention should be placed on marketing and promotion designed to attract a high number of Hispanic, low-income and other high-need students to participate in programming. As discussed by stakeholder, the target population requires a higher “touch” level than other populations. Therefore, efforts should be increased to make face-2-face contact with students or other personal contacts that build trust and create connection. Project staff should utilize existing structures such as El Centro to build capacity among the target population. Housing project staff in El Centro could contribute to an increase in participation based on student familiarity and contact.”

SECTION 1-B: You must answer at least two of the five questions in this section.

Tell us about any challenges 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 meet these challenges.

Due to an improving economy, drastically improved four-year UNM graduation rates, and a slight decrease in the number of NM high school graduates, UNM is experiencing significant enrollment declines for all undergraduates. UNM is also experiencing overall declines in retention. These institution-wide challenges have negatively impacted (and will continue to impact) STEM student populations.

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

Title V institutions are engaged in innovative and successful programming designed to reduce equity gaps for Hispanic and low-income students. While these successes are often shared with peer institutions through publications or conference presentations, the audiences tend to be like-minded institutions. I would like to see a Title V supplemental award program where successful T5 institutions are provided extra resources to partner with non-Title V institutions, implementing similar solutions at colleges and universities who have not yet built solid infrastructures for supporting their Hispanic student populations.

In addition, I would suggest that future competitions explore the possibility of a competitive priority for improving instruction in general education or core courses. For most of UNM's Hispanic and low-income populations, participation in learning activities outside of class is simply not affordable. Universities and colleges must enrich their course-based learning experiences in order to better reach these populations.

Section 2: Accreditation

Grant Year Collection Year	Pre-Grant 2013	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Total Fall Enrollment	28644	27889	27353	27060	26278	24393
Fall-to-Fall Retention %	77	78	79	80	80	78
4-Year Graduation Rate	16	17	19	22	29	34
6-Year Graduation Rate	48	47	49	45	49	50

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

If yes, how has this affected the grant?

President Garnett S Stokes became UNM President in March 2018. Rich Wood became interim Provost in September 2018. Neither change affected the grant.

ACCREDITATION

2. Who is your institution's primary accrediting agency:

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

AUDIT

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

Yes

4a. Were there any findings in the audit?

Yes

4b. Year the most recent audit was conducted:

2018

Copy of the report with findings:

audrep18.pdf

4c. Explain how these findings are being addressed:

The summary of findings begins on page 156 of the attached report. UNM's response begins on page 168.

ENDOWMENT

5. Do you have an Endowment Challenge Grant?

No

6. Are grant funds being used for an Endowment activity?

No

7. 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: \$558,788.67
 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): \$555,788.67

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: \$555,788.67

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$494,788.67	89
Other Activity: Improving the effectiveness of existing STEM support programs by increasing collaboration and developing shared tools (including those related to outcomes analysis)	\$61,000.00	11

Focus Area: Academic Quality Outcomes

Other, please specify: Has the four year graduation rate for STEM students improved?	Yes
<i>If yes:</i> Initial #: 11.69 Final #: 24.01 Goal: Supporting statement: Initial = 2009-10 cohort STEM students. Final = 2014-15 STEM students.	
Other, please specify: Has the four year graduation rate for Hispanic and/or low-income STEM students increased?	Yes
<i>If yes:</i> Initial #: 9.02 Final #: 19.93 Goal: Supporting statement: Initial = 2009-10 cohort Hispanic and/or low-income STEM students. Final = 2014-15 Hispanic and/or low-income STEM students.	

Focus Area: Student Support Services Outcomes

Has the institution's retention rate improved?	Yes
<i>If yes:</i> Initial rate: 77 Final rate: 78 Goal: Supporting statement: Initial = 2012-23 year. Final = 2017-18 year.	
Other, please specify: Did the number of students participating in STEM Leadership programming increase?	Yes
<i>If yes:</i> Initial #: 85 Final #: 148 Goal: Supporting statement: Initial = 2016-17. Final = 2017-18	

Focus Area: Fiscal Stability Outcomes

Has state institutional financial support increased?	Yes
<i>If yes:</i> Initial \$: 260782032 Final \$: 282389338 Goal: Supporting statement: Initial = Fiscal Year 2012-13. Final = Fiscal Year 2016-17. Data from IPEDS.	
Other, please specify: Has total operating revenue increased?	Yes
<i>If yes:</i> Initial #: 1264769505 Final #: 1788713193 Goal: Supporting statement: Initial = Fiscal Year 2012-13. Final = Fiscal Year 2016-17. Data from IPEDS.	

Focus Area: Institutional Management Outcomes

Other, please specify: Has the institution's research expenses per FTE increased?	Yes
<i>If yes:</i> Initial #: 8026 Final #: 8742 Goal: Supporting statement: Initial = Fiscal Year 2012-13. Final = Fiscal Year 2016-17. Data from IPEDS.	
Other, please specify: Has Hispanic and/or low-income interest in STEM increased?	Yes
<i>If yes:</i> Initial #: 47.13 Final #: 50.66 Goal: Supporting statement: Initial = percent of STEM interested Freshmen who were Hispanic and/or low-income in 2012-13. Final = percent of STEM interested Freshmen who were Hispanic and/or low-income in 2017-18.	

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 10%.

Objective Status: Not Achieved

Objective Narrative: Actual = 7% decrease. This metric rose the first two years of the grant, but has declined in the last two years. This corresponds to an overall decline in retention at UNM.

Performance Measure: MO3

Measure Type: GPRA

Data Type: Percentage

Target: 10

Actual: 0

Date Measured: 2018-10-01

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 7%.

Objective Status: Not Achieved

Objective Narrative: Actual = 9% decrease. This metric has fluctuated significantly. It declined in year one, rose sharply in year two, held steady in year three, and declined significantly in year four.

Performance Measure: MO4

Measure Type: GPRA

Data Type: Percentage

Target: 7

Actual: 0

Date Measured: 2018-10-01

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: Completed

Objective Narrative: This number has decreased steadily

Performance Measure: MO5

Measure Type: GPRA
 Data Type: Percentage
 Target: 15
 Actual: 16
 Date Measured: 2018-10-01
 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 12%.

Objective Status: Not Achieved

Objective Narrative: Actual = 11% decrease. Enrollments have declined significantly at UNM across all academic majors. We are unlikely to meet this objective in year five, as enrollments are not expected to increase significantly next year

Performance Measure: MO6
 Measure Type: GPRA
 Data Type: Percentage
 Target: 12
 Actual: 0
 Date Measured: 2018-10-01
 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: On schedule

Objective Narrative: While we served over 94 students who meet at least one of the three categories, only 34 met all three. We anticipate meeting this objective by the end of year five.

Performance Measure: AO1
 Measure Type: GPRA
 Data Type: Raw Number
 Target: 60
 Actual: 34
 Date Measured: 2019-01-30
 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: On schedule
Objective Narrative: While we served over 451 students who meet at least one of the three categories, only 379 met all three. We anticipate meeting this objective by the end of year five.
Performance Measure: AO3
Measure Type: GPRA
Data Type: Raw Number
Target: 400
Actual: 379
Date Measured: 2019-01-30
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: Completed
Objective Narrative: This objective is on track.
Performance Measure: AO4
Measure Type: GPRA
Data Type: Raw Number
Target: 40
Actual: 44
Date Measured: 2019-01-30
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: This objective is on track.
Performance Measure: AO6
Measure Type: GPRA
Data Type: Raw Number
Target: 4
Actual: 9
Date Measured: 2019-01-30

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 Status: Completed

Objective Narrative: Institutional research STEM projects have replaced DataMart tools, as UNM has moved away from DataMarts.

Performance Measure: AO7

Measure Type: GPRA

Data Type: Raw Number

Target: 4

Actual: 14

Date Measured: 2019-01-30

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: This objective is on track.

Performance Measure: AO8

Measure Type: GPRA

Data Type: Raw Number

Target: 1

Actual: 1

Date Measured: 2019-01-30

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 objective is on track.

Performance Measure: AO2

Measure Type: GPRA
Data Type: Raw Number
Target: 30
Actual: 131
Date Measured: 2019-01-30
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 first-year students who go on to earn STEM bachelor's degrees within four years by 7%

Objective Status: Completed

Objective Narrative: This objective is on track.

Performance Measure: MO1

Measure Type: GPRA

Data Type: Raw Number

Target: 219

Actual: 222

Date Measured: 2018-10-01

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 go on to earn STEM bachelor's degrees within four years by 7%.

Objective Status: Completed

Objective Narrative: This objective is on track.

Performance Measure: MO2

Measure Type: GPRA

Data Type: Percentage

Target: 7

Actual: 14

Date Measured: 2018-10-01

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	\$563.16	\$373,265.00	\$389,465.27	\$0.00	(\$15,637.11)	\$354,548.45	No
Fringe Benefits	(\$875.16)	\$120,249.00	\$128,644.66	\$0.00	(\$9,270.82)	\$115,000.00	No
Travel	\$4,990.83	\$6,000.00	\$6,005.78	\$0.00	\$4,985.05	\$4,000.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$10,817.13	\$6,000.00	\$13,492.46	\$0.00	\$3,324.67	\$9,000.00	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	(\$452.84)	\$15,000.00	\$21,180.50	\$0.00	(\$6,633.34)	\$15,000.00	No
Total	\$15,043.12	\$520,514.00	\$558,788.67	\$0.00	(\$23,231.55)	\$497,548.45	

Budget Narrative

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

Yes

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

No

3a. 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

4a. Is this a cooperative arrangement grant?

No

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 role's have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

Partner Name	Description of Partner's Role	Did Role change?	How did Role change?	Impact on your ability to achieve objectives/activities
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6a. Do you wish to make any changes in the grant's activities for the next budget period?

No

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

No

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

Partially

8b. If no or partially, please explain.

We have most of our milestones and objectives, but not all of them. We are struggling with those that are driven by enrollment and retention rates, as these have declined recently across the University. Also, we have seen widely fluctuating rates in several categories, with unexpected peaks and valleys within the four years of the grant. As enrollments have declined, our participation numbers have also dipped in few programming categories. However, UNM anticipates increased enrollment and retention numbers in year five (more in line with historical trends). We are also developing new STCC strategies to improve participation and impact in the final year of the grant.

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

The STCC program has made significant progress in transforming institutional culture and expanding STEM programming for Hispanic and low-income students.