

2018 Annual Performance Report

Submitted:

Grantee Name: WEST VIRGINIA STATE UNIVERSITY

Grantee Address: 200 E HALL BARRON DR, INSTITUTE, WV 25112

PR Award Number: P031B170018

Unit (NCES) ID: 237899

Project Director: Name: Eric Jackson
Title: Director of Title III Programs and Budget Office
Phone: 3047665734
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Grant Program: Title III - Part B/F - Strengthening Historically Black Colleges and Universities

Project Title: Strengthening Academic Programs, Student Services and Administrative Services

Institution Type: 4-year Public

Grant Year: 1

Authorized Representative: Name: Dr. Anthony L. Jenkins
Date: 03/07/2019
Phone: 304-766-3111
Email: anthony.jenkins@wvstateu.edu

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.

During the fiscal year 2018, many challenges were present for West Virginia State University. Staying within the legal allowable activities, enrollment, retention and fiscal stability were the major focuses, which is also mirrored in the current 2018-2022 Comprehensive Development Plan and the institutions strategic plan "Vision 2020." While there were numerous challenges during the fiscal year, Title III provided resources and effective guidance to enable the institution to begin moving in a positive direction in areas such as academic and student success, retention, enrollment, fiscal stability, faculty and professional development and research growth. Proper planning by activity directors, who are also administrative area Vice Presidents, and their efficient monitoring of expenditures, has permitted the vision and mission of President Anthony L. Jenkins and the administration the ability to improve financial stability resulting in clean audits, restructuring the Office of Title III Programs and a successful 2017 fiscal year.

In 2013, more than 90 percent of Title III Part B funding was used to support personnel salaries and fringe. During fiscal year 2016, personnel costs were down 40 percent. Through the vision and strategic leadership of President Jenkins and the Title III Director, Dr. Orlando F. McMeans, Title III personnel costs have decreased 55 percent during fiscal year 2017, resulting in a 15 percent decrease from the previous year. This allowed for more programmatic funding to support new initiatives, faculty development and infrastructure improvement. The University understands that at the end of a grant cycle, the goal for Title III supported programs and projects, inclusive of personnel, is to become self-sustaining or institutionalized as part of the University's base operational budget. Further reductions in personnel on Title III funding continue to be a priority for the administration.

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

Major accomplishments with Title III assistance has been the renovation of an on-campus building for research activities, The Integrated Research and Extension Building. This building will house all of the researchers that are currently located off-site. State-of-the-art laboratories and facilities will provide researchers with the necessary tools to continue and increase their publishing and ability to host symposiums. In addition, Title III will be instrumental in the development of new STEAM degree programs. Title III funding will assist in providing personnel, supplies and programmatic assistance for these new engineering, nursing and cyber security programs.

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

West Virginia State University continues to leverage state and federal funds to assist in the vision and direction that Strategic Plan Vision 2020 has for the institution, student, administration and community. Constantly moving towards practices that will better equip students and faculty with the skills and resources to remain a high caliber institution that graduates well qualified and abled students to enter the workforce. Funding continues to be utilized towards the technology infrastructure for maintenance and enhancements. Scientific equipment and laboratory space are often updated to sustain effective teaching for STEAM majors. The Institution is constantly reviewing curriculum for new academic programs; funding from Title III programs have assisted in the development of several new majors that are now offered to undergraduate and graduate students. These new programs are all geared towards STEAM.

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.

The Faculty Development and PEER Programs have benefited the faculty and researchers immensely through fellowships, presentations, posters, panel discussions, and a variety of other ways. Below is a list to support said benefits:

Webinars Hosted:

Hass A. 2018. Evaluating Use of Spent Water-Based Bentonite Drilling Mud as Soil Amendment. Webinar, Jan-23, 2018, USDA NRCS and PA State Conservation Commission, Harrisburg, PA. (Regional)

Published Documents in Peer-Reviewed Journals:

Saminathan, T., Alvarado, A., Lopez, C., Shinde, S., Gajanayake, B., Abburi, V.L., Vajja, V.G., Jagadeeswaran, G., Reddy, K.R., Nimmakayala, P. and Reddy, U.K., 2018. Elevated carbon dioxide and drought modulate physiology and storage-root development in sweet potato by regulating microRNAs. *Functional & Integrative Genomics*, pp.1-20.

Saminathan T, García M, Ghimire B, Lopez C, Bodunrin A, Nimmakayala P, Abburi V, Levi A, Balagurusamy N, and Reddy UK. Metagenomic and metatranscriptomic analyses of diverse watermelon cultivars reveal the role of fruit associated microbiome in carbohydrate metabolism and ripening of mature fruits. *Frontiers in Plant Science* 2018, 9, 4.

Nimmakayala, P.; Saminathan T.; Abburi, V.L.; Yadav, L.K.; Levi, A.; Weng, Y.; Reddy, U. K. Comparative Genomics of the Cucurbitaceae. (Book chapter). R. Grumet et al. (eds.), *Genetics and Genomics of Cucurbitaceae, Plant Genetics and Genomics: Crops and Models*, DOI 10.1007/7397_2016_34. Springer International Publishing AG 2017

Levi, A.; Jarret, R. L.; Kousik, S.; Wechter, W. P.; Nimmakayala, P.; Reddy, U. K. Genetic Resources of Watermelon. (Book chapter). R. Grumet et al. (eds.), *Genetics and Genomics of Cucurbitaceae, Plant Genetics and Genomics: Crops and Models*, DOI 10.1007/7397_2016_34. Springer International Publishing AG 2017

Levi, A.; Simmons, A. M.; Massey, L.; Coffey, J.; Wechter, W. P.; Jarret, R. L.; Tadmor, Y.; Nimmakayala, P.; Reddy, U. K. Genetic Diversity in the Desert Watermelon *Citrullus colocynthis* and its Relationship with *Citrullus* Species as Determined by High-frequency Oligonucleotides-targeting Active Gene Markers. *Journal of the American Society for Horticultural Science* 2017, 142 (1), 47-56.

Reddy, U. K.; Nimmakayala, P.; Abburi, V. L.; Reddy, C. V. C. M.; Saminathan, T.; Percy, R. G.; Yu, J. Z.; Frelichowski, J.; Udall, J. A.; Page, J. T.; Zhang, D.; Shehzad, T.; Paterson, A. H. Genome-wide divergence, haplotype distribution and population demographic histories for *Gossypium hirsutum* and *Gossypium barbadense* as revealed by genome-anchored SNPs. *Scientific Reports* 2017, 7, 41285.

Hass A., and I.M. Lima. 2018. Effect of feed source and pyrolysis conditions on properties and metal sorption by sugarcane biochar. *Environmental Technology & Innovation* 10:16–26. <https://doi.org/10.1016/j.eti.2018.01.007>

Fine P., S. Carmeli, M. Borisover, R. Hayat, A. Beriozkin, A. Hass, U. Mingelgrin. 2018. Properties of the DOM in Soil Irrigated with Wastewater Effluent and Its Interaction with Copper Ions. *Water Air Soil Pollut.* 229: 2. <https://doi.org/10.1007/s11270-017-3627-7>

Published Abstracts and Presentations:

Liedl, B.E., D. Payne and H.M. Payne. 2017. Trialing Glucose Esters with the Biocontrol Generalist Predator, Green Lacewing, *Chrysoperla rufilabris*. 2017 ASHS Annual Conference, Waikoloa, Hawaii, September 19-22, 2017. Oral presentation

Bulatovic-Danilovich, M., R. Chandran, D. Frank, B.E. Liedl, S. Owen and M. Rahman. 2017. IPM Implementation for the Master Gardener Program in West Virginia. 2017 ASHS Annual Conference, Waikoloa, Hawaii, September 19-22, 2017. Poster presentation

Pauley, H., J.A. Fletcher, D. Payne, H.M. Payne and B.E. Liedl. 2017. Exposure and Behavioral Assays of OMRI approved Insecticides on the Biocontrol Generalist Predator, Green Lacewing, *Chrysoperla rufilabris*. 2017 ESA Annual Meetings. Virtual poster presentation

Liedl, B.E. 2018. Understanding Segregation Distortion and Reproductive Barriers to Improve Transfer of Traits from *Solanum Pennellii* to Cultivated Tomato. 47th Tomato Breeders Roundtable, Wooster, OH, April 5-6, 2018. Oral presentation

Chapman, C.M., D. Payne and B.E. Liedl. Behavioral Assays of Five OMRI Approved Insecticides on Lady Beetle, *Hippodamia convergens*. 2018 ASHS Annual Conference, Washington, DC, July 30-August 3, 2018. Poster presentation

Payne, D., K. Dhakal, C.M. Chapman and B.E. Liedl. Exposure and Behavioral Assays of OMRI Approved Insecticides on Green Lacewing, *Chrysoperla rufilabris*. . 2018 ASHS Annual Conference, Washington, DC, July 30-August 3, 2018. Poster presentation

Liedl, B.E. 2018. Improving Transfer of Traits from *Solanum pennellii* to Cultivated Tomato by Understanding Segregation Distortion and Reproductive Barriers. 2018 ASHS Annual Conference, Washington, DC, July 30-August 3, 2018. Oral presentation

Presented project results on “genetic engineering of bioenergy crops” with other researchers and students in Mid-Atlantic American Society of Plant Biologists, October 2017.

Presented project results with other researchers and students in University of Tel Aviv, Bebb Gurion University and Weizmann Institute and Arava Institute of Environmental Studies during faculty fellowship program to Israel.

Tandukar N, Saminathan T; Alaparathi S, Nimmakayala P, Hankins G and Reddy U.2018. Genome Wide Association studies on nutraceutical effects of various chili peppers on *Drosophila melanogaster*. 59th Annual *Drosophila* Research Conference, April 11-15, 2018, Philadelphia, PA.

Nimmakayala P. 2017. Genome-wide Divergence and Linkage Disequilibrium Analyses for *Capsicum baccatum* Revealed by Single Nucleotide Polymorphisms. Annual conference of the American Society for Horticultural Science, 19–22 September 2017, Waikoloa, Hawaii.

Reddy UK, Nimmakayala P, Abburi VL, Ortiz C, Akinmoju T, Akinspe T, Suresh B. Alaparathi, Nadimi M, Vajja G, Kim S, Choi D, Stommel J. 2018. Genomewide chromosomal

rearrangements and impact of positional effect of associated SNPs for capsaicinoids and fruit weight in various *Capsicum* spp. International Plant & Animal Genome XXVI Conference. January 8-13, 2018, San Diego, CA.

Akinmoju T., Bodunrin A., Sharma D., Shinde S., Dianellos V., Abburi V., Ortiz C., Nimmakayala P., Saminathan T., Reddy U. Identification of Trichome Development Related Genes Using Genome-wide Association Studies in Watermelon Diverse Collections. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Garcia-Lozano M., Dalton H., Dutta S., Tomason Y., Lopez-Ortiz C., Shinde S., Saminathan T., Nimmakayala N., Levi A., Reddy U. Differential gene expression in fruits across the reciprocal grafts and effects of grafting on fruit quality and weight. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Bhandari M., Kshetry A., Shinde S., Saminathan T., Nimmakayala P., Chatfield M. & Reddy U. Elucidation of Genetic Components for Acidity and Aluminum tolerance using Arabidopsis GWAS panel. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Ortiz C, Abburi V., Saminathan T., Shinde S., Nimmakayala P., Reddy U. Regulation of novel and conserved miRNAs associated with flowering and fruit development across different *Capsicum* species. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Peña-García Y., Delgado-Chávez A., Ortiz C., Balagurusamy N., Shinde S., Saminathan T., Nimmakayala P., Reddy U. Exploration into natural variation for detecting novel QTLs for Arsenic effects in Arabidopsis. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Shinde S., Alvarado A., Saminathan T., Gajanayake B., Lopez C., Reddy K., Nimmakayala P., Reddy U. Analysis of miRNAome of Sweet Potato (*Ipomoea batatas* (L.) Lam) in response to elevated carbon dioxide and drought. The Donald Danforth Plant Science Center 19th Annual Fall Symposium in Saint Louis, Missouri September 26- 28, 2018.

Hass A., T. Geberehiwot, J. Skousen, and R. Cantrell. 2018. Water chemistry of sandstone spoils reclaimed mine soil in West Virginia coalfield. 2018 Appalachian Regional Reforestation Initiative Conference (ARRI). August 8-9, 2018, Indiana, PA. (regional)

Hass A., I.M. Lima. 2018. Heavy Metal Sorption by Sugarcane Biochar – Effect of Feed Source, Pyrolysis Conditions, and Biochar Composition. 19th International Conference on Heavy Metals in the Environment (ICHMET). July 22-25, 2018. Athens, GA USA. (international)

Hass A., T. Geberehiwot, D. Hall, J.G. Skousen, and R. Cantrell. 2018. Spoil type and forestry reclamation approach effect on water quality of reclaimed mine site soil in West Virginia. The 13th North American Forest Soils Conference is being held jointly with the 9th International Symposium on Forest Soils. June 10-16, 2018, Quebec City, Quebec, Canada. (international)

Hass A., T. Geberehiwot, D. Hall, J.G. Skousen, and R. Cantrell. 2018. Soil Water Quality of Reforested Mine Site Twelve Years After Reclamation. IWSS Spring Conference, February 20-21, 2018. Morgantown, WV. (regional)

Ugwuanyi I. R., S. A. Malkaram, A. Hass, N. A. Montenegro-Garcia, V. Lhilhi Noundou, A. L. Kemajou, D. H. Huber. 2018. Spatial Structure of the Upper Sediment Microbiome of An Industrialized Appalachian River, West Virginia. American Society for Microbiology, ASM

Microbe 2018 Meeting, June 7-11, 2018. Atlanta, GA. (national)

Hass A., T. Geberehiwot, D. Hall, J.G. Skousen, and R. Cantrell. 2018. Soil Water Quality of Reforested Mine Site Twelve Years after Reclamation. June 3 - 7, 2018, National Meeting of the American Society of Mining and Reclamation, St. Louis, MO. (National)

Geberehiwot T., J. Skousen, R. Cantrell, and A. Hass. 2017. Soil water quality at a reclaimed mine site in West Virginia. 25th NSF EPSCoR National Conference, Missoula MT, November 5-8, 2017. (national)

Ugwuanyi I.R., S. Malkaram, A. Hass, and D.H. Huber. 2017. Geographic Differentiation of the Upper Sediment Microbiome of a High-flow Industrialized Tributary in the Ohio River Watershed. Ohio River Basin Research and Education Symposium, Ohio River Basin Alliance Summit, Sept 27-29, 2017; Marshall University. (Regional)

Programs:

2018 Summer Undergraduate Research Experience Symposium

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

The Title III staff has enabled our faculty and staff to become more accountable and responsive to institutional needs of students based on strategic planning and envisioning processes. Through individual and small group consultation, as previously mentioned, the University has reduced, and has endeavors to continue to reduce, the number of personnel on Title III; thus freeing up more funding for programmatic activities. Also, as the President continues to advocate for programming in new and emerging academic, research and outreach areas. Based on stakeholder input, Title III can be a support mechanism for growing these important areas. One of these areas is the redevelopment of an engineering program, which is much needed in the state and region. This academic program and others will not only improve the quality of education for our students, but also support the economic development of the University's surrounding areas by providing a well-educated and trained workforce to emerging industries.

Maintaining the three focus points of innovation, student success and retention and experiential learning/teaching, Title III funds will be vital in the development of a cyber-security and nursing program that will assist in taking West Virginia State University into the forefront of innovation in higher education in the state, region and nation.

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

There are no modifications, at this time, for the grants upcoming reporting year.

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

There are no cooperative arrangements for the Title III Part B, Part F or Title VII HBCU Master's Programs.

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?

During the reporting year, West Virginia State University's Title III Part B, Part F and Title VII HBCU Master's Programs did not require any standards of evidence.

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.

The Program Administration activity for all awards provide fiscal and programmatic oversight for all activities funded through Title III Part B and Part F and Title VII HBCU Masters. Through these assessments, it has been concluded that fiscal tracking and sign-off is efficient and all federal guidelines, outlined by 2 CFR 200, are followed to the standard of the guidelines written.

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

Besides this grant, please provide how you are leveraging other Office of Postsecondary Education (OPE) grants (Title III, V, VII, SSS, GEAR UP, etc.) and If your institution has received more than one Native Hawaiian Serving Institutions grant over time, discuss the long-range impact Native Hawaiian Serving Institutions these grants have had on your institution's capacity to fulfill the goals of the legislation.

Title III has leveraged Title VII HBCU Master's resources to bring STEAM related Master's programs to West Virginia State University. Projected for implemented in 2019, West Virginia State will offer a Master's Degree program in Computer Science which will utilize resources from the Title VII HBCU Master's grant. Title VII continues to support the Biotechnology Master's Program and is constantly reviewing ways to develop STEAM graduate programs from STEAM undergraduate programs.

In addition, Title III funds have been leveraged to lead the development and partnership with private foundations and donations to provide new STEAM programs in Nursing and Cyber-Security. These disciplines are projected for implementation during 2021.

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.

Research and Public Service has greatly benefited from Title III funding, especially in the areas of science, technology, engineering, agriculture, and mathematics (STEAM) and outreach. The University has leveraged Title III resources to bring additional resources to support the research and outreach mission areas. During the 2017 federal fiscal year, the University received funding from the West Virginia Higher Education Policy Commission, USDA National Institute of Food and Agriculture, Department of Defense, Department of Justice, NSF, WVEPSCoR, WV Department of Education, US Department of Education and others to support research, educational, and outreach activities.

Section 2: Accreditation

Grant Year	Pre-Grant	Year 1	Year 2	Year 3	Year 4	Year 5
Collection Year	2016	2017	2018	2019	2020	2021
Total Fall Enrollment	3166	3514	3879	0	0	0
Fall-to-Fall Retention %	58	59	55	0	0	0
4-Year Graduation Rate	10	10	12	0	0	0
6-Year Graduation Rate	29	26	29	0	0	0

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?

After the restructuring of the four administrative areas, President Jenkins appointed Mr. Eric L. Jackson as the Director of Title III Programs and Budget Office. The Title III Grant remains under the Research and Development Corporation.

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?

No

4b. Year the most recent audit was conducted:

2018

Copy of the report with findings:

4c. Explain how these findings are being addressed:

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: \$2,083,960.00
 Total federal dollars spent on Title III/V project management and evaluation: \$333,252.96
 Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$1,750,707.04

Total number of activities: 13

Grant Activities and Outcomes

Grant activity:
EQUIPMENT

Total Spent: \$41,080.04

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	\$41,080.04	100

Grant activity:
CONSTRUCTION

Total Spent: \$175,000.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	\$175,000.00	100

Grant activity:
FACULTY SUPPORT

Total Spent: \$50,000.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$50,000.00	100

Grant activity:
LIBRARY

Total Spent: \$150,000.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	\$150,000.00	100

Grant activity:
 ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Total Spent: \$532,533.00

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$532,533.00	100

Grant activity:
 TUTORS

Total Spent: \$49,000.00

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$49,000.00	100

Grant activity:
 FINANCE

Total Spent: \$40,000.00

Focus Area: Fiscal Stability

Legislative Allowable Activities	Dollars Spent	% of Dollars
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	\$40,000.00	100

Grant activity:
 INSTITUTIONAL ADVANCEMENT

Total Spent: \$122,960.00

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	\$122,960.00	100

Grant activity:
 TEACHER EDUCATION

Total Spent: \$14,400.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
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Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	\$14,400.00	100
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Grant activity:
COMMUNICATIONS

Total Spent: \$234,982.00

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: COMMUNICATIONS	\$234,982.00	100

Grant activity:
OUTREACH

Total Spent: \$95,752.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: OUTREACH	\$95,752.00	100

Grant activity:
PROMOTING EXCELLENCE IN EDUCATION THROUGH RESEARCH (PEER)

Total Spent: \$155,000.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: PEER	\$155,000.00	100

Grant activity:
SPONSORED PROGRAMS

Total Spent: \$90,000.00

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: SPONSORED PROGRAMS	\$90,000.00	100

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Focus Area: Academic Quality Outcomes

Has the number of new academic programs increased?	Yes
<p><i>If yes:</i></p> <p>Initial #: 0 Final #: 3 Goal: 1</p> <p>Supporting statement:</p> <p>Three new academic programs were approved by the Higher Education Policy Commission and implemented at West Virginia State University. These programs were Engineering, Nursing and Masters of Science in Sports Studies</p>	
Has the number of specialized accreditations increased?	Yes
<p><i>If yes:</i></p> <p>Initial #: 0 Final #: 1 Goal: 1</p> <p>Supporting statement:</p> <p>Under the leadership and vision of President Jenkins and Provost Jayasuriya, WVSU obtained specialized accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP)</p>	
Has recruitment of faculty for full time tenure track positions improved?	No
<p><i>If yes:</i></p> <p>Initial recruitment time: 87 Final recruitment time: 85 Goal:</p> <p>Supporting statement:</p> <p>With the exception of two faculty members retiring, our retention rate has remained stable.</p>	
Have the institution's educational technology infrastructure improved?	Yes
<p><i>If yes:</i></p> <p>Initial : Good Final : Good Goal: Excellent</p> <p>Supporting statement:</p> <p>Renovations have began upgrading and updating the technology in three classrooms with Smartboards and technology infrastructure. These upgrades are projected to be completed campus wide by 2023.</p>	

Focus Area: Student Support Services Outcomes

Has the average number of credits completed by students increased?	Yes
<p><i>If yes:</i></p> <p>Initial #: 11.5 Final #: 12.1 Goal: 12</p> <p>Supporting statement:</p> <p>West Virginia State University's mission is to assist in the academic attainment by the students and to also obtain their degree within the shortest and efficient time period. Therefore, students are no longer allowed to drop below full-time status, 12 hours, to better assist them in finishing their designated degree program within the 4 to 4.5 year period.</p>	
Has the average GPA of students increased?	Yes
<p><i>If yes:</i></p> <p>Initial GPA: 2.82 Final GPA: 2.96 Goal: 3.0</p>	
Has the number of the targeted population graduate students that are served by the institution increased?	Yes
<p><i>If yes:</i></p> <p>Initial #: 124 Final #: 127 Goal: 130</p>	
Other, please specify: Has there been a demonstrated increase in the number of subjects for which tutoring services are offered?	Yes
<p><i>If yes:</i></p> <p>Initial #: 26 Final #: 44 Goal: 40</p> <p>Supporting statement:</p> <p>To have the capacity and personnel to offer tutoring for all courses requested by students and faculty members. WE have not been keeping track of the courses that we are unable to offer tutoring in, but will begin doing so Fall 2019 and will report on outcomes in 2020.</p>	
Other, please specify: Has the number of Veteran Benefit eligible students increased to pursue their post-secondary education	Yes
<p><i>If yes:</i></p> <p>Initial #: 1 Final #: 2 Goal: 5</p> <p>Supporting statement:</p> <p>We are starting to see a shift in the Veteran Benefit Program that students are wanting to extend their academic attainment because the professions that they are wanted to transition into are requesting a Masters Degree plus veteran status. We look for this number to consistently</p>	

increase.

Focus Area: Fiscal Stability Outcomes

Have the institution's net assets increased?	Yes
<i>If yes:</i>	
Initial \$: 24854520 Final \$: 32161509 Goal: 27000000	
Has the institution's endowment increased?	Yes
<i>If yes:</i>	
Initial \$: 8429661 Final \$: 9378525 Goal: 10000000	
Supporting statement:	
Market growth as well as additional donations contributed to the increase in endowment funds.	
Has private institutional financial support increased?	Yes
<i>If yes:</i>	
Initial \$: 1081794 Final \$: 2469260 Goal: 2500000	
Supporting statement:	
Private gifts and pledges more than doubles between FY2017 and FY2018 due to visual increase in the community via social media, billboards and commercials.	
Has the number of private sector donors increased?	No
<i>If yes:</i>	
Initial #: 1288 Final #: 1261 Goal: 1300	
Supporting statement:	
The number of private donors declined slightly in FY2018 and this mirrors a national trend in which fewer donors are giving larger gifts. Nevertheless, our giving from alumni increased, which is a very encouraging sign.	

Focus Area: Institutional Management Outcomes

Has the institution's information management capabilities improved?	No
<p><i>If yes:</i></p> <p>Initial : Good Final : Good Goal: Excellent</p> <p>Supporting statement:</p> <p>The virtual servers that were installed during the AY2017 replaced 30 older servers and are working at the highest efficiency levels possible. The technology infrastructure lacks in certain parts of campus; therefore, the servers can only operate to the level that the technology will allow.</p>	
Has the institution's conformance with external standards improved?	Yes
<p><i>If yes:</i></p> <p>Initial : Other</p> <p>Supporting statement:</p> <p>As the technology infrastructure increases, we are able to expand our conformance with external standards. With the purchase of the switches, the institution is actively moving towards the industry standard of VoIP Technology.</p>	
Have the institution's deferred maintenance needs decreased?	Yes
<p><i>If yes:</i></p> <p>Initial \$: 100000 Final \$: 90000 Goal: 87000</p> <p>Supporting statement:</p> <p>Technology is always evolving, which means maintenance will always be an issue; however, there have been measures put in place to limit the amount of maintenance necessary to operate at maximum output.</p>	

Section 4: Project Status

Activity: EQUIPMENT

Project Objective: Provide fiscal assistance with purchases and leases to help update equipment and technology pertaining to STEAM Program and departments

Objective Status: On schedule

Objective Narrative: Renovations have started for the Integrated Research and Extension Building where all researchers and STEAM related courses will be housed.

Performance Measure: Fall-to-Fall

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: CONSTRUCTION

Project Objective: Provide instructional space that will enable students and faculty to remain with the most up-to-date technology practices

Objective Status: On schedule

Objective Narrative: The University has maintained 160 classrooms and instructional space and within the last year, all 160 have internet and/or WiFi accessible. With technology changing daily, funds are expected to continue to be utilized to stay up-to-date and effective.

Performance Measure: Signal Strength

Measure Type: Project

Data Type: Raw Number

Target: 160

Actual: 160

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: FACULTY SUPPORT

Project Objective: Provide faculty with efficient training in new technological software for in-the-classroom and online learning

Objective Status: On schedule

Objective Narrative: The faculty support program provides funding for faculty to learn and implement new technologies into the classroom. Faculty take advantage of these funds to assist in developing new programs and practices.

Performance Measure: Participation
 Measure Type: Program
 Data Type: Raw Number
 Target: 15
 Actual: 17
 Date Measured: 2019-02-01
 Frequency Measured: Annually

Activity: FACULTY SUPPORT

Project Objective: Provide assistance to faculty and their students to attend conferences to give presentations, sit on panels and learn about upcoming new practices to apply in the classroom and Institution.

Objective Status: On schedule

Objective Narrative: Faculty and some of their students attend conference to share research findings learn from others in their field of study and bring back techniques to apply in the classroom

Performance Measure: Participation
 Measure Type: Program
 Data Type: Raw Number
 Target: 18
 Actual: 18
 Date Measured: 2019-02-01
 Frequency Measured: Annually

Activity: LIBRARY

Project Objective: To improve the individual and collaborative study spaces in the West Virginia State University's Drain-Jordan Library, in support of the Student Success Initiatives.

Objective Status: On schedule

Objective Narrative: There were renovations conducted to develop the newly appointed space for the Student Success Center. Altogether, this center enables the Library to create a technology friendly area for the next generation of students and an effective, rewarding and inspiring active learning environment. Leveraging Title III funds, desks and tables will be purchased to complete the Student Success Center during the Spring 2019 semester.

Performance Measure: Renovated Space
 Measure Type: Project
 Data Type: Raw Number
 Target: 68283

Actual: 47798
Date Measured: 2019-02-01
Frequency Measured: Bi-Monthly

Activity: LIBRARY

Project Objective: To increase the Library's inter-connectivity to other libraries to assist in building a robust learning center for research.

Objective Status: Completed

Objective Narrative: Increase the usage of our library's government documents, the concept of open access, and to enhance West Virginia State University's library's instruction and information literacy teaching (e.g. how to search databases and online library catalog and e-books) and resources and content by showcasing them in LibGuides. LibGuides is an easy-to-use content management system deployed at thousands of libraries worldwide. Librarians use it to curate knowledge and share information, organize class and subject specific resources, and to create and manage websites.

Performance Measure: Capacity

Measure Type: GPRA

Data Type: Percentage

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To increase the number of student veterans that pursue their Masters Degree

Objective Status: On schedule

Objective Narrative: During the 2017 academic year, there was one veteran student enrolled in a Masters Program; however, during the 2018 academic year, there were two enrolled. This is an increase of 100%. We would like to increase this number by one (1) every year.

Performance Measure: Enrollment

Measure Type: Program

Data Type: Raw Number

Target: 1

Actual: 2

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To have all PEER Educators pass the National Certified Peer Educator curriculum (bystander intervention and mental health awareness, etc.)

Objective Status: On schedule

Objective Narrative: The Mental health Specialist, in addition to leading peer-facilitated educational activities, provide additional programming for all incoming students on Bystander Intervention, as well as QPR Gatekeeper Training (suicide awareness training and staff. A total of 14 "Bystander Intervention" sessions were offered with approximately 368 students completing the training. A total of 3 QPR Gatekeeper Training were offered with 36 students, staff and faculty participating.

Performance Measure: Attendance

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To recruit and train peer educators on a variety of wellness issues, and evaluate their skills to facilitate educational programs to the campus community.

Objective Status: Completed

Objective Narrative: A total of 40 students were enrolled in the 3-credit hour peer education course now being offered through the Health and Human Performance (HHP) department and nationally certified as peer educators by the BACCHUS Initiatives of NASPA. PEER Educators also received training in the Mentors in Violence Prevention (MVP) training, The Alcohol Literacy Challenge (ALC), the CHOICES game, the Question, Persuade, Refer (QPR) Suicide Gatekeeper Training, and TIPS for Universities. In addition to facilitating training in the First Year Experience classes, the PEER Educators were selected to present at the BACCHUS-NASPA Regional Conference

Performance Measure: Attendance

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To have the Mental health Specialist oversee the student peer educators in facilitating educational programs and awareness activities campus-wide to emphasize exposure to a variety of wellness issues

Objective Status: Completed

Objective Narrative: The peer educators offered 73 educational programs and awareness campaigns to the WVSU community. Activities included National Eating Disorders Awareness, Sexual Assault Awareness, Alcohol Screenings, Health Jeopardy, Suicide Prevention, and Dating Violence Prevention.

Performance Measure: Participation

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To have the Mental Health Specialist provide additional programming to students on Bystander Intervention, Tips for University, as well as QPR Gatekeeper Training to faculty and staff.

Objective Status: Completed

Objective Narrative: A total of 14 "Bystander Intervention" sessions were offered with approximately 368 students completing the training. A total of 3 QPR Gatekeeper Training were offered with 36 students, staff and faculty completing.

Performance Measure: Participation

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

Project Objective: To develop and implement programming to increase awareness and understanding of all students regarding issues faced by those within the LGBTQ+ community.

Objective Status: On schedule

Objective Narrative: This initiative was implemented to assist students to develop awareness of the impact of gender and sexual identity within various cultural and demographic components of society. The following programs and awareness programs were implemented to increase awareness and understanding of all students regarding issues faced by those within the LGTBQ+ community.
 * Three Gay Straight Alliance Organization (renamed Q*mmunity) and Interest Meeting - 18 attendees
 * Inclusive Movie Night - Moonlight Film - 40 students attended
 * Information Tables
 * LGBTQ+ Sexual Health Information Table during the WVSU Health Expo
 * Pride Movie - 10 attendees
 * Bi health Forum - 10 participants
 * Monthly meeting of Q*mmunity Student Organization

Performance Measure: Programs

Measure Type: Program

Data Type: Raw Number

Target: 0

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: TUTORS

Project Objective: Increase the number of visits to the Learning Enrichment Centers

Objective Status: On schedule

Objective Narrative: As the Office of Retention and Student Success works more closely with faculty members to promote the services offered in the Learning Enrichment Centers, we expect there will be an increase in the number of visits. The number of visits decreased during AY2017-2018 due to a shortage of tutors for the most difficult and high demand course offerings.

Performance Measure: Student Participation

Measure Type: Program

Data Type: Raw Number

Target: 1235

Actual: 1083

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: TUTORS

Project Objective: Increase the number of courses for which Supplemental Instruction is provided

Objective Status: On schedule

Objective Narrative: The Office of Retention and Student Success will seek to create a partnership with Department Chairs in order to be able to offer Supplemental Instruction to improve academic success in courses with the lowest completion rates.

Performance Measure: Number of courses utilizing Supplemental Instruction

Measure Type: Program

Data Type: Raw Number

Target: 23

Actual: 25

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: FINANCE

Project Objective: To remain current on all training and regulations regarding fiscal affairs through conferences and certifications.

Objective Status: On schedule

Objective Narrative: Funds are provided for members in the Intelligence and Technology Office to attend SCUBO and NACUBO conference to remain abreast on all regulations, policies and current trends.

Performance Measure: Conference Attendance

Measure Type: Program

Data Type: Raw Number

Target: 2

Actual: 2

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: INSTITUTIONAL ADVANCEMENT

Project Objective: Increase engagement of local alumni

Objective Status: Completed

Objective Narrative: More than 10,000 alumni (58%) live within a 60-mile radius of campus, yet most are not actively connected with the University. Many were commuter students who may have been adult learners or who worked full time while going to college and thus did not form the social connections that create lasting, personal bonds with the institution. We continue to seek to engage these alumni through professional networking, connecting them with their academic programs, and communicating with them about the impact West Virginia State has on the region.

Performance Measure: Participation

Measure Type: Program

Data Type: Raw Number
 Target: 2500
 Actual: 3161
 Date Measured: 2019-02-01
 Frequency Measured: Annual

Activity: INSTITUTIONAL ADVANCEMENT

Project Objective: Increase alumni giving
 Objective Status: On schedule

Objective Narrative: Increasing alumni participation in giving is extremely challenging as we must both retain and continually attract new donors. In FY2013 alumni participation in giving was 2.8%. It has increased incrementally but steadily since then, with the most dramatic growth taking place between FY2017 (3.8%) to FY2018 (4.5%). We attribute a great deal of this growth to the project to honor alumna Katherine Johnson's legacy with a statue and scholarship in her name. Our challenge now will be to retain the new donors who gave last year while continuing to attract more new donors.

Performance Measure: Giving
 Measure Type: Program
 Data Type: Percentage
 Target: 6
 Actual: 4
 Date Measured: 2019-02-01
 Frequency Measured: Annual

Activity: TEACHER EDUCATION

Project Objective: To increase participation in the Future Educators Program
 Objective Status: Completed

Objective Narrative: The College of Professional Studies Department of Teacher Education was pleased to welcome 30 students from the tri-county area to the campus of West Virginia State University for the one week Summer Day Camp for Future Teachers. The Summer Day Camp for Future Teachers is a camp for upcoming high school sophomores, juniors, and seniors who have expressed an interest in K-12 education. The overall goal of Summer Day Camp for Future Teachers is to encourage students to enter the field of education and to help guide them on the path to becoming effective teachers for children. Additionally, to introduce them to the academic community at West Virginia State University (WVSU) as they consider their post high school careers. We in the College of Professional Studies Department of Teacher Education believe that the best way to accomplish these goals is through our teacher education programs at WVSU. Offering high school students an opportunity to be on campus and engage in hands

on learning and service learning activities will give them a taste of what college life is all about – more than they would experience through pictures or videos. The camp consisted of veteran educators, guest speakers, current undergraduate mentors, and several small group activity sessions in students’ academic areas of interests facilitated by WVSU faculty, a campus tour, meals in the Goldstein Cafeteria, service learning, etc. The 2018 Summer Day Camp for Future Teachers was an engaging and interactive experience focused on building participants’ interest in K-12 education.

Performance Measure: Participation
 Measure Type: Program
 Data Type: Raw Number
 Target: 30
 Actual: 24
 Date Measured: 2019-02-01
 Frequency Measured: Summer

Activity: COMMUNICATIONS

Project Objective: Update and rewrite the University’s Integrated Marketing and Communications (IMC) Plan.

Objective Status: Completed

Objective Narrative: The University’s IMC had not been updated in nearly two years and was in need of being revisited to see what was working, and what could be done differently to drive awareness and student recruitment into the future. Work began in Fall 2017 on reviewing the prior plan, and focus groups were conducted throughout the spring and summer of 2018 with key University stakeholder groups to gather input on what could be done differently. The University’s Marketing and Communications team also held a retreat to analyze the collected data and make recommendations. The plan was rewritten and launched in Fall 2018 with implementation ongoing of the University’s new slogan “It Starts at State.”

Performance Measure: Implementation of plan
 Measure Type: Program
 Data Type: Raw Number
 Target: 2018
 Actual: 2018
 Date Measured: 2019-02-01
 Frequency Measured: Annual

Activity: COMMUNICATIONS

Project Objective: Grow the University’s social media channels.

Objective Status: On schedule

Objective Narrative: The University communicates a variety of messages through social media channels and a deliberate effort has been made to grow the audiences of those channels, through timing of social media posts, content of social media posts and some limited paid boosting of social media posts. This increased focus on social media has resulted in a 14.47 percent growth rate on Facebook and a 20.58 growth rate on Twitter during the past year. Ongoing goal for current year is another 10 percent growth.

Performance Measure: Increased Media

Measure Type: Program

Data Type: Percentage

Target: 10

Actual: 0

Date Measured: 2019-02-01

Frequency Measured: Semester

Activity: OUTREACH

Project Objective: To continue support for STEAM/STEM Programs in Secondary Schools in the 55 counties in West Virginia

Objective Status: On schedule

Objective Narrative: CASTEM and 4-H Outreach Programs have been active in many schools in several counties and Title III funds are being phased out because they have developed and assisted the program for 5 years.

Performance Measure: Fall-to-Fall

Measure Type: Program

Data Type: Raw Number

Target: 5

Actual: 7

Date Measured: 2019-02-01

Frequency Measured: Annually

Activity: PROMOTING EXCELLENCE IN EDUCATION THROUGH RESEARCH (PEER)

Project Objective: To increase faculty and researchers participation for research publishing, new techniques and/or presentation

Objective Status: On schedule

Objective Narrative: upon review of all submissions, many of the submissions were simply asking for summer salaries which is directly in conflict with the mission of the PEER Program. During the 2018 fiscal year, we were only able to award 9 faculty members funds for research endeavors.

Performance Measure: Participation
Measure Type: Program
Data Type: Raw Number
Target: 15
Actual: 9
Date Measured: 2019-02-01
Frequency Measured: Semester

Activity: SPONSORED PROGRAMS

Project Objective: Hire a Pre-Award Specialist to assist in the expansion of the Office of Sponsored Programs.
Objective Status: Completed
Objective Narrative: Hired a Pre-Award and Post-Award Specialist to assist the efficiency of the Office of Sponsored Programs
Performance Measure: Personnel
Measure Type: Program
Data Type: Raw Number
Target: 1
Actual: 1
Date Measured: 2019-02-01
Frequency Measured: Annual

Activity: SPONSORED PROGRAMS

Project Objective: The Office of Sponsored Programs will submit more grant applications in Federal Fiscal Year 18 than it did in Federal Fiscal Year 17.
Objective Status: On schedule
Objective Narrative: Grant applications increased from \$18,335,442.81 to \$19,622,265.70 which reflects the increase in grants submitted.
Performance Measure: Submissions
Measure Type: Program
Data Type: Raw Number
Target: 48
Actual: 63
Date Measured: 2019-02-01
Frequency Measured: Semester

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	\$105,928.93	\$803,460.00	\$770,800.89	\$0.00	\$32,659.41	\$910,846.28	No
Fringe Benefits	\$122,355.81	\$286,694.88	\$217,713.15	\$0.00	\$68,981.73	\$297,034.89	No
Travel	\$30,463.20	\$136,034.00	\$112,434.19	\$0.00	\$23,599.81	\$182,000.00	No
Equipment	\$0.00	\$41,080.04	\$41,080.04	\$0.00	\$0.00	\$25,000.00	No
Supplies	\$20,415.30	\$211,595.56	\$207,155.01	\$0.00	\$4,440.55	\$179,675.60	No
Contractual	\$99,170.20	\$394,500.00	\$312,380.36	\$0.00	\$82,119.64	\$343,801.52	No
Construction	\$21,242.62	\$175,000.00	\$168,557.42	\$0.00	\$6,442.58	\$160,000.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$26,372.78	\$35,595.52	\$27,077.14	\$0.00	\$8,518.38	\$59,307.71	No
Total	\$425,948.84	\$2,083,960.00	\$1,857,198.20	\$0.00	\$226,762.10	\$2,157,666.00	

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?

Yes

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

Yes

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

Yes

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

The University is on schedule in expending the Title III funds in the expected time frame. Each activity is assigned an activity director and a project director. To that fact, the University is able to monitor each activity(s) funds on an individual basis. The activity directors meet regularly to discuss and budget issues and concerns. When processing expenditures, there are several procedures in place in which the vice president of each administrative area (activity director), the University's Title III Director, the purchasing officer, budget office, and Associate Vice President for Business and Finance, RPS review all purchase orders. To ensure that funds are expended at the expected rate, the University continues to use a system of accountability in which each activity director is required to submit quarterly reports of expenditures. If funds are not expended in an expected quarter, a written justification must be submitted for approval before carryover is allowed. The University will continue to implement procedures and policies to ensure that the University meets all federal guidelines.

