

Welcome

PR/Award Number: **P031S200014**Reporting Period: **10/1/2022 to 09/30/2023**Grantee Name: **College of the Mainland**Program Officer: **Robin Dabney (robin.dabney@ed.gov)**

Grant Identification

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

General Information

PR Award Number:	P031S200014	OPEID:	00709600	Unit ID:	226408
Program:	Title V Developing Hispanic-Serving Institutions				
Grantee Name (Institution Name):	College of the Mainland				
Project Title:	Pathways Accelerating STEM Success (PASS)				
Address 1:	1200 AMBURN RD				
Address 2 (Optional):					
City:	TEXAS CITY				
State:	TEXAS	Zip:	77591	Zip + 4:	
Institution Type/Control:	2-year Public	Grant Type:	Individual Development Grant		

Project Director

First Name:	Courtney	Last Name:	Byers
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Grant and Report Information

Reporting Period Start:	10/1/2022	Reporting Period End:	09/30/2023
Year Grant was Awarded:	10/01/2020	Scheduled End Year:	09/30/2025
Total Expected Duration of Grant (years):	5	Year X/(from prior):	3/5

Section 1**Section 1: Executive Summary**

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

A. Is this a no cost extension year?

Yes No

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

Yes No

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

1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant performance period.

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

The Title V PASS Grant has played a pivotal role in supporting a substantial increase in enrollment this year through various programs and initiatives. Notably, initiatives like our Summer Workshop in Math (SWIM) program have contributed to this growth. Additionally, the Title V PASS grant supported student participation in the national Hispanic Association of Colleges and Universities (HACU) conference as well as visits to transfer universities. In terms of enrollment figures, the spring 2024 enrollment surged by 12.8% compared to spring 2023 and by an impressive 16.1% compared to spring 2022. One of our grant objectives is to increase full-time equivalent (FTE) enrollment by 5% annually. We are pleased to report that our FTE enrollment increased by 10.9%, climbing from 3074 students in fall 2022 to 3408 students in fall 2023. These results underscore the effectiveness of the Title V PASS Grant in helping to drive enrollment growth and advancing our institutional objectives.

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

College of the Mainland's commitment to improving three-year graduation rates, a Title V PASS grant objective, is yielding encouraging outcomes. In year 3 of the Title V PASS grant, COM experienced a noteworthy 1% increase, elevating the graduation rate to 30%. This upward trajectory is a direct result of COM's implementation of innovative new programs such as the Engineering program and intensified focus on pathway specific academic coaching and advising efforts. COM's pathway advising services have empowered students to make informed decisions about their course selections and career pathways, ensuring timely progression towards graduation. Additionally, the Pathways technology, funded by the Title V PASS Grant, has played a crucial role in identifying and assisting students approaching graduation. The comprehensive system utilizes predictive analytics to identify at-risk students so that advisors can provide targeted interventions tailored to the students' specific needs. From personalized academic coaching to timely reminders about graduation requirements, Pathways has proven instrumental in helping to guide students toward successful completion of their programs at COM.

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

The Title V PASS Grant measures fall-to-fall retention rates for Hispanic students, annually, with a target of achieving a 1% increase each year. In Year 3, the grant successfully met this objective, boosting the retention rate to 66% from 65% in Year 2. This achievement is a testament to the effectiveness of tailored programming efforts, such as academic coaching, STEM specific events, pathway planning, and cultural enrichment activities. The college's collaborative efforts across different divisions, fueled by resources provided by the Title V PASS grant, including dedicated STEM faculty and staff, has enabled us to make significant strides in student retention. This success demonstrates the college's commitment to supporting and retaining its diverse student population.

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

Facilitation of the Title V grant activity has the potential to provide additional funding through the recent House Bill 8 Texas legislation. House Bill 8 shifted the focus of funding for Texas community colleges from enrollment-based to outcomes-based. This means that funding is tied to specific performance metrics and outcomes achieved by the colleges, rather than simply the number of students enrolled. Title V grant activities have shown to have a positive impact on graduation, transfer, completion and persistence rates. All of which are outcomes measured in the new funding model for Texas aligning funding with desired student outcomes and prioritizing student success and completion.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major

milestones reached during this grant performance period.

The Summer Workshop in Math (SWIM) continues to show COM's commitment to fostering academic success and promoting STEM education among its students. This intensive three-week program is designed to elevate the math placement scores of aspiring STEM students, enabling them to start on their academic journeys in STEM fields sooner than they might have without intervention. Through a blend of rigorous summer math instruction, personalized tutoring, and access to Financial Aid, Tutor Center and Student Success Center personnel, SWIM provides a transformative learning experience for participants. SWIM serves as a catalyst for cultivating a college-going culture and exposing students to diverse transfer and career opportunities. Participants benefit from experiences including field trips to nearby transfer universities, aimed at broadening their horizons and igniting their passion for STEM.

In Summer 2023, SWIM hosted 14 student participants, with 29% of attendees achieving improvement in their math placement score by the conclusion of the workshop. Equally noteworthy is the remarkable retention rate, with 93% of SWIM participants enrolling in courses during the subsequent fall semester.

The impact of SWIM extends beyond individual success stories to a tangible growth in Hispanic STEM enrollment at COM. Fall 2023 saw a substantial increase of 23 Hispanic STEM majors, representing a 6.7% increase compared to the previous fall semester.

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

The Title V PASS Grant supported 7 students attending the Hispanic Alliance of Colleges and Universities (HACU) Fall 2022 Annual Conference. This experience provided students with invaluable opportunities to engage in discussions on fostering graduate education opportunities for Hispanic students, explore policy issues affecting Hispanic opportunities, and dive into emerging trends in higher education affecting Hispanic-Serving Institutions (HSIs).

Furthermore, the Director of Title V and the STEM Success Coach showcased the success of SWIM 2022 at national conferences, including Hispanic Alliance of Colleges and Universities (HACU) and Alliance of Hispanic Serving Institution Educators (AHSIE). These platforms allowed for COM to disseminate impactful data and best practices, amplifying the reach and impact of our initiatives on a broader scale.

During Hispanic Heritage Month, Title V hosted an inspiring event featuring accomplished women leaders in various STEM fields. These esteemed panelists shared their personal journeys of resilience and triumph, serving as powerful role models for COM students and igniting their passion for STEM.

4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

Yes No

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, identify them here. Additionally, describe any challenges that you have had during the reporting period. Include, if applicable, your institution's plans to address these challenges.

Nothing to report.

6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?

Yes No

6a. Which Education Department evidence standard was required?

Tier 4: Demonstrates a Rationale (Logic Model)

Tier 3: Promising Evidence

Tier 2: Moderate Evidence

Tier 1: Strong Evidence

6b. Please cite the study/studies you included in your application to address the evidence standard. What specifically was the evidence-based intervention you proposed to implement in your funded application?

COM's programs are based on recommendations from the Center for Community College Student Engagement's report, A Matter of Degrees: Promising Practices for Community College Student Success (October 2013) and the Excelencia In Education paper, "Modeling HSI's: Campus Practices That Work for Latino Students" (2008),

which advocate best practices for increasing educational attainment in Hispanic populations.

Center for Community College Student Engagement. A Matter of Degrees: Practices to Pathways, High-Impact Practices for Community College Student Success. October 2013.
https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf

Excelencia in Education! Modeling Hispanic-Serving Institutions: Campus Practices that Work for Latino Students. 2008. <https://files.eric.ed.gov/fulltext/ED506008.pdf>

The PASS project will accelerate STEM success by further expanding COM's capacity in eight (8) of the 12 fundamental and time-tested practices: 1) Orientation, 2) Academic Advising/Goal Setting, 3) First Year Experience/Student Success Course, 4) Academic Support/Tutoring, 5) Community Outreach, 6) Transfer Paths, 7) Experiential Learning, and 8) Assessing Current and New Programs. These areas are accelerated through different pieces of the grant, as shown in the chart below. By using these best practices, the project will increase enrollment, retention, and graduation rates for Hispanic and low-income students.

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

Yes **No**

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

In Summer 2023, SWIM hosted 14 student participants, with 29% of attendees achieving improvement in their math placement score by the conclusion of the workshop. While the previous target audience for SWIM was recent high school graduates, adjustments were necessitated by changes in secondary funding linked to placement testing. As a result, Summer 2024 SWIM will cater to a new group of students testing into co-requisite courses at College of the Mainland. These students may benefit from additional instruction prior to retesting, with the aim of expediting their progression into math courses and accelerating their academic journey.

COM's STEM Success Coach diligently monitored 112 students throughout the year through the Early Alert system and regular updates via email and text for tailored advising, coaching, and tutoring services. The co-requisite math course that the STEM Success Coach monitored, also had a supplemental instructor attached. This was seen as a successful model and has impacted how our Tutoring Center is utilizing supplemental instructors (SIs). Moving forward, our college will specifically use another source of grant funding to assist with building out this SI program to help with student success in math courses.

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

Title_V_Logic_Model_Goal_2.pdf

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

Yes **No**

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

Surveys were conducted at the conclusion of grant funded events and student feedback was considered for future events. Students were surveyed before and after the Summer Workshop in Math (SWIM) program. Survey information was used to make adjustments to this year's program in order to have the greatest impact on student satisfaction and student test scores.

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

We will be able to report on the impact of the improvements in the coming year APR.

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

Yes **No**

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

- A project evaluator hired specifically to evaluate or assess the project**
- An office in your organization that routinely conducts evaluations or assessment**
- A combination of external project evaluator and internal project evaluator**
-

Other researcher funded by the grant

Other researcher not funded by the grant

8b. If yes, please summarize your results.

Attached is the external evaluation completed by Dr. Tim Culver with Ruffalo Noel Levitz.

9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.

492430_College_of_the_Mainland_TX_TitleV_eval_1123_TCulver.pdf

Section 2: Institutional Profile

Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre-Grant (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Total Fall Enrollment	4,687	4,335	4,133	4,482		
Fall-to-Fall Retention %	58	57	68	61		
100% Time to Graduation Rate	18	20	22	22		
150% Time to Graduation Rate	37	37	38	37		

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

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

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

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

2B Institutional Leadership

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

Yes No

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

Yes No

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

Year 3 had salary savings due to sharing the director's effort at 50% until a new director was hired at 100% for the PASS Grant in September 2023. This has had no effect on completion of the grant activities.

2C Accreditation

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

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities

Southern Association of Colleges and Schools, Commission on Colleges

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

Western Association of Schools and Colleges Senior College and University Commission

Other (please specify)

Accreditation Changes

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

Yes **No**

2D Audit

1. Institutions that expend \$750,000 in federal funds in one fiscal year must complete an audit for that year that complies with OMB Circular A-133. Were you required to complete an audit that complies with OMB Circular A-133?

Yes **No**

2. If yes, has an audit that complies with OMB Circular A-133 been completed for this reporting period?

Yes **No**

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

Yes **No**

2E Endowment

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

Yes **No**

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

Yes **No**

If yes to any of the above questions, you will be required to complete the FY 2024 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

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

The expected long-term impact of the grant project on the institution is to increase academic options and enrollment for STEM students to include 4 new engineering degrees, and to increase support services surrounding STEM programs to increase retention and success rates.

3B Grant Activities

Number of Program Allowable Activities Addressed by This Grant: 1

Grant Activity 1/1

Activity Name:

Activity 1

Activity Description:

Improve STEM learning experience and Student Support Services.

Objective 1/2

Objective Description:

Objective 1: Improve STEM Learning experiences. Work has been completed toward this objective this year though the creation and purchase of several new Engineering labs, as well as improvements made to equipment and supplies students were using in our Biology labs. Additionally our STEM Success Coach has been working hard to identify barriers in our STEM students' paths and help them to be successful and to remain in the STEM field of their choice.

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

The number of declared Hispanic STEM majors will increase by three (3) percentage points annually, from 343 to 398. Anticipated target number of STEM majors after year 3 will be 375.

Measure Type:

GPRA

Date Measured:

10/30/2023

Frequency Measured:

Annually

Data Type: Raw Number

Ratio

Target	Actual
375.00	368.00

Performance Measure 2/2

Performance Measure Description:

Full time equivalent (FTE) enrollment will increase 5% annually, from a baseline of 3091 in Fall 2019. Target for the end of Year 3 was 3578.

Measure Type:

Project

Date Measured:

10/30/2023

Frequency Measured:

Annually

Data Type: Raw Number

Ratio

Target	Actual
3578.00	3408.00

Objective 2/2

Objective Description:

Improve STEM Student Support Services. Work has been completed towards this objective by our STEM Success Coach as well as our tutoring director and our STEM faculty. Students are being supported from enrollments through graduation, and each student is tracked and checked in with multiple times by our STEM Success Coach and our STEM

advisor. As barriers are identified they are removed and grant funding is used to develop new processes and opportunities for student growth and development.

Objective Status: On schedule

Performance Measure 1/3

Performance Measure Description:

Fall-to-fall retention rates for Hispanic students will increase by one (1) percentage point annually, from 64% to 69%. The target after Year 3 is 67%.

Measure Type: GPRA **Date Measured:** 10/30/2023 **Frequency Measured:** Annually

Data Type: Raw Number
 Ratio

Target	Actual
67.00	66.00

Performance Measure 2/3

Performance Measure Description:

Three-year graduation rates for Hispanic students will increase by three (3) percentage points overall, from 32% to 35%. After Year 3, the target for this measure was 33%.

Measure Type: GPRA **Date Measured:** 10/30/2023 **Frequency Measured:** Annually

Data Type: Raw Number
 Ratio

Target	Actual
33.00	30.00

Performance Measure 3/3

Performance Measure Description:

The number of students applying for financial aid will increase by one (1) percentage point annually, from 54% to 59%. The target after Year 3 was 57%.

Measure Type: Program **Date Measured:** 10/30/2023 **Frequency Measured:** Annually

Data Type: Raw Number
 Ratio

Target	Actual
57.00	67.00

3C Budget Status Report

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

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

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

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

Changes by Line Item

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

Budget and Expenditure Table

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget*	Changes
Personnel	55,921.00	262,750.00	318,671.00	171,244.37	22,866.00	147,426.63	46.26	236,959.00	<input checked="" type="checkbox"/>
<p>Please state the changes made to Personnel below:</p> <p>Year 3 had salary savings due to sharing the director's effort at 50% until a new director was hired in September 2023. Another grant position, STEM Success Coach, was vacant for a few months in Year 3 which contributed to the grant carryover amount. The position for STEM Success Coach was filled in January 2024 so these funds were allocated to another area and approved to be spent by spring 2024 by our Program Officer.</p>									
Student Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Fringe Benefits	29,176.00	63,467.00	92,643.00	31,594.19	4,573.00	61,048.81	65.90	56,268.00	<input type="checkbox"/>
Travel	32,536.00	23,000.00	55,536.00	35,225.62	0.00	20,310.38	36.57	23,000.00	<input type="checkbox"/>
Equipment	77,439.00	69,643.00	147,082.00	225,597.34	0.00	-78,515.34	-53.38	77,402.00	<input checked="" type="checkbox"/>
<p>Please state the changes made to Equipment below:</p> <p>Some of the salary savings from Year 3 was moved to Equipment to fund the cost of equipment used for our Biology courses.</p>									
Supplies	11,559.00	48,500.00	60,059.00	42,663.48	0.00	17,395.52	28.96	53,631.00	<input type="checkbox"/>
Contractual	17,983.00	76,500.00	94,483.00	14,750.00	0.00	79,733.00	84.39	85,600.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	38,762.00	56,140.00	94,902.00	132,414.56	0.00	-37,512.56	-39.53	67,140.00	<input checked="" type="checkbox"/>

Please state the changes made to Other below:

Some of the salary savings from Year 3 was moved to Other to fund student travel and special projects at the college supporting our grant objectives.

Total Direct Costs	263,376.00	600,000.00	863,376.00	653,489.56	27,439.00	209,886.44		600,000.00	
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget*	Changes
Total	\$263,376.00	\$600,000.00	\$863,376.00	\$653,489.56	\$27,439.00	\$209,886.44		\$600,000.00	

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

3D Summary Budget Narrative

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

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

Yes No

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

The Title V PASS Grant had unexpended funds at the end of the performance period primarily due to strategic decisions that resulted in salary savings and temporary vacancies in grant positions. Specifically, in Year 3 the grant realized salary saving as a result of sharing the director's effort at 50% until a new director was hired in September 2023. Additionally, the temporary vacancy in the STEM Success Coach contributed to the grant carryover amount of approximately \$210,000.

We received approval from the Program Officer in November 2023 to carryover these funds and have carefully planned their utilization in the next budget period to avoid further unexpended funds. A portion of the carryover funds will be allocated to enhancing student support services on campus by investing in new laptops for our laptop loaner program. This initiative aims to provide students with increased access to technology resources, furthering their academic success.

Furthermore, COM is excited to allocate a portion of the carryover funding to expand our biology lab offerings for Anatomy and Physiology courses. Our biology faculty have specifically requested the purchase of SynDaver Synthetic Humans, which are synthetic models designed to enhance hands-on learning experiences for students. This investment aligns with the objectives of the PASS grant, as it contributes to the modernization and expansion of our Anatomy and Physiology curriculum.

2. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No Yes

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

Yes No

4. Is this a cooperative arrangement grant?

No Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Complete the table below (if applicable) with information related to any partners you are working with.

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

No Yes Partially

If "no" or "partially" please explain:

While we have successfully accomplished all our outlined grant activities, we are currently in the process of advancing towards achieving several of our measurable targets as outlined in our grant objectives. Our commitment to our grant activities has remained steadfast, despite fluctuations in enrollment particularly challenged by the COVID-19 pandemic. We continue to see promising gains in our enrollment numbers as anticipated. It's important to recognize that our baseline metrics were significantly impacted by the pandemic, which has necessitated additional effort in reaching our initial target numbers. However, we continue to strive to meet our annual growth targets.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>Improve STEM learning experience and Student Support Services.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> • Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes. <u>Dollars Spent: \$323,497.00</u> • Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion. <u>Dollars Spent: \$223,622.00</u> • Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$73,811.00</u> • Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students’ families, especially with regard to student indebtedness and student assistance programs under title IV. <u>Dollars Spent: \$33,349.00</u> 	<p>\$654,279.00</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$654,279.00</p>

Section 5: Institutionalization

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

The college plans to institutionalize and absorb costs for personnel listed on the grant (Engineering Curriculum faculty, STEM Success Coach, Financial Literacy Peer Educators, Tutors) beginning in year 3 (moving from 100% to 75% funded, and then 25% less each year until the college is funding 100%). The Summer Workshop In Math (SWIM) intends to be institutionalized and broadened to include more college resources as the program grows in participant number and length of program.

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

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

Grant Activity	Details
1. Activity 1	
Improve STEM learning experience and Student Support Services.	
LAA #1: Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	
<p>1a. Approved Expenditures</p> <p>Science and Engineering equipment Robotics supplies Anatomage A&P table PTECH Equipment and Software</p> <p>Total Financial Cost (\$)</p> <p>323497.00</p>	<p>1b. Institutionalization Plan</p> <p>All equipment and supplies were labeled per College of the Mainland's and Title V grant procedures. The equipment and supplies will be used through the end of this grant period and will remain at College of the Mainland for future use after the Title V PASS Grant ends.</p>
LAA #2: Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.	
<p>1a. Approved Expenditures</p> <p>STEM Success Coach Salary Engineering Curriculum Faculty Salary STEM Tutor Pay</p> <p>Total Financial Cost (\$)</p> <p>37367.00</p>	<p>1b. Institutionalization Plan</p> <p>The college has started to absorb the costs for personnel listed on the grant during Year 3. The Engineering Curriculum Faculty, STEM Success Coach, and Tutors began to move from 100% grant funded to 75% grant funded in Year 3. Then the positions will be 25% less from the grant each year until the college is funding the positions 100%.</p> <p>The Summer Workshop in Math (SWIM) program is intended to be institutionalized as the program expands and is revised to include more college resources.</p>
LAA #3: Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.	
<p>1a. Approved Expenditures</p>	<p>1b. Institutionalization Plan</p>

Laptops
 Computers for the PTECH program
 Technology equipment
 Calculators

These purchases have been labeled and documented in our internal tracking system per College of the Mainland and Title V grant procedures. The equipment will be used through the end of this grant period and will remain at College of the Mainland for future use after the Title V PASS Grant ends.

Total Financial Cost (\$)

73811.00

LAA #4: Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV.

1a.

Approved Expenditures

Translating and providing financial aid information in Spanish/English

1b.

Institutionalization Plan

The grant helped with translation of documents and flyers for our Financial Aid office. These documents and flyers will be available through the grant period and beyond. Beyond the grant, the department will continue to offer Spanish translation after seeing the positive impact with student families and increase in students applying for Financial Aid.

Total Financial Cost (\$)

1500.00

1c. In the space provided below please list any considerable challenges, successes, or failures regarding the institutionalization of one or more activities.

N/A

2. How has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.

Facilitation of the Title V grant activity has the potential to provide additional funding through the recent House Bill 8 Texas legislation. House Bill 8 shifted the focus of funding for Texas community colleges from enrollment-based to outcomes-based. This means that funding is tied to specific performance metrics and outcomes achieved by the colleges, rather than simply the number of students enrolled. Title V grant activities have shown to have a positive impact on graduation, transfer, completion and persistence rates. As the grant increases student success rates in gateway Math courses, as well as student retention and graduation rates, the college receives additional success points which translates to additional funding from the state.

Certification

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

1. Reporting Period

10/1/2022 to 09/30/2023

2. PR Award Number

P031S200014

3. Project Title

Pathways Accelerating STEM Success (PASS)

4. Recipient Information

Name: College of the Mainland

Address: 1200 AMBURN RD , TEXAS CITY, TEXAS 77591

5. Contact Information

Name: Courtney Byers

Title: Title V Director

Phone: (409)-933-8962 Ext:

Email: cbyers2@com.edu

6. Authorized Representative

(The Institution's President or someone with the institutional authority to sign off on federally sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

Name

Warren Nichols

Email

wnichols@com.edu

Phone

(409)-933-8271

Date

04/05/2024

Report Submitted

This report was submitted by **Warren Nichols** on **04/05/2024**.

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