

FORT VALLEY STATE UNIVERSITY

TITLE III ANNUAL REPORT

BUILDING TO LAST

FY2025 | OCTOBER 1, 2024 – SEPTEMBER 30, 2025

YEAR 3

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About the Title III Program at Fort Valley State University

As part of the Higher Education Act of 1965, Title III, Part B is a U.S. Department of Education program that provides financial assistance to establish or strengthen the physical plants, financial management, academic resources, and endowments of historically Black colleges and universities (HBCUs). Title III, Part F, Section 371 of the Higher Education Act of 1965 (HEA), as amended, provides additional mandatory funding for the Title III, Part B HBCU Program. Mandatory funding for the HBCU Title III, Part F Program was permanently extended under the FUTURE Act, H.R. 5363, enacted December 19, 2019.

YEAR 3 MESSAGE

A MESSAGE FROM THE DIRECTOR



Danyell Barry
Director, Title III Programs

Dear Colleagues and Stakeholders,

I have been in this work long enough to know that the most important things rarely show up in a report. They show up in a student who stays. In a faculty member who finally has what she needs to teach the way she always intended. In a program that started with twenty-four students and, three years later, has one hundred thirty-one. That is what I want you to see when you read what follows.

Year 3 was the final funded year for three Part B activities that concluded at the close of the 2024–2025 cycle. A fourth activity, the Student Internationalization Program, concluded at the end of Year 2 following a mid-cycle funding reduction. The investments made during these activities' funded years represent lasting institutional value beyond the funding cycle.

Across the university, our teams did significant work - in classrooms, in server rooms, in advising offices, in research labs.

They did it while navigating personnel transitions and resource constraints that I want to acknowledge plainly, because the people who delivered results under those conditions deserve more than a footnote. Fort Valley State University also earned Carnegie classification recognition for annual research and development investment exceeding \$2.5 million. I am proud of that. But I am more proud of the faculty mentors, the data analysts, the facilities staff, and the program coordinators who made it possible.

This report is honest about where we fell short. I believe that matters. An institution that only tells its best stories is not being accountable - it is performing. What you will find here is an accurate account of what we set out to do, what we accomplished, what we did not, and what we intend to do next. The students at Fort Valley State University deserve that kind of stewardship. Everything in this report is, in the end, about them.

To strengthen transparency and accessibility, FVSU has also developed interactive executive dashboards for both Title III Parts B and F. These dashboards translate years of grant data into a visual, navigable story of impact, making the work of Title III accessible to students, faculty, alumni, donors, and the broader community at any time. We invite digital readers to explore them at [Part B Dashboard](#) and [Part F Dashboard](#).

With gratitude and continued commitment,

Danyell Barry

PROGRAM OVERVIEW

TITLE III PART B AND PART F ACTIVITIES

Building Institutional Capacity and Enhancing Student Success

The Title III Part B and Part F initiatives at Fort Valley State University aim to strengthen the university's infrastructure, academic programs, and student services to foster success for underrepresented and underserved student populations. Year 3 represented the third and final funded year of Part B and the fifth and final funded year of Part F. Across both grant programs, FVSU sustained significant progress in six priority areas:

	Faculty and Staff Development	63 workshops and conferences delivered; 11 faculty attended external conferences, exceeding the 5% annual target. The Faculty Mentorship Program was established and launched.
	Online Learning Expansion	9 Quality Matters-reviewed courses developed or redeveloped, with all scoring between 90 and 98. Two micro-learning units completed.
	STEAM Curriculum and Technology	Mobile devices were deployed to 90% of incoming freshmen through the Apple Academic Project. Planned equipment updates were completed for the third consecutive year.
	Student Engagement and Support	The SEA Center delivered over 5,787 co-curricular engagements, served 397 students with academic accommodations, and supported 2,033 Knack tutoring users across two semesters.
	Infrastructure and Technology	229 technology infrastructure enhancements completed — 358% above target. 94 software systems upgraded or replaced. Fiber optic expansion to new campus corridors.
	Undergraduate Research and Institutional Recognition	Fort Valley State University received Carnegie classification recognition for annual R&D investment exceeding \$2.5 million. The Valley Scholars Program reached 82 total scholars across its five-year run.

What you will find here is an accurate account of what we set out to do, what we accomplished, what we did not, and what we intend to do next. The students at Fort Valley State University deserve that kind of stewardship. Everything in this report is, in the end, about them.

— Danyell Barry
Title III Director

These activities have been central to aligning FVSU's operations with its 2020-2025 Strategic Plan and advancing goals for an exceptional student experience, operational excellence, and academic innovation. Three Part B activities concluded their funded cycles at the end of Year 3, while the Student Internationalization Program concluded at the end of Year 2. The infrastructure and capacity built through this Title III cycle position FVSU to pursue the next phase of its development with a stronger foundation than it had when the current grant cycle began.

BY THE NUMBERS:

Title III at Fort Valley State University

Year 3 — Building to Last

INFRASTRUCTURE

229

Technology infrastructure enhancements completed

4

Academic buildings impacted by facility rehabilitation

94

Software systems upgraded or replaced

STUDENTS AND SCHOLARS

131

Honors Program students enrolled (from 24 at launch)

82

Total Valley Scholars across five years of undergraduate research

51

Community youth served through the HPE Summer Enrichment Program

FACULTY DEVELOPMENT

63

Professional development workshops and conferences delivered

11

Faculty members who attended external conferences

INSTITUTIONAL RECOGNITION

\$2.5M+

Annual R&D investment earning FVSU Carnegie classification recognition

PROGRAM LEADERSHIP

TITLE III PART B AND PART F ACTIVITIES

PART B ACTIVITIES



Dr. Darryl J. Hancock
Director, Online Learning & Center
for Teaching and Learning



Dr. Kermelle Hensley
Interim Director OIRPE



Dr. LaTia Scott
Executive Director SEA Center



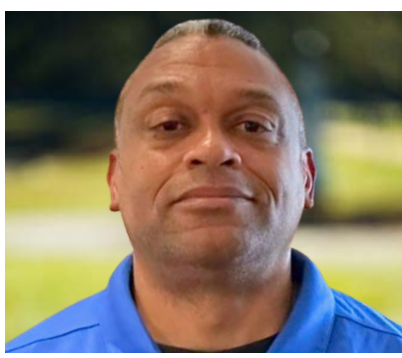
Dr. Mark A. Smith
Fuller E. Callaway Professor &
Honors Program Director



Dr. Maisha S. Akbar
Department of Arts &
Communications



Dr. Ndidi Akuta
Chief Information Officer
Office of Information Technology



Korrey Hammond
HFE Manager / Senior &
Conditioning Coach, Athletics



Alfreda Hester
Research Grant & Contract
Administrator

PART F ACTIVITIES



Dr. Rayton Sianjina
Office of Global Studies &
Engagement/ served through Year 2



Edwidge Dufresne
Director of Facilities
Management



Dr. Hari P. Singh
Associate Professor
College of Agriculture



Dr. Celia Dodd
Undergraduate Research Director,
College of Arts & Sciences

TITLE III ADMINISTRATION



Danyell Barry
Director, Title III Programs



Sedra Brown
Title III Coordinator



PART B ACTIVITIES

Year 3 | October 1, 2024 – September 30, 2025

Activities B-01 through B-11

ACTIVITY B-01

EXPANDING AND EXTENDING HIGH QUALITY
ONLINE LEARNING OPPORTUNITIES

Title III Part B | Year 3 (FY2025: October 1, 2024 – September 30, 2025)
Director: Dr. Darryl J. Hancock, Director of Online Learning and Center for Teaching and Learning

OVERVIEW

The Online Learning Opportunities program continued to expand the institution's online course offerings and micro-learning capabilities during Year 3. Under the direction of Dr. Darryl J. Hancock, nine courses were developed or redeveloped to meet Quality Matters standards, and two micro-learning units were completed. All nine courses exceeded the required QM score of 85, with scores ranging from 90 to 98.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to increase online campus enrollment and online program offerings by 3% annually. Two performance indicators track the development of Quality Matters-reviewed online courses and the production of micro-learning training units.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1 — Online courses meeting QM score of 85+	Target 12	Actual: 9 (scores 90 - 98)
PI 2 - Micro-learning units completed	Target 4	Actual: 2

PI 1 — Online Course Development

Nine courses were developed and redeveloped across Fall 2024, Spring 2025, and Summer 2025. All nine exceeded the QM threshold of 85, with scores ranging from 90 to 98. Courses included HIST 3311 (94), ENVH 5803 (93), HADM 2203 (94), COUN 5443 (98), EDSC 6263 (94), SOWK 4070 (91), HADM 2406 (94), and MPAC 5003 (90). The annual target of 12 was not met; 3 courses were in development at close of reporting period.

PI 2 — Microlearning Units

Two micro-learning units were completed: Travel and Expenses Training (DeErica Bennett) and AI Fundamentals for Students (Bethany Buck). Three additional units were in development at close of the reporting period and will be reported in Year 4 if completed.

STRATEGIC PLAN ALIGNMENT

Strategic Priorities SPF1.1, SPF1.2, SPF1.4, and SPF2.2 — supporting exceptional student experience, technological enhancement, and operational excellence through expanded and modernized online course offerings.

ACTIVITY SNAPSHOT

Activity:
B-01

Focus Area:
Online Learning Expansion

Director:
Dr. Darryl J. Hancock

Year 3 Period:
October 1, 2024 —
September 30, 2025

KEY RESULTS

- 9 online courses developed or redeveloped
- All nine courses exceeded the QM threshold of 85
- Scores ranged from 90 to 98
- 2 micro-learning units completed

CHALLENGES

- Workload management remains a challenge; Dr. Hancock’s department oversees three Title III activities with a team of three.
- Sustaining faculty and staff interest in the micro-learning program has proven difficult. The program may require restructuring.

NEXT STEPS

- Continue online course development with a focus on core courses to reduce institutional reliance on eCore enrollments, as directed by Provost Scott.
- Evaluate the micro-learning program to determine whether it should continue, be restructured, or be replaced with a more suitable performance indicator.
- Complete the three micro-learning units currently in development.



ACTIVITY B-02

EXPANDING FACULTY AND STAFF DEVELOPMENT
TO PROMOTE TEACHING, RESEARCH, AND RETENTION

Title III Part B | Year 3 (FY2025: October 1, 2024 – September 30, 2025)

Director: Dr. Darryl J. Hancock, Director of Online Learning and Center for Teaching and Learning

OVERVIEW

The Faculty and Staff Development program delivered its strongest performance to date during Year 3, substantially exceeding annual participation targets. Under the direction of Dr. Darryl J. Hancock, 63 workshops and conferences were delivered, generating approximately 942 faculty participation instances and 210 staff participation instances (duplicated headcount). The Annual Administrative Conference was held at the Tubman Museum in Macon, Georgia, June 26–27, 2025.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to expand faculty and staff professional development activities to promote teaching, research, and retention. Four performance indicators track participation in professional development, leadership development, external conference attendance, and faculty mentorship.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1 - Professional development participation	10% faculty; 2% staff	63 workshops; ~ 942 faculty, ~210 staff instances (duplicated)
PI 2 - Leadership development	2% faculty and staff	40 at Annual Administrative Conference
PI 3 - External conference/workshop attendance	5% faculty annually	11 faculty (8.14% of 135; 3 staff)
PI 4 - Faculty Mentorship Program	80% of new faculty	Program established; launched Fall 2025

PI 1 — Professional Development

The program substantially exceeded participation targets. Participation figures reflect duplicated headcount — individuals who attended multiple events are counted more than once. 63 workshops and conferences reflects the breadth of programming sustained throughout the fiscal year.

ACTIVITY SNAPSHOT

Activity:

B-02

Focus Area:

Faculty and Staff
Development

Director:

Dr. Darryl J. Hancock

Year 3 Period:

October 1, 2024 –
September 30, 2025

KEY HIGHLIGHTS

63 workshops and
conferences delivered

~942 faculty and ~210
staff participation
instances (duplicated)

40 leaders attended the
Annual Administrative
Conference

Faculty Mentorship Program
established and launched
Fall 2025

PI 2 — LEADERSHIP DEVELOPMENT

- The Annual Administrative Conference was held June 26–27, 2025, at the Tubman Museum, Macon, Georgia. 40 faculty and staff leaders attended, including the University President and cabinet, academic leadership, and staff directors.

PI 3 — EXTERNAL CONFERENCE ATTENDANCE

- 11 faculty members attended external conferences or workshops during Year 3, representing 8.14% of 135 faculty and exceeding the 5% annual target. 3 staff members also participated. 5 additional faculty members were already scheduled for travel in the first six months of Year 4.

PI 4 — FACULTY MENTORSHIP PROGRAM

- The Faculty Mentorship Program was established and launched at the start of Fall 2025. Implementation activity and mentorship pairings will be reported in Year 4.

STRATEGIC PLAN ALIGNMENT

- SP1.4 and SP2.2 — Professional development strengthens teaching quality and operational excellence across the institution.
- SP2.2 and SP2.3 — Leadership development through the Annual Administrative Conference advances institutional management capacity.
- SP3.1 and SP3.3 — External conference attendance fosters external engagement and scholarly growth.

CHALLENGES

- Workload management: Dr. Hancock's office oversees three Title III activities with a department of three staff members.

NEXT STEPS

- Continue implementation of workshops, travel funding, and mentoring activities.
- Expand the Faculty Mentorship Program to reach all eligible new faculty in Year 4.

ACTIVITY B-03

UPDATING AND IMPROVING THE QUALITY OF STEAM OFFERINGS

Title III Part B | Year 3 (FY2025: October 1, 2024 – September 30, 2025) |
Director: Dr. Darryl J. Hancock, Director of Online Learning and Center for Teaching and Learning

OVERVIEW

The STEAM Offerings initiative focused on two primary efforts during Year 3: deploying modern mobile devices to incoming freshmen and updating equipment that supports approved course and program curricula. Both performance indicators were met. Mobile devices were deployed to 90% of incoming freshmen through the Apple Academic Project, administered in coordination with the Office of Information Technology.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to improve quality and the student experience in STEM and other critical-need disciplines each year. Two performance indicators track mobile device deployment and completion of planned equipment updates.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1 — Mobile device deployment to incoming freshmen	90% target	90% — Met via Apple Academic Project
PI 2 — Equipment budget expenditure	Completed by September 30, 2025	Met

PI 1 — Mobile device Deployment

Mobile devices were successfully deployed to 90% of incoming freshmen during Year 3 through the Apple Academic Project, administered in coordination with the Office of Information Technology. This initiative ensures students entering FVSU have access to technology from day one.

PI 2 — Planned Equipment Updates

Equipment was purchased and replaced to support current, approved course and program curricula. The activity was completed by September 30, 2025.
The Title III Director verified the outcome.

STRATEGIC PLAN ALIGNMENT

Strategic Priority 1: Exceptional Student Experience — mobile device deployment ensures all incoming students have access to current technology tools that support STEM learning.

ACTIVITY SNAPSHOT

Activity:

B-03

Focus Area:

STEAM Curriculum and Technology

Director:

Dr. Darryl J. Hancock

Year 3 Period:

October 1, 2024 — September 30, 2025

KEY HIGHLIGHTS

- 90% of incoming freshmen received mobile devices
- Mobile device deployment target met
- Planned equipment updates completed
- Apple Academic Project supported deployment

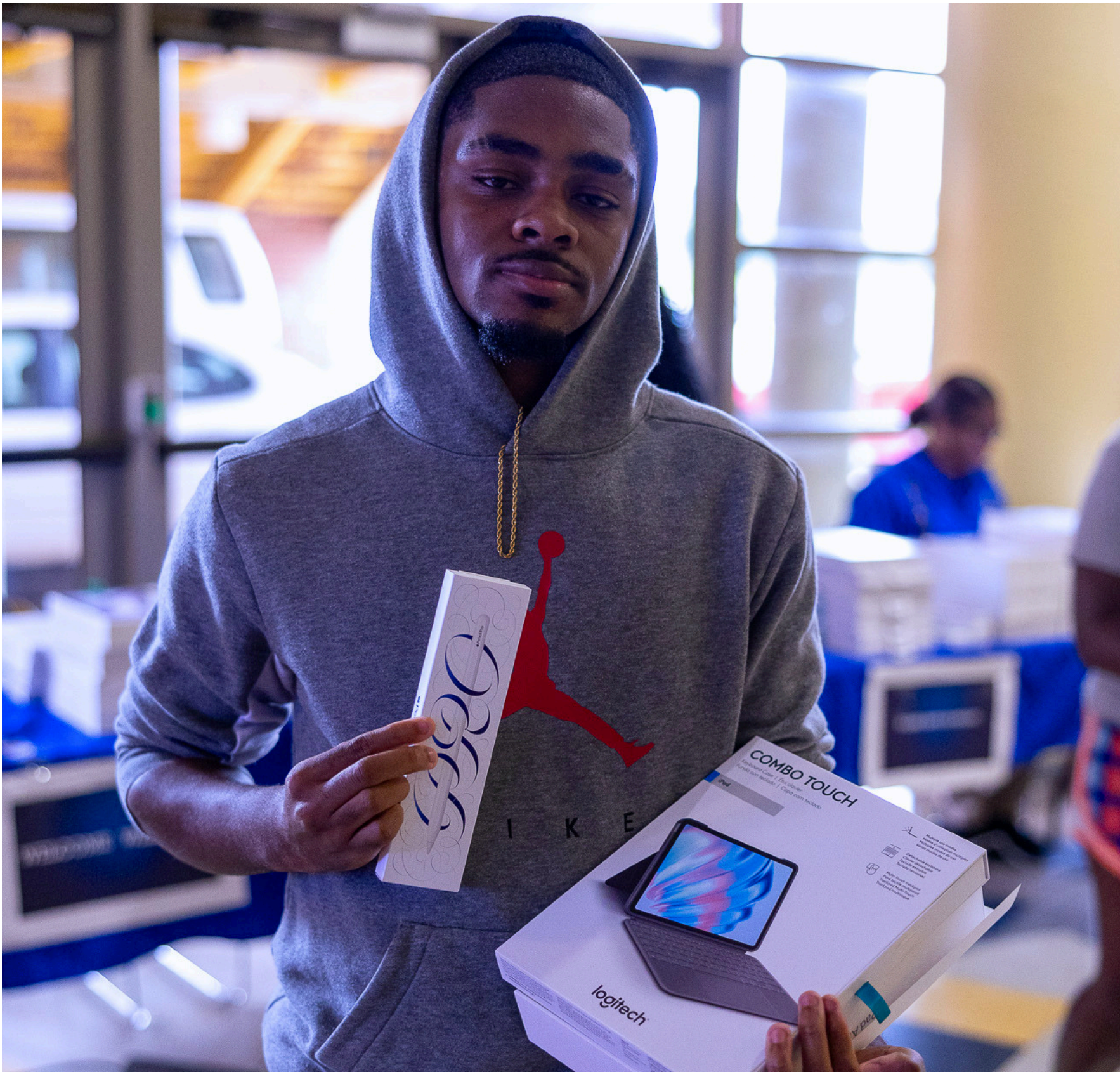
- Strategic Priority 4: Engagement and Collaboration — the Apple Academic Project is administered in cross-functional coordination with the Office of Information Technology.

CHALLENGES

- No significant challenges were encountered during Year 3.

NEXT STEPS

- The Apple Academic Project will continue to be administered in coordination with the Office of Information Technology. Effective October 1, 2026, the mobile device deployment initiative will be formally consolidated under Activity B-08 — Technology and Customer Service.



ACTIVITY B-04

DEVELOPING DATABASES TO EFFECTIVELY INTEGRATE DATA ANALYTICS

Title III Part B | Year 3 (FY2025: October 1, 2024 – September 30, 2025) |
Director: Dr. Kermelle Hensley (Interim), Office of Institutional Research, Planning, and Effectiveness

OVERVIEW

The Office of Institutional Research, Planning, and Effectiveness (OIRPE) made significant progress during Year 3 in building the institution's data infrastructure under the interim leadership of Dr. Kermelle Hensley. Three major institutional dashboards were developed and deployed, and two external program reviewers were engaged to strengthen academic quality and accreditation readiness in the College of Education. The six annual stakeholder training sessions required under PI 1.1 were not delivered during Year 3 due to documented staffing constraints within OIRPE that predate Dr. Hensley's interim appointment.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to develop databases to effectively integrate data analytics to drive accreditation and data-driven decisions by September 30, 2027. Two performance indicators track stakeholder training sessions and engagement of external program reviewers.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1 - Stakeholder training sessions	6 sessions annually	Not met 0 sessions delivered; 3 dashboards developed and deployed (see narrative)
PI 1.2 External program reviewers engaged	3 annually	2 external reviewers engaged

PI 1.1 — DASHBOARD DEVELOPMENT (MAJOR ACHIEVEMENT)

While the six training sessions were not delivered, OIRPE developed three institutional dashboards that serve as core analytical tools: the Student Success Dashboard (GPA distribution, credit accumulation, retention, course success rates); the Student Registration Dashboard (Real-time enrollment, modality, course-taking patterns); and the SAP Risk Analysis Dashboard (students at risk of losing financial aid eligibility). These dashboards improve institutional readiness for accreditation and strengthen student success interventions.

PI 1.2 — EXTERNAL PROGRAM REVIEWERS

Two external reviewers were engaged: Dr. Cheryl Holcomb-Mcloy reviewed graduate counseling programs for CACREP accreditation readiness; Ms. Mary Wilkerson reviewed undergraduate teacher education to improve GACE exam pass rates. Both reviews produced actionable recommendations.

ACTIVITY SNAPSHOT

Activity:
B-04

Focus Area:
Data Infrastructure and Analytics

Director:
Dr. Kermelle Hensley (Interim)

Year 3 Period:
October 1, 2024 – September 30, 2025

KEY HIGHLIGHTS

Three institutional dashboards developed and deployed

0 of 6 stakeholder training sessions delivered

2 external program reviewers engaged

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Exceptional Student Experience — dashboards enable earlier and more targeted student interventions.
- Strategic Priority 2: Operational Excellence — three enterprise-level dashboards modernize FVSU’s data infrastructure.
- Strategic Priority 3: Organizational Identity — data-driven excellence positions FVSU competitively among peer HBCUs.
- Strategic Priority 4: Engagement and Collaboration — engagement of nationally recognized external reviewers builds external partnerships.

CHALLENGES

- OIRPE operated with significant understaffing and the absence of a permanent Executive Director throughout Year 3, constraining all program activities.
- Staffing limitations prevented faculty training delivery and created persistent delays in responding to campus stakeholders.

NEXT STEPS

- Advocate for additional staffing to ensure OIRPE can meet institutional expectations and growing data demands.
- Develop faculty training initiatives including workshops on data literacy, assessment planning, and program review.
- Strengthen data governance practices including data definitions, quality monitoring, and IT collaboration.



ACTIVITY B-05

DEVELOPING A STUDENT ENGAGEMENT AND ACHIEVEMENT CENTER

Title III Part B | Year 3 (FY2025: October 1, 2024 - September 30, 2025) |
Director: Dr. LaTia Scott, Executive Director, Student Engagement and Achievement Center

OVERVIEW

The Student Engagement and Achievement (SEA) Center served as the primary hub for academic support and engagement for first- and second-year students during Year 3. Dr. LaTia Scott led the delivery of advising, disability accommodations, peer tutoring, testing services, co-curricular programming, and civic engagement. The Center recorded over 5,787 co-curricular engagements and 4,000+ Knack tutoring contact hours. The first-year retention rate declined from 78.5% to 75.6%, falling short of the 1% annual increase target, and is identified as a priority focus for Year 4.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to develop a Student Engagement and Achievement Center that centralizes academic resources for first- and second-year students. Four performance indicators track retention, academic support engagement, co-curricular participation, and programming communications.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1.1 1-year retention rate	Increase by 1% annually	75.6% (down from 78.5% in Year 2)
PI 1.2 Academic advising contacts	80% of freshmen & sophomores	71 (Fall 2024 SEA event); 1,181 (Spring 2025)
PI 1.2 Academic accommodations	80% of freshmen & sophomores	397 students served
PI 1.2 Testing services	80% of freshmen & sophomores	720 documented visits
PI 1.2 Knack peer tutoring	80% of freshmen & sophomores	824 (Fall); 1,209 (Spring); 4,000+ contact hours
PI 1.3 Co-curricular engagements	20% of freshmen & sophomores	5,787 total (duplicated); 707 volunteer engagements
PI 1.4 Monthly programming notifications	80% of freshmen & sophomores	100% notified via PAWS

ACTIVITY SNAPSHOT

Activity:
B-05

Focus Area:
Student Engagement and Achievement Center

Director:
Dr. LaTia Scott

Year 3 Period:
October 1, 2024 - September 30, 2025

KEY HIGHLIGHTS

- 75.6% first-year retention rate
- 5,787 co-curricular engagements
- 4,000+ Knack tutoring contact hours
- 397 students served through accommodations
- 720 documented testing service visits
- 100% notified via PAWS

PI 1.1 - RETENTION

- The one-year retention rate declined from 78.5% to 75.6%, falling short of the 1% annual increase target. Contributing factors include data collection limitations, staffing constraints, and course availability delays. Targeted next steps are outlined below.

PI 1.2 - ACADEMIC SUPPORT

- Fall 2024 advising reflects 71 participants in the SEA Your Advisor event (September 30, 2024 - the only fall advising captured within the FY2025 window). Spring 2025: 1,181 advising contacts. Accommodations: 397 students. Testing: 720 visits. Knack: 824 fall, 1,209 spring, 4,000+ hours.

PI 1.3 - CO-CURRICULAR ENGAGEMENT

- 5,787 total co-curricular engagements and 707 volunteer engagements recorded. Both figures reflect duplicated counts; unduplicated data collection was identified as a challenge.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Exceptional Student Experience - Goal 2 (continuous improvement in student support) and Goal 4 (increasing graduation-ready students).

CHALLENGES

- Absence of unduplicated data across services posed challenges in accurately measuring progress toward performance indicators.
Staffing limitations imposed additional duties on current staff.
Course availability delays occasionally impacted timely student registration.

NEXT STEPS

- Improve data collection to ensure unduplicated participant data supports PI reporting.
Advance the Early Alert Program to provide timely interventions for at-risk students.
Evaluate the recently approved reorganization of SEA Center roles.
Revise Performance Indicator 1.4 to better reflect meaningful grant outcomes.



ACTIVITY B-06 | SUNSET YEAR 3

HONORS PROGRAM REVITALIZATION AND DEVELOPMENT

Title III Part B | Year 3 (FY2025: October 1, 2024 - September 30, 2025) | Director: Dr. Mark A. Smith, Fuller E. Callaway Professor and Honors Program Director

NOTE: This activity concluded at the end of Year 3. The program achieved its strongest enrollment growth to date and leaves a fully operational structure, governance handbook, and laptop loan initiative for continuation beyond the grant period.

OVERVIEW

The Honors Program recorded its strongest enrollment growth during Year 3, growing from 80 to 131 students a net increase of 51. The program is on track toward the five-year goal of 150 students. Four book discussions and two speaker series events were held. Thirty MacBook computers were ordered and distributed to Honors students.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to grow the Honors Program to 150 participating students by end of the five-year cycle, with 35 students added per year. Secondary objectives include academic enrichment and program governance.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
Enrollment growth (Year 3)	Net +35 students	131 enrolled (net +51; 72 added, 21 exited)
Book Discussions	4 per year	4 held; 46 unique participants
Speaker Series Events	2 per year	2 held
Laptop Loan Initiative	All enrolled students	30 MacBooks ordered Feb 2025; distributed Aug 2025
Program Handbook	Current and operational	Revised October 2024

ENROLLMENT GROWTH

Entering Year 3 with 80 students, the program closed at 131 - a net increase of 51.72 new students were added; 21 exited for failure to maintain academic standards, reflecting program rigor. Enrollment trajectory: 24 students at launch (2022), 45 (2023), 80 (2024), and 131 at close of Year 3.

ACTIVITY SNAPSHOT

Activity:
B-06

Status:
Sunset Year 3

Director:
Dr. Mark A. Smith

Year 3 Period:
October 1, 2024 -
September 30, 2025

KEY HIGHLIGHTS

Net increase of 51 students.
to 131 enrolled

4 book discussions held
with 46 unique participants

2 speaker series events
held

30 MacBooks ordered Feb
2025; distributed Aug 2025

Program handbook
revised October 2024

BOOK DISCUSSION PROGRAM

Four faculty-facilitated book discussions were held engaging 46 unique participants, centered on texts addressing history, justice, resilience, and the Black experience. Books for four additional discussions were ordered for future events.

HONORS SPEAKER SERIES

Two events were held. October 29, 2024: Ms. Areona Little (FVSU Class of 2023, Mercer University graduate student) on undergraduate research (65 attendees). April 17, 2025: Mr. LaShawn Hoffman on public health and civic engagement (28 attendees).

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Exceptional Student Experience (graduation readiness).
- Goal 1 (technology access) and Goal 4

CHALLENGES

- Attrition: 21 students exited for academic standards. Proactive academic support and mentoring needed to reduce attrition.

INSTITUTIONALIZATION PLAN

- Continue growing enrollment toward the five-year goal of 150 students.
Complete four book discussions scheduled using Year 3 procurement.
Expand academic mentoring support to reduce attrition among at-risk students.



ACTIVITY B-07 | SUNSET YEAR 3

DEVELOPING A CENTER FOR SOCIAL JUSTICE

Title III Part B | Year 3 (FY2025: October 1, 2024 - September 30, 2025)|
Director: Dr. Maisha S. Akbar, Department of Arts and Communications

OVERVIEW

The Center for Social Justice exceeded annual targets across three of five performance indicators in its final funded year. The Annual Social Justice Research Day engaged 11 student researchers against a target of 3. The Spring 2025 Arts Exhibition and Archival Exhibition included a Roundtable Lecture attended by 154 students and faculty. A collaboration with the U.S. Library of Congress fellow resulted in a Washington, D.C. visit for four students and one faculty member (not Title III funded).

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective was to develop a center facilitating interdisciplinary and community-based research, teaching, and service activities. This activity was sunset at the end of Year 3 as part of strategic funding decisions documented in the Year 3 Annual Performance Report.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1.1 Student research activities	3 per year	11 student researchers engaged
PI 1.2 Teaching activities	2 per year	3 teaching activities
PI 1.3 Service activities	2 per year	3 service activities
PI 1.4 Scholarly publication	1 per year	1 digital podcast episode produced
PI 1.5 FVSU International Folklore Archive	Established by 2027	In progress at conclusion

PI 1.1 - RESEARCH

Annual Research Day Essay Contest (April 11, 2025): 11 student researchers engaged, exceeding target of 3 by 267%.

PI 1.2 - TEACHING

Spring 2025 Arts Exhibition and Archival Exhibition: Art Exhibition and Archive Lecture (23 students), Roundtable Lecture (154 students and faculty), Music Listening Session (52 students).

ACTIVITY SNAPSHOT

ACTIVITY:
B-07

STATUS:
Sunset Year 3

DIRECTOR:
Dr. Maisha S. Akbar

YEAR 3 PERIOD:
October 1, 2024 -
September 30, 2025

KEY HIGHLIGHTS

11 student researchers engaged

3 teaching activities

3 service activities

1 digital podcast episode produced

Folklore Archive in progress

PI 1.3 SERVICE

- Three service activities including Spring Arts Exhibition programming and Washington, D.C. visit to the Library of Congress and the National Museum of African American History and Culture (May 11-13, 2025). D.C. visit was not Title III funded - it resulted from partnership with Dr. Allie Martin, U.S. Library of Congress fellow.

PI 1.4 SCHOLARLY PUBLICATION

- One digital podcast episode produced, meeting the annual target.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Strategic Priority 1: Exceptional Student Experience — undergraduate research participation and humanities programming.
- Strategic Priority 3: Organizational Identity - FVSU's commitment to equity and community-based scholarship.
- Strategic Priority 4: Engagement and Collaboration-symposiums, partnerships, and community-facing programming.

CHALLENGES

Personnel transitions during the reporting period created routing delays for report submission.

The Center for Social Justice research site was not finalized during the reporting period.

Student participation beyond campus was limited because Title III federal funds cannot support travel connected to this activity’s off-campus advocacy programming.



ACTIVITY B-08

IMPROVING TECHNOLOGY AND CUSTOMER SERVICE

Title III Part B | Year 3 (FY2025: October 1, 2024 - September 30, 2025) |
Director: Dr. Ndidi Akuta, CISSP, Chief Information Officer

OVERVIEW

The Office of Information Technology completed 229 technology infrastructure enhancements during Year 3, far exceeding the annual target of 50 (358% above target). The office also documented 94 software upgrades and replacements. Major projects included fiber optic expansion to Legacy Hall and future campus buildings, fiber to guard shacks at Tabor Hall and the Library enhancing campus security, 19 ACL classroom podium replacements, UPS replacements, camera upgrades, smartboard installations, and Teams Calling phone deployment. Objective 2 (financial aid technology) is reported as not applicable due to a leadership transition in the Financial Aid office.

OBJECTIVES AND PERFORMANCE INDICATORS

This activity pursues two objectives. Objective 1 upgrades and expands technology infrastructure. Objective 2 modernizes financial aid technology systems, which could not be reported due to a leadership transition.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1.1 Technology infrastructure enhancements	Target: 50	229 completed (358% above target)
PI 1.2 Software upgrades and replacements	Not specified	94 software items upgraded or replaced
PI 2.1 Financial aid technology improvements	N/A	N/A Leadership transition in Financial Aid
PI 2.2 Financial aid customer service metrics	N/A	N/A Leadership transition in Financial Aid

PI.1.1 INFRASTRUCTURE ENHANCEMENTS

229 enhancements completed across: UPS replacements in server rooms; video surveillance camera replacements; classroom podium computer replacements in 19 ACL classrooms; smartboard and CPU unit installations; Teams Calling phone installation campus-wide; aging computer and server replacements; fiber optic cabling from Pettigrew Hall to Gano/Legacy Hall corridor; fiber optic cabling to Tabor Hall and Library guard shacks for security enhancement.

ACTIVITY SNAPSHOT

Activity:
B-08

Focus Area:
Technology and Customer Service

Director:
Dr. Ndidi Akuta, CISSP

Year 3 Period:
October 1, 2024 - September 30, 2025

KEY HIGHLIGHTS

229 infrastructure enhancements completed

94 software upgrades or replacements

Annual target exceeded by 358%

Financial aid technology metrics reported N/A due to leadership transition

PI 1.2 SOFTWARE UPGRADES

- 94 software systems and applications were upgraded or replaced, based on IT procurement records October 2024-September 30, 2025. Items included enterprise productivity platforms, security tools, academic systems, and cloud services. A verified list of all 94 items has been submitted to the Title III office. Note: the external evaluator flagged PI 1.2 as insufficiently documented in prior cycles; this documentation should be reviewed against evaluator requirements before final submission.

OBJECTIVE 2 - FINANCIAL AID

- A leadership transition in the Financial Aid office during the reporting period prevented implementation and documentation of Objective 2 performance indicators. These will be addressed in subsequent planning and reporting cycles with new Financial Aid leadership.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Academic Excellence - instructional spaces equipped with current technology.
- Strategic Priority 2: Student Success - modernized technology infrastructure supports student-facing systems.
- Strategic Priority 3: Operational Effectiveness-aging hardware replaced; network strengthened; campus security improved.

CHALLENGES

- PI 1.2 documentation standards flagged by external evaluator in prior cycles; ongoing priority to capture software data in evaluator-acceptable format.
- Financial Aid leadership transition prevented Objective 2 reporting.
- Scale of 229 enhancements required significant cross-departmental coordination.

NEXT STEPS

- Establish standardized documentation processes for software upgrades to satisfy evaluator requirements.
- Work with new Financial Aid leadership to implement Objective 2 improvements.
- Continue fiber infrastructure expansion to support new campus facilities.
- Maintain structured hardware replacement schedule.

ACTIVITY B-09 | SUNSET YEAR 3

DEVELOPING AN HPE
SUMMER ENRICHMENT PROGRAM

Title III Part B | Year 3 (FY2025: October 1, 2024 - September 30, 2025) |
Final Reporting Year | Director: Korrey Hammond
NOTE: This activity concluded at the end of Year 3 due to a federal mid-cycle funding reduction. The program will continue through institutionalization within Athletics, HPE, and community outreach structures.

OVERVIEW

The Health and Physical Education Summer Enrichment Program (HPESEP) completed its third and final year of Title III-supported operation during Summer 2025. The program served 51 youth participants from the Fort Valley community and surrounding region. Pre and post assessments were designed and administered across all program areas, and daily participation was documented through sign-in sheets. Outcome data for three of four performance indicators was not fully captured in a form sufficient for verified reporting.

OBJECTIVES AND PERFORMANCE INDICATORS

The objective was to develop and operate an HPE Summer Enrichment Program at FVSU, with the long-term goal of institutionalizing a sustainable community youth enrichment model.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1 Program enrollment	Target: 150 by June 1	51 participants enrolled
PI 2 Sports knowledge and competence	85% of participants	Pre and post assessments administered; outcome data not fully documented
PI 3 Social and academic skills	60% of participants	Pre and post assessments administered; outcome data not fully documented
PI 4 Career planning and postsecondary awareness	80% of participants	Pre and post assessments administered; outcome data not fully documented

PROGRAM ENROLLMENT

51 youth participants enrolled, drawn from the Fort Valley community and surrounding region.

ASSESSMENT ADMINISTRATION

Pre and post assessments were designed and administered across program areas, but outcome data for three of four indicators was not fully captured in a form sufficient for verified reporting. Daily participation was documented through sign-in sheets.

ACTIVITY SNAPSHOT

Activity:
B-09

Status:
Sunset Year 3

Reporting Year:
Final Reporting Year

Director:
Korrey Hammond

Program:
HPE Summer Enrichment Program

Year 3 Period:
October 1, 2024 -
September 30, 2025

KEY HIGHLIGHTS

51 youth participants enrolled

Pre and post assessments administered

Daily participation documented through sign-in sheets

Outcome data for 3 of 4 indicators not fully captured

Program to continue through institutionalization

Pre and post assessments were designed and administered across all three outcome areas. Complete outcome data was not captured in a form sufficient for verified reporting. Administration of both pre and post assessments across all areas represents improvement over prior years.

THREE-YEAR PROGRAM SUMMARY

Over three years, HPESEP developed structured curricula in sports, academic skills, and postsecondary preparation; built relationships with local schools and families; trained staff in program delivery; and piloted assessment tools. Assessment infrastructure improved in Year 3.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 3: Organizational Identity - FVSU as an active community partner, consistent with the land-grant mission.
- Strategic Priority 4: Engagement and Collaboration-connecting community youth with FVSU facilities, personnel, and academic culture.

CHALLENGES

- The program lacks a dedicated data specialist, which impacted post-assessment completion and outcome documentation.
- Gap between enrolled participants and daily attendance indicates a need for participant retention strategies.

INSTITUTIONALIZATION PLAN

- Integration into Athletics and HPE departmental operations with existing staff coordination.
Incorporation into FVSU's broader community outreach framework.
Adoption of Year 3 assessment tools as standard instruments going forward.
Pursuit of alternative funding, including community partnerships, local government support, and foundation grants.



ACTIVITY B-10

STRENGTHENING RESEARCH ENRICHMENT

Title III Part B 1 Year 3 (FY2025: October 1, 2024 - September 30, 2025) |
Director: Alfreda Hester, Research Grant and Contract Administrator

OVERVIEW

The Research Enrichment activity engaged 24 unduplicated students and 7 unduplicated faculty members in research-related training, development, courses, and interaction during Year 3. Fort Valley State University received Carnegie classification recognition for annual research and development investment exceeding \$2.5 million - a milestone reflecting sustained investment in research infrastructure supported in part through this activity across multiple grant years.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to strengthen FVSU's research capacity by increasing student and faculty participation in research training and development. Performance indicators track unduplicated student and faculty engagement.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 3)
PI 1.1 Unduplicated students in research activities	Not specified	24 unduplicated students
PI 1.2 Unduplicated faculty in research development	Not specified	7 unduplicated faculty members
PI 1.3 Grant proposals submitted	Not specified	Data not available for Year 3 - omitted from reporting

PI 1.1 Student Research Participation

24 unduplicated students participated in research training, development, courses, and online interaction. Engagement spanned formal coursework with research components, structured training, and facilitated interaction with faculty researchers and external resources.

PI 1.2 - Faculty Research Participation

7 unduplicated faculty members participated in research training and development. Faculty engagement supports FVSU's capacity to sustain a productive research culture and strengthen competitive grant submissions.

ACTIVITY SNAPSHOT

Activity:
B-10

Status:
Year 3

Reporting Year:
FY2025: October 1, 2024 - September 30, 2025

Director:
Alfreda Hester, Research Grant and Contract Administrator

Reporting Period:
October 1, 2024 - September 30, 2025

KEY HIGHLIGHTS

- 24 unduplicated students
- 7 unduplicated faculty members
- Data not available for Year 3 - omitted from reporting

INSTITUTIONAL RESEARCH RECOGNITION

- FVSU received Carnegie classification recognition for annual R&D investment exceeding \$2.5 million. This recognition reflects cumulative institutional investment including capacity built through this Title III activity and positions FVSU competitively among peer HBCUs and land-grant institutions.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Academic Excellence - building student and faculty research capacity.
- Strategic Priority 2: Student Success - research experiences supporting persistence and graduate school preparation.
- Strategic Priority 3: Organizational Identity, contributing to the research profile earning Carnegie classification recognition.
- Strategic Priority 4: Engagement and Collaboration, faculty-student research collaboration, and external scholarly connections.

CHALLENGES

- Competing demands on faculty time, including teaching loads and service, can limit research engagement.
- Absence of a verified figure for grant proposals reflects a documentation gap in tracking proposal activity.

NEXT STEPS

- Strengthen data collection systems for research activity including grant submissions and faculty scholarly output.
- Expand student outreach to increase unduplicated participation, particularly among first-generation students.
- Build on Carnegie classification to pursue additional research-focused funding and partnerships.
- Support faculty in developing competitive proposals through workshops and peer review processes.



ACTIVITY B-11 | SUNSET YEAR 2

ESTABLISHING A STUDENT INTERNATIONALIZATION PROGRAM AT FVSU

Title III Part B | Year 2 (FY2024: October 1, 2023 – September 30, 2024) | Final Reporting Year
Reporting-Year Director: Dr. Rayton Sianjina, Office of Global Studies and Engagement (served through Year 2)
NOTE: This activity concluded at the end of Year 2 due to a federal mid-cycle funding reduction. Reporting period for this section is Year 2 (FY2024), not Year 3, as this was the final funded year.

OVERVIEW

The Student Internationalization Program was established to equip students from economically and educationally disadvantaged backgrounds with global intercultural competencies. In its final funded year, the program exceeded several annual performance targets, nearly doubling student enrollment and delivering seven Global Intercultural Sensitivity Seminars against a target of five.

OBJECTIVES AND PERFORMANCE INDICATORS

Two objectives: enroll at least 200 students in the internationalization program by 2027; identify and redesign courses to reflect global content by 2027.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 2)
PI 1.1 Students enrolled in IZN Program	25 per year	48 students enrolled
PI 1.2 Seminar attendance	25 per year	84 students attended at least one of seven seminars
PI 1.3 Seminars held	5 per year	7 seminars held
PI 2.1 Faculty trained in course redesign	25 total by 2027	23 faculty trained
PI 2.2 Courses redesigned	25 total by 2027	21 courses redesigned
PI 2.3 Courses tested with ICCS instrument	25 total by 2027	0-efforts underway at conclusion
PI 2.4 MOUS signed	10 by 2027	2 MOUS signed in Year 2

PROGRAM OUTCOMES

48 students enrolled (target: 25). 84 attended at least one of seven seminars. 23 faculty trained in course redesign; 21 courses redesigned. 2 MOUs with institutions of higher education signed.

ICCS TESTING

The ICCCs self-assessment instrument was identified; digitization was underway in collaboration with the Center for Teaching and Learning. Testing did not commence before the activity concluded.

ACTIVITY SNAPSHOT

Activity:
B-11

Status:
Sunset Year 2

Reporting Year:
Final Reporting Year

Current Director:
Dr. Tamara Payne

Reporting Period:
October 1, 2023 – September 30, 2024

KEY HIGHLIGHTS

- 48 students enrolled
- 84 students attended at least one seminar
- 7 seminars held
- 23 faculty trained
- 21 courses redesigned
- 0 — efforts underway at conclusion
- 2 MOUs signed

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Exceptional Student Experience — Goal 4: graduates equipped for a global economy.
- Strategic Priority 4: Engagement and Collaboration — preparing students with global marketable skills.

CHALLENGES

- Outreach to international students remained limited, restricting program diversity.
- Funding constraints for community connectivity limited participation in off-campus programming.





PART F ACTIVITIES

Year 5 | October 1, 2024 – September 30, 2025

Activities F-01 through F-03 | Final Funded Year

ACTIVITY F-01

REHABILITATING FVSU'S ACADEMIC FACILITIES

Title III Part F-01 | Year 5
Director: Edwidge Dufresne, Director of Facilities Management

OVERVIEW

The Rehabilitating Academic Facilities initiative continued strengthening critical infrastructure across the FVSU campus, addressing maintenance and modernization needs in academic buildings that serve students daily. Projects spanned classroom buildings, specialized academic facilities, and student-facing campus spaces.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to rehabilitate at least six academic facilities through maintenance, renovation, and equipment purchase or replacement by the close of the grant cycle. Targeted facilities include Hubbard Hall, Bond Hall, O'Neal Veterinary Technology Building, HPE Complex, the Academic Classroom Building, and the Counseling and Testing Materials building.

RESULTS AND IMPACT

Facility rehabilitation work during the reporting period focused on improving the academic environment for students and faculty across multiple buildings. Completed work included:

- Warner Robins Center — Chiller replacement, restoring climate control to FVSU's satellite campus
- Robert W. Patton Hall — Elevator repair, improving mobility access throughout the academic building
- O'Neal Veterinary Technology Building — HVAC controls upgrade, enhancing the learning environment for veterinary science students
- HPE Complex — Restroom renovations and interior improvements, modernizing one of the most heavily used student-facing facilities on campus

Additional facility work was initiated and continues into the next reporting period.

STUDENT AND INSTITUTIONAL IMPACT

These facility improvements directly support the FVSU student experience by ensuring that academic buildings provide the climate, accessibility, and functional environment students need to focus on learning. Facility investments under Title III have allowed FVSU to address infrastructure needs that might otherwise have required deferred maintenance, ensuring that academic spaces remain operational, modern, and welcoming.

ACTIVITY SNAPSHOT

Activity:
Activity F-01

Title:
Title III Part F

Year:
Year 5

Reporting Period:
FY2025: October 1, 2024 -
September 30, 2025

Director:
Edwidge Dufresne, Director of
Facilities Management

KEY HIGHLIGHTS

- 5 facility rehabilitation projects completed
- 4 academic buildings impacted
- Continued progress toward six-facility objective
- Additional projects initiated for next reporting cycle

ONGOING PROJECT

- The O’Neal Veterinary Technology Building Chiller Replacement was initiated on December 5, 2024, and extends into FY2026. Installation was completed during Year 5, with full operational status expected by the end of April 2026.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1 : Exceptional Student Experience — Goal 1 : maintaining a physical campus that supports teaching, learning, and scholarship.

CHALLENGES

- Staffing shortages reduced procurement efficiency and delayed project timelines. All five completed projects were delivered.

NEXT STEPS

- Complete the O’Neal Veterinary Technology Building Chiller Replacement.
- Seek additional funding to continue advancing academic facilities beyond the Title III grant period.



ACTIVITY F-02

NANOTECHNOLOGY LAB
POST-GRANT IMPACT

Title III Part F | Post-Grant Period (Grant concluded end of Year 4) |
Director: Dr. Hari P. Singh, Associate Professor, College of Agriculture, Family Sciences and Technology

OVERVIEW

The nanotechnology lab established through Title III Part F funding has continued to operate as a fully functional research and training facility since the conclusion of the grant period. The lab has generated 11 conference presentations at regional, national, and international venues in 2025. Four students are currently conducting nanotechnology-related research projects. High school students have participated in hands-on lab experiences, extending FVSU's community outreach. Two additional presentations were delivered in early 2026, demonstrating continued momentum.

OBJECTIVES AND PERFORMANCE INDICATORS

This section reports post-grant impact. The grant period concluded at the end of Year 4. The objective of this section is to document the sustained institutional value of the nanotechnology investment beyond the funded period.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 5)
Active student researchers (post-grant)	Sustained engagement	4 students currently conducting research
Conference presentations (2025)	Continued scholarly output	11 presentations at regional, national, and international venues
Community outreach	Expanded access	High school students participated in hands-on lab experiences
2026 presentations (current period)	Noted for context only, not grant outcomes	2 additional presentations

CONTINUED STUDENT AND FACULTY ENGAGEMENT

Students are actively conducting nanotechnology research projects in the lab. High school students have participated in hands-on research and training experiences, building scientific interest in the next generation of researchers.

RESEARCH PRESENTATIONS - 2025

11 presentations delivered at: 10th HBCU Climate Change Conference, New Orleans (3 presentations); CANVAS 2025, Salt Lake City (6 presentations including topics on silicon nanoparticles, zeolite-based

ACTIVITY SNAPSHOT

Activity:
F-02

Post-Grant Period:
(Grant concluded end of Year 4)

Director:
Dr. Hari P. Singh, Associate Professor, College of Agriculture, Family Sciences and Technology

KEY HIGHLIGHTS

11 conference presentations at regional, national, and international venues in 2025

4 students currently conducting research

High school students participated in hands-on lab experiences

2 additional presentations delivered in early 2026

nanofertilizers, biochar nanofertilizer, carbon nanotubes, superabsorbent hydrogel, and silica nanoparticles). Note: 2 additional presentations were delivered at the 11th HBCU Climate Change Conference in 2026 — these reflect current period activity, not grant outcomes.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Academic Excellence — sustained research productivity and student mentorship.
- Strategic Priority 3: Organizational Identity — ongoing scholarly output affirm FVSU's research profile.
- Strategic Priority 4: Engagement and Collaboration — high school outreach extends FVSU's land-grant community mission.

CHALLENGES

- The nanotechnology lab operates without dedicated external funding beyond its self-sustaining research activities. Continued access to equipment, supplies, and student support will require institutional commitment or alternative funding.

NEXT STEPS

- Broaden student access to the lab across campus disciplines.
- Foster interdisciplinary collaboration beyond the lab's original research focus.



ACTIVITY F-03

UNDERGRADUATE RESEARCH
ACADEMY AND SCHOLARS
PROGRAM

Title III Part F | Year 5 (FY2025: October 1, 2024 - September 30, 2025) |
Director: Dr. Celia Dodd, Director of Undergraduate Research, Professor of Biology

OVERVIEW

The Undergraduate Research Academy and Scholars Program completed its fifth and final funded year with strong growth in student applications and sustained five-year impact. The Year 5 cohort of the Valley Scholars Program enrolled 18 students, bringing the total across five years to 82 Valley Scholars. Student applications to research internships increased 27% (147 total, up from 112 in Year 4), dramatically exceeding the 2.5% annual target. Student participation in research internships declined 22% (69 total, down from 86 in Year 4), falling short of the 2% growth target. Across the full five-year program, student participation increased 40% from the Year 1 baseline.

OBJECTIVES AND PERFORMANCE INDICATORS

The primary objective is to promote student academic and professional success through the Undergraduate Research Academy and Valley Scholars Program. Two PIs track annual growth in students applying to and participating in undergraduate research internships.

RESULTS AND OUTCOMES

Performance Indicator	Target	Actual (Year 5)
PI 1.1 Students applying to research internships	2.5% increase per year	27% increase 147 total (up from 112 in Year 4)
PI 1.2 - Students participating in research internships	2% increase per year	22% decrease-69 total (down from 86 in Year 4)
Valley Scholars Year 5 cohort	Sustained cohort implementation	18 students enrolled
Valley Scholars - 5-year total	Program milestone	82 total Valley Scholars across five years
Five-year cumulative participation	Long-term growth	40% increase from Year 1 baseline

PI 1.1 APPLICATIONS

147 applications submitted in Year 5 - a 27% increase from the 112 submitted in Year 4, dramatically exceeding the 2.5% annual target. Growth reflects expanded program visibility and targeted recruitment through 4 research recruitment sessions and website updates.

ACTIVITY SNAPSHOT

Activity:
F-03

Title III Part:
Part F

Year:
Year 5 (FY2025)

Reporting Period:
October 1, 2024 -
September 30, 2025

Director:
Dr. Celia Dodd

KEY HIGHLIGHTS

- 147 research internship applications
- 27% increase from Year 4
- 18 Valley Scholars enrolled in Year 5
- 82 total Valley Scholars across five years
- 40% cumulative participation growth

PI 1.2 PARTICIPATION

- 69 students participated in Year 5, a 22% decrease from 86 in Year 4. This single-year decline does not reflect the program's overall trajectory. Across the full five-year grant period, student participation increased 40% from the Year 1 baseline. A centralized tracking system gap may have resulted in some participants going uncounted.

VALLEY SCHOLARS PROGRAM

- The fifth cohort enrolled 18 students, bringing the five-year total to 82 Valley Scholars who received structured research mentorship and professional development.

STRATEGIC PLAN ALIGNMENT

- Strategic Priority 1: Exceptional Student Experience — Goal 4: graduating students equipped for a knowledge- and service-based economy.

CHALLENGES

- Absence of a centralized system for tracking research participation may have resulted in undercounting in Year 5.

NEXT STEPS

- Collaborate with OPIRE to develop a centralized tracking system for undergraduate research participation.
- Establish a mechanism to record research participation on student transcripts.
- Enable consistent reporting to the University System of Georgia.



ALIGNMENT OF TITLE III ACTIVITIES TO STRATEGIC PRIORITIES

The following table summarizes how each Title III activity aligns with the FVSU 2020-2025 Strategic Plan.

SP1 Exceptional Student Experience		SP2 Operational Excellence		SP3 Organizational Identity	SP4 Engagement and Collaboration
Title III Activity	Director	Primary Priority	Secondary Priority	Key Reported Outcome	
PART B ACTIVITIES				Year 3 (FY2025: October 1, 2024 - September 30, 2025)	
B-01 Online Learning	Hancock	SP1	SP2	9 QM courses (scores 90-98); 2 micro-learning units completed	
B-02 Faculty/Staff Dev	Hancock	SP1, SP2	SP3	63 workshops and conferences; 11 faculty at external conferences	
B-03 STEAM Offerings	Hancock	SP1	SP4	90% freshman mobile device deployment via Apple Academic Project - Met	
B-04 Data Analytics	Hensley (Interim)	SP2	SP1, SP3	3 institutional dashboards deployed; 2 external program reviewers engaged	
B-05 Student Engagement	L. Scott	SP1	SP4	5,787 co-curricular engagements; 4,000+ Knack tutoring contact hours	
B-06 Honors Program*	M. Smith	SP1	—	131 students enrolled (from 24 at program launch in 2022)	
B-07 Social Justice*	Akbar	SP1, SP3	SP4	11 student researchers; Roundtable Lecture: 154 attendees	
B-08 Technology/IT	Akuta	SP1, SP2	SP3	229 infrastructure enhancements (358% above target); 94 software upgrades	
B-09 HPE Enrichment*	Hammond	SP3	SP4	51 community youth enrolled; pre and post assessments administered	
B-10 Research Enrichment	Hester	SP1, SP2	SP3, SP4	24 students; 7 faculty; Carnegie R&D classification recognition	
B-11 Internationalization**	Payne	SP1	SP4	48 enrolled; 84 seminar attendees; 21 courses redesigned (Year 2 final)	
PART F ACTIVITIES				Year 5 (FY2025: October 1, 2024 - September 30, 2025)	
F-01 Academic Facilities	Dufresne	SP1	—	4 Academic buildings impacted by facility rehabilitation	
F-02 Nanotechnology Lab	H. Singh	SP1, SP3	SP4	11 conference presentations (post-grant); 4 active student researchers	
F-03 Undergrad Research	Dodd	SP1	—	82 Valley Scholars (5-yr total); 40% cumulative participation growth	

* Sunset Year 3 (funding reallocation) ** Sunset Year 2 (funding reallocation)

CHALLENGES AND LESSONS LEARNED

Staffing and Leadership Transitions

Staffing constraints and leadership transitions represented the most pervasive cross-cutting challenge of Year 3. The Office of Institutional Research, Planning, and Effectiveness operated without a permanent Executive Director throughout the reporting period. A leadership transition in the Financial Aid office prevented reporting of Objective 2 under Activity B-08. Leadership transitions within Activity B-07 created delays in report submission. These circumstances underscore the institutional need to build succession-planning and interim capacity structures to preserve program continuity when personnel change.

Documentation and Data Collection

Several activities identified gaps in data collection infrastructure that limited the ability to fully document outcomes. The external evaluator has previously flagged PI 1.2 under Activity B-08 for insufficient documentation. The Research Enrichment activity (B-10) could not report a verified figure for grant proposals. The Student Engagement Center (B-05) identified unduplicated vs. duplicated headcount as an ongoing challenge. The Undergraduate Research Academy (F-03) acknowledged a centralized tracking gap that may have resulted in undercounting participants. Strengthening data systems across activities is a shared institutional priority for Year 4 and beyond.

Performance Target Achievement

Several activities did not meet annual performance targets during Year 3. Online Learning (B-01) completed 9 of 12 targeted courses. Data Analytics (B-04) did not deliver the 6 required stakeholder training sessions. The first-year retention rate (B-05) declined from 78.5% to 75.6%. Undergraduate research internship participation (F-03) declined 22% from Year 4. In each case, contributing factors have been identified and next steps outlined. Honest reporting of gaps is consistent with FVSU's commitment to accountability and continuous improvement.

Institutionalization of Sunset Activities

Year 3 marked the final funded year for three Part B activities: the Honors Program, the Center for Social Justice, and the HPE Summer Enrichment Program. The Student Internationalization Program concluded at the end of Year 2. The Honors Program and the HPE Summer Enrichment Program concluded with institutionalization plans in place; the Honors Program is transitioning to an Honors College, and the HPE Summer Enrichment Program will continue through institutionalization within Athletics, HPE, and community outreach structures. The Center for Social Justice and the Student Internationalization Program concluded without a documented institutionalization plan. The primary challenge going forward is ensuring that the infrastructure, relationships, and practices built through Title III funding are sustained through institutional resources and alternative funding where institutionalization plans exist, and identifying continuity pathways where they do not.

The APR-First Workflow as a Lesson Learned

A significant operational lesson from Year 3 was the value of establishing a verified data baseline from APR and evaluation records before drafting activity sections, rather than relying solely on director submissions. This approach, established mid-project by the Title III Director, enabled drafting to proceed even when submissions were delayed and reduced the risk of unverified figures entering the report. It will serve as a model for future reporting cycles.

CONCLUSION

Year 3 of Fort Valley State University's Title III, Part B program, and Year 5, the final year, of Title III, Part F, were not years of beginnings. They were years of completion: activities concluding, infrastructure commissioned, students reaching milestones, and an institution building on the foundation laid across both funding cycles.

Three Part B activities sunset at the end of Year 3, while the Student Internationalization Program had concluded at the end of Year 2. Each left behind something durable: a more diverse and rigorous Honors Program, a community of students and faculty engaged in social justice scholarship, a summer enrichment model transitioning toward institutionalization, and a university community more globally competent than it was when funding began. Title III Part F completed its fifth reporting year with a fully established Nanotechnology Laboratory, continued rehabilitation and modernization across multiple academic facilities, and sustained work through the Undergraduate Research Academy and Valley Scholars Program.

The numbers documented in this report are the result of work that is often invisible: an IT office replacing 229 pieces of infrastructure one at a time across a sprawling campus; a data office building dashboards under staffing constraints that would have justified doing nothing; a facilities team completing rehabilitation projects across two grant cycles while managing vendor timelines and procurement delays. The Carnegie classification recognition for R&D investment exceeding \$2.5 million did not happen in Year 3; it accumulated across years of deliberate investment. In Year 3, FVSU elevated it as part of the broader Title III impact story.

This report also documents gaps honestly. Training sessions that were planned but not delivered. A retention rate that declined. Outcome data that was not fully captured. These gaps are not failures of the institution's commitment; they are evidence that FVSU takes reporting seriously enough to tell the truth about what happened and what comes next.

The work supported by these two Title III cycles has touched academic programs, physical facilities, research capacity, student services, faculty development, and community engagement. It has positioned Fort Valley State University to enter the next grant cycle with stronger data systems, more capable personnel, better facilities, and a clearer understanding of what it takes to build something that lasts.

That is the standard this institution holds itself to. This report is the record of how it is meeting it.

TITLE III ANNUAL REPORT

FORT VALLEY STATE UNIVERSITY

TITLE III ADMINISTRATION

Annual report | Building to Last | Year 3

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