

FORT VALLEY STATE UNIVERSITY

Title III, Part B — Strengthening HBCUs

Executive Impact Report

October 1, 2022 – September 30, 2025 • Years 1–3 Completed • Year 4 Active

This report presents the three-year impact and outcomes of Fort Valley State University's Title III, Part B federal grant program — a strategic investment in strengthening FVSU's academic capacity, student success infrastructure, research enterprise, and technology systems. It is prepared by the Office of Title III for institutional leadership and public reporting purposes.

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Office of Title III • Fort Valley State University

COMPREHENSIVE DEVELOPMENT PLAN SUMMARY

The Comprehensive Development Plan (CDP) is the foundational planning document that guided the implementation of Title III, Part B at Fort Valley State University. Developed in alignment with FVSU's 2020–2025 Strategic Plan, Unleashing 21st Century Innovation, Transformation, and Excellence, the CDP identified the institution's most pressing areas of need and charted a course for using federal investment to address them.

Institutional Context

Fort Valley State University is an 1890 Land-Grant HBCU located in Fort Valley, Georgia — one of only nineteen such institutions in the nation. As a rural-serving institution with a mission rooted in access, equity, and academic excellence, FVSU faces a distinct set of challenges and opportunities that the CDP was designed to address.

At the time the CDP was developed, FVSU was navigating several institutional priorities: improving student retention and graduation rates, expanding data analytics and institutional research capacity, modernizing technology infrastructure, developing student engagement and success programs, strengthening the research enterprise, and building faculty and staff professional development systems.

Strategic Priorities Driving the CDP

The CDP was organized around four strategic priorities from FVSU’s institutional plan:

- Enhancing the quality and distinctiveness of the FVSU educational experience for all students
- Promoting excellence, innovation, and creativity throughout all areas of the University
- Upgrading FVSU’s infrastructure and technology systems
- Enhancing FVSU’s image and organizational identity as a 21st century HBCU and 1890 Land-Grant institution

How Title III Part B Addressed the CDP

Title III, Part B funding was deployed across twelve activities in Years 1–3, each designed to advance one or more of the CDP’s strategic priorities. Following a mid-cycle federal allocation reduction, four activities were sunset at the close of Year 3, consolidating resources around eight high-impact continuing programs.

Activity	CDP Priority Addressed
Project Administration	Institutional management, compliance, and strategic alignment
Data Analytics (OIRPE)	Operational excellence; data-driven decision-making; accreditation readiness
Faculty & Staff Development	Academic excellence; teaching, research, and retention improvement
High Quality Online Learning	Exceptional student experience; access and flexibility
STEAM Offerings (Apple Academic Project)	Exceptional student experience; technology-enhanced learning
Research Enrichment	Innovation and research capacity; Carnegie classification milestone
Student Engagement & Achievement Center	Exceptional student experience; retention and persistence
Technology & Customer Service	Infrastructure modernization; operational excellence
IZN Program (sunset Yr 3)	Engagement and collaboration; global competency
Honors Program (sunset Yr 3)	Academic excellence; student achievement
Center for Social Justice (sunset Yr 3)	Academic instruction in underrepresented disciplines
HPE Summer Enrichment (sunset Yr 3)	Community outreach; college readiness

Assessment and Accountability

Throughout the grant cycle, the Title III Office maintained a rigorous internal accountability structure. Activity directors submitted quarterly progress reports and time-and-effort documentation, and the Title III Director provided ongoing technical assistance to ensure alignment with federal requirements and institutional goals. Annual formative and summative evaluations conducted by an independent external evaluator provided an additional layer of oversight and program review. This executive report reflects the culmination of that three-year monitoring and accountability process.

A. EXECUTIVE SNAPSHOT

Metric	Value
Grant Cycle	2022–2027 (5 Years) • Years 1–3 Completed • Year 4 Active
Total Funds Expended (Years 1–3)	\$14,248,537
Number of Grant Activities (Years 1–3)	12 Activities (8 continuing into Year 4)
Peak Fall Enrollment	3,177 Students (Fall 2025)
Year 3 Retention Rate	79% — +12 pts from 67% pre-grant baseline
Carnegie Research Classification	Achieved Year 3 — Annual R&D above \$2.5M
Carryover Rate Improvement	38.2% (Yr 1) → 22.5% (Yr 2) → 15.6% (Yr 3)
External Evaluation Record	Zero Major Recommendations — All 3 Years
Honors Program Cumulative Growth	144 Students Added — 96% of 5-Year Goal
QM Online Courses Developed	58 Courses Across Years 1–3
Technology Infrastructure Enhancements	229 Completed in Year 3 Alone (358% Above Target)

Key Highlights

- Title III Part B grant completed three full years of federal funding — October 2022 through September 2025 — with Year 4 currently active
- FVSU achieved Carnegie Research Classification in Year 3 — annual R&D investment above \$2.5 million — a historic institutional milestone
- Retention rate reached 79% in Year 3 — the strongest result in the grant cycle and a 12-point improvement from the 67% pre-grant baseline
- Enrollment grew to 3,177 students in Fall 2025 — the highest in the grant cycle
- Student Engagement and Achievement (SEA) Center engaged 100% of freshmen and sophomores in Year 2 and drove a 3% retention improvement in Year 3
- Apple Academic Project delivered mobile devices to 90% of incoming freshmen in Year 3 — a \$2.4M investment across Years 2 and 3
- Four activities were strategically sunset at the close of Year 3 following a mid-cycle federal allocation reduction — program objectives substantially met prior to closure
- FVSU ranked #1 Public HBCU in Georgia for seven consecutive years (U.S. News & World Report)

B. ACTIVITY-LEVEL BREAKDOWN

Continuing Activities — Year 4 Active

Activity 1 — Project Administration

Purpose: Provides overall coordination, compliance oversight, and fiscal management for the Part B grant.
Project Director: Danyell Barry, Title III Director

Activity 1 — Objective & Performance Indicators

- Objective: Ensure 100% of activities are designed to address one or more of the University's Strategic Priorities by providing technical assistance to activity directors in aligning activities to the University's Strategic Plan and writing measurable objectives and performance indicators.
- PI 1.1: Activity Directors will engage in at least two (2) review meetings or evaluations annually.
- PI 1.2: Activity Directors will submit four (4) quarterly progress reports, including the identification of issues that must be addressed to ensure the attainment of programmatic outcomes.
- PI 1.3: Activity Directors will submit four (4) quarterly time and effort reports annually.
- PI 1.4: Three (3) reports (Phase I Data Report, Phase II Data Report, and the Annual Performance Report) will be submitted each budget period, prior to the deadline.

Activity 2 — Developing Databases to Integrate Data Analytics (OIRPE)

Purpose: Build institutional capacity in data analytics, business intelligence tools, and outcomes assessment to support accreditation readiness and data-driven decision-making.

Project Director: Dr. Jill Ellis, Executive Director of Institutional Research, Planning, and Effectiveness

- Year 1: 2 business intelligence software platforms procured and deployed
- Year 2: 2 additional platforms procured — 4 total systems operational
- Year 3: 8 comprehensive training sessions delivered against a target of 6 — Exceeded
- Expenditure rate improved from 41.9% (Year 1) to 70.5% (Year 2) to 86.8% (Year 3)

Activity 2 — Objective & Performance Indicators

- Objective: To develop databases to effectively integrate data analytics to drive accreditation and data-driven decisions, by September 30, 2027.
- PI 1.1: Annually develop and deliver six (6) comprehensive training sessions to build stakeholder capacity in the use of institutional software, data analytics tools, and programmatic assessment methods.
- PI 1.2: Engage three (3) external reviewers annually, as needed, to conduct comprehensive academic program evaluations in alignment with the OIRPE review schedule.

Activity 3 — Expanding Faculty and Staff Development

Purpose: Expand professional development opportunities for faculty and staff to promote teaching quality, research productivity, and student retention.

Project Director: Dr. Darryl Hancock

- Year 1: Faculty conference and workshop participation target met
- Year 2: 25% cumulative faculty participation target met
- Year 3: 10% annual participation — double the 5% target; 60+ workshops and conferences delivered; new faculty mentoring program launched

Activity 3 — Objective & Performance Indicators

- Objective: Expand faculty and staff professional development activities and programs to promote teaching, research, and retention, annually.
- PI 1.1: Participation in professional development activities and programs will indicate 50% of faculty (10% annually) and 20% of staff (2% annually).
- PI 1.2: Participation in leadership development or succession planning activities will indicate 10% (2% annually) of faculty and staff; 5% of students (1% annually) will attend leadership workshops.
- PI 1.3: Faculty participation will indicate that 25% of faculty (5% annually) have attended a conference or workshop.
- PI 1.4: Each grant year 80% of new faculty and 1 junior faculty will have participated in and completed the faculty mentorship program.

Activity 4 — Expanding High Quality Online Learning

Purpose: Increase the number and quality of online courses and programs to expand access and support student success.

Project Director: Dr. Darryl Hancock

- Year 1: 10 Quality Matters-aligned online courses developed
- Year 2: 34 QM-aligned courses developed — 183% above target of 12
- Year 3: 14 QM-aligned courses developed plus new micro-learning units
- Three-Year Total: 58 Quality Matters online courses developed

Activity 4 — Objective & Performance Indicators

- Objective: Increase the online campus enrollment and online degree program/certificate offerings by 3% annually.
- PI 1.1: Increase online course development meeting a score of 85 on Quality Matters standards by 12 courses each year.
- PI 1.2: Establish a micro-learning development program that produces 10 micro-learning training units (2 in Year 1 and 2 each year thereafter).

Activity 5 — Updating and Improving the Quality of STEAM Offerings

Purpose: Improve the quality and student experience in STEAM disciplines through technology integration and mobile device deployment.

Project Director: Dr. Darryl Hancock

- Year 2: Apple Academic Project launched — \$1,195,318.75 invested in mobile device deployment and STEAM curriculum modernization
- Year 3: 90% of incoming freshmen received mobile devices — target met; \$1,197,916.74 invested
- Two-Year Apple Academic Project Investment: approximately \$2.4 million

Activity 5 — Objective & Performance Indicators

- Objective: Improve the quality and student experience in STEAM and other critical need disciplines annually.
- PI 1.1: Purchase and deploy modern mobile devices for at least 90% of incoming, campus-based freshmen each year.

Activity 6 — Instituting Research Enrichment

Purpose: Advance research capabilities of FVSU students, faculty, and staff through training, development, and sponsored programs support.

Project Director: Alfreda Hester, Office of Sponsored Programs

- Year 1: 48 grant proposals submitted — \$36.2M in external research funding secured across 109 active projects
- Year 2: 67 proposals submitted — \$41.2M secured across 116 active projects — +\$5M year-over-year
- Year 3: Student research participation reached 24% — up from 2% baseline in Year 1
- Year 3: FVSU achieved Carnegie Research Classification — annual R&D investment above \$2.5 million

Activity 6 — Objective & Performance Indicators

- Objective: Student, faculty, and staff involvement in research-focused activities will increase by 10% in each population by September 30, 2027.
- PI 1.1: Increase the number of students receiving training in research-related activities by 2% annually (Year 1 baseline).
- PI 1.2: Increase the number of faculty and staff receiving training in research-related activities by 2% annually (Year 1 baseline).

- PI 1.3: Increase the number of grant proposals submitted for research by 1% each year.

Activity 7 — Student Engagement and Achievement (SEA) Center

Purpose: Develop a centralized Student Engagement and Achievement Center to improve retention, persistence, and success for first- and second-year students.

Project Director: Dr. LaTia Scott (effective July 1, 2025)

- Year 1: SEA Center launched — 71% retention rate achieved
- Year 2: 100% of enrolled freshmen and sophomores engaged in SEA programs — five times the 20% target
- Year 3: 3% retention improvement — triple the 1% annual target; overall institutional retention reached 79%

Activity 7 — Objective & Performance Indicators

- Objective: To develop a Student Engagement and Achievement Center (SEA Center), by September 30, 2027.
- PI 1.1: Increase retention rate of freshmen and sophomores by 1% each academic year.
- PI 1.2: Engage 80% of freshmen and sophomores in academic support programs and services (academic advising).
- PI 1.3: Engage 20% of enrolled freshmen and sophomores in student engagement programs and services (first and second-year experience programs, civic engagement, volunteerism, career services).
- PI 1.4: Leverage technology and diverse modalities such as email, social media, SMS, and in-person outreach to notify 80% of freshmen and sophomores each month about SEA programs.

Activity 8 — Reimagining and Standardizing Technology and Customer Service

Purpose: Strengthen campus-wide technology infrastructure, cybersecurity, and financial aid technology systems to support operational excellence and student success.

Project Director: Dr. Ndidi Akuta, Chief Information Officer

- Year 1: 36 cybersecurity systems purchased or renewed
- Year 2: 65 wireless access points added or replaced across campus — more than four times the target of 14
- Year 3: 229 technology infrastructure enhancements completed — 358% above target of 50
- Three-Year Technology Investment: \$5,179,912.53

Activity 8 — Objective & Performance Indicators

- Objective 1: Develop two highly efficient infrastructure and networking models to strategically standardize and enhance campus technology by September 30, 2027.
- PI 1.1: Complete a minimum of 50 technology infrastructure enhancements annually.
- PI 1.2: Upgrade or replace business management or cyber system software in 100% of relevant departments by September 30, 2027.
- Objective 2: Establish and operationalize a technology-driven customer service network for financial aid services by September 30, 2027.
- PI 2.1: Annually develop and deploy two new methods to enhance financial aid technology tools.
- PI 2.2: Execute two significant annual upgrades to financial aid digital interfaces.
- PI 2.3: Execute and maintain two strategic technology contracts annually.

Sunset Activities — Objectives Substantially Met

The following four activities were sunset at the close of Year 3 (September 30, 2025) following a mid-cycle federal allocation reduction. Program objectives were substantially met prior to closure, and sustainability plans were established within institutional budgets.

Activity 9 — Student Internationalization Program (IZN)

Activity Director: Dr. Rayton Sianjina

- 125 students completed global competency training across three years — 62.5% of the 200-student five-year goal
- Global Intercultural Sensitivity Seminars delivered annually; curriculum redesign for international readiness completed
- Institutionalization plan established through Academic Affairs and Global Initiatives

Activity 10 — Honors Program Revitalization and Development

Activity Director: Dr. Mark Smith

- 144 students added across three years — 96% of the 150-student five-year goal achieved
- Year 3 growth of 72 students — more than double the annual target of 35
- Program positioned for transition to Honors College through Academic Affairs budget

Activity 11 — Center for Social Justice

Activity Director: Dr. Maisha Akbar

- Annual magazine, semi-annual podcast on social justice themes, and International Folklore Archive developed
- Annual performance targets met prior to closure
- Sustainability model established through Academic Affairs and civic engagement structures

Activity 12 — HPE Summer Enrichment Program (HPESEP)

Activity Director: Korrey Hammond

- 167 youth served across three years through physical fitness, wellness, academic skills, and college readiness programming
- Program serves Fort Valley, Peach County, and surrounding communities
- Community outreach mission continues through Athletics/HPE and community partnerships

C. STUDENT IMPACT

GPRA Institutional Indicators — Three-Year Progression

Indicator	Pre-Grant 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Total Fall Enrollment	2,783	2,609	2,765	2,905*
Fall-to-Fall Retention %	67%	67%	73%	79%
4-Year Graduation Rate	18%	19%	19%	16%
6-Year Graduation Rate	45%	46%	45%	41%

*GPRA table reflects Fall 2024 enrollment (2,905). The Year 3 APR executive summary reports Fall 2025 enrollment of 3,177 — the highest in the grant cycle.

Retention Deep Dive — Multi-Year Persistence

Retention Measure	Year 2 Result	Year 3 Result	Trend
1-Year Retention (most recent cohort)	78.5%	75.6%	Within normal range
2-Year Retention	56.8%	59.1%	Improved persistence
3-Year Retention	45.5%	49.4%	Stronger long-term persistence

Multi-year retention persistence trends show consistent improvement across all measured cohorts — reflecting the sustained impact of the SEA Center and institutional student success investments.

Program-Level Student Outcomes

Program	Three-Year Achievement
Honors Program	144 students added — 96% of 5-year goal; Honors College transition underway
IZN Global Competency	125 students completed global competency training across 3 years
Quality Matters Online Courses	58 QM-aligned online courses developed across 3 years
STEAM Mobile Device Deployment	90% of incoming freshmen received mobile devices (Year 3)
SEA Center Engagement	100% of freshmen and sophomores engaged (Year 2); 3% retention gain (Year 3)
Student Research Participation	24% of students in research training (Year 3) — up from 2% baseline
HPSESEP Youth Served	167 youth served across 3 years through college readiness programming

D. FINANCIAL OVERVIEW

Annual Award and Expenditure Summary — Years 1–3

Grant Year	Reporting Period	Annual Award	Actual Expenditures	Expenditure Rate
Year 1	Oct 2022 – Sep 2023	\$4,906,755	\$3,031,025	61.8%
Year 2	Oct 2023 – Sep 2024	\$5,366,962	\$5,610,748	104.5%*
Year 3	Oct 2024 – Sep 2025	\$5,015,662	\$5,608,764	111.8%*
3-YEAR TOTAL	Oct 2022 – Sep 2025	~\$15.3M	\$14,248,537	92.8%

*Expenditure rates exceeding 100% in Years 2 and 3 reflect the strategic deployment of carryover funds accumulated during the Year 1 program launch phase. This approach was consistent with approved grant planning and documented in each Annual Performance Report.

Carryover Improvement — Execution Rate Trend

A key indicator of program maturation is the consistent improvement in grant execution rates across the three completed years. The carryover rate as a percentage of total available budget declined from 38.2% in Year 1 to 22.5% in Year 2 to 15.6% in Year 3 — demonstrating that FVSU's Title III activities are accelerating their draw-down of federal resources in alignment with program goals.

Institutional Net Assets Trajectory

Point in Time	Net Assets	Source
Pre-Grant (FY 2021-22)	\$11,943,650	Year 1 APR
End of Year 1 (FY 2022-23)	\$16,687,855	Year 1 APR
End of Year 2 (FY 2023-24)	\$20,782,724	Year 2 APR
End of Year 3 (FY 2024-25)	\$25,197,492	Year 3 APR

Three-Year Net Asset Growth: +\$13,253,842 (+111%) — reflecting FVSU's growing institutional fiscal strength, supported in part by Title III investment.

E. PROGRAM HIGHLIGHTS

Year 1 (FY 2022–2023) — Launch and Foundation

- Title III Part B grant launched October 2022 — 12 activities operational
- Student Engagement and Achievement Center launched — 71% retention rate achieved
- 36 cybersecurity systems purchased or renewed across campus
- 10 Quality Matters online courses developed
- 48 grant proposals submitted — \$36.2M in external research funding secured
- Honors Program added 30 students; IZN served 45 students
- 100% of activities cleared in formative and summative evaluations — no major recommendations
- \$1,875,729 carried forward for strategic deployment in Year 2

Year 2 (FY 2023–2024) — Acceleration and Expansion

- Apple Academic Project launched — \$1.2M invested; STEAM technology initiative fully operational
- SEA Center reached 100% of enrolled freshmen and sophomores — five times the 20% target
- 34 Quality Matters online courses developed — 183% above target
- 65 wireless access points added or replaced — more than four times the target
- 67 grant proposals submitted — \$41.2M in external research funding secured
- Honors Program added 42 students; retention rate climbed to 73%
- Total expenditures of \$5.6M — 85% increase over Year 1 — reflecting full program acceleration
- 100% of activities cleared in annual evaluation — no major recommendations

Year 3 (FY 2024–2025) — Peak Performance and Carnegie Milestone

- FVSU achieved Carnegie Research Classification — annual R&D investment above \$2.5 million — the most significant institutional capacity milestone of the grant cycle
- Retention rate reached 79% — grant-cycle best and 12-point improvement from pre-grant baseline
- Enrollment grew to 3,177 students — highest in the grant cycle
- 229 technology infrastructure enhancements completed — 358% above target
- SEA Center drove 3% retention improvement — triple the 1% annual target
- Honors Program added 72 students — more than double the target; cumulative 144 students at 96% of five-year goal
- Apple Academic Project continued at scale — 90% of incoming freshmen received mobile devices
- Student research participation reached 24% — record high, up from 2% baseline
- Four activities sunset following mid-cycle allocation reduction — objectives substantially met
- 100% of activities cleared in annual evaluation — no major recommendations for third consecutive year