



Title III Annual Evaluation Report P031A210118

U.S. Department of Education





EASTERN OREGON UNIVERSITY

Title III Annual Evaluation Report P031A210118

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Executive Summary

Eastern Oregon University's (EOU) Title III grant *Building Roadmaps in Development of Guided Experiences for Students (BRIDGES)* project seeks to increase student enrollment, student persistence, graduation, retention, and student career readiness. Specifically, EOU is implementing and engaging in seven major tasks to address associated goals and outcomes.

Project goals for this Title III SIP grant are:

Goal 1: Improve a) student persistence and graduation rates for first-time, full-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience (FYE), Experiential Learning (EL) opportunities, and a sense of belonging; b) student persistence rates for first-time, part-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; and c) student engagement by systematically assessing learning supports associated with the Title III program.

Goal 2: a) Improve student career readiness as part of their educational programs through Experiential Learning opportunities; and b) strengthen technology infrastructure to support curriculum development and students seeking Experiential Learning opportunities.

Goal 3: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation.

The campus worked diligently during year 2 to continue revising the advising model. Further, MATH 106 (co-requisite course) was offered to students for the first time, while MATH 210 was developed and offered to students for the first time (Goal 1). The campus has been working on developing a new EL opportunity to offer students. The campus also launched and made available to students the catalog and curriculum software that was purchased in year 1 (Goal 2). In addition, FTE increased from baseline (Goal 3).

Overall, EOU made significant progress on its Title III project plan during the second project year. The evaluation found that 64.5% of EOU's planned year 2 actions had been fully completed. Notably, EOU completed 33.3% of the objectives set forth annually in the formative section of the evaluation. This Title III project is on track for success.

Background

The overall goal of the Title III Strengthening Institutions grant program is to help institutions become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions (adapted from Title III, Part A Program Description). The goals of Eastern Oregon University's Title III project, *Building Roadmaps in Development of Guided Experiences for Students (BRIDGES)* are:

Goal 1: Improve a) student persistence and graduation rates for first-time, full-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; b) student persistence rates for first-time, part-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; and c) student engagement by systematically assessing learning supports associated with the Title III program. (*Academic Program*)

Goal 2: a) Improve student career readiness as part of their educational programs through Experiential Learning opportunities; and b) strengthen technology infrastructure to support curriculum development and students seeking Experiential Learning opportunities. (*Institutional Management*)

Goal 3: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation. (*Fiscal Stability*)

To accomplish these goals, EOU is using Title III funding to implement High Impact Practices (HIPs) (Kuh, 2008) to improve student retention and graduation. Through BRIDGES, EOU will undertake the following activities: (1) Proactive advising redesign, which will reinvigorate academic advising with a strengthened structure and additional student support; (2) Co-requisite writing and math investment to improve student outcomes in gateway courses, close equity gaps, and support faculty professional development; (3) Experiential Learning Program, to provide "hands-on" learning experiences for student engagement; (4) first-year experience to increase student engagement and retention in the first year; (5) Systematic approach to scheduling to improve the ability to intersect data on course demand, degree plans, and degree modifications, with the ultimate goal of improving student time to completion; and (6) Foster a sense of belonging by providing additional services to historically marginalized students, with a focus on LGBTQ+, first-generation, low-income, rural, disabled, and veteran students.

EOU has planned seven major tasks as part of BRIDGES' implementation:

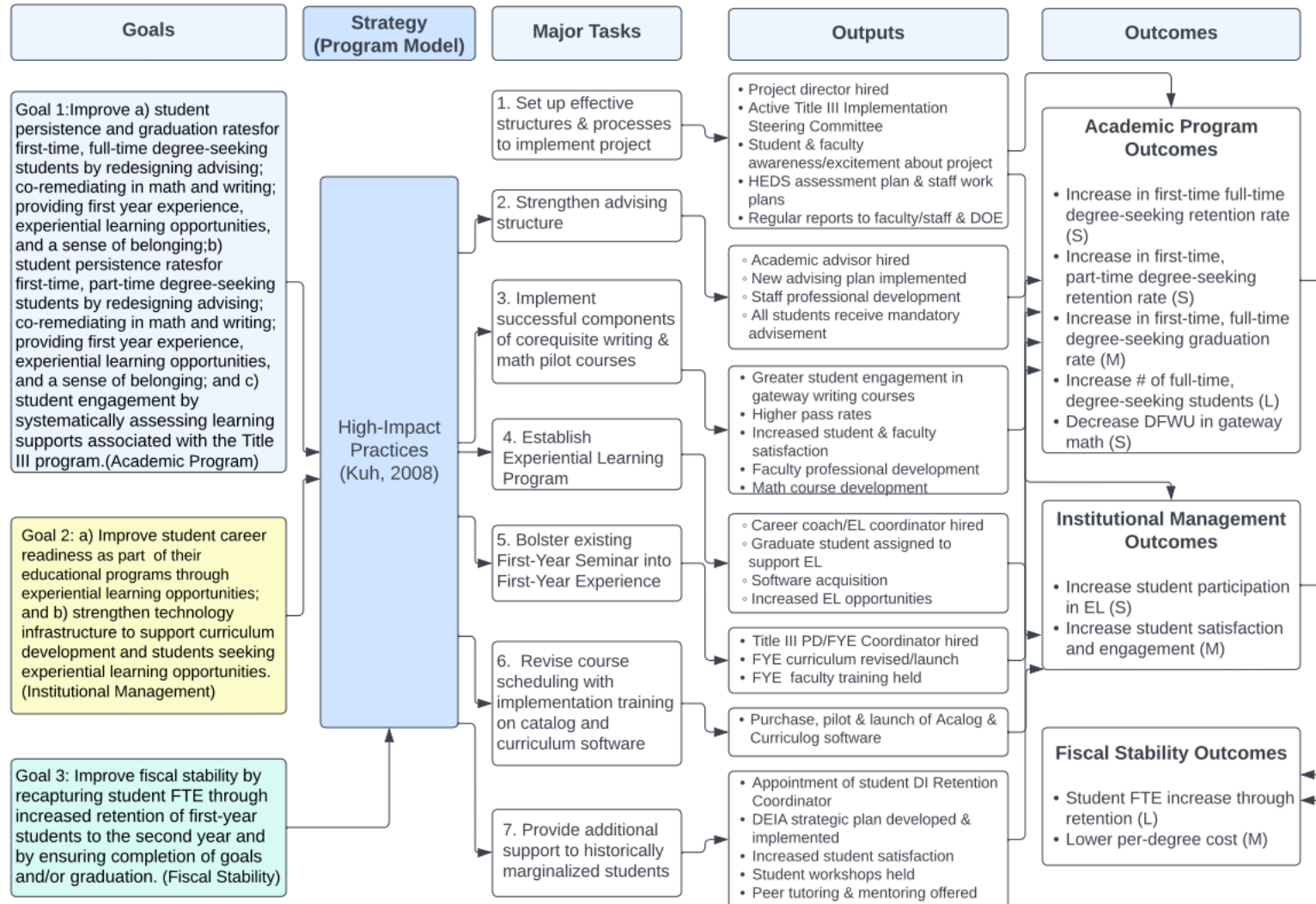
1. Set up effective structures and processes to implement five-year Title III grant program;
2. Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practices;
3. Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and the launch of a full co-requisite program;

4. Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;
5. Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty;
6. Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software; and
7. Promote sense of belonging by providing additional support to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans).

An updated logic model, which demonstrates the relationships between project goals, major tasks, outputs, and outcomes/objectives, is presented in Figure 1. This model is based on the logic model presented in the EOU grant application and is updated to reflect the Title III project design. The purpose of a program logic model is to test feasibility and to illustrate the causal connections within the project. The logic model maps the theory of change to the project's intended outcomes, showing how they relate to the program goals. This logic model will be revisited and updated annually based on evaluation findings.

At the time of the writing of this report, this EOU Title III project was at the end of the second year of a 5-year grant term.

Figure 1: Title III Strengthening Institutions Program, EOU 2021 Evaluation Logic Model



Study Design

Purpose of Study

The purpose of this study is to conduct an external evaluation of EOU's 2021 Department of Education Title III grant award in order to understand the project's impact on the institution and student outcomes. The US Department of Education requires that Title III evaluations include both formative and summative data that is useful for guiding project objectives and to determine the outcomes and impacts of the project relative to those objectives. Fidelity of implementation is also tracked through the evaluation since fidelity not only moderates the relationship between an intervention and its outcomes, but its assessment may also prevent potentially false conclusions from being drawn about an intervention's effectiveness. The evaluation should also serve to strengthen the management of the project and lead to better knowledge of what works in producing the desired outcomes.

Evaluation Approach

As noted in the section above, this evaluation study consists of three components: 1) a fidelity of implementation study; 2) a formative evaluation study; and 3) a summative evaluation study. Each of these components is described below.

Fidelity of Implementation study: The purpose of the fidelity of implementation study is to describe in measurable language the degree to which activities were carried out as planned. The guiding evaluation questions for a fidelity study¹ are:

- *To what extent was the project implemented as designed?*
- *To what extent were program components implemented according to professional standards or best practices (i.e., HIPS)?*
- *To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?*

Common methods used in fidelity studies are comparative analyses between the project activities as originally described in the funding application or modified implementation schedules approved by the Department of Education and actual implementation as documented in project documentation; project records that describe the duration or frequency of activities; and observations, audits or third-party reviews of implementation that assess implementation quality; participant feedback. See the Fidelity of Implementation section in the evaluation framework (Appendix A) for more details.

Formative Evaluation study: The purpose of the formative evaluation is to provide information to project staff to inform improvements to program implementation. The formative evaluation study builds upon data collected in the fidelity study, using a mixed methods approach to collect information that identifies the extent to which the project achieves its intended outputs/annual objectives. The formative evaluation

¹ Carroll, C., Patterson, M., Wood, S. *et al.* A conceptual framework for implementation fidelity. *Implementation Sci* 2, 40 (2007). <https://doi.org/10.1186/1748-5908-2-40>

study also describes factors that have positively or negatively affected implementation, as well as implementation successes and challenges. In addition to utilizing performance measure data, this study uses a series of stakeholder focus groups (project workgroups) to collect formative data on program implementation. The guiding research questions are:

- *To what extent has the project achieved its intended outputs?*
- *What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?*
- *What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?*
- *What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?*
- *What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?*
- *How has this Title III project affected the college overall?*

Summative Evaluation study. The purpose of the summative evaluation is to assess the degree to which the project met its intended goals and outcomes as described in the logic model. Goals will be assessed by the degree to which objectives associated with the goals were met. Outcomes will be assessed using student-level data provided by EOU. The guiding research questions are:

- *To what extent has the project met its goals?*
- *To what extent has the project met its intended objectives?*

Evaluation Framework

The evaluation framework for this study, based on the logic model, provides in tabular form the crosswalk between the evaluation questions, analytical methods, and data sources; the framework is provided as a separate document in Appendix A.

Consent and Data Security

This evaluation study involves a cross-section of project stakeholders including project staff, other campus staff, students, and faculty. This section provides detail on the criteria for selecting and process for involving participants in non-routine data collection, including focus groups. All consent language will provide information about the evaluation study, assure confidentiality of information shared, and confirm the voluntary nature of the study.

Project Staff. Project staff will be asked to maintain project documentation, including administrative data, for use in the evaluation and to participate in a focus group discussion with the evaluator during each academic year. Informed consent language will be incorporated into the focus group discussion protocol.

Faculty. A sample of faculty who support, or observe the effects of, BRIDGES project implementation will be asked to join in a focus group discussion with the evaluator during the annual site visit and asked to participate in a survey. Informed consent language will be incorporated into the focus group discussion protocol and survey introduction. Data (e.g., faculty impact survey) collected from faculty will be de-identified.

Staff. A sample of staff who support BRIDGES project implementation will be asked to participate in a focus group discussion with the evaluator during each academic year. The project coordinator will invite the staff to a focus group discussion during the evaluator's annual site visit. Staff will also be invited to participate in a survey. Informed consent language will be incorporated into the focus group discussion protocol and survey introduction. Data (e.g., staff impact survey) collected from staff will be de-identified.

Students. A sample of students impacted by the BRIDGES project will be asked to participate in an annual focus group discussion. Informed consent language will be incorporated into the focus group discussion protocol. A printed consent form will provide information about the evaluation study, assure confidentiality of information shared, and confirm the voluntary nature of the study. Survey data (e.g., student satisfaction survey) collected from students will be de-identified, and students will be provided with informed consent prior to data collection.

The evaluation team will work with the Title III project director and the campus's institutional research personnel to obtain de-identified student and administrative data and documentation to support the study. As part of its normal practice, SEG uses policies and procedures for data handling that are consistent with FERPA and other Federal and State confidentiality and privacy provisions to protect PII from education records from further disclosure (except back to the disclosing entity) and unauthorized use. SEG staff are trained in FERPA and how to protect PII from education records.

All student record data and other sensitive project data, such as interview transcripts, are stored in cloud-based, password protected files while in use. Only SEG staff assigned to a project have access to the associated folder. SEG uses Dropbox Business for digital file storage, which utilizes advanced security features to ensure data privacy and security. When physical copies of data are received, they are locked in a cabinet to which only principal investigators have access to. Within thirty days of the final delivered report, SEG will destroy all data connected to this evaluation unless otherwise directed by the campus.

Data Sources

This study will use several data sources including, but not limited to, campus administrative data and documentation. The list below is provided as an overview of data sources; please see the evaluation framework for more detail.

- Annual site visit, including focus groups and meetings with project staff, other staff, faculty, and students
- Student-level data on enrollment, persistence, graduation, and course completion
- Surveys, including HEDS, NSSE, a student perception survey (evaluator-prepared), and a staff/faculty perception survey (evaluator-prepared)
- Project documentation

Findings

Fidelity of Implementation (Fol)

Fol 1. To what extent was the project implemented as it was designed?

A comprehensive review of the second-year action plan took place during the evaluator's site visit in May 2023. It was found that 65% of planned actions had been fully completed and an additional 29% of planned actions were in progress. A detailed listing of the status of second-year actions is presented in Appendix B.

94%
Second year actions
completed or in progress

Fol 2. To what extent were program components implemented according to professional standards or best practices?

A rubric was used by the evaluator to assess the use of professional standards or best practices in project implementation for high-impact practices (Appendix C). The high-impact practices rubric, based on Kuh & O'Donnell, was adapted by the evaluator. For this rubric, three ratings were available: completely implemented, partially implemented, and not implemented. To calculate an implementation score, each item receiving a rating of "completely implemented" was assigned two points, "partially implemented" items received one point, and "not implemented" received zero points. The total number of points accumulated will be divided by the total number of points available (# of practices*2) and then multiplied by 100 to generate a percentage.

Appendix C contains an explanation of each evidence-based practice.

Figure 2. Evidence-based Practices Rubric Findings for High-Impact Practices

Evidence-based Practices ²	Rating
HIP1. Expectations	Completely implemented
HIP 2. Investment of Time & Effort	Partially implemented
HIP 3. Interact with Faculty and Peers	Completely implemented
HIP 4. Diverse Experiences	Partially implemented
HIP 5. Feedback	Completely implemented
HIP 6. Structured Learning Opportunities	Partially implemented
HIP 7. Real-World Application Opportunities	Partially implemented
HIP 8. Competence	Partially implemented

² Quality dimensions for high-impact practices retrieved from: Finley, A. (2019). A comprehensive approach to assessment of high-impact practices. National Institute for Learning Outcomes Assessment. Originally derived from Kuh & O'Donnell, 2013.

In year 2, EOU earned a score of 68.8% on the High-Impact Practices rubric. The FYE courses (UNI 101) have been revamped to provide students with clear expectations, interactions with others, and structured feedback. In addition, project staff have created a website (<https://www.eou.edu/fye/>) for students to use as a resource for additional FYE information. Further, as the Associate Vice President of Diversity, Equity, Inclusion, and Belonging was just hired and onboarded in year 2, the sense of belonging component and strategic plan around DEIA initiatives are still being developed. Sense of belonging workshops for students will begin during year 3. In the focus groups, students reported having little to no knowledge of Experiential Learning opportunities before they were referred to the program. This could potentially lead other students, who may not be referred to the EL program, to have the same opportunities as students who are referred.

Fol 3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?

Students: Students reported mixed feelings regarding interactions with their advisors. Two out of four students interviewed reported that their advisor was exceptionally helpful in guiding them throughout their program requirements, while another student reported that their advisor was not as helpful. The students reflected this may be due to the latter advisor being a general advisor and not a program-specific advisor, as that student was only in their second year. The students who had a program-specific advisor shared that what they found most helpful when working with an advisor was the plan developed and the resources shared:

The most important part of this kind of educational plan, my advisor helped me put it together. They also helped me find resources for employment after I'm done with school; things that piqued my interest, would be a great fit for me. My advisor also goes above and beyond; they show you things that you can look forward to when you're done with education.

Students expressed positive regard for Experiential Learning (EL) opportunities that they engaged in during their time at EOU. Students reflected that they found EL beneficial because it provided an opportunity to take what they learned in the classroom and transform it into application. This also gave students a chance to “put it all together and work with their target population.” One student reflected that EL “made my research better” and they were “excited to present data.” Finally, students appreciated taking their knowledge and learning to communicate it to the community in effective ways.

University leadership: The university leadership team—the group responsible for creating policy, procedures, and directing institutional operations—reported having extensive knowledge of the Title III project’s goals and implementation status. During the leadership focus group, the university leadership team clearly articulated the project’s goals, objectives, and activities. The university leadership team acknowledged that communications with others, relationship-building, and de-siloing were prioritized in the Title III project team. While there is currently not a permanent university president, the project director regularly communicates with the interim president via meetings, providing updates on the Title III project.

U.S. Department of Education: Staff submit this evaluation report as an information item to the Program Officer at the U.S. Department of Education.

Formative Evaluation (F)

F1. To what extent has the project achieved its intended outputs?

Major Task 1: Set up effective structures and processes to implement five-year Title III grant program

Figure 3. Major Task 1 Findings

Objective [Measure]	Status	Detail
1a. Committee workplan developed and documented	Completed	The committee workplan was developed in year 1.
1b. Increased awareness about the project from students	In progress	Students reported being familiar with Title III components.
1c. Increased awareness about the project from staff / faculty	In progress	Staff and faculty reported being familiar with Title III components.
1d. Increased excitement about the project from students	In progress	Students reported high positivity about EL.
1e. Increased excitement about the project from staff / faculty	In progress	Faculty and staff reported positive feedback about the Title III project.
1f. Finalized reports published on the website and included in the annual report to DoE	In progress	While there is a website for the HEDS survey, the results are yet to be published.

1a. In year 1, the interim project director and the steering committee developed a workplan, which included a communication and collaboration plan.

1b. During the site visit, while students may not have been familiar with all of the components of the Title III project, they were familiar with the components with which they were involved. Students acknowledged mainly being aware of the Experiential Learning opportunities available on campus; however, they shared they were referred to the opportunities and did not know they existed before the referral.

1c. Staff and faculty across all Title III major tasks reported having knowledge of the progress on multiple tasks within the Title III grant. As during the first year, this grant promoted a high level of collaboration among departments; this has encouraged faculty and staff to work collaboratively and become more aware of the Title III undertakings.

1d. As mentioned in Fol 3, students expressed positive regard for EL. Students shared that the opportunity to engage in EL added to their experience at EOU.

1e. During the site visit, faculty and staff reported high-level excitement about the Title III initiatives being developed at EOU's campus. Each major Title III initiative had been a goal for EOU for several years prior to the grant. As one staff member noted, "we basically have taken all the initiatives that we were excited about and inspired by, and we're all moving forward with them."

1f. EOU has a landing page for the HEDS survey ([Equity at EOU | Eastern Oregon University](#)) that encourages students at EOU to complete the survey. However, finalized results are not yet posted to the website.

Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice

Figure 4. Major Task 2 Findings

Objective [Measure]	Status	Detail
2a. Best practices identified and incorporated; plan created and launched	In progress	Project staff continued to implement action plan steps.
2b. All degree-seeking Selected students receive mandatory advisement	In progress	206 students received advising in FY22-23.

2a. During the planning year, project staff have developed an action plan, which includes tasks taken from the final report. As part of this action plan, during year 1, project staff developed KPIs, responded to various deliverables, and began developing best practices by reading the "Advising Manual" by Nancy Knowles. During year 2, project staff continued to work on launching the plan through training. This training will be standardized with program-specific elements included.

2b. During FY22-23, about 206 EOU students received advising.

Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program

Figure 5. Major Task 3 Findings

Objective [Measure]	Status	Detail
3a. Students more engaged (e.g., higher pass rates, heightened student and faculty satisfaction) in gateway writing classes	In progress	89.7% of students passed gateway writing courses during year 2. This represents a 30.2%-point increase from baseline.

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3b. Development of math pedagogy course curriculum	Completed	Math 210 was developed.
3c. Math 106 course developed, with course to be offered Fall 2022 to provide an additional co-requisite math opportunity	Completed	Math 106 was offered at EOU in Spring 2023.
3d. Development of co-requisite courses (e.g., higher pass rates, higher student and faculty satisfaction)	Completed	Math 106 was approved and offered on campus Spring 2023.
3e. Professional development offered to faculty	In progress	Two math faculty attended a conference during FY22-23.
3f. Student tutors support co-remedial math students (e.g., higher pass rates in math)	In progress	Student tutoring will begin in Fall 2023.

3a. During year 2, 26 out of 29 students (89.7%) passed WR115. This represents an increase from year 1, when only 59.5% of students passed gateway writing courses.

3b. During Fall 2022, a faculty member was provided with a course release to develop MATH 210 (Topics in Tutoring Mathematics). This course is intended to offer students an opportunity to “study and practice in one-to-one conferencing and mentoring skills in seminar discussions, small groups, and in the Math Lab.” This course was offered for the first time in Spring 2023, with five students enrolled in the course. Following the completion of this course, students can tutor other students in Mathematics (MATH 072 – MATH 252) or Statistics (STAT 243).

3c–d. On February 15, 2022, MATH 106 (the co-remedial math option) was approved by the Educational Policy Curriculum Committee (EPCC). This course is designed to “consider mathematical concepts related to the social sciences.” MATH 106 was offered for the first time on campus in Spring 2023, with one student enrolling.

3e. Two math faculty attended the Oregon Math Association for Two Year Colleges (ORMATYC) conference in April 2023.

3f. Five students were enrolled in the math tutoring course (Math 210) in Spring 2023. Their first tutoring experience will occur in Fall 2023.

Major Task 4: Establish Experiential Learning (EL) Program with investment in additional staffing, faculty engagement, and virtual tools

Figure 6. Major Task 4 Findings

Objective [Measure]	Status	Detail
4a. Five new EL opportunities created and offered to students	In progress	One new EL opportunity continues to be created.
4b. Best practices identified and incorporated into EL program and career services	In progress	While progress was made in year 1, progress stalled in year 2.

4a. During year 2, the EL team lead left EOU, creating a challenge for this program component, as the team build back up knowledge and foundation (see section F4 for more information). Project staff continue to create an online EL opportunity, “Experiential Learning Forum and Marketplace,” with the assistance of the EL graduate assistant.

4b. During year 1, the EL taskforce has developed a definition of Experiential Learning for EOU and received approval for this at an Educational Policies and Curriculum Committee (EPCC) meeting in January 2021. During year 2, progress was stalled on creating best practices, as the EL team leader left EOU (see section F4 for more information).

Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience (FYE) by expanding staffing, programming, and training for faculty

Figure 7. Major Task 5 Findings

Objective [Measure]	Status	Detail
5a. Development of newly revised FYE curriculum (e.g., higher retention, heightened student and faculty satisfaction)	Completed	The FYE taskforce has worked during the planning year to revise the FYE curriculum.
5b. Professional development opportunities created for future faculty training	Completed	Two project staff were able to take part in a professional development opportunity concerning FYE.
5c. Best practices identified and incorporated into FYE program	Completed	The FYE taskforce has conducted literature reviews of other models and reviewed relevant research pertaining to FYE models to inform their own FYE model.

5a. During the planning year, the FYE taskforce have worked to identify outcomes associated with the FYE, updated fall FYE teaching assignments, and identified elements for the FYE course.

5b. Staff involved in the grant were able to engage in professional development opportunities such as the Annual Conference on the First-Year Experience (February 3–6, 2023). This conference provides attendees with an opportunity to explore topics on First-Year Seminar courses and assessments, Summer Bridge programs, and culturally affirming pedagogy.

5c. The FYE taskforce has worked to identify best practices for the revised FYE program. This work over the planning year included conducting literature reviews of FYE models at other institutions and reviewing research surrounding the development of FYE models and best practices.

Major Task 6: Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software

Figure 8. Major Task 6 Findings

Objective [Measure]	Status	Detail
6a. Pilot developed, launched, and evaluated	Completed	Project staff report that the catalog and curriculum software was piloted. The software was launched and available for student use (https://catalog.eou.edu/).
6b. Students on track with courses, scheduling, and catalog integration	Not assessed in year 2	Not yet scheduled. This will occur in year 3.

6a. Catalog and curriculum software was purchased for EOU in year 1. The scheduling software was unable to be purchased in year 1 due to budget constraints. While EOU does not have the scheduling software, they have made updates to their system so students now see four semesters ahead when scheduling. Project staff report that the catalog and curriculum software was piloted. The software was launched and available for student use (<https://catalog.eou.edu/>).

6b. This action is scheduled to take place in year 3.

Major Task 7: Promote sense of belonging by providing additional support to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)

Figure 9. Major Task 7 Findings

Objective [Measure]	Status	Detail
7a. DEIA strategic plan components identified and implemented	In progress	DEIA strategic plan elements have been identified and are being implemented.
7b. Staff trained and oriented with programs and students	In progress	Thirteen staff attended 9 different professional development opportunities in year 2.

7c. Workshops planned using student input and best practice research	In progress	Night Against Procrastination (NAP) was held in February 2023.
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7a. In year 2, DEIA strategic plan components were identified by division and department and assigned a priority. Each component was given a projected timeline and progress was noted on whether or not project staff were working on component. Components were divided by goals (e.g., Community outreach and engagement, and curriculum and pedagogy), and then subdivided further by strategies.

7b. During year 2, thirteen project staff members attended 9 different DEI professional development opportunities. Opportunities included: “Waking up white” workshop, National Conference on Race & Ethnicity, and HECC Tribal Student Support Network Meeting.

7c. In February 2023, the annual Night Against Procrastination (NAP) was held for students. This event was intended to “introduce students to academic support services available at the university.” Students have the opportunity to meet with tutors, peers, and faculty/staff during the event. The retention coordinator has several events planned for the upcoming year 3, such as a Financial Aid 101 workshop, a Scholarship Essay workshop for ESL students, and a virtual budgeting class.

F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?

While it was shared as a challenge in year 1, during the site visit conducted in May 2023, project staff reported that hiring was a success for year 2. Several positions that were vacant during year 1 were filled during this year, including an academic advisor, a retention coordinator, and career exploration and development coordinator. The fulfillment of these positions helped the project team make progress on several major tasks and goals. The project team reported that, while these positions were filled in year 2, some of the positions were temporary, potentially leading to a later challenge (discussed more in F3).

Overall, progress has been made and implementation is underway during year 2 for each component based on the discussion during the Project Oversight Team focus group and subsequent discussions with project workgroups. Project staff relayed that, while component teams faced some challenges or obstacles during implementation, much progress has been made and they were continually figuring out issues and becoming comfortable with the growing pains of implementation. Indeed, each project team reflected that, while they experienced minor barriers to implementation during year 2, they were able to adapt as a team and continue with implementation to deliver a successful program and meet several goals and objectives for year 2.

F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?

While implementation is a noted success, project staff noted that there was occasionally a disconnect between what was intended in the grant application and current implementation. When confronted with

how implementation was intended to roll out in the grant application and the realities of implementation, project staff were sometimes left asking ‘how do we make this work?’

Another challenge for the Title III project was reallocation of the student success coordinator / retention coordinator who supports the sense of belonging component. During year 1, there was a decision to backfill a position that was vacant in the university. By moving this position away from supporting the sense of belonging component, it impacted several of the grant’s action tasks. As there is no individual in this position charged with completing those implementation tasks, this has impacted progress on the sense of belonging component and, ultimately, has been a challenge for implementation. The sense of belonging project team plans to assess how to continue implementation progress while being short-staffed for the duration of the grant term.

One specific challenge mentioned for the implementation of Experiential Learning (EL) was the lack of coordination for the major task area. Project staff shared that because of the continued work needed to build and maintain relationships with outside partners and build EL into the curriculum by supporting faculty, the work is vast and needs administrative coordination. With the lack of coordination, it has slightly impacted implementation progress and sustainability (see F5).

F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?

One noted internal factor affecting year 2 implementation was the change in both grant and university leadership. At the beginning of year 2, a new permanent project director was hired. Throughout the year, the permanent and old interim project director met on a weekly basis to discuss the Title III project and implementation progress. Because of this hands-on transition and the strong training and mentorship of the new project director, the transition of the Title III project to the new director was and remains successful, with minimal impact on project implementation. Also at the beginning of year 2 was the resignation of the university president. The search for a new president continued through year 2, with interim presidents stepping into place. As the Title III project has strong internal leadership, both with the project director and within the various major tasks, the absence of a permanent university president had minimal effect on project implementation.

In addition to the project and university leadership changing, there was some staff turnover as well. Some individuals left their positions within EOU in the middle of year 2, leading to stalled progress on their project tasks. One task that was impacted greatly was the Experiential Learning component. The task leader left the university in the summer, leaving a gap in knowledge about the task and a gap in leadership in ushering the task forward. Project staff report that this major task is still aiming to get back on track after the departure of the task leader.

F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?

Project leadership have thought about and discussed the sustainability of the grant in a circular-like fashion. The ultimate goal of the grant is to strengthen the university, increase enrollment, and increase retention; this strengthening and increasing of enrollment will help provide increased funds for future years to continue to support initiatives after the grant has ended.

While this is how the plan has been laid out, the project team acknowledged that some of the components were sustainable, such as the catalog curriculum, while other components “rested on ifs” that were still being decided or planned out, such as Experiential Learning.

Project staff reported that all grant project components are aligned with the mission and purpose of the university and connected to EOU’s strategic goals. The strong alignment between project grant goals and strategies and the EOU strategic plan strongly supports the institutionalization of practices introduced by the project.

F6. How has this Title III project affected the university overall?

University leadership noted that the Title III project has had “a huge impact on the institution by bringing together departments and programs and removing some of the silos as we work together to meet the expectations of the grant.” The removal of silos has built trust, increased organization and structure within the university, and facilitated relationships across academic units. This has allowed different departments to learn from one another.

Further, because the different departments and programs were able to organize and coordinate with each other, this has led to increased efforts to support EOU outside of the Title III project. The university was able to leverage the Title III grant and the collaboration facilitated between academic units to build capacity to pursue other grants to improve student success.

Summative Evaluation (S)

S1. To what extent has the project met its goals?

To respond to this question, progress on objectives is assessed by goal (Figure 10). For more information about project objectives, please see the response to evaluation question S2.

Figure 10: Summative Indicators by Goal

Goal 1: Improve a) student persistence and graduation rates for first-time, full-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; b) student persistence rates for first-time, part-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing first-year experience, Experiential Learning opportunities, and a sense of belonging; and c) student engagement by systematically assessing learning supports associated with the Title III program.			
Research Question	To what extent has the project met its goals?		
Summative Outcome Measures	By September 2023, the percentage of objectives affiliated with the project that are on target or met was 25%.		
By September 2025, the percentage of indicators affiliated with the project are on target or met will be 100%.	Out of five possible objectives to be met, four were established as being on target. This means 80.0% of objectives were met or on target. The campus met its goal of having 25% of objectives affiliated with the project on target or met by September 2023.		
		Year 1 (Baseline)	Year 2
	% of objectives met or on target	40.0%	80.0%

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Goal 2: a) Improve student career readiness as part of their educational programs through Experiential Learning opportunities; and b) strengthen technology infrastructure to support curriculum development and students seeking Experiential Learning opportunities.		
Research Question	To what extent has the project met its goals?	
Summative Outcome Measures	By September 2023, the percentage of objectives affiliated with the project are on target or met will be 25%.	
By September 2025, the percentage of indicators affiliated with the project are on target or met will be 100%.	Out of two possible objectives to be met, one of the indicators were on target. This means 50% of indicators were met or on target. The campus met its goal of having 25% of indicators affiliated with the project on target or met by September 2023.	
	Year 1 (Baseline)	Year 2
% of objectives met or on target	50.0%	50%
Goal 3: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation.		
Research Question	To what extent has the project met its goals?	
Summative Outcome Measures	By September 2023, the percentage of objectives affiliated with the project are on target or met will be 25%.	
By September 2025, the percentage of indicators affiliated with the project are on target or met will be 100%.	Out of two possible indicators to be met, one of the indicators were on target. This means 50% of objectives were met or on target. The campus met its goal of having 25% of objectives affiliated with the project on target or met by September 2023.	
	Year 1 (Baseline)	Year 2
% of objectives met or on target	100.0%	50%

S2. To what extent has the project met its intended outcomes?

Measurement of the project's intended outcomes focuses on assessment of the project's activity objectives. When available, baseline data are presented in the table (Figure 11).

Figure 11. Summative Indicators by Intended Outcomes

Grant Outcome	Baseline	Annual Target	Status/Detail
Goal 1 – Academic Programs			
Increase the fall-to-fall persistence rate of first-time, full-time degree-seeking undergraduate students from 67.6% to 78%.	2022-2023: 66.9%	Increase 2% points annually	Establishing baseline, 66.9% of first-time, full-time degree-seeking undergraduate students persisted from Fall 2022 to Fall 2023.
Increase the fall-to-fall persistence rate of first-time, part-time degree-seeking undergraduate students from 21.3% to 28%.	2022-2023: 52.2%	Increase 1.30% points annually	Establishing baseline, 52.2% of first-time, part-time degree-seeking undergraduate students persisted from Fall 2022 to Fall 2023.
Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating within six years from 29.75% to 36%.	2022-2023: 38%	Increase 1.25% points annually	Establishing baseline, 38% of students in the Fall 2016 cohort graduated within six years.
Increase the number of full-time, degree-seeking students from 1,631 to 1,753	Fall 2022: 1477 full-time, degree-seeking students	Increase by 24 students annually	The number of full-time, degree-seeking students at EOU in Fall 2023 was 1476, representing a 1-student decrease from baseline.
Decrease DFWU in gateway math from an average three-year baseline of 32% in 2017–2020 to 25%, a decrease of 21.9% from baseline	2021–2022: 65%	Decrease 4.40% points annually	On average, there was a 24% DFWU rate across gateway math courses in 2022–2023. This represents a 41%-point decrease from year 1.
Goal 2 – Institutional Management			
Increase the percentage of students engaging in at least one Experiential Learning activity before graduation from 50% to 90%	2022-2023: 92.2%	Increase 8% points annually	Baseline was established in year 2. In 2022–2023, 92.2% of students engaged in at least one EL activity.
Increase EOU student satisfaction and engagement as measured by the HEDS Diversity and Equity Campus Climate Survey	2021–2022: 3.43	Not reported	EOU undergrads (N = 236) reported an average of 3.41 satisfaction with overall campus climate during the second year (Scale: 1 (Very dissatisfied) to 5 (Very satisfied)).

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Goal 3 – Fiscal Stability			
Increase student FTE by 3.0% by retaining students who would have left EOU in their first year	2021–2022: .76	Increase by 0.60% points annually	The average student FTE during FY 22–23 was .77. This represents a slight increase from baseline.
Decrease grant cost per degree from \$726 to \$571 – a decrease of 21.3 percent from the baseline	2021–2022: \$767	Decrease by 4.26% points annually	Data not reported in year 2.

Conclusions & Recommendations

During this reporting period, documentation was collected and reported for the majority of the grant's activities. EOU is on schedule to meet most of the grant's objectives based on the significant major task work undertaken.

Activity 1

The aim of Major Task 1 is to set up effective structures and processes to implement the first-year Title III grant program. The campus met or was on track to meet six out of six outputs (100%). The campus met output 1a: the Steering Team developed and finalized a planning year workplan. The campus was still in progress to produce output 1f since the website was still in development. Students and faculty reported awareness and excitement about the Title III project and components.

Activity 2

The aim of Major Task 2 is to strengthen the advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice. The campus is on track to meet two out of two outputs (100%). The campus is in progress with output 2a by continuing to develop best practices for advising. Further, during 2022-2023, 206 students received advising.

Activity 3

The aim of Major Task 3 is to implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program. The campus met five out of six outputs associated with this task (83.3%). MATH 106 received approval in year 1 and was offered to students in year 2 for the first time. A faculty member also developed MATH 210 in year 2; this course was offered to students in Spring 2023.

Major Task 4

The aim of Major Task 4 is to establish an Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools. The campus was on track to complete two out of two outputs associated with this task (100%). Project staff are in the process of creating a new EL opportunity for students. During year 1, the campus was also on track to complete output 4b, as they had defined EL for EOU and received approval for the definition at an EPCC meeting.

Major Task 5

The aim of Major Task 5 is the bolster existing First-Year Seminar into a First-Year Experience (FYE) by expanding staffing, programming, and training for faculty. The campus met or was on track to meet three out of three outputs associated with this task (100%). The campus completed output 5a by revising the FYE curriculum. The campus also completed output 5b by offering professional development opportunities to project staff to attend a FYE conference to gain a better understanding of FYE models and best practices. Output 5c is completed, as the campus has extensively researched FYE models and conducted literature reviews surrounding best practices to inform their own model.

Major Task 6

The aim of Major Task 6 is to improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software. The campus was on track to meet two out of two outputs associated with this task (50%). During year 1, catalog and curriculum software was purchased for EOU. In year 2, the software was launched and available for student use.

Major Task 7

The aim of Major Task 7 is to promote a sense of belonging by providing additional support to historically marginalized students. The campus was on track to complete three out of three outputs (100%). The campus continued to make progress on output 7a, as strategic plan components were identified. Further, the retention coordinator is planning several events for students that will be held in year 3.

Considerations and Recommendations

Overall, the EOU Title III project is on track for success. The strong alignment with EOU's strategic plan and engagement and support of the institution's leadership have greatly aided project implementation. Collaboration within and across university departments to attain project goals is another strong factor influencing success: the Eastern Oregon University campus is a place where faculty leaders and campus administrators agree on campus-wide goals and work collaboratively to realize those goals.

We recommend continuing to work on routinely collecting requested data throughout the year and maintaining a strong working relationship with the external evaluator.

Appendix A: EOU Title III Grant Evaluation Framework

<i>FOI.1. To what extent was the project implemented as it was designed?</i>				
Implementation Tasks	Time Frame	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Year 1: All Actions				
Review program regulations, set up budgets, implement time & effort reporting, establish schedule & process for internal reports		<u>For all actions:</u> Review documentation and meeting minutes for evidence that these actions were taken and whether actions were on time	<u>For all actions:</u> Review documentation in shared folder. Consult with project coordinator if documentation is missing	For all actions: Annual: September
Major Task 1				
Year One				
Appoint interim Title III project director	10/21–12/21			
Hire permanent Title III director	10/21–12/21			
Establish the charge and tasks of the Title III Implementation Steering Committee	11/21–01/22			
Inform campus community about Title III project implementation	10/21–12/21			
Establish work plans for Title III staff	10/21–12/21			

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Develop plan for administration of HEDS annually, with initial administration coordinated with orientation	12/21–5/22			
All Remaining Years				
Administer HEDS, complete data collection, analyses, reports for all performance indicators on the objectives: Fall-to-fall persistence rates, graduation rates, faculty and staff surveys, student surveys	10/21–9/26			
Conduct quarterly formative evaluation discussions with Steering Committee and provide feedback on various program components	10/21–9/26			
Summative evaluation meeting at end of year with evaluator	10/21–9/26			
Planning for improvements based on evaluation results	10/21–9/26			
Major Task 2				
Year One				
Hire academic advisor	11/21–12/21			
Modify and plan for revised advising model based on research, committee discussions and decisions	2/22–9/22			
Create advisor training for new advising model	2/22–9/22			
All Remaining Years				
Launch new student-centered mandatory advising model	10/22–09/26			

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Continue professional development for advising staff	10/22–7/26			
Major Task 3				
Year One				
Provide one course release (4 load hours) to math faculty to develop math pedagogy course for tutors.	1/22–6/22			
Provide faculty stipend for development of Math 106 course as a third choice of a 100-level math course, intended primarily for students in the Arts, Humanities, and Social Sciences disciplines.	1/22–6/22			
All Remaining Years				
Provide 0.25 FTE release time to writing faculty member to dedicate time as Writing Program Administrator (WPA).	10/21–9/26			
Provide stipends for two developmental and co-remediation math faculty for course development	1/22–9/26			
Provide stipends for six faculty to develop assessments, outcome review, and in-house professional development for CORE writing courses. Provide faculty stipends for two developmental math faculty to create course materials.	1/22–9/23			
Math pedagogy course offered as part of tutor training.	10/22–12/22			
Five additional math tutors begin tutoring co-remedial math students.	1/23–9/26			
Coordinate redesigned courses with tutoring and supplemental instruction.	6/23–9/26			

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Implementation of other redesigned courses to ensure greater success for students in gateway courses.	10/23–9/24			
Provide faculty stipends to develop paired courses (co-remedial math and non-math courses).	1/24–9/26			
Major Task 4				
Year One				
Hire career coach/experiential learning coordinator.	12/21–2/22			
Graduate assistant assigned to support experiential learning strategies.	3/22–9/22			
Purchase and install Vmoox Pathway U as a virtual career services tool.	4/22–6/22			
Establish Experiential Learning Course Development Fund for faculty to create EL opportunities.	3/22–9/22			
All Remaining Years				
Participate in professional development conference.	10/22–7/26			
Continue to administer and provide EL Course Development Fund for faculty to create EL opportunities.	10/22–9/23			
Major Task 5				
Year One				
Hire Title III program director (PD) /FYE coordinator.	7/21–10/21			
Develop FYE instructor training to support the revision of FYE course curriculum.	6/22–9/22			
All Remaining Years				
Provide stipends for 15 faculty to revise FYE program curriculum	1/22–9/23			
Participate in professional development conference	1/22–7/26			

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FYE instructor training held for 12 faculty to support revision of FYE curriculum	4/23–8/26			
Provide stipends for additional faculty to revise FYE program curriculum	1/24–9/26			
Major Task 6				
Year One				
Purchase and install Acalog and Curriculog software. Train staff on implementation and usage	12/21–3/22			
Pilot creation and modification to degree programs, courses, and catalog information	4/22–9/22			
Year Two				
Launch Acalog and Curriculog software for campus-wide use	10/22–9/23			
Year Three – Five				
Software fully integrated into all systems that support student scheduling, catalog and curriculum development	10/23–9/26			
Major Task 7				
Year One				
Hire Student Diversity & Inclusion Retention Coordinator	1/22–2/22			
Develop long-term plan for retention of historically marginalized students	3/22–9/22			
All Remaining Years				
Provide personal, academic, and career advising to help students navigate university systems, improve study skills and remove barriers	3/22–9/26			
Create and hold workshops for students regarding noncognitive skills, stress management, time management, and obtaining scholarships	10/22–9/26			

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Launch peer mentoring program, matching students interested in participating	10/22–6/24			
Launch free peer tutoring program for marginalized students	1/23–9/26			
FOI.2. To what extent were program components implemented according to professional standards or best practices?				
<p>Activity 1: Develop the Building Roadmaps in Development of Guided Experiences for Students (BRIDGES) program</p> <p>1.Proactive advising redesign, which will reinvigorate academic advising with a strengthened structure and additional student support</p> <p>2.Co-requisite writing and math investment to improve student outcomes in gateway courses, close equity gaps, and support faculty professional development</p> <p>3.Experiential Learning Program, to provide “hands-on” learning experiences for student engagement</p> <p>4.First-Year Experience to increase student engagement and retention in the first year</p> <p>5.Systematic approach to scheduling to improve the ability to intersect data on course demand, degree plans, and degree modifications, with the ultimate goal of improving student time to completion</p> <p>6. Foster a sense of belonging by providing additional services to historically marginalized students, with a focus on LGBTQ+, first-generation, low-income, rural, disabled, and veteran students</p>	Ongoing	<p>Identify or develop rubric for implementation of High-Impact Practices (Kuh, 2008)</p> <p>Assess EOU implementation according to rubric and grade implementation</p>	<p>Collect and review evidence of BRIDGES implementation at EOU through project activity documentation and focus groups with project staff, other staff, faculty, and students during site visit</p> <p>Consult with BRIDGES steering committee during or following site visit.</p>	Annual: September

<i>FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?</i>				
<p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <ul style="list-style-type: none"> Have you had interactions with an advisor? What has your experience been interacting with your advisor? <p>Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program;</p> <ul style="list-style-type: none"> Have you taken co-requisite writing and math courses? Please describe your experience participating in a co-requisite writing or math pilot course. <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <ul style="list-style-type: none"> Have you participated in Experiential Learning (EL)? If so, please describe your experience. <p>Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty;</p>	Following BRIDGES implementation	Transcript analysis based on interview protocol themes	<p>Site visit:</p> <p>Focus group with students</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>

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<ul style="list-style-type: none"> Please tell me about your participation in First-Year Experience (FYE). What did you like? What could be improved? <p>Major Task 6: Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software;</p> <ul style="list-style-type: none"> Have you scheduled through the catalog and curriculum software? If so, what was your experience like? <p>Major Task 7: Promote sense of belonging by providing additional support to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans).</p> <ul style="list-style-type: none"> Did you receive additional support? Please describe. 				
<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program;</p> <ul style="list-style-type: none"> To what extent were you involved in setting up effective structures and processes for the BRIDGES project? Tell me about your experience setting up these structures and processes for the project? <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p>	<p>Following BRIDGES implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with faculty and staff involved in BRIDGES; Steering committee</p> <p>Faculty/staff perception survey</p>	<p>Annual: September</p>

<ul style="list-style-type: none"> To what extent were you involved with strengthening the advising structure? What is your opinion of these changes to the advising program? <p>Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program;</p> <ul style="list-style-type: none"> To what extent were you involved in implementing components of co-requisite writing and math? Can you tell me about your experience implementing these components? What is your opinion of these co-requisite courses? <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <ul style="list-style-type: none"> To what extent were you involved in establishing the Experiential Learning Program? Can you share your opinion about the EL program? <p>Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty;</p> <ul style="list-style-type: none"> To what extent were you involved in designing or implementing changes to the First-Year Experience? What is your opinion of these changes? To what extent were you involved in the training associated with the First-Year 				
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<p>Experience? Can you tell me about your experience in FYE training?</p> <p>Major Task 6: Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software;</p> <ul style="list-style-type: none"> To what extent were you involved in the implementation of the catalog and curriculum software? Please tell me your experience with implementing the catalog and curriculum software <p>Major Task 7: Promote sense of belonging by providing additional support to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans).</p> <ul style="list-style-type: none"> To what extent were you involved in providing additional support to historically marginalized students? What is your opinion of these support services? 				
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<i>F1. To what extent has the project achieved its intended outputs?</i>				
Grant Objectives /Definition of Terms	Annual Targets	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Major Task 1: Set up effective structures and processes to implement five-year Title III grant program				

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Committee workplan developed and documented		Evidence of committee workplan	Request from the project director the committee workplan	Annual: August
Increased awareness about the project from students		<p>Baseline: TBD</p> <p>Numerator: # of students reported awareness about the project</p> <p>Denominator: # of students who have taken the survey</p>	<p>Student perception survey</p> <p>Question item: "Have you heard about the BRIDGES program?"</p> <p>Qualitative data from site visit</p>	
Increased awareness about the project from staff / faculty		<p>Baseline: TBD</p> <p>Numerator: # of staff / faculty reported awareness about the project</p> <p>Denominator: # of students who have taken the survey</p>	<p>Staff and faculty impact survey</p> <p>Question item: "Have you heard about the BRIDGES program?"</p> <p>Qualitative data from site visit</p>	
Increased excitement about the project from students		<p>Baseline: TBD</p> <p>Numerator: # of students excited about the project</p> <p>Denominator: # of students who have taken the survey</p>	<p>Student perception survey</p> <p>Question item: "How excited do you feel about the BRIDGES program?"</p> <p>Qualitative data from site visit</p>	
Increased excitement about the project from staff / faculty		<p>Baseline: TBD</p> <p>Numerator: # of staff / faculty excited about the project</p>	<p>Staff and faculty impact survey</p> <p>Question item: "How excited do you feel about the BRIDGES program?"</p>	

		Denominator: # of staff / faculty who have taken the survey	Qualitative data from site visit	
Finalized reports published on the website and included in the annual report to DoE		# of associated reports on website	Website link	
Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice				
Best practices identified and incorporated; plan created and launched		Components of best practices	Request from project director identified best practices, plan, and evidence of implementation of plan	Annual: August
All degree-seeking students receive mandatory advisement		Baseline: 0 Numerator: # of degree-seeking students receiving mandatory advisement Denominator: # of degree-seeking students	Request from project director data on student advisement numbers	
Best practices identified and incorporated into advising		# of components identified in advisement best practices	Request from project director list of best practices used in advising Focus groups with staff	
Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program				
Students more engaged (e.g., higher pass rates, heightened student and faculty satisfaction) in gateway writing classes		Baseline: TBD	Request from IR office academic records of gateway writing course; student and	Annual: August

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		Numerator: # of students / faculty satisfied Denominator: # of students / faculty	faculty surveys (HEDS; evaluator-developed survey; NSSE)	
Development of math pedagogy course curriculum		Evidence of math pedagogy course curriculum	Request from project director the curriculum for math pedagogy course	
Math 106 course developed, with course to be offered Fall 2022 to provide an additional co-remedial math opportunity		Course enrollment for Math 106 course	Evidence of Math 106 in course catalog Request from IR office the total number of students enrolled in Math 106	
Development of co-remediated courses (e.g., higher pass rates, higher student and faculty satisfaction)		Evidence of co-remediated courses	Evidence of courses in course catalog	
Professional development offered to faculty		# of professional development opportunities offered to faculty	Request from project director the # of professional development offered to faculty	
Student tutors support co-remedial math students (e.g., higher pass rates in math)		Baseline: ? Numerator: # of students supported by tutors who passed remedial math Denominator: # of students supported by tutors	Request from project director the # of students receiving tutoring; Request from IR office academic records of students receiving tutoring	
Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools				

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Five new EL opportunities created and offered to students		Baseline: 0 # of new EL opportunities created and offered to students	Request from project director evidence of new EL opportunities created and offered to students	Annual: August
Best practices identified and incorporated into EL program and career services		# of components listed as best practice for EL program	Request from project director the list of best practices for EL program Focus groups with staff	
Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty				
Development of newly revised FYE curriculum (e.g., higher retention, heightened student and faculty satisfaction)		Evidence of FYE curriculum	Request from project director the FYE curriculum	
Professional development opportunities created for future faculty training		# of professional development opportunities offered to faculty	Request from project director details of professional development offered to faculty; faculty survey	
Best practices identified and incorporated into FYE program		# of components listed as best practice for FYE program	Request from project director the list of best practices for FYE program Focus groups with staff and faculty	
Major Task 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software				
Pilot developed, launched, and evaluated		Evidence curriculum software and scheduling software was piloted, evaluated, and launched	Request from project director evaluation form / checklist for software	

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Students on track with courses, scheduling, and catalog integration		Baseline: TBD Numerator: # of students on track with courses, scheduling, and catalog integration Denominator: # of students	Request from project director the # of students enrolled in the curriculum software and scheduling software; request how many students are on track with courses, scheduling, and catalog integration	
Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)				
DEIA strategic plan components identified and implemented		# of components for DEIA strategic plan	Request from project director the DEIA strategic plan components	
Staff trained and oriented with programs and students		Baseline: 0 Numerator: # of staff trained and oriented with programs and students Denominator: # of staff	Request from project director the # of staff trained / oriented with programs	
Workshops planned using student input and best practice research		Baseline: 0 Numerator: # of workshops planned using student input and best practice research Denominator: # of workshops	Request from project director the # of workshops, and workshops planned using student input and best practices research	
Guiding Questions		Analytical Procedure	Data Collection Procedure	Frequency/ Date

<i>F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?</i>			
Major Task 1: Set up effective structures and processes to implement five-year Title III grant program			
<ul style="list-style-type: none"> What successes has this team achieved related to the setting up effective structures and processes to implement the BRIDGES program? How has this success led EOU closer to its project goals? Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September
Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice			
<ul style="list-style-type: none"> What successes has this team achieved related to strengthening advising structures? How has this success led EOU closer to improving the strengthening of advising structures? Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What successes have you experienced related to advising? Which component of advising do you consider to be the most successful? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
<ul style="list-style-type: none"> What successes has this team achieved related to strengthening advising structures? How has this success led EOU closer to improving the strengthening of advising structures? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September

Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program			
<ul style="list-style-type: none"> What successes has this team achieved related to implementing successful components of co-requisite writing and math pilot courses? How has this success led EOU closer to implementing successful components of co-requisite writing and math pilot courses? Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What successes have you experienced related to participation in co-requisite writing and math pilot courses? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
<ul style="list-style-type: none"> What successes has this team achieved related to implementing successful components of co-requisite writing and math pilot courses? How has this success led EOU closer to implementing successful components of co-requisite writing and math pilot courses? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September
Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
<ul style="list-style-type: none"> What successes has this team achieved related to establishing the Experiential Learning Program? How has this success led EOU closer to establishing the Experiential Learning Program? Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September

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<ul style="list-style-type: none"> What successes have you experienced related to participation in the Experiential Learning Program? Which component of the project do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What successes has this team achieved related to implementing successful components of the Experiential Learning Program? How has this success led EOU closer to implementing successful components of the Experiential Learning Program? Which component of the project do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
<p>Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty</p>			
<ul style="list-style-type: none"> What successes has this team achieved related to bolstering existing First-Year Seminar into a First-Year Experience? How has this success led EOU closer to bolstering existing First-Year Seminar into a First-Year Experience? Which component of the project do you consider to be most closely associated with this success? Why? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What successes have you experienced related to your First-Year Experience? Which component of your FYE do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What successes has this team achieved related to bolstering existing First-Year Seminar into a First-Year Experience? How has this success led EOU closer to bolstering existing First-Year Seminar into a First-Year Experience? Which component of the project do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p>	<p>Annual:</p> <p>September</p>

		Staff / faculty perception survey	
Major Task 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software			
<ul style="list-style-type: none"> What successes has this team achieved related to implementation of curriculum and scheduling software? How has this success led EOU closer to implementation of curriculum and scheduling software? Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What successes have you experienced related to scheduling using the software? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
<ul style="list-style-type: none"> What successes has this team achieved related to implementation of curriculum and scheduling software? How has this success led EOU closer to implementation of curriculum and scheduling software? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September
Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)			
<ul style="list-style-type: none"> What successes has this team achieved related to promoting a sense of belonging among historically marginalized students? How has this success led EOU closer to promoting a sense of belonging among historically marginalized students? Which component of the project do you consider to be most closely associated with this success? Why? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

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<ul style="list-style-type: none"> What successes have you experienced related to special support services provided to historically marginalized students? Which component of these services do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What successes has this team achieved related to providing special support services to historically marginalized students? How has this success led EOU closer to promoting a sense of belonging for these students? Which component of the project do you consider to be most closely associated with this success? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
<p><i>F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?</i></p>			
<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p>			
<ul style="list-style-type: none"> What challenges has this team faced related to the setting up effective structures and processes to implement the BRIDGES program? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice</p>			
<ul style="list-style-type: none"> What challenges has this team faced related to strengthening advising structures? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>

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<ul style="list-style-type: none"> Did this challenge affect your future implementation plans? If yes, how? 			
<ul style="list-style-type: none"> What challenges have you experienced related to advising Which component of advising do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges has this team faced related to strengthening advising structures? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
<p>Major Task 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program</p>			
<ul style="list-style-type: none"> What challenges has this team faced related to implementing successful components of co-requisite writing and math pilot courses? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges have you experienced taking co-requisite writing and math pilot courses? Which component of the project do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>

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<ul style="list-style-type: none"> What challenges has this team faced related to implementing successful components of co-requisite writing and math pilot courses? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
<ul style="list-style-type: none"> What challenges has this team faced related to establishing the Experiential Learning Program? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges have you experienced related to participating in the Experiential Learning Program? Which component of the project do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges has this team faced related to establishing the Experiential Learning Program? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>

Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty			
<ul style="list-style-type: none"> What challenges has this team faced related to bolstering existing First-Year Seminar into a First-Year Experience? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What challenges have you experienced related to participating in the First-Year Experience? Which component of the project do you consider to be most closely associated with this challenge? Why? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
<ul style="list-style-type: none"> What challenges has this team faced related to bolstering existing First-Year Seminar into a First-Year Experience? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September
Major Task 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software			
<ul style="list-style-type: none"> What challenges has this team faced related to implementing successful components of the curriculum and scheduling software? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

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<ul style="list-style-type: none"> Did this challenge affect your future implementation plans? If yes, how? 			
<ul style="list-style-type: none"> What challenges have you experienced related to scheduling on the curriculum software? Which component of the project do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges has this team faced related to implementing successful components of curriculum and scheduling software? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
<p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>			
<ul style="list-style-type: none"> What challenges has this team faced related to promoting a sense of belonging among historically marginalized students? What action(s) did your team take in response to this challenge? Which component of the project do you consider to be most closely associated with this challenge? Why? Did this challenge affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee; student survey</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What challenges have you experienced with your sense of belonging at EOU? Which component of BRIDGES do you consider to be most closely associated with this challenge? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Students impacted by BRIDGES</p> <p>Student perception survey</p>	<p>Annual:</p> <p>September</p>

<i>F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?</i>			
Activity 1: Set up effective structures and processes to implement five-year Title III grant program			
<ul style="list-style-type: none"> What factors have affected setting up effective structures and processes to implement the BRIDGES program? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did this factor affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
Activity 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice			
<ul style="list-style-type: none"> What factors have affected the implementation of strengthening advising structures? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What factors have affected implementation of strengthening advising structures? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September

Activity 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program			
<ul style="list-style-type: none"> What factors have affected implementing successful components of co-requisite writing and math pilot courses? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> What factors have affected implementing successful components of co-requisite writing and math pilot courses? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September
Activity 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
<ul style="list-style-type: none"> What factors have affected implementation of establishing the Experiential Learning Program? What were the impacts of these factors on project implementation? What action(s) did your team take in response to these factors? Which component of the project do you consider to be most closely affected by these factors? Why? Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

<ul style="list-style-type: none"> • What factors have affected implementation of establishing the Experiential Learning Program? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Activity 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty			
<ul style="list-style-type: none"> • What factors have affected implementation of bolstering existing First-Year Seminar into a First-Year Experience? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> • What factors have affected implementation of bolstering existing First-Year Seminar into a First-Year Experience? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Activity 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software			

<ul style="list-style-type: none"> • What factors have affected implementation of the curriculum and scheduling software? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
<ul style="list-style-type: none"> • What factors have affected implementation of the curriculum and scheduling software? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff / faculty perception survey	Annual: September
Activity 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)			
<ul style="list-style-type: none"> • What factors have affected implementation of promoting a sense of belonging among historically marginalized students? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee; student survey	Annual: September
F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?			
Activity 1: Set up effective structures and processes to implement five-year Title III grant program			

<p>What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to setting up effective structures and processes to implement the BRIDGES program?</p> <p>Which component of the project do you consider most likely to be sustained or institutionalized? Why?</p> <p>Which component of the project do you consider least likely to be sustained or institutionalized? Why?</p>	Content analysis to identify themes in open-ended, narrative responses	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
Activity 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to strengthening advising structures? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	Content analysis to identify themes in open-ended, narrative responses	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to strengthening advising structures? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Activity 3: Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to implementing successful components of co-requisite writing and math pilot courses? Which component of the project do you consider most likely to be sustained or institutionalized? Why? 	Content analysis to identify themes in open-ended, narrative responses	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>

<ul style="list-style-type: none"> Which component of the project do you consider least likely to be sustained or institutionalized? Why? 			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to implementing successful components of co-requisite writing and math pilot courses? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Activity 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to establishing the Experiential Learning Program? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	<p>Annual:</p> <p>September</p>
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to establishing the Experiential Learning Program? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	<p>Annual:</p> <p>September</p>
Activity 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to bolstering existing First-Year Seminar into a First-Year Experience? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p>	<p>Annual:</p> <p>September</p>

<ul style="list-style-type: none"> Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 		Focus group with BRIDGES steering committee	
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to bolstering existing First-Year Seminar into a First-Year Experience? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	Annual: September
Activity 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to improving student time to graduation? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p> <p>Focus group with BRIDGES steering committee</p>	Annual: September
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to improving student time to graduation? Which component of the project do you consider most likely to be sustained or institutionalized? Why? Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	<p>Site visit:</p> <p>Faculty / staff implementing BRIDGES</p> <p>Staff / faculty perception survey</p>	Annual: September
Activity 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)			
<ul style="list-style-type: none"> What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to 	<p>Content analysis to identify themes in open-ended, narrative responses</p>	<p>Site visit:</p>	Annual:

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<p>promoting a sense of belonging among historically marginalized students?</p> <ul style="list-style-type: none"> • Which component of the project do you consider most likely to be sustained or institutionalized? Why? • Which component of the project do you consider least likely to be sustained or institutionalized? Why? 		Focus group with BRIDGES steering committee	September
<i>F6. How has this Title III project affected the college overall?</i>			
<p>How has the project strengthened the college?</p> <p>Have there been any unintended impacts of the project on the college?</p> <p>Based on progress made with this project, what new needs or potential areas of growth have been identified for the college?</p>	Content analysis to identify themes in open-ended, narrative responses	<p>Site visit:</p> <p>Focus group with project team; Interviews or focus group with college leadership</p>	<p>Annual:</p> <p>September</p>

S1. To what extent has the project met its goals?				
Grant Goals	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Goal 1: Improve a) student persistence and graduation rates for first-time, full-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; b) student persistence rates for first-time, part-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; and c) student engagement by systematically assessing learning supports associated with the Title III program.	2022: 0% 2023: 25% 2024: 50% 2025: 75% 2026: 100%	Numerator = # of affiliated objectives that are on target or met Denominator = # of affiliated objectives	Use objectives affiliated with Goal 1; see objectives listed under Goal 1 in S2.	Annual: August
Goal 2: a) Improve student career readiness as part of their educational programs through Experiential Learning opportunities; and b) strengthen technology infrastructure to support curriculum development and students seeking Experiential Learning opportunities.	2022: 0% 2023: 25% 2024: 50% 2025: 75%	Numerator = # of affiliated objectives that are on target or met Denominator = # of affiliated objectives	Use objectives affiliated with Goal 2; see objectives listed under Goal 2 in S2.	Annual: August
Goal 3: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation.	2022: 0% 2023: 25% 2024: 50% 2025: 75%	Numerator = # of affiliated objectives that are on target or met Denominator = # of affiliated objectives	Use objectives affiliated with Goal 3; see objectives listed under Goal 3 in S2.	Annual: August

S2. To what extent has the project met its intended outcomes?				
Grant Outcomes	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Goal 1 – Academic Programs				
By September 30, 2026, increase the fall-to-fall persistence rate of first-time, full-time degree-seeking undergraduate students from 67.6% to 78%.	Increase 2% points annually	Numerator = # of first-time, full-time students retained fall to fall Denominator = # of first-time, full-time students enrolled in first fall term	Student-level enrollment data during fall terms to track target population of first-time student cohorts from fall term to fall term	Annual: August
By September 30, 2026, increase the fall-to-fall persistence rate of first-time, part-time degree-seeking undergraduate students from 21.3% to 28%.	Increase 1.30% points annually	Numerator = # of first-time, part-time students retained fall to fall Denominator = # of first-time, part-time students enrolled in first fall term	Student-level enrollment data during fall terms to track target population of first-year student cohorts from fall term to fall term	Annual: August
By September 30, 2026, increase the percentage of first-time, full-time degree-seeking undergraduate students graduating within six years from 29.75% to 36%.	Increase 1.25% points annually	Numerator = # of first-time, full-time students graduated within 6 years of first-time enrollment Denominator = # of first-time, full-time students in cohort year	Degree completion data tracked on target population cohorts of first-time, full-time students	Annual: August
By September 30, 2026, increase the number of full-time, degree-seeking students from 1,631 to 1,753	Increase by 24 students annually	# of first-time, full-time students; comparison to baseline	Enrollment data: # of students enrolled in at EOU. (2015–2016 to 2025–2026)	Annual: August

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By September 30, 2026, decrease DFWU in gateway math from an average three-year baseline of 32% in 2017—2020 to 25%, a decrease of 21.9% from baseline	Decrease 4.40% points annually	Numerator = fail rate / # of withdrawal in gateway level math courses Denominator = # of students who received a grade for gateway level math courses (e.g., A–F; W; U)	Term-by-term grade information on students in gateway level math courses	Annual: August
Goal 2: Institutional Management				
By September 30, 2026, increase the percentage of students engaging in at least one Experiential Learning activity before graduation from 50% to 90%	Increase 8% points annually	Numerator = # of students participated in EL Denominator = # of enrolled students	# of students who enroll in EL activities, # of students using career center technology, # of students retained	Annual: August
By September 30, 2026, increase EOU student satisfaction and engagement as measured by the HEDS Diversity and Equity Campus Climate Survey	Not reported	HEDS survey; Student perception survey	HEDS survey (using a cluster sample design); Student perception survey (using a cluster sample design);	Annual: August
Goal 3 – Fiscal Stability				
By September 30, 2026, increase student FTE by 3.0% by retaining students who would have left EOU in their first year	Increase by .6% points annually	Numerator = # of credit hours by full-time, full-year students Denominator = 45	# & % of first-year students enrolled & FTE tracked	Annual: August
By September 30, 2026, decrease grant cost per degree from \$726 to \$571—a decrease of 21.3 percent from the baseline	Decrease by 4.26% points annually	Numerator = grant funds Denominator = # of degrees	Amount of grant funds; # of degrees	Annual: August

Appendix B: Fidelity of Implementation Results

<i>FOI.1. To what extent was the project implemented as it was designed?</i>			
Implementation Tasks	Time Frame	Grant Objective Progress	Notes
Year 1: All Actions			
Major Task 1			
Year Two			
Administer HEDS, complete data collection, analyses, reports for all performance indicators on the objectives: Fall-to-fall persistence rates, graduation rates, faculty and staff surveys, student surveys	10/21–9/26	Completed for year 2; remains ongoing	HEDS was administered in year 2
Conduct quarterly formative evaluation discussions with Steering Committee and provide feedback on various program components	10/21–9/26	Completed for year 2; remains ongoing	The Steering Committee meets on a regularly basis to discuss project implementation updates.
Summative evaluation meeting at end of year with evaluator	10/21–9/26	Completed for year 2; remains ongoing	Project staff met with the evaluator in November 2022 to discuss the evaluation report.
Planning for improvements based on evaluation results	10/21–9/26	Completed for year 2; remains ongoing	Project staff report planning for improvements to implementation based on evaluation (Source: site visit)
Major Task 2			
Year Two			

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Create advisor training for new advising model	2/22–9/22	In progress	The advising taskforce had begun this work in year 1; this work remains ongoing in year 2; the foundation continues to be established with developing a documentation outlining specific duties in advising, differentiating online vs in-person advising, expectations for advisors, and faculty advisors; this is not yet codified and will be completed in year 3 (Source: site visit)
Launch new student-centered mandatory advising model	10/22–09/26	In progress	There have been barriers for implementation of this task, as staff are figuring out how to place students into this new model (Source: site visit)
Continue professional development for advising staff	10/22–7/26	Completed for year 2; remains ongoing	Five staff members attended NACADA during year 2.
Major Task 3			
Year Two			
Provide one course release (4 load hours) to math faculty to develop math pedagogy course for tutors.	1/22–6/22	Completed	Project has provided one faculty member with a course release in Fall 2022 to develop MATH 210; offered for the first time in Spring 2023.
Provide 0.25 FTE release time to writing faculty member to dedicate time as Writing Program Administrator (WPA).	10/21–9/26	In progress	Faculty were provided with a stipend to complete this work instead of release time; project staff shared that providing release time to faculty is challenging as faculty are needed to teach.
Provide stipends for two developmental and co-req math faculty for course development	1/22–9/26	Completed for year 2; remains ongoing	Stipends were provided for two staff members to develop MATH 072. This course will be offered for the first time in Fall 2023 with three different sections.
Provide stipends for six faculty to develop assessments, outcome review, and in-house professional development for CORE writing courses.	1/22–9/23	Data not provided	Insufficient documentation to assess.
Math pedagogy course offered as part of tutor training.	10/22–12/22	Completed	Math 210 was offered in Spring 2023.

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Five additional math tutors begin tutoring co-req math students.	1/23–9/26	Not yet implemented	As Math 210 was offered in Spring 2023, tutors will begin work in Fall 2023.
Coordinate redesigned courses with tutoring and supplemental instruction.	6/23–9/26	In progress	Project staff attempted a redesign with SCI 101 but shared that it was “not successful” because of course pre-requisites.
Major Task 4			
Year Two			
Graduate assistant assigned to support experiential learning strategies.	3/22–9/22	Complete	Graduate assistant was hired on March 14, 2023 and supports the Title III program with an average of 10 hours a week.
Purchase and install Vmock Pathway U as a virtual career services tool.	4/22–6/22	Complete	Project staff have purchased Pathway U (a career educational system); Implementation occurred in the summer, with plans to pilot with students in the fall.
Participate in professional development conference.	10/22–7/26	Completed for year 2; remains ongoing	Faculty members and dean attended a national meeting in Chicago in November (Source: site visit)
Continue to administer and provide EL Course Development Fund for faculty to create EL opportunities.	10/22–9/23	Complete	Project staff received funding from the state as emergency funding from COVID; this funding was provided to the faculty to help create EL opportunities.
Major Task 5			
Year Two			
Develop FYE instructor training to support the revision of FYE course curriculum.	6/22–9/22	Completed	FYE instructor training occurred in Summer 2023.
Provide stipends for 15 faculty to revise FYE program curriculum	1/22–9/23	In progress	In year 1, 5 faculty received stipends; in year 2, 5 additional faculty received stipends.
Participate in professional development conference	1-/22–7/26	Completed for year 2; remains ongoing	Two staff members attended the FYE Conference in February 2023.

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FYE instructor training held for 12 faculty to support revision of FYE curriculum	4/23–8/26	Completed for year 2; remains ongoing	FYE instructor training occurred in Summer 2023.
Major Task 6			
Year Two			
Purchase and install Acalog and Curriculum software. Train staff on implementation and usage	12/21–3/22	Complete	Both the CURRICULOG and Acalog software have been purchased; staff have been trained on the software.
Pilot creation and modification to degree programs, courses, and catalog information	4/22–9/22	Complete	Project staff report that the software has been modified for programs and courses.
Launch Acalog and Curriculum software for campus-wide use	10/22–9/23	Complete	Project staff report that both software packages have been fully implemented.
Major Task 7			
Year Two			
Hire Student Diversity & Inclusion Retention Coordinator	1/22–2/22	Completed	The Retention Coordinator was hired; this position was moved to another department within the university.
Develop long-term plan for retention of historically marginalized students	3/22–9/22	In progress	The draft of the long-term plan for retention is currently underway. There are plans for the draft to move through committees in FY23–24.
Provide personal, academic, and career advising to help students navigate university systems, improve study skills and remove barriers	3/22–9/26	Completed for year 2; remains ongoing	The Retention Coordinator met with 25 students over 95 appointments over January–August 2023; the coordinator received 42 referrals from across EOU to support students to connect them with advisors, resources, and success coaching.
Create and hold workshops for students regarding noncognitive skills, stress management, time management, and obtaining scholarships	10/22–9/26	In progress	The Retention Coordinator is creating new workshops in year 2 to be held in year 3; examples of workshops include: Financial Aid 101 Workshop,

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			Scholarship Essay Workshop for ESL Students, and Virtual Budgeting Class.
Launch peer mentoring program, matching students interested in participating	10/22–6/24	In progress	Project staff plan to continue with the current peer mentoring program. The Retention Coordinator has plans to increase outreach to historically marginalized students for participation. Plans are still in development for this action task.
Launch free peer tutoring program for marginalized students	1/23–9/26	In progress	Tutoring services (e.g., writing center, group student, individual tutoring) are offered by EOU, where students can be matched with peers. Tutoring services are free at EOU. The Retention Coordinator has plans to increase outreach to historically marginalized students for participation.

Appendix C: Rubric Findings for High-Impact Practices

High Impact Practice Rubric

For each high impact practice, apply the rubric below.

Quality Dimensions ³	Completely Implemented	Partially Implemented	Not Implemented	Not Planned	Definition
Expectations	X				Performance expectations set at appropriately high levels
Investment of Time & Effort		X			Significant investment of time and effort by students over an extended period of time
Interact with faculty and peers	X				Interactions with faculty and peers about substantive matters
Diverse Experiences		X			Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Feedback	X				Frequent, timely and constructive feedback
Structured Learning Opportunities		X			Periodic, structured opportunities to reflect and integrate learning
Real-world Application Opportunities		X			Opportunities to discover relevance of learning through real-world applications
Competence		X			Public demonstration of competence

Rubric Use: Evaluator-tool used to annually rate each best practice's implementation through the course of the grant. A percentage of best practice use will be calculated by assigning 2 points for "completely implemented," 1 point for "partially implemented," and 0 points for "not

³ Quality dimensions for high impact practices retrieved from: Finley, A. (2019). A comprehensive approach to assessment of high-impact practices. National Institute for Learning Outcomes Assessment. Originally derived from Kuh & O'Donnell, 2013.

implemented.” The total number of points accumulated will be divided by the total number of points available (# of practices*2) and then multiplied by 100 to generate a percentage.

