Title III Annual Evaluation Report
P031A210118

SHAFFER
Evaluation Group

EASTERN OREGON UNIVERSITY

Title III Annual Evaluation Report U.S. Department of Education P031A21011

Year 1: September 2022

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Table of Contents

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 focusing on these outcomes by implementing and engaging in seven major tasks that are targeting to address the 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, 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.

> 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 redesign of the advising model through the use of research and conducting literature reviews was an important and early success for this grant project. This success, along with the development of a new math course which is going to be offered this upcoming school year as a co-remediated course, helps to further student persistence to graduation (Goal 1). The campus also provided several professional development opportunities to faculty to develop Experiential Learning for students, an important avenue for creating student career readiness (Goal 2). The campus plans to report on retention during the next reporting period, as the census date for EOU is after the baseline reporting period (Goal 3).

Notably, EOU completed almost 57% of the actions planned for its first project year and had either completed or was on target to complete 76% of planned first year actions.

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 EOU BRIDGES goals 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) Corequisite 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 GLBTQA, 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 practice;

3. Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite 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 was 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. This logic model will be revisited and updated annually based on evaluation findings.

At the time of the writing of this plan, this EOU Title III project just completed the first year of a 5-year grant term.

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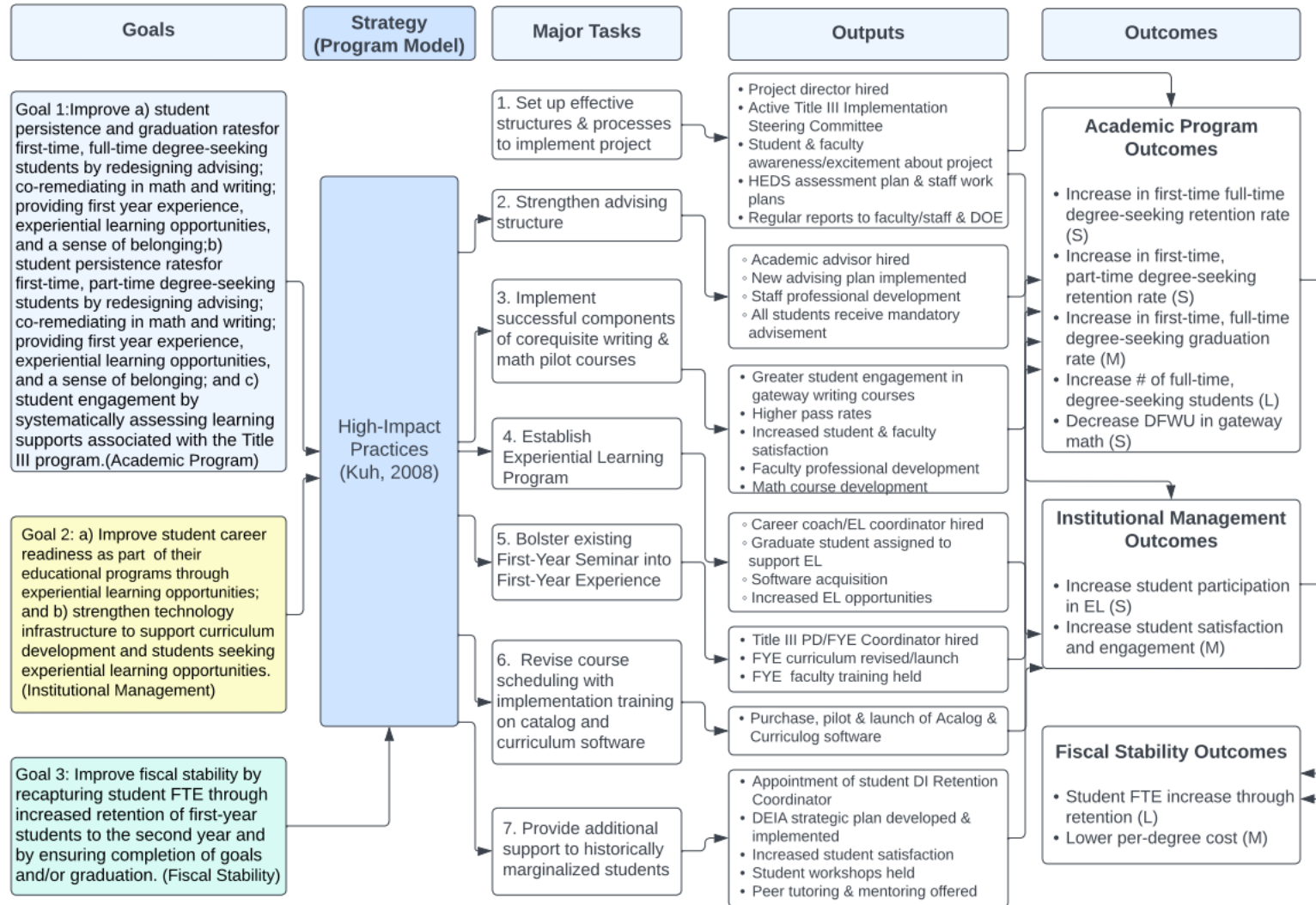
Study Design

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 study[1] are:

- *To what extent was the project implemented as designed?*

- *To what extent were program components implemented according to 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; and 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. The formative evaluation study also describes factors that have positively or negatively affected implementation, as well as implementation successes

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[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

and challenges. In addition to utilizing performance measure data, this study uses a series of stakeholder focus groups 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

While the first-year evaluation only involved data collection from project leadership and work groups, this evaluation study will eventually involve 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 provides information about the evaluation study, assures confidentiality of information shared, and confirms the voluntary nature of the study.

Project Staff. Project staff are 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 is incorporated into the focus group discussion protocol.

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

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

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

The evaluation team works 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 about 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 ninety days of the final delivered report, SEG destroys all data connected to this evaluation unless otherwise directed by the campus.

Data Sources

This study uses 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 Higher Education Data Sharing Consortium survey (HEDS), National Survey of Student Engagement (NSSE), student perception survey (evaluator-prepared), staff/faculty perception survey (evaluator-prepared)

- Project documentation

Findings

Fidelity of Implementation (FoI)

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

A comprehensive review of the first-year action plan took place during the evaluator's site visit on September 1. It was found that 57% of planned actions had been fully completed and a total of 76% of actions had either been completed or were in progress by the end of the fiscal year. A detailed listing of the status of first year actions is presented in Appendix B.

> # 76%
> ## actions in progress or completed

FoI 2. To what extent were program components implemented according to best practices?

The BRIDGES best practices rubric will be developed during Year 2 based on Kuh's High-Impact Practices. This question will be addressed for the first time in the Year 2 report.

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

The Title III grant application presented a clear plan to engage campus stakeholders in project implementation. Planned actions included:

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 evaluator's site visit, the university leadership team clearly articulated the project's goals, objectives, and activities. The university leadership team acknowledged that because communications with others, relationship-building, and de-siloing were prioritized in their own team, this approach was prioritized for the Title III project team as well. The project director regularly sends the university president project updates in the form of a memo, with recent accomplishments listed and upcoming tasks mentioned, and holds face-to-face meetings with the university president to strategize and gather feedback. The project director also started holding meetings with the interim Provost and interim president towards the end of year 1. Further, other members of campus leadership within the university were also kept appraised of the progress of the grant. For example, project staff wrote a memo to EOU's deans about the grant project's progress related to Experiential Learning.

Other stakeholders: Project staff are still developing a website that will support their Communication and Collaboration Plan that aims to "encourage stakeholders to seek opportunities where the interplay of activities lead to efficient and effective practice and implementation in support of student and institutional success." While the website is still in development, project leadership play a pivotal role in informing the broader campus. The project director attends a university-wide meeting about once every six weeks to discuss the Title III grant, provide updates on the grant, and explain how the grant connects to EOU's

strategies and goals. The university-wide meetings include President's plus meeting, planning and budget meetings, governance meetings, and curriculum committee meetings.

U.S. Department of Education: Staff plan to 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?

The evaluator reviewed the projects intended outputs during the first year, at a time during which campus activities and students and faculty were still affected by the COVID-19 pandemic.

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

Figure 2. Major Task 1 Findings

Outputs [Measure]	Status	Detail
1a. Committee workplan developed and documented	Completed	The Steering Committee workplan was developed, and the team has met throughout the planning year to develop and finalize this workplan (Title III Grant Update March 2022; February 2022; Communication and Collaboration Plan 2/8/22; Meeting agenda 10/19/21)
1b. Increased awareness about the project from students	Not assessed in Year 1	
1c. Increased awareness about the project from staff / faculty	Not assessed in Year 1	
1d. Increased excitement about the project from students	Not assessed in Year 1	
1e. Increased excitement about the project from staff / faculty	Not assessed in Year 1	
1f. Finalized reports published on the website and included in the annual report to DoE	In progress in Year 1	The project website is still in development (Source: Program Director Grant Update September 2022; Meeting agenda 5/17/22; Grant update May 2022; April 2022)

1a. The interim project director and the steering committee have developed a workplan throughout the planning year, which includes a communication and collaboration plan.

1b-e. This instrument was not administered during the planning year, and therefore baseline data was not collected. This will be collected during academic year 2022-23.

1f. The project director reported that the project website is still in development. The project team has met with marketing staff to develop the website and discussed the website 'mock-up' several times. During planning, a new recommendation emerged to include all grant initiatives within this website, not only the Title III grant. As a result, website development was delayed as the team shifted focus.

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

Figure 3. Major Task 2 Findings

Outputs [Measure]	Status	Detail
2a. Best practices identified and incorporated; plan created and launched	In progress	Project staff have developed an action item plan for the planning year. Further, project staff have developed KPIs, and deliverables for their team (Source: Action item list; Response to deliverables)
2b. All degree-seeking students receive mandatory advisement	In progress	1385 students (92%) are receiving mandatory advisement (Source: Mandatory Hold COB)

2a. Project staff have developed an action plan for the planning year, which includes tasks taken from the final report. Project staff have also worked throughout the planning year to address these action items, by developing KPIs, responding to various deliverables, and began developing best practices by reading the "Advising Manual" by Nancy Knowles. Best practices will be finalized at the end of the fall term.

2b. Project staff reported that 1385 students were receiving mandatory advisement during the planning year.

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

Figure 4. Major Task 3 Findings

Outputs [Measure]	Status	Detail
3a. Students more engaged (e.g., higher pass rates, heighted student, and faculty satisfaction) in gateway writing classes	In progress	59.5% of students passed gateway writing courses during the baseline year (Source: AY22 Gateway Writing Course Grades)

3b. Development of math pedagogy course curriculum	Not assessed in Year 1	Course development will take place during Fall 2022
3c. Math 106 course developed, with course to be offered Fall 2022 to provide an additional co-remedial math opportunity	In progress	Math 106 has been approved and will be offered on campus Spring 2023 (Source: Meeting agenda 3/8/22)
3d. Development of co-remediated courses (e.g., higher pass rates, higher student, and faculty satisfaction)	Completed	Math 106 has been approved and will be offered on campus Spring 2023 (Source: Meeting agenda 3/8/22)
3e. Professional development offered to faculty	Completed	Two different training opportunities were offered to four project staff members concerning corequisite writing and math courses (Source: Professional Development Tracking)
3f. Student tutors support co-remedial math students (e.g., higher pass rates in math)	Not assessed in Year 1	Math 106 (co-remedial math) will be first taught in SY 22-23; tutoring data will be collected at this time

3a. 78 out of 131 undergraduate students across Writing 115 and 116 passed.

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."

3e. Staff associated with the grant were able to engage in professional development opportunities during the planning year, such as the Conference on College Composition and Communication (March 9-12, 2022) and Oregon Mathematics Association of Two-Year Colleges (April 21-23, 2022).

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

Figure 5. Major Task 4 Findings

Outputs [Measure]	Status	Detail
4a. Five new EL opportunities created and offered to students	In progress	During the baseline year, faculty were provided with stipends to develop EL opportunities
4b. Best practices identified and incorporated into EL program and career services	In progress	The EL taskforce has developed a definition of Experiential Learning and received approval for the definition (Source: Experiential Learning Activities 2022)

4a. The EL taskforce provided faculty with opportunities throughout the baseline year in the form of professional development and stipends to help facilitate the development of EL opportunities. Eight faculty members were able to become members of the National Society for Experiential Learning, five faculty were sent to a virtual AAC&U High Impact Practices Institute during June 14-17, 2022, one faculty members are assigned to attend the NSEE conference September 26-28, 2022, and support was also provided to individual colleges within the university to support project development.

4b. 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 of 2021.

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

Figure 6. Major Task 5 Findings

Outputs [Measure]	Status	Detail
5a. Development of newly revised FYE curriculum (e.g., higher retention, heightened student, and faculty satisfaction)	Completed	The FYE taskforce have worked during the planning year to revise the FYE curriculum (Source: Agendas 8-8-22; 8-15-22; 8-22-22; 8-29-22)
5b. Professional development opportunities created for future faculty training	Completed	Three project staff were able to take part in a professional development opportunity concerning FYE (Source: Professional Development Tracking)
5c. Best practices identified and incorporated into FYE program	In progress	The FYE taskforce has conducted literature reviews of other models and reviewed relevant research pertaining to FYE models to inform their own FYE model (Source: FYE Factsheet; Literature review & bibliography; Stars in the constellation from 2017 NSFYE poster)

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 12-15, 2022). This conference provides attendees with an opportunity to share experiences concerning the topic of student development and success in the students' first year.

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 7. Major Task 6 Findings

Outputs [Measure]	Status	Detail
6a. Pilot developed, launched, and evaluated	In progress	While the CURRICULOG software has been purchased, the implementation was just beginning towards the end of the planning year. This software has not been piloted yet
6b. Students on track with courses, scheduling, and catalog integration	In progress	There are a total of 622 undergraduate students (or 35% of the students who have degree plans through the scheduling software) who are listed as 'on track' (Source: AY22_DegreePlanDataAnalyzed)

6a. Catalog and curriculum software was purchased for EOU (Grant Update December 2021). 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.

6b. Out of 1762 students who could potentially have a degree plan through the scheduling software system, 622 of those students are evaluated for 'on track.'

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

Figure 8. Major Task 7 Findings

Outputs [Measure]	Status	Detail
7a. DEIA strategic plan components identified and implemented	In progress	Project staff have reported that there have been challenges staffing this component of the project, therefore impacting the subsequent work that can unfold, such as identifying strategic plan components
7b. Staff trained and oriented with programs and students	Not assessed in Year 1	
7c. Workshops planned using student input and best practice research	Not assessed in Year 1	

7a-c. Project staff spent a significant portion of year 1 focused on hiring an associate vice president (AVP) of diversity, equity, and inclusion. In September of 2022, they successfully hired a candidate for this position with a start date in October 2022. Because this component has had an interim leader and few staff members assigned to support it, there has been minimal work accomplished on this aspect of the grant.

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

Overall, progress appeared to have been made during AY 21-22 for each component based on the discussion during the Project Oversight Team focus group and subsequent discussions with project workgroups. One notable success that the Project Oversight Team recognized from this grant was that the Title III grant has enabled other grants to come to fruition as well. Once the Title III grant arrived, other grants were awarded because the Title III grant has allowed the project team to plan strategically and map out their projects and initiatives.

The project team also celebrated that much was accomplished during the planning year despite staffing issues. While the project had staff vacancies, progress was still made throughout all project components due to the dedication and collaboration that the team as a whole displayed, and the realistic goals that the team had set forth. During discussions facilitated by the evaluator, a high level of collaboration across departments was strongly evident. Three component teams during the evaluator's site visit mentioned that there were no silos across the whole project team, allowing every team to work together to move the grant forward. This collaborative atmosphere creates channels of communication among the various teams, ushering forward the overarching goals of the grant.

Another noted success that was mentioned by several component teams was the opportunities that this grant provided. The teams shared that the work that they have been able to do because of the grant, had been goals of their respective programs for a while. This grant has "energized the work" they were engaging in because of the monetary and time support that the grant afforded.

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?

Overall, the biggest challenge reported by staff was staffing. Positions still to be hired as of September 2022 include: Diversity and Retention Coordinator and experiential learning graduate assistant. The project team have just hired their permanent project director and associate vice president of DEI in September 2022. Project staff during the evaluator's site visit reported difficulties finding candidates for open positions. One member of the project staff noted that while they received money from the grant for funding staff positions, "money cannot be a person." While recruitment challenges are partially attributable to low national unemployment rates, university leadership during their focus group acknowledged that EOU's placement in a rural area adds to the challenges of finding new staff members. The campus's geographic placement contributes to limited housing options for new staff and faculty hires and insufficient resources, such as daycare options for staff and faculty with children.

Challenges hiring new staff are further compounded when existing project staff are promoted or hired for a different component and leave a vacancy within a different component behind. While one component has fulfilled the task of hiring, another has lost a staff member. Project staff reported that these instances put pressure and burden on the staff members left to pick up that individual's job.

Existing staff members have challenges because of the staffing shortage as well. Project staff reported that many of the staff members are managing two jobs instead of the one job they were hired. This has created a struggle for the project, as project staff are stressed to capacity.

Further, because of the issues with staffing, this has created concern for the budget. Because the salaries for the unstaffed positions have not been spent, there is concern about underspending.

One challenge that was noted by the university leadership team was the hiring of the permanent project director position. The leadership team are hopeful about the transition from the current interim project director to a new permanent project director because the current interim director was involved in the process and could help with the transition.

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

One major internal factor affecting project implementation that was noted throughout the component focus groups was that of staffing. While the lack of staffing was noted earlier as a challenge, this issue also threatens the implementation of the BRIDGES project. As many staff members shared, because of the lack of staffing in various components, staff were either stretched thin within the component, or the component made little progress during AY 21-22, such as Task 7: Sense of Belonging.

One noted factor that may impact implementation of the Title III grant is the change in university leadership that EOU will experience in the coming year. The current president is stepping down, and an interim president has been identified within the leadership team. While the interim president has served at EOU for several years, there is a current search for a new president of the university. The university leadership team reported that they were ultimately not concerned with this transition, as they believe the board of trustees knows EOU, the mission, and the values, and would select a president who reflects those stated values and beliefs. The leadership team also expressed assurance that the new president would continue implementation of the previously approved strategic plan, therefore minimally impacting the grant project, which itself is heavily modeled after the institutional strategic plan.

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

The BRIDGES project has noted that as of the current reporting period, there are no financial issues for the project as it stands. They plan to move existing resources to continue to build up the capacity and structures of the institution. Further, project staff report that the goal is for the Title III grant to improve retention and enrollment, therefore enabling more funds to move into the university longer term.

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.

Further, project staff have begun working to build up partnerships with local businesses to establish Experiential Learning opportunities for students. These partnerships will help to increase the institutionalization of Experiential Learning at EOU.

To engage in strategic communications with stakeholders to support the sustainability of the Title III grant, project staff have begun to work on developing a website that houses information about each major task area, links to resources, and copies of reports and grant metrics.

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

To date, the Title III project has had a pronounced impact on the university. Since the project is fully aligned with EOU's strategic plan, the project has enabled the university to implement its plan more rapidly. The university leadership noted during a focus group discussion that the Title III grant allowed for capacity building since the institution had numerous goals they wanted to accomplish, and the grant provided the resources to work on those goals.

The early success of this project has also enabled the university to leverage this grant to build capacity to improve student success. The university leadership team shared that "success breeds success" -- since the Title III grant was awarded, leadership has been able to secure other grants for the institution. Having the Title III grant increased staff confidence to pursue other grants that supported their strategic plan,

especially because they had built out a thorough understanding of what they wanted to accomplish from writing the Title III grant.

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. Since this is the first year of the project, goal measurement was not conducted. Summary goal charts with baseline data are included in this report as a placeholder for reporting, which will begin in Year 2. In some cases, metrics have been adjusted to align with data availability; the evaluation plan will be adjusted to reflect these changes. For more information about project objectives, please see the response to evaluation question S2.

Figure 9: 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 2022, the percentage of objectives affiliated with the project are on target or met will be 0%.
By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.	As this is the first year, this is the year to establish the baseline data for these measures. Two of the objectives have baselines established. Three of the objectives within Goal 1 will establish baselines next reporting period, as the census for EOU is not complete until after the SY22 report is finalized. This indicates that 40% of objectives were met or on target.
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 2022, the percentage of objectives affiliated with the project are on target or met will be 0%.
By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.	As this is the first year, this is the year to establish the baseline data for these measures. Out of two possible objectives to be met, one objective has a baseline established for the planning year. The other objective has not begun collecting data yet. This indicates that 50% of objectives were met or on target.
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 2022, the percentage of objectives affiliated with the project are on target or met will be 0%.

By November 2025, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.	As this is the first year, this is the year to establish the baseline data for these measures. Out of two possible objectives to be met, both were established as on target. This indicates that 100% of objectives were met or on target.

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. Since this is the first year of the project, outcome measurement was not conducted. Summary goal charts are included in this report as a placeholder for reporting, which will begin in Year 2. When available, baseline data are presented in the table below.

Figure 10. Summative Indicators by Intended Outcomes

Grant Outcome	Baseline (AY 21-22)	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%.	NA	Increase 2 percentage points annually	Not reported in Year 1
Increase the fall-to-fall persistence rate of first-time, part-time degree-seeking undergraduate students from 21.3% to 28%.	NA	Increase 1.30 percentage points annually	Not reported in Year 1

Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating within six years from 29.75% to 36%.	NA	Increase 1.25 percentage points annually	Not reported in Year 1
Increase the number of full-time, degree-seeking students from 1,631 to 1,753	1511 full-time, degree-seeking students	Increase by 24 students annually	The baseline of full-time, degree-seeking students at EOU in 2022 was 1511 students
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	65%	Decrease 4.40 percentage points annually	Math 70, Math 95, Math 98, Math 105, Math 111, and Math 112 were analyzed to determine DFWU rates. Across all six classes, there was an average 65% DFWU rate
Goal 2 – Institutional Management			
Increase the percentage of students engaging in at least one Experiential Learning activity before graduation from 50% to 90%	NA	Increase 8.00 percentage points annually	Not reported in Year 1
Increase EOU student satisfaction and engagement as measured by the HEDS Diversity and Equity Campus Climate Survey	3.43	Not reported	EOU undergrads (N = 45) reported an average of 3.43 satisfaction with overall campus climate during the baseline year (Scale: 1 (Very dissatisfied) to 5 (Very satisfied)).
Goal 3 – Fiscal Stability			
Increase student FTE by 3.0% by retaining students who would have left EOU in their first year	.79	Increase by .6 percentage points annually	The average student FTE during the baseline year was .79.
Decrease grant cost per degree from $726 to $571 – a decrease of 21.3 percent from the baseline	$767	Decrease by 4.26 percentage points annually	During the AY 2021-22, the grant cost per degree was $767.

Conclusions & Recommendations

During this reporting period, EOU established their baseline data collection. Data were collected and reported for the grant's outputs and objectives.

Major Task 1

The aim of Major Task 1 is to set up effective structures and processes to implement first-year Title III grant program. The campus met or was on track to meet two out of six outputs (33%). The campus met output 1a: the Steering Team developed and finalized a planning year workplan. The campus was still in progress for output 1f: the website was still reported as in development. Outputs 1b-1e were not yet accomplished during the planning year.

Major Task 2

The aim of Major Task 2 is to strengthen 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. The campus was also in progress for output 2b by providing 1385 students (92% of students) with mandatory advisement.

Major Task 3

The aim of Major Task 3 is to implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program. The campus met four out of six outputs associated with this task (67%). The campus met output 3a where 59% of students passed gateway courses during the planning year. The campus also met output 3c and 3d, by receiving approval of the Math 106 (co-remediated course) through EPCC. Finally, the campus also met output 3e by providing two different professional development opportunities to faculty members to develop corequisite classes.

Major Task 4

The aim of Major Task 4 is to establish 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. The campus was in progress for output 4a, where faculty were provided with stipends and professional development opportunities to develop EL opportunities. 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 in progress, 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 (100%). The campus had begun working on output 6a, as the software was purchased, but not yet piloted. The campus also was in progress with output 6b as they established the baseline of having 622 undergraduate students listed as 'on track' through the scheduling software.

Major Task 7

The aim of Major Task 7 is the promote a sense of belonging by providing additional support to historically marginalized students. The campus was on track to complete one out of three outputs (33%). The campus made progress on output 7a, as project staff are in the process of hiring an assistant vice president to help develop the strategic plan components for this major task. The other outputs (7b-c) have been delayed due to staffing challenges.

Grant Outcomes

As the campus has just completed their planning year and has not collected data for four out of nine objectives (44%), the evaluation report will address outcome progress in the Year 2 report.

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. While staffing issues caused some implementation delays during this past year, the evaluation team is confident that the project will continue to make strong progress during the AY 2022-23 academic year.

A consideration for the coming year is the orientation of the new campus president and other key personnel. Bringing the new president on-board with the Title III project is essential for this project to continue its forward progress. Similarly, the hiring and orientation of the new assistant vice president, who will assume the grant project director position, is critical to the project's success. The project team is advised to plan a thorough project onboarding process for both staff positions to ensure continuity of the quality leadership that has distinguished this project.

Appendix A: EOU Title III Grant Evaluation Framework

FOI.1. To what extent was the project implemented as it was designed?				
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		For all actions: Review documentation and meeting minutes for evidence that these actions were taken and whether actions were on time	For all actions: 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 T-III staff	10/21-12/21			
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			
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			
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 Vmock 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			
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			
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?				

Activity 1: Develop the Building Roadmaps in Development of Guided Experiences for Students (BRIDGES) program 1. Proactive advising redesign, which will reinvigorate academic advising with a strengthened structure and additional student support 2. Corequisite 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 6. Foster a sense of belonging by providing additional services to historically marginalized students, with a focus on GLBTQA, first-generation, low-income, rural, disabled, and veteran students	Ongoing	Identify or develop rubric for implementation of High-Impact Practices (Kuh, 2008) Assess EOU implementation according to rubric and grade implementation	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 Consult with BRIDGES steering committee during or following site visit.	Annual: September
FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?				
Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice; • Have you had interactions with an advisor? What has your experience been interacting with your advisor?	Following BRIDGES implementation	Transcript analysis based on interview protocol themes	Site visit: Focus group with students Student perception survey	Annual: September

Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;
 	
    • Have you taken corequisite writing and math courses? Please describe your experience participating in a co-requisite writing or math pilot course.
 	
Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;
 	
• Have you participated in Experiential Learning (EL)? If so, please describe your experience.
 	
Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty;
 	
• Please tell me about your participation in First Year Experience (FYE). What did you like? What could be improved?
 	
Major Task 6: Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software;
 	
    • Have you scheduled through the catalog and curriculum software? If so, what was your experience like?
 	
Major Task 7: Promote sense of belonging by providing additional support to historically			

marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans). • Did you receive additional support? Please describe.				
Major Task 1: Set up effective structures and processes to implement five-year Title III grant program; • 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? Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice; • To what extent were you involved with strengthening the advising structure? What is your opinion of these changes to the advising program? Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program; • To what extent were you involved in implementing components of corequisite writing and math? Can you tell me about your experience implementing these	Following BRIDGES implementation	Transcript analysis based on interview protocol themes	Site visit: Focus group with faculty and staff involved in BRIDGES; Steering committee Faculty/staff perception survey	Annual: September

components? What is your opinion of these corequisite courses? Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools; • To what extent were you involved in establishing the Experiential Learning Program? Can you share your opinion about the EL program? Major Task 5: Bolster existing First-Year Seminar into a First-Year Experience by expanding staffing, programming, and training for faculty; • 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 Experience? Can you tell me about your experience in FYE training? Major Task 6: Improve student time to graduation by revising course scheduling with implementation and training on catalog and curriculum software; • 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			

Major Task 7: Promote sense of belonging by providing additional support to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans). • To what extent were you involved in providing additional support to historically marginalized students? What is your opinion of these support services?				

F1. To what extent has the project achieved its intended outputs?				
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				
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		Baseline: TBD Numerator: # of students reported awareness about the project Denominator: # of students who have taken the survey	Student perception survey Question item: "Have you heard about the BRIDGES program?" Qualitative data from site visit	
Increased awareness about the project from staff / faculty		Baseline: TBD	Staff and faculty impact survey	

		Numerator: # of staff / faculty reported awareness about the project Denominator: # of students who have taken the survey	Question item: "Have you heard about the BRIDGES program?" Qualitative data from site visit	
Increased excitement about the project from students		Baseline: TBD Numerator: # of students excited about the project Denominator: # of students who have taken the survey	Student perception survey Question item: "How excited do you feel about the BRIDGES program?" Qualitative data from site visit	
Increased excitement about the project from staff / faculty		Baseline: TBD Numerator: # of staff / faculty excited about the project Denominator: # of staff / faculty who have taken the survey	Staff and faculty impact survey Question item: "How excited do you feel about the BRIDGES program?" 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 corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program				
Students more engaged (e.g., higher pass rates, heighted student and faculty satisfaction) in gateway writing classes		Baseline: TBD Numerator: # of students / faculty satisfied Denominator: # of students / faculty	Request from IR office academic records of gateway writing course; student and faculty surveys (HEDS; evaluator-developed survey; NSSE)	Annual: August
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				
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	
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	Request from project director the # of staff trained / oriented with programs	

		Numerator: # of staff trained and oriented with programs and students Denominator: # of staff		
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**
F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?				
Major Task 1: Set up effective structures and processes to implement five-year Title III grant program				
• 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				
• 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

• 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
• 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 corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program			
• 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
• 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
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES	Annual: September

• Which component of the project do you consider to be most closely associated with this success? Why?		Staff/faculty perception survey	
Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
• 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
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
• 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?	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 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty			
• 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?	Transcript analysis based on interview protocol themes	Site visit: Focus group with BRIDGES steering committee	Annual: September
• What successes have you experienced related to your First Year Experience?	Content analysis to identify themes in open-ended, narrative responses	Site visit:	Annual:

• Which component of your FYE do you consider to be most closely associated with this success? Why?	Descriptive analysis	Students impacted by BRIDGES Student perception survey	September
• 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?	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			
• 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
• 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
• 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)

• 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
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff/faculty perception survey	Annual: September

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?

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

• 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?	Content analysis to identify themes in open-ended, narrative responses	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			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• What challenges have you experienced related to advising • Which component of advising 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
• 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?	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 corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
• 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?	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			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Faculty / staff implementing BRIDGES	Annual: September

• 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?	Descriptive analysis	Staff/faculty perception survey	
Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty			
• 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
• 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
• 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			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

• 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?			
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September
• 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?	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)			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee; student survey	Annual: September
• 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?	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Site visit: Students impacted by BRIDGES Student perception survey	Annual: September

F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?			
Activity 1: Set up effective structures and processes to implement five-year Title III grant program			
• 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			
• 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	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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 corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program			
• 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
• 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			
• 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
• What factors have affected implementation of establishing the experiential learning program?	Content analysis to identify themes in open-ended, narrative responses	Site visit:	Annual: September

• 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?	Descriptive analysis	Faculty / staff implementing BRIDGES Staff/faculty perception survey	

Activity 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty

• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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?	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 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software

• What factors have affected implementation of the curriculum and scheduling software? • What were the impacts of these factors on project implementation?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

• 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?			
• 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)			
• 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			
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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

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?			
Activity 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice			
• 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	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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 Descriptive analysis	Site visit: Faculty / staff implementing BRIDGES Staff/faculty perception survey	Annual: September
Activity 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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	Content analysis to identify themes in open-ended, narrative responses	Site visit:	Annual: September

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?	Descriptive analysis	Faculty / staff implementing BRIDGES Staff/faculty perception survey	
Activity 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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?	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 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September

• 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?	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 6: Improve student time to graduation by revising course scheduling with the purchase, implementation, and training on catalog and curriculum software and scheduling software			
• 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?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with BRIDGES steering committee	Annual: September
• 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?	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)			
• 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 promoting a sense of belonging among historically marginalized students? • 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	Site visit: Focus group with BRIDGES steering committee	Annual: September

F6. How has this Title III project affected the college overall?			
How has the project strengthened the college? Have there been any unintended impacts of the project on the college? Based on progress made with this project, what new needs or potential areas of growth have been identified for the college?	Content analysis to identify themes in open-ended, narrative responses	Site visit: Focus group with project team; Interviews or focus group with college leadership	Annual: September

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

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

FOI.1. To what extent was the project implemented as it was designed?			
Implementation Tasks	**Time Frame**	**Grant Objective Progress**	**Notes**
Year 1: All Actions			
Major Task 1			
Year One			
Appoint interim Title III project director	10/21-12/21	Completed	The provost had appointed the Dean of CAHSS to be interim project director starting on 7/7/21
Hire permanent Title III director	10/21-12/21	Completed	The Title III team hired a permanent project director in September 2022 with a start date of October 2022
Establish the charge and tasks of the Title III Implementation Steering Committee	11/21-01/22	Completed	
Inform campus community about Title III project implementation	10/21-12/21	Completed	
Establish work plans for T-III staff	10/21-12/21	Completed	Project staff have set in plan action plans for each component
Develop plan for administration of HEDS annually, with initial administration coordinated with orientation	12/21-5/22	Completed	
Major Task 2			
Year One			

Hire academic advisor	11/21-12/21	Completed	The Title III project has hired an academic advisor who started on 6/6/22
Modify and plan for revised advising model based on research, committee discussions and decisions	2/22-9/22	Completed	
Create advisor training for new advising model	2/22-9/22	In progress	The advising taskforce has begun to develop the training, with the aim to complete the advisor training session / course at the end of Fall 2022
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	Not implemented	Project has provided one faculty member with a stipend instead of a course release for Summer 2022
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	Completed	
Major Task 4			
Year One			
Hire career coach/experiential learning coordinator.	12/21-2/22	Completed	
Graduate assistant assigned to support experiential learning strategies.	3/22-9/22	In progress	Project staff are currently preparing a job description to hire a graduate assistant for Fall 2022
Purchase and install Vmock as a virtual career services tool.	4/22-6/22	In progress	Project staff were not satisfied with Vmock and opted for a different program instead. Project staff are currently exploring and demoing other software.

Establish Experiential Learning Course Development Fund for faculty to create EL opportunities.	3/22-9/22	Completed	
Major Task 5			
Year One			
Hire Title III program director (PD) /FYE coordinator.	7/21-10/21	Completed	An interim FYE coordinator has been hired and started in August 2022.
Develop FYE instructor training to support the revision of FYE course curriculum.	6/22-9/22	Not yet implemented	
Major Task 6			
Year One			
Purchase and install Acalog and Curriculog software. Train staff on implementation and usage	12/21-3/22	In progress	The CURRICULOG software has been purchased. The training of staff has been delayed.
Pilot creation and modification to degree programs, courses, and catalog information	4/22-9/22	Not yet implemented	
Major Task 7			
Year One			
Hire Student Diversity & Inclusion Retention Coordinator	1/22-2/22	Not yet implemented	
Develop long-term plan for retention of historically marginalized students	3/22-9/22	Not yet implemented	