

Annual Evaluation Report

Eastern Oregon
University

Year 3 | 2024

Department of Education
Title III

Award #: P031A210118

Eastern Oregon University

Title III Annual Evaluation Report

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EXECUTIVE SUMMARY

Year 3



First-Year Experience (FYE)

FYE underwent major changes and implementation updates in Year 3.



Advising Checklist

New academic advisor training checklist was implemented, with advisors being able to track their progress on training.



Math Tutoring

Five students were enrolled in the tutoring course in Spring 2024; four of those students plan to tutor in Fall 2024.



Professional Development

Project staff under FYE, EL, and Math / English attended professional development opportunities.



Workshops for Students

The Retention Coordinator held 32 workshops for and in collaboration with students.

PLANNED YEAR 3 ACTIONS

90%

COMPLETED

GOALS MET

67%

COMPLETED

Successes



Continued Progress

Staff have taken the lessons learned and improved upon implementation, such as FYE piloting a new approach in Fall 2024.



Collaborations

Collaborations across departments have been a major success for the project. Staff reported that they had either collaborated with other major task teams, or other departments within EOU.



Hiring

Fulfilling open roles has been difficult, as EOU is a rural university. Recruitment challenges compound into other issues, as other staff then have "three to five roles" added into their existing positions.



Fine-Tuning Implementation

Project staff shared that they have spent considerable time over the course of Year 3 refining implementation and considering lessons learned to improve processes.

Project Background






BACKGROUND & PURPOSE

Purpose of Study

The purpose of this study is to conduct an external evaluation of Eastern Oregon University (EOU)'s 2021 Department of Education Title III grant award in order to understand the project's impact on the institution and student outcomes.

Project Background

The goals of Eastern Oregon University's Title III project, Building Roadmaps in Development of Guided Experiences for Students (BRIDGES) are:

-  Goal 1: Improve a) student persistence and graduation rates for first-time, full-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; b) student persistence rates for first-time, part-time degree-seeking students by redesigning advising; co-remediating in math and writing; providing First-Year Experience, Experiential Learning opportunities, and a sense of belonging; and c) student engagement by systematically assessing learning supports associated with the Title III program. (Academic Program)
-  Goal 2: a) Improve student career readiness as part of their educational programs through Experiential Learning opportunities; and b) strengthen technology infrastructure to support curriculum development and students seeking Experiential Learning opportunities. (Institutional Management)
-  Goal 3: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation. (Fiscal Stability)

PROJECT BACKGROUND

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

Task 1

Set up effective structures and processes to implement five-year Title III grant program

Task 2

Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practices

Task 3

Implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and the launch of a full co-requisite program

Task 4

Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools

Task 5

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

Task 6

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

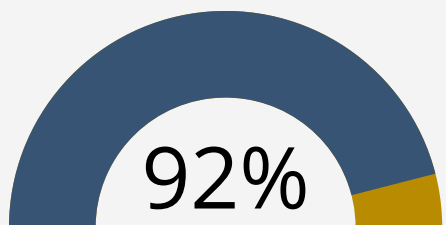
Task 7

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

Findings



TO WHAT EXTENT WAS THE PROJECT IMPLEMENTED AS DESIGNED?



**Planned Year 3 actions
complete**

Major implementation actions occurred in Year 3:

Major Task 1

The HEDS survey was not administered in Year 3, as the campus is currently re-evaluating the survey for another method. Project staff shared that the findings from the HEDS survey were not informative for campus-wide changes.

Major Task 2

A new academic advisor training checklist was implemented in Year 3, with advisors now tracking their progress on trainings, such as Banner training and job functions training.

Major Task 3

Given the lack of staffing and student interest, both STAT 102 and MATH 106 were not offered. Five students were enrolled in MATH 210 in the Spring 2024 semester, and four of those students plan on tutoring in the Fall 2024 semester.

Major Task 4

An associate professor attended the Council for Adult and Experiential Learning in Baltimore, MD on Nov. 7-11, 2023.

Major Task 5

Five faculty members have received stipends to work together to revise and align the FYE seminar. In addition, the Interim FYE Coordinator attended the First Year Experience Conference in Seattle, WA on Feb. 18-21, 2024.

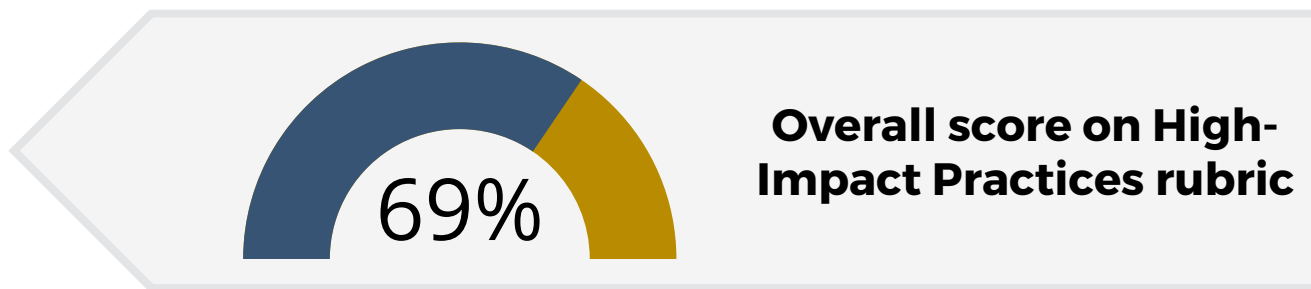
Major Task 6

Acalog software has been purchased and fully implemented.

Major Task 7

The Retention Coordinator held 28 workshops for students over the course of Year 3. Workshops included: Finals Survival Kit, Financial Aid 101, Relax with M&M, and Indigenous Chapbook Workshop. In addition, the Retention Coordinator met with over 150+ students in AY23-24 and completed outreach to all academic probation and suspension students.

TO WHAT EXTENT WERE PROGRAM COMPONENTS IMPLEMENTED ACCORDING TO PROFESSIONAL STANDARDS OR BEST PRACTICES?



The FYE courses (UNI 101) have been revamped to provide students with clear expectations, interactions with others, and structured feedback. In addition, students were provided with sense of belonging workshops throughout Year 3.

Evidence-based Practices	Rating
HIP 1. Expectations	Partially Implemented
HIP 2. Investment of Time & Effort	Partially Implemented
HIP 3. Interact with Faculty and Peers	Completely Implemented
HIP 4. Diverse Experiences	Completely Implemented
HIP 5. Feedback	Partially Implemented
HIP 6. Structured Learning Opportunities	Partially Implemented
HIP 7. Real-World Application Opportunities	Partially Implemented
HIP 8. Competence	Completely Implemented

TO WHAT EXTENT HAS THE PROJECT ACHIEVED ITS INTENDED OUTPUTS?

EOU made progress on annual outputs to support the project:

22 out of **24**
formative outputs in progress
or completed in Year 3



EOU made progress on annual outputs to support the project:

Major Task 1

Both faculty and students reported awareness of Title III project components

Major Task 2

Methods for tracking advising changed during Year 3 and can not be compared to previous advising numbers

Major Task 3

81% of students passed gateway writing courses

Major Task 4

Data tracking EL opportunities and enrollment are not available. Staff attend trainings and a conference to learn about and incorporate best practices.

Major Task 5

FYE staff have worked to remain adaptable and change the approach to FYE

Major Task 6

The [Catalog](#) has been published for student use

Major Task 7

32

Workshops for and in collaboration with students held

WHAT WAS STAKEHOLDERS' FEEDBACK?

STAKEHOLDER FEEDBACK



Advising

Student focus group participants shared that had mixed opinions when it came to their advisors. Multiple students shared that their advisor was helpful because they “mapped out the courses” the students need to take, and when they are offered. Another student shared that they felt like there was a lack of communication from the school to their advisor because they felt their advisor was providing outdated information.

Tutoring

Tutors in a focus group for the math course shared they really enjoyed being a tutor and helping other students. Some student tutors shared concerns about ensuring other students who needed the help felt comfortable seeking out tutors. One student tutor suggested the idea of having pictures of tutors hung on the department bulletin or wearing EOU tutor shirts, so that other students will be familiarized with them, thereby decreasing the possible stress of seeking out a tutor.

Sense of Belonging

Several students who participated in the focus group reported they felt high levels of belongingness to EOU. Students shared that they were often part of clubs or sports groups, and felt “engaged and encouraged” by faculty and other students.

I feel really lucky in that it's easy to interact with almost every student here. Everybody's pretty easygoing.
- EOU Student

Sustainability

The sustainability of campus efforts was exhibited in multiple ways during Year 3:

- Program adaptation:
The Title III project remains adaptable (see Challenges) in the face of obstacles and barriers. Through internal evaluation efforts, staff adjust as needed.
- Funding stability:
Receiving the Title III grant has allowed EOU to leverage efforts into receiving additional funding to support grant activities.
- Environmental support:
University leadership is supportive of the Title III project, and has worked to align goals of the project to the strategic plan (see Impact for more).

WHAT SUCCESSES HAS THE PROJECT ACHIEVED?

PROJECT SUCCESSES

Impact on College

- **Strategic alignment:** Project staff and leadership 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.
- **Collaborations:** As mentioned in Project Successes, the Title III grant has improved collaborations across the university.
- **Dive into Data:** The Title III project has pushed individuals to consider diving deep into data that informs impacts of the project. In addition, project staff have been intentional about what data they seek.



Continued Progress

Project staff across all of the major tasks remarked during focus groups that significant progress was made throughout Year 3. During the past year, staff have applied lessons learned and improved upon implementation, such as FYE piloting a new approach in Fall 2024. In addition, the EL team has noted they have been able to move beyond the “structural pieces” and Writing & Math suggested they have been “working more smoothly” compared to the first two years when they were “spinning [their] wheels.”

Collaborations

Collaborations across departments have been a centerpiece for the progress made during Year 3. Many project staff within multiple major tasks reported that they had either collaborated with other major task teams, or other departments within EOU. Having the Title III grant has allowed individuals across EOU to connect with each other and improve processes through collaboration.

Even though we know that we're on the same team, and we work together, [the Title III project] has allowed us to think about how we're interconnected and how we do things.

- Project Staff Member

I think [the Title III project] is going to improve coordination, I think it's going to improve communication. We're really excited about the efficiencies that we're going to be able to achieve

- Project Staff Member

WHAT CHALLENGES HAS THE PROJECT FACED?

PROJECT CHALLENGES



Hiring

Many of the major task teams discussed how hiring has been difficult in Year 3. Many staff have departed EOU (see Factors), and filling these roles has been difficult due to EOU's rural location. University leadership reflected how hiring challenges compound into other issues, as many of the staff then have "three to five roles" rolled into one.

Hiring the positions has been difficult. That has been one of the things that has come up in every meeting we've had this year. Finding ways to get the right people is critical to take on.

- University Leader

Continued Fine-Tuning

While there was significant progress across all major tasks (see Successes), staff note that some of the processes "still need fine-tuning," and it "takes time to evaluate processes" to ensure they are implementing best practices.

I think just with a lot of new activities and things that we're doing, there's a lot of bugs to work out.

- Project Staff Member

Factors Impacting Implementation

Staff Departure

A notable factor impacting the implementation of the Title III project was multiple staff departing EOU. This includes an EL major task leader and a FYE coordinator.

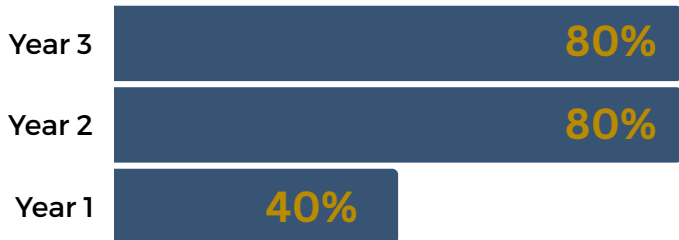
Leadership Turnover

The previous EOU president left in Fall 2023. A new president was hired in 2024, and has been working to learn the Title III projects and initiatives. The grant manager and the university president meet regularly to discuss grant activities.

TO WHAT EXTENT HAS THE PROJECT MET ITS GOALS AND OUTCOMES?

Goal 1: Academic Programs

% Objectives met/on track across grant years



4 out of **5**
outcomes completed or
on track in Year 3



72%

First-time, full-time degree-seeking undergraduate students persisted



46%

First-time, part-time degree-seeking undergraduate students persisted



37%

Students in the Fall 2017 cohort graduated within six years



1,484

Full-time, degree-seeking students enrolled



28%

DFWU rate across gateway math courses

Goal 2: Institutional Management

% Objectives met/on track across grant years

Year 3	50%
Year 2	50%
Year 1	50%

1 out of **2**
outcomes completed or
on track in Year 3



95%

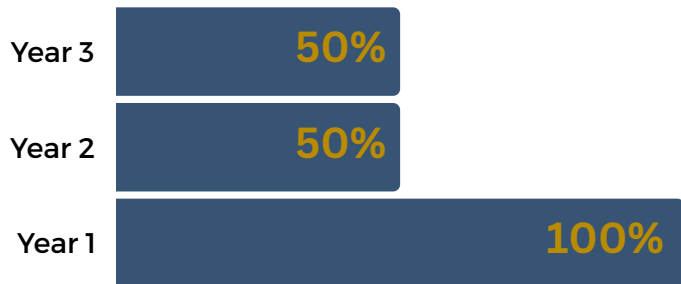
students engaged in at least one EL activity



The HEDS Diversity and Equity Campus Climate Survey
was not administered in Year 3.

Goal 3: Fiscal Stability

% Objectives met/on track across grant years



1 out of **2**
outcomes completed or
on track in Year 3



.76

average student FTE



\$761

Average cost per degree

Conclusions & Recommendations



CONCLUSIONS & RECOMMENDATIONS

Major Task 1:

The aim of major task 1 was to set up effective structures and processes to implement the first-year Title III grant program. The campus met or was on track to meet six out of six outputs (100%). Students and faculty reported awareness and excitement about the Title III project and components. In addition, final T3 reports have been published to the EOU T3 website.

Major Task 2:

The aim of major task 2 is to strengthen the advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice. The campus is on track to meet two out of two outputs (100%). The campus continues to develop best practices for advising, as advisors received training in Year 3.

Major Task 3:

The aim of major task 3 is to implement successful components of co-requisite writing and math pilot courses, including assessments, additional staffing, and launch of full co-requisite program. The campus met 3 out of six outputs associated with this task with another 2 outputs on track (83.3%).

Major Task 4:

The aim of major task 4 is to establish an Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools. Data about Experiential Learning Programs were not available in Year 3, and plans have been established for tracking opportunities and enrollment in future years.

Major Task 5:

The aim of major task 5 is to bolster the existing First-Year Seminar into a First-Year Experience (FYE) by expanding staffing, programming, and training for faculty. The campus met three out of three outputs associated with this task (100%). Project staff have worked to revise FYE implementation in Year 3 based on lessons learned from previous years.

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 one out of one outputs associated with this task (100%). During Year 1, catalog and curriculum software was purchased for EOU. In Year 2, the catalog launched and available for student use. It continues to be implemented.

Major Task 7:

The aim of major task 7 is to promote a sense of belonging by providing additional support to historically marginalized students. The campus was on track to complete three out of three outputs (100%). Over the course of Year 3, 32 workshops were held for and in collaboration with students.



Recommendations

EOU is on track to meet most objectives for all goals and activities. The evaluator highly commends the campus for efforts towards implementation and documentation of activities.

Appendices



Appendix A: Fidelity of Implementation Results

FIDELITY OF IMPLEMENTATION EVALUATION			
Implementation Tasks	Time Frame	Grant Objective Progress	Notes
Major Task #1			
Administer HEDS, complete data collection, analyses, reports for all performance indicators on the objectives: Fall-to-fall persistence rates, graduation rates, faculty and staff surveys, student surveys	10/21–9/26	Completed for Year 3; remains ongoing	The HEDS survey administration was not held for Year 3, as the campus re-evaluated the survey for another method; one alternative survey administered in Year 3 was the 'Great Colleges to Work For' survey
Conduct quarterly formative evaluation discussions with Steering Committee and provide feedback on various program components	10/21–9/26	Completed for Year 3; remains ongoing	The Steering Committee meets on a regularly basis to discuss project implementation updates.
Summative evaluation meeting at end of year with evaluator	10/21–9/26	Completed for Year 3; remains ongoing	Project staff met with the evaluator in November 2023 to discuss the evaluation report.
Planning for improvements based on evaluation results	10/21–9/26	Completed for Year 3; remains ongoing	Project staff report planning for improvements to implementation based on evaluation.
Major Task #2			
Create advisor training for new advising model	2/22–9/22	Completed	During Year 3, training was held for advisors based on programs.
Launch new student-centered mandatory advising model	10/22–09/26	Completed for Year 3; remains ongoing	Advising implemented a "junior check-in" in Year 3, with a hold going on students account so that they must check in with their advisor before graduating.
Continue professional development for advising staff	10/22–7/26	Completed for Year 3; remains ongoing	Six advisors attended the National Academic Advising Association Region 8 Conference in Boise, ID on March 4-6, 2024.
Major Task #3			
Provide 0.25 FTE release time to writing faculty member to dedicate time as Writing Program Administrator (WPA).	10/21–9/26	Completed for Year 3; remains in progress	During year 3, a faculty member was provided with release time to serve as Writing Program Administrator.
Provide stipends for two developmental and co-req math faculty for course development	1/22–9/26	Completed for Year 3; remains in progress	Two math faculty received stipends to support course development in year 3
Provide stipends for six faculty to develop assessments, outcome review, and in-house professional development for CORE writing courses.	1/22–9/23	Completed for Year 3; remains in progress	Twelve writing faculty received stipends to support
Five additional math tutors begin tutoring co-req math students.	1/23–9/26	Completed for Year 3; remains in progress	Five students were enrolled in the tutoring course in Spring 2024; four of those students plan to tutor in Fall 2024
Coordinate redesigned courses with tutoring and supplemental instruction.	6/23–9/26		

Major Task #4			
Participate in professional development conference.	10/22–7/26	Completed for Year 3; remains in progress	An associate professor attended the Council for Adult and Experiential Learning in Baltimore, MD on Nov. 7-11, 2023.
Major Task #5			
Participate in professional development conference	1-/22–7/26	Completed for Year 3; remains in progress	The Interim FYE Coordinator attended the First Year Experience Conference in Seattle, WA on Feb. 18-21, 2024.
FYE instructor training held for 12 faculty to support revision of FYE curriculum	4/23–8/26	In progress	Eleven faculty participated in training and planning meetings in winter/spring 2024, leading up to the CORE and UNI curriculum revisions for fall 2024.
Provide stipends for additional faculty to revise FYE program curriculum	1/24-9/26	Completed for Year 3; remains in progress	Five faculty members have received stipends to work together to revise and align the FYE seminar
Major Task #6			
Software fully integrated into all systems that support student scheduling, catalog and curriculum development	10/23-9/26	Complete	Acalog software have been purchased and fully implemented.
Major Task #7			
Develop long-term plan for retention of historically marginalized students	3/22–9/22	In progress	The draft of the long-term plan for retention is currently underway
Provide personal, academic, and career advising to help students navigate university systems, improve study skills and remove barriers	3/22–9/26	Completed for Year 3; remains in progress	The Retention Coordinator has met with over 150+ students in FY 23-24; further, the coordinator has completed outreach to all academic probation and suspension students, and Early Alerts students.
Create and hold workshops for students regarding noncognitive skills, stress management, time management, and obtaining scholarships	10/22–9/26	Completed for Year 3; remains in progress	The Retention Coordinator held 28 workshops for students over the course of year 3; workshops included: Finals Survival Kit, Financial Aid 101, Relax with M&M, and Indigenous Chapbook Workshop
Launch peer mentoring program, matching students interested in participating	10/22–6/24	Complete	The peer mentoring program was launched in FY23-24, with four student mentors were matched with students who experienced a variety of problems and concerns.
Launch free peer tutoring program for marginalized students	1/23–9/26	Completed for Year 3; remains in progress	A free peer tutoring program for marginalized students has been launched at the Multicultural Center and La Grande Public Library.

Appendix B: Rubric Findings

High Impact Practice Rubric

For each high impact practice, apply the rubric below.

Quality Dimensions ¹	Completely Implemented	Partially Implemented	Not Implemented	Not Planned	Definition
Expectations		X			Performance expectations set at appropriately high levels
Investment of Time & Effort		X			Significant investment of time and effort by students over an extended period of time
Interact with faculty and peers	X				Interactions with faculty and peers about substantive matters
Diverse Experiences	X				Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Feedback		X			Frequent, timely and constructive feedback
Structured Learning Opportunities		X			Periodic, structured opportunities to reflect and integrate learning
Real-world Application Opportunities		X			Opportunities to discover relevance of learning through real-world applications
Competence	X				Public demonstration of competence

Rubric Use: Evaluator-tool used to annually rate each best practice's implementation through the course of the grant. A percentage of best practice use will be calculated by assigning 2 points for "completely implemented," 1 point for "partially implemented," and 0 points for "not implemented." The total number of points accumulated will be divided by the total number of points available (# of practices*2) and then multiplied by 100 to generate a percentage.

¹ Quality dimensions for high impact practices retrieved from: Finley, A. (2019). A comprehensive approach to assessment of high-impact practices. National Institute for Learning Outcomes Assessment. Originally derived from Kuh & O'Donnell, 2013.

Appendix C: Formative Evaluation Results

Objective [Measure]	Status	Detail
Major Task #1		
1a. Committee work plan developed and documented	Completed	The committee work plan was developed in Year 1.
1b. Increased awareness about the project from students	In progress	Students reported being familiar with Title III components.
1c. Increased awareness about the project from staff / faculty	In progress	Staff and faculty reported being familiar with Title III components.
1d. Increased excitement about the project from students	In progress	Students reported high positivity about EL.
1e. Increased excitement about the project from staff / faculty	In progress	Faculty and staff reported positive feedback about the Title III project.
1f. Finalized reports published on the website and included in the annual report to DoE	In progress	Final T3 reports have been published to the EOU T3 webpage (https://www.eou.edu/title-iii/)
Major Task #2		
2a. Best practices identified and incorporated; plan created and launched	In progress	During the planning year, project staff have developed an action plan, which includes tasks taken from the final report. As part of this action plan, during Year 1, project staff developed KPIs, responded to various deliverables, and began developing best practices by reading the "Advising Manual" by Nancy Knowles. During Year 2, project staff continued to work on launching the plan through training. This training will be standardized with program-specific elements included. During Year 3, training for advisors occurred.
2b. Selected students receive mandatory advisement	In progress	Methods for tracking advising changed during Year 3 and should not be compared to previous advising numbers. The scheduling dashboard reported 117 Mandatory Advising holds in November 2024, and 120 Mandatory Advising holds in December 2024.
Major Task #3		
3a. Students more engaged (e.g., higher pass rates, heightened student and faculty satisfaction) in gateway writing classes	In progress	80.6% of students passed gateway writing courses during year 3. This represents a decrease of 9.1% from year 2 but is still a 21.1% increase from baseline.

3b. Development of math pedagogy course curriculum	Completed	During Fall 2022, a faculty member was provided with a course release to develop MATH 210 (Topics in Tutoring Mathematics). This course is intended to offer students an opportunity to “study and practice in one-to-one conferencing and mentoring skills in seminar discussions, small groups, and in the Math Lab.” This course was offered for the first time in Spring 2023, with five students enrolled in the course. Following the completion of this course, students can tutor other students in Mathematics (MATH 072 – MATH 252) or Statistics (STAT 243).
3c. Math 106 course developed, with course to be offered Fall 2022 to provide an additional co-requisite math opportunity	Completed	On February 15, 2022, MATH 106 (the co-remedial math option) was approved by the Educational Policy Curriculum Committee (EPCC). This course is designed to “consider mathematical concepts related to the social sciences.” MATH 106 was offered for the first time on campus in Spring 2023, with one student enrolling.
3d. Development of co-requisite courses (e.g., higher pass rates, higher student and faculty satisfaction)	In progress	STAT 098 was developed, but due to limited staff and student interest has not yet been offered. There are plans to implement this course in Spring 2025.
3e. Professional development offered to faculty	In progress	Both math and writing faculty attended conferences throughout Year 3.
3f. Student tutors support co-remedial math students (e.g., higher pass rates in math)	Not yet implemented	Due to no co-req courses being offered (see 3d), this has not yet occurred. Tutors instead led weekly student sessions.
Major Task #4		
4a. Five new EL opportunities created and offered to students	In progress	Data tracking EL implementation are not available.
4b. Best practices identified and incorporated into EL program and career services	In progress	Data tracking EL implementation are not available. The project director confirmed that EL trainings did occur and that staff went to a conference, but there were no systems to track participation.
Major Task #5		
5a. Development of newly revised FYE curriculum (e.g., higher retention, heightened student and faculty satisfaction)	Completed	During Year 1, the FYE taskforce have worked to identify outcomes associated with the FYE, updated fall FYE teaching assignments, and identified elements for the FYE course.

		In Year 3, FYE staff have worked to remain adaptable and change the approach to FYE.
5b. Professional development opportunities created for future faculty training	Completed	A project staff member attended the Annual Conference on The First-Year Experience in Seattle, WA February 18-21, 2024.
5c. Best practices identified and incorporated into FYE program	Completed	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. In Year 3, FYE staff have worked to remain adaptable and change the approach to FYE.
Major Task #6		
6a. Pilot developed, launched, and evaluated	Completed	Catalog and curriculum software was purchased for EOU in Year 1. The scheduling software was unable to be purchased in Year 1 due to budget constraints. While EOU does not have the scheduling software, they have made updates to their system so students now see four semesters ahead when scheduling. Project staff report that the catalog and curriculum software was piloted. The software was launched and available for student use (https://catalog.eou.edu/).
Major Task #7		
7a. DEIA strategic plan components identified and implemented	In progress	In Year 2, DEIA strategic plan components were identified by division and department and assigned a priority. Each component was given a projected timeline and progress was noted on whether or not project staff were working on component. Components were divided by goals (e.g., Community outreach and engagement, and curriculum and pedagogy), and then subdivided further by strategies.
7b. Staff trained and oriented with programs and students	Completed	Major task 7 project staff held individual meetings with major task teams to discuss, train, and orient staff.
7c. Workshops planned using student input and best practice research	Completed; remains in progress	During Year 3, 32 workshops were held for and in collaboration with students; some workshops include: Scholarship Writing Workshop, Indigenous Chapbook Workshop, Dreamcatcher Creation Workshop, and Relationship Violence Education / Advocacy Workshop

Appendix D: Summative Evaluation Results

Grant Outcome	Baseline	Annual Target	Detail
Goal 1 – Academic Programs			
Increase the fall-to-fall persistence rate of first-time, full-time degree-seeking undergraduate students from 67.6% to 78%.	2022-2023: 66.9%	Increase 2% points annually	About 71.5% of first-time, full-time degree-seeking undergraduate students persisted from Fall 2023 to Fall 2024. This is a 3.9% increase from baseline.
Increase the fall-to-fall persistence rate of first-time, part-time degree-seeking undergraduate students from 21.3% to 28%.	Fall 2022-Fall 2023: 42.9%	Increase 1.30% points annually	About 45.5% of first-time, part-time degree-seeking undergraduate students persisted from Fall 2023 to Fall 2024. This is a 17.5% increase from baseline.
Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating within six years from 29.75% to 36%.	2022-2023: 38%	Increase 1.25% points annually	About 37% of students in the Fall 2017 cohort graduated within six years. This is a 1%-point increase from baseline.
Increase the number of full-time, degree-seeking students from 1,631 to 1,753	Fall 2022: 1477 full-time, degree-seeking students	Increase by 24 students annually	The number of full-time, degree-seeking (Undergrad) students at EOU in Fall 2024 was 1484, representing a 147-student decrease from baseline. However, this is an 8-student increase from Fall 2023, which is the first increase since COVID-19.
Decrease DFWU in gateway math from an average three-year baseline of 32% in 2017–2020 to 25%, a decrease of 21.9% from baseline	2021–2022: 32%	Decrease 4.40% points annually	On average, there was a 28% DFWU rate across gateway math courses in 2023-2024. This represents an 4%-point decrease from year 1.
Goal 2 – Institutional Management			
Increase the percentage of students engaging in at least one Experiential Learning activity before graduation from 50% to 90%	2022-2023: 92.2%	Increase 8% points annually	In 2023-2024, 94.8% of students engaged in at least one EL activity. This is an increase of 44.8% from baseline.

Increase EOU student satisfaction and engagement as measured by the HEDS Diversity and Equity Campus Climate Survey	2021–2022: 3.43	Not reported	HEDS was not administered in Year 3.
Goal 3 – Fiscal Stability			
Increase student FTE by 3.0% by retaining students who would have left EOU in their first year	2021–2022: .76	Increase by 0.60% points annually	The average student FTE during FY 23–24 was .76. This represents a maintenance from baseline.
Decrease grant cost per degree from \$726 to \$571 – a decrease of 21.3 percent from the baseline	2021–2022: \$759	Decrease by 4.26% points annually	The Year 3 cost per degree was \$761.40. This represents a 0.32% increase (\$2.40) per degree from baseline.

Appendix E: Evaluation Matrix

FIDELITY OF IMPLEMENTATION EVALUATION				
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,	10/21-9/26			

student surveys				
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	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

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				
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FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?				
Stakeholder Groups	Topics	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Students	<p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>	<p>Content analysis to identify themes in open-ended, narrative responses</p> <p>Descriptive analysis</p>	Focus group with students	Annual: Spring: Focus group

FORMATIVE EVALUATION

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
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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 Numerator: # of staff / faculty reported awareness about the project Denominator: # of students who have taken the survey	Staff and faculty impact 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	
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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	

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

FORMATIVE EVALUATION				
<i>F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?</i>				
Campus Stakeholder Group	Relevant Project Objectives & Topics	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Students	Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice; Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of students participating in Title III components / major tasks.	Annual: Spring: Focus group

	<p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>			
Title III Steering Committee	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Steering Committee	Annual: Spring: Focus group
Title III Project Teams	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Project Teams	Annual: Spring: Focus group

	<p>practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>			
<i>F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?</i>				
Stakeholder Groups	Topics	Analytical Procedure	Data Collection Procedure	Frequency/Date
Students	<p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of students participating in Title III components / major tasks.	Annual: Spring: Focus group

	Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)			
Title III Steering Committee	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Steering Committee	Annual: Spring: Focus group
Title III Project Teams	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Project Teams	Annual: Spring: Focus group

	<p>faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>			
F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?				
Stakeholder Groups	Topics	Analytical Procedure	Data Collection Procedure	Frequency/Date
Students	<p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of students participating in Title III components / major tasks.	Annual: Spring: Focus group
Title III Steering Committee	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Steering Committee	Annual: Spring: Focus group

	<p>investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>			
Title III Project Teams	<p>Major Task 1: Set up effective structures and processes to implement five-year Title III grant program</p> <p>Major Task 2: Strengthen advising structure with additional staffing and training to ensure quality, consistency, and adherence to best practice;</p> <p>Major Task 3: Implement successful components of corequisite writing and math pilot courses, including assessments, additional staffing, and launch of full corequisite program;</p> <p>Major Task 4: Establish Experiential Learning Program with investment in additional staffing, faculty engagement, and virtual tools;</p> <p>Major Task 5: Bolster existing First Year Seminar into a First Year Experience by expanding staffing, programming, and training for faculty;</p> <p>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</p> <p>Major Task 7: Promote a sense of belonging by providing additional supports to historically marginalized students (LGBTQ+, first-generation, low-income, rural, disabled, veterans)</p>	Descriptive and content analysis of survey data based on topics listed under Relevant Project Objectives and topics	Focus Groups of Title III Project Teams	Annual: Spring: Focus group
F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?				
Stakeholder Groups	Topics	Analytical Procedure	Data Collection Procedure	Frequency/ Date

Title III Steering Committee	Implementation progress, successes, challenges, and budget review	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Project documentation and evaluator-facilitated quarterly meetings with project team; meetings will be audio-recorded in order to generate a transcript	Annual: Spring: Focus group
F6. How has this Title III project affected the university overall?				
Stakeholder Groups	Topics	Analytical Procedure	Data Collection Procedure	Frequency/Date
University Leadership / Title III Steering Committee	Implementation progress, successes, and challenges	Content analysis to identify themes in open-ended, narrative responses Descriptive analysis	Project documentation and evaluator-facilitated quarterly meetings with project team; meetings will be audio-recorded in order to generate a transcript	Annual: Spring: Focus group

SUMMATIVE EVALUATION				
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;	HEDS 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