BUILD-EXITO
Evaluation Yearly Report

*Scholar Level Analyses, updated Dec 2020

BUILDEXITO

A SUCCESSFUL RESEARCH PATHWAY

" The importance of an opportunity (like EXITO)...for someone like me, I would have never considered research or even have known about it and felt capable enough to take part in it."

BUILD-EXITO Cohort 3 Scholar

Table of Contents

Scholar Pathway

YEAR 1

PHASE 1

Summer Research Academy
This first BUILD EXITO program is meant to give you a strong foundational understanding of research and the chance to broaden your understanding of different biomedical fields and follow your curiosity. Our goal is to equip you with the skills and experience you need to prepare for education beyond your undergraduate degree and a future career in biomedical research fields.

Enrichment
Scholars meet weekly for professional and personal development and build community as a cohort. This is a piece of the BUILD EXITO program with a three-fold approach consisting of the following: workshop time, research-related event time, faculty & staff one-to-one time.

Gateway Course
As a first year scholar you are required to take this course that addresses research methods and the responsible conduct of research.

Apply for Phase 2
After completing Phase 1, Scholars have the opportunity to decide if they want to apply to Phase 2. Successful applicants continue into Phase 2.

Mentoring
Scholars get matched and meet regularly with their Peer Mentor (undergraduate student), Career Mentor (faculty member), and BUILD EXITO Academic Advisor.

Research Learning Community (RLC) Matching
A process where EXITO Faculty/Staff will work with you to match you with a RLC for Phase 2. This process looks different for each college and university.

YEAR 2

PHASE 2

Summer Induction
This 4-week program prepares Scholars for entry into their RLC through 64 hours of research and 16 hours of enrichment programming.

Research Learning Community Placement
Scholars complete 100 hours of research per term and are mentored by a successful researcher in their RLC.

Enrichment
Scholars meet bi-weekly for professional and personal development and to build community as a cohort.

Mentoring
Scholars meet regularly with their Research Mentor and monthly with their Career Mentor to continue navigating the pathway to a successful research career.

Scientific Conference Travel
Funded travel to scientific meetings where Scholars engage with cutting edge research, present a poster or manuscript, and/or continue developing a professional network.

Summer Immersion
Building on Induction and RLC research, this program further immerses Scholars in their RLC with 250 hours of research and 50 hours of enrichment programming.

Research Learning Community Placement
Scholars conduct research in their RLC during Fall and Winter terms, gaining invaluable experience as a contributing member of a collaborative team.

Enrichment
Scholars meet bi-weekly for professional and personal development and to build community as a cohort.

Graduate from BUILD EXITO!

Summer Research Symposium**
Scholars develop and present their research to the BUILD EXITO community in this two-day event.

Mentoring
Scholars meet regularly with their Research Mentor and monthly with their Career Mentor to continue navigating the pathway to a successful research career.

Scientific Conference Travel
Funded travel to scientific meetings where Scholars engage with cutting edge research, present a poster or manuscript, and/or continue developing a professional network.

YEAR 3

Note: Some pieces of the Scholar Pathway are different according to each college/university. If you have any questions about, check with your local EXITO lead and/or email us at exito@pdx.edu (** - Event specific to PSU).

Program Overview/ History

BUILD EXITO is an undergraduate research training program that supports students on their pathway to become scientific researchers. Portland State University (PSU) received a major grant from the National Institutes of Health to serve as a center for innovation to help undergraduates, including those from diverse backgrounds, be successful in health research careers. Oregon Health & Science University serves as the research intensive partner, providing crucial support, guidance, and expertise as PSU develops and implements EXITO.

The BUILD EXITO model aims to identify students early in their college careers and engage them in finding solutions to today's major health problems. Students at PSU and our BUILD EXITO partnering community colleges and universities have hands-on research experience at every state of their undergraduate education.

In the first year of the program, Scholars take a gateway course that addresses research methods and the responsible conduct of research. Scholars have three mentors: a peer mentor in their first year of the program, a career mentor for every year, and a research mentor when the scholar starts their Research Learning Community (RLC), which commonly occurs in their second year of the EXITO program.

EXITO 1.0

From 2015 to 2019, the 1.0 model ran for cohorts 1 through 5. Scholars generally started at the beginning of their sophomore year and received program interventions for three years. Scholars were placed in Research Learning Communities starting in their second year of the program, typically when they were rising juniors.

EXITO 2.0

From 2020 to 2024, the 2.0 model will run for cohorts 6 through 10. Much like EXITO 1.0, Scholars generally start at the beginning of their sophomore year. However, after the first year of the program, Scholars re-apply to the program to be placed in Research Learning Communities for their second and third years in EXITO.

Executive Summary

Summary Statistics as of 2020

As EXITO enters the second phase of supporting Scholars on their path to careers in biomedical research, we are pleased to report some short-term successes (dates in parentheses indicate the most recent updates).

DEMOGRAPHICS

- 537 Scholars have been admitted to EXITO over 6 cohorts and 10 institutions (Dec 2020)
- EXITO scholars are 69% female, 61% are first-generation college students, 71% accept need-based financial aid, and 8% report having experience in the foster care system (Dec 2020)

RESEARCH LAB PARTICIPATION

- 305 scholars placed in research labs at OHSU, PSU, University of Alaska-Anchorage, University of Guam, and University of Hawai'i (Oct 2020)
- 153 unique Research Learning Communities (RLC) labs have had 351 placements since 2015-2016 (Oct 2020)
- Scholars reported their top four roles in research labs as: investigation, data curations, visualization, and formal analysis (March 2020)

MENTORS

- Over 403 Peer, Career, and Research mentors have been matched with EXITO scholars (Dec 2020)
- During 18-month placements, scholars completing EXITO reported a median of 350 research lab hours (July 2019)

RETENTION AND GRADUATION

- From Spring 2015 to Fall 2020, 81.2% of scholars are currently active or have completed EXITO (Dec 2020)
- 196 Scholars have completed EXITO. Of these, 146 (74.4%) have graduated (Dec 2020)
- Of the 146 graduates, 50 (34.2%) are enrolled in a grad school program, with three additional scholars having been accepted to grad school (Dec 2020)
- Of the 93 graduates not enrolled or accepted into grad school, 51 reported having a job. Of these, 38 job were in research (Dec 2020)

SHARING AND DISSEMINATION

- 60 scholars have reported 90 publications (including publications made while in their RLCs) (Dec 2020)
- 156 scholars have reported 353 presentations or posters at conferences (including conferences attended while in EXITO) (Dec 2020)

Demographics: pt1

RACE AND ETHNICITY: OTHER RESPONSES

Race and ethnicity data are from separate questions collected on Scholar Applications; these answers are used for a variety of institutional and stakeholder requests, including the yearly NIH RPPR Diversity Report (our basic race and ethnicity categories are from NIH categories). Before 2020, "other" (text) responses were not analysed futher. In 2020, we coded the text responses so they could be added to the appropriate categories. This resulted in 71 responses being moved from "other" to a categorical response. In Table 1, we have also shown Hispanic ethnicity by Race.

MORE THAN ONE RACE BREAKDOWN

Table 2 shows the diversity of answers within 'More than one race' (16% of responses), which allows selection of up to four races. For example, 91 scholars chose only 'Asian'. Of the 85 scholars that had 'More than one race' as their category, 51 chose 'Asian' as an additional race category. Therefore, 142 scholars chose either only 'Asian' or had 'Asian' as one of multiple responses.

Demographic Data Notes

DATA SOURCE

Scholar Application Data, institutional records (for Cohort 1 and 2 Scholars with missing gender data)

DATA TIMEFRAME

Application data are collected by the EXITO program the winter before each Cohort is selected. Institutional records are collected annually each summer.

LIMITATIONS

Data are for each Cohort starting their first year in EXITO and do not account for any scholars that have left EXITO since their Orientation or any changes that may have occurred since Orientation.

Two scholars in Cohort 6 did not consent to share out their application data; their answers were placed in 'Unknown or not reported ' for most demographic categories, though for Gender they were added as 'N/A'.

Table 1: NIH Race #/% with Hispanic Ethnicity by Race

NIH Race Category	Total Percentage/ Count	Hispanic Ethnicity by Race
Asian	16.9% (91)	0.8% (1)
Black or African American	6.9% (37)	0.0% (0)
More than one race	15.8% (85)	10.7% (14)
Native Hawaiian or other Pacific Islander	9.5% (51)	3.8% (5)
Native Indian or Alaskan Native	2.4% (13)	5.3% (7)
Other	1.7% (9)	6.9% (9)
Unknown or not reported	4.7% (25)	8.4% (11)
White	42.1% (226)	64.1% (84)
Total	100.0% (537)	100.0% (131)

Table 2: NIH Race 'More than one race' Breakdown Cohorts 1 through 6

NIH Race Categories	Total Individual Count	'More than one race' responses	Total Individual Count + 'More than one race' responses	Total Individual Count + 'More than one race' responses (%)
Asian	91	51	142	22.5%
Black or African American	37	17	54	8.5%
Native Hawaiian or other Pacific Islander	51	34	85	13.4%
Native Indian or Alaskan Native	13	13	26	4.1%
Other	9	4	13	2.1%
Unknown or not reported	25	2	27	4.3%
White	226	59	285	45.1%
Total	452	180	632	100%

Table 3: Gender Cohorts 1 through 6

Gender	Total Percentage/ Count
Male	28.1% (151)
Female	69.1% (373)
Other	2.4% (13)
N/A	0.4% (2)
Total	100% (537)

Table 4: "Yes" answers to demographic questions

Demographic Variable	% of "Yes" Answers
*Composite variable	84.0% (451)
Need based financial aid	71.1% (382)
Experience in foster system	8.2% (44)
First generation college	60.9% (327)
**Disabilities	14.3% (77)

* Composite variable is composed of a "yes" answer to any of the three questions: using need-based financial aid, experience in the foster system, and first generation college students.

** In 2019 and 2020, Application response choices changed from Yes/No to: a) Yes, Always, b) No, Never, c) Sometimes, d) It Depends, and e) I'm not sure. "Yes" answers for Cohorts 5 and 6 include all a, c, and d responses.

Demographics: pt 2

TABLE 4: "YES" ANSWERS TO SAMPLE OF DEMOGRAPHICS

Demographic questions to scholars (and their subsequent analyses) have evolved over the past 6 years. For example, from 2015 to 2019 scholars were asked a Yes/No question about if they came from a Disadvantaged Background. This question and the methods of defining 'Disadvantaged Background' have changed multiple times; the 2020 Application removed the question entirely.

In this report, we use a composite variable to define disadvantaged background for Cohorts 1 through 5. This variable is composed of a 'yes' answer to any of the three Yes/No questions from the Scholar Application: 1) use of need-based financial aid, 2) experience in the foster care system, and 3) status as a first generation college student).

The Disability question response options have changed. From 2015 to 2018 it was posed as a yes/no question[1]; starting in 2019 (Cohort 5), it became a categorical question:

a) Yes, Always
b) No, Never
c) Sometimes
d) It Depends
e) I'm not sure

In order to combine Yes/No answers from 2015-2018 and the categorical answers from 2019 onward, answers (a), (c), and (d) counted as a "Yes" to having a disability.

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[1] The 2015-2018 Disability question asks scholars if they identify as someone with a "physical or mental impairment that substantially limits one or more major life activities."

EXITO Consent Procedures and E-Consent

Prior to 2020, Scholars were asked to consent to the EXITO study on the first day of Orientation, via a paper form. Scholars not present were contacted separately and asked to mail in their signed form.

Due to the COVID-19 pandemic, Cohort 6's Summer Research Academy (aka Orientation) was held entirely online in June 2020. EXITO received permisson to move from paper to electronic consent in September 2020. Despite multiple email requests, consent responses have not been as high online as they were for prior in-person consent procedures.

Table 5: Consent Count by Cohort

Cohort	Count	%	Total
2015	69	93.2%	74
2016	89	94.7%	94
2017	92	95.8%	96
2018	89	92.7%	96
2019	64	95.5%	67
2020	72	65.5%	110
Total	475	88.5%	537

Retention: Pt 1

81.2% of scholars have been retained as of December 2020
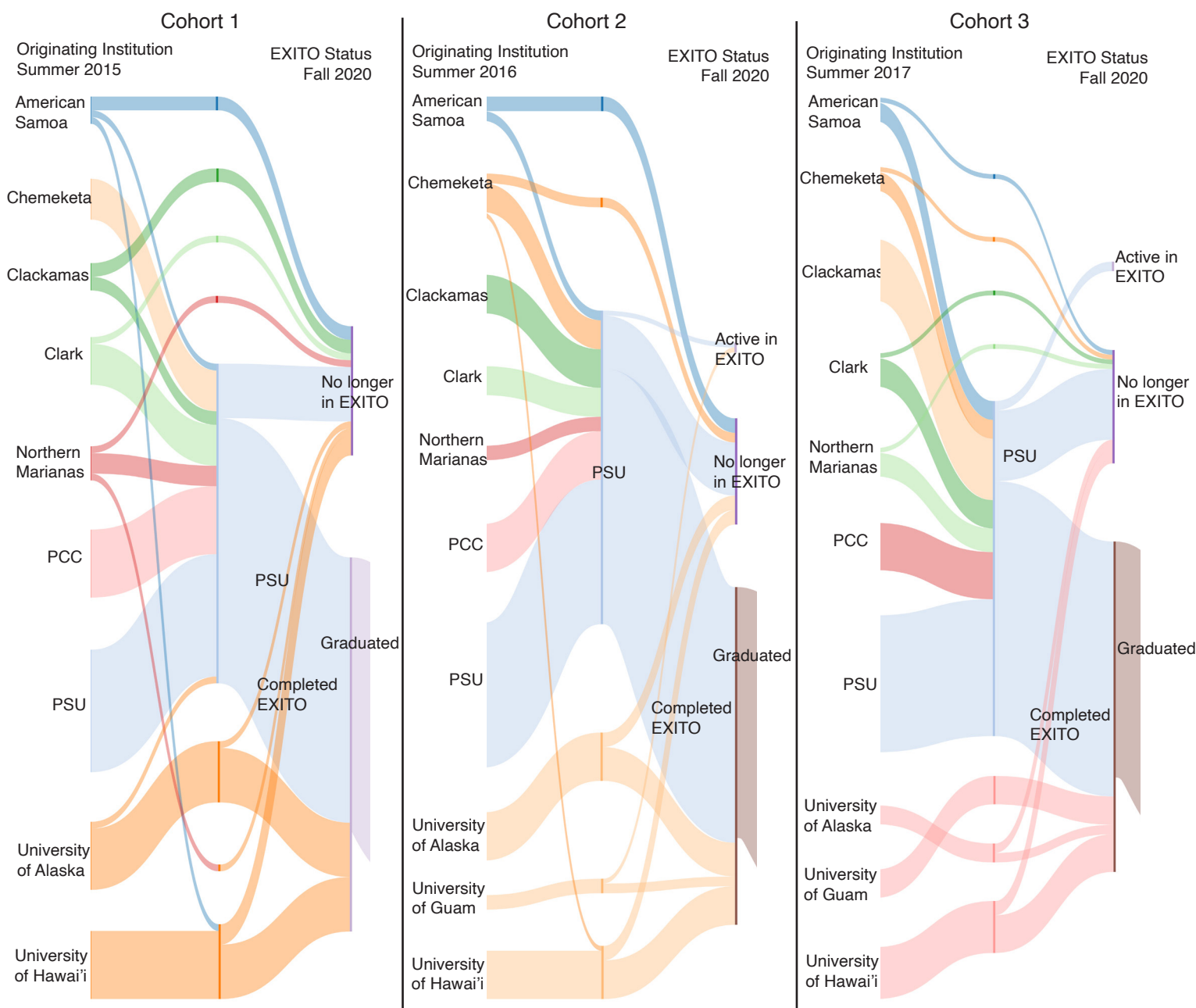
COHORTS 1-3

Cohorts 1-3 264 scholars; these cohorts have all finished their 3-year EXITO program with the exception of several scholars that have a status of 'temporarily withdrawn' for vaious reasons. As of Summer 2020, 195 Cohort 1-3 scholars have completed EXITO. Of these, 145 (74.4%) have graduated.

Table 6: EXITO Retention

Cohort	Completed/Active	Inactive	Total
2015	74.3% (55)	25.7% (19)	74
2016	76.6% (72)	23.4% (22)	94
2017	75.0% (72)	25.0% (24)	96
2018	68.8% (66)	31.3% (30)	96
2019	91.0% (61)	9.0% (6)	67
2020	100.0% (110)	0.0% (0)	110
Total	81.2% (436)	18.8% (101)	537

One additional one scholar from Cohort 4 completed EXITO and graduated early, for a total of 146/196 'Graduated to Completed EXITO' ratio (74.5%).

Cohort 1 — Originating Institution Summer 2015 / EXITO Status Fall 2020

Cohort 2 — Originating Institution Summer 2016 / EXITO Status Fall 2020

Cohort 3 — Originating Institution Summer 2017 / EXITO Status Fall 2020

Retention: Pt 2

COHORTS 4-6

These cohorts are still in the EXITO program; Cohort 4 is scheduled to complete EXITO in Winter 2021. Cohort 6 started in Summer 2020. Of the 273 scholars from Cohorts 4 through 6 that started the program, 87% (n=237) are currently active (including one scholar who completed EXITO early and graduated).

*Additionally, one scholar that left EXITO has reported receiving their undergraduate degree. Data from scholars that left EXITO are harder to track and the actual number could be higher.

Cohort 4

Originating Institution
Summer 2018

EXITO Status
Fall 2020

American Samoa
Chemeketa
Clackamas
Clark
Northern Marianas
PCC
PSU
University of Alaska
University of Guam

Active in EXITO
PSU
No longer in EXITO
Completed EXITO
Graduated

Cohort 5

Originating Institution
Summer 2019

EXITO Status
Fall 2020

American Samoa
Clackamas
Clark
Northern Marianas
PCC
PSU
University of Alaska
University of Guam

PSU
Active in EXITO
No longer in EXITO

Cohort 6

Originating Institution
Summer 2020

EXITO Status
Fall 2020

American Samoa
Clackamas
Clark
Northern Marianas
PCC
PSU
University of Alaska
University of Guam

Active in EXITO

EXITO's Black & African American Scholars

A preliminary look at the experiences of Black & African American Scholars in EXITO

BACKROUND & PURPOSE

In light of recent social justice events that have glaringly revealed America's systemic racism, we sought to dig deeper into the experiences of EXITO's Black and African American (B/AA) Scholars. Our aims are to: 1) better understand the journeys of B/AA Scholars during and after EXITO, and 2) support program staff in taking actionable measures to improve B/AA Scholars' experiences.

METHODS

A total of 36 EXITO Scholars from Cohorts 1-5 self-identified their races as 'Black or African American' on their EXITO program applications. This number includes 10 Scholars who marked both 'Black or African American' and 'more than one race.' Of the 36 Scholars, 24 were born in the United States and 12 were born in African countries.

For the following analyses, we used data from IR Offices, Orientation Surveys, and the COVID-19 Student Health Survey (administered in spring 2020 to current Cohort 4 and 5 Scholars).

Of the **RLC leads** for whom we have race/ethncitiy demographic data, **only 2.6%** (n=3) **self-identify as Black or African American.**

Source: Institutional Records Offices. Total n = 114.

FINDINGS: BASIC MARKERS

There were no significant differences between B/AA Scholars' and non-B/AA Scholars' retention rates (figure 1), graduation rates (figure 2), or grad school attendances (figure 3).

FIGURE 1 | RETENTION RATES: B/AA VS. NON-B/AA EXITO SCHOLARS

Group	Retained	% Retained
Black/African American	30	83%
Not Black/African American	314	80%

Represents Cohorts 1-5 (n=425). Based on IR Data as of Winter 2020.

FIGURE 2 | GRADUATION RATES: B/AA VS. NON-B/AA EXITO SCHOLARS

Group	Graduated	% Graduated
Black/African American	12	48%
Not Black/African American	80	33%

Represents Cohorts 1-3 (n=264). Based on IR Data as of Winter 2020.

FIGURE 3 | GRAD SCHOOL ATTENDANCE: B/AA VS. NON-B/AA EXITO SCHOLARS

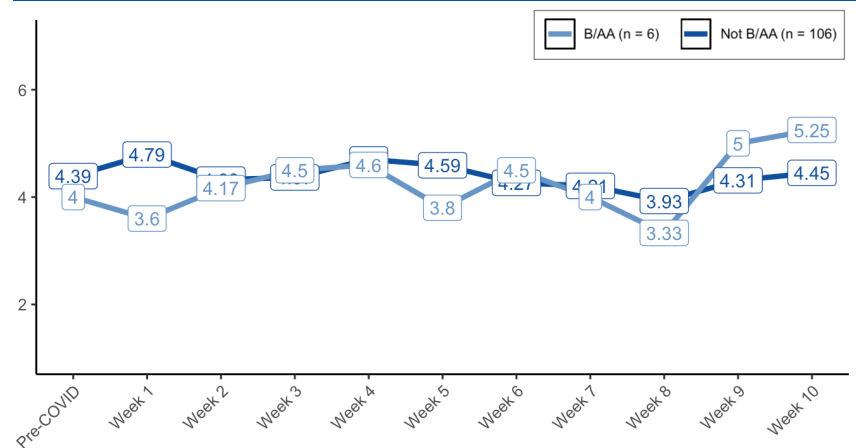| Group	Attending Grad School	% Attending Grad School
Black/African American	6	50%
Not Black/African American	38	48%

Represents Cohorts 1-3 Scholars who had graduated as of Winter 2020 (n=92). Data sources include: RPPR, LEGOS, EXITO staff, and National Student Clearing House.

FINDINGS: STRESS & DISCRIMINATION

B/AA Scholars' stress levels jumped higher than those of non-B/AA Scholars, following the death of George Floyd (figure 4, Weeks 9 & 10).

A chi square test revealed significant differences between B/AA and non-B/AA Scholars' self-reports of experiencing discrimination (figure 5).

FIGURE 4 | MEAN STRESS RANKING: B/AA VS. NON-B/AA EXITO SCHOLARS

Legend: B/AA (n = 6), Not B/AA (n = 106)

Data points B/AA: 4, 3.6, 4.17, 4.5, 4.6, 3.8, 4.27, 4, 3.33, 5, 5.25
Data points Not B/AA: 4.39, 4.79, 4.17, 4.5, 4.6, 4.59, 4.5, 4.21, 3.93, 4.31, 4.45

Source: COVID-19 Student Health Survey, self-reported data. Scale is 1-7 (1 = not at all stressed; 7 = extremely stressed)

FIGURE 5 | SELF-REPORT: HAVE YOU EXPERIENCED RACIAL/ETHNIC DISCRIMINATION AT THIS INSTITUTION?

	Actual				Expected				
Group	Yes	No	Total		Group	Yes	No	Total	
B/AA	14	18	32		B/AA	7.2	24.8	32	chitest p value < 0.0005
URM, not B/AA	44	117	161		URM, not B/AA	36.2	124.7	161	
Not URM	29	164	193		Not URM	43.5	149.5	193	
Total	87	299	386		Total	87	299	386	

Source: Orientation Surveys, 2015-2019.

NEXT STEPS

Our future plans include analyzing IR data, GPA, and qualitative data to gain a deeper understanding of Black Scholars' experiences.

EXITO Scholars' High School Zip Codes and Social Determinants of Health

INTRODUCTION

Scholars' high school zip codes provide unique insights into the communities in which they received their high school educations.

To further understand scholars' pre-EXITO environments and the implications that those environments may have on scholars' well-beings and outcomes, we examined their zip codes through the lens of social determinants of health (SDOH).

METHODS

According to the US government's Healthy People 2020 initiative, SDOH are "conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks."[1]

Healthy People 2020 lists five key areas of SDOH[1]:
- Economic Stability
- Education
- Social and Community Context
- Health and Health Care
- Neighborhood and Built Environment

We focused on Economic Stability and Education, as they both closely relate to EXITO's goals of furthering higher education and career outcomes for underrepresented—and often financially disadvantaged—students. Specifically, we examined the median household incomes and educational attainment levels for the counties and census-designated places in which EXITO scholars completed high school.

1   https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health

SUMMARY

On average, EXITO scholars received their high school educations in areas with lower levels of educational attainment and lower median household incomes, compared to US averages (see Figures 1 and 2 below).

This complements our previous findings that 91% of all scholars come from some sort of disadvantaged background.

LIMITATIONS

Our aim was to use measures that could be applied to all EXITO Scholars. Although data on educational attainment and household income were available for most scholars, we were unable to gather data for 26 scholars.

Data were unavailable for scholars who attended high schools outside of the US (N = 17), received GEDs (N = 4), or did not provide sufficient information about their high schools (N = 5). Thus, analyses were based on information for the remaining scholars (N = 401).

The most recent census data for Island Areas (i.e., Guam, Northern Mariana Islands, and American Samoa) are from 2010. We adjusted those areas' median household incomes to 2017 levels using an inflation calculator.[2] For the educational attainment measure, we used the Island Areas' 2010 census data with no adjustment. Once 2020 census data become available, we will update the report accordingly.

NOTES:

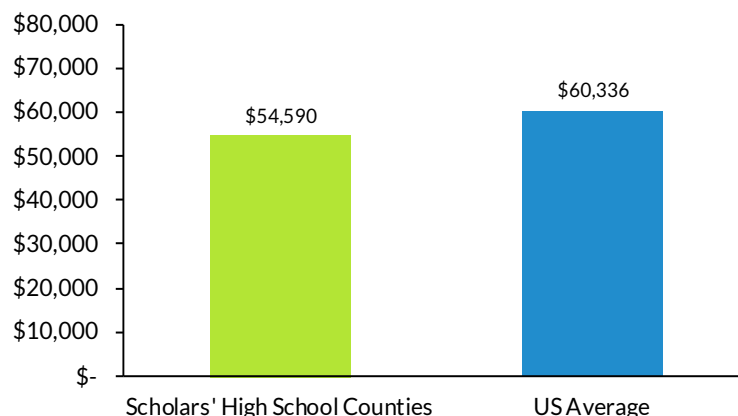For the purposes of this report, all mentions of *scholars* refer to 2015-2019 scholars.

2   https://data.bls.gov/cgi-bin/cpicalc.pl

FIGURE 1: PERCENTAGE OF ADULTS 25 YEARS AND OLDER WITH A BACHELOR'S DEGREE OR HIGHER
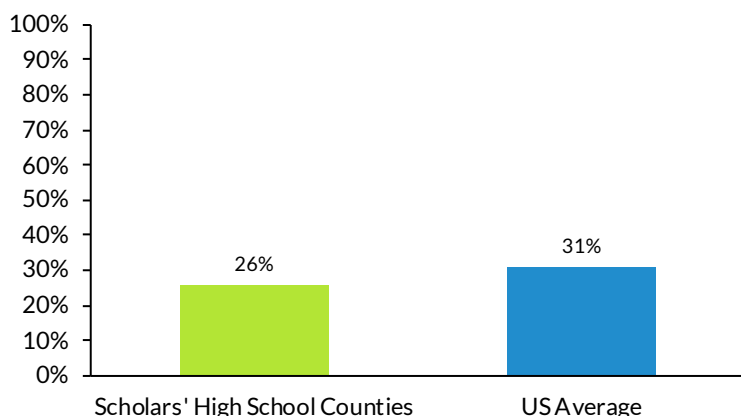
Scholars' High School Counties: 26%
US Average: 31%

Sources: Scholars' high school zip codes pulled from Scholar Applications
US Census Data (2013-17 average): https://www.ers.usda.gov/data-products/county-level-data-sets/
Island Areas Census Data (2010): https://factfinder.census.gov/

FIGURE 2: AVERAGE MEDIAN HOUSEHOLD INCOME

Scholars' High School Counties: $54,590
US Average: $60,336

Sources: Scholars' high school zip codes pulled from Scholar Applications
US Census Data (2017): https://www.ers.usda.gov/data-products/county-level-data-sets/
Island Areas Census Data (2010): https://factfinder.census.gov/

Student Health Survey

At the onset of COVID-19 in the US, we administered a 10-week-long survey to check in with Cohort 3 & 4 Scholars.

PURPOSE

EXITO wanted to understand how Scholars were doing throughout the pandemic and also provide them with financial incentives. To do so, the Evaluation Team surveyed Scholars on various aspects of their health, academics, and RLC experiences, in exchange for gift cards.
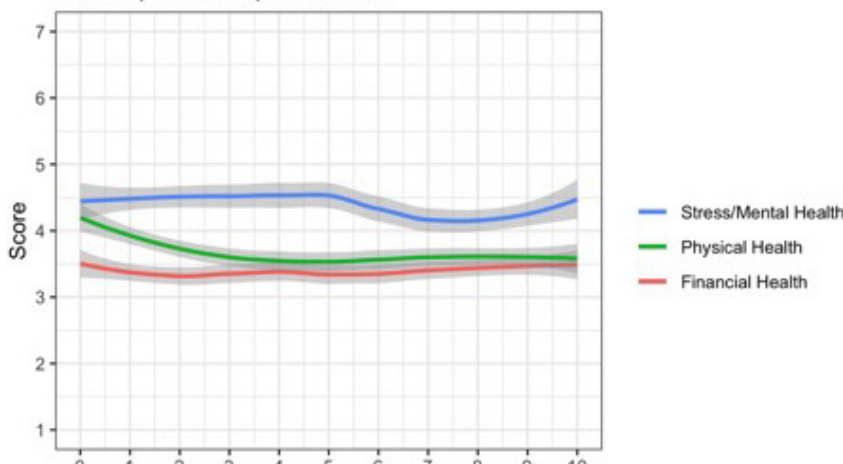
SCOPE

The survey collected qualitative and quantitative data on Scholars' health (physical, mental, financial, and academic), RLC experiences, and opinions about what had helped them the most the previous week. The survey was administered weekly from April 3rd to June 12th. The first survey included questions to establish baseline pre-COVID ratings for each construct. The repidly launched surveys provided staff with weekly de-identified responses so they could address Scholars' immediate needs. Additionally, EXITO sent out weekly newsletters to Scholars with de-identified results and specific resources based on the previous week's responses. The survey's 10 weeks spanned the shift to online learning, the receipt of stimulus checks, and the intersection of COVID-19 and the BLM movement.

RESULTS

Stress was high throughout and increased toward the end, especially as racism in America came to the forefront. Physical health worsened in the first few weeks and then stabilized. Financial health declined at the onset and remained low.

By the Numbers

84% of scholars took at least one survey

■ Took at least one survey   ■ Took no surveys

$8,370 in gift cards sent to scholars

4,027 qualitative responses submitted

> ❝ I've enjoyed having the weekly check in! Perhaps I should start journaling something like this!"
>
> **Week 10 qualitative response**

CONCLUSION

The SHS was an effective way to stay connected with Scholars' needs, experiences, and circumstances, while also offering them modest financial support.

Student Health Indicators, Spring Term 2020
Week 0 (Pre-COVID) to Week 10

— Stress/Mental Health
— Physical Health
— Financial Health

Next Steps

Future collection and analysis plans

BUILD-EXITO completes its sixth academic year of data collection in Spring 2021. Future analysis plans include:

- More qualitative interviews collected from Seniors to round out Focus Groups and one-on-one interviews from Spring 2019, particularly through Q-methodology for one-on-one interviews.

- Analysis of Spring 2019 Senior interviews; plans for three papers are currently underway.

- With the help of statistician time, more detailed analyses of statistical significance from survey responses.

- As more data are shared from the Coordination and Evaluation Center (the BUILD-wide evaluation team), we will further analze data from between EXITO scholars, BUILD students as a whole, and comparison populations from BUILD sites and nationwide samples.

- Adaptation of EXITO 1.0 to EXITO 2.0 Evaluation plans; including but not limited to a re-examination of the CREDIT and URSSA surveys.

- Continued collection of Scholars' post-EXITO publications and continued tracking of Scholars' graduate school program applications, acceptances, and enrollments.

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"Even though I am early on in my research career and am still learning, I feel that I am able to learn more and have full confidence that I can build on what I've already learned ." **EXITO Cohort 1 Scholar**

ohsu.edu/xd/research/centers-institutes/octri

OREGON CLINICAL
& TRANSLATIONAL
Research Institute

OHSU

Instrument List

Collection Methods and Limitations

MENTOR-MENTEE LOGS
- Sources: Log questions are created by EXITO staff
- Respondents: Scholars and Mentors
- Limitations: Response rates range from 58% to 86%

ENROLLMENT FORM
- Sources: EXITO Academic Advisor, EXITO staf, Institutional Records data, Scholar Success Committee
- Respondents: Form is a log of quarterly school and EXITO enrollment for each Scholar
- Limitations: School enrollment can be defined as enrollment at the beginning of a term, not by the total credits completed

EXITO PROGRAM DATABASE
- Sources: Program data directly from scholars and program staff
- Respondents: Scholars, Mentors
- Limitations: Updated data needs to be actively changed

INSTITUTIONAL RECORDS
- Sources: Partner site institutional records offices
- Respondents: Scholar term and course level data
- Limitations: Time burdens on institutional paertners to collect data for EXITO evaluation team

LONGITUDINAL EXITO GRADUATE ONLINE SURVEY (LEGOS)
- Sources: NIH Site Visit Report, PSU Evaluation Team
- Respondents: Post-EXITO Scholars
- Limitations: Response rates are around 30%, released the same time as the RPPR and BUILD-level institutional surveys

NIH RESEARCH PERFORMANCE PROGRESS REPORT (RPPR)
- Sources: EXITO staff collects pertinent information for yearly NIH reports
- Respondents: Institution partners and Scholars
- Limitations: Responses from Scholars and partner sites are limited

SCHOLAR APPLICATION DATA
- Sources: Log questions are created by EXITO staff
- Respondents: Scholars that apply to EXITO
- Limitations: Scholars are not yet accepted to EXITO when they complete their application.

SCHOLAR HEALTH SURVEY
- Sources: Spring 2020 specific questions
- Respondents: Active Cohort 3 and 4 scholars
- Limitations: Questions were not validated, survey ran for only 10 weeks during the first full term affected by the COVID-19 pandemic.

Data Sources

INSTRUMENTS NOT USED IN THIS REPORT

BUILD-EXITO evaluation uses a variety of other instruments not used in this report. These instruments include but are not limited to:

- Baseline and follow up local EXITO yearly surveys (Orientation and Yearly Academic Scholar Surveys)
- RLC based surveys (CREDIT and URSSA)
- Scholar Interviews (Juniors and Seniors between 2016 and 2020)
- HERI and CEC administered BUILD-level surveys (TFS, Interim, SAFS, FAFS surveys)
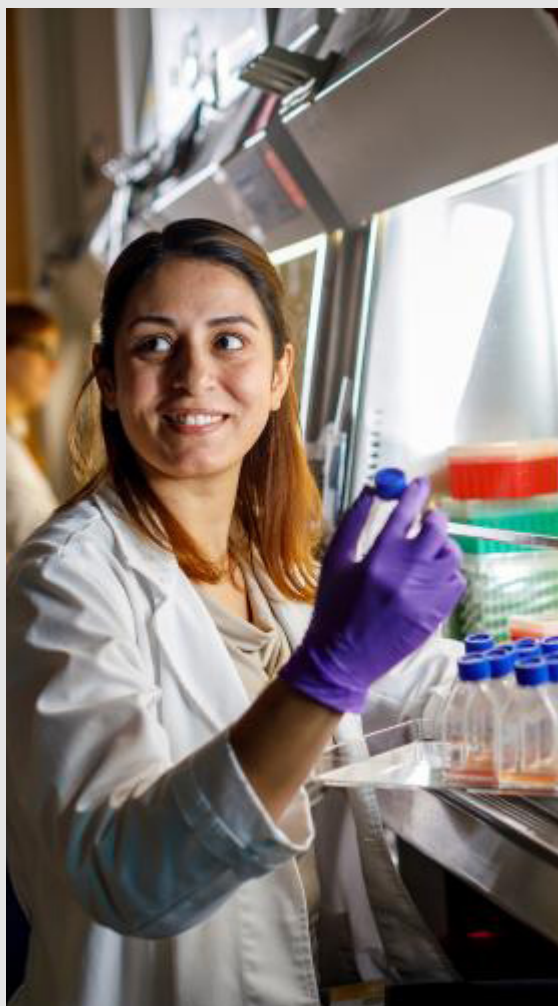
Instrument List

Cohorts, Institutions, and Other Instruments

COHORTS

- 1A: Scholars starting in Summer 2015. Their RLC experience, originally intended to start their second year in EXITO, started in their first year in Fall 2015

- 1B: Scholars starting in Summer 2015, starting their RLC experience as originally intended in Summer 2016, their seond year in EXITO.

- 2A: Scholars starting in Summer 2016. Their RLC experience, originally intended to start their second year of EXITO, starting in their first year in Fall 2016 (same timetable as Cohort 1B).

- 2B: Scholars starting in Summer 2016, starting their RLC experience as originally intended in Summer 2017, their second year in EXITO.

- 3A: Scholars starting in Summer 2017. Their RLC experience, originally intended to start their second year of EXITO, started in their first year in Fall 2017 (same timetable as Cohort 2A).

- 3B: Scholars starting in Summer 2017, starting their RLC experience as originally intended in Summer 2018, their second year in EXITO.

- 4: Scholars starting in Summer 2018, starting their RLC experience in Summer 2019, their second year in EXITO.

- 5: Scholars starting in Summer 2019, starting their RLC experience in Summer 2020, their second year in EXITO.

- 6: Scholars starting in Summer 2020; this is the first cohort of EXITO 2.0. Scholars will re-apply to EXITO as 'trainees' after their first year for an additional two years.

INSTITUTIONS

- American Samoa Community College (ASCC)
- Chemeketa Community College (Chemeketa); Cohorts 1-4
- Clackamas Community College (Clackamas)
- Clark College (Clark)
- Northern Marianas College (NMC)
- Portland Community College (PCC)
- Portland State University (PSU)
- University of Alaska - Anchorage (UAA)
- University of Guam (UOG)
- University of Hawai'i Manoa (UHM); Cohorts 1-3
- Oregon Health & Science University (OHSU) - Research partner

OTHER INSTRUMENTS (UNUSED DATA SOURCES FOR THIS REPORT)

- Network Maps
- Mentor-Scholar Matching data
- Contributor Roles Taxonomy (CREDIT) Survey
- Undergraduate Research Student Self-Assessment (URSSA) Survey
- Orientation Survey
- Yearly Academic Scholar Survey (YASS)

- HERI Your First College Year
- HERI Interim Survey
- HERI The Freshmen Survey PSU Prior Learning Survey
- Student Annual Follow-up Suervey (SAFS)
- Scholar Interviews