



## Open Pathway Quality Initiative Report

### Institutional Template

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The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

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*Signature of Institution's President or Chancellor*

*Date*

Steve Turner, President

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*Printed/Typed Name and Title*

Northeastern State University

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*Name of Institution*

Tahlequah, OK

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*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIRReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date: May 27, 2020**

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## Report Categories

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### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Northeastern State University (NSU) began its [Quality Initiative](#), *Sustaining Student Success*, in the summer of 2017. The project focused on understanding students' educational mindsets and goals, identifying potential impediments to their individual goals, and implementing practices designed to help students persist and achieve their goals. The project considered two cohorts – first-time, full-time students and new transfer students.

The project's three goals were 1) Focus on students' definitions of "success" by increasing students' experiences related to goal-setting in the curriculum and updating the general education sequence to provide new freshmen career and major focal points early in their academic careers; 2) Improve individual student success by validating methods and tools used to identify at-risk students and improving course offerings and developmental services; and 3) Improve the institution's success in helping students achieve their goals through better alignment of academic, student support, and student engagement opportunities.

Project team members consulted literature and white papers on academic and social integration, cocurricular experiences, and personal growth fulfillment. They engaged student focus groups to learn what matters to students and then developed student surveys which were deployed in fall 2017, 2018, and 2019. Data analysis and results sharing became part of regular university processes and meetings.

The QI *Sustaining Student Success* project evolved as a result of changing circumstances. In spring 2018, NSU was invited to participate in a two-year Gardner Institute Foundation of Excellence (FoE) project, partially funded by a private foundation. Working with six other institutions, the FoE goal was to improve transfer experiences for students in the Tulsa metropolitan area. At that point, the work originally planned for the transfer student component merged with the FoE initiative. Appendix A details the alignment of these two efforts, and a link to the institution's FoE self-study report, [Foundations of Excellence Comprehensive Report](#), is available on the [Academic Affairs-Tulsa Transfer Project](#) website: Since 2018, the QI project components have become a regular part of the work of NSU's General Education Committee, Developmental Education Committee, Retention Committee, and Tulsa Transfer Project Committee.

The QI data collection, self-studies, and change efforts benefited NSU students in multiple ways. First-time freshmen have more immediate engagement with faculty who teach in their major area and have access to a curriculum that is more student-success centered. Small student cohorts for first generation students and Native American students are gaining momentum and increase students' sense of belonging. Campus awareness of the number and proportion of transfer students has increased, and special attention to their unique needs is increasing. Students identified as potentially at risk by analytic software data receive "nudges" of encouragement or advice, and those who need remediation may enroll in co-requisite courses with supplemental instruction. Faculty have updated curriculum to include more community or career-based experiential learning. Ultimately, NSU faculty and staff have learned more about the challenges that students face as well as what they value in their educational experiences.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The project's three main goals were met with varying levels of success detailed below.

### **Goal 1. Focus on students' definitions of success**

#### **Goal 1(a): Implement goal-setting / success elements at key points in the curriculum.**

At the onset of NSU's QI project, the project team developed a survey, "NSU Student-Defined Success," with a version for first-time freshmen and another version for transfer students. The intent was to determine students' goals and their perceptions of successful university experiences in order to tailor institutional support to help them achieve those goals. Several interesting points in the data analysis revealed, and in some cases confirmed, that NSU's students were balancing multiple and competing priorities.

#### Freshmen Cohort Survey Results

While freshmen students identified the primary attribute of a successful course as one that improved their knowledge and skills, the second highest response was a course in which "professors take into account workload and students' other obligations"; third highest success response was a class that contained well-delivered and up-to-date lectures; and fourth highest success response was "having an understanding and empathetic professor."

For co-curricular experiences, making new friends was extremely important to freshmen (nearly 80% identified this as one of their top three choices). Participating in community engagement activities rated lower (30% identified this as one of the top three choices). Freshmen also indicated they value university services that help them with professional skills development, tutoring and mentoring, and money management / financial literacy.

NSU implemented the following curricular changes in its University Strategies course that reflect these data outcomes:

- Increasing the credit hour requirements from two to three credit hours to accommodate additional content.
- Aligning the course's student learning outcomes to increase awareness of student support services;
- Utilizing academic services to support individual goals;
- Recognizing academic expectations, policies, and procedures;
- Devising a list of academic goals;
- Identifying potential roadblocks to academic goals; and
- Developing a plan of personal improvement for academic success.

In a collaborative effort, portions of the course are incorporated into the institution's "Welcome Week" for freshmen that is hosted by Student Affairs. In addition, students maintain the same cohort and peer instructor during welcome week and the University Strategies course which strengthens their feelings of connectedness to one another and helps foster the friendship component which is an important co-curricular goal for first-time students.

## Transfer Cohort Survey Results

The transfer cohort version of the “Student-Defined Success” yielded some responses similar to the first-time freshmen, but also reflected transfer students’ more experienced academic and co-curricular backgrounds. For example, for transfer students, the top three factors for a “successful university course” were

- Improved knowledge and skills
- Professors take into account workload and students’ other obligations
- Classes that are organized with clear learning outcomes

While consideration of workload and students’ other obligations is a highly rated response similar to results from the freshman cohort, the other two successful course attributes suggest that transfer students recognize college course structures and arrive at NSU with more clearly defined purposes than the freshmen.

On the co-curricular side, “establishing meaningful relationships” was cited by 57% of transfer students as one of their top three success factors, and the importance of professional skills development was also identified by more than 50% of the respondents as an important university service. Overall, the top three successful university experience factors for transfer students were

- Getting or advancing a job within my field (70%),
- Being successful after college (57%), and
- Getting good grades” (34%).

Currently, NSU’s main touchpoints for transfer students are induction processes such as intake advising, transfer student orientation, and meetings with academic advisors and faculty mentors. At various times, faculty and advisors address the concepts of goal-setting and helping students articulate their perceptions of success and what they plan to achieve. During the QI project timeline, NSU implemented a faculty mentorship program as well as provided professional development on coaching for advisors. Work continues on ways to enhance transfer students’ experiences.

## Dissemination and Use of Data Outcomes

Student-Defined Success Survey results are shared to emphasize the importance of communicating course expectations with students and to raise awareness of the challenges NSU’s students face. The institution has increased the frequency of its communications regarding tutoring resources available and increased the number of financial literacy events hosted by the Bursar and Office of Student Financial Services. These efforts align with NSU’s goal of helping student achieve their individual goals.

### **Goal 1(b): Update general education offerings to a meta-major structure**

Reflecting state-wide work affiliated with Complete College America and the Charles A. Dana Center math pathways initiatives, NSU’s General Education Committee, in conjunction with the Mathematics and Computer Science Department, began the meta-major discussion by revising mathematics offerings from two courses – college algebra and quantitative reasoning – to four pathways. In fall 2017, those four pathways included a calculus pathway for mathematics, computer sciences, and physical sciences, and a statistics path for social and behavior sciences.

However, faculty found the fall 2017 pathway courses and respective differentiation did not meet program needs. Undergraduate program representatives met with mathematics faculty, and the General Education Committee approved revised pathways which include a new course in

algebraic functions and change, a course designed to serve business majors. The current set of math pathway courses (effective fall 2019) includes this new course and a new elementary statistics course. The institution's efforts and accomplishments in establishing these new pathways have been recognized at the state level with invited faculty conference presentations and webinars.

As an institution, NSU has not moved beyond math courses in considering meta-major structures. While the General Education Committee had initial discussion about aligning the second composition course to particular career or meta-major paths, there is no incentive at the state level to do so. Since NSU's student population is more than fifty percent transfer students, general education curricular changes must align with state-wide efforts to avoid disadvantaging students transferring out or transferring in.

Because the changes to the math pathways are recent, data are still being collected. Enrollment statistics reveal that more and more students choose a math pathway other than college algebra, thus achieving one of NSU's QI project goals. But, the effective date of fall 2019 for these four pathways means that year-to-year retention and graduation rates are yet to be determined. These data will be collected and reported to the General Education Committee in subsequent years.

## **Goal 2. Improve individual student success**

### **Goal 2(a): Validate effectiveness of methods and tools used to identify at-risk students**

To assist with making data-informed decisions, NSU invested in several software tools. For example, Civitas Illume is a predictive analytic tool which uses data to highlight potential challenges for students as they progress through their academic programs. Loading the requisite five years of data and validating files into the program took some time, but NSU began using the Civitas software in 2018-19 for activities such as "nudging" students whose performances or demographic characteristics suggest they might be at risk.

In 2019-20, NSU created a retention specialist position whose responsibilities include pulling reports using the Civitas software. This individual provides regular reports to the Retention Committee who uses the data to discuss potential policy and procedure changes and to identify and support student sub-populations. The retention specialist also works with faculty to examine the data for potential programmatic changes to further improve student success rates. Because Civitas data can be filtered by factors such as first-time students, transfer students, race / ethnicity, and other variables, NSU is better prepared to tailor and pinpoint its interventions and messaging in terms of retention and support services.

During the QI project, NSU experimented with several early alert systems. When the project began, the institution had purchased Beacon, an early alert software that marketed the ability to drill down in the data and cross-tabulate results with information about students' admission, placement, and persistence characteristics. However, faculty expressed dissatisfaction with the user interface, so in 2018-19 the institution returned to using Mapworks, its previous vendor. Unfortunately, that vendor stopped supporting the product, and in 2019, faced with a third early alert software change in three years, academic units began using Maxient, a case-management software already used by NSU's Student Affairs division. The benefit of using Maxient for early alerts is that it provides a single system for tracking both academic and non-academic concerns. Frequently, students who may be missing class or struggling have other non-academic issues that prevent them from focusing on class work. Maxient allows advisors and other pertinent staff members access to all reports about a student in one central location.

As a result of the QI project, NSU has reviewed its admission and course placement policies. In addition, NSU has expanded its use of "opportunity to succeed" admissions and added high

school GPA as a factor in determining course placement for students whose admission tests suggest they are underprepared. For example, for math placement, students whose ACT and supplemental college placement tests would place them in developmental courses are now screened a third time to see if their high school GPA is 3.25 or higher as national studies suggest that high school GPA is a valid predictor of student success. Data for these sub-sets of students are reviewed by the Developmental Education and Retention committees for efficacy; however, given the limited number of academic years the policy has been in place, no significant results are available in terms of graduation rates although positive results for course pass rates are detailed below.

### **Goal 2(b): Improve developmental / remedial services and course offerings**

Before the QI project, NSU utilized a remediation model that consisted of one to two three-hour no-credit courses. Underprepared students could end up taking six to nine credit hours of course work that would not count toward their degree. In addition, they paid more for those courses which had withdrawal rates hovering between 12 to 30 percent and failure rates around 30 percent or sometimes higher. In the revised model, students whose placement test results suggest limited deficits qualify to enroll in a two-clock hour, 0-level co-requisite lab which offers supplemental instruction to the college-level course. Instead of six to nine credit hours, students pay for one credit hour of supplemental instruction per college-level course.

For students who qualify and choose the co-requisite lab and on-level course, pass-rate results have been positive. Data from fall 2019 course offerings is indicative of trend data across the timeline of the QI project. Fall 2019 data reveal that on-level math courses with co-requisite labs have higher average pass rates than the 0-level courses with the additional benefit of students earning college credit. The same is true with composition courses with 80.9 percent of students passing Composition I with a co-requisite lab compared to 66.7 percent of students passing the 0-level courses. Withdrawal rates for the composition with co-requisite course are also lower – 4.5 percent of students withdrawing compared to 11.8 percent of students withdrawing from the remedial courses. These data suggest that NSU’s efforts to improve services and course offerings for underprepared students is on the right track.

### **Goal 3. Improve institutional success by better aligning academic, student support, and student engagement systems.**

As a regional institution, NSU is grounded in its constituent communities and takes very seriously its vision to shape the future of its region by serving as the “intellectual, cultural, social and economic needs of the University’s diverse communities.” This vision is the nexus of work related to QI Goal 3, for the institution believes that as its graduates prosper, so does the region.

#### **Goal 3(a): Increase immersive/experiential learning opportunities**

Goal 3’s focus was to improve NSU’s efforts for student success after graduation by expanding immersive and experiential learning efforts, which are integral to NSU’s mission. Certainly, data collected from the Student-Defined Success Survey suggest that students have a focus on career preparation and learning skills that help them find professional positions in their chosen field.

At NSU, immersive or experiential learning happens in a variety of ways – from required capstones, internships, externships, practica, and course-based projects embedded in academic programs to co-curricular activities coordinated by student organizations and supervised by NSU’s Student Affairs division. Due to the *Sustaining Student Success* project, NSU has added immersive and experiential learning opportunities to academic programs and has increased the number of staff dedicated to student engagement activities.

In that these changes are recent, NSU is in the process of data tracking and assessment. A university-wide implementation of Chalk and Wire, an electronic portfolio system will allow the institution to better document, track, and assess immersive learning activities and outcomes across the institution. Two colleges, the College of Education and the College of Business and Technology already use this system, while programs in other colleges, particularly those with specialty accreditations, track and assess students' achievement of learning goals connected with experiential learning opportunities.

### **Goal 3(b): Enhance market responsiveness of academic programs**

During the past three years of the QI project implementation, NSU created or revised more than 480 courses and made more than 130 program modifications to better align curriculum requirements to meet constituent needs. In 2018-19, NSU hired Gray and Associates, an academic market consulting firm, to review its program offerings against market needs and to suggest new programs for consideration. As a result of this study, faculty developed new options to degree programs that highlight trends in the field. For example, the marketing major now includes an option in digital marketing, and the master's in nursing has added options in nursing informatics and administrative leadership. In addition, two new programs specifically reflect northeastern Oklahoma's socio-economic and health care needs – a master's in social work (MSW) and a master's in public health (MPH).

Drawing on public input through advisory panels and informal feedback, faculty have created sixteen certificates at the graduate and undergraduate levels that provide post-baccalaureate and post-graduate experiences for returning practitioners as well as stackable credentials within many degree programs, allowing students to earn a certificate as well as a degree. The curriculum of these certificates includes student projects, community-based service-learning activities, and other activities that emphasize application of skills in novel settings. Recent certificate additions include STEM education, business analytics, operations leadership, and global health.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

As detailed above, the QI project impacted several processes, programming, and curriculum for first-time freshmen and transfer students. For first-time students, the most visible change is the revision and alignment of Welcome Week programming and the UNIV 1003 University Strategies curriculum. Several University Strategies curriculum components are now embedded into Welcome Week activities and help instill a sense of belonging and enhance faculty support for students. Assigning freshmen students to similar major groups promotes networking and connectedness and allows faculty to share their passion for their content area and better tailor course activities to the students' areas of interest. During Welcome Week, the realigned schedule now highlights university services that support student success in areas of professional skills development, tutoring and mentoring, and money management / financial literacy with reinforcement in the Strategies course curriculum throughout the semester, thus creating a more holistic learning experience for students.

The changes to developmental / remediation processes have benefited first-time freshmen. New placement procedures and policies have resulted in fewer students placing into the three-hour, no-credit courses and more students finding success in college-level courses with co-requisite support.

As part of a regional collaborative, NSU's Tulsa Transfer Project Committee oversaw the self-study and continues to work toward implementation of 38 institutional action items to improve

transfer experiences for all NSU students, no matter their sending institution. In 2019-20, the group focused on action items related to strengthening intake advising appointments, improving transfer student orientation and campus, as well as updating and streamlining information on the transfer student landing pages. Students have benefited from the faculty's efforts to update the curriculum and strengthen collaboration with NSU's transfer partners.

The QI process impacted budget and organization structures. NSU purchased and continues to maintain several technology tools to support the collection and use of data to inform decisions. The biggest purchases included Civitas, a predictive analytic software, and an institutional implementation of Chalk and Wire, software designed to assess student learning outcomes. The university invested in personnel to work with these tools. Restructuring advisement provided positions with responsibilities for pulling data from the early alert system and data analytic software. Each college now also has access to a graduate assistant to help with Chalk and Wire.

Overall, the Quality Initiative, *Sustaining Student Success*, further developed the institution's efforts to consider "what do we know about students" and "what do the data tell us" as faculty and staff make decisions.

#### 4. Explain any tools, data or other information that resulted from the work of the initiative.

Beyond the use of software tools which provide better data and allow more frequent access to that data, NSU's Student-Defined Success Survey revealed information that NSU had not heretofore collected. NSU presented the initial survey findings at the 2019 HLC annual conference, and another institution with a similar student demographic asked permission to slightly modify and utilize the survey with its students. NSU was pleased to share its efforts and expand this body of student success knowledge.

Data compiled for the FoE Tulsa Transfer Project report (self-study) collated existing and new data sets in ways which faculty and staff had not previously considered. These data sets encouraged faculty and staff to think about improved ways to make students feel welcome to campus and help them find resources. In addition, working with the FoE process gave NSU use of Skyfactor EBI surveys administered to both students and faculty in Spring 2018. These surveys provided data on perceived strengths and weaknesses in terms of organizational structures, student transitions, and using data for continuous improvement.

#### 5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Multiple initiatives, concurrently occurring at institutional and state levels, presented the challenges of initiative fatigue and overburdening available personnel as individuals served on multiple committees. These challenges were addressed through realigning and combining various initiative outcomes.

Another challenge was discovered in spring 2020. Evidently, due to a misunderstanding when personnel changed, the transfer Student-Defined Success Survey was not administered in spring / fall 2019, thereby limiting the data set and opportunities for exploratory data analysis. To eliminate this challenge in the future, the project leadership team will send the survey link to all new transfer students after the semester begins, rather than ask students to complete it as part of their initial intake advising session.

In terms of opportunities of implementing the initiative, the breadth of the transfer element of the *Sustaining Student Success* project was undoubtedly enhanced because of the collaborative

engagement with other institutions who were part of the Tulsa Transfer Collaborative. Overall, the initiative provided structured occasions for discussion and action related to cognitive and non-cognitive factors impacting students, closer cooperation of academic and co-curricular units, and increased options for students in terms of course placement, experiential learning, and connectedness.

## Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

While some leadership members involved in the original planning phases changed, enough common members remained throughout the project to maintain continuity. In addition, executive leaders continued to be involved through direct participation or delegation on the various committees and projects. Below is a broad listing of those involved in the project's various stages.

- **Planning:** Provost, Associate & Assistant VP for Academic Affairs (includes the ALO), Executive Director of Planning and Assessment, Executive Director of Institutional Effectiveness
- **Implementation of various projects:** Committee chairs for the institution's Developmental Education, General Education, Retention, and Tulsa Transfer Project committees as well as the Associate VP for Academic Affairs, the Assistant VP for Enrollment Management, Faculty Council Chair, Executive Director of Advising, University Strategies Coordinator, Assistant VP for Student Affairs and Dean of Students, Student Engagement Coordinator, and University Relations staff.
- **Tulsa Transfer Project Self Study:** Academic and University Advisors, Financial Aid personnel, counselors, faculty, Admission and Enrollment Management staff, TRIO / Student Support Services staff, Native American services staff members, Registrar, Career Services staff, Housing & Residence Life staff, Student Engagement staff, undergraduate students and graduate assistants. More than 65 faculty and staff across the institution participated.

In all phases of the project, the Office of Institutional Effectiveness provided essential data and analysis of results.

It is difficult to gauge perceptions since the project did not include the collection of formal satisfaction data about the project from institutional participants. Anecdotal reports from those involved in the project phases indicate satisfaction with the progress made on most elements and action items. Progress reports were provided to the campus community through web pages and updates during faculty / staff meetings. Because pieces of the QI project are inherent in NSU's existing committee work and structure, the work will continue.

7. Describe the most important points learned by those involved in the initiative.

As an institution that serves a large percentage of underrepresented students from minority groups as well as a large percentage of students who are economically disadvantaged, NSU knew at the project's start that typical measures for "success" – four, six, and eight-year pass rates, first year retention rates, and other standardized measures did not often reflect its students' achievements and how its students define success. Therefore, the QI project shed much needed light on students' priorities and the types of services they might need. Data suggest that first year students value having faculty who taking into account their personal lives and show

understanding and empathy. They want to make new friends and establish meaningful relationships. For NSU's Native American population in particular (47% of those surveyed), the importance of spiritual or faith-related experiences was emphasized as contributing to their definition of a successful college experience. None of these factors are reflected in typical success measures, yet they are rate high on the survey data.

Transfer students too value experiences not measured by standard graduation and retention data. Again, data reveal the importance of faculty who are emphatic and understanding that students have lives beyond the classroom arena. Transfer students are more focused on career development and preparing for the job market and future job growth and how the classes they take prepare them for those careers. In co-curricular experiences, developing meaningful relationships are important to transfer students, and university services which help students develop professional skills is the top ranked factor in importance for transfer students.

Based on data collection, NSU discovered that the primary attributes which students value in their academic and co-curricular experiences and the ways students define success do not always align with factors commonly found on national dashboards. This QI project highlighted factors that together are some of the top influencers on whether or not students judge their university experience as "successful." They serve as a guidepost for where the university can focus its efforts to improve student experiences and success.

## Resource Provision

### 8. Explain the human, financial, physical and technological resources that supported the initiative.

While several personnel listed in the QI proposal changed as the project moved from planning to implementation, work continued. Overall, the effort involved more than 75 individuals, not counting standing committee members. Individuals who worked with the freshmen aspects of the project met bi-weekly to monthly in the summers and fall semesters. Those involved with transfer components and the Tulsa Transfer project met monthly. Standing committees met according to their regular schedules.

Significant financial and technical resources supported the efforts to enhance student success. First, the institution revised its placement processes and implemented a co-curricular, remediation model that required additional adjunct funds. Increasing the number of credit hours for the University Strategies course to support additional curricular expectations also required resources. The institution purchased and initialized Civitas, a predictive analytic software which is used to identify potential hurdles to student success. To ensure optimum usage, NSU repurposed a position to work with faculty and staff to pull reports from this new software. The early alert system changed during this time to one capable of synthesizing academic, personal, and co-curricular concerns. Finally, the university deployed Chalk and Wire, an assessment / e-portfolio software which is now introduced to freshmen during their University Strategies course. Supported by dedicated graduate assistants for each college, this work continues.

## Plans for the Future (or Future Milestones of a Continuing Initiative)

### 9. Describe plans for ongoing work related to or as a result of the initiative.

NSU's continuous improvement philosophy directs that this work will continue and NSU will move forward to complete action items related to transfer student services, improve student supports, and sustain student success in coming years. Various committees – the General Education Committee, the Developmental Education Committee, a new Retention Committee, and the Tulsa Transfer Project Committee – will carry this effort forward.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

As part of a community of scholars, NSU personnel have shared results from its Quality Initiative in several conference settings. At the 2019 HLC Annual Conference, institutional representatives shared survey data from the first cohort surveys, and one institution requested to use the survey as mentioned earlier.

Part of project goal 2, NSU's work with co-requisite remediation was originally piloted as part of its membership in the Persistence and Completion Academy. Over the term of the QI initiative, data analysis confirmed the co-requisite model as a viable alternative to traditional remedial coursework and a factor in student success and movement toward degree completion. Pilot data were shared in 2018 as a poster at HLC's conference, and data related to this outcome continued to be shared at state-level Complete College America conferences.

Work about the QI's transfer student component and the Tulsa Transfer Project has been shared at the National Institute for the Study of Transfer Students (NISTS) conferences in 2019 and 2020 and at regular meetings of the Tulsa Transfer Collaborative.

## Appendix A

### It's all about Student Success!

### Initiative Alignment

| <b>HLC Quality Initiative</b>  | <b>JNGI Tulsa Transfer Partnership</b>  |
|--|---|
| Understand student educational mindsets and goals, identify potential impediments to those goals, and implement proactive practices to help students reach their educational goals.  | Improve all aspects of the transfer experience by providing a structure for gathering evidence to analyze the student transfer experience at each institution in order to improve transfer to and completion of programs at bachelor's degree granting institutions.  |
| <p>Initiative Goals:</p> <ol style="list-style-type: none"> <li>1. Focus on students' definitions of "success" through surveys &amp; goal-setting activities</li> <li>2. Improve individual student success through data analysis of student support initiatives</li> <li>3. Better align academic, student support, and student engagement systems</li> </ol> | <p>Initiative Goals:</p> <ol style="list-style-type: none"> <li>1. Increase the knowledge about transfer students at each institution</li> <li>2. Increase the perceived importance of transfer issues at each institution</li> <li>3. Build a plan to improve the totality of the transfer experience</li> </ol> |
| <p>Processes &amp; Resources:</p> <ul style="list-style-type: none"> <li>• Student Surveys &amp; other data resources</li> <li>• Faculty, staff, campus offices</li> <li>• Improvement implementations</li> <li>• Sharing the story</li> </ul>   | <p>Processes &amp; Resources:</p> <ul style="list-style-type: none"> <li>• Student surveys &amp; policies</li> <li>• Faculty, staff, campus offices</li> <li>• Improvement implementation</li> <li>• Sharing the story</li> </ul>   |
| <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Expanded institutional success criteria</li> <li>• Improved student support systems</li> <li>• Improved academic and co-curricular programming</li> </ul>   | <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Cross-institutional student outreach</li> <li>• Improved policies &amp; practices for transfer students</li> <li>• Improved pathways to degree completion</li> </ul>   |