

Foundations of Excellence® Comprehensive Report

Northeastern State University

Executive Summary & Project Overview

Each year, NSU enrolls more than 1200 new undergraduate transfer students, making up nearly 60% of the entire new undergraduate student population in the academic year 2016-17. More than 41% of those transfer students come from Tulsa Community College, 10% from Connors State College and 8% from Carl Albert State College. The remainder come from a variety of four-year and two-year institutions. These are strong students, who bring average GPAs ranging from a low of 2.85 (transfers from 4-year institutions) to 3.16 (transfers with associate's degrees from 2-year institutions), and our commitment is to help them reach their educational goals. At times, however, due to continued state and national focus on a different cohort – first time, full-time students – NSU's efforts to support transfer students may go unnoticed. This endeavor shines a light on those students and makes recommendations for improving their experiences.

Recognizing the importance of its transfer student populations to fulfilling its mission, in March 2018, Northeastern State University became part of the Tulsa Transfer Project [the Project], a collaborative endeavor among Tulsa Community College and six four-year institutions in the Tulsa metropolitan area. The Project's main goal is to improve all aspects of the transfer experience through data collection and analysis that allows each institution to accomplish the following:

- Increase the knowledge about transfer students at each institution;
- Increase the perceived importance of transfer issues at each institution; and
- Build a plan to improve the totality of the transfer experience.

Supported with funding from the Charles and Lynn Schusterman Family Foundation, a Tulsa-based philanthropic organization whose mission is to improve lives, strengthen communities and reduce inequality, Project member institutions began work using the John N. Gardner Institute's Foundations of Excellence (FoE) process. The FoE Transfer focus addresses nine Foundational Dimensions:

Philosophy: Foundations Institutions develop intentional policies and practices related to the transfer student experience based on a clear philosophy/rationale.

Organization: Foundations Institutions create organizational structures that provide oversight and coordination of the transfer experience.

Learning: Foundations Institutions assure the continued development of transfer students' knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.

Faculty: Foundations Institutions create a culture of faculty responsibility for transfer student success by encouraging awareness of and responsiveness to the unique needs of transfer students.

Transitions: Foundations Institutions facilitate appropriate transfer student transitions through policies and practices that are intentional and aligned with the institutional mission.

All Students: Foundations Institutions serve all transfer students according to their varied needs.

Diversity: Foundations Institutions ensure that all students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.

Roles & Purposes: Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.

Improvement: Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing improvement in the transfer experience.

Project Timeline

At NSU, the FoE process involved an extensive self-study and data gathering process involving more than 65 faculty and staff across the institution, standardized surveys administered through Skyfactor / EBI, an inventory of recent data and current practices involving transfer students, and nearly 140 documents and websites.

Summer 2018 Organization. After initial meetings among the Tulsa Transfer Project liaisons to discuss the project components, desired outcomes, and timelines, NSU began internal discussions about the structure of committees and how this initiative would tie to the institution's HLC Quality Initiative (QI) focused on Student Success, already in progress at the time. Concerns about timelines, overloading individuals, and loss of momentum for the Quality Initiative work surfaced. Some of these concerns were realized and progress on the QI slowed during the 2018-19 academic year; however, benefits of the concurrent initiatives included the availability of additional survey information related to transfer students, one of the focus populations targeted in the Quality Initiative.

Digging into the transfer work, liaisons determined that the committee chairs for dimensions two through nine would serve as the Philosophy Dimension committee to facilitate alignment among the dimensions and their work. In July 2018, this team met to receive its charge and NSU's Office of Institutional Effectiveness worked to upload data blocks into the current practices inventory.

Fall 2018 Project Launch. NSU faculty and staff joined representatives from institutions across the Tulsa metro area on September 21, 2018 to participate in the official launch of the Tulsa Transfer Project. During fall 2018, dimension committees reviewed survey data, policies, and practices with an eye toward identifying strengths and areas for improvement grounded in NSU's current practices and guided by the Gardner Framework for each dimension area.

Spring 2019 Report Drafts. In early spring 2019, each dimension committee drafted a report and recommendations, receiving feedback from Gardner personnel. The grand total of recommendations was 78, and two-thirds (53 of 78) were identified as high priority. To better understand the challenges highlighted by the different dimensions, the committee then categorized these recommendations into thematic groups which represented key areas of interest for NSU participants: Guiding Principle and Policies; Organizational Structures; Communication and Stakeholder Awareness; Inter-Institutional Collaboration; Student Recruitment, Engagement, and Support; Transfer Student Financial Support; Assessment and Evaluation; Faculty and Staff Development; and Facilities.

After reviewing all 78 recommendations and given the number of duplicate or similar recommendations, the committee consolidated recommendations to a final grouping of 39. These 39 recommendations are listed under each related dimension(s) summary in the *Narrative on General Education* section as well as appended to this report.

Committees pulled together final dimension reports in April, and this comprehensive report is a reflection of the executive summary for each dimension. The comprehensive report will be shared with NSU's Cabinet in May to facilitate discussions of action items which may have budget implications. A more formal sharing with internal and external stakeholders will occur in fall 2019 in preparation for implementation actions during the 2019-20 academic year.

Narrative of Current Practices

Summaries for each dimension follow, and more information is available in the full dimension report and the recommendation charts appended at the end of this document and on the [Tulsa Transfer Project](#) website. Please note that recommendations related to more than one dimension are listed under each applicable dimension to emphasize the thematic threads across the entire report.

1. Philosophy Dimension

Northeastern State University does not have an explicit transfer philosophy statement, and the development of such a statement will be critical to provide overarching guidance for any substantive transfer initiative.

Given the large number of transfer students NSU enrolls, a review and revision of strategic plans, recruitment plans, and other key institutional guides may be appropriate to raise awareness of this important sub-population. The lack of a campus-wide transfer philosophy statement may be a result of NSU's existing campus culture and historic messaging of "We are all RiverHawks," an effort to unify faculty, staff, and students and counter a feeling of isolation that sometimes arises from the branch campuses or distance programs.

However, data from the surveys conducted as part of this process suggest that the campus community may need to reconsider messaging to raise awareness of the size of our transfer populations among faculty and staff so that the institution, no matter the campus, continues to serve transfer students beyond their first, transitional semester. The importance of transfer students is implicit in documents such as *Destination 2023* as well as established practices and priorities through the Transfer Student Services office and Admissions and Recruitment office. Those offices have established language related to their purposes and which may be useful in crafting a more formal philosophy statement. The committee also drafted a focused statement that may be used to guide the development of a formal transfer philosophy statement.

The committee felt it was important that any philosophy statement articulate a welcoming environment, be student-focused, and emphasize student learning. It should be aligned with NSU's mission and strategic plan and provide an overview of best practices found in the literature in order to guide implementation.

Dissemination of the transfer philosophy and all aspects of the project will be critical, and the report lists several opportunities. Frequent and consistent messaging about the make-up of our student body as well as efforts to assist transfer students will be crucial for both internal as

well as external stakeholders. As the committee discussed, it is very likely that any additional steps we take to increase awareness and adjust our daily practices to serve transfer students will likely improve services for “home grown” students as well.

Grade: D+

Related recommendations (priority):

1. Develop and disseminate transfer philosophy. (high)
5. Create an awareness campaign to share transfer student and campus data. (high)

2. Organization Dimension

The Organization Dimension specifically focused on the following:

- Transfer Organizational Structure - Our overall organizational structure has many of the key ingredients in place to function well. We have concrete structures (services) in place, good committees, they are just not always working together or with authority. Our inter-institutional relationship with TCC the strongest in terms of contacts among staff and faculty and curriculum alignment efforts, but could use more development with other sending institutions.
- Coordination with Sending Institutions - High levels of coordination with some individual areas, medium to low coordination at “all levels.” NSU needs to work on a better process for updating and communicating with sending institutions regarding articulation / 2+2 agreements. We can also improve on sharing information regarding graduation and reporting back to sending institutions.
- Organizational Support for Transfer Students - We perform well at identifying and addressing individual student needs and collect some quality data. However, we do not have specific support for transfer students beyond initial enrollment.
- Financial Resources to Support Transfer Organizational Structure - We have money available to operate, but not in a set account specific to the personnel or practices required to support transfer students or organizational operations. Funding is inconsistent and typically must be “found” to support all organizational needs.
- Evaluation - We collect lots of data at different points of the transfer student’s journey; however, it is not organized in a meaningful way and has yet to be fully assessed.

Our findings suggest that NSU’s organizational structure related to transfer students is not cohesive; rather, there are several units operating independently to support the transfer student experience. There is no one governing body or oversight committee to ensure units are working together, create consistent and efficient processes on all campuses, communicate funding needs, or to avoid duplication of efforts.

Grade: C+

Related recommendations (high):

3. Establish and define responsibilities of transfer policy oversight committee. (high)
4. Create and fund position to oversee transfer course evaluation. (high)
5. Create an awareness campaign to share transfer student and campus data. (high)
6. Establish regular communication plans with sending institutions. (medium)
7. Develop targeted communications with new transfers during their first semester at NSU. (high)

- 9. Review and update NSU webpages, developing a course transfer website portal. (high)
- 11. Institute regular meetings among NSU and sending institutions faculty and staff. (high)
- 15. Increase NSU's presence on sending institutions' campuses. (high)
- 16. Increase funding to enhance NSU's transfer recruitment efforts. (high)
- 19. Review and improve transfer student orientation and campus welcome. (high)
- 26. Increase scholarship opportunities for transfer students. (high)
- 31. Review existing professional development opportunities to encourage campus conversations about various student types (traditional, transfer, adult, online), institutional demographics, and student needs. (high)
- 39. Review and utilize data collected through various assessments to improve organizational structure and processes. (high)

3. Learning Dimension

The Learning Dimension focused on three areas of achievement relating to student learning and participation in learning experiences. These areas are Course Outcomes/Competencies, Academic Success, and Transfer Student Engagement. Overall, NSU is doing an adequate job with the three areas of the Learning Dimension although there is certainly room for improvement.

Students, faculty, and programs would benefit from enhanced collaboration between faculty and advisors at NSU and TCC to ensure smooth transitions and academic success for transfer students. Although both homegrown and transfer students are able to graduate with degrees in the top five majors, currently no effort is made to evaluate how these students compare in achievement in NSU courses, retention, and graduation rates. Assessment would allow programs to identify stumbling blocks and suggest areas where support is needed.

There are many opportunities for students to be engaged on both the Broken Arrow and Tahlequah campuses including guest lectures, concerts and exhibits; research with faculty, internships, and co-op programs; campus organizations, and opportunities for engagement with faculty outside the classroom. However, many transfer students have work or family obligations that restrict the time they are able to devote to such activities. Additionally, based on survey data, students may not be aware of these opportunities. Efforts to increase the visibility of activities to students may be beneficial.

Grade: C

Related recommendations (priority):

- 8. Explore ways to communicate opportunities for student engagement in co-curricular activities. (high)
- 11. Institute regular meetings among NSU and sending institutions faculty and staff. (high)
- 14. Develop a plan or process to raise students' awareness of articulation agreements. (high)
- 19. Review and improve transfer student orientation and campus welcome. (high)
- 39. Review and utilize data collected through various assessments to improve organizational structure and processes. (high)

4. Faculty Dimension

The faculty dimension considers the indicators:

- Culture of faculty responsibility: What is the faculty responsibility for transfer student success?
- Expectations: What is the faculty awareness and responsiveness of transfer student needs?
- Campus Encouragement: Is the culture of responsibility nurtured by the academic officers?
- Rewards: What rewards are in place to encourage a culture of faculty responsibility?

We utilized these questions to consider five specific recommendations:

1. Transfer student fact sheets to drive communication about all touch points.
2. Develop a Community and Collaboration Day theme based on understanding student demographics, academic needs, and trends in all student need.
3. Faculty Collaboration in Articulation Agreements.
4. Sharing syllabi and understanding the credit transfer process between partners and NSU.
5. University-wide policy/procedures that represent the expectations.

The faculty dimension team reviewed all survey data, conducted focus groups for the adjuncts and new faculty, surveyed department chairs and administrators. We determined that the faculty on the BA campus have a better understanding of the transfer student needs than those on the Tahlequah campus. However, new faculty and adjuncts on both campuses do not have a good understanding of the expectations.

Grade:C

Related recommendations (priority):

2. Incentivize faculty (~~both full-time and adjunct~~) mentorship of and engagement with transfer students. (high)
11. Institute regular meetings among NSU and sending institutions faculty and staff. (high)
31. Review existing professional development opportunities to encourage campus conversations about various student types (traditional, transfer, adult, online), institutional demographics, and student needs. (high)

5. Transition Dimension

In working through this dimension, it became apparent to the committee that our greatest strength is the advisement of transfer students, but a major area that can be improved upon is making and establishing connections among new transfers and other NSU students (both current and other transfers) as well as NSU faculty.

Another recurring theme is that the diversity between campus populations and services gives way to different needs and processes. Overall, the institution has a good foundation for the transition of transfer students, but has areas that can always be improved upon.

Grade: B-

Related recommendations (priority):

4. Create and fund position to oversee transfer course evaluation. (high)
5. Create an awareness campaign to share transfer student and campus data. (high)
9. Review and update NSU webpages, developing a course transfer website portal. (high)
13. Update, refurbish, or rebrand SmartChoice logo (high)
17. Improve campus tour experience. (medium)
19. Review and improve transfer student orientation and campus welcome. (high)
25. Increase faculty presence at student activities. (high)
26. Increase scholarship opportunities for transfer students. (high)
27. To the extent possible under federal guidelines, review and re-evaluate NSU's SAP Policy. (high)
28. Research the feasibility of providing campus to campus transportation (Rowdy Bus). (medium)
29. Research and develop a plan to provide on-campus childcare. (medium)
30. Research the feasibility of providing housing options on Broken Arrow & Muskogee campuses. (low)

6. All Students Dimension

This dimension specifically focused on the following areas:

- Academic Needs
- Social/Personal Needs
- Transfer Student Experience
- Campus Environment

The main challenge to this dimension seemed to be that student experiences vary greatly, needs change over time, and there is not a one-size-fits-all solution to meeting the needs of every student. It was especially difficult for the group to think about how to approach meeting the needs of transfer students when this category of students is not readily identifiable on the main campus. Upon discussing what we would do differently if we did know who our transfer students were, the initial answers ranged from: remind them of resources, do nothing different, to simply not knowing what to do differently. The branch campus members know they are working with transfer students; however, they acknowledge that often times resources may be lacking, students may not remember resources exist (or how to access them), and some students just simply never take advantage of the resources available. Frustration was also expressed in past attempts to host student events and/or to provide tutoring services only to have them be under-attended and underutilized. More assessment is definitely needed to tailor services to fit student needs.

As the committee discussed this dimension, it also became apparent that there were things happening within the institution to address the areas within this dimension; however, the information was not widely-known among members of the committee. The challenge, then, is to move away from siloed resources and information through good communication and marketing efforts. For example, our advising representative did not know, nor did others on the committee that an NSU web page existed that provided tutoring information. This resource cannot be passed along to students if faculty and staff are not aware that the page

exists. Better communication and marketing is needed, but members agreed that this is often easier said than done.

Grade: B-

Related recommendations (priority):

18. Review and strengthen intake advising appointments. (high)
19. Review and improve transfer student orientation and campus welcome. (high)
23. Assess student perspectives and usage of existing tutoring services to determine the most effective use of tutoring resources, both face-to-face and online. (high)
24. Implement a case-management model to address students' needs and challenges. (high)
32. Develop programs that offer longitudinal support for new faculty. (high)
37. Conduct transfer student needs assessment. (high)

7. Diversity Dimension

The committee conducted a thorough review of evidence including: institution mission, vision, values and strategic plan (D23), student handbook, code of conduct, lists of campus programs/student organizations and course descriptions published in the course catalog. The committee discussed these sources of evidence as well as the general campus climate as it relates to all aspects of the diversity component. There was no significant difference in the University's approach to communicating expectations or commitment to the various aspects of diversity to first-time freshmen versus transfer students.

The University mission statement acknowledges the historical connection and continued contributions to American Indian education through the following: "Founded on the rich educational heritage of the Cherokee Nation, the campuses of Northeastern State University provide its diverse communities with lifelong learning through a broad array of undergraduate, graduate, and professional doctoral degree programs." This legacy is indeed, important, but is not inclusive of all aspects of diversity. The focused mission states a commitment to "empower students, faculty, staff, and the community to reach their full intellectual and human potential by creating and expanding a culture of learning, discovery, and diversity". However, in order to accomplish this, the campus must identify ways in which it can offer students an experience that challenges the norm of rural, northeast Oklahoma and exposes them to a variety of worldviews, cultures, values, and demographics. This includes diversification of faculty and staff, as well as increasing exposure to individuals outside of campus.

Grade: C

Related recommendations (priority):

8. Explore ways to communicate opportunities for student engagement in co-curricular activities. (high)
12. Review courses for aspects of diversity. (all disciplines) (medium)
20. Assess and develop a plan to increase diversity awareness and engagement opportunities for transfer students. (high)
21. Communicate the availability of campus spaces set aside for prayer/meditation. (high)

- 33. Expand inclusion training for faculty and staff. (high)
- 37. Conduct transfer student needs assessment. (high)

8. Roles and Purposes Dimension

The overarching conclusion of the Roles and Purposes Committee was that NSU's approach to this topic is fragmented and unstructured – often occurring through happenstance alone rather than being a purposefully integrated and intentional process.

However, there are existing platforms on which NSU could build a structure for communicating not just *how* to succeed in college, but *why* it matters. Such platforms include but are not limited to:

- Orientation
- RiverHawk Roundtables (NSGA)
- Student Handbook/Code of Conduct
- Mentor Programs
- Convocation
- Advising Sessions
- Class assignments
- Recruitment activities and materials

The question then becomes, why is this important? And, is it worth the time and effort to create a culture that explores these issues with students. The assumption seems to be that if students know why they are here and why their academic experience is structured the way it is, that this would lead to a positive result such as improved retention and graduation rates. More assessment would be needed to determine whether or not this is a viable assumption and if efforts to communicate these messages more often and more clearly make a difference. It is also important to note that not all transfer students come to us at the same point of life, which can make their needs even more complex and diverse.

It is also possible that faculty and staff may assume that students come to college already equipped with their own ideas about why they are here and why higher education matters to them. It may also be assumed that faculty and staff inherently place a high value on higher education and may assume students do as well. However, with increasing college costs and increased competition, it is important for NSU not to take for granted that students see the value in higher education and in the educational courses and opportunities offered.

Grade: B-

Related recommendations (priority):

- 1. Develop and disseminate transfer philosophy. (high)
- 10. Promote graduate school opportunities through a strategic information and marketing plan. (medium)
- 22. Create opportunities for dialogue and a culture of exploring Roles and Purposes campus-wide. (medium)
- 34. Develop and articulate a plan for incorporating "roles and purposes" conversations into the structure of NSU. (high)
- 35. Based on the plan developed above, promote higher level dialogue regarding roles and purposes of higher education among students, faculty, and staff. (high)

9. Improvement Dimension

The Improvement Dimension considers the indicators:

- Assessment – do the initiatives include system assessment?
- Use of Assessment – have assessment results improved practices?
- Understanding Behavior Patterns – has assessment improved campus understanding?
- Dissemination of Data – do we disseminate data to faculty/staff?
- Strategies – how are we providing educational opportunities for improvement?

We utilized these questions to consider five specific initiatives:

1. Articulation agreements – 2+2 agreements
2. NSU presence at Tulsa Community College (TCC) campuses
3. TCC Advisor Breakfast
4. Tahlequah and Broken Arrow Enrollment & Advisement Sessions
5. Transfer Orientation

This evaluation reviewed the available data collected institutionally, by identified programs, and related offices. We determined that while assessment is occurring, it is often driven by demographic reporting or self-reported student satisfaction. There is some evidence that data are being used to improve and drive decision making, but with no apparent consistency. Much of the data are held in silos or are not disaggregated by transfer student status. There was limited evidence that data are being distributed beyond a small group of faculty and staff, often to those connected to the data itself.

Grade: C-

Related recommendations (priority):

11. Institute regular meetings among NSU and sending institutions faculty and staff. (high)
19. Review and improve transfer student orientation and campus welcome. (high)
31. Review existing professional development opportunities to encourage campus conversations about various student types (traditional, transfer, adult, online), institutional demographics, and student needs. (high)
36. Implement learning outcomes and assessment of outcomes for transfer initiatives. (high)
38. Identify additional methods for data collection. (high)

2019-20 Priority Recommendations & Implementation

Steering committee members met May 6, 2019 to review all recommendations and identify the highest priorities for the 2019-20 academic year. Below are the priority items that evolved from that meeting – some are prioritized due to the immediacy of the need and others because of the perceived ease in addressing the issue in a short time frame. Some items were selected for their alignment with the Tulsa Transfer Project collaborate, and others for the foundational work they would provide for future endeavors.

The implementation discussion below each recommendation can be more fully explored in the individual dimension reports. *Readers note:* Numbers do not imply a ranking, but are for reference to the larger set of recommendations (see Appendix B).

1. Develop and disseminate transfer philosophy.

The university should establish a goal to develop an explicit transfer philosophy statement to provide overarching guidance for subsequent transfer initiatives and to serve as a guidepost for evaluating the success of transfer initiatives. While the steering committee / philosophy dimension committee developed a focused philosophy statement at the outset of its work, the need to more fully articulate the vision for transfer student services and the values that should support students transferring to NSU is critical.

The goal for the philosophy statement dissemination would be distribution during the August 2019 convening meetings. In addition, the philosophy statement rationale could provide an outline of other distribution benchmarks as detailed in the philosophy dimension

6. Establish regular communication plans with sending institutions.

NSU has touchpoints with individuals at all levels (academic administrators, admissions, registrar, financial aid, academic advisors, and faculty) who regularly interact with their counterparts at Carl Albert State College, Connors State College, OSU-Stillwater, Rogers State University and Tulsa Community College, although our personnel connections vary by institution. NSU and its partner institutions need to improve processes for sharing information including articulation / 2+2 agreements, graduation data and other points back and forth among institutions.

9. Review and update NSU webpages, developing a course transfer website portal

The steering committee recognized an immediate need to update NSU's website to provide potential transfer students the most accurate information possible. Actions include correcting out-dated information and repairing or streamlining links. Having a central location where transfer students can access all information currently spread across the website should be explored. With the current, decentralized model of webpage updating, keeping information consistent and accurate is a challenge.

Acknowledging the limitations of the OSRHE transfer matrix, the steering committee envisions a more interactive experience for students where they could input course information and find out its transfer applicability for their future major. The course transfer website portal may become a project of the entire Tulsa Transfer Project collaborative.

11. Institute regular meetings among NSU and sending institutions' faculty and staff.

This priority was highlighted in four of the nine dimensions: Organization, Learning, Faculty, and Improvement. Regular meetings with sending institutions' correlating units could improve curriculum alignment, advisement, and administrative processes. Groups that should meet include program coordinators and faculty, advisors, admission and recruitment personnel, financial aide and scholarship personnel, disability services, and registrar personnel.

18. Review and strengthen intake advising appointments.

In Tahlequah, the intake advisement starts as a group session, and in Broken Arrow, the intake advisement is a more individualized approach. Of greatest discussion is the sharing of information and resources to address student needs (academic, social / personal). Arising from

Dimension 6: All Students, the group discussed whether additional transfer advisors in Tahlequah in particular would provide an opportunity to improve current practices.

19. Review and improve transfer student orientation and campus welcome.

Related to recommendation 18 above, the steering committee would like to improve orientation and welcome opportunities for transfer students, separate from the intake or enrollment appointment. Options for improvement include stand-alone, one-day orientations, academic open houses, scheduled sessions during Welcome Week targeted to transfer students, online orientations for distance / online students, etc. Creating opportunities for transfer students to feel welcomed and celebrated would be an important goal. The importance of this priority was emphasized by four Dimension Committees: Organization, Faculty, Transitions, Campus Environment, and Improvement.

31. Review existing professional development opportunities to encourage campus conversations about various student types (e.g. traditional, transfer, adult, online), institutional demographics, and student needs.

Existing campus programs and initiatives, such as Community and Collaboration Day, should be explored for opportunities to foster campus conversations about the various types of students who attend NSU and their needs. This faculty development should be available for current faculty, new faculty, and adjunct faculty. In addition to faculty development, the steering committee felt that additional opportunities for professional staff to become more familiar with the needs and challenges of transfer students would benefit NSU's efforts for a more supportive environment.

33. Expand inclusion training for faculty and staff.

In addition to the required Title IX, Drug, and Alcohol training, the university can provide additional training in the areas of inclusiveness such as Gender 101 and training offered by GLSEN.

Appendix A

Foundations of Excellence® Report Card

This report card represents the judgment of the Foundations of Excellence task force. It is the culmination of analysis and planning focused on the experience of new students. Because these grades are based on judgments made by your campus task force, they are not intended to be used in comparison to any other institution or in a ranking system. The Foundations Report Card can be used most effectively as an indicator of relative grades within your institution. The grades reflect the best collective judgment of the task force and should be supported by the evidence collected during the project. Grades will not be made public by the Gardner Institute in any manner that identifies individual institutions.

| Foundational Dimensions | Grade |
|---|-------|
| <p>Foundations Institutions develop intentional policies and practices related to the transfer student experience based on a clear philosophy/rationale.</p> <p>The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for transfer policies, practices, structures, leadership, department/unit philosophies, and resource allocation. This philosophy recognizes both similarities and differences in first-year and transfer transitions.</p> | D+ |
| <p>Foundations Institutions create organizational structures that provide oversight and coordination of the transfer experience.</p> <p>A coherent transfer experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced through appropriate budgetary allocations. Foundations Institutions also assure communication and collaboration with sending institutions at multiple levels including senior administration, academic departments, academic advising, and other administrative units.</p> | C+ |
| <p>Foundations Institutions assure the continued development of transfer students' knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.</p> <p>They coordinate with partner institutions (sending and receiving) to determine common course goals and learning outcomes and encourage the participation of transfer students in engaging learning experiences both in and out of the classroom.</p> | C |
| <p>Foundations Institutions create a culture of faculty responsibility for transfer student success by encouraging awareness of and responsiveness to the unique needs of transfer students.</p> <p>This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions' reward systems.</p> | C |
| <p>Foundations Institutions facilitate appropriate transfer student transitions through policies and practices that are intentional and aligned with institutional mission.</p> <p>Beginning with transfer student recruitment and admissions and continuing through the first year of transfer, institutions and academic departments communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments and administrative linkages with sending institutions to assure a seamless transition process.</p> | B- |
| <p>Foundations Institutions serve all transfer students according to their varied needs.</p> <p>The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to continuous assessment and adjustment. Institutions provide services with respect for the students' abilities, prior academic experiences, current needs and interests. Institutions also ensure a campus environment in which transfer students are accepted and valued.</p> | B- |

| | |
|--|----|
| <p>Foundations Institutions ensure that all students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.</p> <p>Whatever their demographic composition, institutions introduce transfer students to the standards of behavior expected in a diverse, open, and civil community.</p> | C |
| <p>Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.</p> <p>These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage transfer students to deepen and strengthen their understanding of the value of general education and to reexamine their motivation and monitor their progression toward personal educational goals.</p> | B- |
| <p>Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing improvement in the transfer experience.</p> <p>Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies that affect transfer students. As a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on transfer students and the transfer process.</p> | C- |

Appendix B

Recommendations for Action

The committee originally generated a total of 73 recommendations. Many have common themes or subjects, and to emphasize the importance of those ideas, the original recommendations were consolidated to the organization structure and topics in the table below.

| Transfer Philosophy, Guiding Principles & Policies | | | |
|--|--|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 1. Develop and disseminate transfer philosophy | PI 1.1 Transfer Philosophy/Rationale | Draft philosophy 09.18.18 - In collaboration with our partner institutions, NSU serves our diverse transfer population by providing students transitional support prior to transfer, timely information upon transfer, and services to accomplish their educational and career goals. | High |
| | PI 1.2 Content | | |
| | PI 1.3 Dissemination | | |
| | PI 1.4 Suggested Review of Institutional Documents | | |
| | PI 8.3 Rationale | | |
| 2. Incentivize faculty mentorship of and engagement with transfer students | PI 4.3 Expectations (Faculty) | Add explicit section of RTP guidelines that encourage mentorship of and engagement with transfer students. Add guidelines to current mentorship award system that particularly address needs of transfer students. | High |
| | PI 4.4 Rewards (Faculty) | | |

| Organizational Structures | | | |
|---|---|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 3. Establish and define responsibilities of transfer policy oversight committee | PI 2.1 Transfer Organizational Structure | Request Transfer Student Experiences (TSE) committee (currently ad hoc committee) become a formal university committee; include key stakeholders on each campus in membership (faculty, staff, students), create a purpose statement that clearly defines the committee's role and responsibilities in regard to recommending policies and practices for transfer students. | High |
| | PI 2.3 Organizational Support for Transfer Students; PI 2.4 Financial Resources to Support Transfer Organizational Structure | Create and fund a position in the Registrar's office to oversee the transfer course evaluation process, including communication with academic departments, Banner management, and periodic review (position would report to Registrar). Standardize course evaluation process for all transferred coursework; currently an individualized, manual process by advisors, who have the discretion to choose which courses are sent for evaluation. | High |
| 4. Create and fund position to oversee transfer course evaluation | PI 5.6 Academic Advising for Transfer Students | | |

| Organizational Structures | | | |
|---|---|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 5. Create an awareness campaign to share transfer student and campus data | PI 1.3 Dissemination | Review existing data for regular distribution; educate faculty, staff, and students about campus and university demographics; more than 50% of NSU students are transfer students. Based on the results of the survey, it appears that many faculty/staff are unaware of our student demographics and services offered to transfer students. While the BA campus is comprised predominantly of transfer students, there is an impression that TQ serves mostly FT freshmen; however, TQ and BA enroll nearly equivalent numbers (headcount) of transfers annually. | High |
| | PI 2.1 Transfer Organizational Structure | | |
| | PI 9.4 Dissemination of Data | | |
| 6. Establish regular communication plans with sending institutions | PI 2.2 Coordination with Sending Institutions | Formalize communication plans with sending institutions surrounding admission and scholarship deadlines, financial aid deadlines, resources available to transfer students, advising opportunities, and reverse transfer. To the extent possible under FERPA guidelines, share information regarding transfer students to NSU back to sending institutions, i.e. scholarship awards, success stories, graduation rates, etc. | Medium |

| Organizational Structures | | | |
|---|---|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 7. Develop targeted communications with new transfers during their first semester at NSU | PI 2.3 Organizational Support for Transfer Students | Target communication to new transfer students (new to NSU) during their first semester at NSU reminding them of services available to all students, welcoming them to campus, and providing them a point of contact for questions (i.e. advisor, student success, other?). | High |
| 8. Explore ways to communicate opportunities for student engagement in co-curricular activities | PI 3.3 Transfer Student Engagement | NSU has many opportunities, but students are not always aware of them. Explore ways to sharing opportunities with students - ask students for help with ideas. Ideas might include sharing in class, posting in a central location, posting in Blackboard, etc. Tailor invitations to campus events, student organizations activities and other events specifically for groups of transfer students. | High |
| | PI 7.2 Diversity Awareness | | |

| Communication & Stakeholder Awareness | | | |
|---|---|---|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 9. Review and update NSU webpages, developing a course transfer website portal | PI 2.3 Organizational Support for Transfer Students | Find out-dated information, pages, links. Develop and launch a filterable course transfer guide. | High |
| | PI 5.1 Methods of Communication | | |
| 10. Promote graduate school opportunities through a strategic information and marketing plan. | PI 8.1 Purposes | Again, these opportunities and conversations should be presented to students often, and in a variety of formats. This information could be presented in a variety of ways including: classroom conversations about how graduate school could further their careers, advertising on social media about program options, guest speakers, graduate school fairs, and other marketing activities. | Medium |

| Inter-Institutional Collaboration | | | |
|---|---|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 11. Institute regular meetings among NSU and sending institutions faculty and staff | PI 2.1 Transfer Organizational Structure | Establish regular meetings with sending institutions' correlating units to better align curriculum, advisement, and administrative processes. Groups that should meet include faculty/curriculum coordinators/department chairs, advisors, admission & recruitment personnel, financial aid & scholarship personnel, disability services, and registrar personnel. | High |
| | PI 2.2 Coordination with Sending Institutions | | |
| | PI 2.4 Financial Resources to Support Transfer Organizational Structure | | |
| | PI 3.1 Course Outcomes/Competencies | | |
| | PI 4.1 Campus-level Encouragement | | |
| | PI 4.2 Unit-level Encouragement | | |
| | PI 9.1 Assessment | | |
| | PI 9.2 Use of Assessment | | |
| 12. Review courses for aspects of diversity (all disciplines) | PI 7.2 Diversity Awareness | Ask each department to survey faculty and revise course descriptions as necessary to ensure they include aspects of diversity covered in catalog descriptions. If catalog revision not approved/warranted, conduct survey (simple Google form) of faculty and ask if/which courses include specific topics (diversity as it relates to human difference, ideas, values, cultures, socioeconomic status, religion, political perspectives, race/ethnicity). | Medium |
| 13. Update, refurbish, or rebrand SmartChoice logo | | The SmartChoice designation is 10 years old. Is it time to refresh or renew to promote interest? | High |

| Student Recruitment, Engagement & Support | | | |
|---|---|---|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 14. Develop a plan or process to raise students' awareness of articulation agreements | PI 3.1 Course Outcomes/Competencies | Develop a process to make sure students at TCC are aware of the agreements and the opportunities. | High |
| 15. Increase NSU's presence on sending institutions' campuses | PI 2.2 Coordination with Sending Institutions | Increase NSU's presence on sending institutions' campuses to better communicate opportunities to prospective transfer students. Increase access for prospective or admitted (not enrolled) transfer students to ask questions of key personnel, guidance with admission, advisement, enrollment, and campus engagement opportunities. Increase Admissions and Recruitment / Enrollment Management / TSS / College budgets in order to fulfill recruitment and enrollment objectives | High |

| Student Recruitment, Engagement & Support | | | |
|--|---|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 16. Increase funding to enhance NSU's transfer recruitment efforts | PI 2.4 Financial Resources to Support Transfer Organizational Structure | Increase Admissions and Recruitment / Enrollment Management / TSS / College budgets in order to fulfill recruitment and enrollment objectives. Increase the number of transfer recruiters and scope of responsibilities (i.e. geographic areas); currently, only one transfer recruiter in Tahlequah and BA advisors focus solely on TCC transfers. Improve travel recruitment budget to allow transfer recruiters, advisors, and faculty to visit sending institutions more frequently, establish relationships with additional institutions and increase NSU's presence in underserved markets. Funding for recruitment/enrollment/advisement is not clearly earmarked for a specific initiative, but is "found" through other university budgets. Recommend increasing specific budgets to ensure more frequent recruitment activities can occur throughout a larger service area. | High |
| 17. Improve campus tour experience | PI 5.1 Methods of Communication | Provide specific staffing and budget devoted to campus tours to better mirror campus tours offered at other colleges/universities. Provide tours specifically targeted to a transfer population. (Budget implications) | Medium |

| Student Recruitment, Engagement & Support | | | |
|---|---|--|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 18. Review and strengthen intake advising appointments | PI 6.3 Transfer Student Experiences | In Tahlequah, the intake advisement starts out as a group session, and Broken Arrow has much more of an individualized approach to a student's first visit to campus. This may be something that we want to find funding for to add transfer advisors in Tahlequah. | High |
| 19. Review and improve transfer student orientation and campus welcome | PI 2.3 Organizational Support for Transfer Students | Improve orientation and welcome opportunities for transfer students, separate from intake/enrollment appointment. Explore options for stand-alone one-day orientations, academic open houses, scheduled sessions during welcome week targeted to transfer students, online orientations for distance/online students, etc. Create opportunities for transfer students to feel welcomed and celebrated. | High |
| | PI 3.3 Transfer Student Engagement | | |
| | PI 5.3 Establishing Connections | | |
| | PI 6.4 Campus Environment | | |
| | PI 9.1 Assessment | | |
| 20. Assess and develop a plan to increase diversity awareness and engagement opportunities for transfer students. | PI 7.1 Behaviors | Include diversity aspects in transfer orientation sessions, provide access to information on various student organizations/campus resources, ensure students at all campuses have access to speaker series, films, events. Provide information on how to establish a new organization to reflect students' interests and perspectives as needed. | High |
| | PI 7.2 Diversity Awareness | | |

| Student Recruitment, Engagement & Support | | | |
|--|--|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 21. Communicate the availability of campus spaces set aside for prayer/meditation | PI 7.1 Behaviors | Create a campus culture of inclusivity and respect for all religions and spiritual perspectives by dedicating a space for use by individuals who need to pray, meditate or reflect while on campus. | High |
| 22. Create opportunities for dialogue and a culture of exploring Roles and Purposes campus-wide. | PI 8.3 Rationale | Teachable moments, lunches with leadership, round-table discussions, class assignments, leadership workshops, advising, orientation, printed materials, web content, convocation, and other activities should be leveraged as opportunities for exploring roles and purposes topics. | Medium |
| 23. Assess student perspectives and usage of existing tutoring services to determine the most effective use of tutoring resources, both face-to-face and online. | PI 6.1 Academic Needs of Individual Students | Increasing the in-person tutoring options for both Broken Arrow and Tahlequah campus could lead to improved scores in the area of academic, social, and belonging needs being met in addition to improving individualized attention and academic support options. We need to tailor our efforts to what students want and will take advantage of. | High |

| Student Recruitment, Engagement & Support | | | |
|--|---|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 24. Implement a case-management model to address students' needs and challenges. | PI 6.2 Social/Personal Needs of Individual Students | As we strengthen retention efforts and acknowledge the big picture related to transfer student success we will likely need to start more deeply addressing the multi-faceted needs and challenges our students face including: family/career challenges, cultural differences, disability related issues, employment challenges, mental/medical health needs, financial struggles, and more. A case-management model could be incorporated which would provide a link between students and the resources they need both on and off campus in order to facilitate academic success. | High |
| 25. Increase faculty presence at student activities | PI 5.3 Establishing Connections | Include and increase faculty presence at a wide range of student activities, including Welcome Week, orientation days, athletic events, campus events, etc. | High |

| Transfer Student Financial Support | | | |
|--|---|---|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 26. Increase scholarship opportunities for transfer students | PI 2.4 Financial Resources to Support Transfer Organizational Structure | Increase budget for transfer scholarships and tuition waivers to align with student population and needs. Include scholarship opportunities for mid-year transfer students. | High |
| | PI 5.2 Communications to Students | | |
| | PI 5.4 Procedures for Transfer Admission and Registration | | |
| 27. Re-evaluate NSU's SAP Policy | PI 5.5 Policy | Reevaluate implementation of SAP policy for Majors with a GPA requirement | High |

| Facilities | | | |
|--|--|---|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 28. Research the feasibility of providing campus to campus transportation (Rowdy Bus). | PI 5.3 Establishing Connections | With undergraduate programs being relocated to different campuses, and each campuses unique course offerings (such as Broken Arrow only offering upper division classes), students should have equal access and transportation between Tahlequah, Muskogee, and Broken Arrow. A shuttle between campuses could drastically increase credit hour production for students who may be dual enrolled at other institutions that are more local to get the specific classes they need. An initiative like this could allow students from all campuses to make connections to events, other students, faculty, and staff they otherwise would not connect with. | High |

| Facilities | | | |
|--|---|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 29. Research and develop a plan to provide on-campus childcare. | PI 5.3 Establishing Connections | On-campus childcare could provide students with the opportunity to have more schedule flexibility, take more classes (increase credit hours), have availability to make connections with faculty and other students outside of class. (Budget implications) | Medium |
| 30. Research the feasibility of providing housing options on Broken Arrow & Muskogee campuses. | PI 5.4 Procedures for Transfer Admission and Registration | Stipends for current housing/apartments? Home grown NSU res options? (Budget implications) | Low |

| Faculty & Staff Professional Development | | | |
|---|---|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 31. Review existing professional development opportunities to encourage campus conversations about various student types (traditional, transfer, adult, online), institutional demographics, and student needs. | PI 2.4 Financial Resources to Support Transfer Organizational Structure | Existing campus programs and initiatives, such as Community and Collaboration Day, should be explored for opportunities to foster campus conversations to better understand student types. Enhance opportunities for staff development (advisors, recruiters, etc.) related to transfer students (recruitment, concerns, support) | High |
| | PI 4.1 Campus-level Encouragement | | |
| | PI 9.5 Strategies | | |

| Faculty & Staff Professional Development | | | |
|--|--|--|-----------------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 32. Develop programs that offer longitudinal support for new faculty | PI 4.3 Expectations | Create longitudinal support for new faculty not only to provide clear expectations about interactions with students, but also to enrich the new faculty experience. | High |
| 33. Expand inclusion training for faculty and staff | PI 7.1 Behaviors | Provide and incentivize training for faculty and staff in areas of inclusiveness and student characteristics. Could include more frequent offerings of Gender 101, along with bringing back SafeZone and expanding to include training offered by groups such as GLSEN. Could be added as part of required annual training. | High |
| 34. Develop and articulate a plan for incorporating roles and purposes of conversations into the structure of NSU. | PI 8.2 Motivation | A diverse group of campus partners could explore the following questions and create an action plan. The questions include such things as: Who should be having conversations about student reasons for getting a college education? When should the conversations be held? What are the expected outcomes of these conversations? Where are the missed opportunities to infuse these conversations into existing programs and services? Why have these conversations? How do we communicate the reasons why to those expected to explore these topics? | High |

| Faculty & Staff Professional Development | | | |
|---|---------------------------------------|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 35. Based on the plan developed above, promote higher level dialogue regarding roles and purposes of higher education among students, faculty, and staff. | PI 8.1 Purposes | These conversations should come from multiple sources and continue over time. Sessions at professional development days, department meetings, opening meeting, and/or through email/printed materials could help ingrain these expectations into the university culture and serve as a reminder that personal exploration and meaning-making is an institutional value and expectation. Encourage the incorporation of discussions into curricular and co-curricular activities. | High |

| Assessment & Evaluation | | | |
|---|---|---|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 36. Implement learning outcomes and assessment of outcomes for transfer initiatives | PI 9.1 Assessment PI 9.2 Use of Assessment PI 9.3 Understanding Behavior Patterns | All transfer initiatives should have structured written outcomes, which must be strategically measured. Subsequently, the assessment plan should describe methods for data collection, analysis, review, and sharing so that data can be used for program improvements. | High |

| Assessment & Evaluation | | | |
|---|--|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 37. Conduct transfer student needs assessment | PI 6.1 Academic Needs of Individual Students | Much of what the group viewed as transfer student needs was based on assumptions, anecdotal experience, and generalized themes. As an institution, we need to be more proactive about asking our students what their specific needs are through the incorporation of a strategic assessment plan (see assessment dimension). Existing assessments which might have data which can be disaggregated to reveal transfer student trends should be included in the plan. | High |
| | PI 6.3 Transfer Student Experiences | | |
| | PI 7.2 Diversity Awareness | | |
| 38. Identify additional methods for data collection | PI 9.2 Use of Assessment | Current assessment practices rely heavily on satisfaction surveys. Programs could strength assessment practices by exploring additional assessments linked to the outcomes for each initiative. Align assessments along dimensions of connections to peers, faculty, and campus services. | High |
| | PI 9.3 Understanding Behavior Patterns | | |

| Assessment & Evaluation | | | |
|---|---------------------------------------|--|----------|
| Recommendation | Dimension Performance Indicators (PI) | Description | Priority |
| 39. Review and utilize data collected through various assessments to improve organizational structure and processes | PI 2.5 Evaluation | The following assessments were previously and/or are currently administered in relation to transfer students. These include Transfer Expectations Survey, Transfer Intake / Post-Enrollment Survey EBI Survey(s), and CAS Student Affairs Satisfaction Survey (BA Campus). In addition, the institution has access to Civitas Illume data and graduation data. However, there is no formal process for analyzing data, making recommendations for improvement, or implementing change. | High |
| | PI 3.2 Academic Success | | |

Appendix C

Task Force

A. Liaison

| Name | Title |
|----------------|---|
| Pamela Fly | Associate VP, Academic Affairs |
| Jerrid Freeman | Vice President for Student Affairs |
| Dan Mabery | Assistant Vice President Enrollment |
| Julie Sawyer | Executive Director of Institutional Effectiveness |

B. Steering Committee

| Name | Title |
|-----------------|--|
| Sara Barnett | Director of Tribal Studies |
| Renee Cambiano | Professor, Educational Leadership, Faculty Council Chair |
| Julia Carlo | Director, University Advising Center |
| Lauren Condry | Assistant Director, Enrollment Management, Broken Arrow |
| Lena Deere | Director, Student Support Services |
| Pamela Fly | Associate VP, Academic Affairs |
| Jerrid Freeman | Vice President for Student Affairs |
| Cari Keller | Dean, Graduate College Exec. Director for Strategic Planning & Assessment |
| Debbie Landry | Provost / VP Academic Affairs |
| Kelly Jo Larsen | Director of Student Activities |
| Dan Mabery | Assistant VP Enrollment Management |
| Jessica Martin | Associate Dean GWCSHP, Professor, Chemistry |
| Ben Ofili | Associate Dean CBT, Professor, Management |
| Lori Riley | Academic Advisor, COE, Broken Arrow |
| Sheila Self | Assistant VP Student Affairs |
| Kat Shahan | Associate Professor, Social Work Chair, Chairs' Council |
| Mark Shields | Director of Student Affairs, Broken Arrow |
| Jeff Walker | Executive Director, University Advising |

C. Dimension Committees

| Name | Title | Committee Role | Course |
|--------------------|---|------------------|--------------|
| Whitney Arbaugh | Assistant Director of Residential Life | Committee Member | All Students |
| Sara Carshall | Educational Access Coordinator | Committee Member | All Students |
| Braden Cary | Counselor II | Committee Member | All Students |
| Lauren Condry | Asst Dir Enrollment Mgmt BA | Committee Chair | All Students |
| Nathan Green | Assistant Professor Chemistry Broken Arrow | Committee Member | All Students |
| Adam Hull | University Advisor | Committee Member | All Students |
| Chelsea Moran | Coordinator Student Rights and Responsibility | Committee Member | All Students |
| Shannon Schwaebler | Director of Career Services | Committee Member | All Students |
| Sheila Self | Assistant VP Student Affairs | Committee Chair | All Students |
| Troy Shatwell | Campus Police Officer | Committee Member | All Students |

| | | | |
|-------------------|---|------------------|--------------|
| Julianna Smith | Coordinator of Student Organizations and Major Events | Committee Member | All Students |
| Sara Barnett | Director Tribal Studies | Committee Chair | Diversity |
| Lena Deere | Director Student Support Svcs | Committee Chair | Diversity |
| Allan Ford | Title 9 | Committee Member | Diversity |
| Rachel Green | Assistant Professor Teacher Education | Committee Member | Diversity |
| Michelle Raborn | Coord Violence Prevention | Committee Member | Diversity |
| Renee Cambiano | Professor, Educational Leadership | Committee Chair | Faculty |
| Carolyn Cox | Instructor Social Work | Committee Member | Faculty |
| Nathan Green | Assistant Professor Chemistry Broken Arrow | Committee Member | Faculty |
| Tewari Jitendra | Professor Marketing | Committee Member | Faculty |
| Nikki Jones | Graduate Assistant | Committee Member | Faculty |
| Cari Keller | Dean Graduate College/Exec Dir | Committee Chair | Faculty |
| Pamela Louderback | Associate Professor, Director Broken Arrow Library | Committee Member | Faculty |
| Ingrid Massey | Assistant Professor Curriculum and Instruction | Committee Member | Faculty |
| Kat Shahan | Associate Professor, Social Work | Committee Chair | Faculty |
| Kyle Bacon | GEAR UP College Liasion | Committee Member | Improvement |
| Cynthia Bendabout | Supervisor Accounts Payable Accounts Payable Services | Committee Member | Improvement |
| Kurt Choate | Associate Professor Psychology Broken Arrow | Committee Member | Improvement |
| Justin Halpern | Professor Accounting Broken Arrow | Committee Member | Improvement |
| Erik Harris | Coordinator Academic Services Ctr for Teaching and Learning | Committee Member | Improvement |
| Cari Keller | Dean Graduate College/Exec Dir | Committee Chair | Improvement |
| Kelly Jo Larsen | Director of Student Activities | Committee Chair | Improvement |
| Diana Mashburn | Assistant Professor Nursing | Committee Member | Improvement |
| Jeffery Matthews | Career Events Specialist | Committee Member | Improvement |
| Sophia Sweeney | Associate Professor Teacher Education | Committee Member | Improvement |
| Lydia Winford | Graduate College Recruiter | Committee Member | Improvement |
| Lauren Wright | Assistant Professor Criminal Justice Broken Arrow | Committee Member | Improvement |
| Kacy Brown | Academic Advisor | Committee Member | Learning |
| Sapna Das Bradoo | Associate Professor Biology Broken Arrow | Committee Member | Learning |
| Justin Halpern | Professor Accounting Broken Arrow | Committee Member | Learning |

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|-------------------|---|------------------|--------------|
| Janaki Iyer | Assistant Professor Biology Broken Arrow | Committee Member | Learning |
| Jessica Martin | Associate Dean/Professor, Chemistry | Committee Chair | Learning |
| Blaze Milner | Student | Committee Member | Learning |
| Marilon Morgan | Professor Psychology Broken Arrow | Committee Member | Learning |
| Ben Ofili | Associate Dean/Professor, Management | Committee Chair | Learning |
| Cynthia Bendabout | Supervisor Accounts Payable Accounts Payable Services | Committee Member | Organization |
| Julia Carlo | Director Univ Advising Ctr | Committee Chair | Organization |
| Teri Cochran | Fin Aid Director | Committee Member | Organization |
| Damita Cunningham | Assist Dir Admission | Committee Member | Organization |
| Jen Ford | Transfer Coordinator | Committee Chair | Organization |
| Janet Kelley | Registrar | Committee Member | Organization |
| Jasmine Lang | Assistant Director of Recruitment | Committee Chair | Organization |
| Jessica Langston | Scholarship Coordinator | Committee Member | Organization |
| Michael Payne | Coordinator of Orientation/Engagement | Committee Member | Organization |
| Mark Shields | Director of Student Affairs BA | Committee Chair | Organization |
| Kaylee Switzer | University Representative | Committee Member | Organization |
| Jeff Walker | Exec Director Univ Advising | Committee Chair | Organization |
| Sara Barnett | Director Tribal Studies | Committee Chair | Philosophy |
| Renee Cambiano | Professor, Educational Leadership | Committee Chair | Philosophy |
| Julia Carlo | Director Univ Advising Ctr | Committee Chair | Philosophy |
| Lauren Condry | Asst Dir Enrollment Mgmt BA | Committee Chair | Philosophy |
| Lena Deere | Director Student Support Svcs | Committee Chair | Philosophy |
| Pamela Fly | Associate VP, Academic Affairs | Committee Chair | Philosophy |
| Cari Keller | Dean Graduate College/Exec Dir | Committee Chair | Philosophy |
| Kelly Jo Larsen | Director of Student Activities | Committee Chair | Philosophy |
| Dan Mabery | Assistant Vice President Enrollment | Committee Chair | Philosophy |
| Jessica Martin | Associate Dean/Professor, Chemistry | Committee Chair | Philosophy |
| Ben Ofili | Associate Dean/Professor, Management | Committee Chair | Philosophy |
| Lori Riley | Academic Advisor College of Education Admin BA | Committee Chair | Philosophy |
| Sheila Self | Assistant VP Student Affairs | Committee Chair | Philosophy |
| Kat Shahan | Associate Professor, Social Work | Committee Chair | Philosophy |
| Mark Shields | Director of Student Affairs BA | Committee Chair | Philosophy |

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|--------------------|---|------------------|--------------------|
| Jeff Walker | Exec Director Univ Advising | Committee Chair | Philosophy |
| Whitney Arbaugh | Assistant Director of Residential Life | Committee Member | Roles and Purposes |
| Sara Carshall | Educational Access Coordinator | Committee Member | Roles and Purposes |
| Braden Cary | Counselor II | Committee Member | Roles and Purposes |
| Lauren Condry | Asst Dir Enrollment Mgmt BA | Committee Chair | Roles and Purposes |
| Nathan Green | Assistant Professor Chemistry Broken Arrow | Committee Member | Roles and Purposes |
| Adam Hull | University Advisor | Committee Member | Roles and Purposes |
| Chelsea Moran | Coordinator Student Rights and Responsibility | Committee Member | Roles and Purposes |
| Shannon Schwaebler | Director of Career Services | Committee Member | Roles and Purposes |
| Sheila Self | Assistant VP Student Affairs | Committee Chair | Roles and Purposes |
| Troy Shatwell | Campus Police Officer | Committee Member | Roles and Purposes |
| Julianna Smith | Coordinator of Student Organizations and Major Events | Committee Member | Roles and Purposes |
| Jen Ford | Transfer Coordinator | Committee Chair | Transitions |
| Adam Hull | University Advisor | Committee Member | Transitions |
| Jasmine Lang | Assistant Director of Recruitment | Committee Chair | Transitions |
| Bobbi McKinney | Financial Aid Specialist | Committee Member | Transitions |
| Lauren Morris | BA Student | Committee Member | Transitions |
| Kristi Norris | Coordinator of Fraternity/Sorority Life & Leadership | Committee Member | Transitions |
| Craig Reinehr | Director of Housing & Residence Life | Committee Member | Transitions |
| Lori Riley | Academic Advisor College of Education Admin BA | Committee Chair | Transitions |

D. Institution Members

| Name | Title |
|----------------|--------------------|
| Richard Hoenes | Assistant Director |

Appendix D

Sources of Evidence

| Doc # | Title | Dimension | Author | URL |
|-------|--|---|------------|---|
| 1 | F18 Preliminary Enrollment with concurrent Sch 1 and 2 Working.xls | All Students | | https://foe.jngi.org/d/8cc41-8779/f18-preliminary-enrollment-with-concurrent-sch-1-and-2-working.xls |
| 2 | Improving Transfer Student Experiences.08.15.18.pptx | Improvement; Learning; All Students; Diversity; Faculty; Organization; Philosophy; Roles and Purposes | | https://foe.jngi.org/d/3777e-8843/improving-transfer-student-experiences081518.pptx |
| 3 | Fall_2018_BA_Orientation_Survey_Results.pdf | Improvement | | https://foe.jngi.org/d/feb01-9080/fall2018baorientationsurveyresults.pdf |
| 4 | Fall_2018_Orientation_Schedule_Expanded.docx | Improvement | | https://foe.jngi.org/d/dc344-9081/fall--2018-orientation-scheduleexpanded.docx |
| 5 | Counseling Services Survey.xls | All Students; Diversity | Hawk Reach | https://foe.jngi.org/d/f3a05-9147/counseling-services-survey.xls |
| 6 | Student Survey - Exec Summary - Transitions.pdf | Transitions | | https://foe.jngi.org/d/3bf18-9184/student-survey--exec-summary--transitions.pdf |
| 7 | Student Survey - Transitions Overall data.pdf | Transitions | | https://foe.jngi.org/d/42dab-9185/student-survey--transitions-overall-data.pdf |
| 8 | All Students_NOT_Broken Down by Campus.pdf | All Students | | https://foe.jngi.org/d/1744f-9191/all-studentsnotbroken-down-by-campus.pdf |
| 9 | All Students_Questions_By_Campus .pdf | All Students | | https://foe.jngi.org/d/a21b8-9192/all-studentsquestionsbycampus.pdf |
| 10 | Roles & Purposes_Questions_by Campus.pdf | Roles and Purposes | | https://foe.jngi.org/d/f5fee-9193/roles--purposesquestionsby-campus.pdf |

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|----|--|--|--------------------|---|
| 11 | Roles_and_Purposes_NOT_Broken_Down_by_Campus.pdf | Roles and Purposes | | https://foe.jngi.org/d/c291c-9194/rolesandpurposesnotbroken-down-by-campus.pdf |
| 13 | MyMajors Assessment | All Students; Roles and Purposes | Shannon Schwaebler | https://nsuok.mymajors.com/quiz/ |
| 14 | FOE Sample Report.csv | All Students; Roles and Purposes | Shannon Schwaebler | https://foe.jngi.org/d/22ee7-9202/foe-sample-report.csv |
| 15 | go2orientationtransfer.png | Improvement; Organization; Transitions | | https://foe.jngi.org/d/4072d-9203/go2orientationtransfer.png |
| 16 | Elementary Education Coordination with TCC.docx | Learning | J. Martin | https://foe.jngi.org/d/25a88-9280/elementary-education-coordination-with-tcc.docx |
| 17 | TCC to NSU SmartChoice for Elementary Education | Learning | | https://academics.nsuok.edu/smartchoice/TCCtoNSU/TCCtoNSUBrokenArrow/ElementaryEducation/CourseSequence.aspx |
| 18 | OSRHE Policy & Procedures Chapter 3_Academic Affairs-August 2018.pdf | Organization | | https://foe.jngi.org/d/77938-9295/osrhe-policy--procedures-chapter-3academic-affairs-august-2018.pdf |
| 19 | RUSO Policy Manual-Updated June 28, 2018.pdf | Organization | | https://foe.jngi.org/d/8da82-9296/ruso-policy-manualupdated-june-28-2018.pdf |
| 20 | Course Equivalency Project 2018-19.pdf | Organization | | https://foe.jngi.org/d/f456b-9297/course-equivalency-project-201819.pdf |
| 21 | Sample Reverse Transfer File Email.docx | Organization | | https://foe.jngi.org/d/5a6a6-9298/sample-reverse-transfer-file-email.docx |
| 22 | Smart Choice TCC biology cell and molecular biology 02-08-2017.docx | Improvement; Learning | Natural Sciences | https://foe.jngi.org/d/8d1b5-9299/smart-choice-tcc-biology-cell-and-molecular-biology-02082017.docx |
| 23 | Smart_Choice_TCC_biotech_molecular_biology[042717jdm].docx | Improvement; Learning | Natural Sciences | https://foe.jngi.org/d/eca6c-9300/smartchoicetccbiotechmolecularbiology042717jdm.docx |

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| 24 | TCC to NSU SmartChoice for Psychology | Improvement; Learning | | https://academics.nsuok.edu/smartchoice/TCCtoNSU/TCCtoNSUBrokenArrow/Psychology/CourseSequence.aspx |
| 25 | AY1718 APPLIED AND AWARDED FOR HOMEGROWN AND TRANSFER 112618.xlsx | Learning | | https://foe.jngi.org/d/c5b49-9302/ay1718-applied-and-awarded-for-homegrown-and-transfer-112618.xlsx |
| 26 | Articulation Agreements-Dimension 3.docx | Improvement; Learning | | https://foe.jngi.org/d/a53ca-9303/articulation-agreementsdimension-3.docx |
| 27 | UNIVERSITY CORE VALUES.docx | All Students; Diversity; Faculty | | https://foe.jngi.org/d/e0744-9307/university-core-values.docx |
| 28 | NSU Mission Statement.docx | All Students; Diversity; Faculty | | https://foe.jngi.org/d/c3d5e-9308/nsu-mission-statement.docx |
| 29 | Student Handbook - Harassment and Discrimination.docx | Diversity | | https://foe.jngi.org/d/ae05-9309/student-handbook.docx |
| 30 | Diversity and Inclusion.docx | Diversity | | https://foe.jngi.org/d/d52e7-9310/diversity-and-inclusion.docx |
| 31 | Student Code of Conduct Harassment.docx | Diversity | | https://foe.jngi.org/d/d387b-9311/student-code-of-conduct.docx |
| 32 | Survey Response for question 2.1.3a.png | Organization | | https://foe.jngi.org/d/3bc66-9326/213a.png |
| 33 | Survey response for question 2.1.3b.png | Organization | | https://foe.jngi.org/d/50445-9327/213b.png |
| 34 | Survey Response for question 2.2.png | Organization | | https://foe.jngi.org/d/8b63f-9328/22.png |
| 35 | Survey response for question 2.2b.png | Organization | | https://foe.jngi.org/d/3898d-9329/22b.png |
| 36 | Survey response for question 2.3.6.png | Organization | | https://foe.jngi.org/d/6e1a6-9330/236.png |
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| 40 | Transfer Agreements - NSU catalog | Improvement; Organization | | http://catalog.nsuok.edu/content.php?catoid=21&navoid=1045 |
| 41 | TSS-TQ.docx | Organization; Transitions | | https://foe.jngi.org/d/0893e-9337/tsstq.docx |
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| 43 | http://www.go2orientation.com/nsutransfer | Organization; Transitions | | http://www.go2orientation.com/nsutransfer |
| 44 | NSU Consortium.doc | Organization | | https://foe.jngi.org/d/ba1c7-9342/nsu-consortium.doc |
| 45 | Transfer StudentsStatement.docx | Organization | | https://foe.jngi.org/d/46449-9356/transfer-studentsstatement.docx |
| 46 | EAC Meeting Minutes 8-2-18.docx.pdf | Organization | | https://foe.jngi.org/d/28209-9357/eac-meeting-minutes-8218docx.pdf |
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| 48 | Transfer Student Experience TODO list - Sheet1.pdf | Organization | | https://foe.jngi.org/d/4fdca-9359/transfer-student-experience-todo-list--sheet1.pdf |
| 49 | Advising-Statement_2018 Front.pdf | Transitions | | https://foe.jngi.org/d/94fc3-9367/advisingstatement2018-front.pdf |
| 50 | Transfer Scholarship Webpage | Organization | Jessica Langston | https://scholarships.nsuok.edu/Transfer-Student-Information |
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| 52 | Tribal Heritage Scholarship Info | Organization | Jessica Langston | https://scholarships.nsuok.edu/Tribal-Heritage-Scholarship |
| 53 | Quad State Scholarships | Organization | Jessica Langston | https://scholarships.nsuok.edu/Quad-State-Scholarship |

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| 55 | Transfer Student Experience Committee start 2.13.17 .docx | Organization | Jeff Walker | https://foe.jngi.org/d/f55d7-9375/transfer-student-experience-committee-start-21317.docx |
| 56 | November 2017 TSE Meeting Notes.docx | Organization | Jeff Walker | https://foe.jngi.org/d/f7a24-9376/november-2017-tse-meeting-notes.docx |
| 57 | Outstanding TSE Action Items 12.5.17.docx | Organization | Jeff Walker | https://foe.jngi.org/d/24d64-9377/outstanding-tse-action-items-12517.docx |
| 58 | EAC Minutes 4-6-17.docx | Organization | Jeff Walker | https://foe.jngi.org/d/26f94-9378/eac-minutes-4617.docx |
| 59 | EAC Agenda 5-4-17.docx | Organization | Jeff Walker | https://foe.jngi.org/d/1bb68-9379/eac-agenda-5417.docx |
| 60 | Executive Advising Committee statement.docx | Organization | Jeff Walker | https://foe.jngi.org/d/4cd48-9380/executive-advising-committee-statement.docx |
| 61 | UAAC invitation.pdf | Organization | Jeff Walker | https://foe.jngi.org/d/9c663-9381/uaac-invitation.pdf |
| 62 | https://www.nsuok.edu/Transfer-Student-Services.aspx | Organization | Jeff Walker | https://www.nsuok.edu/Transfer-Student-Services.aspx |
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| 71 | Process for Evaluating Transfer Unknowns.docx | Transitions | | https://foe.jngi.org/d/fe7a5-9408/process-for-evaluating-transfer-unknowns.docx |
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| 75 | SAM Student Achievement Measures website | Organization | Jeff Walker | https://www.studentachievementmeasure.org/participants/207263 |
| 76 | NSU IPEDS | Organization | Jeff Walker | https://offices.nsuok.edu/Portals/58/documents/IPEDS%20Feedback/IPEDS%20DATA%20FEEDBACK%20REPORT%202017.pdf |
| 77 | NSU Common Data Set | Organization | Jeff Walker | https://offices.nsuok.edu/Portals/58/documents/CDS/CDS_2017-2018.pdf |
| 78 | D23: Diversity | Diversity | | https://foe.jngi.org/d/5e301-9519/d23.docx |
| 79 | Active Organization List 2019.xlsx | Diversity | | https://foe.jngi.org/d/5d4d8-9575/active-organization-list-2019.xlsx |
| 80 | Course Info.xlsx | Diversity | | https://foe.jngi.org/d/d3b39-9636/course-info.xlsx |
| 81 | D23_Booklet.pdf | Philosophy | | https://foe.jngi.org/d/2db3c-9790/d23booklet.pdf |
| 82 | Articulation Agreement Template 09.07.18.docx | Improvement; Philosophy | | https://foe.jngi.org/d/6eaf5-9792/articulation-agreement-template-090718.docx |

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| 83 | NSU Factbook 2017-2018 | Improvement | Cari Keller | https://offices.nsuok.edu/Portals/58/documents/Fact%20Book/FACT%20BOOK%20-%20AY%202017-2018%20UPDATE%20092018%20FINAL.pdf |
| 84 | NSU Common Data Set 2017*2018 | Improvement | Cari Keller | https://offices.nsuok.edu/Portals/58/documents/CDS/CDS_2017-2018.pdf |
| 85 | OSRHE Course Equivalency Table | Improvement | | https://www.okhighered.org/transfer-students/course-transfer.shtml |
| 86 | Community & Collaboration Day 2018 Agenda | Improvement | Cari Keller | https://docs.google.com/document/d/1QItBomW2U3zTfJJeFD9I5dsrfRA0IU3Zi4H5OcDV5pY/edit |
| 87 | NSUBA Advisor Breakfast SurveyF2018.docx | Improvement | Cari Keller | https://foe.jngi.org/d/64b9d-9804/nsuba-advisor-breakfast-surveyf2018.docx |
| 88 | Example of Opening Enrollment Comparison S19 to S18 012819.xlsx | Improvement | Cari Keller | https://foe.jngi.org/d/63f2a-9805/example-of-opening-enrollment-comparison-s19-to-s18-012819.xlsx |
| 89 | Student Code of Conduct | All Students; Roles and Purposes | Student Affairs | https://offices.nsuok.edu/studentaffairs/Student-Services/Conduct-and-Development/Handbook/Enrollment-Services#code |
| 90 | DSA Strategic Plan 2015-23 summary.docx | Improvement; All Students; Diversity; Philosophy; Roles and Purposes | Student Affairs | https://foe.jngi.org/d/6f5ef-9827/dsa-strategic-plan-201523-summary.docx |
| 91 | _LA018. Please leave comments regarding this institution's approach to the first year of college or the transfer student experience_ (N=66).pdf | Faculty | | https://foe.jngi.org/d/faf8f-9828/la018-please-leave-comments-regarding-this-institutions-approach-to-the-first-year-of-college-or-the-transfer-student-experience-n66.pdf |

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| 92 | _LA110. Please list this institution's top three weaknesses regarding the way it conducts the first year of college. (N=78).pdf | Faculty | | https://foe.jngi.org/d/2a9c3-9829/la110-please-list-this-institutions-top-three-weaknesses-regarding-the-way-it-conducts-the-first-year-of-college-n78.pdf |
| 93 | COE email for transfer day.pdf | Faculty | | https://foe.jngi.org/d/ea9cf-9830/coe-email-for-transfer-day.pdf |
| 94 | expectations -.JPG | Faculty | | https://foe.jngi.org/d/clace-9831/expectations-.JPG |
| 95 | focus questions.pdf | Faculty | | https://foe.jngi.org/d/31261-9832/focus-questions.pdf |
| 96 | Gardner open ended responses.pdf | Faculty | | https://foe.jngi.org/d/e1194-9833/gardner-open-ended-responses.pdf |
| 97 | LA109. Please list this institution's top three strengths regarding the way it conducts the first year of college. (N=80).pdf | Faculty | | https://foe.jngi.org/d/9be75-9834/la109-please-list-this-institutions-top-three-strengths-regarding-the-way-it-conducts-the-first-year-of-college-n80.pdf |
| 98 | LA155. Please list this institution's top three strengths regarding the way it facilitates the transfer student experience. (N=93).pdf | Faculty | | https://foe.jngi.org/d/b5aac-9835/la155-please-list-this-institutions-top-three-strengths-regarding-the-way-it-facilitates-the-transfer-student-experience-n93.pdf |
| 99 | LA156. Please list this institution's top three weaknesses regarding the way it facilitates the transfer student experience. (N=89).pdf | Faculty | | https://foe.jngi.org/d/07744-9836/la156-please-list-this-institutions-top-three-weaknesses-regarding-the-way-it-facilitates-the-transfer-student-experience-n89.pdf |
| 100 | NSU Mail - Fwd_ Volunteers needed for recruiting events.pdf | Faculty | | https://foe.jngi.org/d/167ac-9837/nsu-mail--fwd-volunteers-needed-for-recruiting-events.pdf |

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| 102 | WordCloud.pdf | Faculty | | https://foe.jngi.org/d/d4007-9839/wordcloud.pdf |
| 103 | Faculty Staff Survey Cross Tab for Question 001 and 120.pdf | Faculty | Cari Keller | https://foe.jngi.org/d/a229c-9840/faculty-staff-survey-cross-tab-for-question-001-and-120.pdf |
| 104 | Faculty Staff Survey Cross Tab for Question 001 and 122.pdf | Faculty | Cari Keller | https://foe.jngi.org/d/c24ee-9841/faculty-staff-survey-cross-tab-for-question-001-and-122.pdf |
| 105 | Faculty Staff Survey Cross Tab for Question 001 and 123.pdf | Faculty | Cari Keller | https://foe.jngi.org/d/235d5-9842/faculty-staff-survey-cross-tab-for-question-001-and-123.pdf |
| 106 | faculty Staff Survey Cross Tab for Question 001 and 124.pdf | Faculty | Cari Keller | https://foe.jngi.org/d/f6abb-9843/faculty-staff-survey-cross-tab-for-question-001-and-124.pdf |
| 107 | NSU Faculty Student Mentoring Awards Selection Committee Guidance Document.docx | Faculty | Nathan Green | https://foe.jngi.org/d/16c1b-9845/nsu-faculty-student-mentoring-awards-selection-committee-guidance-document.docx |
| 108 | facultyhandbook2008.pdf | Faculty | | https://foe.jngi.org/d/c27fe-9846/facultyhandbook2008.pdf |
| 109 | SurveyResults.xlsx | Faculty | K. Shahan and J. Tewari | https://foe.jngi.org/d/de845-9847/surveyresults.xlsx |
| 110 | NSU Strategic Plan 2015-2023 | Philosophy | | https://www.nsuok.edu/Portals/6/documents/2015-2023/Strategic-Plan-2015-2023.pdf |
| 111 | Future Transfer Students website | Philosophy | | https://www.nsuok.edu/Transfer-Student-Services.aspx |
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| 117 | Articulation Agreement Adviser Survey.xlsx | Improvement | Cari Keller | https://foe.jngi.org/d/fc3a6-9872/articulation-agreement-adviser-survey.xlsx |
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| 119 | Draft of Transitions Dimension Report | Transitions | | https://docs.google.com/document/d/1tfavQlelYYrNEQgTWEYqOclC4fIlob5lYbOoKN9i8s/edit |
| 120 | Dimension Report All Students.rtf | All Students | | https://foe.jngi.org/d/b79af-9908/dimension-report-all-students.rtf |
| 121 | Northeastern State University - Dimension Report for Roles and Purposes (1).rtf | Roles and Purposes | | https://foe.jngi.org/d/b5232-9909/northeastern-state-university--dimension-report-for-roles-and-purposes-1.rtf |
| 122 | _Working Document - C.c. - Faculty Dimension Report.docx | Faculty | | https://foe.jngi.org/d/87862-10061/working-document--cc--faculty-dimension-report.docx |
| 124 | Diversity Dimension Report FINAL.docx | Diversity | | https://foe.jngi.org/d/cf3ca-10076/diversity-dimension-report-final.docx |

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| 126 | HYPOTHESIS TEST RESULTS 011719.xlsx | Learning | Janaki Iyer | https://foe.jngi.org/d/ca37a-10084/hypothesis-test-results-011719.xlsx |
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| 130 | Northeastern State University - Dimension Report for Roles and Purposes (2).rtf | Roles and Purposes | | https://foe.jngi.org/d/ea509-10376/northeastern-state-university--dimension-report-for-roles-and-purposes-2.rtf |
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| 133 | Dimension Report for Transitions - Final Report.docx | Transitions | | https://foe.jngi.org/d/84736-10390/dimension-report-for-transitions--final-report.docx |
| 134 | Faculty Dimension Report - Final Report.docx | Faculty | | https://foe.jngi.org/d/810bb-10414/faculty-dimension-report--final-report.docx |

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| 135 | Learning Dimension Report - FINAL.docx | Learning | | https://foe.jngi.org/d/a3c66-10418/learning-dimension-report-final.docx |
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