



Open Pathway Quality Initiative Report

Panel Review and Recommendation Form

The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative Proposal approved by HLC. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus, failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Submit the final report as a Word document to HLC at pathways@hlcommission.org. The file name for the report should follow this format: QI Report Review <Name of Institution>.

Name of Institution: Indiana University Southeast

State: IN

Institutional ID: 1200

Reviewers (names, titles, institutions): Marie Baehr, Special Assistant to the President, Coe College
Jan Smith, Assistant Vice President for Institutional Effectiveness, Pittsburg State University

Date: 09/02/19

I. Quality Initiative Review

- The institution demonstrated its seriousness of the undertaking.
- The institution demonstrated that the initiative had scope and impact.
- The institution demonstrated a commitment to and engagement in the initiative.
- The institution demonstrated adequate resource provision.

II. Recommendation

- The panel confirms genuine effort on the part of the institution.
- The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

Indiana University Southeast has demonstrated a high level of engagement and resource commitment through participation in the Higher Learning Commission's Persistence and Completion Academy. The institution has successfully completed all aspects of the Persistence and Completion Academy in fulfillment of its Quality Initiative.

Indiana University Southeast has accomplished a great deal during its time in the Persistence and Completion Academy. Concurrently, the institution participated in AASCU's Reimagining the First Year Experience, and was able to successfully integrate work from both of these initiatives to evolve from working on a time-limited project to development of an ongoing process for addressing student success in a meaningful way. Indiana University Southeast has implemented a number of concrete strategies to address student success, with a strong focus on faculty involvement as well as use of data. Specific accomplishments include: focus on course redesign for first-year seminar, math, writing, and other gateway courses; programs to promote effective mentoring/advising and increased student engagement; and implementation of a variety of targeted communication strategies designed to motivate and provide feedback to students. In addition to these concrete strategies, over the course of their time in the Academy, Indiana University Southeast has developed an understanding of the complexity of addressing student success and is approaching this from a much more systemic viewpoint, primarily through the work of an established Persistence and Completion Council.

In summary, Indiana University Southeast's Quality Initiative has been broad in scope, addressing student success in terms of multiple concrete strategies, while at the same time developing the understanding and infrastructure to address student success in a comprehensive and integrated manner. The Academy team has been actively involved in the project and has provided leadership to successfully engage the broader campus. This confirms a genuine effort on the part of Indiana University Southeast regarding their Quality Initiative.