

Data and Trends on Transfer

Tulsa Regional College Transfer Report



Executive Summary

The Tulsa Collaborative, consisting of Tulsa Community College (TCC), Oklahoma State University-Tulsa, Northeastern State University, the University of Oklahoma-Tulsa, Rogers State University, Langston University, and the University of Tulsa, was formed in July 2017, with the support of the Charles and Lynn Schusterman Family Foundation. The formation of the Collaborative led member institutions to launch the Tulsa Transfer Project, designed to increase the number of students who attain post-secondary credentials in northeastern Oklahoma through enhanced transfer student success.

The purpose of the Tulsa Transfer Project is to improve the outcomes for transfer students in the region. The project's measurable goals are the following:

1. To increase the transfer rate of TCC students to four-year institutions
2. To increase the percentage of transfer credits accepted toward majors at the receiving universities
3. To increase rates of bachelor's degree completion.

As a result of a Schusterman Family Foundation request for proposals for the design and implementation of this project, the John N. Gardner Institute for Excellence in Undergraduate Education was selected to aid the institutions in evaluating and improving their current approach to transfer.

Each of the six institutions that joined the Tulsa Transfer Project in spring of 2018 formed a task force to evaluate the transfer experience using a Gardner Institute-designed process, Foundations of Excellence Transfer. Across these six institutions, a total of 228 administrators, faculty, staff, and students participated in the evaluation of transfer at their institution. As part of the evaluation they reviewed data on their transfer students, their current institutional policies, transfer services, results of surveys of faculty and transfer (or transfer-bound) students, and other documents. This report includes brief descriptions of the actions undertaken during the self-study year and institutional priorities for the coming year.

While working on their own approach to transfer through the Gardner Institute's Foundations of Excellence process, the institutions are working together to ensure clear transfer pathways, enhance the transfer experience, and increase educational attainment across the region. They undertook four joint initiatives for 2019: the development of a regional transfer philosophy, activities for the National Transfer Week, Regional Transfer FAQs, and this Regional Transfer Report. The institutions will continue to meet and develop additional collaborative initiatives during the 2019-2020 academic year.



The Tulsa Transfer Project was created...to increase the number of students who attain post-secondary credentials in northeastern Oklahoma through enhanced transfer student success.



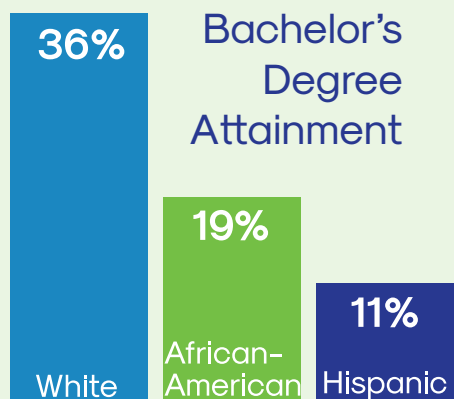
Tulsa Regional College Transfer Report

The inadequate number of students beginning higher education at a community college and efficiently and successfully completing a bachelor's degree is a national, state, and regional concern. Despite the introduction of alternative post-secondary program offerings and credentials in the United States, it remains true that earning a bachelor's degree leads to higher individual earnings and supports national and regional economic activity. But nationally only 13.3% of the students who started higher education at a community college in 2010 completed a bachelor's degree in six years. This low rate of bachelor's attainment is in part because only 31.5% of the students transferred, and of those students 42.2% completed a bachelor's degree by spring 2016.

In Oklahoma the situation is slightly brighter as 15.5% of the students who started at a community college in 2010 completed a bachelor's by 2016. This is the result of a higher rate of transfer from the community colleges, 43.4%, but is limited by a lower rate of students who transferred completing their bachelor's degrees, 35.6%.¹ In Tulsa County in 2017, individuals with a bachelor's degree earned nearly 38% more annually than those with some college or an associate degree and 67% more annually than those with a high school diploma. Tulsa County's rate of degree attainment exceeds the state average and is on par with the national average as 30.9% of adults 25 and older have earned a bachelor's degree or higher.² However, disparities persist based on race and ethnicity as the rate of bachelor's degree attainment among white residents in Tulsa County (36%) is nearly twice as high as the rate among African-American residents (19%) and over three times higher than the rate among Hispanic residents (11%).

The Tulsa Collaborative, consisting of Tulsa Community College, Langston University, Northeastern State University, Oklahoma State University-Tulsa, Rogers State University, The University of Tulsa and the University of Oklahoma-

Nationally only 13.3% of the students who started at a community college in 2010 completed a bachelor's degree in six years.



In Tulsa County, disparities exist in the rate of bachelor's degree attainment based on race and ethnicity.



By statute, Tulsa Community College is the primary provider of lower-division coursework among the public institutions in Tulsa County.

Tulsa, formed in July 2017, with the aim of improving their collaboration in order to increase the overall rate of bachelor's degree attainment in the region, while at the same time closing gaps in attainment. The initial goals of the Collaborative were to work together in supporting students as they 1) navigate the options of post-secondary institutions and programs of study, and 2) transfer from one institution to another with full applicability of credit to degree programs while minimizing excess credits and time-to-degree completion.

On behalf of the Collaborative and in order to move forward in achieving its goals the Charles and Lynn Schusterman Family Foundation issued a request for proposals for technical assistance to Tulsa institutions in evaluating their current approach to transfer and implementing plans for improving the current level of successful transfer and degree achievement. The non-profit John N. Gardner Institute for Excellence in Undergraduate Education was selected to oversee this process and provide direct assistance to the institutions.

Since spring 2018, Collaborative members have worked with professional staff of the Gardner Institute to undertake the Tulsa Transfer Project through a process called Foundations of Excellence Transfer. The process involves systematic self study and intentional development of action steps leading toward improvement of transfer for both the two-year sending institution and four-year receiving institutions.

By statute, Tulsa Community College (TCC) is the primary provider of lower-division coursework among the public institutions in Tulsa County. This factor, along with the lower tuition and the availability of 100% funding for tuition and fees through Tulsa Achieves scholarships for high school graduates living in Tulsa County, makes TCC an ideal starting point for college. Pathways developed for many bachelor's degree programs make it easy for students to transfer from TCC to one of the area universities. In 2017-2018, 3,419 students transferred from TCC; 66.5% of these transfer students went to one of the universities in the Tulsa Collaborative.

Tulsa Transfer Project: Purpose

The purpose of the Tulsa Transfer Project is to improve the outcomes for transfer students in the region. The project's measurable goals are the following

1. To increase the transfer rate of TCC students to four-year institutions
2. To increase the percentage of transfer credits accepted toward majors at the receiving universities
3. To increase bachelor's degree completion rates.

Successful transfer involves both the creation of transfer-affirming institutions and collaboration between transfer-partner institutions. Each of the institutions in the Tulsa Collaborative agreed to undertake internal improvement through the Gardner Institute's Foundations of Excellence Transfer process. They are working together to ensure clear transfer pathways, enhance the transfer experience, and increase educational attainment across the region.

Institutional Progress: Foundations of Excellence® Transfer

The Foundations of Excellence Transfer process involves task force-based assessment of the entire transfer experience at the institution. The task force, composed of administrators, faculty, staff and students, uses evidence to evaluate how the institution meets aspirational standards, known as Foundational Dimensions®. The goals for this process are to increase institutional knowledge about the institution's transfer students and transfer issues, to increase the perceived importance of transfer at the institution, and most importantly to build and then execute a plan to improve the totality of the transfer experience.

In the 2018-2019 academic year six of the institutions undertook the Foundations of Excellence self-study process. The University of Oklahoma-Tulsa joined the project in April 2019 and will be engaging in the self-study process during the 2019-2020 academic year. Across these six institutions, a total of 228 administrators, faculty, staff, and students participated in the evaluation of transfer at their institution. As part of the evaluation they reviewed data on their transfer students, their current institutional policies, transfer services, and practices. Each institution conducted two surveys: one of their faculty and staff and one of their students. A total of 1,771 employees and 2,076 students shared their perceptions of the transfer experience in these surveys. Using these and other sources of evidence, the institutions evaluated the ways their services and policies support both the academic and social integration of students as they transition from one institution to another. As part of the evaluation, they considered the extent of coordination between administrators, faculty and staff at all levels across partner institutions. The evaluation included the extent to which faculty members collaborate on learning outcomes and institutions ensure the efficiency of credit transfer. These institutional self-studies lead to the development of action plans for improvement. The six institutions are finalizing and beginning to implement their action plans for improving transfer. Highlights of each institution's accomplishments during the 2018-2019 academic year and priorities for action in the coming year follow.

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Students transferring to these universities felt the following important academic outcomes occurred to a high degree:

64% Courses from previous institution transferred as expected

67% Received transcript analysis in time for first-term course selection

77% Able to enroll in courses needed for their intended major



Tulsa Community College: The Sending Institution

Accomplishments: Increased awareness and engagement. As a result of the year-long self-study process, Tulsa Community College created transfer awareness across the college and increased engagement with regional partners. Bringing awareness to transfer challenges and opportunities involved the use of several forums including the Academic Affairs Council, TCC newsletters, and the Leadership Tulsa Good News Summit. Increased engagement with regional partners occurred both through the Tulsa Transfer Collaborative meetings and individual contacts with regional partners. The results of the increased engagement with partner institutions are improved communication and articulation agreements.

Priorities of 2019–2020:

- Embed the Transfer Action Plan into the 2020-2025 strategic plan
- Launch a new TCC Transfer Website
- Share TCC Transfer Action Plan and beginning implementation



Langston University

Accomplishments: Developing a strong project team and draft transfer philosophy statement. The self-study process brought together key members for the project who have frequent interactions with transfer students including staff, faculty, and administrators from the LU-Tulsa, LU-OKC, and the Langston campus. The Office of Enrollment Management which is responsible for recruitment, admissions, orientation, and the registrar's office; Academic Affairs which included the advising and teaching functions; and the Office of Institutional Research and Planning created a team that used data to craft an action plan and drafted a transfer philosophy statement for the institution.

Priorities of 2019–2020: The recommendations that resulted from the Dimension Committees' analysis were compiled and the priorities were created.

- Disseminate transfer philosophy
- Create a Transfer Process Team (TPT)
- Plan and implement strengthened transfer orientation process and events
- Review and update Langston's website

Tulsa Community College



Langston University



Northeastern State University



Accomplishments: Changing Conversations and Practices. As a result of the work completed through the self-study, faculty and staff have an increased awareness of the high number and percentage of transfer students that make up NSU’s total student population. This increasing awareness has already resulted in changes to the way the University interacts with students – personally walking them through more processes that may be unfamiliar, showing them how to locate and access resources, and adjusting information and events to address transfer student needs. These efforts will continue as NSU works through its self-study recommendations.

Priorities of 2019–2020: The steering committee consolidated recommendations to a final set of 39 and identified eight as the highest priorities for implementation for the 2019–2020 academic year. Some of these priorities include:

- Review and strengthen intake advising appointments
- Review and improve transfer student orientation and welcome
- Review and update NSU webpages, developing a course transfer website portal
- Establish regular communication plans with sending institutions

Oklahoma State University–Tulsa



Accomplishments: Completion Transfer Maps. During the self-study year OSU-Tulsa and Tulsa Community College developed 25 or more “transfer maps” with the goal of 100% applicability of coursework taken at TCC to be applied to an undergraduate degree at OSU. In addition to transfer maps, cover sheets were also developed for each transfer map. The cover sheet of each program provides detailed information on time-to-degree completion, cost of attendance, recommended steps for advising, career paths, potential employers and salaries.

Priorities of 2019–2020: During spring 2019, OSU-Tulsa completed the Foundations of Excellence self-study and identified several areas for improvement for 2019–2020:

- Build access and pathways to certificates, four-year degrees and graduate degrees
- Increase the number of four-year degrees and certificates offered by OSU-Tulsa
- Increase involvement between academic programs OSU-Tulsa and community partners

Northeastern State University



Oklahoma State University–Tulsa





Rogers State University

Accomplishments: Creating a Nourishing Culture for Transfer. As a result of the work of its nine Foundations of Excellence Dimension teams, RSU is on a path to create a nourishing, proactive culture for first-time transfer students using data-informed decision making and a dynamic, strategic transfer student experience plan. One step in creating the nourishing culture was the development of a transfer philosophy which can guide actions. Another key step was interviewing and hiring a Director of First Year and Transfer Experience (FYTE) to provide focus and accountability.

Priorities of 2019–2020: The decision was made to implement three highest priorities each academic year. The top priorities for the 2019-2020 academic year include the following:

- Create a collaborative student transfer plan with TCC and regional peers
- Develop curriculum for first-year and transfer student orientations
- Distinguish services between first-time transfer and first-year students



The University of Tulsa

Accomplishments: Collaborative Experience. Nine committees composed of university administrators, faculty, staff, and transfer students were organized around the Foundation of Excellence Dimensions. The committees' recommendations were reviewed and evaluated by the committee members and administrators. Nine recommendations were approved for implementation. This proved to be a great collaborative experience of individuals from across the University and initiated good conversations, which will continue with the implementation of the recommendations this next academic year.

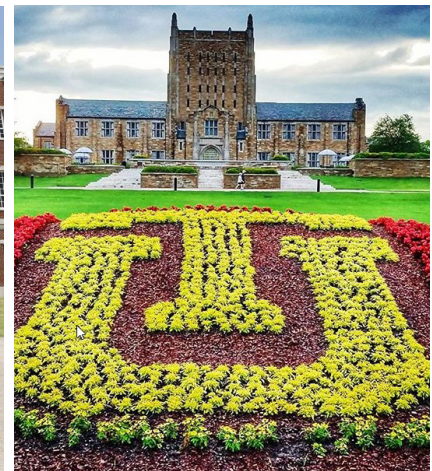
Priorities for 2019–2020:

- Develop and disseminate a transfer philosophy
- Develop articulation agreements with TCC for popular majors
- Develop a system for timely, fair, and equitable transfer credit evaluation

Rogers State University



The University of Tulsa



University of Oklahoma – Tulsa



A Focus on Student Success: Predominantly a provider of graduate and professional degrees and certificates, the OU-Tulsa campus joined the Tulsa Transfer Collaborative in spring 2019 as it seeks to grow its pipeline of undergraduate bachelors-completion programs. It has been active in collaborative meetings and has contributed to the development of the collaborative initiatives.

Priorities for 2019–2020: During 2019-2020 the OU-Tulsa campus will undertake the Foundations of Excellence Transfer self-study and develop an action plan for improving the transfer experience.

University of Oklahoma-Tulsa



Collaborative Cross-Institutional Progress

In addition to the creation of individual plans for improvement, the project leaders from each of the institutions have been working together to improve transfer for all students in the Tulsa region. It is extraordinary to have seven institutions collaborating to improve transfer in a region; the Tulsa institutions are providing a model for other regions across the nation. The institutional representatives have held numerous meetings which have already resulted in better communication and collaboration between all the institutions. These meetings led to the development of collaborative initiatives and agreement on four collaborative projects for 2019.



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- **Regional Transfer Philosophy Statement**

Draft Statement: The Tulsa Transfer Collaborative is a group of public and private higher education institutions committed to working together to increase baccalaureate attainment in the region by providing seamless and supported transfer pathways for students with minimal loss of credits. Members actively communicate, plan, and share data to ensure students are supported in transfer exploration, scholarship opportunities, degree planning, and articulation.

- **Activities for the National Transfer Week, October 21-25**

TCC will host representatives from the four-year institutions for sessions to provide access for their students. TCC will also have trips to the four-year institutions for their students to visit different campuses. Each institution is planning ways to recognize and celebrate transfer during the week.

- **Regional Transfer FAQs**

The project team developed the list of most Frequently Asked Questions that appears in this report.

- **Regional Transfer Report**

In addition to representatives from each of the partner institutions, the development of this first Regional Transfer Report was supported by Michael DuPont from the Schusterman Family Foundation and a Gardner Institute team.

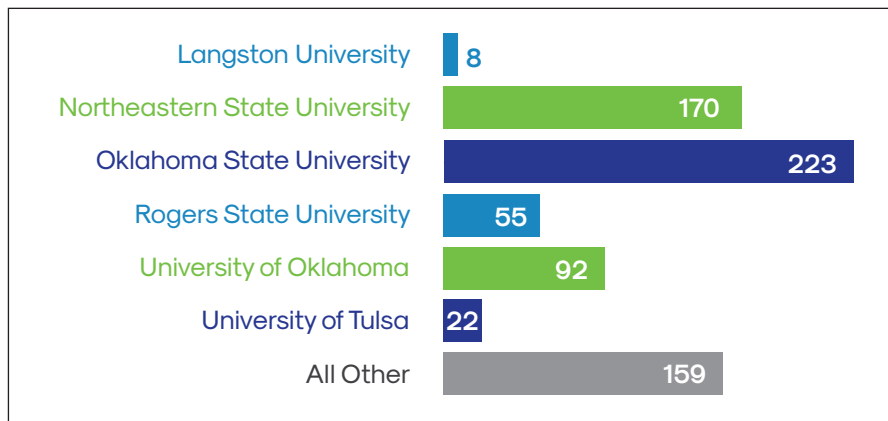


Tulsa Area Data and Trends on Transfer

Tulsa Community College Transfer Data

Twenty-two percent (729) of the 3,264 Fall 2015 TCC first-time entering students transferred to a four-year institution within three years. Seventy-eight percent (570) of those students went to one of the Tulsa Transfer Project partner universities, see Figure 1. If you consider only the 2,405 Fall 2015 first-time student cohort who were in a transfer major (AA/AS) or undecided transfer student, the rate of transfer within three years was 27%.

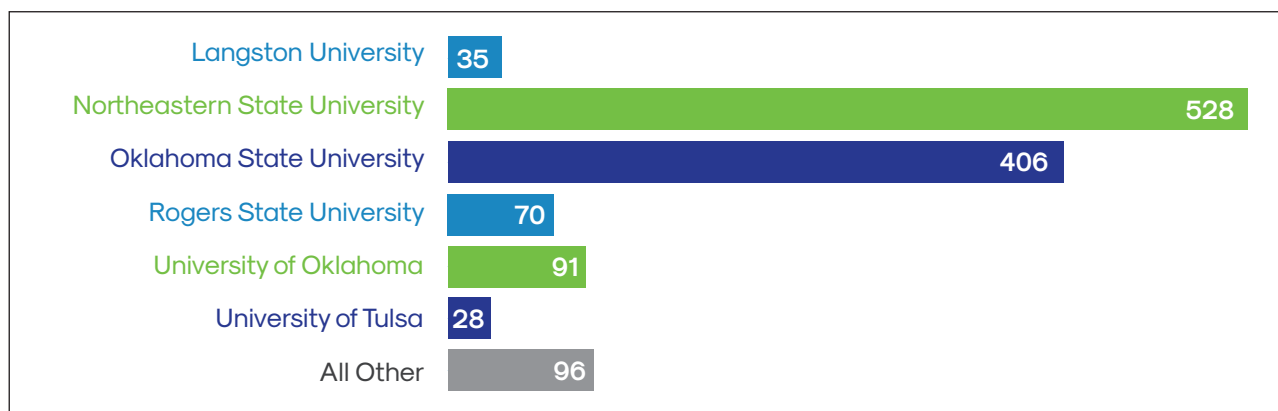
Figure 1: TCC Fall 2015 First-Time Students Who Transferred to a Baccalaureate Institution Within Three Years



Note: The data includes all branches of the universities.

Of the 2,362 AY 14-15 TCC graduates, 1,254 (53.1%) transferred to a four-year institution within three years of graduation from TCC, see Figure 2. Of the 1,254 graduates who transferred, 733 (58.5%) earned a bachelor's degree within three years of graduating from TCC. For the 1,552 AY 14-15 students who graduated with a transfer degree (AA or AS) 69.6% transferred to a four-year institution. Sixty-three percent of the AA or AS graduates earned a bachelor's degree within three years of graduation from TCC.

Figure 2: Academic Year 14-15 TCC Graduates Transfer Institutions



Note: The data includes all branches of the universities.

The top programs TCC students take prior to transferring to the regional collaborative partner institutions include:

- AA, English; AA, Enterprise Development: General Studies; AA, Liberal Arts; AA, Pre-education: Elementary, AA, Psychology;
- AS, Accounting; AS, Business Administration; AS, Engineering-Mechanical Engineering; AS, Human Services: Pre-Social Work; AS, Pre-Nursing; and
- AAS, Nursing.

Transfer Data from the Tulsa Transfer Collaborative Universities

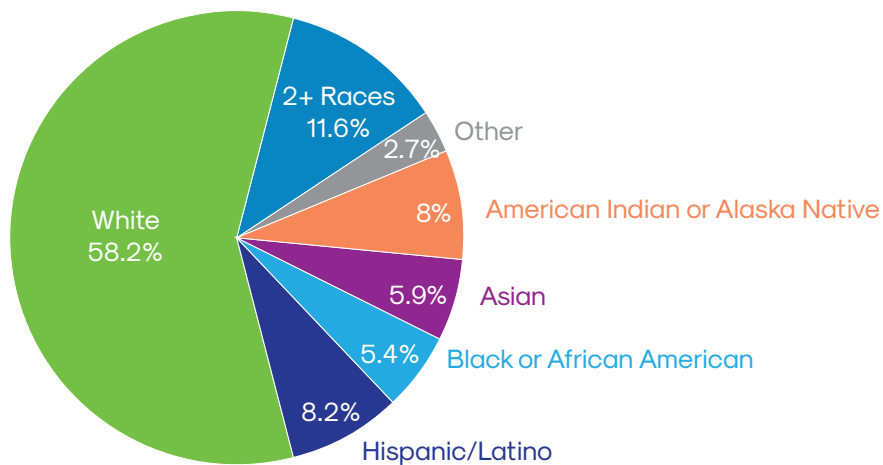
Enrollment: Each of the universities in the Tulsa Transfer Collaborative reported the number and demographic characteristics of the TCC transfer students who were enrolled in their institution in Fall 2018. A total 3,776 TCC transfer students were enrolled in these institutions. Of these transfer students, 61% were female and 39% male. The TCC transfer students were an ethnically diverse group, see Figure 4.

Figure 3: TCC Transfer Students' Destination Collaborative University in Fall 2018

Counts Include All Campuses		Counts Include Only Tulsa Campus	
Langston University	114	University of Oklahoma-Tulsa	182
Rogers State University	383	University of Tulsa	195
Northeastern State University	1855	Oklahoma State University-Tulsa	1047

Note: In fall 2018, there were a total of 1,318 TCC transfer students attending OU and 3,036 attending OSU. These numbers reflect enrollment across all their campuses.

Figure 4: Race/Ethnicity of the Fall 2018 Transfer Students from TCC to Regional University Partners



The ten top majors at the receiving universities for these transfer students are shown in Figure 5. While some majors were popular across several of the regional universities, the top ten transfer majors for TCC students vary considerably across the institutions. OU-Tulsa offers limited bachelors degree programs in nursing, radiation sciences, early childhood education, and social work. Table 1 shows the top majors at each of the other partner institutions.

Figure 5: The Top Majors for TCC Students Enrolled at a Tulsa Collaborative University

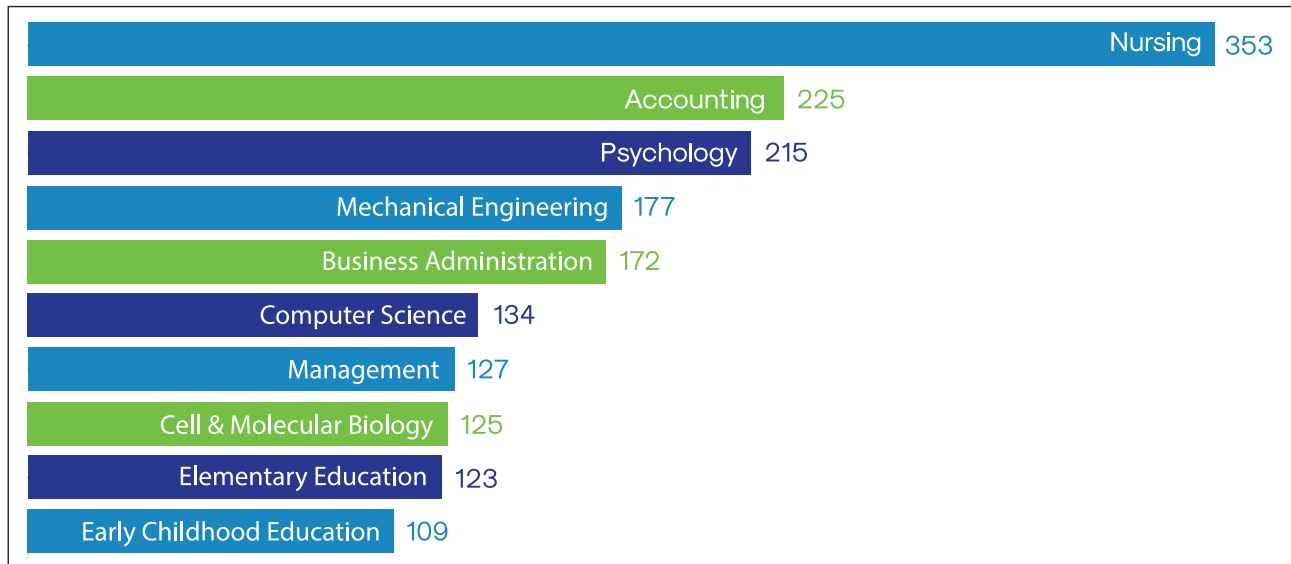


Table 1: Top 10 Baccalaureate Majors for TCC Transfer Students by University

Langston University	Northeastern State University	Oklahoma State University Tulsa	Rogers State University	The University of Tulsa
Nursing	Psychology	Mechanical Engineering	Business Administration	Nursing
Rehabilitation Counseling	Accounting	Management	Nursing	Mechanical Engineering
Rehabilitation Services	Cell & Molecular Biology	Finance	Visual Arts	Biology
Business Administration	Business Administration	Marketing	Biology	Chemical Engineering
Corrections	Criminal Justice	Management Information Systems	Business Information Technology	Accounting
Health, PE, and Recreation	Elementary Education	General Business	Social Science	Computer Science
Entrepreneurial Studies	Nursing	Accounting	Communications	Petroleum Engineering
Health Administration	Social Work	Computer Science	History	Psychology
Psychology	Early Childhood Education	Human Development and Family Science	Organizational Leadership	Art
Broadcast Journalism	Computer Science	University Studies	Liberal Arts	Electrical Engineering

Bachelor's Degrees: During the 2018-2019 academic year a total of 1889 bachelor's degrees were awarded by the Tulsa Collaborative Universities to students who had previously transferred from Tulsa Community College. Table 2 shows the bachelor's degree recipients by university.

Table 2. 2018-2019 Bachelor's Degrees Awarded by Institution

Tulsa Collaborative University	Tulsa Community College Transfer Students
Langston University	6
Northeastern State University	594
Oklahoma State University	898
Rogers State University	53
The University of Tulsa	49
University of Oklahoma	289

Note: The data includes all campuses of the universities.

Regional Transfer Frequently Asked Questions:

What happens to my GPA when I transfer?

At most public institutions, all courses you have taken at any previous institution will be included in your cumulative GPA. Depending on the institution and program, minimum GPA requirements generally range from 2.0-2.75. Students not meeting the minimum GPA requirements may have the opportunity to be admitted on probation.

When should I start meeting with my four-year advisor to discuss how my courses transfer?

We recommend you start meeting with your four-year advisor as soon as you decide you wish to transfer. Program pre-requisites and course equivalencies vary by institution and major, so it is important to work with both your two-year and four-year advisor beginning at least one year before you transfer.

What happens to my financial aid when I transfer?

You will need to submit a FAFSA to determine your eligibility for federal, state, and institutional aid at your transfer college or university. The Financial Aid Office will review your application and develop a new award package based on their cost of attendance. This aid package may not be the same as the one from your previous institution since tuition and fee costs will vary.

Submit your FAFSA as soon as possible on or after October 1 for the upcoming academic year for maximum financial aid consideration. If you are undecided about your transfer institution or will be transferring in the middle of the year, you may list multiple school codes on your FAFSA application. List all schools that you are considering.

You might need to take classes at two institutions at the same time. You can receive federal financial aid (Pell, SEOG, Work-study, Direct Loans) from only one institution during a semester. A financial aid consortium agreement can allow your primary institution to award you financial aid based on your combined hours between the two schools. The class you take at the secondary institution must be required for your degree and approved by your academic advisor. Visit with the Financial Aid office for information and requirements pertaining to the consortium agreement. Both institutions must approve the agreement in order to receive aid for the combined hours.

Remember, allow plenty of time for the processing of your financial aid. Apply early so that your financial aid will be in place for a stress-free start at your new institution.

Can I attend TCC while attending another school?

Yes, however, to receive a bachelor's degree, students will still need to complete a minimum of 60 credit hours at a four-year institution. In addition, this may affect your financial aid options at your transfer institution. Please reach out to a financial aid advisor at your institution of interest for more information.

Should I get my associate degree before transferring? Does my AAS/AAA transfer the way that an AA or AS does?

Research shows that a student who completes an associate degree BEFORE transferring has a better chance of completing a bachelor's degree. It is Oklahoma state policy, that if you complete your associate of art or science (A.A. or A.S.) your general education requirements will be waived at the Oklahoma four-year institution. This means, unless a particular general education course is needed as a pre-requisite for your intended major, you will not have to take any more general education courses after you transfer.

Many articulation agreements exist for A.A., A.S., and A.A.S. degrees between Tulsa Community College and four-year institutions. If you follow the articulation agreement, and complete your degree, you should be on the right track to graduate with your bachelor's degree in a timely manner.

How do I find out what courses transfer?

Courses from all regionally accredited colleges and universities will transfer to Langston University, Northeastern State University, Oklahoma State University, University of Oklahoma, Rogers State University, University of Tulsa, and Tulsa Community College. However, individual courses may transfer differently depending on the institution to which you are transferring. Transfer courses that do not apply to the degree plan will count as general electives at the transfer institution. Prospective transfer students should visit with an advisor at their chosen transfer institution to confirm how their courses will transfer.

Are transfer scholarships available?

Many institutions offer scholarships for transfer students. Check with your transfer institution to learn about scholarship opportunities that are available to incoming students. Obtain information on how to apply for scholarships, application deadlines, and requirements for qualifying. Don't wait until the last minute to apply for scholarships. Funds may be limited, so apply early!

How much are tuition and fees at transfer institutions?

The cost of tuition, fees and books vary with each college and university. Check the transfer institution's website for cost information as well as available tuition estimator tools.

How does my transcript get to my transfer institution?

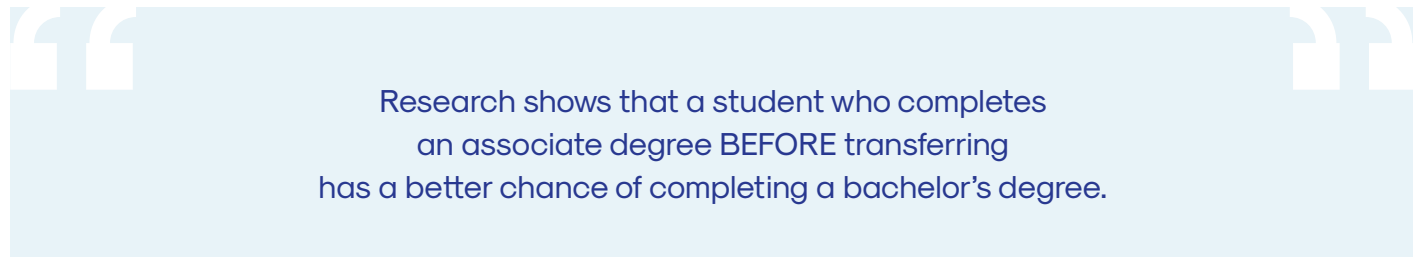
When transferring to another institution, you will need to request an official transcript from each college or university that you have attended. Contact your school's Registrar's office or web site for information on requesting a transcript. Be sure to provide the mailing information for your transfer institution. Most schools will want to receive the transcript in a sealed envelope. Your transfer institution may accept electronic transcripts; check with both the sending and receiving institutions regarding their process for electronic records. Be sure to ask your current institution if there is a charge for sending paper or electronic transcripts. Before requesting your record, check for holds or account balances that may place a hold on sending your transcript.

What bachelor's degrees can I get in Tulsa?

You can finish many bachelor's degrees in the Tulsa area. Through partnership between TCC and area four-year institutions, you have many options. The availability of online courses increases the options. For a complete listing of bachelor's degrees available in the area, visit the web sites for the institutions you're interested in attending.

When/how do you apply to the school you are transferring to?

In general, programs request that you submit an application one semester before you intend to begin. Please be in touch with an advisor in your program of interest to get more information. Make sure you're aware of application deadlines at each institution you're interested in attending!



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has a better chance of completing a bachelor's degree.

1 Shapiro, D., Dunder, A., Huie, F., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2017, July). Tracking transfer: Measures of effectiveness in helping community college students to complete bachelor's degrees (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.

2 2017 American Community Survey, US Census Bureau. <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>



The Charles and Lynn Schusterman Family Foundation (Schusterman) is a global organization that seeks to improve lives, strengthen communities and reduce inequality. Our philanthropic vision is grounded in a commitment to pursue justice, repair the world and treat all people with dignity and civility. We invest in efforts to improve public education in the United States, strengthen the Jewish people and Israel, and address the needs of marginalized individuals and communities.

schusterman.org | information@schusterman.org



The John N. Gardner Institute for Excellence in Undergraduate Education is a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with teaching, learning, retention, and completion. Through its efforts the Institute will strive to advance higher education's larger goal of achieving equity and social justice.

jnigi.org | info@jnigi.org