



Criterion 3

Student Learning &
Effective Teaching



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Criterion 3

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Criterion 3: Student Learning & Effective Teaching

NSU provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Northeastern State University's mission to empower students through a culture of learning and discovery is the same today as it was when the institution was first established in 1846. Engaged student learning and teaching effectiveness are, and have always been, the pillars of educational learning and student enrichment at NSU.

To remain on the leading edge of learning and discovery, NSU embarked on a comprehensive evaluation of its strategic plan that led to [Charting the Second Century: 2009-2014](#). This process further led to the [Academic Prioritization Process](#), whereby general education, program offerings, and all courses offered at NSU are comprehensively evaluated.

NSU was also admitted to the four-year Higher Learning Commission Academy on Student Learning Outcomes in 2010. Consequently, NSU is enhancing, monitoring, and modifying assessment measures and student learning outcomes for general education classes. In the near future, NSU will compare prior general education requirements to the new requirements in terms of learning outcomes. This data will provide a baseline for comparison to general education achievement tests, student perceptions of competence in the seven goals, satisfaction with the curriculum, and other variables related to student engagement (NSSE) and personal development.

As evidenced in the following criteria, NSU is fulfilling its mission statement and is well on the way to accomplishing the projects proposed to the assessment academy.

CORE COMPONENT 3a

NSU's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NSU took significant steps to ensure student learning outcomes are carefully defined, clearly stated, and effectively assessed. To ensure that NSU meets students' needs, the university first asked, "What do we want our students to know and be able to do in today's globally competitive environment?" With this fundamental question, the university created a "culture of assessment" where programs and courses are carefully analyzed and evaluated in an attempt to ensure that students are adequately armed for success in today's ever-changing world. To accomplish these goals, programs and curricula are evaluated to ensure that:

- » Courses meet students' needs
- » Courses meet employer and community needs
- » Courses provide the knowledge and skills necessary for students to be competitive on a global scale
- » Courses and curricula are properly aligned with overall program objectives
- » Courses and curricula are aligned with nationally recognized standards for the field

GETF Learning Activities

Table 3.1

- » Leadership Development
- » Collaboration
- » Creativity and Imagination (both individual and collaborative)
- » Social Awareness (includes civic engagement and community service)
- » Integration of Skills and Knowledge
- » Tolerance for Ambiguity
- » Improved Written Communication
- » Adaptation to Changing Environments
- » General Research (with or without technology)
- » Critical Thinking
- » Problem Solving
- » Understanding One's Culture and the Culture of Others

The GETF developed and aligned learning activities with respective General Education content areas to more effectively achieve the desired learning outcomes.

Program and course offerings are regularly evaluated to remain dynamic in today's changing world. As such, NSU philosophically shifted from an "input" process to what is more accurately classified as an "output" process that meets the demands of a continuously evolving global society.

For example, the [GETF](#) was appointed in 2007 to review the general education requirements at NSU. The GETF held more than 30 meetings during the course of two years, conducting a due diligence analysis of requirements set forth by OSRHE. The task force reviewed similarly situated educational institutions, recommendations from community members and stakeholders through surveys, and constituent feedback during focus group encounters, town hall meetings, and brown bag luncheons. After this comprehensive analysis, the GETF identified seven content areas from which general education requirements are derived. They include written and oral communication, social and behavioral science, global perspectives, life skills, humanities, natural sciences, and quantitative analysis. The GETF recommended goals to be achieved through learning activities and a refinement of skills. These GETF learning activities are set forth in Table 3.1.

As stated by Provost Martin Tadlock, "Such a curriculum can empower individuals by providing a broad base of knowledge, transferable skills, and a strong sense of value, ethics, and civic engagement. The current revision was a chance to assess how we can provide students with real opportunities to encounter important issues and how we can meaningfully assess learning as those encounters take place. This work was important to curricula and pedagogy across all academic programs since general education is the base for all academic majors."

The GETF updated and modified the general education requirements. The General Education Capstone Course ([Univ 2091 Syllabus](#)), a one-semester, one-hour class, was created as a means for students to conceptualize what they learned in the seven general education content areas. This course integrates all the individual General Education areas together by using a technology-based system of assignments that includes blogs, Blackboard, chat rooms, and smart phone activities.

The GETF also required students to demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. The new general education curriculum was approved by OSRHE and implemented in fall 2010. To facilitate transition from old general education requirements to new general education requirements, NSU created a [General Education FAQs website](#).

The Red Balloon Project

To further focus on assessment, NSU is also a proud member of the [Red Balloon Project](#). This project, sponsored by AASCU, helps member institutions re-imagine and redesign undergraduate education for the 21st century. This initiative helps colleges and universities address a complex set of challenges including transformational changes in technology, reductions in funding, shifting student demographics, growth of the private sector in higher education, demands for greater accountability, and more.

Membership in the Red Balloon Task Force consists of faculty, staff, and administrators representing each of NSU's campuses. The following projects related to the Red Balloon initiative directly impact students and student performance:



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- » The implementation of the Wimba Suite into Blackboard to communicate point-to-point with faculty and colleagues
 - » Creation of a partnership with [CIBT Education Group Inc.](#) to implement a Global Learning Center on the Broken Arrow campus
 - » Creation of multiple international opportunities for students (such as teaching opportunities for graduate students in China)
 - » Creation of the College of Extended Learning at the Broken Arrow campus
 - » Implementation of a new NSU data system and student portal
 - » Adoption of an online tutoring service for students
 - » Creation of multiple service and community engagement opportunities for students
 - » Creation of a facilities plan and a larger investment in campus facilities
- » Awarding points if specific review standards are met
 - » Providing substantial, constructive, and specific comments with regard to areas for improvement and existing strengths of the course

NSU's commitment to the Quality Matters and online course assessment review reflects current national standards of best practices and research while affording a dynamic platform of change tempered to fit the changing needs of the student population.

University, College, and Departmental Accreditation

As part of NSU's assessment process, each college and program identifies goals and objectives calculated to ensure student success. These goals, objectives, and class descriptions are stated in the [undergraduate catalog](#) and the [graduate catalog](#), and are in accordance with the policies set forth by OSRHE and RUSO. In addition, many programs are accredited by discipline specific, external accrediting agencies (see Core Component 1c).

Understandably, nationally recognized accreditation agencies ensure overall integrity of curriculum. This integrity is further ensured in that OSRHE must approve major program changes, curriculum offerings, or academic standards. Because OSRHE is a public agency appointed by the governor, meetings are subject to the open records and open meetings acts, ensuring transparency.

Assessment of Student Learning and Teaching

The first step in any program assessment is to create and annually update the objectives in all academic majors. At

Quality Matters

Another outstanding example of commitment to quality assessment programs is NSU's recent certification of 15 faculty members in the [Quality Matters](#) evaluation and training program. This NSU-sponsored training process is a continuous improvement model for assuring the quality of online courses through a faculty review process. The centerpiece of Quality Matters is the QM Rubric based on research-supported and published best practices that provide a set of standards by which to evaluate the design of online and blended courses. By subscribing to Quality Matters, NSU creates a collegial assessment review process of online and blended classes where reviewers provide feedback on the course design in two ways:



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NSU, this is a constant and ongoing process where faculty, chairs, and deans in each discipline continually review learning objectives, goals, activities, and assessment methods for consistency, content, currency, and format. This in-depth process was instituted in the spring of 2002 under the auspices of Academic Affairs, with the input of the NSU Assessment Committee. Once established, the Assessment Committee has become a standing committee that provides guidance and oversight in the assessment processes. This comprehensive assessment process was explained to faculty and administrators during the spring of 2002, and is clearly communicated on a biannual basis to all existing and new faculty during college meetings. As such, NSU regularly reviews and differentiates learning objectives for programs and course offerings for all curricular offerings.

NSU periodically reviews acceptance criteria for incoming freshmen. First adopted in the [2003-2004 Assessment Plan](#), first-time freshmen and freshmen transfer students who attained six or fewer hours with less than 19 on ACT sub-scores are required to complete English, mathematics, reading, and science placement examinations prior to enrollment. Enrollment Services and the Office of Academic Affairs track student progress in order to determine effectiveness of the program.

NSU further requires a two-hour Freshman Orientation class of all incoming freshmen. This class discusses available student services and administrative support. In addition, students complete a learning styles inventory exam that assists with identifying potential difficulties. This exam was adopted from Oklahoma Institute of Learning Styles ([OIL](#)), and is very effective in guiding freshmen to succeed in the academic environment. OIL provides

freshmen an idea of how to learn through the Dunn and Dunn Learning Styles inventory, given during Freshman Orientation.

College departments frequently review learning objectives, activities, and assessment methods based on the unique needs of each major. Frequently, these learning outcomes are linked to a respective learned society or accreditation body. For example, NSU completes the [OSRHE Assessment Report](#) that provides evidence, on an annual basis, that program and student learning objectives are being met. The primary objective of this formal assessment process is to:

- » Enhance overall capacity to successfully enroll and retain students
- » Increase system-wide efficiencies and cost savings
- » Strengthen financial support for Oklahoma college students
- » Improve instructional quality
- » Utilize Brain Gain performance funding to enhance student success and academic quality
- » Broaden economic development activities
- » Advance access to and quality of technologies to support system-wide programs and services

These and similar ongoing assessment processes are directly linked to NSU's mission statement, as well as college and department mission statements. More recently, NSU supplemented outcome assessments with initiatives critical for student success. For example, the new Assessment in the Major Report includes assessment tools, criteria for success, results, action plans, future objectives, and requested resources. Consequently, the program reporting form is dynamic and

Assessment in the Major Report for FY 2011-2012

Figure 3.1

Program Being Assessed _____

College of: _____ Department _____

Mission Statement of your academic major: _____

Name of your professional association or accrediting agency that defines your program (major) objectives: _____

<i>Student Learning Outcomes</i>	List the student learning outcomes for your program	
<i>Assessment of Outcomes</i>	Which student outcomes did you assess?	
<i>Assessment Tools</i>	What assessment tools did you employ to determine whether these student outcomes were reached? Describe how these tools were administered.	
<i>Criteria for Success</i>	What was the minimum result you could have obtained through the assessment that still indicated that each student outcome had been met?	
<i>Assessment Results</i>	For each assessment tool identified list: <ul style="list-style-type: none"> » The outcome or results for each learning objective assessed » Number of students assessed » Number of students passed » Your evaluation of assessment results in relationship to established criteria for success 	
<i>Plans for the Future</i>	Based on what you now know about how well your students performed, describe your action plan for next year. What will you start doing differently, stop doing altogether, or continue to do in the same way?	

Person responsible for completing this form: _____ Submission date: _____

Please email this report to your department chair, your dean, and the graduate dean (if you are on a graduate program).

This report is due June 15, 2011.

constantly being reviewed for improvement. The Revised Assessment in the Major Report is reproduced in Figure 3.1.

Due to implementation of this dynamic and in-depth assessment program, several significant institutional changes have been made. The Mathematics department revised two remedial courses and adopted better textbooks as a result of student input, recent assessment data, and overall student performance. The Mathematics department, as well as the English department, implemented zero level classes that are self-paced where students are allowed to proceed at a benchmark (criteria driven) level. Department chairs are required to review syllabi and assure mandatory language (such as class descriptions and ADA compliance) is present. To augment college and departmental efforts, NSU has instituted [Writing Centers](#) on the Tahlequah and Broken Arrow campuses, staffed with trained and qualified tutors to assist with student writing needs.

One particular assessment success story is that of the Social Studies Education (SSED) department. SSED faculty members use a variety of assessment tools, including the [Oklahoma Subject Area Test](#) (OSAT) that evaluates Field 017 (U.S. History/Oklahoma History/Government/Economics) and Field 018 (World History/Geography). NSU candidates achieved better performance on Field 017 than on Field 018. This difference highlighted concerns about delivery methods. After careful analysis, SSED created two non-Western world history survey courses, Early World Civilizations to 1500 and Modern World Civilizations since 1500. They also revised the degree plan to require these two new courses, and require an additional advanced world history course. After implementation of these changes, student performance in the Field 018 exam has radically improved, thus reflecting how course curriculum assessment improves overall student performance rates.

The SSED story is only one of many such success stories at NSU. Through curriculum review, the Criminal Justice department recognized a need for Homeland Security classes. As a result, NSU's newly created Homeland Security

option is one of the university's fastest growing programs. Additional examples of successful program revisions are contained in the [Annual Regent's Assessment Report 2009-2010](#) exhibited in Table 3.2.

(Continues on page 100)

Examples of Program Revisions Based on Ongoing Assessment Measures

Table 3.2

Counseling Psychology, M.S. (019) - Two courses, statistics and a course emphasizing analytical reasoning (such as Experimental Psychology, Research Methods, Analytical Geometry) or logic, were outdated and accordingly deleted from the undergraduate pre-requisites for admission to the program.

Higher Ed. Administration and Services, M.S. (052) - NSU created a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.

Speech-Language Pathology, B.S. (087) - SLP 4213: Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313: Diagnosis of Speech and Language Disorders was deleted. These changes were based on the needs of the students.

Environmental Science, B.S. (135) - GEOL 4113: Oceanography was added to the Geosciences track course options.

Health and Kinesiology, M.S. (142) - PED 5803: Curriculum Construction in Health, Physical Education and Human Performance became PED 5803: Current Research Issues in Physical Activity and Health.

Management, B.B.A. (054) - The change allowed students to choose 9 hours from a list of four courses.

Music, B.A. (060) - Jazz Studies option: A new course, HUM 2443: Humanities in African-American Culture, replaced a humanities seminar, HUM 2403: Global Humanities (African-American Arts).

Business Administration, B.B.A. (012) - General Business Option: Two courses are required rather than all 12 hours selected through approval by the department chair. Students must take 6 hours to include IBUS 4843: International Business and one of the following: MGMT 4103: Business Decision Analysis or MKT 4333: Marketing Research.

Counseling Psychology, M.S. (019) - PSYC 5743: Intellectual Assessment was dropped from the major and replaced by PSYC 5693: Psychopharmacology. This brings NSU in line with accreditation standards and provides students with an understanding of the relationship between mental illness and legal and illegal substance use.

Early Childhood Education, B.S.Ed. (023) - HFS 4293: Health and Nutrition of Young Children was replaced with HFS 3223: Infant/Toddler Development, and PSYC 4133: Psychology of the Young Child was replaced with HFS 4213: Child Guidance.

Human and Family Science, B.S. (045) - Added an option in Early Care after careful review by the department, input from colleagues in the college, and guidance from students.

International Business, B.B.A. (126) - The degree was changed to 12 hours of international business courses, which include an experiential learning component (study abroad, internship, independent study), and 12 hours in one of four structured options (finance/economics, information systems, marketing, global strategies).

Music, B.M.E. (062) - A second course in vocal diction, recommended by NASM, was added to the degree.

Professional Education Core - EDUC 4172: Assessment and Evaluation was added to the full internship block of 12 hours. As a result, EDUC 4056: Elementary Intern Teaching and EDUC 4066: Secondary Intern Teaching, were reduced by 2 hours each.

Bachelor of Business Administration Core - BADM 3963: Quantitative Methods in Business was added to the business core.

Social Studies Education, B.A. Ed. (080) - Six hours of world history classes were added to the curriculum. These changes boost the world history curriculum content and prepare students better for taking the state certification exams.

Biology, B.S. (115) - The biology program went through a major curriculum revision based upon recommendations of the previous program review consultant. The consultant specifically recommended looking at course redundancy and recommended modifying the curriculum to keep content current with modern biology. In response, the department made the changes as recommended by the consultant. The new biology curriculum replaced the old introductory course sequence with a modern series of courses emphasizing evolution and diversity, and research methodology in a new freshman level lab for majors.



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In addition to assessment of college credit offerings, faculty, staff, and administrators frequently review noncredit course offerings. One such example is when NSU recently instituted a [Certified Financial Planner Certification Program](#). This new and innovative program includes a bachelors degree option and noncredit (certificate) option for qualified individuals. This is the only board-certified CFP certification program in eastern Oklahoma.

NSU is reviewing the viability of offering both credit and non-credit (certificate) offerings through the recently established College of Extended Learning ([CEL](#)). To supplement credit offerings, NSU offers [continuing education](#) opportunities that target personal enrichment classes for students and the community. These continuing education classes include profes-

sional development, such as computer, management, industrial safety, small business classes, certified financial planner, sports, and special interest classes.

NSU also assesses the effectiveness of the university’s quality of education through administration of tests that reveal student achievement in comparison to national benchmarks. Other programs, such as the teacher education program, require candidates to create a portfolio to document competency on state standards. A sampling of the assessment tests and portfolio requirements is reproduced from the [Annual Regent’s Assessment Report 2008-2009](#). As evidenced, NSU administers a litany of capstone exams and portfolio documents in an effort to determine the overall quality of teaching and learning delivered through program offerings (see Table 3.3.)

(Study continues on page 106)

NSU Assessment Tests			
<i>Table 3.3 (continues on next page)</i>			
Code	Program	Assessment Tests	Portfolio Required
001	Accounting - B.B.A.	ETS - Financial Accounting Core	No
004	Health Care Administration - B.S.	Faculty Developed Test	
005	Art - B.A.	GPA Test Measure	Portfolio
006	Art Education - B.A.Ed.	State Teacher Certification Test	Pre/Post Art Portfolio
012	Business Administration - BBA	ETS Business	
014	Chemistry - B.S.	ETS - Major Field Chemistry	
018	School Counseling M.Ed.	OSAT/CPCE	Yes



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NSU Assessment Tests

Table 3.3 (continues on next page)

Code	Program	Assessment Tests	Portfolio Required
019	Counseling Psych - M.S.	CPCE	
020	Criminal Just - B.S.	ACAT	
023	Early Child Ed - B.S.Ed.	OSAT - State Teacher Certification Test	Yes
025	Elementary Education - B.S.Ed.	OSAT - State Teacher Certification Test	Yes
028	English - B.A.	Capstone	
029	English - B.A.Ed.	State Teacher Certification Test	Yes
030	Finance - B.B.A.	ETS	No
036	Geography - B.A.	Faculty Developed Pre-Test (GE)	
NA	Business Core (required classes)	ETS	
040	Health and Human Performance - B.S.	Faculty Developed Test/ Interview	
041	Health and PE - B.S.Ed.	State Teacher Certification Test/Teacher	Yes
042	History - B.A.	ACAT-Major Field History Test	
045	Human and Family Science	Portfolio / Project	Yes
047	American Indian Studies - B.A.	Faculty Developed Test	



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NSU Assessment Tests

Table 3.3 (continues on next page)

Code	Program	Assessment Tests	Portfolio Required
050	Mass Communications - B.A.	GPA Test Measures	Yes
054	Management - B.B.A.	Business Core	
055	Marketing - B.B.A.	Business Core/Faculty	
056	Masters Business Administration - M.B.A.	Oral Presentation	
057	Mathematics - B.S.	ETS	
058	Mathematics - B.S.Ed.	State Teacher Certification Test	Yes
059	Medical Technology - B.S.	National Registry Exam (NAACLS)	
060	Music - B.A.	Faculty Developed Test in Music History and Theory. Recitals Required	Performance Recital
062	Music-Education - B.M.E.	State Teacher Certification Test Recitals Required	Yes
069	Political Science - B.A.	PACAT-Political Science Test plus Faculty Developed Test	
072	Psychology - B.A.	Assess GE (faculty developed)	
075	Reading - M.Ed.	State Teacher Certification Test	Yes
076	Safety Mgmt - B.S.	Faculty Developed Test	



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NSU Assessment Tests

Table 3.3 (continues on next page)

Code	Program	Assessment Tests	Portfolio Required
080	Social Studies (History) - B.S.Ed.	State Teacher Certification Test	Yes
081	Sociology - B.A.	Faculty Developed Test	
082	Spanish - B.A.	ACTFL/NCATE	
083	Spanish - B.A.Ed.	SOPI / State Teacher Certification Test	Yes
084	Special Ed-Mild/Moderate Disorders - B.S.Ed.	State Teacher Certification Test	Yes
085	Criminal Justice - M.S.	Program completion	
087	Speech-Language Pathology - B.S.	National Exam	
090	Communication Studies - B.A.	Uses student GPA	
093	Hospitality and Tourism Management - B.B.A.	Business Core; Teacher Made Exam; Simulation (CMP)	Senior Project
096	Industrial Management - M.S.	Faculty Developed Test	
097	Vision Science - B.S.	Optometry National Board	
100	Computer Sciences - B.S.	Science Option - ETS-Major Field Exam	No
102	Social Work - B.S.W.	PACAT-Social Work Curriculum	



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NSU Assessment Tests

Table 3.3 (continues on next page)

Code	Program	Assessment Tests	Portfolio Required
103	School Admin M.Ed.	OSAT - State Teacher Certification Test	Yes
104	Nursing - B.S.N.	NLN-Comprehensive Basic Nursing Test	Yes
106	Communication Arts - M.A.	GPA and Conference Attendance	
107	Optometry - O.D.	National Board of Examination in Optometry	
112	American Studies - M.A.	Faculty Developed Test/Oral Exam	
115	Biology - B.S.	ETS-Major Field Achievement Test-Biology	
117	Early Childhood Ed - M.Ed.	ECED or Capstone	Yes
120	Science Ed - B.S.Sci.Ed.	State Teacher Certification Test	Yes
123	Information Science - B.B.A.	Faculty Developed Test	No
124	Teaching - M.Ed.	MAT	Yes
125	Environmental Management - B.S.	P/P Faculty Developed	
126	International Business - B.B.A.	Faculty Developed Test	
128	Theater - B.A.	Faculty Assessment, Capstone	



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NSU Assessment Tests

Table 3.3

Code	Program	Assessment Tests	Portfolio Required
129	Library Media and Information Technology - M.S.	State Certification Exam	Yes
132	General Studies	Satisfaction Survey	
133	Technology - B.T.	NAIT	
136	Entrepreneurship - B.B.A.	Self Assessment	
137	Speech-Language Pathology - M.S.	ASHA	
138	Mathematics Education - M.Ed.	Capstone Project	Yes
139	Science Education - M.Ed.	Rubric/Capstone	Yes
142	Health and Kinesiology - M.S.	Written Composition/thesis	
141	Cherokee Education	CE - IC	Yes
146	Substance Abuse Counseling - M.S.	LADC/CACREP	
052	Higher Education Leadership - M.S.	Revised Program	
144	Visual Communication	GPA Test Measures	
130	M.A.F.A.	GMAT/Grades	



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In the College of Optometry, students are required to complete a publishable quality research project or submit a poster to [Oklahoma Research Day](#) or some other professional meeting. Other colleges participated in the first Oklahoma Native American Research Symposium, [Sustaining Culture through Research and Knowledge](#), a fall 2011 symposium that provided an opportunity for faculty, staff, and students to present and display posters as they learn more about research and how it can benefit their discipline and American Indian communities.

Another example is the [art capstone experience](#). Art students display works at the NSU Art Gallery in Tahlequah, thereby introducing them to the professional practice of being an independent artist. It teaches self-promotion, as well as marketing and editing works of art.

In addition to [certification tests](#), [Assessment in the Major Reports](#), [course evaluations](#), [employer surveys](#), and discipline specific accreditation reports, NSU also subscribes to periodic program, departmental, and college self-study assessments. These assessments led to the establishment of five-year program goals that are tied to coursework. Through establishment of these goals, course syllabi are becoming more standardized, and learning objectives are identified in course offerings. The alignment leads to more uniform evaluations for core courses, and improved performance on comprehensive national and state exami-

nations. Multiple assessments at the course, program, and institution levels serve to triangulate data, whereby evidence-based decisions can be made based on the needs-based analysis.

As a public institution, data points such as graduation, retention, and passing rates on licensing and certification exams are available to external constituencies through the Office of Academic Affairs and the [Office of Assessment and Institutional Research](#) website. In addition, the Office of Assessment and Institutional Research compiles reports including [annual assessment reports](#), enrollment reports, common data sets, and various [college portrait](#) data.

Assessment of Program Offerings

NSU regularly reviews program offerings. Over the past decade, NSU added nine bachelor's degrees, seven master's degrees, and two post-baccalaureate certificate programs. During the same time period, 14 bachelor's degrees were deleted, along with one masters degree and two post-baccalaureate certificate programs. The new degree programs were a result of fulfilling the university's mission as a regional institution and meeting the demands of students and the constituent community. A comprehensive summary of program changes since 2002 is reflected in Table 3.4 on the following page.

(Continued on page 108)



Program Changes at NSU Since 2002

Table 3.4

New Program Since 2002	New Options	Programs Deleted Since 2002
<p>B.S. in Athletic Training - 2002</p> <p>B.S. in Environmental Science - 2002</p> <p>B.B.A. in Entrepreneurship - 2003</p> <p>B.B.A. in Finance/Financial Planning and a Certificate program in Financial Planning - 2004</p> <p>M.Ed. in Mathematics Education - 2004</p> <p>M.Ed. in Science Education - 2004</p> <p>Certificate in School Library Media - 2004</p> <p>B.A.Ed. in Cherokee Education - 2005</p> <p>M.S. in Health and Kinesiology - 2005</p> <p>Certificate in Writing Program Administration - 2005</p> <p>B.A. in Visual Communication - 2006</p> <p>B.S. in Organizational Leadership - 2007</p> <p>B.B.A. in Supply Chain Management -2007</p> <p>M.S. in Substance Abuse Counseling - 2007</p> <p>B.S. in Clinical Laboratory Science - 2009</p> <p>B.A. in Cherokee Cultural Studies - 2009</p> <p>M.S.N. in Nursing - 2010</p> <p>M.S. in Natural Science - 2011</p> <p>M.S. in Occupational Therapy - 2012</p>	<p>Criminal Justice- Homeland Security - 2005</p> <p>Professional M.B.A. - 2008</p> <p>Human and Family Sciences - Early Care - 2008</p> <p>Biology - Molecular Biology - 2011</p> <p>Science Education - Earth/Space Science - 2011</p>	<p>B.S. in Physics - 2004</p> <p>B.A.Ed. in Music Combined Instrumental and Vocal and Piano/Vocal 2004-2005</p> <p>B.A.Ed. in History Education</p> <p>B.A.Ed. in French - 2005</p> <p>B.S. in Athletic Training - 2007</p> <p>Psychometrist Certificate - 2007</p> <p>School Psychologist Certificate - 2007</p> <p>B.S.Ed. in Technology Education - 2007</p> <p>B.A.Ed. in Mass Communication Education - 2007</p> <p>B.S.Ed. in Family and Consumer Science Education - Vocational - 2007</p> <p>B.B.A. in Telecommunications Management - 2007</p> <p>B.S. in Industrial Operations Management - 2007</p> <p>B.S. in Environmental Management (combined with Safety Management under new name - Environ- mental Health and Safety Management) - 2008</p> <p>B.S. in Engineering Physics - 2008</p> <p>M.Ed. in Special Education - 2008</p> <p>B.S. in Medical Technology (combined with Clinical Laboratory Science under new name of Medical Laboratory Science) - 2009</p> <p>B.A.Ed. in Communication Education - 2009</p>

Student Progress: One-Year Retention Rates

Table 3.5

» Fall 2004 First-time, Full-Time Freshman Cohort: 65.6	» Fall 2008 First-time, Full-Time Freshman Cohort: 63.9
» Fall 2005 First-time, Full-Time Freshman Cohort: 63.5	» Fall 2009 First-time, Full-Time Freshman Cohort: 63.5
» Fall 2006 First-time, Full-Time Freshman Cohort: 64.5	» Fall 2010 First-time, Full-Time Freshman Cohort: 62.7
» Fall 2007 First-time, Full-Time Freshman Cohort: 64.2	

[Fact Book Academic Year 2010-2011](#)

Regional Institution 6-Year Graduation Rates

Table 3.6

Institution	2005-06	2006-07	2007-08	2008-09	2009-10	One-Year Difference	Five-Year Difference
UCO	30.8	31.8	32.1	35.4	34.8	-.06	4.0
ECU	36.5	37.9	34.4	32.8	32.3	-0.5	-4.2
NSU	32.6	32.0	27.8	28.5	27.9	-0.6	-4.7
NWOSU	28.7	37.3	35.9	32.0	31.2	-0.8	2.5
SEOSU	30.4	29.9	29.2	29.9	29.7	-0.2	-0.7
SWOSU	36.2	34.0	36.5	30.7	34.8	4.1	-1.4
Cameron	34.4	26.3	24.4	19.7	15.6	-4.1	-18.8
Langston	32.5	38.5	33.1	24.1	23.0	-1.1	-9.5
USAC	27.0	21.5	33.8	30.9	32.9	2.0	5.9
Panhandle	40.4	22.4	33.9	38.8	39.1	0.8	-1.3
RSU	15.8	10.0	14.8	12.9	11.0	-1.9	-4.8

OSRHE Brain Gain Tables for 2011

Assessment of Successful Teaching

The Office of Academic Affairs tracks student progress through [First-year Experience/Enrollment Services](#). According to the NSU [Fact Book Academic Year 2010-2011](#), the university's retention rate for first-time, full-time freshman cohort averages 64 percent (see Table 3.5).

Although the data for first-time freshmen reflect a progressive decline, this is a national trend. Similarly, Oklahoma has been cited as having some of the lowest graduation and [retention rates in the nation](#). But, as Table 3.6 exhibits, NSU's six-year graduation rates are comparable with other Oklahoma institutions.

In the state of Oklahoma, access to college is valued more than completion; thus, NSU focused more on increasing enrollment at intake and less on the quality of students admitted. NSU followed the OSRHE policy for admission, which was implemented in fall 2011, but previously pushed the limit on "at-risk" admissions.

In fall 2011, NSU admitted 50 percent fewer probationary applicants, and heavily screened those approved. The university promoted the use of [Map-Works](#) and [Smart-thinking](#), and supplemented with technological connections to low-performing students. Another strategic adjustment is the ability to leverage data more effectively through the Banner database system. The implementation of the [Strategic Enrollment Plan](#) (October 2011) will serve as a barometer to the student success initiatives that will allow NSU to systematically improve retention of all student types, especially the first-time, full-time freshman cohort.

Smarthinking Tutorial Usage

Table 3.7

Subject	Sessions	Hours	Usage
General Chemistry	607	221.27	36.9%
Essay Center & Writing	304	200.23	22.2%
Algebra	382	184.57	20.5%
Basic Math Skills	111	57.58	6.4%
Statistics	66	29.62	3.3%
Physics	40	24.05	2.7%
Geometry & Trigonometry	30	17.05	1.9%
Introductory Finance	42	16.42	1.8%
Calculus Single Variable	29	15.32	1.7%
Intro Accounting	28	8.72	1.0%
Math en Espanol	10	4.83	0.5%
Microeconomics Principles	11	3.93	0.4%
Organic Chemistry	6	2.57	0.3%
Biology	4	1.35	0.1%
Intro Human A & P	2	0.75	0.1%
Spanish	1	0.58	0.1%
Macroeconomics Principles	1	0.45	0.0%
<i>Total</i>	<i>1674</i>	<i>900.29</i>	<i>100.0%</i>

At the [Achieving the Dream](#) seminar in the fall 2011, OSRHE affirmed support of degree completion over access. This will also improve NSU's retention rate. NSU is now looking at quality versus quantity.

NSU is making efforts to increase freshmen retention rates. In 2010, the university implemented software programs such as [Map-Works](#) (early alert system) and [Smarthinking](#) (online tutoring) to assist retention efforts. NSU will thoroughly assess the value of these programs at the end of FY 2011-2012. However, preliminary evaluation reports of these two programs are very positive. For example, students are using Smarthinking tutoring services on a regular basis. According to preliminary data, NSU students actively used Smarthinking tutorial services more than 1,674 sessions totaling 900.29 hours in FY 2010-2011 (see Table 3.7).

NSU recently implemented the [Early Alert System](#), a program designed to detect students not attending class or who have poor grades at mid-semester. In addition, the university monitors student ability and satisfaction through a variety of surveys. These include the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, the ACT Student Opinion Survey, the College Student Experiences Questionnaire (CSEQ), and the National Survey of Student Engagement (NSSE). These and other such evaluations are located on the NSU [Annual Assessments](#) webpage for the general public to view.

NSU provides students an opportunity to complete class evaluations used by deans and chairs for retention, tenure, and promotion consideration. According to the 2008-2009 Annual Assessment Report, evaluations of courses and instructors show overall student satisfaction remains high. During fall 2008 and spring 2009, 24,901 evaluations of

Student Class Satisfaction

Table 3.8

	Fall 2008	Spring 2009
The course objectives were clearly presented.	4.33	4.38
The instructor seemed genuinely concerned with helping students.	4.43	4.45
The instructor maintained an atmosphere conducive to learning.	4.36	4.39
Overall, this instructor was an effective teacher.	4.37	4.42

[Annual Regent's Assessment Report 2008-2009](#)

faculty teaching were collected. Based on a five-point scale, with 5 being highest, Table 3.8 reflects a 4.4 student satisfaction with overall instruction at NSU.

Another gauge of student satisfaction that ultimately leads to success and improved retention rates is the number of and membership in student organizations. NSU proudly supports more than 80 different student organizations. These organizations are listed on the [Office of Student Affairs](#) web page and include fraternities, sororities, academic groups, professional organizations, and other social and religious groups. Representative organizations include the Accounting Society, Adam Smith Economics Society, American Society of Safety Engineers, Army Ranger Club, Association for Computing Machinery, Entrepreneur Club, Fashion Club, Government and International Studies Society, Habitat for Humanity, Harry Potter Literary Circle, Indian University Scholars, Management Club, Law and Justice Society, NSU Japan, Oklahoma Intercollegiate Legislature, Optometric Student Organization, and others too numerous to mention.

CORE COMPONENT 3b

NSU values and supports effective teaching.

A key component of the university's [mission statement](#) is that NSU commits itself to excellence in instruction, appropriate basic and applied research, educational outreach and service, and cultural activities that enhance the quality of life in the region and state. NSU's contemporary mission reflects the high aspirations and commitment

to higher education made in 1846 by the founders of the original Cherokee seminaries.

NSU's Strategic Goal 1 is to "Develop a culture of learning and discovery throughout the university." Critical to that goal is support of effective teaching. This priority stems from NSU's mission statement, and is supported by commitment and dedication of faculty, administration, and staff. NSU's faculty retention, promotion, and tenure are consistent with [Boyer's Model](#) of "effective classroom teaching" and the "scholarship of teaching," and reinforce the institution's commitment to teaching excellence.

Effective classroom teaching for promotion and tenure is demonstrated by student course assessments, self-assessments, and external assessments. Reflection and changes based upon those assessments are integral in demonstrating effective classroom teaching.. As stated in the [Faculty Handbook](#), effective teaching includes:

This section of the Faculty Handbook is a comprehensive overview of your record and accomplishments in teaching. In addition to information on classes taught and teaching load, it should include your own self-assessments, external assessments such as peer evaluations and summaries of formal student evaluations, and any relevant outcomes assessment data that may be available. As is made clear by the following list, teaching involves not only classroom instruction, but also a variety of activities that take place outside the classroom. These criteria are as follows:

- » General teaching load
- » Teaching load per semester (course, credit hours, lecture/laboratory/clinical, number of students, campus where taught, student assistance, graduate/undergraduate credit)



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- » Undergraduate research/development projects supervised per semester
- » Graduate research/development projects supervised per semester
- » Workshops, institutes, and short courses taught if not a part of regular load
- » Self-evaluation of teaching including methodology or philosophy of teaching, theories of learning process, etc
- » Student evaluations (summary sheets with dates, semester, course title and number)
- » Faculty (peer) evaluations
- » Departmental/dean evaluations
- » Experimental or innovative teaching (description and evaluation)
- » Preparation of instructional media (type, description, date)
- » Supervision of thesis or other student projects (including clinical supervision)
- » Honors courses taught
- » Grants for teaching improvement or curriculum development
- » Letters of support, internal and external
- » Evidence of effective classroom teaching and the scholarship are part of the application process for both promotion and tenure

The [Scholarship of Teaching](#) moves teaching beyond transmission of knowledge into the transformation and extension of knowledge. This scholarly activity encourages faculty to help students become critical thinkers. The Faculty Handbook defines the Scholarship of Teaching as:

When viewed as scholarship, teaching moves beyond the realm of transmitting knowledge into the broader area of transforming and extending knowledge as well. The scholarly teacher both educates and entices future scholars by stimulating active learning and encouraging students to be critical, creative thinkers, with the ability to be lifelong learners. Examples of the Scholarship of Teaching and Learning include:

- » New courses and laboratories developed or major changes in such materials (courses and dates)
- » Course bibliographies
- » Advising and counseling students regarding course content (number of students, time involved)

Valuing and supporting effective teaching are also evidenced by faculty participation in professional organizations pertaining to the content areas from which they teach. As stated in the Faculty Handbook, “The Scholarship of Application is characterized by the dynamic interaction of theory and practice which results in new understanding. Consequently, the lessons learned from the application of knowledge should inform and enrich teaching.” Evidence for meeting this scholarly activity includes “service on national boards with research or scholarly functions” and “presentations/participation at professional meetings.”

Qualified Faculty Determine Curricular Content and Strategies for Instruction

Faculty and college deans determine curriculum content, changes, and strategies for the institution. Keeping with the philosophical belief that faculty own the curriculum, they most often initiate the curriculum change process.

Tenured Faculty Percent Of Full-time Faculty

Table 3.9

Fall 2006	37.5
Fall 2007	40.1
Fall 2008	39.6
Fall 2009	38.8
Fall 2010	38.5

Seventy-four percent of NSU's full-time faculty members have earned doctorate or other professional degrees.

[Fact Book Academic Year 2010-2011](#)

Discussion occurs, and ultimately the department, college, and university seek approval. Frequently, these discussions involve internal and external dialogue, as changes in one college might affect curriculum offered in other colleges (i.e., when the criminal justice and business programs express interests to teach contract law classes). The community is also involved as the changes directly affect the skills and knowledge base of graduates seeking employment.

Similarly, curriculum changes might affect multi-section courses taught by multiple instructors located on different campuses. In some cases, the curriculum change might impact or build on platforms offered through general education courses. Consequently, curriculum change requests come before the University Curriculum Committee after approval by the department, program, and college. Curriculum changes related to teacher education must also be reviewed and approved by the Teacher Education Council, and all graduate curriculum changes must be approved by the graduate committee. For example, the university completed a revision of its general education core that involved a university-wide committee chaired by a nontenured faculty member. Since the change had wide ramifications for the entire university, all faculty members were given multiple opportunities, both in person and through online surveys, to provide input into the revision process. All of these processes ensure comprehensive, coherent, and coordinated curricula.

Recruiting and Hiring the Best

To achieve the goals of effective classroom teaching and scholarship, NSU [recruits and hires](#) qualified and experienced faculty who hold a Ph.D. or other terminal degrees. For example, prospective full-time faculty go through a

rigorous hiring process, where they are interviewed by a hiring committee, department members, the college dean, a vice president, and frequently the university president. As a result, nearly 74 percent of the full-time NSU faculty have earned doctorates or other terminal degrees.

NSU also takes pride in the percentage of faculty who enjoy tenure. In 2010, [38.5 percent of NSU faculty had tenure](#). In addition, most required core classes for majors and minors are taught by full-time faculty (see Table 3.9).

Integrity in the Classroom

CTL provides a platform to maintain integrity in scholarship. This is evidenced by classes taught by CTL, such as [Copyright in the Classroom](#). This class allows faculty and students to understand the implications of the Technology, Education, and Copyright Harmonization ([TEACH](#)) Act as it applies to the education setting.

CTL ensures integrity in scholarship through faculty training on software designed to detect student [plagiarism](#). Once trained, instructors set up Safe Assignments in their Blackboard courses. Students submit papers on Blackboard, and the papers are checked against [SafeAssign's](#) comprehensive databases of source material. The original papers are delivered to instructors through the Blackboard Learning System with a report of probability of plagiarism of materials along with referenced source materials.

The [Student Conduct Code](#) was established to foster and protect the core values of the university, foster a safe and secure learning environment for students, and to protect the people, properties and processes that support the institution and its mission.



Favorable Image of NSU

The 2010 NSSE, administered to 655 randomly selected NSU students, revealed that 93 percent of first-year students report a favorable image of this institution, and 89 percent of seniors would choose this school again if they could start their college career over.
[2010 NSSE](#)

In addition, the CTL maintains a wide array of [blogs](#) to accommodate the busy schedules of employees and students who might not otherwise be able to attend classroom instruction. These blogs include topics such as copyright, plagiarism, interviewing new hires, graphic standards, quality matters, technology, and Safe Assignment.

Validation of Effective Teaching

To validate effective teaching, NSU conducts surveys and administers evaluations to determine needs and areas of improvement. Combined with brown bag luncheons, these forums provide student input on the quality of instruction, use of technology in the classroom, and overall effectiveness of teaching resources. Student classroom evaluations are regularly administered, and performance ratings are considered during reviews for promotion and tenure.

Other formal methods of assessment include [exit counseling](#) for student loans and [student satisfaction](#) surveys. The Office of Student Affairs utilizes a complaint form available for students with a grievance. [Grievance procedures](#) and forms are located under the [Rights and Responsibilities](#) section of the Student Conduct Code. These and other procedures are contained in the [Student Handbook](#).

Along with formal assessment, there is a general culture at the university to take student concerns very seriously. The President and Provost regularly meet with the various colleges to hear faculty concerns, engage with representatives of the student body, and confer with members of the alumni association to gauge success in the classroom.

Recognition of Effective Teaching

NSU recognizes faculty for excellence in teaching. For example, the [Circle of Excellence Award for Teaching](#) winner is announced at a special reception in the spring. Similarly, a unique private partnership of leaders in higher education across the state of Oklahoma, whose goal is to nurture the arts, sciences, humanities, and education, called the DaVinci Institute, recognizes excellence in teaching at a statewide level. Some of NSU's [DaVinci Institute Fellows](#) include Dr. Martha Parrott, Dr. Linda Wilson, Dr. Amy Aldridge Sanford, and Dr. Kippi Wyatt. Faculty member [Dr. Allyson Watson](#) was recognized in the "Top 40 under 40" list of successes for her teaching and scholarship in Oklahoma Magazine.

The College of Education started faculty awards for excellence in teaching, research, and service, all made possible by donations to the NSU Foundation. In addition, fraternities, sororities, and honor societies recognize excellence in teaching and outstanding faculty.

Recognition of excellence in the classroom is not limited to faculty members. To be an effective teacher, one must recognize excellent students. NSU does this through the [Outstanding Senior Awards](#), a prestigious honor given to deserving seniors each year who are nominated by faculty and staff. In addition, [The Northeastern](#), [RiverHawks Daily](#), and the [Academic Times](#) highlight outstanding faculty and student accomplishments. Such newspapers and newsletters are circulated to faculty, staff, students, alumni, and the community.

Students are encouraged to present research during [Undergraduate Research Day](#). This event allows students



Dr. Linda Wilson is an innovator and leader in the use of multiple technologies in her classroom that benefit teachers and students. Technologies she utilizes include podcasts, Smart boards, Nintendo Wii, YouTube, TeacherTube clips, blogs, and cell phone with all its applications. Her instructional podcasts are available 24/7 through the Center for Teaching and Learning.

to participate in active learning by pursuing research and scholarly activities through independent study apart from the traditional classroom experience, but under the guidance of a faculty mentor. As such, undergraduate students engage in a [creative thinking](#) project that leads to a better understanding of their discipline. Some of the creative thinking poster and presentation titles included *Meth Mouth and Forensic DNA*, *Microelectrical Chemical Technology*, and *Domestic Violence Spatial Analysis*. Through this process, students develop research skills and enhance communication skills, thus preparing them for success in graduate school. The event culminates in an awards ceremony to honor outstanding student projects.

Innovative and Creative Teaching

NSU encourages creative teaching practices. Such creativity includes team-teaching efforts that involve multidisciplinary faculty teams. Some examples include biology and criminal justice partnering to offer the [CSI: Forensic Wildlife Summer Academy](#), and a biology and mathematics team offering [Get Green for Blue Outdoor Investigation to Connect Water to You](#). Such experiential learning courses offer unique venues for class settings, such as the Tulsa Zoo, the Jenks Aquarium, Oklahoma ponds, riding academies, and wildlife preserves. In addition, NSU faculty offer more flexible class scheduling formats.

NSU actively encourages faculty to develop new [distance learning classes](#), including both ITV and online offerings. As an incentive, CTL offers financial compensation from \$250 to \$1,800 for development of new distance learning classes. In addition, CTL awards stipends of \$1,800 to faculty members for first-time devel-

opment of an online class that meets Quality Matters and HLC standards.

With the development of the Broken Arrow and Muskogee campuses, more NSU students are mobile, maintain families, and work full-time jobs. Time is an extremely valuable commodity. To accommodate these students, NSU encourages faculty to develop blended, online, and weekend workshop classes.

NSU has also embarked on a new course redesign project. This program, [Through Their Eyes](#): Collaborative Course Redesign Grant, focuses on student involved learning and the resources available to support this learning through course redesign. The 2011 program represents a commitment of university resources (\$100,000) for the support of institutional initiatives. This competitive grant program allowed faculty to submit a proposal for up to \$10,000 in funding including up to \$4,800 to hire an adjunct faculty member for two semesters for faculty release time. The primary objective of the course redesign program is to improve the quality of education at Northeastern State University by advancing NSU's continuing efforts to foster a culture of excellence in teaching and learning. An over arching goal of the program is to facilitate institutional growth by supporting faculty who team with students to advance contemporary education and promote and model multiple-perspective dialogue, collaboration and course construction. Ultimately, the goal of the collaborative course redesign program is to improve student learning. For this task, faculty are the key players in collaboration with students. The course redesign project was designed to focus on one or more of these areas:



Discussing Classroom Activities Outside Class

The 2010 NSSE revealed that 62 percent of first-year students surveyed frequently discuss readings or ideas from coursework outside of class.

[2010 NSSE](#)

- » Engage students in active learning, research, or creative activities that directly foster student learning and enhance the teaching and learning process
- » Provide 24/7 access to learning resources where possible, creating environments that are both accessible and flexible, and allowing students to study at times most convenient to them
- » Create collaborative learning and community building
- » Employee a continuous improvement model

Most NSU faculty members are active in professional organizations, attending seminars and conferences to remain current in the latest innovative, creative teaching ideas. Faculty from peer-institutions present at these seminars and conferences, laying the groundwork for future publications. NSU also sponsors many seminars, conferences, and research events on its three campuses.

NSU Supports Innovative and Creative Teaching with Technology

[CTL](#) distributes information related to research, teaching, and any updates related to technological advances that affect student learning and instructional delivery. CTL also supports faculty by providing resources such as hardware, software, printed material, videos, instructional design consulting, and training for professional development.

NSU also provides extensive instructional technology to support student learning in the classrooms, residence halls, computer labs, common areas, libraries, and via the

Internet. NSU uses Blackboard Learn 9.1 as its online learning management system (LMS). All courses at NSU have a Blackboard course shell automatically created and students enrolled each semester. Instructors use Blackboard in a wide variety of ways and to varying degrees to enhance student learning in face-to-face, blended, and online courses. In 2010 NSU implemented the full suite of Wimba collaboration tools to enhance Blackboard with web-conferencing, podcasting, and instant messaging. Blackboard has since acquired Wimba and transformed it into Blackboard Collaborate.

The university has systematically increased the number of multimedia classrooms as funding became available each year. Most classrooms are multimedia equipped (networked computer, projector, document camera, speakers, and many with DVD/VCR). The Tahlequah campus has 129 multimedia classrooms with 5,462 seats; the Broken Arrow campus has 65 multimedia classrooms with seating for 2,553, and our Muskogee campus has 15 multimedia classrooms with 652 seats.

Educational technology resources are widely available to students outside of classrooms and labs. The libraries on the Tahlequah, Broken Arrow, and Muskogee campuses respectively provide 61, 50, and five general access, networked computers. The Webb Educational Technology Building provides 74 networked computers that are available 24/7. Most academic buildings, the libraries, and the university (student) centers on all three campuses offer WiFi (wireless) Internet connectivity. In addition, there are three computer labs available in the residence halls with a total of 15 computers.

Instructional technology is being used not only to enhance student learning, but also to provide flexibility in students'

Fall Semester Enrollment For Online, Blended, & ITV Courses 2002-2011

Table 3.10

Semester	Online		Blended		ITV	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
Fall 2002	23	270	0	0	34	201
Fall 2003	33	489	0	0	38	312
Fall 2004	45	877	0	0	29	208
Fall 2005	53	1084	0	0	27	144
Fall 2006	54	1119	0	0	31	260
Fall 2007	60	1528	0	0	26	142
Fall 2008	80	1905	6	61	38	188
Fall 2009	123	3603	34	713	38	168
Fall 2010	135	3573	69	1280	33	202
Fall 2011	177	3859	116	1741	37	222

Sample CTL Faculty Training Topics

Table 3.11

» NBC Learn Webinar	» Skype
» Respondus	» Blackboard 9.1
» Checkbox	» Wimba
» Creating Podcasts	» Camtasia
» Smartboards	» ITV training
» Copyright in the Classroom	» PowerPoint
» Word	» Faculty Learning Communities
» Excel	» Designing Online Classes
» Photoshop	» SPSS

schedules. The number of online and blended courses has risen steadily over the past 10 years. According to Table 3.10, online classes have increased from 23 class offerings in 2002 to 177 class offerings in 2011 (a 669 percent increase).

Although the CTL team of experts is available by telephone and in-person training, a help desk is staffed 24 hours to assist students who have access issues. In addition, CTL provides access to computer labs on all campus locations. Most computers in the labs have Dreamweaver web design software, Fireworks graphic software, and Microsoft Office Suite.

CTL provides regular workshops to provide support for faculty related to teaching. In addition to in-person sessions, CTL also offers webinars that allow more flexible scheduling for training. Faculty can view upcoming [CTL workshop](#) opportunities listed on the CTL website. For example, Table 3.11 reflects numerous training topics ranging from software application to issues such as copyright in the classroom.

To keep students and faculty abreast with state-of-the-art technological innovations, CTL publishes [periodic updates](#) related to changing technology. In addition, NSU periodically published other technologically related materials, such as information related to MERLOT, and TALON. [MERLOT](#) is a multimedia educational resource for learning and online teaching, and [TALON](#) relates to online access to charge account information.

CTL maintains a [useful links webpage](#) with links to many relevant teaching resources. This page allows for an online “checkout” of support materials such as books, how to videos, CDs, product manuals, Quick Start guides, and software. In addition, the website hosts an [online survey system for NSU faculty](#). [Podcasts](#) from seminars and

Race/Ethnicity - Percent of Enrolled Students

Table 3.12

Race/ Ethnicity	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Five Year Average
<i>African-American</i>	5.8	5.3	5.3	5.7	5.5	5.5
<i>Asian</i>	1.0	1.2	1.2	1.3	1.6	1.3
<i>Caucasian</i>	60.3	60.2	60.0	60.1	59.6	60.0
<i>Hispanic</i>	1.8	1.8	1.9	1.9	2.1	1.9
<i>American Indian</i>	28.2	28.5	28.6	28.3	28.7	28.5
<i>Non-resident Alien*</i>	2.8	3.0	2.9	2.5	2.3	2.7
<i>Unknown</i>	0.1	0.1	0.2	0.2	0.1	0.1

NSU enjoys a 28.7 percent American Indian undergraduate student population. The university also enjoys a good balance of cultural and international diversity, with students representing more than 58 countries.

conferences, such as the Oklahoma [Higher Education Teaching and Learning Conference](#), are kept on the CTL website for future faculty and students to use.

CORE COMPONENT 3c

NSU creates effective learning environments.

Assessment data evaluation is an important practice in the creation and improvement of the learning environment. Student course assessments, program reviews, accreditation and assessment reports, and capstone exams are some of the mechanisms used for an evaluative, reflective process supportive of all learning styles.

Lifelong Learning Begins with Diversity & First Contact

The diversity of NSU's student population is a valued, respected and important learning tool. All members of the university community grow through the diverse backgrounds and cultures of the NSU student population. For example, NSU enjoys a 28.7 percent American Indian undergraduate student population, the highest number in the country ([Winds of Change Magazine](#), 11th Annual College Guide for American Indians). The university also enjoys a good balance of cultural and international diversity, with students representing more than [58 countries](#). Cooperative agreements with the National Collegiate Network (NCN) attract international students from Japan, China, Russia, Pakistan, North Korea, and other foreign countries. This leads to lifelong learning experiences for all students that cannot be taught in the classroom (see Table 3.12).



Rookie Bridge Camp offers an opportunities for incoming freshmen to build lasting relationships and create bonds within the NSU family.

This cultural mosaic requires attention for diverse and unique student needs. A battery of faculty, students, and advisors assist in integrating differing cultures into the NSU family. For example, [First-Year Experience](#) is a centralized student services resource that provides incoming freshmen with answers and tools needed to transition into the academic and social culture of university life. With this first contact, all incoming students receive academic and enrollment counseling, information related to NSU services and activities, tutoring referrals if needed, and guidance on declaring a major and minor. Testing and [Transfer Connection](#) information is provided when necessary. Enrollment advisors and faculty provide counseling and guidance for students. Once students are enrolled, NSU employs an [Early Alert System](#) to detect students not attending class or who have poor grades at mid-semester. At this point, intervention can be made to assist the student.

To readily facilitate enrollment, NSU implemented goNSU in the fall 2011. This system allows faculty to access NSU's website and:

- » View general student information
- » View advisee listing
- » Manage registration overrides
- » View the NSU catalog
- » View summary class list (roster)
- » Enter grades
- » View/pay your account

Students are also able to access goNSU from any Internet access point. They can view:

- » Enroll and add/drop classes
- » View class schedules
- » View the NSU catalog (courses, descriptions, and prerequisites)
- » View midterm and final grades
- » View/request a copy of a transcript

Recently, NSU initiated the [Map-Works](#), or the Making Achievement Possible program. First implemented in fall 2010, Map-Works helps incoming freshmen succeed during the first months on campus. With this program, students complete [four surveys](#) to provide useful tools for achieving success in academic studies. Each report is personalized and tailored to meet individual student needs. With this report, faculty and staff contact students who are struggling, near dropping out, or earning poor grades. NSU is one of 81 institutions in the United States using Map-Works.

NSU provides class platforms tailored to meet unique student needs. With the advent of a more technologically advanced student body, NSU is moving to more online, blended, and ITV class offerings. ITV classes are frequently offered at branch locations, as well as campus locations for the [Smart Choice](#) two-year partner schools. NSU is offering more technology support, such as recording class sessions and making them available via podcasts. Many faculty and staff are moving to use Facebook, blogs, Twitter, and YouTube video to connect and recruit students.

To support the diverse needs of our students, the communication studies program staffs a [Communication Lab](#) to provide individual and small-group instruction in all forms of public speaking and oral communication. Students and



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faculty can bring any kind of speaking project, at any stage of development, to the lab for personal consultation and instruction. Speeches, discussions, focus groups, research presentations, interviews, and press conferences are all examples of projects appropriate for lab work.

CORE COMPONENT 3d

NSU's Learning Resources Support Student Learning and Effective Teaching.

NSU's mission of "creating and sustaining a culture of learning and discovery" reflects the university's commitment to providing learning resources that support lifelong learning and effective teaching. Evidence of this commitment is reflected in new laboratories, a technology building, renovation projects, and the new satellite campus in Broken Arrow. Many classrooms are equipped with computers, projectors, DVD players, and SmartBoards.

NSU has [Writing Centers](#) located on the Tahlequah and Broken Arrow campuses. These centers serve as literacy instruction sites and provide support to students in all disciplines. They assist students with basic writing skills and proper use of MLA and APA standards. In addition, the [Center for the Study of Literacy](#) is available in the John Vaughan Library on the Tahlequah campus, and offers assistance to both the community and NSU students struggling in a number of areas with computer-aided tutoring.

[Tutoring](#) services in math, writing, reading, communication, and sciences are available through Student Support Services. Online tutorial services are made available to students. CTL develops online tutorials, including [Blackboard online](#)

[training videos](#). The center also provides faculty with professional development and training activities that are technologically based.

Another premier example of NSU's support to student learning and effective teaching is the [Reading Clinic](#) at the Broken Arrow campus. This clinic provides undergraduate and graduate student candidates with hands-on opportunities to help school-aged children who struggle in reading and mathematics. In this clinical setting, NSU students engage in practice work under the guidance of experts in the reading and mathematics fields. The Broken Arrow reading clinic was so successful that another reading clinic, funded by special donor contributions, is being built on the Tahlequah campus. NSU also offers onsite clinical experiences include the fields of speech-language pathology and optometry.

Library and Computer Support

Libraries are at the heart of learning resources for the university. NSU has libraries that serve each of the three campuses. The [John Vaughan Library](#), located on the Tahlequah campus, is a vibrant hub of learning resources and activities. It provides a large array of physical resources, including more than 424,000 print volumes, 5,749 current serials titles, more than 750,000 microforms, and more than 11,000 audio-visual materials. The total number of physical items in the collection exceeds 1.2 million.

The Broken Arrow and Muskogee libraries include carefully selected physical resources to support programs taught on each campus. In addition to physical resources, the libraries subscribe to more than 100 scholarly databases, 32,640 electronic journals, and 42,635 electronic books. These



Annually, approximately 3,700 students attend library instruction sessions, where they are taught to find, use, and evaluate information.

electronic resources are available to students and faculty from any location at any time, thereby supporting distance learning and online programs.

The libraries are popular campus destinations that provide learning labs with computers, laptops, iPads, cameras, and many other resources for check-out. Annually, approximately 3,700 students attend library instruction sessions, where they are taught to find, use, and evaluate information. The NSU libraries also provide inter-library loan services, librarians to assist with specialty areas, and expanded hours during finals week.

The library offers access to individual computers and computer labs. The computer labs are strategically located throughout all three campuses, giving students and the community access to up-to-date computers loaded with a broad array of software applications.

To anticipate future student needs, the library performs an annual audit of usage statistics and requested subscriptions. The library also consults with academic units to determine materials needed for accreditation purposes. In addition, NSU compiles and maintains statistics through the Standardized Assessment of Information Literacy Skills ([SAILS](#)) analysis, as well as surveys administered in [University Strategies](#) that enables the library to plan and align budget allocations with student and faculty needs.

These resources are more accurately reflected in terms of student usage. According to [2010 NSSE](#) data,

- » 46 percent of NSU freshmen and 67 percent of seniors surveyed said they often or very often use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment.

- » 73 percent of NSU freshmen and 87 percent of seniors surveyed said they often or very often use e-mail to communicate with an instructor.
- » 84 percent of NSU freshmen and 87 percent of seniors surveyed said they often or very often use computers in academic work.
- » 72 percent of NSU freshmen and 80 percent of seniors surveyed said they often or very often use computing and information technology.

Understandably, this high use of technology by NSU students reveals that NSU is providing students with computers and technology to adequately provide them for a technologically adept world.

Academic Prioritization Supports Student Learning and Effective Teaching

NSU has undergone an Academic Prioritization Process to determine where to direct resources. This includes increasing faculty in programs that are strong and have growth potential. The university attempts to determine: (1) programs to enhance, (2) programs to sustain, and (3) programs to eliminate or require remedy dependent upon university and student needs. This process is supported by two-year plans reviewed and approved by the Academic Council with the goal of better serving NSU's students and community.

In the academic prioritization process, community partnerships are always considered. External constituents such as the Cherokee Nation, State Farm Insurance Company, or the Tulsa Metro Chamber help guide the vision as to future class offerings. For example, the department of



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Accounting and Finance collaborated with State Farm Insurance to present a one-day seminar, *Financial Security for Women*. The university also increased class offerings in criminal justice based on community input related to the growing homeland security emphasis. As evidenced, academic prioritization takes place with internal and external constituencies in mind.

Faculty and Staff Developmental Opportunities

NSU also provides training opportunities for faculty and staff. These include opportunities to attend and present at seminars and conferences as well as onsite training opportunities. In addition to webinars, NSU provides training seminars, such as the recent Professional Development training activities held on November 22, 2011. This event provided training opportunities such as:

- » Work in the future
- » The Changing Workplace and the Changing Worker
- » Secrets to an Efficient, Effective and Fun Work Environment presented by Dr. Lee Manzer
- » Professional Communications
- » Questions and Answer Session: Payroll and Banner
- » Computer Workstation Training
- » Holiday Stress
- » Banner Timeclock Process
- » Service Excellence Presentation

CRITERION 3 CONCLUSION

NSU empowers students through a culture of learning and discovery. Understandably, this process begins with a solid general education curriculum that prepares students with the specific skills and knowledge required for upper-level undergraduate classes followed by graduate level courses.

To maintain a leading edge, NSU was admitted to the four-year HLC Academy on Student Learning Outcomes in 2010. As part of admittance, the university continually assesses the efficacy of the new general education curriculum.

To supplement the Assessment Academy, NSU will continue to compare and contrast several different types of assessments and learning outcomes to determine if NSU's mission, core values and proposed general student learning outcomes are being met.

NSU also provides financial, technological, and systemic support for faculty, staff, and students. These efforts, coupled with regularly offered learning activities and software instruction, provide a forum for effective teaching and scholarship. Through this combined effort, NSU achieves the mission statement to provide the skills and knowledge necessary for faculty, staff, and students to compete in a changing and competitive global economy.

Strengths

- » NSU actively evaluates and strategically refines pedagogy, program, and curriculum offerings through its Academic Prioritization Process.
- » NSU has established assessment procedures that periodically evaluate credit and noncredit offerings.



NSU's retention rates and class evaluations are very positive with 93 percent of first-year students reporting a favorable image of the institution.

- » NSU listens to internal and external constituencies to better serve and supply constituent needs.
- » NSU's retention rates and class evaluations are very positive with 93 percent of first-year students reporting a favorable image of the institution.
- » NSU subscribes to shared governance in defining the mission, vision, and value statements of the university and setting supporting unit goals.
- » NSU provides technological support and development opportunities for faculty, staff, and students to acquire skills and knowledge needed to compete in the 21st century to ensure teaching and learning effectiveness, scholarly activities, and student lifelong learning experiences.
- » NSU is planning and projecting financial allocations through the next five years to accomplish the goals and unit objectives necessary to achieve the mission statement, vision statement and goals of the university.
- » NSU should consider publishing program and curriculum changes on the NSU website.
- » NSU should consider proactively checking equipment (computers, overhead projectors, DVD players) on a routine basis prior to the start of each semester to prevent unexpected breakdowns in the classroom that waste valuable teaching and research time.
- » NSU should continue to monitor and improve graduation and retention rates.

Areas for Planning and Improvement

- » NSU should consider the creation of a centralized repository, such as the library or website, to maintain noteworthy accomplishments of faculty, staff, students, administration, and external constituents to highlight such activities for the general public.
- » NSU should improve on comparing faculty, student, alumni, and other survey instruments with similarly situated institutions in order to acquire both horizontal and vertical meta-analysis.