2012 Self-Study

Appendix B

Northeastern State University Institutional Snapshot
Fall 2009, 2010, 2011 (where available) Data Compiled November 15, 2011

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Freshmen-Senior)

Class Level	Fall 2009	Fall 2010	Fall 2011
Freshmen	1,767	1,982	2,047
Sophomore	1,145	1,131	1,138
Junior	1,664	1,773	1,761
Senior	3,128	3,131	2,825
Post Graduates	285	320	335
Undergraduate Special Students	10	10	10
Total Undergraduate Enrollments	**7,999**	**8,347**	**8,116**

Source: IPEDS Survey

B. Undergraduate Students by Degree Seeking and Non-Degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

Full-time Undergraduate Students - Male	Fall 2009			Fall 2010		
Gender and Race/Ethnicity	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	89	0	89	80	0	80
Hispanic/Latino	53	0	53	50	0	50
American Indian or Alaska Native	797	0	797	825	0	825
Asian	24	0	24	33	0	33
Black or African-American	169	0	169	184	0	184
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1,306	0	1,306	1,315	0	1,315
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Total FT Males	**2,438**	**0**	**2,438**	**2,487**	**0**	**2,487**

Source: IPEDS Survey

Full-time Undergraduate Students - Female

Gender and Race/Ethnicity	Fall 2009			Fall 2010		
	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	89	0	89	80	0	80
Hispanic/Latino	66	0	66	77	0	77
American Indian or Alaska Native	1,033	0	1,033	1,035	0	1,035
Asian	41	0	41	57	0	57
Black or African American	180	0	180	176	0	176
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1,898	0	1,898	1,967	0	1,967
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	4	0	4
Total FT Females	**3,307**	**0**	**3,307**	**3,396**	**0**	**3,396**

Source: IPEDS Survey

Part-time Undergratuate Students - Male

Gender and Race/Ethnicity	Fall 2009			Fall 2010		
	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	15	0	15	17	0	17
Hispanic/Latino	11	0	11	14	1	15
American Indian or Alaska Native	171	1	172	246	1	247
Asian	14	0	14	12	0	12
Black or African American	37	1	38	33	0	33
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	504	1	505	532	0	532
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	1	0	0
Total PT Males	**752**	**3**	**755**	**855**	**2**	**857**

Source: IPEDS Survey

Part-time Undergratuate Students - Female						
	Fall 2009			Fall 2010		
Gender and Race/Ethnicity	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	18	0	18	20	0	20
Hispanic/Latino	27	0	27	34	0	34
American Indian or Alaska Native	363	1	364	394	2	396
Asian	24	0	24	34	0	34
Black or African American	79	0	79	87	0	87
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	981	6	987	1,029	6	1,035
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	1	0	1
Total PT Females	**1,492**	**7**	**1,499**	**1,599**	**8**	**1,607**

Source: IPEDS Survey

C. **Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)**

Full-time Graduate Students★ - Male						
	Fall 2009			Fall 2010		
Gender and Race/Ethnicity	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	8	0	8	8	0	8
Hispanic/Latino	3	0	3	3	0	3
American Indian or Alaska Native	19	0	19	20	0	20
Asian	3	0	3	2	0	2
Black or African American	6	0	6	8	0	8
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	100	0	100	96	0	96
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Total FT Males	**139**	**0**	**139**	**137**	**0**	**137**

Source: IPEDS Survey

★includes First Professionals

Full-time Graduate* Students - Female

Gender and Race/Ethnicity	Fall 2009			Fall 2010		
	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	7	0	7	12	0	12
Hispanic/Latino	6	0	6	7	0	7
American Indian or Alaska Native	55	0	55	67	0	67
Asian	9	0	9	7	0	7
Black or African American	15	0	15	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	195	0	195	204	0	204
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Total FT Females	**287**	**0**	**287**	**301**	**0**	**301**

Source: IPEDS Survey

*includes First Professionals

Part-time Graduate* Students - Male

Gender and Race/Ethnicity	Fall 2009			Fall 2010		
	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	2	0	2	2	0	2
Hispanic/Latino	2	0	2	7	0	7
American Indian or Alaska Native	58	0	58	55	0	55
Asian	2	0	2	1	0	1
Black or African American	13	0	13	6	0	6
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	161	0	161	155	0	155
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Total PT Males	**238**	**0**	**238**	**226**	**0**	**226**

Source: IPEDS Survey

*includes First Professionals

Part-time Graduate* Students - Female						
	Fall 2009			Fall 2010		
Gender and Race/Ethnicity	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Nonresident Alien	3	0	3	4	0	4
Hispanic/Latino	8	0	8	11	0	11
American Indian or Alaska Native	115	0	115	100	0	100
Asian	4	0	4	5	0	5
Black or African American	26	0	26	27	0	27
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	420	0	420	396	0	396
Two or more races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	4	0	4
Total PT Females	**576**	**0**	**576**	**547**	**0**	**547**

Source: IPEDS Survey

*includes First Professionals

D. Age Range of Undergraduate Students (24 and under; 25 and older)

Age	Fall 2009	Fall 2010
24 years and under	4845	5149
25 years and over	3154	3198

Source: IPEDS Data Files

E. Number of Students by Residency Status of Credit-Seeking Students Who Come to a Campus or Site for Instruction

Residency Status	Fall 2009	Fall 2010
In-State Resident	8,632	8,912
Out-of-State Resident	356	400
Non-US Resident	251	246
Total	**9,239**	**9,558**

Source: UDS Data Files

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students

- » Freshmen
- » Undergraduate Transfer
- » Graduate/Professional

Recruitment/Admissions	Fall 2009	Fall 2010	Fall 2011
Freshmen			
Applications	2604	2807	2540
Acceptances	1863	2091	1380*
Matriculations	1113	1223	953
Undergraduate Transfer			
Applications	2032	2098	1818
Acceptances	1510	1572	1376
Matriculations	1041	1092	1049
Graduate**			
Applications	439	434	316
Acceptances	383	380	253
Matriculations	449	442	338
First Professional			
Applications	112	129	142
Acceptances	40	35	51
Matriculations	28	28	28

Source: Office of Admissions and Records; OSAGE files; Graduate Office

★An application fee was implemented for the first time effective Fall 2011

★★Graduate data is our best estimate due to an antiquated student information system.

B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

Required Instrument	Average Score Fall 2009	Average Score Fall 2010	Average Score Fall 2011
ACT Composite	20.3	20.2	20.4
ACT English	20.1	19.7	20.1
ACT Mathematics	18.8	18.8	19.1
ACT Reading	21.5	21.2	21.5
ACT Science	20.3	20.5	20.4

Source: NSU Data Now files

3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

Applicants	Fall 2009	Fall 2010
Undergraduates	75.7%	77.7%
Graduates	60.0%	61.0%

Source: NSU OSAGE files; IPEDS Survey

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment: What percentages of your total enrollment received assistance in each of the following categories?

» Loans

» Work-Study

» Scholarships/Grants

» Academic Based Merit Based Scholarships

Fall 2009 Number and Percentages of Undergraduate and Graduate Enrollments Who Received Financial Assistance of Any Type				
	Undergraduates		Graduates	
Category	Total Undergraduate Students	Percentage of Total Enrollment	Total Graduate Students	Percentage of Total Enrollment
Loans	3996	49.9%	605	48.9%
Work-Study	143	1.7%	3	0%
Scholarships/Grants	5165	64.5%	639	51.6%
Academic Based/Merit Based Scholarships	1610	20.1%	29	2.3%

Source: NSU OSAGE Files; IPEDS Survey

Fall 2010 Number and Percentages of Undergraduate and Graduate Enrollments Who Received Financial Assistance of Any Type				
	Undergraduates		Graduates	
Category	Total Undergraduate Students	Percentage of Total Enrollment	Total Graduate Students	Percentage of Total Enrollment
Loans	3732	44.6%	597	49.4%
Work-Study	173	2.0%	1	0%
Scholarships/Grants	5710	68.3%	733	60.7%
Academic Based/Merit Based Scholarships	1178	14.1%	54	4.4%

Source: NSU OSAGE Files; IPEDS Survey

C. Using the formula cited below, what was the *tuition discount rate* **(TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.**

Tuition Discount Rate		
Population Group	Fall 2009	Fall 2010
All NSU Students*	12%	12%

Source: Business Office

*unable to separate by undergraduate and graduate students

4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

» Number Entering (NE)

» Number Returning (NR)

» NR/NE as percentage

Race/Ethnicity	Fall 2009 Cohort			Fall 2010 Cohort		
	Number Entering in Fall 2009 (NE)	Number Returning in Fall 2010 (NR)	Percent Returning in Fall 2010 (NR/NE)	Number Entering in Fall 2010 (NE)	Number Returning in Fall 2011 (NR)	Percent Returning in Fall 2011 (NR/NE)
Nonresident Alien	16	10	62.5%	14	10	71.4%
Hispanic/Latino	22	14	63.6%	30	23	76.7%
American Indian or Alaska Native	397	227	57.2%	429	248	57.8%
Asian	15	12	80.0%	19	17	89.5%
Black or African American	74	42	56.8%	82	50	61.0%
Native Hawaiian or Other Pacific Islander	0	NA	NA	0	NA	NA
White	526	341	64.8%	527	344	65.3%
Two or more races	0	NA	NA	0	NA	NA
Race/Ethnicity Unknown	0	NA	NA	1	0	0.0%
Total	**1050**	**646**	**61.5%**	**1102**	**692**	**62.8%**

Source: IPEDS Survey; OSAGE Legacy Opening Enrollment Data

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Race/Ethnicity	FY 2009-10	FY 2010-11
Nonresident Alien	6	5
Hispanic/Latino	3	6
American Indian or Alaska Native	57	79
Asian	2	6
Black or African American	18	8
Native Hawaiian or Other Pacific Islander	0	0
White	210	253
Two or more races	0	0
Race/Ethnicity Unknown	0	0
Total	**296**	**357**

Source: IPEDS Survey

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

Undergraduate Degrees by CIP Code Categories			
CIP Code	Classification of Instructional Program Title	Graduates FY 2009- 2010	Graduates FY 2010-2011
1,3	Agriculture/Natural Resources	2	3
4,14,15	Architecture/Engineering Technology	48	56
26,40,41	Biological & Physical Science	77	112
52	Business	308	255
9,10,50	Communications/Communication Technology	61	60
13,21,25	Education/Library Science	328	320
5,16,23,24,30,38,39,54	Humanities/Interdisciplinary	139	163
51	Health	62	72
22	Law	0	0
11,27	Mathematics/Computer Science	19	15
29,43	Military Technology/Protective Services	105	111
12,19,31	Personal Services/Consumer Services/Fitness	60	73
42,44,45	Psychology/Social Sciences & Services	187	200
46,47,48,49	Trades/Production/Transportation Health	0	0
Total		**1396**	**1440**

Source: IPEDS Survey

Graduate Degrees by CIP Code Categories			
CIP Code	Classification of Instructional Program Title	Graduates FY 0910	Graduates FY 1011
1,3	Agriculture/Natural Resources	0	0
4,14,15	Architecture/Engineering Technology	1	4
26,40,41	Biological & Physical Science	0	0
52	Business	42	55
9,10,50	Communications/Communication Technology	3	2
13,21,25	Education/Library Science	135	182
5,16,23,24,30,38,39,54	Humanities/Interdisciplinary	17	17
51	Health	48*	49*
22	Law	0	0
11,27	Mathematics/Computer Science	0	0
29,43	Military Technology/Protective Services	11	11
12,19,31	Personal Services/Consumer Services/Fitness	12	9
42,44,45	Psychology/Social Sciences & Services	27	28
46,47,48,49	Trades/Production/Transportation Health	0	0
Total		**296**	**357**

Source: IPEDS Survey

★Includes 26 first-professional graduates

D. List, by discipline and by name of test, the separate pass rates of undergraduate and graduate/professional students sitting for licensure examinations as appropriate.

NSU Licensure Examination Results			
Discipline	Exam	2009-10 Cumulative Pass Rate*	2010-11 Cumulative Pass Rate*
Medical Laboratory Science			
Medical Laboratory Science	American Society College of Pathology (ASCP) Board of Certification	100% (N=4)	100% (N=3)
Education			
Art	Oklahoma Subject Area Test	75% (N=4)	67% (N=3)
Blind/Visually Impaired**	Oklahoma Subject Area Test	100% (N=2)	100% (N=3)
Biological Sciences	Oklahoma Subject Area Test	50% (N=6)	67% (N=9)
Chemistry	Oklahoma Subject Area Test	44% (N=9)	0% (N=1)
Cherokee	Oklahoma Subject Area Test	25% (N=4)	No testers
Early Childhood	Oklahoma Subject Area Test	68% (N=77)	76% (N=50)
Earth Science	Oklahoma Subject Area Test	50% (N=2)	50% (N=2)
Elementary Principal**	Oklahoma Subject Area Test	52% (N=21)	83% (N=18)
Elementary-Sub Test 1	Oklahoma Subject Area Test	58% (N=212)	61% (N=234)
Elementary-Sub Test 2	Oklahoma Subject Area Test	72% (N=172)	84% (N=186)
English	Oklahoma Subject Area Test	73% (N=26)	80% (N=20)

NSU Licensure Examination Results			
Discipline	Exam	2009-10 Cumulative Pass Rate*	2010-11 Cumulative Pass Rate*
Instrumental Music	Oklahoma Subject Area Test	No testers	100% (N=3)
Library Media Specialist**	Oklahoma Subject Area Test	91% (N=11)	94% (N=31)
Math(Advanced)	Oklahoma Subject Area Test	75% (N=12)	100% (N=6)
Mid-Level/IntermMath	Oklahoma Subject Area Test	0% (N=1)	67% (N=3)
Mid-Level Science	Oklahoma Subject Area Test	No testers	100%(N=1)
Mid-Level Social Studies	Oklahoma Subject Area Test	No testers	0% (N=1)
Mild/Moderate Disabilities	Oklahoma Subject Area Test	77% (N=22)	63% (N=40)
MidLvl PrinSpec**	Oklahoma Subject Area Test	0% (N=3)	No testers
OGET	Oklahoma Gen. Education Test	68% (N=204)	64% (N=142)
OPTE PK-8	Oklahoma Professional Teaching Examination	89% (N=233)	88% (N=240)
OPTE 6-12	Oklahoma Professional Teaching Examination	92% (N=71)	93% (N=69)
PE/Hlth/Safety	Oklahoma Subject Area Test	75% (N=20)	91% (N=23)
Physical Science	Oklahoma Subject Area Test	100% (N=4)	100% (N=3)
Principal Common Core**	Oklahoma Subject Area Test	81% (N=31)	68% (N=28)
Reading Specialist**	Oklahoma Subject Area Test	100% (N=28)	98% (N=42)
School Counselor**	Oklahoma Subject Area Test	94% (N=17)	100% (N=14)
Secondary Principal**	Oklahoma Subject Area Test	59% (N=17)	65% (N=20)
Spanish	Oklahoma Subject Area Test	45% (N=11)	0% (N=1)
Speech/Drama/Debate	Oklahoma Subject Area Test	0% (N=1)	33% (N=3)
Superintendent**	Oklahoma Subject Area Test	0% (N=2)	0% (N=1)
US/OKHist/Govt/Econ	Oklahoma Subject Area Test	69% (N=16)	67% (N=15)
Vocal/Gen Music	Oklahoma Subject Area Test	No testers	100% (N=2)
World Hist/Geog	Oklahoma Subject Area Test	32% (N=34)	54% (N=13)
Criminal Justice			
Criminal Justice	Council on Law Enforcement Education and Training	NA	100% (N=5)
Speech Language Pathology			
Speech Language Pathology	ASHA-Praxis	87% (N=15)	94% (N=18)
Optometry			
Optometry	National Board of Examination in Optometry (NBEO)	100% (N=26)	100% (N=26)

Source: NSU Assessment Data; Department Chairs

★*Test results include repeat testers and individuals seeking alternative certification.*

★★*Requires master's degree for certification*

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to the highest degree earned.

Faculty Headcount by Highest Degree Earned				
Degree Level	**Fall 2010**		**Fall 2011**	
	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	204	26	207	29
First Professional	17	1	18	0
Master's	106	87	109	102
Bachelor's	13	52	14	68
Associate's	0	0	0	1
None/Unknown	0	1	0	2
Total	**340**	**167**	**348**	**202**

Source: Budget Office

B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.

» Race/Ethnicity (using the standard IPEDS categories)
» Gender
» Rank

Faculty Headcount by Race/Ethnicity				
Race/Ethnicity	**Fall 2010**		**Fall 2011**	
	Full-Time	Part-Time	Full-Time	Part-Time
Nonresident Alien	0	0	0	0
Black, non-Hispanic	8	6	10	4
American Indian/Alaska Native	26	19	28	26
Asian/Pacific Islander	11	4	12	4
Hispanic	3	2	3	3
White, non-Hispanic	292	136	295	164
Race and Ethnicity Unknown	0	0	0	1
Total	**340**	**167**	**348**	**202**

Source: Budget Office

Faculty Headcount by Gender

Gender	Fall 2010		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Male	178	62	180	79
Female	162	105	168	123
Total	**340**	**167**	**348**	**202**

Source: Budget Office

Faculty Headcount by Academic Rank

Academic Rank	Fall 2010		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Professors	66	0	62	0
Associate Professors	78	0	82	0
Assistant Professors	106	0	107	0
Instructors	77	0	85	0
Lecturers	13	0	12	0
No Academic Rank	0	167	0	202
Total	**340**	**167**	**348**	**202**

Source: Budget Office

C. **Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional programs (CIP) codes.**

Full-time and Part-time Faculty by CIP Code

COP Code	Classification of Instructional Program Title	Number of Faculty Fall 2010	Number of Faculty Fall 2011
1,3	Agriculture/Natural Resources	0	0
4,14,15	Architecture/Engineering Technology	10	10
26,40,41	Biological & Physical Science	32	38
52	Business	45	53
9,10,50	Communications/Communication Technology	41	39
13,21,25	Education/Library Science	91	97
5,16,23,24,30,38,39,54	Humanities/Interdisciplinary	74	75
51	Health	38	44

Full-time and Part-time Faculty by CIP Code			
COP Code	Classification of Instructional Program Title	Number of Faculty Fall 2010	Number of Faculty Fall 2011
22	Law	5	5
11,27	Mathematics/Computer Science	27	29
29,43	Military Technology/Protective Services	16	13
12,19,31	Personal Services/Consumer Services/Fitness	49	53
42,44,45	Psychology/Social Sciences & Services	68	68
46,47,48,49	Trades/Production/Transportation Health	0	0
(ADCP,CTL)	Unknown	11	26
Total		**507**	**550**

Source: Budget Office

6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

Technological/Instructional Resources to Support Student Learning

Instructional Technology

Northeastern State University 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 our Blackboard LMS with web-conferencing, voice/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 provide 61, 50, and 5 general access, networked computers, respectively. 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. 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' schedules. The number of online and blended courses has risen steadily over the past 10 years while ITV (interactive television/videoconferencing) courses have remained stable (as can be seen in the following table showing data for fall semesters).

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

Source: Center for Teaching & Learning

Library Resources/Services that Contribute to Student Learning		
Instructional Resources/Services	2009-10	2010-11
Number of public PCs	257	257
Number of dummy catalog terminals	4	4
Computer (PCs) replacement policy	5 years	5 years
Number of databases	113	109
Number of unique online journals/magazines	26,293	38,603
Number of online sessions	146,885	155,645
Number of online searches	476,789	499,839
Number of online full-text uses	168,364	230,560
Office campus use	60%	59%
On campus use	40%	41%
Other online services	Interlibrary Loan Document Delivery Reference	Interlibrary Loan Document Delivery Reference
Other online resources	Tutorials/How to Guides Research Guides Reference Materials E-reserves	Tutorials/How to Guides Research Guides Reference Materials E-reserves

Source: Executive Director of NSU Libraries

Computers

NSU has a total of 3,856 computers located on the three campuses. The following chart shows the location of student computer labs located at all three NSU campuses. Additional computers are scattered across campus which students may access. In addition, many students bring their own laptops to campus and connect via wireless in various buildings on campus. On the Tahlequah campus, 95 percent of the buildings, outside of Housing, have wireless access and 100 percent of buildings on the Broken Arrow and Muskogee campuses are wireless. The residence halls provide hard wire Internet access in all housing rooms. Internet cafes are located in the University Center basement Food Court and the Library on the Tahlequah campus and at the Sip N Surf food court on the Broken Arrow campus.

Location	Student Labs	Number	Hardware	Year*
Tahlequah Computer Labs				
BGLY 116	Education Technology Lab	28	ThinkCentre	2007
BGLY 201	Chalk and Wire	2	DELL	
BT 126	Teaching Lab	24	DELL	2009
BT 128	Teaching Lab	33	DELL	2010
BT 129	Teaching Lab	37	DELL	2009
BT 211	HFS Lab	24	ThinkCentre	2007
BT B8	Technology Lab	25	DELL	2009
CASE 132	Testing/Placement Lab	22	ThinkCentre	2007**
CASE BLDG	Student Self-Service	10	ThinkCentre	2007**
FA 202/202A	Graphic Design Lab	23	iMacs	2005-2009**
FA 208	Music Computer Lab	13	ThinkCentre	2007
HH Basement	Stu Support Services Lab	7		
JDF 003	Classroom Lab	7	IBM	2004-2007**
JOUR Bldg	Communications Lab	3	DELL	2009
LEOS CTR	VideoProd Studio	8	iMacs	2008 & 2009**
LEOS CTR	The Northeastern – Lab	10	iMacs	2004-2008**
LEOS CTR	Chatterbox	4	DELL	2006**
LEOS CTR	Learning Center	8	DELL	2004-2007**
LIB 105	Library Classroom Lab	20	ThinkCentre	2007
LIB 118	Literacy Center	18	DELL	2011
LIB 118A	Open Lab-Classroom	28	IBM	2007
LIB 119	Honors Program Lab	4		
LIB 1st Floor	Public Reference	39	DELL	

Location	Student Labs	Number	Hardware	Year*
LIB 2nd Floor	Public Reference	19 6	Dell iMacs	2004-2007**
OPT B25, 156C and Biomedia	Optometry Computers available for student and resident use	8	IBM	2009
OPT B7	Optometry Computer Lab	6	DELL	2010
SC 270	Computer Science Lab	32	IBM	2007**
SC LL46	Science/Math Computer Lab	25	IBM	2007
Seminary Suites	Clubhouse	4	DELL	2004**
SH 135	Tahlequah Writing Center Lab	28	IBM & DELL	2008 2009
SH 136	Reading Center Lab	20	DELL	2009
SH 232	COLA Computer Lab	40	ThinkCentre	2007**
Shawnee St.	Theatre Classroom Lab	16	iMacs	
Special Services 106	Open Lab	4	DELL	
UC Basement	Food Court	4	DELL	
WEBB 207	Open Lab-Classroom	40	DELL	2006**
WEBB 212-213	Open Lab	80	DELL	
WEBB 307	Open Lab-Classroom	40	DELL	2005**
WYLY Hall	Housing Student Lab	5	IBM	2006**
Broken Arrow Computer Labs				
BAAS 214	BA Testing Center Lab	21	DELL	2011
BABT 129	Teaching Lab	40	DELL	2010
BABT 237	Open Lab	32 1	DELL iMacs	2006** 2003**
BAED 113	Teaching Lab	39 2	DELL iMacs	2010 2004**
BAED 242	Education Chalk & Wire	4	DELL	
BALA 118	Classroom Lab	41	DELL	2011
BALA 130	Classroom Lab	41	IBM	2005**
BALA 230	Classroom Art Lab	4 15	DELL iMacs	
BALA 234	Open/Teaching Lab	20	DELL	2010
BALB 106	Classroom Lab	21	IBM	2007**
BALB 110	BA Library Lab	50	DELL	2007**
BALB 226	BA Writing Center Lab	20	DELL	2004-2007**
BALB 1st, 2nd Floor	Public Reference	50	DELL	2011
Muskogee Computer Labs				

Location	Student Labs	Number	Hardware	Year*
SYNR 205	Muskogee Teaching Lab	34	ThinkCentre	2007
NSUM 116	Muskogee Open Lab	19	ThinkCentre	2007**
NSUM LIB	Public Reference	7	DELL	

Source: Information Technology Office and Academic Affairs Office

★*This date reflects the last time the lab was updated. However, effective fall 2011 a new three year rotation for all computer replacements across campus was approved.*

★★*Scheduled to be replaced 2011-12*

In addition to traditional technological support of student learning through computers, WiFi connections, online library resources and course management platforms, NSU continues to implement new programs and initiatives which support student learning through instructional resources. Below are a few examples of these initiatives.

Quality Matters

Recently, NSU implemented the Quality Matters program. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. 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. NSU has chosen 12 faculty members (the largest number of faculty from any institution in Oklahoma) to participate in training to become QM peer reviewers. Also, an online instructional designer has been hired to support faculty to develop effective online and blended courses which will satisfy the nationally-recognized QM standards. The Quality Matters program will help ensure an enhanced collaboration between faculty and students as well as students and other students in an online course environment. Also in following "best practices" the program will help to facilitate the alignment of the components of the course with the design, content and assessment of the course.

Smarthinking

In the fall 2010, NSU began using an online tutoring program, Smarthinking, to assist students who needed additional tutoring resources in selected areas. The following chart provides usage data for FY 2010-11. This program is being continued during the 2011-12 academic year as we gather more evaluative data and student feedback regarding the benefit of this student learning resource.

Subject	Sessions	Hours	Percent
General Chemistry	607	221.27	36.9%
Essay Center & Writing	304	200.23	22.2%
Algebra	382	184.57	20.5%

Subject	Sessions	Hours	Percent
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%
Total	1674	900.29	100.0%

Course Redesign Project

The Center for Teaching and Learning continues to develop instructional resources that support student learning. A new 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 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 NSU by advancing the University's continuing efforts to foster a culture of excellence in teaching and learning. An overarching 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: engage students in active learning; research or creative activities that directly foster student learning and enhance the teaching and learning process; providing 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; collaborative learning and community building; and employing a continuous improvement model.

Redesign was initiated in 2011 with 12 faculty proposals. After a rigorous committee review, six proposals were selected for funding this year. The specific courses and faculty/student teams are:

» BIOL 3013, Animal Biology; Dr. Terdal, Ms. Strawn, and Mr. Cousens
» CHEM 1123, General Chemistry; Dr. Pilcher, Ms. Hanna, and Ms. Richards

» EDUC 3313, Clinical Teaching and Pre-Internship I; Dr. Cambiano, Dr. Sweeney, Dr. Moody, Dr. Carey, Ms. Fries, Dr. Payne, Ms. Basinger, Ms. Finney, and Mr. Silver

» ELED 4563, Management of the Elementary Classroom and Curriculum; Dr. Lisenbee and Ms. Hopkins

» GEOL 1114, Physical Geology Lecture and Lab; Ms. Hyde and Mr. Wybrant

» PSYC 3243, Introduction to Counseling; Dr. Gomez, Mr. Lundry, and Ms. Richardson

This is a new initiative, so data is not available. However, the grant guidelines require follow-up reports at certain intervals.

iPads in Selected Courses

In 2011 semester a pilot project was begun using iPads in our developmental courses. Students in one section each of Reading Enhancement, Writing Enhancement, and College Algebra were issued iPads for use in their developmental class. This section was paired with another traditionally taught section for statistical analysis. Faculty teaching developmental classes are always researching delivery methods, textbooks, and software to provide an excellent learning environment for students. It was theorized that providing an iPad for students to use in class and at home might enhance their learning experience and perhaps improve comprehension; and that the improvement might be reflected in their post CPT scores, and final class grades. After statistical analysis, it was determined that there were no statistical differences between the class sections on post CPT scores or final class grades. Because of the very small number of responses, the faculty in the developmental classes decided to try the project again in the fall 2011 semester. Students in the College Algebra class all rated the use of the iPad in the class as positive. However, statistical analysis showed there was a statistical difference in the experimental and control group but in the opposite direction as expected. The students with iPads showed an average score decrease from pre-assessment to post-assessment. It was concluded that more investigation needs to be conducted on the use of iPads in College Algebra classes. After completion of this project, the iPads are being transferred to the Center for Teaching and Learning for tracking and re-distribution.

Reading and Writing Labs

NSU has a formal writing lab on both the Tahlequah campus and the Broken Arrow campus. The Tahlequah campus hosts the reading lab. These services are open to all NSU students. The writing labs provide free one-on-one help with writing as well as access to various software programs to assist students in becoming a better writer. Computer technology and software are used in both labs for support of student learning. Statistics are kept regarding usage for each lab.

Technology App

NSU recently developed a Smartphone app in which students and others can access the latest news, weather and sports for NSU through a free mobile application. Some of the features include: maps, contact us information, directory, calendars, news, photos, videos, athletics, tradition information and facts, weather, a get help feature, and the fun Did U Know (DUK) quiz promoting NSU trivia in preparation for the HLC visit. The NSUOK mobile app is compatible with iPhone, iPod touch,

and iPad and requires iOS 4.0 or later. It is also compatible with Android 2.1 or later.

Emergency Alert System

In fall 2011, NSU implemented an Emergency Alert System in which employees and students can list up to six voice mail numbers, two email addresses and one SMS text number (cell phone) for emergency alerts relevant to public safety or campus closures. Individuals must "opt-in" to receive text, email and telephone alerts. This system provides additional security to students enhancing their safety which could impact learning. The system has just been implemented. NSU is also developing a Guardian app which will allow students to request safety assistance such as escorts and/or have their whereabouts tracked until they reach their destination.

Monitoring Usage - Information Technology

Student usage and satisfaction levels for instructional technology are determined in a number of ways. A sample of online courses is sent an online evaluation survey each semester. Instructors can monitor the amount of usage of the various portions of their Blackboard courses via usage statistics provided within Blackboard. A sample of all face to face and blended courses are given a paper survey in which the student can assess various aspects of the learning experience and make any open-ended comments they wish. The results of these evaluations are used by the faculty and department chairs to revise courses to better serve student needs. Students are also able to call the Service Desk with questions about technology issues. The Service Desk personnel route calls related to Blackboard to the Center for Teaching and Learning for assistance. The Center for Teaching and Learning staff use the inquiries in their training and consulting with faculty to improve course design to enhance student learning.

All NSU students receive a unique login account to access campus computer technologies. Student logins are tracked to determine a percentage of utilization for primary campus technologies. Further, network packet traffic and bandwidth is monitored for utilization and quality of service. The following are a few utilization points from monitoring activities.

Student Technology Usage – Fall 2011	
Number of students who have accessed the NSU network from campus for fall 2011	8,356
Percentage of NSU students who access technology resources	89.26%
Average number of student logins from campus computers for fall 2011	26.82
Number of unique students who have accessed the Blackboard LMS for fall 2011	7,958
Percentage of student technology users accessing the Distance Learning LMS (Blackboard)	85.0%
Number of unique NSU email users who have used campus email for fall 2011 (Note: This number includes students, faculty, staff, administration, alumni, and select community leaders.)	17,109

Much information regarding usage can be determined anecdotally by observing the number of students in each lab. Most computer labs across campus have significant numbers of students in them at all hours of the day and night.

Statistics are provided from various sources on the level of library resource usage in the following ways:

1. Library database publishers provide usage statistics related to the number of online searches, sessions, and the number of online full-text usage.

2. A count of on- and off-campus usage of the library web pages and E-reserves usage is provided by web logs.

3. The library's webmaster provides usage statistics that show total research guide hits on the library resource pages.

Additional information is gathered from the NSSE (National Survey of Student Engagement) regarding student satisfaction and use of technology by freshmen and senior students. The following questions specifically address technology.

Question: 1l.   Used an electronic medium to discuss or complete an assignment.
>   » 46 percent of the freshmen surveyed said often or very often
>   » 67 percent of the seniors surveyed said often or very often

Question: 1m.   Used e-mail to communicate with an instructor.
>   » 73 percent of freshmen surveyed said often or very often
>   » 87 percent of seniors surveyed said often or very often

Question: 10g.   Using computers in academic work.
>   » 84 percent of freshmen surveyed said quite a bit or very much
>   » 87 percent of seniors surveyed said quite a bit or very much

Question: 11g.   Using computing and information technology.
>   » 72 percent of freshmen surveyed said quite a bit or very much
>   » 80 percent of seniors surveyed said quite a bit or very much

Question: 13.   How would you evaluate your entire educational experience at this institution?
>   » 82 percent of freshmen surveyed said good or excellent
>   » 80 percent of seniors surveyed said good or excellent

Question: 14.   If you could start over again, would you go to the same institution you are now attending?
>   » 90 percent of freshmen surveyed said probably yes (34 percent) or definitely yes (56 percent)
>   » 83 percent of seniors surveyed said probably yes (34 percent) or definitely yes (49 percent)

7. Financial Data

A. Actual Unrestricted Revenues

Unrestricted Revenues	2010	2011
Tuition and Fees	30,539,336	28,042,002
State/Local Appropriations (if applicable)	39,714,475	39,996,803
Denominational income (if applicable)	Not applicable	Not applicable
Investment and Annuity Income	121,000	0
Contributions	0	0
Auxiliary	18,833,412	20,455,277
Other	651,942	590,028
Total	89,860,165	89,084,110

Source: Budget Office

B. Actual Unrestricted Expense

Unrestricted Expenses	2010	2011
Instructional/Departmental/Library	43,540,404	41,049,350
Student Services	5,814,806	5,380,804
Operation and Maintenance of Plant	9,911,186	9,481,473
Administration	7,122,398	7,061,254
Fundraising	0	0
Auxiliary	19,836,439	18,565,419
Other	1,489,959	1,317,282
Total	87,715,192	82,855,582

Source: Budget Office

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

As shown in the above charts, unrestricted expenses at NSU did not exceed unrestricted revenues during the 2010 and 2011 fiscal years.

Appendix b

FEDERAL COMPLIANCE

Credits, Program Length, and Tuition

Northeastern State University operates on a two semester (fall and spring) plus summer term calendar. In addition, intersession classes of various lengths are operated between the three regular terms. Short-term courses are conducted during the regular terms with a first 8-week session and second 8-week session during the fall and spring term and a first 4-week and second 4-week session during the summer term. The fall and spring terms are of 16 weeks duration and the full summer term is eight weeks. This is consistent with the definition of "academic term" as defined by the OSRHE policy manual section 3.13.2.

At NSU, one semester credit is equivalent to a minimum of 800 clock minutes of credit hours, meeting 50 minutes each week for 16 weeks. Classes taught in lengths less than 16 weeks will have the minutes per week adjusted to equal a total of 800 instructional minutes. The vast majority of classes offered at NSU are 3 credit hours. These courses meet 150 minutes per week, either 50 minutes three times a week for a Monday, Wednesday, Friday schedule or for 75 minutes twice a week for a Monday-Wednesday or Tuesday-Thursday schedule. This is consistent with the OSRHE definition of semester-hour credit in policy 3.18.3. Laboratory credit is awarded at the ratio of two or three to one credit hour. For example a one credit hour laboratory class would have 1,600 to 2,400 instructional minutes per week. It is expected that the student will spend additional time outside of formal instructional time for each class at a rate of 2-3 hours per week for each credit hour taken.

NSU is in compliance with the OSRHE policy regarding requirements for a bachelor's degree. A minimum of 120 credit hours are required by OSRHE policy excluding physical education activity credits. At NSU, baccalaureate degrees require a minimum of 124 hours with a maximum of 4 hours of physical education activity credits. A summary of minimal requirements and standards for bachelors degrees are found in OSRHE policy 3.14.5 D. The OSRHE does not set a minimum number of hours for master's or doctoral degrees. At NSU, most master's programs require a minimum of 36 credit hours with a few programs requiring additional hours. Master's programs requiring more than 36 graduate credit hours include the counseling psychology program and the new occupational therapy degree.

Each year, tuition rates are requested by each institution and approved by OSRHE. Each institution may request tuition increases up to the average of resident tuition and mandatory fees of our identified peer institutions. New tuition rates are in effect beginning with the fall semester each year. Tuition rates are differentiated based on undergraduate, graduate, and professional level of courses as well as in-state and out-of-state residency. A guaranteed tuition rate is also offered to students. Until fall 2011, NSU assessed various additional course fees for a variety of situations – science labs, art materials, music lessons, etc. In spring 2011, NSU proposed to consolidate these individual course fees into a college fee assessed for each course taught in that college. This reduced the number of individual fees considerably. Special assessment fees are assessed for high cost programs (nursing, music, speech language pathology, medical laboratory science, etc.), and for other specialized instruction purposes. Courses delivered in online and blended (hybrid) formats have additional fees attached. All fees are published in the online catalog.

Student Complaints

Most student complaints are addressed through existing channels and appeals processes identified in the Undergraduate Catalog and Graduate Catalog. These involve such areas as course complaints, grade appeals, harassment policies, or course offering times. "Non-trivial student complaints" as defined in the Handbook of Accreditation as "either academic or nonacademic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint" are maintained separately in the three offices who have responsibility to handle such complaints – the president, provost and vice president for academic affairs, and vice president of student affairs. When a complaint reaches the level of these three offices, it is most likely because the person is not satisfied with an answer received previously. These complaints range from student situations and residence life, to academic policy issues, to program and course requirements, or personnel concerns. Very few student complaints rise to this level; however, records will be available for review by the visiting team. There does not appear to be a pattern in the nature of complaints or complaints targeted at one specific area.

A Student Code of Conduct has been established to foster and protect the core values of the university, to foster a safe and secure learning environment for students, and to protect the people, properties, and processes that support NSU and its mission. The Student Code of Conduct is available on the NSU website and is also published in the Student Handbook. Complaint procedures are identified on the Student Affairs website under Grievance Procedures.

Transfer Policies

NSU's transfer policies are contained in the online Undergraduate Catalog under sections related to Transfer Admission Standards, Transferring from Community Colleges, Transfer of Credits from other Colleges and Universities, and Scholarships for Transfer Students. Transfer admission standards and policies related to transfer of credit for students completing associate of arts and associate of science degrees within the Oklahoma State System are consistent with OSRHE policy 3.10 Undergraduate Transfer and Articulation. As indicated in the NSU Undergraduate catalog, "for students transferring with the Associate of Arts degree or Associate of Science degree from a public institution in Oklahoma, all general education requirements will be satisfied with respect to degree requirements. Some majors may require other specific general education courses as program prerequisites or program requirements."

The Oklahoma State Regents for Higher Education has an online database of course transfer equivalencies which have been approved by faculty across the state in a multitude of disciplines. Faculty meet each year to review course equivalencies and add courses to the database. This process is called the Course Equivalency Project (CEP). NSU transfers courses based upon the equivalence previously determined by the CEP. In addition to this database, NSU has many courses from other institutions which have previously been evaluated in the Degree Audit Reporting System (DARS) articulation table. If a course is not evaluated for transfer by the DARS system, the responsibility for evaluating credits for transfer course falls to the First Year Experience director for general education courses and to the various department chairs for courses within a major. Courses are determined to be equivalent based on similarity of causes of course content and level of courses.

Through the Office of Transfer and Parent Programs in the Enrollment Management Services area, NSU established Smart Choice agreements with five surrounding community colleges. These agreements define relationships between the two institutions which help facilitate a seamless transfer from the community college to NSU. Individual program articulation agreements for our Smart Choice partners are located on the NSU website.

Verification of Student Identity

All students must have a secure login though a user ID and password. This is necessary to access the VPN portal as well as the course management software and other online services. NSU also provides faculty with anti-plagiarism software to assist in detecting plagiarism on student papers.

Title IV Program and Related Responsibilities: Compliance with the Higher Education Reauthorization Act

General Program Responsibilities: Financial Aid

NSU complies with the Title IV requirements of the Higher Education Reauthorization Act as amended by the Higher Education Opportunity Act of 2008 (HEOA), effective July 1, 2010. The university undergoes an audit every year in regard to its compliance with Title IV regulations.

All documents relevant to Title IV compliance are maintained in the Office of Financial Services, and will be made available to the review team. This includes the Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and Internal Policies and Procedures manual for processing of federal financial aid for students. There were no Department of Education program reviews or compliance audits at NSU during the 10 years since the previous reaccreditation.

Financial Responsibility Requirement

As required by RUSO, Northeastern State University conducts an annual financial audit "by an independent accounting firm or individual holding a permit to practice public accounting in Oklahoma and such examination shall encompass a complete financial audit for the preceding fiscal year (RUSO Policy 2.8.1)." The audits are filed in accordance with Section 212A of Title 74 of the Oklahoma Statutes. RUSO contracts with auditors, and the firm is rotated every five years. Currently, the firm of Cole and Reed provide the annual audit, which is conducted before October 30 each year. For the past three years (2008, 2009, 2010), NSU received unqualified audits with no findings to report.

The Primary Reserve and Viability ratios reflect a steady strengthening of our financial stability. There is a significant swing in the Return on Net Assets ratio that reflects the booking of significant assets donated to NSU during 2007. The largest of these was the donation of the Broken Arrow campus land by the city of Broken Arrow. The following chart shows the strategic analysis of the financial ratios as presented to the governing board.

Northeastern State University Strategic Ratio Analysis Fiscal Year 2010 through Fiscal Year 2006					
Primary Reserve Ratio					
This ratio can determine if the university has the resources and flexibility to meet future challenges. A low primary reserve may indicate a lack of the resources required for new initiatives and operating flexibility.					
	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
NSU Primary Reserve Ratio	0.52	0.47	0.41	0.34	0.23
Viability Ratio					
Measures the ability of a university to cover its debt. This ratio is helpful in managing debt levels to reach strategic goals.					
	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
NSU only Viability Ratio	0.96	0.88	0.68	0.52	0.32
Return on Net Assets					
Measures in wide terms if an institution is better off financially in the current year than in the prior year.					
	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
NSU Return on Net Assets	2.66	2.95	5.09	10.92	5.76
Net Operating Revenue					
Measures the net operating income to operating revenues. A positive ratio indicates that the institution experienced an operating surplus for the year.					
	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
NSU Net Operating Revenue	0.54	0.91	3.26	6.79	6.05

The Annual A-133 Audit is completed as a part of our annual external audit. For the past three years, no matters were found to be reportable. Copies of the last three years of external audit reports are posted in the electronic resource room and are available on the NSU website under Business Affairs.

Student Loan Default Rates

NSU participates in the Federal Direct Loan program and the Federal Perkins Loan Program. The most recent three year data from the U.S. Department of Education shows the following student loan default rates for NSU and other regional institutions in Oklahoma. In FY 2008 (last year for comparative data), NSU rates were higher than three other regional institutions and lower than the other six. In FY 2009, the government changed the formula for calculating default rates and an

increase occurred. Comparative data with other institutions is not available yet.

Student Loan Default Rates-Comparison of Regional Institutions in Oklahoma				
	FY 2006	FY 2007	FY 2008FY	FY 2009*
Northeastern State University	**5.3**	**8.1**	**8.3**	**11.5**
University of Central Oklahoma	3.1	5.2	5.8	7.8
Southwestern Oklahoma State University	6.1	6.1	7.7	11.9
Southeastern Oklahoma State University	8.8	8.0	7.1	11.7
Northwestern Oklahoma State University	4.1	6.3	8.6	10.1
East Central University	5.8	7.3	8.4	9.7
Cameron University	6.7	9.2	9.9	12.1
Langston University	14.5	16.9	15.9	20.4
Rogers State University	7.5	9.8	11.6	12.1
Oklahoma Panhandle State University	8.2	7.0	9.6	13.0

All documents relevant to Title IV compliance are maintained in the Office of Student Financial Services, and will be made available to the review team. This includes the Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and Internal Policies and Procedures manual for processing of federal financial aid for students.

Graduation Rates

NSU is in compliance with Title IV requirements regarding reporting graduation rates. Graduation data are reported to OSRHE via the Unitized Data System (UDS). The OSRHE then uploads the data to the Integrated Post Secondary Education Data System (IPEDS) each spring to populate the Graduation Rates Survey (GRS) and the Graduation Rates Survey 200 (GRS200). The Office of Institutional Research validates NSU unit data sent to the OSRHE and the university President must sign certification forms indicating the information is correct. Members of the Institutional Research staff verify the accuracy of the IPEDS data prior to locking the required surveys.

Graduation statistics are available to the public on the Assessment and Institutional Research website in each year's Common Data Set and in NSU's IPEDS Data Feedback Report. NSU was an early adopter of the VSA's College Portrait which contains graduation rates in the Undergraduate Success and Progress Rates section. VSA is linked from the university's home page to provide transparency. Graduation information is also available upon request from the Registrar's Office and online through the NSU Fact Book. This Fact Book also includes links to various required information under the HEA Institutional Disclosure Requirements.

Campus Crime Reporting

NSU complies with the Student Right-to-Know and Campus Security Act of 1990 commonly known as the Cleary Act requirements for reporting campus crime statistics. The 2010 Annual

Security Report is found on the University Public Safety webpage under Cleary Reporting. Copies of this report are also available at the Office of Public Safety and will be available to the review team. Information about the availability of this information is provided in the Undergraduate Catalog and the Student Handbook, both of which are on the NSU website. NSU is a relatively safe campus and the NSU Tahlequah University Police Department has a very cooperative relationship with the local city police, county sheriff deputies, and the Cherokee Marshal Service. Similarly, NSUBA works closely with the Broken Arrow Police Department and the Muskogee campus is closely aligned with the Muskogee Police Department.

The Student Affairs, Police Department and Housing office routinely offer seminars and programs to educate students and university personnel regarding crime prevention, dangers of alcohol and drug abuse, and other safety concerns. Students and university personnel are encouraged to report any suspected criminal activity to the Campus Police immediately. Additionally, NSU acquired National Incident Management System (NIMS) Compliance Certification through the Office of Homeland Security in 2010.

Satisfactory Academic Progress and Attendance Policies

NSU is in compliance with the requirement that it makes its policies on satisfactory academic progress and attendance readily available to students. Policies on academic progress are described in the NSU Undergraduate Catalog under Retention Standards, which includes information on student classification based on the semester hours of credit earned and information on academic probation and suspension. In addition, the Office of Student Financial Services also identifies the satisfactory academic progress policy on their website and in the Undergraduate Catalog: Academic Progress Policy. NSU does not have a formal attendance policy, but indicates in the "Absences" section of the NSU Undergraduate Catalog that "regular attendance in classes is required. Excessive absences may be reflected in the grade assigned." Class attendance policies that impact the course grade must be included in the course syllabus by individual instructors. A section on "absences" also is referenced in the Student Handbook. After the third week of a regular 16 week semester, faculty may administratively withdraw students for non-attendance. A Non-attendance Withdrawal form is completed and forwarded to the Office of Admissions and Records to be processed. The non-attendance withdrawal policy is located in the course catalog. The last date of attendance is recorded by instructional faculty on grade sheets at the end of the semester for students who have withdrawn or are receiving a grade of "F."

Contractual Relationships/Consortial Relationships

NSU does not participate in any agreement for which a third-party entity provides academic content for its degree program. NSU has five approved off-campus sites where degree completion programs are offered for students already having completed associate degrees.

Institutional Disclosures and Advertising and Recruitment Materials

NSU referred to its affiliation with the Higher Learning Commission in the online NSU Undergraduate and Graduate Catalogs as follows:

NSU is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 North LaSalle Street. Suite 2400, Chicago, IL 60602-2504, 800-621-7440).

In the process of preparing the self study it was revealed that the disclosure statement in the undergraduate and graduate catalogs did not include the email address, URL or local phone number as specified in the current Handbook of Accreditation. This information was immediately corrected for the 2010-11 catalogs and the 2011-12 catalogs are in compliance with the commission's specifications. This discovery prompted a careful review of disclosures for all accreditation affiliations of the university and updates were made.

The statement of affiliation with the HLC now reads:

NSU is accredited by the Higher Learning Commission (http://www.ncacihe.org) and is a member of the North Central Association of Colleges and Schools located at 230 North LaSalle Street. Suite 7-500, Chicago, IL 60604-1411. The HLC can be contacted at: 800-621-7440, 312-263-0456, or by email at info@hlcommission.org.

Relationship with other Accrediting Agencies and State Regulatory Boards

All programs offered by NSU are approved by OSRHE and by the Board of Regents of the RUSO. Eight programs at NSU hold professional accreditation. These programs and the associated accrediting bodies are:

» Teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP).

» NSU's Oklahoma College of Optometry has full accreditation by the Accreditation Council on Optometric Education (ACOE).

» The NSU baccalaureate nursing program is fully accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC) and the new master's in nursing program will be seeking accreditation from the NLNAC in the near future.

» The bachelor of Business Administration (BBA) and Master of Business Administration (MBA) programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

» The NSU didactic program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

» The Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE).

» The Master of Science in Speech-Language Pathology program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

» The Bachelor of Arts and Bachelor of Music Education programs are accredited by the National Association of Schools of Music (NASM).

NSU is in good standing with each of the above professional accrediting agencies and no adverse action has been taken against any of the academic programs. Disclosure and contact information for each of these accrediting agencies is available in the online catalog under Accreditation.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

In preparation for the comprehensive evaluation visit, NSU will place the final version of the self-study report on a website accessible to the public and members of the NSU community. A notice will be placed on the website informing viewers how to contact the HLC-NCA and inviting third party comment. In addition, a notice and invitation for public comment will be placed in local newspapers, such as the Tahlequah Daily Press, and the alumni e-newsletter, Green and White Network. An opportunity for students, faculty and staff to comment will be provided through a campus e-mail directing them to the website. This notification process took place on Dec. 19, 2011.

Appendix B - Resource Room Documents

List of Electronic Documents In the Resourse Room Hardcopy of some HCL required documents will be located in the Resource Room	
155,000 Community Service and Volunteer Hours	C4
2002 Strategic Plan	C1
2003-2004 Assessment Plan	C3
2006 Strategic Plan	C1, C2
2007-08 Annual Assessment Report	C2
2008 Oklahoma Research Day	C4
2009 Northeastern Oklahoma Regional Summit	C1
2010 Annual Security Report	Appx B
2010 National Survey of Student Engagement	Exec, C2, C4
2010 NSSE	C3
2010 Regional Economic Summit	C1
2011 Regional Summit	C1, C2
2011 Summer Class Schedule	Hardcopy
2011 Fall Class Schedule	Hardcopy
2012 Spring Class Schedule	Hardcopy
24 Works of Art	C4
252 Students from 58 Countries	C5
58 Countries	C3
6 Hands, 1 Piano	C4
67 Percent	C4
74 Percent of the Faculty have Earned Doctorates or Other Terminal Degrees	Conclusion
74 Percent Undergraduate Classes have Fewer than 30 Students	Conclusion
A Beautiful Nightmare	C4
Absences	Appx B
Academic Affairs	C5
Academic Integrity	C4
Academic Prioritization (report)	C5
Academic Prioritization (strategic goal 1)	C4
Academic Prioritization Process	Exec, C2
Academic Prioritization Retreat	C1
Academic Scholars Program	C4
Academic Times	Exec, C3, C4, Conclusion
ACBSP	C1

Accreditation	Appx B
Accredited	C1
Achieving the Dream	C3
ACOE	C1
Actively Involved	C5
Affirmative Action Documents	C5
Agency Reports	Hardcopy
AISE EPA Tribal Lands Environmental Science Scholarship	C1
Alumni Association	C2, C5
Alumni Association on Facebook	C1
American Democracy Project	Exec, C4
American Disabilities Act	C5
American Indian Grass Dance	C4
American Indian Heritage	C2
American Indian School of Health Professions (news)	Exec
American Studies at Swansea in the United Kingdom	C2
Annual Assessment	C3
Annual Assessment Report	C3
Annual Honors Awards Assembly	Exec
Annual Regent's Assessment Report 2008-2009	C3, C5
Annual Regent's Assessment Report 2009-2010	C2, C3
Annual Regent's Assessment Reports	C2
Art Capstone Experience	C3
Art Gallery	C5
Articulation Agreements	Appx B
ASHA	C1
Assessment in the Major Reports	C3
Assessment of Administrators	C2
Assistant to the President	C5
Athlete Training Education Programs	C4
Athletic Prowess	C4
Athletics	C5
Baccalaureate Scholars	C4
Bachelor of Arts in American Indian Studies	C5
Bachelor of Arts in Cherokee Language	C5
Bagley Hall Training School	C2
Banner	Exec, C1, C2

Basketball Championship	C4
Battenfield-Carletti Distinguished Entrepreneur Lecture	C1
Belize	C4
Beyond the Stage	Exec
Beyond the Stage and Learning	C4
Bicycle Patrol	C5
Bill Bright	C4
Bill S. Fife	C1
Black Heritage	C2
Black History Month	C5
Blackboard Online Training Videos	C3
Blogs	C3
Bob Berry	C4
Bob Hudson	C4
Board Rosters, Charters, Bylaws	Hardcopy
Boyer's Model	C3, Conclusion
Brad Henry International Scholar	C2
Broken Arrow Police Department Partnership	C2
Brown Bag Lunches	C5
Building Sustainable Communities in Eastern Oklahoma	C2
Business Advisory Board	C5
Business Service Center	C1
Bylaws of NSU organizations	Hardcopy
CADE	C1
Camp Gruber	C5
Campus Tour	C5
Campus-Community Emergency Response Team	C2
Career Events	C4
Carrie Underwood (news)	C4
Carrie Underwood (wiki)	C4
CASE	C5
CASE Building	C1
CEL	C3
Centennial Lecture Series	C4
Center for Leadership and Community Engagement	C5
Center for Regional and International Partnerships	C5
Center for Teaching and Learning (copyright)	C1

Center for Teaching and Learning's Blackboard (tutorials)	C2
Center for the Performing Arts	C5
Center for the Study of Literacy	C3
Center for Tribal Studies	C3, C5
Certification Tests	C3
Certified Financial Planner Certification Program	C3
Charting the Second Century: 2009-2014	Exec, Intro, C1, C2, C3, Conclusion
Cherokee National Holiday	C5
China	C4
Chinese Visit Video	C2
CIBT Education Group Inc	C3
CIBT Education Group, Weifang University, Beihai College	C2
Circle of Excellence	Exec, C2
Circle of Excellence Award for Teaching	C3
Circle of Excellence Awards	C4
Citation Format	C4
Civic Engagement Council	C1
Civic Engagement White Paper	C4
Classroom Evaluations	C3
Clery Report	C2
CLT Workshops	C3
Coin	C1
Cole and Reed	C1
College of Education	C5
College of Extended Learning (news)	Exec, C1, C2
College of Extended Learning (website)	C2
College Portrait	C3
Collegiate Scholarship	C4
Common Data Set 2010-2011	C4
Communication Lab (department website)	C5
Communication Lab (website)	C3
Community Outreach and Recruitment Efforts (CORE)	C1, C2, C5
Community Service	C4
Compliance Letter to NSU	C5
Compressed Natural Gas	C5
Conflict of Interest	C4

Confucius Institute	C2
Congressman Dan Boren	C5
Constitution Day	C5
Continuing Education	C3
Copyright in the Classroom	C3
Council on International Educational Exchange	C2
Counselor in Residence	C2
Course Equivalency Project	Appx B
Courses Delivered Electronically	C2
Creative Thinking	C3
Crossroads	C5
CSI: Forensic Wildlife Summer Academy	C3
CSWE	C1
CTL	C2, C3, C4, C5
Cut It Out	C4
DaVinci Institute Fellows	Exec, C3
Dean's Advisory Council	C4
Degree Audit Reporting System	Exec, C1, C2, C5, Appx B
Degree Completion Program	C2
Dennis Letts	C4
Department of International Cooperation and Exchange	C2
Derrick Moore	C4
Descendants of Seminarians	C2
Director of Community Relations	C5
Disabilities	C3
Distance Learning Classes	C3
Distinguished Delegation National Award	Exec
Diversity in Clinical Placement Locations	C1
Diversity Task Group	C5
Donation of 199 Acres	Intro
Don Sweger	C4
Downtown Country	Exec
Downtown Country and River City Players	C4
Dr. Allyson Watson	C3
Dr. Amy Aldridge Sanford's Blog	C2
Dr. Michael Wild's Blog	C2
Drew Edmondson	C4

Early Alert System	C3
Eastern Region Healthcare Coalition	C1
Eastern Regional Healthcare Workforce Summit	C1
Education First	C2
Education First College Study Tours	C2
Educational Technology	C5
Eight Regional Action Teams	C1
Elaina Ross' Blog	C2
Embrace Lifelong Learning	C4
Emergency Operations Overview	C2
Employer Surveys	C3
Employment Handbook	C1
Ernest L. Boyer Model	C4
Ethical Responsibilities	C4
EthicsPoint	C1
Evaluations	C2
Exit Counseling	C3
External Grant Funding	C2
Facebook	C1
Facilitating Community Engagement and Academic Service	C5
Fact Book	Appx B
Fact Book Academic Year 2010-2011 (Faculty FTE by College)	C2
Fact Book Academic Year 2010-2011 (Race/Ethnicity)	C1, C3
Fact Book Academic Year 2010-2011 (Student Progress One Year Retention Rate)	C3
Fact Book Academic Year 2010-2011 (Tenured Faculty Percent of Full-time Faculty)	C3
Faculty Council (constitution)	C5
Faculty Council (mission)	C2
Faculty Development	C3
Faculty Development Committee	C4
Faculty Handbook (2011)	C1, C4, C5
Faculty Handbook (appendix c1)	C3
Faculty Research	Exec, C4
Faculty Research Committee	C4
FAQs	C5
Federal Stimulus Program Funds	C2
Fees	Intro
Fees are Published	Appx B

FFA Minority Scholarship	C1
Financial Aid	C4
Financial Report	C1
First-Year Experience	C2, C3
First-Year Experience/Enrollment Services	Exec, C1, C3
Fitness Center	C5
Flexible Workshop Classes	C3
Focused Mission	Conclusion
Focused Missions Statement	Exec, Intro, C1, C2
Food Basket Frenzy	C4
Formal Agreements	Hardcopy
Foundation	Exec, C5
Foundation Annual Report	C2
Founders Day	C2
Four Surveys	C3
Fulbright	C2
Fulbright Scholarships	C4
Galaxy of Stars Series (news)	C4
Galaxy of Stars Series (website)	Exec, C5
Gather Here: Make a Difference	C2
Gear-Up	C4, C5
General Education FAQs website	C3
General Education Requirements	C1, C2
General Education Task Force	C1
General Education Task Force (GETF)	Exec, Intro
General Studies	C1
George Wickliffe	C1
Get Green for Blue Outdoor Investigation to Connect Water to You	C3
GETF	C3
GETF Report	Exec, Intro
Giving Voice to Our Region	C2
Global Learning Center	C5
Glenn Coffee	C4
Global Perspectives	C2
Governance Documents	Hardcopy
Graduate Catalog	C3, Appx B
Graduate Catalog: Programs	Intro

Graduate Catalog: The University	C1
Green and White Scholars	C4
Grievance Procedures	C3
HawkReach	C2
Health Care Summit	C2
Health Care Workforce Summit	C5
Higher Education Day at the Oklahoma House and Senate	C2
Higher Education Reauthorization Act	Appx B
Higher Education Teaching and Learning Conference	C3
History Day	C5
HLC website	Exec
Honor Your Authors Reception	Exec, C4
Honors and Scholarship Programs	C4
Honors Awards Assembly	C4
Honors Program	C4
Hosting All Six Oklahoma Gubernatorial Candidates	C2
Hurricane Katrina	C5
Information Technology Services	C1
Institutional Review Board	C1, C4
Intellectual Property	C4
Intercollegiate Athletic Contests	C1
Intercultural Event	C2
Interim President's blog	C1
International Study Abroad Opportunities	C4
International Study Abroad Trip to Russia	C2
Internships	C4
IPEDS Report	C4
iSolutions Smartphone Application	C1
James (Jim) Gray	C1
James E. Edmondson	C4
Japan Earthquake	C5
Japanese	C3
Jarrett Byers	C4
Jazz Lab	C1, C5
Jazz Program	Exec, C4
Jazz Studies	C4
Jeff Storey	C4

Job Fairs	C4
Joe Byrd	C1
John A. Sullivan	C4
John Cheek	C1
John Tyler	C4
John Vaughan Library	C3
Johnson Scholarship Foundation	C1
Joplin Tornado Crisis	C5
Judith Houston-Emerson	C4
Kathy Kosins	C4
Ken Selby	C4
Kimberly Teehee (whitehouse.gov)	C1
Kimberly Teehee (wiki)	C4
Korean American Educational Research Center	C2
Kudos	Exec, C2
Kudos Peer Recognition Program	C4
Language Immersion Programs	C2
Larry Adair	C5
Larry Adair Lectureship Series	C1, C5
Larry Coker	C4
Leader in the Use of Information Technology	C1
Leadership Development Certificate Program	C1
Learning LIVE	Exec
Legislation	C5
Lesley L. Walls Vision Center	C5
Libraries	C4, C5
Library (copyright)	C1
Library (tutorials)	C2
Living Literature Center	Exec, C1, C4
Lone Star Conference Championship	C4
Majestics Dance Squad	C4
Maintenance Plans	Hardcopy
Making Place Matter (news)	C1
Making Place Matter (president's annual assessment)	Intro, C1, C2, C5
Making Place Matter (volunteer policy)	Exec, C2, C5
Maps	C5
MAP-Works	Exec, C1, C3

Martin Luther King, Jr. Day	C5
Mary Ross	C1
Master of Nursing-Nursing Education	C1
Mathematics Clinic	C5
Media and Branding Initiative	C1
Media Day	C5
Melody of China	C2
Melvin Holt	C4
Meeting Minutes	Hardcopy
MERLOT	C3
Michiko Saiki	C4
Mission Statement (current)	Exec, Intro, C1, C4
Mission Statement (strategic plan 2002)	C3
Mission Statement of the Department of Social Work	C1
Model the Way	Exec, C2, C4
Model United Nations	Exec
MyMathLab	C5
NASM	C1
National Day of Service	C4
National Incident Management System	C2
National Survey of Student Engagement	C4
NCATE	C1
NIMS	Appx B
NLNAC	C1
No Child Left Behind	C5
Noel-Levitz	C5
Non-Credit Professional Development Classes	C5
Northeast Oklahoma Rural Alliance	Exec, C2, C5
Northeastern Activities Board on Facebook	C1
Northeastern Student Government Association	C2
Northeastern Student Government Association on Facebook	C2
Noteworthy Projects	Exec
NSGA	C5
NSSE	C4
NSU Authors	C4
NSU Centurions	C2
NSU Policies and Procedures	Hardcopy

NSUTV	C1
Nursing	C2
Occupational Therapy	C2
October 2010 Regional Summit	C2
OCTP	C1
Office of Assessment and Institutional Research (mission)	C4
Office of Assessment and Institutional Research (website)	Intro, C2, C3
Office of Career Services	C4
Office of Continuing Education	C5
Office of International Programs	C1, C5
Office of Research and Sponsored Programs	C2, C4
Office of Student Affairs	C3
Office of Student Financial Services	Appx B
Office of Veteran Affairs	C3
OIL	C3
Oklahoma Campus Compact	Exec, C4
Oklahoma Center for Rural Development (aircinc.org)	C5
Oklahoma Center for Rural Development (business resources)	Exec, C5
Oklahoma Center for Rural Development (news 2007)	C5
Oklahoma Center for Rural Development (news 2008)	C1
Oklahoma Certified Work Ready Communities	C1
Oklahoma College of Optometry Rural Eye Clinics	C5
Oklahoma Community Institute (OCI), Citizens Academy	C4
Oklahoma Institute for Learning Styles	Exec, C1, C5
Oklahoma Intercollegiate Legislature	Exec, C4
Oklahoma Louis Stokes Alliance for Minority Participation	C4
Oklahoma Manufacturing Alliance (business resources)	Exec, C5
Oklahoma Manufacturing Alliance (okalliance.com)	C5
Oklahoma Research Day	C3, C4
Oklahoma Small Business Development Center	Exec, C1, C5
Ongoing Learning Activities	C5
Online Course Development	C3
Online Course Materials	C5
Online Library Services	C2
Online Survey System for NSU Faculty	C3
Organizations	C5
OSRHE Assessment Report	C3

OSRHE Policy 3.10 Undergraduate Transfer and Articulation	Appx B
OSRHE website	Exec, Intro, C1
Outstanding Alumni	Exec
Outstanding Senior Awards (2002)	C3
Outstanding Senior Awards (2011)	Exec
P-20 Initiative	C4
Paris	C4
Partnerships	C1
Patent and Copyright Policies	C4
Patent Ownership	C4
Periodic Updates	C3
Phi Alpha Delta	C4
Physical Facilities Master Plan	Hardcopy
Plagiarism	C3
Playhouse	C5
PLC	C4
Podcasts	C3
Police Department Drills	C2
Policies for Allocation of Computer Resources	Hardcopy
Policy 3.18.3	Appx B
Policy Manual Section 3.13.2	Appx B
Post Baccalaureate Pre-Health Certificate Program	C2
PQV Assessment Determinations	C1
PQV Matrix	C1, C2
President's Annual Assessment	C2
President's Cabinet	C2, C5
President's Cabinet and UPG	C4
President's Council	C2
President's Council of OSRHE	C5
President's Higher Education Community Service Honor Roll (2009)	C4
President's Higher Education Community Service Honor Roll (2010)	C5
President's Leadership Class	Exec, C4
Prioritization List	C5
Professional Development Workshops	C4
Program Review Guidelines	C2
Promotional Literature	Hardcopy
Provost's Blog	C1

Public Comment	C1
Public Forums	C2
Quality Matters	C3
Reach Higher	Exec, C1, C2
Reading Center in Tahlequah	C5
Reading Clinic (programs for K-12)	C3, C5
Reading Clinic (website)	C5
Recruitment Fairs in China	C2
Recruits and Hires	C3
Red Balloon Project	C3
Redmen Heritage	C2
Redmen Heritage Wall	C2
Regional Plan	C1
Regional Summit (news)	C5
Regional Summit (outreach)	C5
Regional Summit Meetings	C4
Regional University System of Oklahoma (RUSO) website	Exec, Intro, C1
Regionalism: A United Voice for a Shared Vision	C2
Rennard Strickland	C1
Renovation	C2
Repository	Intro
Representative Research and Publications by NSU Faculty	C4
Research	C4
Research and Sponsored Programs	C4
Research Day at the State Capital	Exec, C4
Reserve	C2
Residence Services	C5
Responding to Allegations of Research Misconduct	C4
Retention Rates in the Nation	C3
Retention Standards	Appx B
Rights and Responsibilities	C3
RISE Scholarship Program	C4
River City Players	Exec, C5
RiverHawk Rally	C5
RiverHawks Daily	Exec, C1, Conclusion
Robert Bible	C1
Ronnie Jones	C4

Rookie Bridge Camp	C1, C4
Roots from the Cherokees, Promises for Our Future: The Chronicle of Northeastern State University	C2
Roster of Faculty Members and Teaching Assignments	Hardcopy
Russia	C4
Sabbaticals	C4
SafeAssigns	C3
SAILS	C3
Salaries	C2
Sales Tax Initiative	Intro
Sandy Garrett	C4
Scholarship of Teaching	C3
Scholarships for Transfer Students	Appx B
Seamless Transition	C4
Second Century Annual Fund Campaign	C2
Second Century Square	C2
Second Century Trail	C5
Section 3.36 of the Faculty Handbook	C4
Section 3.41 of the Faculty Handbook	C4
Section 9.11-9.12 of the Faculty Handbook	C4
Senior Survey	C4
Sequoyah Institute	Exec, C1, C4, C5
Service Learning (grant application)	C5
Service Learning (grants and awards)	C3, C4
Service Sunday	C4
Service, Teaching, and Research	C4
Shared Governance	C2
Shawnee Street Theatre	C5
Shawntel Smith	C4
Short-term Counseling Services	C2
Site Information	C5
SMART	C2
Smart Choice (news)	C5
Smart Choice (website)	Exec, C2, C3, C5, Appx B
Smarthinking	C2, C3
SmartWork	C5
Social Work Advisory Board	C5

Society of College and University Planning	C2
Sodexo	C5
Southwest University of Science and Technology (SWUST) in Mianyang	C2
Special Olympics	C4
Speech-Language Clinics	C5
Speech-Language Pathology (SLP) Program	C4
Staff Council	C2, C5
Staff Hiring Guide	C5
Stars in the Summer Series (news)	C4
Stars in the Summer Series (website)	Exec, C5
State Accreditation	C1
Stipends	C3
Strategic Enrollment Management Plan	C2
Strategic Enrollment Plan	C3
Strategic Goal 4	C5
Strategic Goal 6	C5
Strategic Goal Number 2	C2, C5
Strategic Goal Number 3	C2
Strategic Goal Number 5	C2
Strategic Goal Number 7	C2
Strategic Goals and Priorities	C1
Strategic Plan 2009-2014	Intro
Student Code of Conduct	Appx B
Student Conduct Code	C3
Student Creativity Showcase	Exec, C4
Student Disability Services	C4
Student Handbook	C1, C3, Appx B
Student Juried Art Exhibition	C4
Student Learning and Assessment Committee	C1
Student Life webpage	C2
Student Organizations	Exec, C1, C5
Student Satisfaction	C3
Student Success Specialists	C1
Student Support Services	C4
Student Volunteers of Optometric Services to Humanity	C5
Study Aboard	Exec, C3, C5
Study Abroad Programs (OSRHE website)	C1

Summer Academics	C4
Summer Academy Grants	C5
Summer Camps	C5
Summer Educational Technology Institute	C5
Support Services	C4
Surveys	C2
Sustaining Culture through Research and Knowledge	C3
Swansea	C2
Symposium on the American Indian	C1, C5
Tahlequah, NSU, and the Cherokees	C2
TALON	C3
Tango	C4
TEACH (copyright.gov)	C3
TEACH (grant)	C5
Teach Abroad	C2
Teach English	C2
Teachers for Certification in Cherokee Education	C4
Teaching and Learning	C3
Teaching and Learning Grant	C4
Ted Risenhoover	C4
Testimonial of Dr. Billy J. Davis	C5
The Big Event	Exec, C4, C5
The Cultural and Social Diversity	C1
The Dive	C4
The HOYA Vision Care Wilma Scholarship for Native American Students	C1
The Model United Nations	C4
The Northeastern	Exec, C3, C4, Conclusion
The Oklahoma Alliance for Minority Participation in Science, Mathematics, Engineering, and Technology	C1
The River City Players on Facebook	C1
Theatre Company	C5
Third Party Comment Notices	Hardcopy
Title III Compliance and Recertification	Hardcopy
Todd Wuestewald	C4
Transfer Admission Standards	Appx B
Transfer Connection	C3
Transfer of Credit from Other Colleges and Universities	Appx B

Transferring from Community Colleges	Appx B
Tulsa County's Vision 2025 Sales Tax Initiative	C2
Tulsa P-20 Concurrent Enrollment Initiative	C5
Tulsa's Knowledge is Power Program	C5
Tutoring	C3
Twitter	C1
Undergraduate Catalog	C3, Appx B
Undergraduate Catalog: Academic Progress Policy	Appx B
Undergraduate Catalog: Degree Conferred	Intro
Undergraduate Catalog: General Information	C1
Undergraduate Catalog: Programs	Intro
Undergraduate Research Day	C3, C4
Union Collegiate Academy (academic times newsletter)	C5
Union Collegiate Academy (construction)	C4
Union Collegiate Academy (website)	C5
Unit Growth and Development Plans	C4
United Way	C5
Univ 2091 Syllabus	C3
University Animal Welfare Committee	C1, C4
University Center (news)	C5
University Center (undergraduate catalog)	C5
University Planning Council	C2
University Planning Group	C1
University Public Safety	Appx B
University Strategies	C1, C2, C3
University-Wide Forums	C5
Updates to Blackboard	C2
UPG	C2
UPG and Approved by the President's Cabinet	C1
Upper Volga in Russia	C2
US Elderly Demographic	C4
Useful Links webpage	C3
Using Wiki Rather than a Traditional Textbook	C5
Values Statement	Exec, Intro, C1, C2, C4
Veteran's Day	C5
Videoconference Development	C3
Violence Against Women	C2

Vision 20/20	C5
Vision 2025	Intro
Vision 2025 Higher Education Project	Exec, C5
Vision Statement	Intro, C1, C2
Volunteer Incentive Program	C5
Volunteer Income Tax Assistance	C5
Wes Studie	C1
William G. Stigler	C4
Winds of Change Magazine	C3
Women's and Gender Studies	C5
Women's History Month	C5
Work/Study-Abroad Program	C2
World Fair	C1
Woychick Consulting Services	C2, C5
Writing Centers (broken arrow)	C3
Writing Centers (tahlequah and broken arrow)	C5
YouTube	C1