



# Criterion 2

Preparing for the Future





**NORTHEASTERN**  
STATE UNIVERSITY

# Criterion 2

## Table of Contents

<b>Core Component 2a</b>	<b>48</b>
NSU realistically prepares for a future shaped by multiple societal and economic trends.	
<b>Core Component 2b</b>	<b>64</b>
NSU's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.	
<b>Core Component 2c</b>	<b>72</b>
NSU's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.	
<b>Core Component 2d</b>	<b>88</b>
All levels of planning align with NSU's mission, thereby enhancing its capacity to fulfill that mission.	
<b>Criterion 2 Conclusion</b>	<b>90</b>



## Criterion 2:

### Preparing for the Future

*Northeastern State University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

NSU is in many ways a literal “light on a hill” for an area extending far beyond its traditional boundaries. The university focuses its resources on a regional population that is underprivileged in terms of education and economics. While focusing on NSU’s regional population, the university acknowledges the diverse culture of the state and Oklahoma’s 39 federally recognized American Indian tribes and attempts to remain responsive to the needs of an ever competitive and rapidly changing global economy. Recognizing this global interdependence, NSU is vigilant to the needs of all NSU students, whether located in northeastern Oklahoma, Europe, Asia, China, or Afghanistan. Through enhanced telecommunications and flexible online offerings, NSU consistently meets the educational needs of traditional and nontraditional students located throughout the world.

Consequently, NSU is engaged in an ongoing and dynamic period of strategic planning. By careful planning and allocation of resources, NSU is the light on the hill that consistently improves the quality of education and fulfills the educational needs of NSU students and the global community.

*Criterion 2: Preparing for the Future*

## CORE COMPONENT 2a

*NSU realistically prepares for a future shaped by multiple societal and economic trends.*

NSU’s planning documents demonstrate attention is paid to emerging factors such as technology, demographic shifts, and globalization. This is most evident in the current planning effort, [Charting the Second Century: 2009-2014](#). Within this document, the [focused mission statement](#) confirms that “We empower individuals to become socially responsible global citizens by creating and sustaining a culture of learning and discovery.” The [vision statement](#) further attests that “We will be the educational partner of choice in eastern Oklahoma, embracing the challenges and opportunities of a global society.”

To empower individuals to be socially responsible global citizens and be the educational partner of choice in eastern Oklahoma, NSU must acknowledge the fact that the most valuable commodity available is a vast resource of human capital that includes faculty, staff, administration, students, and community constituents. NSU must lead the way by embracing cherished values as set forth in the [value statements](#):

- Integrity** - We model ethical and intellectual development by advancing honesty, human dignity, and accountability.
- Collaboration** - We build partnerships to create learning opportunities and promote educational and economic success.
- Creativity** - We advance knowledge by exploring new possibilities through critical inquiry and intellectual freedom.



**NORTHEASTERN**  
STATE UNIVERSITY

**Leadership** - We have a compelling commitment to serve, inspiring and preparing others to do the same.

**Excellence** - We pursue continuous improvement individually and as a community.

By doing so, NSU will lead the way in intellectual, cultural, and economic development of the region.

### **Dedication of Future Resources to Serve a Diverse and Unique Population**

As highlighted in the Introduction and Criterion 1, NSU represents a diverse mix of people and cultures. Consequently, NSU judiciously allocates resources in an attempt to grow diversity to represent not only the traditional student base located in northeastern Oklahoma, but also the American Indian heritage and the international student population. NSU allocates resources in an attempt to satisfy the needs of all employees and students, whether the needs are those of traditional students who live in NSU dormitories or nontraditional students who are taking online classes while serving in the military at overseas locations. This makes NSU a home away from home for all students, regardless of where they are located. From this perspective, NSU is truly the educational “light on the hill” that beams quality education to a diverse and unique population located throughout the world.

To be a home away from home, the university must carefully balance precious resources with diverse student and employee needs. This is most easily accomplished by listening to the needs of students, staff, faculty, and the community. Generally, students make their

needs known to faculty and staff in person or through e-mail communications. But, NSU also periodically solicits student input through student evaluations and surveys. For example, the General Education Task Force (GETF), solicits information from students and external constituencies in an effort to determine what programs and class offerings would best prepare students for the increasingly competitive global economy. Similarly, faculty focus groups and open forums solicit input from faculty on programs, class offerings, and potential campus-wide changes. In addition, surveys, comments, and recommendations are solicited from internal and external constituencies at chamber of commerce meetings, rotary meetings, regional summit meetings, and other community involvement sessions.

One example of how NSU solicits input from external constituencies is the [Making Place Matter](#) initiative (see Core Component 1b). Through this initiative, NSU strives to develop stewardship through community collaboration and create long lasting partnerships. In particular, NSU orchestrated a series of community forums that placed NSU at the helm of northeastern Oklahoma’s economic and cultural future. Each of three regional forums was attended by approximately 350 faculty, students, and community members with the goal of creating regional sustainability. These forums led to the creation of a regional partnership, the [Northeast Oklahoma Rural Alliance](#), that focused on existing resources and sustainability. From this alliance a new partnership emerged, [Giving Voice to Our Region](#), that focused on regional issues, development of future resources, and making the region’s voice heard in the state and federal legislatures.



### ***NSU Study Abroad Programs***

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 5 percent of students have studied abroad.*

Through such regional forums and community collaboration, NSU strives to align scarce resources with the needs of constituencies. As stated in [strategic goal number 2](#), NSU aims “To develop sustainable communities, encompassing environmental responsibility and community capacity building.” By doing so, NSU meets [strategic goal number 7](#), “To develop and manage the resources of the university to support a vibrant and viable community.”

### **NSU Prepares Faculty, Staff, and Students for a Globally Diverse World**

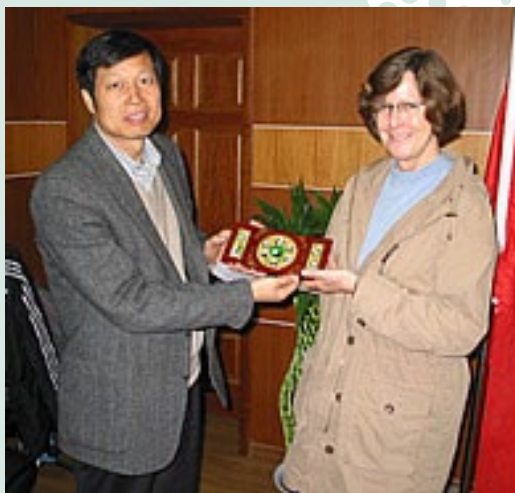
NSU dedicates financial resources to prepare faculty, staff, and students for challenges and opportunities presented by a globally diverse world. For example, NSU sent five faculty members to various parts of the world in 2011 to study diversity and cultural differences with the objective of infusing these and other world events into the classroom. Through the [Council on International Educational Exchange](#) (CIEE) Faculty Study Abroad program, NSU sought to enrich understanding and acceptance of foreign cultures in an effort to promote diversity and understanding of drastically different ways of life. In particular, the faculty studied the following topics:

- » “Middle Eastern Women: Tradition, Development, and Change” in Jordan
- » “Human Rights” in Thailand
- » “Truth and Reconciliation: Ongoing Conflict Resolution” in Northern Ireland
- » “Human Rights, Rule of Law, and Democratic Ideals” in Botswana and South Africa

NSU has also partnered with the [Education First](#) college study abroad program to provide study abroad opportunities, sponsored by NSU faculty, for students. On these adventures, NSU faculty build a custom tailored class that supports adventure and travel with a faculty member and NSU students to different foreign countries. These experiential learning adventures serve to enhance cultural awareness, expand classroom horizons, change preconceptions, and generate awareness of the global economic impact. They also open the door to research and publications by study abroad participants.

As stated in the mission statement and enumerated in the strategic goals, NSU recognizes the importance of globalization and the need for collaboration and partnerships with other universities. This is accomplished both with U.S. universities as well as international universities. In order to establish such international collaboration and partnerships, NSU participates in a number of initiatives. One such initiative, the [Brad Henry International Scholar](#) program, cooperatively developed by the Oklahoma governor’s office and OSRHE, provides scholarship opportunities for NSU students to study overseas.

In addition, NSU has sponsored study abroad programs for students desiring to take [American Studies at Swansea in the United Kingdom](#). Located in Wales, this program offers a broad-based inter-disciplinary degree, which is among the most challenging choices for students interested in the liberal arts and social sciences. Swansea is one of the leading centers for American Studies offering undergraduate and graduate courses in American literature, history and politics, and popular culture.



*NSU Teach Abroad, creates international partnerships and provides teaching opportunities in foreign countries for faculty and students.*

Another program, NSU [Teach Abroad](#), creates international partnerships and provides teaching opportunities in foreign countries for faculty and students. While pursuing these programs, NSU students and faculty are able to teach for one or two semesters in a foreign country, thereby immersing faculty and students in a broad array of diverse cultural experiences that enrich future NSU classroom learning activities. To date, several NSU faculty members have taught at [Southwest University of Science and Technology \(SWUST\) in Mianyang](#), Sichuan Province in western China, and at the [CIBT Education Group, Weifang University, Beihai College](#). As previously mentioned NSU has partnered with CIEE for faculty study abroad programs; however, CIEE also affords teaching opportunities for faculty and students in international locations such as Chile, China, Dominican Republic, South Korea, Spain, and Thailand. Approximately 100 NSU students and faculty members take advantage of study and teaching abroad programs annually.

NSU also offers a [Work/Study-Abroad Program](#) for upper-division undergraduate students to work and study in China. Through CIBT, NSU students may [teach English](#), assist in classroom management, create lesson plans, assist in curriculum development, and facilitate informal co-curricular language instruction. In addition to teaching, NSU sent representatives to attend [recruitment fairs in China](#) to enroll students in the [Global Learning Center](#) (GLC), located on the Broken Arrow campus. The GLC allows students in Asia to begin international studies in China, South Korea, Vietnam, and the Philippines, and then transfer accu-

mulated credits to the GLC at NSU. By transferring to the center, a student from Asia can enroll in degree programs at NSU. Although the GLC opened in October 2011, there are already 14 students enrolled for the spring 2012 semester.

Another example of international recruitment is the partnership between NSU and the [Korean American Educational Research Center](#) (KAERC). Through a memorandum of understanding, KAERC locates Korean universities that offer similar programs to NSU and attracts students who desire to attend college in the U.S. After one year of study, KAERC provides financial support to foreign students who want to finish their degree at NSU

NSU also incorporates the global perspective into the classroom. Aside from offering instruction in the Chinese language, NSU joined forces with the [Confucius Institute](#) to offer upper-level Chinese classes to infuse the language courses with Chinese culture. The Geography department incorporated a global perspective by hosting an exchange faculty member from the Southwest University of Science and Technology in Mianyang, China, to team-teach NSU geographers for a semester.

NSU also enjoys a global perspective through musicals and plays. For example, NSU's Galaxy of Stars offered a performance by [Melody of China](#). This ensemble specialized in Chinese classical, folk, and contemporary music. This event provided a great opportunity for faculty, students, staff, and community members to experience East Asian music and culture through a live performance with Asian-style instruments.



**NORTHEASTERN**  
STATE UNIVERSITY

## Preparing for the Future by Creating International Partnerships

NSU has welcomed delegates and representatives from different parts of the world. In 2006, NSU hosted a delegation of university presidents, vice presidents, and government officials from the Sichuan province of the People's Republic of China (see [Chinese Visit video](#)). The event was provided in podcast and ITV format for those who could not attend. In 2010, NSU hosted the vice director of the [Department of International Cooperation and Exchange](#) from the Southwest University of Science and Technology in Mianyang, China.

Similarly, NSU hosted delegates and dignitaries from [Upper Volga in Russia](#) to interact with faculty and examine the Cherokee language. From this trip, NSU sponsored an [international study abroad trip to Russia](#), where students studied Russian history, culture, and business. Participants studied Russian culture and stayed in the 1,000-year-old city of Tver, with trips to Moscow, St. Petersburg, and Novgorod.

Fellow students and members of the community are able to participate in these study abroad learning opportunities by following travels and adventures on Facebook, blogs, podcasts, Wimba, Skype, ITV, and Windows Live (see [Dr. Amy Aldridge Sanford's blog](#) and [Dr. Michael Wilds' blog](#)). A similar example of studying and teaching in China can be found at the [Elaina Ross' blog](#).

NSU also cultivates international relationships with overseas higher education institutions, such as St. John's College in Belize, Khon Kaen University in Thailand, and Swansea in the United Kingdom. The university also

participates in three [Fulbright](#) programs, and provides a wide variety of study abroad programs for faculty, staff, and students.

## NSU Provides Technological and Online Support to Worldwide Constituencies

NSU is frequently updating university software to meet the needs of students and the community. The university is constantly looking for ways to refine systems, and accommodate student needs through technology and online support. NSU offers online and blended classes to students across the globe, provides online degree plans, accommodates transfer needs, and supplements with online Frequently Asked Questions (FAQs). Some examples of that commitment are:

- » NSU provides [Smarthinking](#), an online tutorial service. The service is free of charge for students and available 24 hours a day, 7 days a week.
- » NSU's [Degree Audit Reporting System](#) (DARS) allows students anywhere in the world to view an online, up-to-date copy of their degree plan. Should questions arise, faculty or student advisors can simultaneously view the student's DARS degree plan to resolve any confusion in reading the report.
- » NSU implemented [Banner](#), a comprehensive computer information system that contains information on courses, students, faculty, and staff. Faculty, staff, and students use Banner for a wide variety of business and academic activities. For example, Banner improves customer service through improved information access and management.

## Distance Education Growth 2003-2011

Chart 2.1



*Online class offerings increased from five in 1999 to more than 400 in 2012.*

- » NSU's [online library services](#) provide access to over 140 databases containing more than 108,000 titles. These include a wide variety of information resources, electronic books, full text journals, journal indices, maps, test information, design images, and other electronic materials.
- » NSU provides online tutorials, including online videos, through the [Center for Teaching and Learning's Blackboard](#) website and on the NSU [Library](#) website.
- » NSU outfitted most campus computers with Wimba, Skype, Blackboard, Windows Live, and up-to-date software necessary to connect NSU with constituents located throughout the world.
- » A student can earn credit for [courses delivered electronically](#) at NSU or at one of the approved off-campus locations either through interactive television, online, or blended (combination of online and face-to-face) formats. Starting with just five online courses in FY 1999-2000, online and blended courses have grown exponentially to 395 course sections in FY 2010-11. Chart 2.1 exemplifies growth in distanced education growth since 2003.

## Planning Documents Reflect Attention to a Multicultural Society

[Strategic goal number 5](#) specifically requires the university to "Develop an environment which encourages global knowledge and cultural sensitivity." To prepare students for success in an increasingly globalized world, NSU must provide opportunities that promote an understanding of the interconnectedness and interdependence of human



## Sample Classes That Include a Significant Diversity Component

Table 2.1

- » ANTH 3223 - Racial and Cultural Minorities
- » ANTH 3453 - Ethnology of the American Indian
- » ANTH 3463 - Language and Culture
- » BIOL 1123 - Evolution and Diversity
- » CHER 3713 - Native Languages of North America
- » HED 4403 - Physiology of Aging
- » HCA 3113 - Aging Processes and Long-Term Care
- » HCA 3213 - Public Health and Global Initiatives in Health Care
- » ORGL 4223 - The Individual, the Organization, and Society
- » PSYC 3353 - Positive Psychology
- » SOC 3223 - Racial and Cultural Minorities
- » SOC 3453 - Ethnology of the American Indian
- » SOC 3463 - Language and Culture
- » SOWK 4613 - Human Diversity and Social Work

and environmental processes around the world. Global literacy provides students with an international perspective that enables them to respond more effectively to challenges and engage in opportunities. Cultural sensitivity not only requires global knowledge, but also the ability to view a situation from diverse perspectives and the ability to communicate and interact effectively with people from different cultures.

NSU lives strategic goal number 5 on a daily basis. As stated in the catalog on the [Student Life webpage](#), “North-eastern State celebrates the backgrounds, perspectives, and contributions of each student. Multicultural Programs and Student Affairs seek to highlight these contributions through active programming and sponsorship, including promotion of Native American History Month, Martin Luther King, Jr. Day events, and Black History Month. Each spring, Multicultural Programs works with student leaders to plan and promote Diversity Week, a campus-wide event providing educational opportunities to all students, faculty, and staff.”

Faculty members create and offer special courses that address diversity in a multicultural community. Some examples of classes that incorporate the issue of diversity are reflected in Table 2.1.

[Strategic goal number 3](#) addresses multiculturalism and stresses the need to build and reinforce an environment that values full inclusion, collaboration, and shared leadership. To solidify this goal, former President Don Betz commissioned the GETF to evaluate opportunities and promote leadership in an ever-growing multicultural world. In response, the task force studied curriculum models used by other institutions, surveyed faculty and

students, and held forums to obtain feedback. As a result, they restructured the [general education requirements](#) to more properly align with the university’s changing, multicultural student population. Consequently, the new general education curriculum is consistent with NSU’s focused mission statement of “empowering students to be socially responsible global citizens by creating and sustaining a culture of learning and discovery.”

One example of improvement and realignment is reflected in the addition of [global perspectives](#) to the general education requirements. Students must take two consecutive courses in a second language or select six hours from second languages, American Indian studies, geography, political science, literature, customs, and beliefs. This change was implemented as a result of changing technology and travel accessibility that truly make NSU’s students global citizens. With the minor modifications to the general education curriculum, NSU ensures that students are exposed to a culture outside of their normal environment.

NSU continually invites international dignitaries to visit campus. In addition to the Chinese and Russian delegations addressed in Core Component 2a, NSU sponsored students and professionals from [Tulsa’s sister city, Kaohsiung, Taiwan](#) to tour the university. During the visit, plans were made to create a student and faculty exchange program to mutually enhance international study opportunities.

NSU also participated in three [Fulbright](#) programs, an international educational exchange program sponsored by the U.S. government designed to increase mutual understanding between the people of the United States and other countries, while providing an opportunity to study, teach,



**NORTHEASTERN**  
STATE UNIVERSITY

and conduct research, exchange ideas, and contribute to finding solutions to shared international concerns. These programs are just a few of the examples of how NSU actively creates international opportunities to prepare students for the increasingly competitive international economy.

### **NSU's Strategic Planning Addresses Change**

NSU's planning process is a comprehensive, ongoing initiative that addresses necessary changes in both the internal and external environments. Since NSU subscribes to shared governance, faculty, staff, and administrators are involved in the planning process. This extensive shared governance and planning process culminated in 2009 with the advent of the current strategic plan, [Charting the Second Century: 2009-2014](#). This comprehensive process encouraged individual stakeholders, university organizations, and external partners to join the planning process. Following the Society for College and University Planning (SCUP) guidelines, new initiatives were evaluated and environment changes are being incorporated into updates at the university and unit level.

During the planning process, the university identified two major economic factors that must be considered:

1. State support has been declining over the past five years.
2. Oklahoma has not recovered from the severe economic recession.

As a result, NSU is taking action to increase its voice in state and national forums. The university also engaged in an academic prioritization process that focused on resource acquisition, reducing expenditures, and careful alignment of existing resources with recognized needs. Assuming the

lead role in academic prioritization, the UPG organized all units, colleges, and departments to create a comprehensive plan to identify new programs, modify curricula, and focus on attaining additional resources to support university needs. This major restructuring of resources and prioritization of needs was an all-inclusive, collaborative effort initiated in fall 2010. Consequently, resources and needs are more efficiently and judiciously aligned in an effort to maintain the greatest return on investment.

This relatively new academic initiative is in compliance with [strategic goal number 7](#), which identifies the need to effectively respond to an internally changing environment. Through prioritization, NSU continues to “develop and manage the resources of the university to best support a vibrant and viable community.” Even with the continued challenges of a slow economic recovery from the global recession, the university continues to achieve the mission statement, vision statement, and respective goals through enhanced community and international collaboration, implementation of cutting edge software, continuous development of leadership opportunities, and lifelong learning experiences that begin with innovative and creative inquiry in the classroom. Some examples of how NSU has managed and developed resources to accomplish these goals include:

- » [Smarthinking](#), an online tutoring service, to aid students who might need individual assistance without increasing campus payroll dollars.
- » Making Achievement Possible ([MAP-Works](#)), a university program that identifies at-risk students who might need special attention to succeed.



### **NSSE Report Student Characteristics**

*The 2009 NSSE revealed that 38 percent of freshmen and 6 percent of seniors lived on campus. Approximately 32 percent of freshmen and 69 percent of seniors were nontraditional (24 or older). Very few of the freshmen were transfers (10 percent) but by the time they were seniors, 75 percent designated themselves as transfer students.*

- » [Banner](#) software that improves management and administrative duties.
- » [Updates to Blackboard](#) and more flexible online and blended courses, which increase student enrollment by facilitating the needs of students located in remote locations.
- » Equipment updates (such as SmartBoards and web cameras) in classrooms and laboratories.
- » The use of technology to enhance creativity and learning, such as the use of iPads in developmental math and writing courses, thereby accommodating the needs of a more technologically advanced faculty and student body.

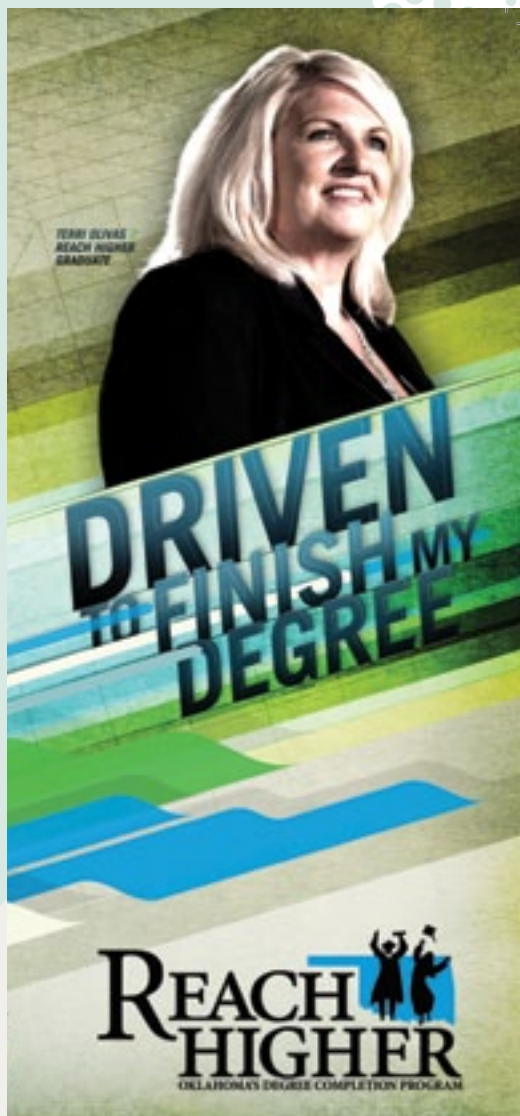
Through these and other such improvements, NSU is doing more with less while providing customer-driven, quality educational programs.

NSU also does more with less by supporting innovation and change, subscribing to a culture of learning and discovery that embraces creativity and innovative problem solving. As such, the university has developed collaborative, nontraditional partnerships in higher education. For example, the [Smart Choice](#) partnerships create a seamless transition for students in two-year colleges to pursue a bachelor's degree from NSU. To date, NSU has Smart Choice partnerships with Carl Albert State College, Connors State College, Eastern Oklahoma State College, Northeastern Oklahoma A&M College, and Tulsa Community College (TCC). Since the university established transfer articulations to match all of our degree options, many of the new transfer students during the past three years were attracted to NSU due to Smart Choice marketing efforts.

NSU and Tulsa Community College have entered into a memorandum of understanding that articulates a dual admission process. This agreement more adequately accommodates student needs since TCC is a two-year institution offering lower division classes and NSUBA offers only junior-senior level classes. With the memorandum of understanding, students can take classes in both lower and upper division categories. In addition, the consortium agreement accommodates “sharing” credit hours for financial aid considerations.

TCC and Connors partnered with NSU to teach lower division classes on two NSU campuses that teach only upper division classes. TCC offers classes at NSUBA, and Connors offers classes on the NSU-Muskogee campus. In the spring of 2012, Connors will close its main campus located in downtown Muskogee, and relocate to the NSU-Muskogee campus. This partnership is unique because both Connors and NSU will share facilities and services, even though the two institutions report to different boards of regents. As stated by Dr. Betz, “We’re talking here about the development of a continuing epicenter of education and promise. This building represents a mindset that says we can, in a collaborative way, create our future.”

Another example of NSU creativity and innovation is the [Degree Completion Program](#). This program offers services to older, nontraditional students who have not completed their degree for some reason or another. It is an accelerated program that offers eight-week classes on partner campuses in online or blended formats in addition to online advising. This allows for a seamless transition to NSU. By offering this degree platform, NSU has



*The dean of the Muskogee campus coordinates Reach Higher efforts for participating Oklahoma higher learning institutions.*

captured a new body of students who otherwise might not complete their college degree.

The Degree Completion Program led to the creation of and has merged with the [College of Extended Learning](#) (CEL) in 2011. Housed at NSUBA, the CEL offers a broad range of opportunities for working adults or other nontraditional students to pursue a bachelor's degree through accelerated, online and hybrid courses. By opening the door to the CEL, "we are fulfilling our obligation to provide as much access as possible to everyone in our region, regardless of their circumstances," comments Provost Martin Tadlock, then Interim President. Degree programs in the CEL focus on both quality and convenience and offer an accelerated pace for off campus students to complete their degree. As stated by the interim dean of the College of Extended Learning, "This is not just an education issue; it is an economic development issue. Increasing the number of college graduates in the Tulsa region provides companies – both existing and new – with the talented workforce they need to meet the demands of today's global economy."

NSU participates in and directs the [Reach Higher](#) program in Oklahoma. This program is designed for working adults with college hours who desire to complete their degree program. To enter the program for a bachelor's degree in organizational leadership, students must have earned at least 72 hours of college credit, be at least 21 years old, and have a minimum 2.0 GPA from previous college credits. Reach Higher students can declare a "home institution" from any of the 14 participating Oklahoma public community colleges and technical branches or nine participating Oklahoma public universities. Since many of the classes are online, students are able to keep a normal routine and maintain regular work hours.

NSU also took steps to create partnerships with colleges and universities located worldwide. The latest initiative is to develop collaborative opportunities in India and China to create [language immersion programs](#) on the Broken Arrow campus. Once enrolled in the language immersion program, international students can complete their bachelor's degree at NSU.

### Planning to Preserve History and Heritage

NSU's mission statement proudly declares its history and heritage by acknowledging that the university was "founded on the rich educational heritage of the Cherokee Nation." Preservation of this rich history, heritage, and culture is essential in the planning process. Through acquisition of internal grant funds, Professors Odie B. Fault and Billy M. Jones sought to preserve this rich, cultural history in a bound, hardback book titled, [Tahlequah, NSU, and the Cherokees](#). The book tells the story of the first settlers, the Trail of Tears, the creation of a college seat town, and the emergence of NSU as a community leader. Equally important, the book preserves photographs dating back to the Oklahoma land run, the founding of NSU, the initial charter, and even depicts the first two teachers and an initial class of 25 students.

NSU celebrated 100 years as a state institution and its shared heritage with the Cherokee Nation with [Founders Day](#) activities on March 6, 2009. The historic occasion was marked by the unveiling of the Sequoyah statue and dedication of Centennial Plaza, a permanent memorial and reminder of the university's rich cultural history. Seminary Hall is now the historic centerpiece of NSU, and each year in May, [Descendants of Seminarians](#) gather to observe the Seminarian's



## NORTHEASTERN STATE UNIVERSITY

Homecoming in honor of NSU's first students. Similarly, students who lived in the [Bagley Hall Training School](#) at NSU attend an annual reunion where they share pictures or memorabilia and reunite with old friends.

Similar reminders and memorials permeate the classrooms and halls of NSU. For example, a vast pictorial portrays the Cherokee heritage of NSU in the university's first building, Seminary Hall. Black and white pictures from NSU's early days are prominently displayed in the Administration building, as well as in other historic buildings throughout the campus. NSU established committees to preserve NSU's [American Indian heritage](#), [Black heritage](#), [Redmen heritage](#), and other nontraditional cultural heritages.

NSU's commemorative history, [Roots from the Cherokees, Promises for Our Future: The Chronicle of Northeastern State University](#), was one of six books nominated for an Oklahoma Book Award for Design and Illustration in 2009. This book was released in conjunction with the NSU Centennial Celebration, and covers 180 years of history from NSU's 19th century origins through the 2009 Centennial Celebration. It is filled with photographs, iconic images, and personal memories that illustrate a timeline dating back more than a century, and is based on the official history of the institution.

### Decision Making and Organizational Goals

NSU has a reliable structure for decision-making concerning organizational goals. The process is orchestrated by the [UPG](#) (currently the [University Planning Council](#)) and is made up of faculty, staff, and students who provide feedback on a broad array of issues related to all areas of the university.

The university also conducts a series of [public forums](#) open to all faculty, staff, administrators, and community leaders to address issues related to NSU. During these forums, initiatives about new buildings, parking, stewardship, admissions, and numerous other topics are addressed. Through face-to-face forums and digital means, the entire university community has a meaningful opportunity to participate in the evolution of NSU's strategic plan and supporting resource allocation.

Through such committees, and structured forums, NSU collaboratively addresses societal and economic trends that impact the university. Issues such as a decrease in state funding, the need for alternative revenue streams, diversity, globalization, enrollment, tuition, and retention and completion rates are discussed in a culture of shared governance. Understandably, such challenges are numerous and daunting during times of recession. NSU is responding to the challenge using a balance of best practices and creativity to ensure that we fulfill our mission, increase enrollment, increase student success measures, and serve our communities through regional stewardship, acting as leaders and facilitators. In doing these things, we align our actions with our core [value statements](#) of integrity, excellence, creativity, leadership, and collaboration.

### Institutional Oversight in the Budget Process

NSU is giving institutional departments more [shared governance](#) in the management of budgets. The new Budget Oversight Committee, put into place in 2010, brings shared governance partners such as the Cabinet, Faculty Council, Staff Council, and student government, to oversee the budget. Moving away from the centralized



## NORTHEASTERN STATE UNIVERSITY

budgeting process provides colleges and departments additional control over the management of funds, offering those connected to the work more control over expenditures and revenue. New leadership at NSU allows more transparency in all processes, especially in the budgeting process, such that a heightened awareness of personal and departmental accountability drives all. This new era in open communication for budgeting creates increased trust and improved involvement across campus and departmental lines.

NSU, like other institutions, is cognizant of federal funding issues. Federal dollars play an increasing role in the success of the region in which NSU operates. As NSU leads the community, attracting federal and state recognition becomes even more critical to much needed government funding. Through branding programs already mentioned, NSU works to make state and national leaders aware of the vast number of accomplishments and contributions made by NSU to the community, region, state, and nation as a whole.

State funding decreases have occurred in the past and will continue into the future. As such, NSU has positioned itself to allow for new and creative revenue streams. [External grant funding](#) is a natural source of potential income, and NSU has increased its focus in this area. The university also aligned with tribal governments to pool resources and offer mutually beneficial educational opportunities. In addition, NSU creates and nurtures important partnerships in external and private sector revenue streams.

One stellar example of external funding is the [HawkReach](#) student counseling services. The NSU Division of Student Affairs created “HawkReach” with the support of the Depart-

ment of Counseling and Psychology graduate program. HawkReach is staffed with both part-time and full-time counselors as well as a violence prevention coordinator. The counseling center serves students, faculty, and staff maintaining a client base of well over 100 individuals per semester.

Student Affairs also created a licensed practicing counselor internship called the [Counselor in Residence](#) (CIR) program. The CIR demonstrates a collaborative effort between Student Affairs, the Department of Counseling and Psychology, and University Housing. The CIR program provides [short-term counseling services](#) to students living in the residence halls. The expansion of Student Counseling Services was a result of the Oklahoma Regents Campus Life and Safety and Security (CLASS) Task Force findings from a statewide study after the Virginia Tech tragedy.

The NSU Violence Prevention Office was established in 2007 by a flagship grant that has been continuously renewed each year. In tandem, NSU pledged with the Regents of the Regional University System of Oklahoma and other member institutions to continue pursuing the program’s goals of preventing and responding to domestic violence. The function of the Violence Prevention Office to provide support and educational materials to represent domestic violence, rape and other violent crimes on campus.

### Looking to the Future When Considering Program Offerings

NSU not only looks to the needs of the region, but also the international community. The university strives to create programs tailored to diverse student needs. For example, northeastern Oklahoma is an area of great need



## NORTHEASTERN STATE UNIVERSITY

and assistance in education. NSU offers a traditional campus setting, but also recognizes underprivileged students may not be able to afford either the time or money to attend classes in Tahlequah. To accommodate, NSU created two branch campuses, increased online offerings, and instituted blended classes. As already mentioned, NSU is the lead institution and partner in [Reach Higher](#) (Oklahoma's Adult Degree Completion Program), the [College of Extended Learning's](#) Degree Completion Programs, and [Smart Choice](#).

NSU also looks at improving the success and performance of its students. [First-Year Experience](#) is a university-wide program where NSU employees provide support, assist with early alerts, and identify critical issues in an effort to improve retention and contribute to overall student success. This program, coupled with [University Strategies](#), prepares freshmen for the first year of college, answers questions regarding majors and minors, orients students to class locations, and offers much needed class resources.

NSU received inquiries from students who decided they wanted to enter the medical profession *after* graduation, but needed certain prerequisite classes. To fill the need, the College of Science and Health Professions implemented the [Post Baccalaureate Pre-Health Certificate Program](#) that allows students who already graduated, but later decided to enter the health care profession, to take the required prerequisites for admission to medical schools. The Post Baccalaureate Pre-Health Certificate Program offers pre-health advising, mock interviews, and recommendation letters from the pre-health advisory committee. This is yet another example of a creative program designed by NSU to fill a specific community need.

Understandably, new programs must demonstrate current and future need to be sustainable. This must be evidenced in the new program proposal, and careful monitoring of progress must be documented. NSU's new programs in [Nursing](#) and [Occupational Therapy](#) reflect such planning and monitoring. Based on demographic aging of America and forecasted health care shortage areas, both reflected a foundation for future growth needed to fill occupational shortages. Once implemented, deans and departmental chairs will periodically review class offerings in an attempt to meet advances in technology and future forecasted needs.

### Improving Enrollment

Decreases in state funding require careful planning and allocation of resources. NSU looks to spend wisely and increase revenue sources. One such revenue stream directly flows from increased student enrollment. Student enrollment and the resulting revenues are directly related to the unique and distinct culture of NSU's three campus locations and online student following. The main campus in Tahlequah is characterized by rural, small-town surroundings and offers the traditional residential college experience. The Muskogee branch campus resides in a historically blue-collar, midsize city, and offers undergraduate and graduate programs to more than 700 students. The more metropolitan campus at Broken Arrow is rapidly growing, and offers only upper division and graduate level classes, providing a transition from Tulsa Community College associate's degrees to NSU bachelor's degrees. Each location offers online and blended class formats, satisfying a broad array of student needs.



*Woychick Consulting Services identified a 24-county area that represents 80 percent of NSU's student population.*

To reach even more students, NSU Enrollment Services began an initiative to involve existing NSU alumni in recruitment efforts. This program, [Community Outreach and Recruitment Efforts](#) (CORE), is responsible for assessing needs in communities within the university's service area, and assisting departments in creating and strengthening programs to address those needs. For example, one initiative of CORE is an ACT preparation program for high school students, which evaluates college preparedness in neighboring communities.

NSU hired [Woychick Consulting Services](#) to conduct an extensive study of how the university might increase enrollment. The report revealed that 80 percent of NSU's prospective students come from six counties. In addition, the Tulsa media reaches a 24-county area. The counties are represented in the following map of Oklahoma.

NSU also implemented the [Strategic Enrollment Management Plan](#) (SEMP), a comprehensive university-wide planning effort to increase student enrollment. SEMP bridges university outreach efforts to create a cohesive, coordinated marketing effort to attract more students by highlighting the quality of NSU's programs.

### **Strategic Planning and Financial Readiness**

In a concerted effort to ensure programs and initiatives are in harmony with the university's mission, vision, and values, NSU continuously evaluates needs, resources, and opportunities to ensure new and existing programs align with academic and institutional priorities. Academic priorities are evaluated on an ongoing basis, as they serve as the foundation for building all programs.

The [UPG](#) began a new cycle in strategic planning. In 2006, the [2006 strategic plan](#) categorized goals, team leaders, and tasks assigned to each goal. This initiated a process whereby each team took ownership for benchmarking, implementation, and evaluation of each priority goal and achievement of success. During this process, resources were aligned with a master facilities plan to ensure that NSU is maintaining and assessing needs for the optimal use of existing buildings, as well as properly planning for anticipated growth and sustainability.

Information Technology Services is important to this strategic planning process, in that they serve all campuses. In anticipation of future student needs, a new computing and database management system was implemented to replace an antiquated system that did not fulfill all expectations. The transition to the [Banner](#) administrative information system is underway. Along with the improvement of systems, NSU has also increased focus on CTL, staffed with an assistant vice president for teaching and learning, who is responsible for research and implementation of best practices in use of technology and creativity in the classroom learning process.

### **Creating Sustainability**

The focus on creating sustainable communities was heightened with the inauguration of NSU's 17th president, Dr. Don Betz, in April 2009. In one of a series of forums honoring his inauguration, titled [Building Sustainable Communities in Eastern Oklahoma](#), President Betz and community leaders discussed regional practices that create sustainable communities in the environmental, economic development, and social realms.





*A series of forums in 2009 led to the regional partnership for sustainability, the Northeast Oklahoma Rural Alliance that led to a follow-up forum called giving voice to our region.*

The 2009 series of forums resulted in a regional partnership for sustainability, the [Northeast Oklahoma Rural Alliance](#). This partnership sponsored a follow-up forum called “[Giving Voice to Our Region](#)” that further addressed regional issues and assets. The two-day event drew almost 350 business and community leaders and government officials. Keynote speakers included former Tahlequah Mayor Ken Purdy, Administrator for the Oklahoma Scenic Rivers Commission Ed Fite, Administrator of Environmental Programs for the Cherokee Nation Tom Elkins, and former Executive Director of the Tahlequah Main Street Association Danny Perry. Congressmen Dan Boren and John Sullivan discussed future challenges and opportunities associated with marshalling the economic and political capital of northeast Oklahoma counties. Bill Langley, chairman of SACC-EZ, said he was “extremely pleased” with the summit’s outcomes. “From a short-term perspective, I witnessed the right group of people coming together for the purpose of having the right types of conversations to address common goals and objects for the future of our region,” he said. “From a long term perspective, I feel like we now have a clear and concise road map of where this region wants to go and how to get there. Obviously there are more details, plans and strategies that have to be discussed and developed but this summit provided an excellent start to put those strategies in place.”

The 2009 summit was followed by the October 2010 regional summit titled “[Regionalism: A United Voice for a Shared Vision](#).” This summit encouraged regional leaders to cross traditional boundaries, forge new relationships, and collaborate creatively to build the area and strengthen communities. Sen. Jim Inhofe, Rep. Dan Boren, and

Oklahoma State Rep. Chris Benge identified ways to “give voice” to northeastern Oklahoma constituencies. “Never in the history of Northeastern have we had a U.S. senator, a U.S. congressman and a high-ranking member of the Oklahoma legislature on campus at the same time,” said Jerry Cook, NSU director of community relations. “This is a history-making event for us.”

These and other community forums reflect NSU’s commitment to [Making Place Matter](#). This nationally recognized initiative is dedicated to fulfilling the needs presented by the evolution of technology and the challenges presented by a shrinking and increasingly competitive world due to globalization. Through community forums and programs such as Making Place Matter, NSU is fulfilling [strategic goal number 2](#) mandate “To develop sustainable communities, encompassing environmental responsibility and community capacity building,” and [strategic goal number 7](#) mandate “To develop and manage the resources of the university to support a vibrant and viable community.”

### **Campus-Wide Involvement and Shared Governance**

Historically, NSU has implemented systems of information sharing and decision-making. Previously, top academic and administrative leaders on campus comprised the [President’s Council](#). This led to establishment of the [President’s Cabinet](#), a more streamlined decision-making body that receives recommendations from the [Faculty Council](#) and [Staff Council](#). As such, NSU subscribes to shared governance that embraces a more unified, campus-wide approach that includes all levels of employees in the decision-making process. Through this governing body, all



## NORTHEASTERN STATE UNIVERSITY

members of the NSU family are represented and have an equal voice in governance of the university.

By bringing students to the forefront, NSU encourages student input and participation in the decision-making process, leading to true shared governance. Students participate in the Staff Council and have their own governing body through the [Northeastern Student Government Association](#). Provost Martin Tadlock further heightened student-centered education by incorporating students into the day-to-day decision-making process. During his time as Interim president, Dr. Tadlock personally invited students to attend the recent fall 2011 opening ceremonies and college meetings.

### Community and Regional Stewardship

OSRHE adopted a new [Making Place Matter](#) initiative, with NSU taking a leadership role. As discussed in Core Component 1b, NSU made this initiative a major focus. The university created numerous partnerships to make it a joint collaborative project with internal and external constituencies, as well as other regional institutions in the service area. As a result, NSU led the way in creating educational and economic opportunities in the region.

The university's commitment to community and regional stewardship is evidenced in the outreach and engagement activities ever present on all three campuses. NSU's lead role in the [Northeast Oklahoma Rural Alliance](#), which created dozens of economic opportunities and development agencies, is evidence of the university's ability to change the future of northeastern Oklahoma. From this alliance, NSU established itself as a convener and host for regional leadership activities in our area. The

2009 Northeastern Oklahoma Regional Summit initiated efforts, and tremendous interest and activity has abounded ever since. Then, the [2010 regional summit](#) focused on developing and implementing a regional strategic plan, which defined goals and action plans for the following topic areas in the region:

- » Natural and cultural resources
- » Infrastructure, communication, and roads
- » Socioeconomic issues
- » Marketing and promotion, common voice, and common vision
- » Higher and vocational education accessibility
- » Business attraction, expansion, and entrepreneurship
- » Skilled, ready workforce
- » Leadership development

The 2010 regional summit addressed the unique needs of the rural counties in northeast Oklahoma. The summit identified eight critical findings, both needs and assets:

- » Entrepreneurship
- » Natural resources
- » Cultural resources
- » Infrastructure
- » Higher and vocational education
- » Leadership development
- » Skilled and ready workforce
- » Socioeconomic issues



*Former Campus Police Chief Clint Vernon accepts the keys to the new police vehicle from Broken Arrow Police Chief Todd Wuestewald with Associate Vice President for Academic Affairs, Dr. Ed Huckleby.*

The 2010 regional summit leaders identified action steps to address the growth and asset areas, and created a strategic regional plan. The strategic regional plan included a regional vision, findings, results, action steps, and indicators of success necessary to achieve the shared agenda through commitment and leadership. The document is intended to enable a future for the region, whereby the people of northeastern Oklahoma have opportunity for meaningful, productive work and effective community involvement.

The 2010 regional summit is just one of many summits organized and sponsored by NSU. In September 2010, NSU hosted a [health care summit](#), bringing together educators and health care providers to assess the health care workforce needs in the region. The purpose of the summit was to identify ways higher and vocational education can assist in meeting health care workforce needs in the region.

The NSU Crime and Justice Institute sponsored the 2010 and 2011 [Oklahoma Criminal Justice Summits](#) to address law enforcement issues throughout the state. Both summits were attended by more than 150 law enforcement leaders, educators, and attorneys, and received extensive newspaper, radio, and television coverage.

Community service also results in additional benefits for NSU. One such example is [Broken Arrow Police Department partnership](#). NSU provides police officers with classes designed to meet their needs, classrooms for promotional exams, and interns to work in offices for college credit. In return, the BAPD provides NSU with guidance on course offerings, enhanced police patrol for the Broken Arrow campus, and the use of two fully equipped police automobiles. Both the NSU Police Department and the BAPD are

on the same police band radio, allowing for quick response and unification of police forces should a campus incident arise. In addition, more than seven of BAPD's command staff completed NSU's graduate program, and teach as adjuncts for the criminal justice program.

These are merely a few examples of how NSU serves and supports the community as a whole. The university recognizes and enjoys its role as a community leader in an age of increased accountability to a highly diverse set of stakeholders, and rises to the challenge of that role in a time of decreased state funding and economic slowdown. Through community partners, NSU addresses institutional and community needs, evaluates effectiveness of programs, and ensures its mission both to students and to the community is fulfilled.

## CORE COMPONENT 2b

*NSU's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

Financial, human, and physical resources support university educational programs. NSU has top quality human resources, a strong history of conservative financial management, and the generous support of public and community partners. NSU uses a number of institutional initiatives to maximize resources to meet educational program responsibilities and aspirations.

### Financial Resources

NSU is funded by state allocations, student tuition and fees, and other sources. During the past five years, the

## Revenue (As Percent of Total)

Table 2.2

Source	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11
Appropriations	57.5	58.3	57.3	55.4	52.0	47.9
Tuition and Fees	41.2	39.2	40.5	42.4	41.7	46.5
ARRA Funds	---	---	---	---	---	3.4
Other	1.3	2.5	2.2	2.2	2.2	2.2

## Resident Undergraduate Tuition & Mandatory Fees

Table 2.3

	FY 06	FY 07	FY 08	FY 09	FY 10
NSU	\$ 3,270	\$ 3,489	\$ 3,798	\$4,155	\$4,155
Peer Limits	\$3,841	\$4,128	\$4,397	\$4,718	\$4,969
Percentage of Peers	85.1%	84.5%	86.4%	88.1%	83.6%

*NSU undergraduate tuition and mandatory fees are 83.6 percent of peer limits.*

[okhighered.org](http://okhighered.org)

percentage of funding from state allocations (appropriations) has declined by 5.5 percent, while the percentage of revenues from student charges has remained relatively constant. This is due largely to receipt of [federal stimulus program funds](#) (ARRA) as shown in Table 2.2.

Revenues projected for NSU in fiscal year 2011 are 47.9 percent from appropriations, 46.5 percent from tuition and fees, 3.4 percent from ARRA funds, and 2.2 percent from other sources. This represents a significant shift in funding from state to student support brought about by reductions in state appropriations, enrollment growth, and tuition increases.

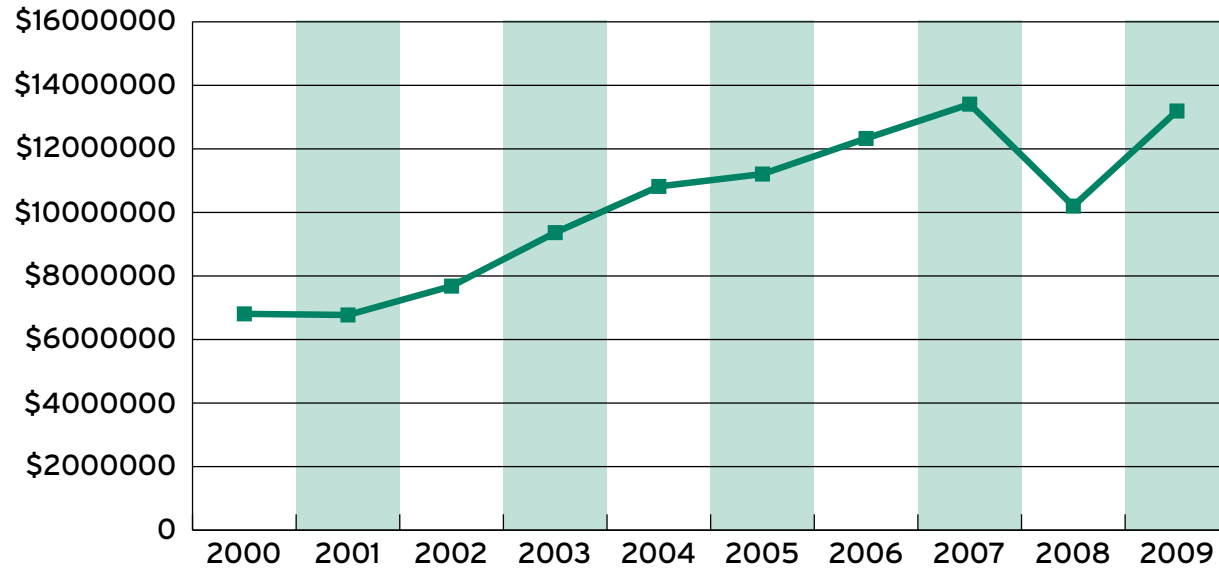
State appropriations are provided to the OSRHE by the legislature through the annual budget process, and allocated to institutions through a funding formula that is primarily based upon enrollment and academic program costs. It is important to note that although state appropriations to NSU have declined due to overall reductions in state budget availability, this does not reflect a specific change to the allocation of state resources to NSU. While the loss of federal ARRA stimulus funds, which have helped support the institution over the past couple of years, is expected, the overall state budget is showing signs of improvement for 2012.

NSU proposes tuition and fee rates to the OSRHE on an annual basis. The peer average limits the amount of tuition and fees NSU may request. Peer limits were established by the OSRHE, and include similar institutions in surrounding states. NSU tuition and fees for the academic years 2006-10 compared to our established peers are outlined in Table 2.3.

While tuition and mandatory fees for an academic year increased by 29 percent between 2006 and 2010, the percentage of the peer limit declined slightly (1.5 percent).

## Total Foundation Assets

Chart 2.2



*The number of Foundation donors and amount of contributions has more than doubled in the past ten years.*

This reflects NSU's strong financial position and ability to support educational programs without excessive increases in costs to students. The cost position compared to regional peers makes NSU attractive to the cost-conscious student and is one component of the university's strategic marketing campaign in the region. Lower tuition rates also highlight NSU's ability to attract new revenues to strengthen programs and manage the institution should future state funding sources continue to decline.

### Foundation Support

Efforts were made to generate additional revenue sources to support the academic mission and lessen reliance on state support and student charges. There were significant long-term improvements in the generation of private resources through the NSU Foundation. In the past decade the number of individual donors to the foundation has more than doubled (215 percent), while the increase in total foundation assets has seen similar growth as shown in the Chart 2.2.

These increases had a direct, positive impact on students. Scholarships awarded and program support through the foundation increased from \$227,361 to \$1,113,706 between 2000 and 2009.

While these are significant growth rates, continued growth in external funding resources is necessary to support long-term strategic plans. NSU recently moved toward a model in which development staff report to academic and operational units, as well as the director of development. The development department is developing a new, university-wide, comprehensive fundraising initiative, [Second Century Annual Fund Campaign](#). In addition, a foundation

## Extramural Grant Awards Over the Past Nine Fiscal Years

Table 2.4

FY 03-04	\$ 725,902
FY 04-05	\$ 805,898
FY 05-06	\$ 283,711
FY 06-07	\$ 1,298,515
FY 07-08	\$ 315,787
FY 08-09	\$ 4,970,652
FY 09-10	\$ 6,806,543
FY 10-11	\$ 7,286,525
FY 11-12 (first four months)	\$ 3,984,776

*Extramural grant awards increased from a low \$284,000 in FY 2005-06 to a high of \$7.3 million in FY 2010-11.*

marketing video, “[Gather Here: Make a Difference](#),” is located on YouTube.

NSU also actively seeks external funding through grants and contracts. The effort is supported by the [Office of Research and Sponsored Programs](#), a department that assists faculty with research activities, locating funding sources, and writing grants. The Office of Research Administration assists in creating budgets for applications and administering grants through completion.

Over the past decade, grant awards increased from a low \$284,000 in FY 2005-06 to a high of \$7.3 million in FY 2010-11. As shown in Table 2.4, grant awards started to steadily increase in FY 2008-09. In fact, actual received amount of grant awards for the first months of FY 2011-12 is almost \$4 million. This success is due, in part, to the acquisition of a grant writer position to the Office of Research and Sponsored Programs.

### Cost-Saving Initiatives

NSU makes cost-saving measures through business strategies and physical operations to ensure the most efficient and effective use of limited resources. For the three fiscal years from 2009-2012, a total of \$2.4 million of costs savings are estimated. With an average annual savings of \$789,000 per year, the equivalent of approximately a 3.5 percent tuition increase was averted. Examples of these cost savings measures include utility savings from energy management and system upgrades, print management controls, and automated functions such as student refunds, purchasing cards, and time and attendance reporting.

New initiatives are currently planned or underway. NSU is currently in the process of implementing the Sungard

Higher Education’s [Banner](#) system for all administrative functions. This system replaces several old and inefficient systems, as well as many manual processes, which will create efficiencies in operations and reduce staffing needs in many areas. Numerous initiatives are under discussion in the areas of sustainability and utility efficiencies that should create future cost savings in utilities and maintenance areas.

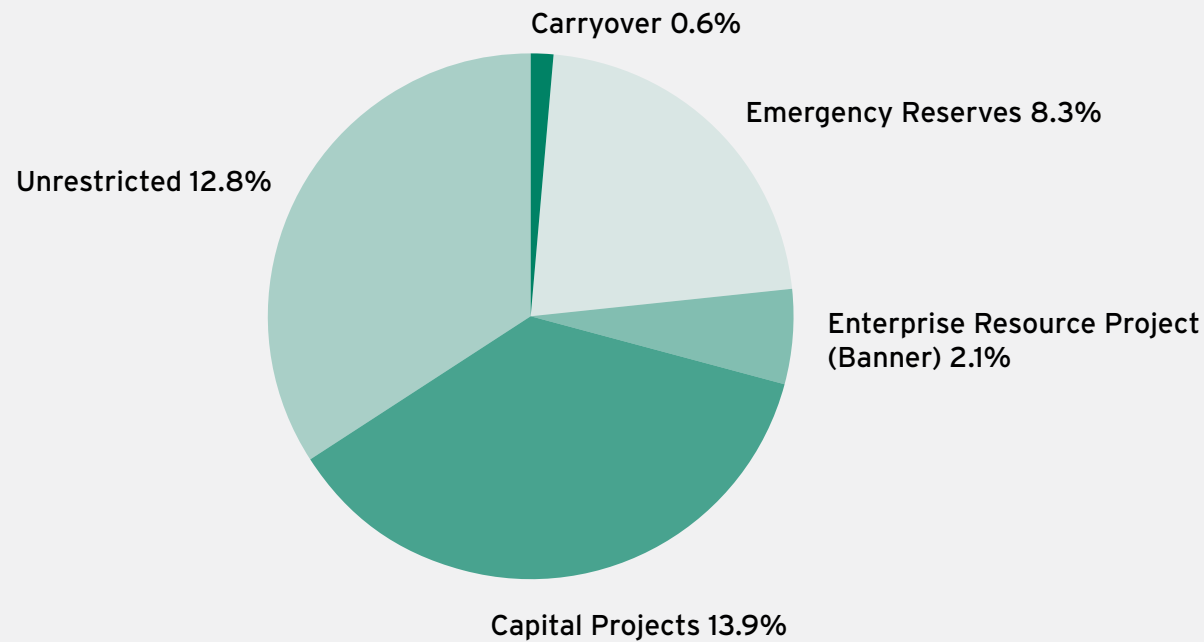
### Maintenance of Fiscal Strength and Reserves

One standard measure of financial health for an organization is the primary reserve ratio, which measures the amount of time during which an institution could pay its expenses without relying on additional revenues. An institution increasing its primary reserve ratio is viewed positively, while one with a decreasing trend is facing financial difficulty. A ratio of .40X or better is necessary to give the financial flexibility necessary for positive transformation. For NSU, this ratio was a healthy 0.475X as of June 30, 2010, which means NSU can cover about six months of expenses (50 percent of 12 months). Over the past five-year period (2006-2010) the ratio has increased from 0.235X to 0.475X.

NSU maintains a minimum [reserve](#) for the general operating fund, equal to a one-month budget (or approximately 8 percent), for emergency uses. In addition, funds may be held in reserve for capital projects or other uses. Due to the uncertainty of future availability of state and other resources in the current economic recession, administrators deemed it in NSU’s best interest to restrict the short-term use of reserves. As of 2011, NSU has a very healthy

## Operating Reserves As A Percent Of Operating Budget

Chart 2.3



balance in reserves. The breakdown of these reserves based upon internal restrictions is shown in Chart 2.3.

The unrestricted reserves of 12.8 percent of the operating budget are available for the university to manage through the current economic recession. Current five-year budget projections indicate reserves will allow the university to offset state revenue reductions without significant tuition increases or cuts to operations.

NSU maintains sufficient reserves in various revenue funds required to meet annual debt services payments. Reserve funds for auxiliary enterprise units (housing, food services, and university center) are below preferred amounts for the university. Significant efforts were made in the past few years to make operational changes necessary to correct this condition. Food service and bookstore operations were outsourced, improving operations and allowing for improved financial conditions. Efforts are underway to create a housing master plan to address residential needs and improve the financial condition.

### Budget Decisions and Communication

NSU is committed to having an open and collaborative budget process. As stated in the [President's Annual Assessment](#), NSU has undertaken several initiatives to ensure the entire campus community is engaged and informed in the budget process. A few such initiatives are:

- » The Budget Oversight Committee makes budget recommendations to the President's Cabinet. This committee includes representation from the faculty and staff councils, and student government, as well as the executive head of each campus division.

## Faculty FTE By College

Table 2.5

College	2006	2007	2008	2009	2010	Five Year Average
<i>Business &amp; Technology</i>	58.74	56.96	56.11	56.26	59.59	57.53
<i>Education</i>	97.00	92.89	93.53	94.40	97.20	95.00
<i>Liberal Arts</i>	111.70	111.53	111.40	112.51	117.85	113.00
<i>Optometry</i>	17.55	15.67	15.89	14.12	12.00	15.05
<i>Science &amp; Health Professions</i>	68.28	66.72	65.71	67.43	72.95	68.22
<b>TOTAL</b>	<b>353.30</b>	<b>343.77</b>	<b>342.64</b>	<b>344.72</b>	<b>359.59</b>	<b>348.80</b>

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

- » The UPG (now the University Planning Council) completed the current strategic plan in 2010. Beginning with the fiscal year 2012 cycle, budget needs driven by the strategic plan will be prioritized and linked to the budget development process through the Budget Oversight Committee.
- » Budget information is communicated to the campus community in a variety of methods. These include campus wide meetings, open budget forums, and campus wide communications. Every effort is made to keep the campus updated on state budget conditions, as well as budget initiatives and decisions. These numerous lines of communication keep the campus community actively engaged in resource concerns and prioritization of resource needs.

### Human Resources: Full-Time Faculty

The strength of the university is in the faculty. The following table reflects the full-time equivalent faculty by rank over the three-year period ending in fiscal year 2010. There was an overall growth of 14 total full-time equivalent faculty members over this three-year period. This growth allowed us to maintain our faculty-to-student ratio, which was at 19:1 in FY 2008 and 21:1 in FY 2010. Due to budget conditions described earlier in this section, this overall growth was largely in the part-time faculty area as shown below. Hours taught by full-time faculty have only slightly declined from 74 to 72 percent during this period. Total FTE and FTE faculty by college are reflected in Table 2.5.



## Faculty Salaries to CUPA Peer Data

Table 2.6

Rank	FY 08	FY 09	FY 10
Professor	99%	98%	96%
Associate Professor	95%	92%	92%
Assistant Professor	96%	96%	92%
Instructor	99%	102%	102%

*NSU has hired an outside firm to survey and review salary pay scales for faculty, staff, and administration. The survey, data analysis, and market comparisons should be complete sometime in 2012.*

Table 2.6 reflects average faculty salaries of the university as a percentage of NSU's peers. While the university was able to keep up with the growth in students by adding faculty, available resources did not allow NSU to maintain [salaries](#) in comparison to peer institutions, especially in the associate and assistant professor ranks. Salary reductions in the professor and instructor ranks are largely attributed to retirements of longer tenured faculty and replacement with entry-level positions.

NSU was able to increase salaries at the entry level, bringing them above peer institution's salaries. However, this led to compression of salary ranges where some new employees were hired at salary ranges equal to or higher than existing employees. Initiatives are underway to compare all positions in the university to peer institution salaries and to develop a funding plan as resources become available to maintain a competitive salary position in the marketplace.

Program expansions and academic program initiatives emerged from NSU's strategic plan and academic prioritization process. During the 2011 fiscal year, a new method of allocating faculty positions within the university was initiated to ensure positions are aligned in accordance with these plans. Rather than vacant or new positions being retained in the colleges, they are maintained by the provost and vice president for Academic Affairs. This process of reviewing position requests, in light of which ones have the greatest potential impact on the overall needs of the university, will strengthen human resources and meet NSU's strategic academic goals despite limited financial resources.

## Budgetary Support for Teaching

Budgetary expenditures support the idea that human resources are used effectively and fairly well supported by NSU. In FY 2010, 51.32 percent of the budget was used for instructional purposes. Salaries and benefits accounted for approximately 69 percent of budgetary spending with 28.77 percent spent on teaching salaries.

The [CTL](#) supports faculty development by fostering a culture of excellence, assisting faculty with scholarship of teaching, and acting as a resource center for best practices, particularly through the use of educational technology. CTL provides funding for service learning, online course development, and video conference course development. CTL staff offers professional development workshops throughout the academic year, provides online course design assistance, and consults individually with faculty in the effective use of educational technology to enhance student learning. CTL also supports faculty by providing resources such as hardware, software, printed material, videos, instructional design consulting, and training for professional development. As of 2011, CTL also provides developmental opportunities for department chairs.

## Employee Recognition Awards

At the heart of NSU's efforts to improve educational offerings are programs intended to support the people behind the scenes. The Employee Recognition Program, consisting of awards such as [Model the Way](#), [Circle of Excellence](#), and [NSU Centurions](#), is an important part of this effort. For example, any



## NORTHEASTERN STATE UNIVERSITY

employee or student may nominate a faculty or staff member that exemplifies service above self, timeless effort to promote the mission of NSU, and a sense of community and collegiality among fellow employees for the annual Model the Way award. Announcement of two faculty and two staff winners is part of the fall university assembly. The award sets the stage for the upcoming year's events, generates pride in achievements, and acquaints new faculty and staff with possibilities. Each recipient receives a \$1,000 cash award and their names are engraved on a plaque that hangs in the Administration Building.

During the spring semester, academic administrators and faculty present Circle of Excellence awards in recognition of outstanding achievement and dedication to teaching, research, and service. Like the Model the Way recipient, the Circle of Excellence winners are displayed via trophy cases throughout the year as a way for students, alumni, and visitors to catch a glimpse of the importance the university places on quality achievements.

The NSU [Alumni Association](#) recognizes outstanding alumni each year. These serve as examples to current students, faculty, and staff that, indeed, NSU students "Gather Here. Go Far." In addition, NSU recognizes outstanding employees through [Kudos](#) Awards. Throughout the year, Kudos are presented by one employee to another (more than 120 each year) in honor of a task well done or work made easier. The honor of being named the Big K-ah-udo each year is given to one employee earning the most individual awards. This honor carries with it a royal crown, and everyone celebrates the job well done.

## Physical Resources: Capital Planning and Debt Management

Capital improvements have separate funding streams from the general operating budget. Some are funded through student facility fees, while additional capital funds are received through land trust funds held by the state or special appropriations. Sometimes it is necessary to leverage future capital revenue streams to bring needed capital improvements to campus. An institution's viability ratio measures the ability to settle debt at any given date, with a ratio of 1:1, meaning it can pay off all outstanding debt at that date. The university is committed to responsible debt management, and has targeted a viability ratio of .80X to balance financial, operating, and programmatic needs of NSU. Over the past five years, NSU's viability ratio increased from .33X to .89X.

To provide better inclusion in the planning and prioritization process for capital projects, NSU recently defined a process where unit managers submit capital expenditure requests for budget consideration. This process ensures all needs are considered, allows for the prioritization of capital projects in relation to the strategic goals of NSU, and provides a more thorough planning mechanism to use toward addressing those needs.

While NSU still has a large deferred maintenance liability, most of the primary classroom buildings now have new roofs and windows, and major mechanical systems were repaired or replaced. In 2005-2006, the state of Oklahoma issued general revenue bonds for higher education that were used to fund these projects. Also during this time, NSU constructed a new Science



*The Northeastern Student Government Association on Facebook monitors and identifies student needs such as housing accommodations and food services.*

[Northeastern Student Government Association on Facebook](#)

Lab building, remodeled an existing building to become a centralized location for services related to student enrollment and support, and made needed improvements to the Center for Performing Arts.

NSU continues to explore internal and external funding options for needed building improvements and expansions, such as a multipurpose events center, a new health and wellness center, and a new performing arts center. In addition, NSU embarked on a housing capital master planning process to create a strategic approach to improving housing options for students.

### Support from Community Partners

Over the past several years, NSU was the beneficiary of resources generated by the efforts of community partners to increase access to higher education in their communities. A Broken Arrow sales tax initiative funded the first classroom buildings and administration building creating the Broken Arrow campus. This was followed by construction of NSUBA's Liberal Arts building, a new library, the Science building, and other classroom buildings, all funded by [Tulsa County's Vision 2025 sales tax initiative](#). Expanded classroom facilities allow NSUBA to better serve students in the greater Tulsa metropolitan area, accommodating up to 8,000 students annually. Through this construction, NSUBA provides for increased economic growth for the Tulsa metropolitan area with a well-educated workforce, which offers incentive for new employers to establish businesses in the region.

### CORE COMPONENT 2c

*NSU's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

NSU pursues a progressive stance toward evaluation and assessment processes. Any development of new or revision of current processes are reviewed for NSU's mission, vision, and value statements. In the planning process, NSU engages in consistent, campus-wide collaboration and reflection upon core values.

### Assessment and Academic Program Review

In accordance with OSRHE policy, NSU conducts program reviews on a five-year cycle. These reviews conform to [program review guidelines](#) required by the OSRHE. Each year, approximately six to eight reviews are conducted, allowing the rotation to take place more effectively within that cycle, and facilitating continuous improvement for university academics.

Program reviews assure that university faculty and administration maintain high quality academic programs and services that meet effectiveness and efficiency measures. Feedback and data collected from the reviews create the ability to take advantage of strengths and opportunities, as well as address weaknesses or threats to the system. Evaluation by an external consultant is also part of the five-year cycle. Policies and procedures are in place for program review, selection and expectations of the consultant, and completion of the review process.



## NORTHEASTERN STATE UNIVERSITY

Program review activities are coordinated by the office of the associate vice president for Academic Affairs. The provost provides oversight for reviews, and pays particular attention to any low-producing programs and recommendations for additions or new programs. Then, the program reviews are sent to the OSRHE for consideration.

Additionally, graduate and undergraduate program curricular coordinators complete a standardized assessment in the major form for the Office of Institutional Research by June 15 each year. The numbers of students assessed, assessment instruments, and any request for institutional services are included. Department chairs and deans review these reports, and low-producing programs are referred to the provost.

NSU is refining the assessment process. In the past, numerous assessment tools were administered and merely put on a shelf. Now, coordinators are seeking additional ways to utilize the assessment reports to refine departmental offerings and improve low-producing programs. Actual assessment reports now include learning outcomes for each major. A summary of all undergraduate and graduate degrees with required assessment information is located on the NSU Office of Assessment and Institutional Research website under the [Annual Regent's Assessment Report 2009-2010](#).

### Academic Prioritization

An initiative undertaken in 2010-2011 by Provost Tadlock is the [Academic Prioritization Process](#). Each academic program was given guidelines to prepare a document describing the program's history, to analyze internal and external demand, to analyze past performance, and to suggest additional opportunities for the program. The dean of each col-

lege examines these academic prioritization documents and rates the programs on three factors: Potential, Quality, and Value (PQV). Then, the provost and the deans examine the academic prioritization documents and the [PQV matrix](#) to ascertain allocation of resources, support, and sustainability.

Student Affairs implemented a program review process utilizing the Council for the Advancement of Standards (CAS) Professional Standards for Higher Education. Student Affairs programs are in a three-year program review cycle. The CAS utilizes this assessment to ensure quality services and continuous improvement. In addition, white papers are provided for CAS reviews for Student Counseling Services, Student Disability Services and Student Health Services.

### Evaluation of Teaching and Learning

NSU values excellent teaching as one of the basic tenets for promotion and tenure. To facilitate and foster such a culture, the [CTL](#) offers support for faculty through funding for service learning, teaching fellowships, online, and video conference course development compensation. Professional development workshops are also scheduled and conducted through the CTL. Online and distance processes are evaluated by the center to ensure education through distances is of high quality, and instructors are adequately trained and supported. Further, 15 NSU faculty members have been trained as reviewers for Quality Matters in preparation for future reviews of online and blended class offerings.

In conjunction with providing support for faculty teaching, the CTL handles the distribution of instructor evaluations to the various colleges. These evaluations provide university administration with feedback and evidence regarding course

## Student Satisfaction With Faculty Instruction

Table 2.7

Category	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
The course objectives were clearly presented	4.33	4.36	4.33	4.38	---	---
The instructor had high expectations of student learning	4.41	4.43	4.43	4.44	---	---
The instructor treated each student fairly and with respect	4.46	4.48	4.49	4.50	---	---
The instructor seemed genuinely concerned with helping students	4.40	4.43	4.43	4.45	---	---
The instructor maintained an atmosphere conducive to learning	4.35	4.38	4.36	4.39	---	---
Overall, this instructor was an effective teacher	4.36	4.40	4.37	4.42	4.37	4.47

**14,100 students rated 405 faculty teaching 816 classes in FY 2007-2009. 11,584 students rated 391 faculty teaching 763 classes in FY 2008-2009. 15,154 students rated 403 faculty teaching 914 different classes in FY 2009-2010.**

Source: [Annual Regent's Assessment Reports](#)

benefits and potential problems. Chairs and deans use the evaluations to substantiate evidence of teaching effectiveness for performance, tenure, promotion, and merit considerations. The evaluations also provide faculty with feedback to make course design and teaching improvements. Upon submission of the completed forms to the college dean's office, they are forwarded on to the Office of Assessment and Institutional Research for processing and distribution of results to faculty within six weeks after the completion of the semester.

Results from the evaluations have been positive. Based on a five-point scale, with five being highest, Table 2.7 reflects that students rate overall instructor effectiveness at 4.47 in spring of 2007.

In addition to the evaluation processes for instructors, a system to evaluate administrators within the university is distributed each academic year. Prior to academic year 2008-2009, the AAUP administered the [assessment of administrators](#). After the AAUP discontinued their participation in evaluation of administrators, the Faculty Council discussed the issue and agreed to develop and distribute [evaluations](#) for the academic year 2008-2009 and has continued to administer the survey in subsequent years.

### Assessment and Research

The [Office of Assessment and Institutional Research](#) provides the backbone for managing and pursuing ongoing evaluation and assessment activities. Its mission is to facilitate the generation, compilation, interpretation, and distribution of institutional data to enhance decision-making. All [surveys](#) (freshman, senior, and alumni surveys, assessment and enrollment reports) are housed in this office. In addition to



collecting assessment and survey data, the Office of Assessment and Institutional Research provides consultation for planning research and assessment activities, and assistance with research design and analysis.

### Assessment in the Major

Assessment and feedback resulted in many programs and curricular offerings at NSU. The Curriculum and Educational Policies Committee (CEPC) meets twice per year to review any curricular issues that involve on-campus changes, as well as requests to the OSRHE. Such requests follow a systematic review by department, college, and deans prior

to reaching the CEPC. These requests gestate as a result of program review, consultant recommendations, adjustments needed for accreditation, or from best practice recommendations from faculty and departments. In some cases, these requests come from standing committees such as the General Education Committee. Through this dynamic process, regular assessment and ongoing feedback results in continuous improvement of programs and curricular offerings. The following Curriculum Table, taken from the CECP, evidences programs recommended to OSRHE for change as well as the accompanying strategy for continuous improvement (see Table 2.8).

(Continued on page 86)

**CEPC Curriculum Table & Accompanying Strategy**

*Table 2.8 (continues on next page)*

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2004	Speech-Language Pathology, B.S. (087)	State Teacher Certification Test	New certification standards.	SLP 4643: Audiological Evaluation of the Exceptional Child was deleted as a required course and EDUC 4813: Sign Language I was changed from elective to required.
	School Administration, M.Ed. (103)	State Teacher Certification Test	During the NCATE evaluation process, a matrix of courses was created. The matrix demonstrated that the competencies covered by Instructional Strategies were also met by several other courses within the program offerings.	EDUC 5463: Instructional Strategies was changed from required to elective and EDUC 5613: School Facilities Management was added to the required courses.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2005	Industrial Management, M.S. (096)	Faculty Developed Test		The capstone course INDM 5073: Synergistic Experience was changed to incorporate a synergistic experience or thesis.
	Spanish, B.A. (082)	ACTFL/NCATE		SPAN 4410: Seminar (1-6 hours) has been added as an elective for the B.A.Ed. degree in Spanish.
	Criminal Justice, B.S. (020)	ACAT		A new option was added to the Criminal Justice degree. In addition to Criminal Justice and Paralegal Studies, a Homeland Security option was developed.
	College Teaching, M.S. (052)			The curriculum was changed from 35 hours to 36 hours with 12 hours of professional education required of all students and 18 hours in a cognate area, of which 6 hours are required for the student personnel services area and 6 hours of research/thesis and internship.
	Master of Business Administration, M.B.A. (056)	Oral Presentation	Candidates lacked sufficient background in core business subjects.	The entrance requirements for this program were changed to require that all students pass an entrance proficiency examination.
	Master of Business Administration, M.B.A. (056)	Oral Presentation		The curriculum was changed to add a research project in lieu of 6 hours of course work.



## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2005 <i>Continued</i>	Masters in Teaching, M.Ed. (124)	Exit Action Research		This degree was the old curriculum and instruction degree that focused on the pedagogy of teaching. The revised degree plan consists of 36 hours with a 24-hour core for all students, 9 hours of content specialization in one of three areas (a) alternative certification candidates, (b) National Board Certification, or (c) cognate area. Three hours of a capstone experience is now required.
	Master of Science in Health and Kinesiology, M.S. (142)	Written Composition	In the past, students pursuing graduate studies in Health and Kinesiology could complete the Master of Science in College Teaching with a specialization in Health and Human Performance or a M.Ed. in Teaching with an option in Health and Physical Education. Feedback indicated this was unsatisfactory, so NSU modified the program to meet needs of those wishing to pursue doctoral level programs.	New program in Health and Kinesiology was created.





## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2005 <i>Continued</i>	Early Childhood Education, B.S.Ed. (023) Elementary Education, B.S.Ed. (025) Special Education-Mild/Moderate Disorders, B.S.Ed. (084)	State Teacher Certification Test	Instructors needed to teach all three areas of content competencies (life science, physical science, earth space science) required for early childhood, elementary education, and special education.	SCI 4213 is being changed to a four-hour course, SCI 4214: Science in the Elementary School. This revision will better prepare students to teach science and provide students a uniform preparation consistent with NCATE Standards.
	Communication Arts, M.A. (106)	GPA and Conference Attendance	Admission and degree requirements needed to be strengthened.	The undergraduate GPA for admission was increased from 2.5 to 3.0, a 500-word essay was added to the admission procedures, limiting students to no more than 12 hours per semester without advisor approval and allowing no more than three hours of internship.
2006	Business Administration, B.B.A. (012)	ETS Business	Students lacked the appropriate foundation for successfully completing the required core classes in the B.B.A.	Changed admissions requirements to include computer competency at the time of program entrance instead of as a graduation requirement.
	Counseling Psychology, M.S. (019)	CPCE	Student performance in the lifespan development portion of the Counselor Preparation Exam was weak.	Deleted option in which students selected either PSYC 5023: Adult Development or PSYC 5623: Advanced Psychology of Childhood and replaced that requirement with a single new course, PSYC 5653: Advanced Life Span.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2006 <i>Continued</i>	English, B. A. Ed. (029)	State Teacher Certification Test	NCATE standards require the Young Adult Literature course.	Deleted as a required course ENGL 3033: Types of Literature and add ENGL 3043: Young Adult Literature. The subject matter in the deleted course is covered in other courses and it remains available as an elective.
	Geography, B.A. (036)	Faculty Developed pre-test (GE)	Students need to broaden their program while maintaining the total hours for the major.	Additional optional classes (statistics and urban sociology) were included in the list of electives for the major.
	Mass Communication, B.A. (050)	GPA	Need a course to cover the creative design aspects of web design.	Deleted one required course in the Mass Communication core, MIS 3053: Web Site Design and replaced that requirement with MC 4263: Web Design I (new course).
	Management, B.B.A. (054)	Business Core		One class, MGMT 4243: Compensation Management, was removed as a requirement for the General Management Emphasis.
	Speech-Language Pathology, M.S. (137)	ASHA	Students need opportunities for graduate research more directly related to their professional field.	One required course (Educational Research) was deleted from this program and a new course, Research and Evidence-Based Practice, was added in its place.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2006 <i>Continued</i>	Music, B.A. (060)	Faculty Developed Test in Music History and Theory. Recitals Required		Three options specified a block of non-music electives. This requirement was deleted. In the jazz studies and performance options, several courses were removed from the list of possible electives and a new required course added. In the music business option, macroeconomics was replaced with an option of selecting either accounting or business law.
	Criminal Justice, M.S. (085)	Program completion		The degree program structure was revised by deleting three elective courses and adding three new electives (computer forensics, homeland security, juvenile justice).
	Speech-Language Pathology, B.S. (087)	State Teacher Certification Test		Established an admissions policy to require students to have a minimum cumulative GPA of 3.0 and completed four specified courses with a grade of "B."
	Speech-Language Pathology, B.S. (087)	State Teacher Certification Test		A statistical methods class (Math 3513) was added to the required courses.
	Social Work, B.S.W. (102)	PACAT-Social Work Curriculum		Eliminated Math 1513 (College Algebra) as a prerequisite. This permitted students to select from the same broad group of general education quantitative analysis courses as those in most other programs.



**NORTHEASTERN  
STATE UNIVERSITY**

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2006 <i>Continued</i>	Health and Kinesiology, M.S. (142)	Written Composition		Two additional courses, EDUC 5623: Legal Aspects of Public School Administration and P Ed 5813: Health and Kinesiology Practicum were added as electives.
	Information Systems, B.B.A. (123)	Faculty Developed Test	There was an increased emphasis on database management systems in the information technology field.	IS 3013: Business Computer Operation Environments was replaced with IS 4293: Business Database Management Systems.
2007	Counseling Psychology, M.S. (019)	CPCE	Students in the M.Ed. in School Counseling who do not have stats and courses emphasizing analytic reasoning in their undergraduate program do just as well in the counseling research class as the M.S. students who have these courses do in the psychological research class.	Two courses, statistics and a course emphasizing analytical reasoning such as experimental psychology, research methods, analytical geometry, or logic were deleted from the undergraduate pre-requisites for admission to the program.
	Collegiate Scholarship and Services, M.S. (052)		This program was developed as the Junior College Teaching degree, thus the option with several cognate areas. This option no longer serves a useful purpose as NSU now has separate degree programs in most of the old cognate areas.	Recommended a new degree structure to more appropriately serve the needs of students who want to work in a higher education setting.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
<b>2007</b> <i>Continued</i>	Speech-Language Pathology, B.S. (087)	State Teacher Certification Test		SLP 4213: Language Disorders in Adolescents was added to the undergraduate curriculum and SLP 4313: Diagnosis of Speech and Language Disorders was deleted.
	Environmental Science, B.S. (135)			GEOL 4113: Oceanography was added to the geosciences track course options.
	Health and Kinesiology, M.S. (142)	Written Composition	P ED 5803 primarily focused on developing yearly curriculum for K-12 HPE in public schools. The majority of master's students are not education majors and do not intend to teach in public schools.	P ED 5803: Curriculum Construction in Health, Physical Education, and Human Performance became P ED 5803: Current Research Issues in Physical Activity and Health.
<b>2008</b>	Management, B.B.A. (054)	Business Core	Students who are not interested in the human resource management emphasis need a stronger alternative by emphasizing specific management skills.	The proposed change allowed students to choose 9 hours from a list of 4 courses.
	Music, B.A. (060) Jazz Studies option	Faculty Developed Test in Music History and Theory. Recitals Required		A new course HUM 2443: Humanities in African American Culture replaced a humanities seminar HUM 2403: Global Humanities (African American Arts).



## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2008 <i>Continued</i>	Business Administration, B.B.A. (012) General Business Option	ETS Business		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)	CPCE	The accrediting body considered the gold standard for counseling programs, CACREP, requires schools to have a 3-credit hour psychopharmacology course. While NSU is not a CACREP accredited program, the university does meet all other curricular requirements except the psychopharmacology course.	PSYC 5743: Intellectual Assessment was dropped from the major and replaced by PSYC 5693: Psychopharmacology. This brings the university in line with accreditation standards and also provides students with an understanding of the relationship between mental illness and legal and illegal substance use.
	Early Childhood Education, B.S.Ed. (023)	State Teacher Certification Test	Changes were proposed as a result of the NAEYC (SPA) requirements. Candidates must have knowledge and experience with the entire age range from birth through third grade. Currently early education candidates have a good experience with ages 3 through third grade.	HFS 4293: Health and Nutrition of Young Children was replaced with HFS 3223: Infant/Toddler Development. PSYC 4133: Psychology of the Young Child is being replaced with HFS 4213: Child Guidance.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2008 <i>Continued</i>	Human and Family Science, B.S. (045)	Portfolio/Project	Early care was an area identified as a state and national need. A degree in early care would prepare students to work in early care facilities, which provides services to children from birth through age 3.	Added an option in early care.
	International Business, B.B.A. (126)	Faculty Developed Test	The existing major did not provide any global experiences, such as language or culture.	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).
2009	Music, B.M.E. (062)	State Teacher Certification Test Recitals Required		A second course in vocal diction, as recommended by the NASM accrediting body, was added to the degree.
	Professional Education Core	OPTE	Consistently low scores on section five of the Oklahoma Professional Teaching Exam.	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.



**NORTHEASTERN**  
STATE UNIVERSITY

## CEPC Curriculum Table & Accompanying Strategy

Table 2.8 (continues on next page)

Year	Program	Evaluation / Assessment	Identified Concern	Strategy for Continuous Improvement
2009 <i>Continued</i>	Bachelor of Business Administration Core		Feedback from employers and the College of Business & Technology advisory board indicated that business graduates need more quantitative skills.	BADM 3963: Quantitative Methods in Business was added to the business core.
	Social Studies Education, B.A. Ed. (080)	State Teacher Certification Test	All social studies education majors are tested over content from world history on the OSAT (field 18) exam, which they must pass for teacher certification. Student performance on this exam has been poor.	Six hours of world history survey classes were added to the curriculum. These changes will boost the world history curriculum content and prepare students better for taking the state certification exams.
	Biology, B.S. (115)	ETS-Major Field Achieve Test-Biology	For several years, students have not performed at the level desired on the Major Field Test in Biology, which is utilized for assessment of the major.	The biology program went through a major curriculum revision based upon recommendations of the previous program review consultant. The consultant looked at course redundancy and recommended modernizing curriculum to keep content current with modern biology.



## Recent Construction & Renovation Efforts

Table 2.9

2005	\$7.7 million	Energy management program
2005	\$10.0 million	New science lab facility
2005	\$5.4 million	Renovation of existing science classrooms
2005	\$11.5 million	Repairs to existing buildings
2005	\$4.7 million	New Center for Admission and Student Enrollment
2005	\$2.0 million	Renovation of the University Center Food Court
2005	\$3.0 million	Renovation to various residence halls

## Improving the Master Capital Plan

Annually NSU reviews and updates a master capital plan as required by the governing boards. This plan outlines capital goals of the university for a three to seven-year period. This list is developed in conjunction with the campus strategic plan and reviewed by the President's Cabinet. The planning process includes a time frame, estimate of cost, and source of funding for the projects. For example, NSU was able to improve and expand the physical facilities in recent years as outlined in the plan with funds provided by university facility fees proposed and approved by the student body, Section 13 New College Funds, and state-sponsored Higher Education Bonds. As stated in the introduction, NSU formulated a deferred maintenance plan that resulted in significant construction and improvement reflected in Table 2.9

During 2010, [renovation](#) to the Business and Technology building was completed, and significant progress was made toward completion of the Fine Arts building. Work began on creation of Second Century Square on the Tahlequah campus, a fitness trail on the Broken Arrow campus, and renovations on the Muskogee campus to facilitate the offering of Connors State College courses.

Students recently approved a facility fee of \$5 per credit hour dedicated to the construction of a wellness center. The facility and programs conducted there will provide faculty, staff, students, and the surrounding community the opportunity to engage in fitness, personal health activities, and education, and be the backbone for the Healthy Campus Initiative.

The programming, planning, and development of a 4,000-seat multipurpose event center is underway with an



## NORTHEASTERN STATE UNIVERSITY

anticipated groundbreaking in 2012. The facility will host athletic events, conferences, and community activities.

With assistance of an independent firm, NSU surveyed students concerning housing preferences. These surveys indicated more modern housing options with additional amenities are important to many students. Utilizing this survey data, NSU engaged in a development process to plan, finance, design, and build a multiphased residence hall community.

A renewed emphasis to reflect the cultural significance and heritage of NSU has also begun. The construction of the [Redmen Heritage Wall](#) (honoring the students who created a legacy of athletic and academic excellence as the Redmen) and the [Second Century Square](#) (memorializing the history of NSU) are examples of projects promoting the proud history and legacy of the university's educational mission and acknowledging its American Indian roots. These endeavors have resulted in a commitment by President Turner to earmark \$20 million in funds for Phase 1 renovation of residence halls.

Like many departments, the Physical Plant (renamed Facilities Management) is charged with numerous tasks beyond their routine responsibilities. These include completing in-house renovations, overseeing building contractors, and assisting the cabinet with the Campus Master Plan. NSU routinely reviews and acts on issues forwarded by students. This resulted in improvements related to compliance with the American Disabilities Act regarding access, external lighting, and other safety concerns. NSU's assessment by external groups, including local and state inspectors, provided guidance to increase the university's level of fire safety, ADA compliance, and other campus safety issues.

## Emergency Management

In NSU's changing environment, the safety and security of the campus is a major emphasis. New policies and regulations were introduced with the advent of the Homeland Security initiatives in the past decade. NSU recognized the challenges faced in today's world, and responded with a new emergency system that provides cell phone alerts. The [Emergency Operations Overview](#) and General Emergency Response Protocols classification system immediately alerts emergency responders to the sensitivity and nature of the incident. The three general types of emergencies are, 1) "minor emergency," described as small-scale disorder, 2) "major emergency," described as large-scale disorder, and 3) "disaster," described as large-scale natural/man-made disaster. NSU's procedures are flexible to accommodate contingencies of various types since an emergency may be sudden and without warning,

NSU developed an initiative to train the President's Cabinet and key staff members in the Office of Homeland Security's four [National Incident Management System \(NIMS\)](#) courses. In 2010, NSU was the first university in the state certified with National Incident Management System (NIMS) Compliance Certification through the Office of Homeland Security. The university continues to certify key employees as incident commanders to maintain NIMS certification.

The director of public safety has implemented the [Campus-Community Emergency Response Team \(C-CERT\)](#) program. This initiative creates a resource of personnel trained by public safety professionals that provide immediate and deliberate response to emergencies to save lives

## Shared Governance at NSU

Chart 2.4



and property. In the past year, NSU has trained over 100 students, from housing staff and parking services, to respond and assist in emergencies.

C-CERT personnel actively participate in NSU [police department drills](#). On November 9, 2010, UPD conducted a large scale, multi-disaster, multi agency drill on the Tahlequah campus. The drill included 15 agencies, the C-CERT response team, and simulation of potential disasters. The exercise was conducted under guidelines as set forth by the FEMA Incident Command System structure.

Under the guidance of the director of public safety, NSU implemented several Emergency Alert System (EAS) upgrades. They are as follows:

- » Blackboard (Bb) Connect: NSU purchased and implemented Bb Connect, which allows students, faculty, and staff to opt into the system to receive emergency alerts and weather related closures by text, e-mail, and voice message.
- » Personal Guardian Smartphone application: The smartphone app has three modes: 1) Danger Mode: When activated this mode calls dispatch and a screen automatically opens to show dispatch the GPS coordinates of caller; 2) Follow Me Mode: The user can activate this mode to enable dispatch to track them from point A to B; and 3) Check In Mode: The user can designate starting and ending locations, time of expected arrival, and emergency contact number should the user not arrive on time. Dispatch monitors and then, if necessary, notifies emergency agencies.

NSU publishes annual security and fire safety compliance documents ([Clery Report](#)) for all three campuses on the NSU University Police website. The documents contain

information regarding campus security and personal safety including topics such as crime prevention, fire safety, university police law enforcement authority, crime reporting policies, disciplinary procedures, and other matters of importance related to security and safety on campus. This report also contains statistics for the three previous calendar years for reported crimes.

## CORE COMPONENT 2d

*All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

NSU is committed to decentralized decision-making and shared governance. This process formally began in December 2008 with the creation of the [UPG](#). The UPG was charged with the mission to integrate the academic and administrative units into the strategic planning process, Charting the Second Century: 2009-2014. The intent was to redefine and simplify the mission, vision, and core values of NSU while defining a process for academic and administrative prioritization of programs and services. From this, a new planning process was devised using a structure from the [Society of College and University Planning](#) (SCUP) and the [SMART](#) goal model as guides. This redirection and shared governance of the planning process gives “greater responsibility to the operating units in defining specific strategies and actions, measurements, and timetables.” The shared governance planning process is depicted in Chart 2.4.



**NORTHEASTERN**  
STATE UNIVERSITY

## Coordinated Planning Aligns with the Mission Statement, Goals, and Values

Strategic planning is organized through processes that are inclusive of all constituencies at NSU. The UPG carries the responsibility for the development and implementation of strategic plans. The current strategic plan, [Charting the Second Century: 2009-2014](#), was greatly influenced by the [2006 Strategic Plan](#). At the request of former President Don Betz, the current strategic plan retains the previous overall mission statement, but augments it with a brief focused mission statement and more precise vision statement. This resulted, in part, due to the shared governance process where all units, colleges, and departments participated in the revision. Through this effort, all units, colleges and departments periodically review their respective strategic plans, ensuring alignment and progress toward meeting the mission, vision, and goals set forth in [Charting the Second Century: 2009-2014](#).

The revision necessarily implied a review of the link between planning and the budget process. In 2009, there was no link between the budget of academic units and their role in fulfilling the mission, vision, and goals of NSU. The Academic Prioritization Process bridges that gap. This is evidenced by the five NSU academic colleges' creation of strategic goals that support the university's mission statement.

However, the current strategic plan was implemented in 2009, thereby restricting evidence of success in university operations. Initial outcomes are that individual units and colleges created plans and goals that support achievement of the 2009 strategic plan. Department chairs and

deans consult with the appropriate vice president when necessary. The UPC, deans, and chairs participated in the Academic Prioritization Process, which was well received. Revision of unit strategic plans has occurred, and the link between the implementation of the strategic plan and university operations should become evident within the next few years. In addition, the capital planning process was reviewed in an effort to support the needs of individual colleges and units in meeting their particular strategic plan. Overall, NSU is well on the way to better alignment of resources and individual unit goals custom tailored to support the mission statement.

## Planning Processes Allow for Reprioritization

Members of the community and representatives from almost every unit on campus were involved in restructuring the strategic plan. In all, more than 60 team members participated in drafting the new plan. The UPG website solicited community input through a series of interactive questions such as, "Who can participate?" with the answer, "Anyone who cares deeply about the future success of NSU, our students, our colleagues, our stakeholders, and our communities are encouraged to join in the conversation."

Long-range strategic planning is occurring as units revise their mission, vision, and core values in line with NSU's focused mission statement. This will continue with the ongoing development of the new strategic plan and completion of the academic prioritization process. New emphasis on sustainable economic development, Making Place Matter, transformational learning, global literacy, and other priorities drive and inform these processes. At a



## NORTHEASTERN STATE UNIVERSITY

recent regional summit, a large amount of research on the region was collected and this also drives future plans.

Examples frequently tell the planning story much better than merely stating that NSU's planning process implements the mission statement and goals. The following are examples of long-range planning that charts NSU's course for the next century.

- » The Office of University Relations has the task of drawing attention to university needs. This is referred to as "making our story known." To this end, NSU put together a team of university administrators, staff, faculty, and alumni to participate in the annual [Higher Education Day at the Oklahoma House and Senate](#). The team divided and met with legislators to discuss NSU's needs.
- » NSU hosted Oklahoma's only electronic town hall Congressional meeting, originating from the NSUBA campus. The town hall was led by an NSU alumnus currently serving in the U.S. Congress. This resulted in NSU [hosting all six Oklahoma gubernatorial candidates](#) immediately before the primary elections. The standing room only audience came from all parts of eastern Oklahoma, many of whom had not been on an NSU campus before.
- » Two major external influences led the university to an extensive campus re-branding initiative. The first influence occurred when the NCAA required a name change from the potentially discriminatory "Redmen" mascot. The unveiling of the new "RiverHawks" mascot was highly publicized. The second external influence was the technological evolution of our student base, leading to a more standardized logo and motto for university marketing efforts.
- » NSUBA was created due to the support of the community and taxpayer funding efforts. Through such

partnerships, NSUBA has rapidly grown in student population. Supplementing NSUBA's upper division and graduate level offerings, Tulsa Community College, the largest community college in the area, offers lower division classes on the Broken Arrow campus, thereby facilitating a seamless transition from a community college to NSU.

- » NSU devoted human and financial resources to provide state leadership for the eight universities participating in Reach Higher. This flexible, affordable degree completion program is for working adults who want to finish their college degrees at state universities. Degree completion is possible in two years. To be admitted, students must be at least 21 years old, have completed at least 72 hours of college credit, have a minimum 2.0 graduation/retention GPA, and have completed general education requirements as defined by the home institution.

### CRITERION 2 CONCLUSION

NSU's mission to serve diverse populations throughout the world, as well as planning documents, is aligned with initiatives supported by OSRHE. NSU has the responsibility to engage in and strengthen not only communities in the region, but also communities throughout the entire world. To accomplish these goals, NSU planned and allocated resources to increase outreach and service opportunities. The university continues to maintain sufficient resources to continue the mission in the future. To ensure fiscal responsibility, NSU planned and allocated financial, human, and physical resources in a manner that will sustain the mission into the future.



## NORTHEASTERN STATE UNIVERSITY

### **Strengths**

- » NSU is actively involved in providing quality education, research, community service, and community enrichment activities as needed for all constituencies, both internal and external.
- » NSU is a leader in regional and international educational planning efforts, creating partnerships with regional high schools and two-year colleges as well as international schools located in China, Russia, Thailand, and other locations throughout the world.
- » NSU's academic prioritization process establishes currency and relevancy to program and curriculum offerings.
- » NSU's planning and respective financial allocations support infrastructure needs, improvements, research, and learning activities as reflected by all NSU constituencies, both internal and external.

### **Areas for Planning and Improvement**

- » NSU must continue with shared governance and academic prioritization in order to maximize course offerings to reflect constituent needs during an economic downturn.
- » NSU must continue and increase its commitment to diversity and cultural awareness by affording opportunities for faculty and students to Skype or video conference with contacts made on study abroad programs.
- » NSU must budget for annual raises, something that has not been done for the past four years, thereby minimizing salary compression situations where incoming faculty and staff are hired at salary compensation higher than existing employees with similar or even better credentials.

- » NSU should consider reviewing antiquated bureaucratic processes in an attempt to reduce paperwork, time for processing, and physical signatory requirements.
- » NSU should consider the development of a strategically focused budget reallocation plan.