



Northeastern State University

**2012 HLC**

**Self-Study Report**



**NORTHEASTERN**  
STATE UNIVERSITY

# 2012 HLC SELF-STUDY REPORT

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# Introduction

Purpose & Organization





**NORTHEASTERN**  
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# Introduction

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## Purpose & Organization

The purpose of this report is threefold: first, to establish that Northeastern State University meets and will continue to meet the Higher Learning Commission's requirements and criteria as an outstanding institution of higher education; second, to promote institutional self-improvement and provide an opportunity for public certification of institutional quality; and third, to examine and assess the university's accomplishments in achieving its mission and vision and implementing its values.

### Purpose & Organization of the Report

This report provides evidence that NSU meets the criterion for accreditation as set forth by the Higher Learning Commission and promotes institutional self-improvement. The following goals were identified in the initial self-study plan:

- » Assure that the re-accreditation process is of long-term benefit to the university
- » Provide evidentiary support that the mission, vision, and core values permeate the activities of the institution
- » Demonstrate that Northeastern State University is academically strong and proactively anticipates challenges of the next decade and beyond
- » Ensure broad-based participation by representatives of all university units and stakeholders as the basis for a comprehensive evaluation

The report consists of an introduction, responses to criteria 1-5, a conclusion, and appendices. The introduction contains an institutional overview and provides a context within which to interpret the remainder of the report. The appendices contain evidence of federal compliance, a "Substantive Change Application Related to Distance Learning," and data deemed relevant for immediate reference by the review team.

### Historical Background

Northeastern State University is located in a place like no other, where the Ozark Mountains, famous for their beauty, roll gently across the land, offering a panorama of natural scenery filled with pines, oaks, dog-

woods, and redbuds that blossom each spring. Nearby runs the Illinois River, cool and clear, feeding into Lake Tenkiller, a lake of deep crystal green with a shoreline of beautiful forest and spectacular rock bluffs. The countryside, river, and lake create an ideal area for a wide variety of outdoor activities including backpacking, camping, horseback riding, fishing, boating, scuba diving, and water skiing

The city of Tahlequah is located within this natural setting. The Cherokee Nation's headquarters is also located in Tahlequah, where the Trail of Tears ended in 1839. Having rebuilt their civilization after relocation, the Cherokees established a progressive system of tribal government and public education. The Cherokee Nation celebrates this unique history during the Cherokee National Holiday and at the Cherokee Heritage Center.

NSU resides in the midst of this city and surrounding countryside with its 200-acre campus of beautiful lawns and large shade trees. NSU, founded in 1909 on the grounds of the Cherokee National Female Seminary, is a university that not only offers students and townspeople a tradition of excellent teaching, but also offers Broadway productions, concerts, guest lecturers of international fame, serious drama, and fun-filled entertainment at the NSU Playhouse. NSU, Tahlequah, and the Tulsa metropolis just an hour away, offer a little bit of Eden west of the Mississippi.

The roots of NSU began in 1846 when the Cherokee National Council authorized establishment of a National Male Seminary and National Female Seminary to fulfill a stipulation in the Treaty of 1835 between the United States and the Cherokee Nation.



***On March 6, 1909, the state legislature of Oklahoma passed an act providing for the creation and location of Northeastern State Normal School at Tahlequah.***

*Administration Building, Northeastern State Normal School/Teachers College, Tahlequah, Oklahoma ca. 1909-1924  
Photo courtesy of NSU Archives*

That treaty specified public and higher education should be provided for the Cherokees. Construction of the two seminaries began in 1847, and the Cherokee National Male Seminary opened on May 6, 1851. The Cherokee National Female Seminary opened the following day. With the exception of a period between the end of the fall semester 1856 and the beginning of the fall semester 1871, these institutions were in continuous operation until 1909.

On March 6, 1909, the state legislature of Oklahoma passed an act providing for the creation and location of the Northeastern State Normal School at Tahlequah and the purchase from the Cherokee Tribal Government of the building, land, and equipment of the Cherokee Female Seminary. The educational program of the normal school consisted of four years of high school and two years of college level study.

As previously authorized by an act of the legislature, the state board of education took action in 1919 to change the normal school to Northeastern State Teachers College, and provide a four-year curriculum leading to the bachelor's degree. In 1939, the Oklahoma legislature authorized the name of the institution be changed to Northeastern State College.

A constitutional amendment adopted in 1941 created the Oklahoma State System of Higher Education, of which NSU and all other state-supported institutions of higher education are integral parts. The system is coordinated by the Oklahoma State Regents for Higher Education ([OSRHE](#)).

In the 1950s, NSU emerged as a comprehensive state college, broadening its curriculum at the baccalaureate level

to encompass liberal arts subjects and adding a fifth-year program designed to prepare master teachers for elementary and secondary schools. By the early 1970s, the functions of NSU had broadened to include degree options in the field of teacher education at both the baccalaureate and master degree levels, as well as new programs in liberal arts, business, and selected service areas. The approval of several new certificate and degree programs in non-teaching areas added a significant dimension to the role of NSU. In 1974, the Oklahoma legislature authorized that the name of the institution be changed to Northeastern Oklahoma State University. The Northeastern State University College of Optometry opened in 1979 and made history when its first doctoral graduates received their degrees in the spring of 1983. The official name of the university was changed by an act of the legislature in 1985 to Northeastern State University.

## **Overview of the University**

Northeastern State University consists of a main campus located in Tahlequah, with branch campuses at Muskogee and Broken Arrow. The Muskogee campus opened in March 1993, and after a two-decade presence in the Tulsa metro area at the University Center at Tulsa, NSU opened the doors of the Broken Arrow campus in August 2001.

NSU is one of 25 institutions in the Oklahoma State System of Higher Education. OSRHE is the coordinating board for all state higher education institutions in Oklahoma and is sanctioned with legal authority through the Oklahoma Constitution, Article XIII-A, Section 1. The OSRHE is a constitutional board of nine members appointed by the governor and approved

## NSU Administration

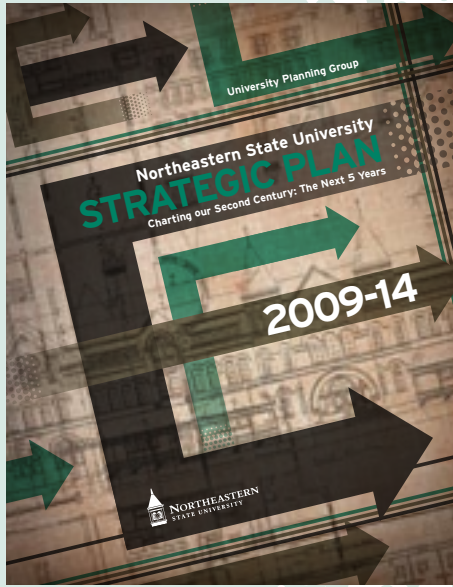
Table I.1

President Dr. Steve Turner (effective 1/1/2012)	Dean - Muskogee Campus Dr. Tim McElroy
Provost & Vice President for Academic Affairs Dr. Martin Tadlock	Interim Dean - College of Business & Technology Dr. Roger Collier
Associate Vice President for Academic Affairs Dr. Janet Bahr	Interim Dean - College of Education Dr. Debbie Landry
Assistant Vice President for Academic Affairs and Dean of Graduate Studies and Research Dr. Thomas Jackson	Interim Dean - College of Liberal Arts Dr. Mike Chanslor
Interim Assistant Vice President for Teaching and Learning Dr. Pamela Fly	Dean - College of Optometry Dr. Doug Penisten
Interim Executive Director for University Relations Mr. Jerry Cook	Dean - College of Science & Health Professions Dr. Martin Venneman
Vice President for Business and Finance Mr. David Koehn	Vice President for Student Affairs Dr. Laura Boren
Vice President for Operations Mr. Tim Foutch	Interim Executive Director of Enrollment Management Mr. Jerrett Phillips
Dean - Broken Arrow Campus and Dean of the College of Extended Learning Dr. Christee Jenlink	Interim Executive Director of Libraries Dr. Paula Settoon
	Executive Director of International Studies Dr. Richard Carhart

by the senate, with one member's term expiring each year. This board issues all degrees earned, determines the curricula and courses of study, prescribes academic standards, establishes student fees, and allocates funds to each institution for operation and maintenance from the legislative appropriations that are made to the board. In addition, NSU is one of six state-supported regional universities governed by the Regional University System of Oklahoma (RUSO). The Board of Regents for RUSO is a constitutional board of nine members, eight of whom are appointed by the governor and approved by the Senate. The ninth member is the superintendent of public instruction.

NSU abides by the policies of the RUSO Board of Regents, in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans With Disabilities Act, and to the extent required by these and other federal laws and regulations, and does not discriminate on the basis of race, color, ethnicity, national origin, gender, sexual orientation, age, religion, disability, political affiliation, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

The organizational framework for NSU consists of the president, provost and vice president for Academic Affairs, vice president for Business and Finance, vice president for Operations, vice president for University Relations, and vice president for Student Affairs. These and other administrative officers are reflected in Table I.1.



*NSU's strategic plan addresses the needs of the university's constituencies and reflects the dynamics of new and emerging technology, heightened mobility of today's students, and ever increasing economic competitiveness in a global society.*

NSU is organized into five academic colleges, the College of Extended Learning, and the Graduate College. The university's academic organization includes the colleges of Business & Technology, Education, Liberal Arts, Optometry, Science & Health Professions, and the Graduate College. These colleges provide the support structure and degree programs necessary to accomplish the university's mission. A new College of Extended Learning was recently approved to support outreach efforts to adult learners and provide a cost recovery system for funding new and existing programs.

### Evolution of the NSU Strategic Plan

Understandably, any strategic plan has to be dynamic and reflect changes in society, technology, and the student population. In 2009, a task force, representative of faculty and staff, worked to update the strategic plan developed in 2001, revised in 2004, and last updated in 2006. This comprehensive planning effort resulted in our current strategic plan, [Charting the Second Century: 2009-2014](#). Although this new plan crafted the university's current mission, focused mission, vision statement, and core values, it is a working document that is progressive and will assist NSU in a data-driven decision-making for the next three years.

This strategic plan addresses the needs of the university's constituencies and reflects the dynamics of new and emerging technology, heightened mobility of NSU's students, and ever increasing economic competitiveness in a global society. The updated [mission statement](#) further reflects this changing environment:

Founded on the rich educational heritage of the Cherokee Nation, the campuses of NSU provide our diverse communities a broad array of lifelong learning, undergraduate, graduate, and professional doctoral degree programs. Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared for success in a challenging global society.

NSU's commitment to lifelong learning is supplemented by the [focused mission statement](#): "We empower students to be socially responsible global citizens by creating and sustaining a culture of learning and discovery." The [vision statement](#) supplements that concept, stating "We will be the educational partner of choice in eastern Oklahoma, embracing the educational, cultural, and economic challenges and opportunities of our global society." The university's commitment to quality of education and a lifelong learning process is reflected in NSU's [values 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.
- » **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.



## Degrees Granted by NSU

Table I.2

Bachelor of Arts  
Bachelor of Arts in Education  
Bachelor of Business  
Bachelor of General Studies  
Bachelor of Music Education  
Bachelor of Science  
Bachelor of Science in Education  
Bachelor of Science in Nursing  
Bachelor of Science in Science Education  
Bachelor of Social Work  
Bachelor of Technology  
Master of Arts  
Master of Business Administration  
Master of Education  
Master of Science  
Doctor of Optometry

*In total, NSU offers degree programs in 55 undergraduate and 23 graduate areas, due to specialty options, plus a professional Doctorate of Optometry.*

*Source: Undergraduate Catalog: Degree Conferred*

## Accreditation & Degrees Granted

The university first became affiliated with the North Central Association Higher Learning Commission (formerly NCA and now HLC) in 1922 as a “teacher training institution” and continued for 12 years. In 1934, Northeastern State Teachers College resigned from the NCA teacher-training list when the list was discontinued by the NCA. College accreditation was granted in 1949. Since that time, the university has maintained accreditation by the Higher Learning Commission (North Central Association of Colleges and Secondary Schools), with the last re-accreditation occurring in 2002.

In addition to regional accreditation, NSU has specialty professional accreditation in eight academic programs: business, dietetics, music, nursing, optometry, social work, speech-language pathology, and teacher education. These, as well as a complete listing of all accredited programs, are published in the [Undergraduate Catalog: Programs](#) and the [Graduate Catalog: Programs](#). In total, NSU offers degree programs in 55 undergraduate and 23 graduate areas, plus a professional Doctorate of Optometry (see Table I.2).

## Overview of the Self-Study Process

NSU’s request for continued accreditation officially began in December 2008 when Vice President for Academic Affairs Dalton Bigbee, with approval of President Don Betz and the executive cabinet, appointed Dr. Joe Dillsaver, Dr. Janet Bahr, and Dr. Tom Jackson as tri-chairs of the self-study team. In January 2009, the Steering Committee was named, eight team chairs were

designated, and Dr Don. Betz delivered the charge on April 3, 2009. Early on, the tri-chairs established the focus for the re-accreditation effort by developing an organizational structure, a timeline, a self-study plan, and goals for using the self-study process to advance the institution and met with the Steering Committee to discuss implementation. Dr. Kathy Reese replaced Dr. Joe Dillsaver as the primary self-study coordinator in January 2010. In July 2011, Dr. Reese took another administrative position and was replaced by Dr. Mike Wilds. In July 2011, Dr. Janet Bahr was replaced as a tri-chair because she was promoted to interim provost and vice president for Academic Affairs. She was replaced as a tri-chair by Dr. Martin Venneman.

Each working HLC team consisted of a team captain and a broad cross-section of the campus, including faculty, staff, students, and in some instances, community representatives. These teams began their work during the spring 2009 semester. Each team addressed a specific criterion and accompanying components. Initial drafts were due from team leaders in December 2010. The tri-chairs, team captains, and various committee members provided feedback and located supporting evidence for the document. Overall, more than 400 faculty, staff, students, and community constituents combined efforts to create the self-study report. NSU published notice for third-party comment and placed the [electronic version of the self-study report](#) on the NSU HLC website with a dialog box for public feedback in December 2011. In addition, a list of the Steering Committee chairs and members of the eight HLC teams are posted on the [NSU HLC website](#).



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## Summary of Responses to the Last HLC Visit

The following provides a brief response to the concerns and observations from the 2002 accreditation review. Additional information regarding these areas can be found throughout the narrative of this Self-Study Report under the appropriate criteria. The 2002 HLC Evaluation Team identified five areas of concern. Each appears below with a summary of the university's response and progress since that visit.

### *1. The level of fiscal support from the state of Oklahoma is inadequate for an institution of the size and complexity of Northeastern State University.*

Like most other states and institutions of higher education, Oklahoma and NSU experienced difficult financial times due to the economy and funding cutbacks. Following the recession of recent years, fiscal support for no institution in Oklahoma, and few institutions across the United States, could be considered adequate.

The economic conditions gripping the nation and state continue to reshape the university's financial picture. State allocations comprise only 48 percent of the fiscal year 2011 budget as compared to 72 percent in fiscal year 2002. The reduction in state allocations caused NSU to look to other funding sources. Students have absorbed the brunt of these reductions, as the student share of support increased from 26 percent in fiscal year 2002 to 47 percent in fiscal year 2011. Additionally, NSU strategically developed collaborative opportunities allowing the university to expand educational services across much of northeastern Oklahoma.

There are two trends to note regarding increased student support of budgets: 1) A change in the way tuition and fee rates are established, and 2) An increase in enrollment. Understandably, the above concern was written 10 years ago, during a time when tuition rates were controlled by the Oklahoma Legislature.

### **Tuition & Fee Changes**

Due to legislative control, tuition increase requests were frequently denied when considered. To avoid political fallout, requests were usually considered in non-election years. This changed with the passage of new statutory provisions by the 2003 legislature. Tuition increases and requested fees are now approved by OSRHE. Revised state statutes require that tuition and mandatory fees at public institutions in Oklahoma be compared to tuition at peer institutions in surrounding and other states. This peer-funding model is published annually by the state regents and authorizes each university to increase tuition within these limits. In fiscal year 2011, NSU's tuition rate was 82.4 percent of the peer group tuition amount used by the [OSRHE](#) for comparative tuition purposes.

Peer-funding can be compared with a variety of measures. The Budget Needs Peer Data reveal the percentage at which individual institutions are funded by state appropriations as compared to peer groups. In fiscal year 2011, Budget Needs Peer Data reflected in peer funding per student FTE of \$5,536 compared to NSU at \$5,180 per student FTE or 94 percent. This reflects that NSU's position has markedly improved over several years.

### **Enrollment Increases**

The second trend is the increase in enrollment NSU experienced in recent years. These new students added



*Private donors and tax payers in Broken Arrow and Tulsa provided the funds to create the NSU Broken Arrow Campus in 2003.*

to NSU's revenue through payment of tuition and an increasing number of course-specific fees. The class schedule for fiscal year 2001 lists 18 specific fees compared to 66 listed in the fiscal year 2011 class schedule. However, enrollment growth also brings both new opportunities and challenges as already thin resources are strained to meet growing demand. It is now, more than ever, very important that the university be good stewards of the resources provided.

The years of low state appropriations and legislatively controlled tuition resulted in a lean institutional structure, reducing the overall impact of the recent recession. However, NSU implemented a number of cost-saving initiatives over recent years, further allowing the university to manage growing student enrollment with only student tuition dollars to offset reduced state appropriations.

NSU continues to refine the academic review process and examine operations in an effort to increase overall efficiencies. There were many program and process modifications directed toward reduction of expenses. One such example is pooling and marketing of employee benefits in order to reduce annual benefit cost expansion.

During the past 10 years, NSU was fortunate to receive significant capital funding from a variety of external sources. For example, the city of Broken Arrow approved a sales tax initiative that funded the construction of the first three buildings (Phase I) on the Broken Arrow campus. The city of Broken Arrow followed with a [donation of 199 acres](#) of land, thereby allowing ample opportunity for expansion of the campus. In September 2003, Tulsa County voters approved three sales tax propositions known collectively as

[Vision 2025](#) that provided \$26 million for three additional buildings on the Broken Arrow campus (Phase II).

Other facility improvements were made possible from the 2005 State Higher Education Capital Bond issue. This bond issue provided almost \$24 million, which:

- » Provided for much needed renovations to the existing Science building in Tahlequah
- » Allowed for renovations to create a “one-stop” site for enrollment and student support services
- » Allowed funds to facilitate completion of our Broken Arrow Phase I construction project

A private donor provided the funds to construct an athletic practice facility on the main campus, and a partnership with the city of Tahlequah provided \$2.1 million from a city sales tax for renovation and expansion of our football stadium. NSU's first-ever gift of \$1 million provided renovations and expansion of our reading clinics at Tahlequah and Broken Arrow. These external sources of financial support, coupled with strong extramural funding efforts, have further added to NSU's better-than-average financial condition during tough economic times.

In fact, these strong partnerships and greater control over tuition revenue allowed NSU's financial picture to strengthen. They also allowed NSU to take significant steps toward providing additional higher educational opportunities to a larger geographical area and a more diverse student body. This is evidenced by the physical locations of campuses in Tahlequah, Muskogee, and Broken Arrow. In particular, Tahlequah attracts traditional students seeking residence halls,



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athletics, and the campus environment, while Muskogee and Broken Arrow encourage the development of academic programs that focus on the differing needs of older, nontraditional students.

During these difficult economic times, NSU is developing a greater number of self-sufficient programs, implementing incentive-based budget models, and creating innovative class offerings. One such example is the [College of Extended Learning](#), a newly created program that allows the university to enhance and market class curricula to students who previously would not have considered taking college classes. Another example is NSU's investments in regional stewardship or [Making Place Matter](#) (see Core Component 1a). These and other such initiatives aim toward significantly improving the economic and overall well-being of the area served by the university.

As a result of the HLC visit in 2002, NSU was required to submit a progress report on financial conditions of the institution on February 12, 2007. This report was submitted on time with the following conclusions indicated in the staff analysis:

Northeastern State University continues to deal with some of the same issues as at the time of the comprehensive visit, i.e. lower-than-needed state appropriations and a fairly even record in grants and contracts. NSU has made progress, however, in the percentage of state appropriations as compared to its peers, in its development activities and programs and in its facility improvements.

HLC commended NSU for “an excellent report and data.” The university received notice on March 20, 2007 that the

commission had accepted the report on financial conditions of the institution and no further reports were required.

### ***2. The condition of the physical plant on the Tahlequah campus negatively impacts the quality of the educational environment.***

Preparations for addressing major facility needs began in the 2004 academic year. The university formulated a deferred maintenance plan and new construction schedule for academic, auxiliary service, and athletic buildings to strategically direct renovating and updating efforts. Beginning in 2005, NSU contracted with Semptra/Honeywell to implement a \$7.7 million energy management program. This energy management program included heating/cooling, plumbing, and lighting system upgrades for administrative, academic, and athletic facilities. Also, in 2005, the university began construction of a new \$10 million science lab facility, and a \$5.4 million renovation of the existing science classroom building.

In 2006, a Construction Management Consulting Agreement was established to address the deferred maintenance concerns of four high-need academic facilities. Business and Technology, Haskell Hall, Haskell Hall Annex, Bagley Hall (College of Education), and the Fine Arts and Fine Arts Annex each received major renovation work. This included roof replacement, exterior masonry repair, window-replacement, heating and cooling upgrades, flooring, and interior paint. The total cost of the renovation work for these facilities was \$11.5 million.

NSU dedicated \$4.7 million to renovation of an existing building to create the Center for Admission and Student



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

Enrollment between 2007 and 2010. The university also invested \$2 million in renovation of the University Center Food Court, and \$3 million towards completion of various residence halls during this same time period.

The total capital investment for the facility renovations and new construction projects for this time period exceed \$40 million in cost. Each of these projects represents NSU's commitment to ensuring the educational environment has a positive impact on the total student learning experience.

***3. General education and graduate program assessments lack consistency in assessment procedures and use inappropriate measures. In many cases, the assessment instruments used by departments do not adequately address or measure student learning outcomes.***

Since 1988, assessment activities and discussions across the NSU campuses have focused on the four areas identified in the assessment plan presented to OSRHE. These areas are Entry Level, Mid-Level (General Education), Program Outcomes (at both the undergraduate and graduate levels), and Student Satisfaction (Institutional Effectiveness). A fifth area has been added to the Annual Student Assessment Report specifically addressing Graduate Student Assessment.

Following the previous comprehensive HLC visit, NSU hired a highly recommended assessment consultant to provide direction and focus to the assessment plan. Dr. Susan Hatfield spent two days on campus in spring 2004, meeting with various groups and individuals to assist in improving NSU's assessment activities. As Dr. Hatfield's report indicated, NSU wanted to take a "proactive"

approach to assessment of student learning. Dr. Hatfield's report emphasized the need to:

- » Have clearly stated student learning outcomes
- » Use a systematic approach to implementing assessment plans in programs involving addressing two or three outcomes each year
- » Use standardized exams as well as additional methods to assess general education
- » Assess graduate programs in the capstone experience
- » Transition from "assessment as exercise" to "assessment as opportunity" in getting faculty involved with how assessment can improve programs

The following occurred in relationship to general education and graduate assessment:

- » The forms for collecting program assessment data have been revised several times to emphasize student-learning outcomes.
- » In fall 2007, a [General Education Task Force](#) (GETF) was assembled by the vice president for Academic Affairs to evaluate and consider the purpose and requirements of the general education program at NSU. The general education requirements at NSU had not been formally reviewed in nearly 20 years.
- » The GETF assessed student, faculty, and alumni knowledge and opinions of general education in a survey conducted at the beginning of the spring 2008 semester. The [GETF report](#) offered a positive evaluation of the university's general education, with 64 percent of the 663 students surveyed giving the core curriculum a grade of "B" or better. The GETF reviewed the regents' requirements, looked at the requirements of other Oklahoma regional universities, and discussed the skills and/



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- or knowledge any student graduating from NSU should ideally possess. From these, the recommendations of the task force were generated with categories of knowledge identified. Faculty focus groups and open forums were conducted campus-wide for input on the task force recommendations. Comments and recommendations were solicited from both internal and external constituencies. In the end, the changes recommended were not dramatic; however, they provided increased flexibility for our students as well as more emphasis on global perspectives while still meeting the requirements of OSRHE.
- » The general education curriculum changes were approved by the NSU Curriculum and Educational Policies Committee in October 2009 and were approved by OSRHE in March 2010. The new general education curriculum went into effect for first-time entering freshmen students in fall 2010.
  - » A recommendation from the GETF was to change the assessment of general education outcomes from the College Base to MAPPS – now the Educational Testing Service – Proficiency Profile. In addition, a capstone component for general education is being developed to gauge competency in specific learning outcomes. Another recommendation of the GETF was for the task force to become a standing committee of the university. This began in fall 2010.
  - » A new director of general education capstone position was approved by the NSU administration, and that position is now filled. One focus for the General Education Committee in the future is to assist faculty in making the general education curriculum congruent, especially in the development of common learning outcomes across multiple sections of the same course.
- » NSU was selected in 2010 to participate in the HLC Academy on Student Learning Outcomes. One focus of the four years in the academy is to strengthen general education assessments. NSU administered the ETS Proficiency Profile to students currently completing the old general education curriculum and will compare the results to students completing the new general education curriculum. In addition, NSU will administer the College Base to students completing the new general education curriculum and compare results to previous assessment.
  - » There was considerable emphasis on developing measurable “student learning outcomes” in all courses and programs. The Assessment Committee met with groups of faculty to discuss assessment and student learning outcomes. Student learning coordinators for each college were identified and put into place beginning with the fall 2010 semester. Their role is to assist colleagues in developing assessment measures utilizing student-learning outcomes. The name of the committee was changed to the Student Learning and Assessment Committee in 2010.
  - » NSU was involved at the state level attending assessment workshops, as part of the Council on Instruction Assessment Committee; and is reviewing current OSRHE policy.
- During the previous HLC comprehensive visit, the Graduate College had an interim director, with a permanent dean named in 2002. That person resigned in 2004, and a new graduate dean was hired after a national search. Following the employment of the new graduate dean in 2004, new processes and procedures were developed in which graduate level assessment is reported to the Graduate College. The dean, Dr. Tom Jackson, is now assistant vice president for Academic Affairs and dean of Graduate Studies and Research, and is currently team leader for the HLC Academy.

## Graduate Programs Offered by NSU

Table I.3

<p><b>Tahlequah Campus</b></p> <p>M.A., Communication</p> <p>M.A., English</p> <p>M.B.A., Master of Business Administration</p> <p>M.Ed., Mathematics Education</p> <p>M.Ed., School Administration</p> <p>M.Ed., School Counseling</p> <p>M.Ed., Science Education</p> <p>M.Ed., Teaching</p> <p>M.S., Counseling Psychology</p> <p>M.S., Environmental, Health and Safety Management</p> <p>M.S., Health and Kinesiology</p> <p>M.S., Higher Education Leadership</p> <p>M.S., Library Media and Information Technology</p> <p>M.S., Natural Science</p> <p>M.S., Speech-Language Pathology</p> <p>M.S., Substance Abuse Counseling</p> <p><i>Graduate Certificate Programs - Tahlequah</i></p> <p>School Administrators Certificate</p> <p>School Counselor</p> <p>School Library Media Specialist</p> <p>Visually Impaired</p> <p>Writing Program Administration</p> <p><b>Broken Arrow Campus</b></p> <p>M.A., American Studies</p> <p>M.A., English</p> <p>M.B.A., Professional Master of Business Administration</p> <p>M.Ed., Early Childhood</p>	<p><b>Broken Arrow Campus (continued)</b></p> <p>M.Ed., Mathematics Education</p> <p>M.Ed., Reading</p> <p>M.S., Higher Education Leadership</p> <p>M.Ed., School Administration</p> <p>M.Ed., School Counseling</p> <p>M.Ed., Science Education</p> <p>M.Ed., Teaching</p> <p>M.S., Accounting and Financial Analysis</p> <p>M.S., Counseling Psychology</p> <p>M.S., Criminal Justice</p> <p>M.S., Environmental, Health and Safety Management</p> <p>M.S., Library Media and Information Technology</p> <p>M.S., Natural Science</p> <p>M.S., Substance Abuse Counseling</p> <p><i>Graduate Certificate Programs - Broken Arrow</i></p> <p>School Administrators Certificate</p> <p>School Counselor</p> <p>School Library Media Specialist</p> <p>Reading Specialist</p> <p><b>Muskogee Campus</b></p> <p>M.B.A., Master of Business Administration</p> <p>M.Ed., School Administration</p> <p>M.S., Library Media and Information Technology</p> <p>M.S., Occupational Therapy (fall 2013 implementation)</p> <p><i>Graduate Certificate Programs -Muskogee</i></p> <p>Visually Impaired</p>
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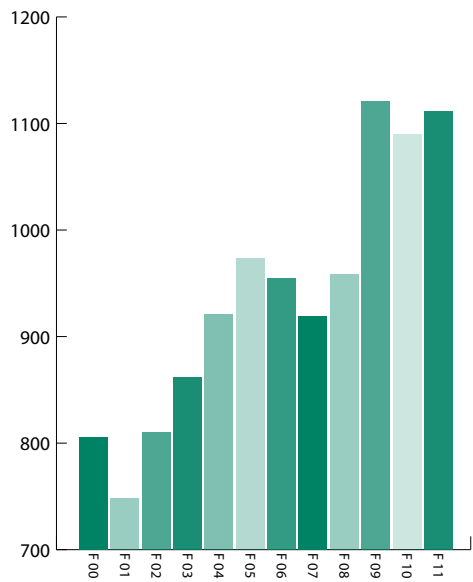
As such, many conversations and actions occurred regarding assessment of student outcomes.

Since 2004, graduate programs have stressed the importance of learning outcomes. Many programs attempted to implement departmental evaluation surveys and exit exams; however, departmental individuality and lack of uniformity prevented meaningful assessment. With the recent implementation of Sunguard Higher Education Banner software, NSU is now positioned to administer a more uniform graduate survey to replace ineffective, fractured surveys. With administration of Banner in the fall 2011 semester, NSU is able to more uniformly gauge the perceived student value and quality of graduate programs. Additionally, NSU continues to retain the five-year program reviews, Annual Assessments for the Regents, and individual program capstone classes, assessments, and portfolio requirements. This accomplishment is a benchmark NSU could not have achieved without implementation of the Banner system. Once implemented, the university will be able to accurately gauge quality and effectiveness in terms of achieving NSU's mission statement.

Through the graduate survey and the ongoing academic prioritization process, NSU is more accurately assessing the needs of all our constituencies. For example NSU is approved to offer a Master of Science in Natural Sciences in 2012 and a Master of Science in Occupational Therapy in 2013. Program offerings are stronger and graduate student enrollment is increasing. Some recently implemented programs destined to be growth stars include the Master of Science in Science Education and the Master of Arts in English. The university's current graduate offerings are displayed in Table I.3.

## Graduate Enrollment Headcount

Chart I.1



*Since 2002, graduate enrollment has steadily increased from a fall 2001 enrollment of 748 to a fall 2011 enrollment of 1,141 (i.e., an increase of 53 percent)*

In terms of assessment, the university's next task is to track students post-graduation to assess employability, educational quality, value, and overall satisfaction with the graduate learning experience.

#### *4. A demonstrated need exists for a centralized institutional research, planning, and analysis office, using a comprehensive, integrated database.*

This need was known internally before the previous HLC visit and means to address it were being developed. In 2003-04, a faculty member from the mathematics department with a strong background in statistics was tapped to work one-fourth time (.25 FTE) as coordinator of institutional analysis. This was changed to a three-fourths (.75 FTE) time position the following year. In 2008-09, the position was changed to a permanent full-time position as coordinator of institutional research in the [Office of Assessment and Institutional Research](#). In addition, research staff include a data analyst and graduate assistant. The Office of Assessment and Institutional Research provides assistance to faculty, staff, and administration for assessment and research activities related to assessment plans, assessment reports, survey designs, and data analysis and interpretation. Through the expertise of the coordinator of institutional analysis, extracting data from the university's legacy system has greatly improved through use of data tools such as DataNow, SPSS, Monarch, and others.

The [Office of Assessment and Institutional Research](#) maintains a centralized [repository](#) for research, planning,

and assessment. Surveys, analyses, and other reports are maintained on the NSU website for the entire community to view, thereby ensuring public transparency. In addition, the university implemented Sungard Higher Education Banner, an integrated system that enhances student, financial, and human resource reporting systems.

#### *5. The decline in graduate enrollment warrants careful review.*

At the time of the previous HLC visit, an apparent decrease in graduate student enrollment was raised as an issue in need of explanation. Since 2002, graduate enrollment has steadily increased from a fall 2001 enrollment of 748 to a fall 2011 enrollment of 1,141 (i.e., an increase of 53 percent) (See Chart I.1).

As new class offerings and programs are added or modified to reflect best practices and market responsiveness, the university believes that enrollment will continue to increase. A current capacity-based analysis of graduate program offerings directed NSU toward a handful of programs that can increase in capacity, as well as many programs that, given current infrastructure, are operating at capacity. The Master of Science in Science Education, Master of Science in Criminal Justice, and Master of Arts in English reflect potential for significant future growth. In addition, the university will offer a Master of Science in Natural Sciences and a Master of Science in Occupational Therapy in the next two years. These new class offerings and other such programs are calculated to increase enrollment at NSU for future years.





*Seminary Halls clock-tower serves as an ever present reminder of NSU's culture and history inherited from the Cherokee Nation*

## Summary

NSU addressed the challenges raised during the 2002 HLC site visit, and converted many, if not all, into strengths. As evidenced in the introduction and the following criterion:

- » NSU is financially strong and maintains excellent academic standards despite a reduction in the level of state allocations. This is primarily due to increased extramural funding, passage of city and tax initiatives, private donations, increased foundation support, positive student growth, academic prioritization, and a refined student fee structure.
- » The condition of the Tahlequah Physical Plant and NSU building infrastructure radically improved due to additional planning, resulting in the infusion of \$40 million in the past eight years, a new city and state funded Broken Arrow campus, and recent construction efforts on the Muskogee campus.
- » NSU underwent an extensive academic prioritization process that more accurately identifies and aligns student needs, especially in terms of general education skills and knowledge, in preparation for a competitive global society.
- » NSU benefits from a centralized Office of Assessment and Institutional Research that provides assistance for assessment endeavors, collates data, and maintains a repository of assessment reports for future horizontal and vertical assessment analysis.
- » The NSU graduate program experienced a 52 percent increase in student headcount since 2002, and will continue to experience significant growth by aligning program and curricular offerings more closely with emerging needs of both internal and external constituencies.

Such positive growth often leads to promotion of qualified personnel. It also leads to pirating of personnel by other institutions. As a consequence, NSU has undergone significant leadership changes in the past 10 years. Even with these changes, NSU has remained vigilant in accomplishing the mission statement and accompanying goals. In fact, leadership changes led to a renewed examination of the mission statement, vision statement, and accompanying goals, thereby creating a stable, yet dynamic strategic plan that best fits the needs of NSU's constituencies.

This dynamic adjustment of the mission statement, vision statement, and accompanying goals permeates each college and academic unit. Through academic prioritization, colleges and academic units periodically refine individual mission statements and goals to align with the overall mission statement, vision statement, and accompanying goals of NSU. Consequently, these changes in leadership have led to significant enhancement of NSU's [mission statement](#). Due to this dynamic strategic plan, NSU is and always will be "the educational partner of choice in eastern Oklahoma, embracing the challenges and opportunities of an ever emerging global society."



# Criterion 1

Mission & Integrity



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# Criterion 1

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# Criterion 1:

## Mission & Integrity

*Northeastern State University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

NSU continues a commitment to higher education started by the Cherokee Nation with the establishment of the male and female seminaries in 1846. This is exemplified by Sequoyah's pen of knowledge that symbolizes the perpetual process of learning that is the primary focus of NSU, and the paraphrased words of Mohandas Karamchand (known as Mahatma) Gandhi engraved on NSU's entry fountain, "BE THE CHANGE," encapsulate the purpose of the university as it faces the future. This enduring tradition and persuasive mission is reflected in historic Seminary Hall, the Centennial Plaza, and the mind-set of faculty, staff, and students at NSU. The university provides a broad array of lifelong learning endeavors through quality teaching, research, scholarly activities, and community service activities that prepare students for a competitive and challenging global society. As evidenced in this self-study document, NSU students, faculty, staff, and community members have collaborated in the process of higher education on this very spot for over a century.

This chapter describes and substantiates how NSU achieves its mission, pursues its vision, and lives its values with a commitment to integrity and diversity. While the mission statement has been updated and refined periodically,

NSU's mission to provide "our diverse communities a broad array of lifelong learning" has remained a consistent and guiding force for many years.

## CORE COMPONENT 1a

*NSU's mission documents are clear and articulate publicly the organization's commitments.*

Northeastern State University has been involved in an ongoing, university-wide strategic planning process since 1999. As briefly mentioned in the introduction, the first strategic planning process resulted in NSU's [2002 Strategic Plan](#), a document that guided the university for approximately five years. A comprehensive, broad-based examination of the 2002 Strategic Plan was led by the Mission Statement Task Force, the 2005-2006 Strategic Planning Committee, the Joint Strategic Planning Committee, and facilitated by consultants from Horizons Stewardship. These committees held extensive meetings during the summer of 2006, conducted many surveys, held focus groups, and hosted a series of community and campus forums during the fall of 2006. The resulting mission, vision, core values, and goals were published university-wide in print and on the web as NSU's [2006 Strategic Plan](#).

Following the appointment of Dr. Don Betz as the 17th President of NSU on July 1, 2008, a [University Planning Group](#) (UPG) was formed to update, enhance and reframe the 2006 Strategic Plan, and to engage the university community in [Charting the Second Century: 2009-2014](#). The UPG, consisting of faculty, staff, and student representatives, became the driving force behind reframing the 2006 Strategic Plan. In addition,



*Centennial Plaza and Seminary Hall are two landmarks that preserve the culture, heritage, history, and mission statement of NSU.*

a UPG Steering Committee and various subcommittees supplemented the work of the full UPG. Campus forums were used to obtain input from faculty, staff, and students while formal documents were posted on the NSU website for public view by members of the community. Approximately 25-40 interested parties regularly attended the forums and provided feedback. The UPG also met with the Northeastern Student Government Association, Faculty Council, and Academic Affairs in an effort to keep the entire university apprised of progress. This extensive collaboration yielded a new focused mission statement, a refined vision statement, five values statements, and seven strategic goals, which were adopted by the cabinet, the full university community, and the Regional University System of Oklahoma. These latest statements emphasize the university's enhanced global perspective, increased partnerships throughout the region, and primary focus on learning, leadership, and creativity.

The [mission statement](#), [focused mission statement](#), [vision statement](#), and [values statement](#) serve as the foundation for all university initiatives. They are strategically posted on the university website for public view and reproduced in the [Undergraduate Catalog \(General Information\)](#) and the [Graduate Catalog \(The University\)](#). They were reproduced on pocket cards and distributed to employees, students, and community members. In addition, they are prominently displayed in buildings throughout all three campuses, and are periodically featured on the University Center's electronic marquee. The statements are the foundation for university five-year unit plans, college strategic plans, and departmental



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strategic plans (see Core Component 1c). In addition, NSU seeks [public comment](#) on the UPG website that houses these statements, and encourages continued dialogue to best mold the future direction of NSU.

Mission statements and values statements must be supported by strategic goals and priorities. The UPG set forth seven

goals and priorities to be achieved by the university by 2014. Development of these goals reflects NSU's commitment to turning words into action. For each goal, a supporting group of faculty, administrators, students, and external stakeholders are solicited for ways to achieve that action goal. The [strategic goals and priorities](#) are set forth in Table 1.1.

(Continued on page 27)

### Strategic Goals & Priorities

Table 1.1 (continues on next page)

#### Strategic Goal 1

##### Develop a culture of learning and discovery throughout the university.

The two components of the Culture of Learning and Discovery are inextricably bound. Together, these components form the basis for developing intellectual inquiry on a university campus. Learning implies that each of us at Northeastern State University is interested in promoting learning among all individuals within the university community (not just for students). It also implies that learning is an important investment for Northeastern State University, and that we all have a personal interest in the success of learners (including student success, faculty success, and staff success). Discovery is multifaceted and relies not only on traditional research, but also takes the forms of basic, applied, action research, synergistic experiences, observational opportunities, and community-oriented service.

##### *An institution that embraces a culture of learning and discovery:*

- » Focuses on student learning outcomes
- » Inspires individuals to become lifelong learners
- » Provides excellent curricular and co-curricular programs that meet student, community, and/or state needs
- » Encourages creativity and innovation in solving real world problems
- » Provides an investment in human potential and capital for students, faculty, staff, and administrators
- » Promotes intellectual inquiry, discovery, and scholarship using a teacher/scholar model
- » Fosters excellence through continuous quality improvement, transformative learning, best practices, accreditation, and impeccable integrity
- » Recruits and retains graduate students from diverse settings
- » Sets academic priorities that foster growth and vitality of the region and state
- » Develops various teaching and learning modalities and schedules to accommodate a variety of student learning needs
- » Provides a comfortable, clean, and safe learning environment and supports technology



## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 2

#### Develop sustainable communities, encompassing environmental responsibility and community capacity building.

Sustainable communities can be communities of interest (such as the arts, business, and education) or communities of geography (such as Northeastern State University, Cherokee County, Green Country).

On campus this entails adopting practices to reduce, reuse and recycle as they apply to all resources. We will model the way in innovative and best sustainability practices on campus to reduce our carbon footprint, and share them with others off-campus.

Through a holistic, systems-thinking approach in Northeastern State University's external service area, faculty experts, student interns, and research teams will be coordinated to address the breadth and depth of leadership capacity building as well as sustainability-based community planning, development, commercial, social and cultural opportunities that ultimately define the quality of life on our campuses and across the region. By encouraging economic improvement through community capacity building and sustainability best practices, communities will generate resources that may be applied to resolve sociological problems and enhance cultural development.

*An institution that embraces sustainability practices on campus and in its service region:*

- » Becomes a "Model for Cash Positive - Carbon Negative, Sustainable Campus / Community Design"
- » Benchmarks indicators and tracks integrated data on ecologic integrity, social justice, and economic vitality
- » Achieves maximum self-sufficiency and commercial value through vertically integrated campus, business, and community models
- » Creates synergistic partnerships to build sustainable economic development, community arts, health care, and education through collaboration with community leaders and other forms of civic engagement
- » Enables communities to find common ground by developing the abilities of community residents to enhance their decision-making to achieve preferred outcomes to the benefit of all



## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 3: Build and reinforce an environment that values full inclusion, collaboration, and shared leadership in the life of the university and in all external relationships.

Our commitment to inclusion, collaboration, and shared leadership is designed to harness the power of diverse skills, backgrounds, experiences, and capabilities of our many stakeholders. Our commitment to these values drives the way we act, how we treat each other, and how we make decisions in every aspect of university life.

A culture that embraces inclusion encourages all to feel that he or she is a valued member of our larger community, and that each individual's contributions to the university are recognized, welcomed, and respected. Collaboration encourages and rewards cooperation across functions/colleges/departments, among faculty, staff, students, and alumni, among leaders and associates at all levels of the organization, across our three campuses, and between internal and external constituents. Shared leadership provides meaningful opportunities for input from all stakeholders, builds mutual trust, and ensures transparency in decision-making.

*An institution that embraces inclusion, collaboration, and shared leadership:*

- » Ensures equal access to all services and opportunities
- » Proactively seeks input from diverse groups ensuring that these voices are not only heard, but actively sought
- » Prioritizes robust, comprehensive, and honest two-way communication at all levels
- » Develops specific mechanisms and structures that encourage collaboration across the university in a broad spectrum of activities and programs, specifically capitalizing on the strength-in-diversity of our three campuses
- » Creates and lives by a principle-based decision-making model that is fully transparent, includes the right stakeholders, focuses on the most important issues, values diversity, builds trust, accepts failure, and encourages leaders at all levels of the university
- » Engages our alumni and external stakeholders by providing the opportunity to influence and impact the success of future generations
- » Provides early information on major issues and initiatives to promote understanding and to give stakeholders an opportunity to be heard
- » Specifically includes those most affected, those most interested and those most capable of contributing to success in the decision-making process
- » Provides professional development programs to prepare the next generation of leaders, thus guaranteeing the sustainability of Northeastern State University and its partner communities





## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 4: Encourage and nourish a commitment to civic engagement by our students, our faculty, and our staff.

Civic engagement at Northeastern State University is an individual commitment to act on one's obligation to the larger community. This is achieved by taking personal and social responsibility through study, reflection, and necessary action in our individual fields of interest and in our communities. Civic engagement requires working together collaboratively with civility toward a common purpose to create positive change.

Civic engagement, in the Northeastern State community, can be defined as demonstrating these attributes: moral and ethical leadership, concern for the rest of the world, awareness of social, political, and economic issues within the United States, and globally, advocacy for a cause, active community support and a commitment to "making place matter."

*An institution that embraces a commitment to civic engagement:*

- » Integrates service learning in academic curriculum
- » Encourages and supports volunteering in programs or activities that benefit others
- » Addresses needs of the communities it serves
- » Develops and nourishes co-curricular programs, drawing attention to and awareness of local, national and global issues
- » Contributes to community development by identifying and increasing human resources and economic assets of a community
- » Mobilizes students to influence public policy through voting and political participation
- » Encourages and supports scholarly activity that serve the public's interest, resulting in community or societal benefits



## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 5: Develop an environment which encourages global knowledge and cultural sensitivity.

In order to prepare our students to experience success in an increasingly globalized world, we must provide opportunities that promote an understanding of the interconnectedness and interdependence of human and environmental processes around the world. Global literacy will provide our 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 to communicate and interact appropriately and effectively with people from different cultures.

*An institution that embraces a global knowledge and cultural sensitivity:*

- » Increases numbers and diversity of international students
- » Provides opportunities for international learning and travel opportunities and funding for Northeastern State students, faculty, and staff
- » Encourages campus conversations regarding international current events explored from multi cultural perspectives
- » Incorporates global knowledge and cultural sensitivity into the curriculum and co-curricular opportunities
- » Uses technology to connect the campus community more fully with the world
- » Creates and nourishes exchanges between Northeastern State and international institutions
- » Plans and supports campus events that feature diverse cultures
- » Uses opportunities within the United States to experience multi cultural communities
- » Develops awareness of the interconnectedness of global systems and the importance of developing sustainable solutions to human and environmental problems
- » Recognizes contributions by international faculty—tenure track, non-tenure track, and Fulbright scholars
- » Recruits ethnically and racially diverse students, faculty, and staff



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## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 6: Improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve.

A center for cultural enrichment and entertainment is achieved by promoting and advancing the fine and performing arts, NCAA intercollegiate athletics, lectures, university student organization programs, and recreational co-curricular activities.

Through these activities Northeastern State University will act as a preferred destination for visitors and serve a dual function of enhancing regional economic development through visitors' expenditures while providing an exceptional experience for those who participate in our activities and events.

*An institution that embraces a commitment to cultural enrichment and entertainment:*

- » Promotes diverse continuing education programs and services
- » Acts as a regional leader to promote concerts and lectures
- » Supports the arts through student performances, art shows, museum quality exhibitions, etc
- » Competes in the highest classification of NCAA intercollegiate athletics
- » Provides (sponsored and non-sponsored) recreational activities for campus and community members
- » Hosts a variety of youth camps
- » Nurtures and supports indigenous arts and cultural activities linked to NSU's heritage



## Strategic Goals & Priorities

Table 1.1 (continues on next page)

### Strategic Goal 7: Develop and manage the resources of the university to support a vibrant and viable community.

Our institutional goals will be enhanced through effectively managing our resources. This will be accomplished by committing to the development of our faculty and staff, combining efficiency and environmental responsibilities, developing our physical and technical infrastructure, significantly increasing the resource base, and committing to a university-wide environment that promotes customer-driven, quality programs.

This goal represents a significant challenge in light of declining state funding, dynamic changes in technology, and a history of deferred maintenance. The short term requires programs addressing quality, customer service, efficiency and prioritization. Major funding campaigns are essential for the long term achievement of the university's mission and vision.

*An institution committed to creating a growing, vibrant, sustainable university community:*

- » Achieves sustainable student populations at all campuses
- » Creates and maintains physical campus environments that are distinctive in form, function and design. The university master plan provides the road map for building the physical resources to support the mission and vision, while acting as a model of sustainability
- » Maintains the technological resources to support learning and discovery
- » Establishes processes to achieve internal efficiencies for targeted reallocation of existing resources and optimal use of new resources that will allow us to adapt to the changing economic and market conditions, while maintaining our commitment to environmental responsibility
- » Develops targeted programs for all stakeholders to increase financial resources, and support the mission and vision of the university

## Some Prominent American Indian NSU Students

Table 1.2

Mary Ross	First American Indian female engineer, 1928 NSU graduate
Wes Studie	Actor, tribal chief Eytukan in James Cameron's <i>Avatar</i> ; other roles in <i>Dances with Wolves</i> and <i>The Last of the Mohicans</i>
Rennard Strickland	Author, expert in American Indian law, chair and arbiter of the Osage Constitutional Commission, former dean of the Oklahoma City University School of Law
Kimberly Teehee	President Barack Obama's Senior Policy Advisor on Native American Issues
John Cheek	Management and Policy Analyst, U.S. Department of Education, former Executive Director of National Indian Education Association
Bill S. Fife	Former Creek Nation Principal Chief, National Council member
Robert Bible	President, College of the Muscogee Nation
Geoge Wickliffe	Chief, United Keetoowah Band
Joe Byrd	Former Principal Chief, Cherokee Nation
James (Jim) Gray	Former Principal Chief, Osage Nation

The mission, focused mission, and core values reflect NSU's commitment to the development of its faculty, student body, and the community as a whole. Although each commitment is more thoroughly elaborated in subsequent criteria, it is noteworthy to mention that NSU's ongoing mission is to prepare students for the diverse and technologically advanced workplace created by the competitive nature of the region, state, nation, and the emerging global society.

### CORE COMPONENT 1b

*In its mission documents, NSU recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

Diversity is cherished at NSU. In fall 2011, NSU's unduplicated student headcount was 9,400. More than 28 percent of NSU students are American Indian. This percentage distinguishes NSU with the highest per capita percent of American Indians of any four-year public educational institution in the U.S. This confirms NSU's mission statement and commitment to provide "our diverse communities a broad array of life-long learning." The university derives this dedication to diversity, in part, from its strong Cherokee heritage (see Table 1.2).

This dedication to diversity reaches far beyond the Cherokee Nation and includes local, state, national, and even international cultures. For example, NSU is enriched by a large number of international students, and supports a solid study abroad program. In addition, Hispanic and

## Race/Ethnicity • Percent of Enrolled Students

Table 1.3

Race/ Ethnicity	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Five Year Average
<i>African-American</i>	5.9	5.8	5.3	5.3	5.7	5.5	5.5
<i>Asian</i>	0.8	1.0	1.2	1.2	1.3	1.6	1.3
<i>Caucasian</i>	61.2	60.3	60.2	60.0	60.1	59.6	60.0
<i>Hispanic</i>	1.5	1.8	1.8	1.9	1.9	2.1	1.9
<i>American Indian</i>	28.0	28.2	28.5	28.6	28.3	28.7	28.5
<i>Non-resident Alien*</i>	2.6	2.8	3.0	2.9	2.5	2.3	2.7
<i>Unknown</i>	0.1	0.1	0.1	0.2	0.2	0.1	0.1

*Non-Resident Alien includes: 1) non-domestic (international) students, 2) students whose parents are undocumented, but the students have completed primary and secondary education in the state, and 3) students who have legal status (in-process), but have not received alien residency*

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

African-American ratios are in line with demographic breakdowns for northeastern Oklahoma. As Table 1.3 exemplifies, NSU enjoys a broad and diverse mix of student learners.

While the percentage of African-American, international, and Hispanic students has increased in recent years, NSU continues to offer even more programs calculated to promote diversity. When Dr. Betz became president of NSU in 2008, he implemented a major initiative to increase and celebrate diversity. This culminated with extensive development of the [Office of International Programs](#) and the appointment of an executive director of International Studies. These joint efforts resulted in even larger enrollment of international students from a greater number of countries and increased opportunities for students and faculty to engage in study abroad programs.

To supplement efforts to increase diversity, each college, department, and co-curricular unit supports NSU's strategic planning effort, [Charting the Second Century: 2009-2014](#) and mission statement with their own commitments to diversity. Some examples of this alignment and support are as follows:

- » The [Mission Statement of the Department of Social Work](#) is "to academically prepare competent and effective professionals; particularly diverse first-generation college students who desire to enter generalist social work practice... These key foundations prepare our graduates to practice social work in a wide range of social work agencies and allied settings with diverse client systems and people. Our academic program has a unique focus



*Student recruiters regularly visit at risk schools that serve minority populations. For the past six years, NSU has sponsored visits by the 7th grade class of Tulsa's Knowledge Is Power (KIPP) College Preparatory Academy (a specialty charter school) to visit and experience campus life at NSU.*

in its integration of addressing social work practice with Native American populations, and the option to specialize in child welfare leadership.”

- » The College of Education subscribes to [diversity in clinical placement locations](#). Clinical placement criteria include ethnicity, mobility, socio-economic status, and other such factors.
- » The NSU College of Optometry established a goal to “Maintain standards and practices which result in the recruitment, enrollment, retention, and graduation of students who are highly qualified and who contribute to [the cultural and social diversity](#) of the student body and the profession.”

Many scholarships target creating diversity. Some examples are the following:

- » [The Oklahoma Alliance for Minority Participation in Science, Mathematics, Engineering, and Technology](#)
- » The [Johnson Scholarship Foundation](#) Entrepreneur Business Scholarship program for American Indian Students
- » [FFA Minority Scholarship](#)
- » [AISES EPA Tribal Lands Environmental Science Scholarship](#)
- » [The HOYA Vision Care Wilma Mankiller Scholarship for Native American Students](#)

### Attention to Diversity

To further promote diversity, NSU frequently reviews, refines, and creates program offerings designed to attract new and underserved populations. Northeastern

Oklahoma is an area in great need of enhanced educational programs, including those that target at-risk and first-generation college students and adult learners.

NSU has promoted diversity through establishment of various university and college diversity committees. However, in the future, President Turner has pledged to establish the new position of a Diversity Coordinator who will more formally oversee university-wide diversity endeavors and provide guidance to NSU’s Diversity Task Force. (Link is on page 175, C3)

The Muskogee campus coordinates the [general studies](#) degree. NSU created this specialty degree to accommodate students who changed majors two or three times and students who had stopped their educational pursuits. This program, designed for adult students over 21 years of age who have already completed at least 50 hours of college credit, allows the student to choose from 38 areas of specialization. This allows the student to complete three 18-hour core areas rather than completing a 36-hour major, thereby accommodating a broad and diverse course curriculum. Close to 100 students are now enrolled in this degree option.

The Oklahoma State Regents for Higher Education approved implementation of NSU’s [College of Extended Learning](#) in the fall 2011. This new program provides online and blended class offerings that target full-time working adults who might not otherwise have time to complete a degree. By offering accelerated, flexible class schedules, the College of Extended Learning increases diversity of student



*The Case Building is centrally located and designed to accommodate the complex needs of a diverse student population. Similar “one-stop” centers are located on the Broken Arrow and Muskogee campuses.*

populations by targeting an older, nontraditional set of students.

NSU further broadens diverse opportunities for prospective and existing NSU students by providing more than 80 different [student organizations](#). These student organizations cover a broad spectrum of interests including fraternities, sororities, religious groups, ethnic associations, academic clubs, honor societies, service organizations, political clubs, social groups, and professional societies.

In addition to a broad and diverse group of student organizations, NSU celebrates diversity with significant annual events such as Diversity Week, Symposium on the American Indian, Martin Luther King Jr. Day events, and Kwanzaa Celebration. Many of these events, open to the public, are drawing national and international attention. In particular, the [Symposium on the American Indian](#) is now in its 40th year, and is drawing nationally recognized speakers on a regular basis.

NSU also sponsors a [World Fair](#), where students are exposed to different cultures throughout the world. The event helps students broaden their horizons and entices them to participate in NSU sponsored study abroad programs.

On average, approximately 65 students annually participate in study abroad programs. International destinations include: Amsterdam, Berlin, Brussels, Budapest, Prague, Seoul, Tokyo, Belize, Brazil, Chile, Ireland, Poland,

and Thailand. A complete listing of current NSU [study abroad programs](#) is located on the OSRHE website.

### Attention to Diverse Student Populations

The front door to NSU for new students is the [CASE Building](#) (Center for Admissions and Student Enrollment). The centrally located building caters to a diverse array of student needs, including Enrollment Management, High School and College Relations, Admissions and Records, Office of Scholarships, Student Financial Services, Transfer Connections, Veterans Affairs, and Business Affairs. Broken Arrow and Muskogee have similar configurations.

This effort to conveniently accommodate diverse student populations reflects NSU’s [mission statement](#) to provide a friendly learning environment customized for all students. It also reflects the fact that today’s students arrive with diverse levels of academic preparation, study skills, learning styles, and support systems. Recognizing this diversity, the university designed the [First-Year Experience](#) program to help all arriving students succeed in the transition to university life. This program provides an evaluation of high school transcripts, ACT scores, academic placement exams, and transfer college credits. The university attempts to identify any factors that might place a student at risk. Some risk factors might include GPA, outside employment, computer skills, and first-generation college student status.

New freshmen also complete a two-part, two semester-hour orientation course called [University Strategies](#). These



## University Strategies • Freshman Strategic Success Plan

Table 1.4

<p><b>Fall Semester</b></p>	<ul style="list-style-type: none"> <li>» Math Fast Forward Program</li> <li>» Testing services and correct placement in remedial courses</li> <li>» Alternative Admission Program requirements and follow up</li> <li>» Individual enrollment of all new freshmen</li> <li>» Course clustering</li> <li>» LLC partnership with Housing</li> <li>» Freshmen Connections orientation program</li> <li>» College Strategies freshmen orientation course</li> <li>» Academic Success Net Mentoring; Pairing faculty and students for mentoring</li> <li>» Early Alert Notice program and Intervention</li> <li>» Administrative Withdrawal Program and Intervention</li> <li>» Mid-Term Grades for all freshmen and sophomores and students below a 2.0; Intervention for students not making good progress</li> <li>» Major Fair</li> <li>» Advisement Week</li> <li>» Outreach to students not pre-enrolled</li> <li>» Collect and maintain information on student plans to enroll</li> </ul>
<p><b>Spring Semester</b></p>	<ul style="list-style-type: none"> <li>» Success Seminar for students on Academic Probation/Notice</li> <li>» Early Alert Notice program and Intervention</li> <li>» Have College Strategies instructors from fall reach out to continuing freshmen</li> <li>» Administrative Withdrawal Program and Intervention</li> <li>» Have Peer Instructors from fall reach out to continuing freshmen</li> <li>» Mid-Term Grades for all freshmen and sophomores and students below a 2.0; Intervention for students not making good progress</li> <li>» Have faculty from fall reach out to continuing freshmen</li> <li>» Contact students not meeting financial aid requirements</li> <li>» Contact students not meeting scholarship requirements</li> <li>» Collect and maintain information on student plans to enroll</li> <li>» Contact non-returning freshmen; discuss plans to return in the fall</li> </ul>

orientation classes familiarize new students with the university environment. The University Strategies matrix is best exemplified in Table 1.4.

For students recently graduating from high school, NSU offers [Rookie Bridge Camp](#), a fun-filled two-day camp tailored specifically to their needs. Along with the development of a variety of study skills and success strategies, NSU's [Oklahoma Institute for Learning Styles](#) assists students with identifying, understanding, and effectively utilizing their individual learning styles.

Academic advisors monitor student progress through the DARS “early alert system.” This system is designed to identify students who are struggling academically and provide intervention such as tutoring or counseling. In addition, NSU implemented [MAP-Works](#), a web-based student retention and success program, to focus even more individualized support on first- and second-year students. These efforts are helping NSU meet retention and graduation rates. A Student Success Team called [Student Success Specialists](#) and the [Student Learning and Assessment Committee](#) facilitates student learning coordinators in each college. Although these initiatives were recently implemented, plans are to retain data to determine the long-term impact they have on retention and completion rates.

### Attention to a Diverse Community

The value statement of collaboration states, “We build partnerships to create learning opportunities and promote educational and economic success.” NSU recognizes



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that educational and economic success is directly derived from internal and external community constituents and initiatives that target collaboration and creation of partnerships. One such initiative is called [Making Place Matter](#). Originally proposed by the American Association of State Colleges and endorsed by OSRHE, this initiative strives to encourage Oklahoma institutions of higher education to make a difference in the lives of the people and communities they serve. For information, see the Making Place Matter [Prezi Presentation](#).

NSU is committed to making a difference in the lives of the people we serve. Through [Making Place Matter](#), the university touches all aspects of social, economic, health, educational, and cultural well-being of our constituents in Oklahoma and for future generations. One notable example of Making Place Matter was the [2009 Northeastern Oklahoma Regional Summit](#), “Giving Voice to Our Region.” The purpose of the summit was to address economic challenges facing seven specific counties in eastern Oklahoma. Approximately 350 community leaders, educators, students, government officials, and legislators attended the summit. The three primary goals were to:

- » Obtain commitment from community leaders throughout the region to a collaborative process
- » Create a framework for development and a foundation for regional planning
- » Identify and prioritize assets on which to build and critical barriers to sustainable growth

From this summit, NSU created new [partnerships](#) with several organizations and started the process of building regional identity, encouraging regional collaboration, and

engineering regional strategic planning. This summit led to development of the Cherokee Hills Byway, and a grant proposal to provide social services for needy Adair County residents. It also led to [Oklahoma Certified Work Ready Communities](#), a program that targets economic and productive work assistance in northeastern Oklahoma.

NSU’s commitment to Making Place Matter did not end there. It led to bimonthly meetings of stakeholders, and ultimately to the [2010 Regional Economic Summit](#). This subsequent summit ignited a 14-county alliance, and creation of a [regional plan](#) and the [Civic Engagement Council](#), a council that serves as the front door and umbrella organization to coordinate all institutional outreach services. In addition, [Eight regional action teams](#) were created and meet on a monthly basis. The [2011 regional summit](#), held in October 2011, furthered the region’s commitment to partnerships and sustainability.

This new initiative, Making Place Matter, was extremely successful and led to national attention. In fact, the initiative was so successful that NSU’s model served as the template for the program at the National Communicators Conference in Washington, D.C., in March 2011, sponsored by the American Association of State Colleges & Universities.

Another example of NSU’s commitment to partnerships is the [Eastern Region Healthcare Coalition](#). This partnership implemented a culturally sensitive medical laboratory science program that addressed clinical workforce shortages within the region. This was the first program in the state that stressed cultural competency, as well as practice competency, in a needed health professions occupation. Through the coalition, NSU sponsored creation of the [American Indian School of](#)



*The NSU Jazz Ensemble was the only university jazz ensemble selected to perform for the 2012 Oklahoma Music Educators Association convention. This affords a tremendous recruiting opportunity for NSU Music, as the concert is attended by some of the nation's most musically talented high school students.*

[Health Professions](#) (AISHP), a collaborative partnership involving NSU, the Cherokee Nation, Tahlequah City Hospital, Connors State College, and Indian Capital Technology Center. The focus of the AISHP is aimed toward developing culturally sensitive healthcare practitioners in healthcare workforce shortage areas.

As a result, NSU approved a cultural competency-based Master of Nursing–Nursing Education program in fall 2011 to complement the Connors State College Nursing RN program. The creation of this partnership effectively created a career ladder to transition RN students at Connors from an associate's degree into a bachelor's of science in nursing and then a master's of science at NSU. Both are housed on the Muskogee campus. NSU secured entitlement to implement a similar cultural competency-based master's program in occupational therapy with a planned implementation date of 2013.

In conjunction with these efforts, NSU sponsored the [Eastern Regional Healthcare Workforce Summit](#) on the Muskogee campus in fall 2010. That summit focused on expanding collaborative partnerships between healthcare providers, educational institutions, and tribal entities to bring needed educational programming in workforce shortage areas to eastern Oklahoma. Approximately 100 health care providers, representatives from educational institutions, and other agencies attended the summit to identify healthcare needs in northeastern Oklahoma and develop a strategy to meet those needs. Feedback from attendees indicated the summit was extremely beneficial to members of the community.

NSU also recognizes the diverse need of our constituents through numerous program offerings. Some examples include the following:

- » [Larry Adair Lectureship Series](#) - This lectureship series was established at NSU in 2004 to create an annual forum to facilitate diverse opinions addressing politics, government, and public policy. One of the primary goals of the lectureship is to raise student interest and inquiry into public affairs, and encourage all members of the NSU community to become more engaged citizens.
- » [Battenfield-Carletti Distinguished Entrepreneur Lecture](#) - The Battenfield-Carletti Distinguished Entrepreneur Lecture Series brings NSU alumni to campus to share a broad array of entrepreneurial experiences with students.
- » The [Living Literature Center](#) - This College of Liberal Arts program affords students an opportunity to study literature in nontraditional settings. For over 15 years, the center has been responsible for involving scholars and artists with differing perspectives, talents, and abilities.
- » [Jazz Lab](#) - The Northeastern State University Jazz Lab brings in a diverse group of musicians that specialize in blues and jazz. The Green Country Jazz Festival is now in its fourth decade, and is one of the nation's longest running jazz festivals.
- » [Oklahoma Center for Rural Development](#) - This office is located in Tahlequah and provides geographic, demographic, economic, and growth information about Oklahoma communities and the state itself. Since its inception in 2002, it has assisted nearly 100 Oklahoma government jurisdictions in assessing economic development opportunities.



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- » [Business Services Center](#) - The College of Business & Technology developed this center in 2010 to provide business plan consulting, customer market research, and other demographic assistance through faculty consulting, internships, and service-learning projects in response to regional needs defined in the regional summits.
- » [Oklahoma Small Business Development Center](#) - Located on the Broken Arrow campus, staff of this state program provide counseling, financial procurement assistance, and training for new or current business owners. This office serves 16 Oklahoma counties.
- » The [Sequoyah Institute](#) - The Sequoyah Institute's mission is to develop, foster, and provide cultural enrichment beyond the classroom and to promote the understanding of the fine arts as experiences central to the lives of our community, students, and employees.
- » [Community Outreach and Recruitment Efforts \(CORE\)](#) - CORE is an initiative of Enrollment Services in collaboration with Alumni Services to involve NSU alumni with recruitment efforts. Faculty, staff, and community CORE team members assess needs in communities within the university's service area and assist departments in creating and strengthening programs to address those needs.

In addition, NSU sponsors many events for the benefit of the community. Understandably, listing all events sponsored by NSU would be an ambitious undertaking. Some of the community events sponsored by our smallest branch campus in Muskogee are set forth on the following page in Table 1.5.

The list of events sponsored by NSU could go on. The bottom line is that NSU is dedicated to serving the community, building partnerships, and creating learning opportunities that promote educational and economic success.

### *Criterion 1: Mission & Integrity*

## CORE COMPONENT 1c

### *Understanding of and support for the mission pervade Northeastern State University.*

The NSU community, faculty, students, and staff have a clear understanding of our mission statement and strive on a daily basis, through clearly defined unit goals, to meet this statement. Global and individual unit goals necessitate community planning, allocation of resources, collaboration with constituents, and attention to attaining the goals as set forth in the mission, focused mission, and vision statement. This section presents additional materials that evidence NSU's mission statements and values are understood and supported by both internal and external constituents.

### **Administrative & Academic Goals are Consistent with NSU's Mission**

NSU's mission is to "...provide our diverse communities a broad array of lifelong learning, undergraduate, graduate, and professional doctoral degree programs. Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared to achieve socially responsible career and personal goals for success in a challenging global society." A broader understanding of this mission can be obtained by examining the actual day-to-day implementation of NSU's strategic goals. As a dynamic and evolving model, the strategic plan was most recently revised in 2009-2010 under the leadership of the UPG and approved by the President's Cabinet. This strategic plan, *Charting the Second Century: 2009-2014*, contains

(Continued on page 36)

## Community Events Held on the NSU Muskogee Campus

Table 1.5

### ON-CAMPUS NSU-MUSKOGEE EVENTS

- » American Heart Association Stroke Symposium (100+ attendees)
- » Congressman Boren's African-American Business and Leadership Summit (100+ attendees)
- » Congressman Boren's Youth Leadership Conference (100+ attendees)
- » Connors State College Partnership
- » Gear Up - Multiple Training Seminars (200+ attendees per year)
- » Leadership Oklahoma - Muskogee Session (100+ attendees)
- » Muskogee Association of Human Resource Administrators- Employment Law Seminar (50+ attendees per seminar)
- » Mayor's "State of the City" Address (200+ attendees)
- » Mike Synar Barbecue (300+ attendees)
- » Muskogee Regional Medical Center Bioterrorism Conference (100+ attendees)
- » Muskogee Regional Medical Center Pediatric Symposium (100+ attendees)
- » Muskogee County Head Start (150+ attendees per year)
- » Muskogee Emergency Management Weather Seminar (100+ attendees per year)
- » Muskogee Phoenix Academic All Stars Banquet (150+ attendees per year)
- » Oklahoma Association of Collegiate Registrars and Admissions Officers State Conference (150+ attendees)
- » Oklahoma Historical Society State Conference (300+ attendees)
- » Oklahoma University Center for Public Management (500+ attendees per year)
- » Oklahoma University National Resource Center for Youth Services (300+ attendees per year)
- » Reach Higher State Conference (100+ attendees)
- » Second Congressional District Artistic Discovery Awards (50+ attendees per year)
- » Senator Coburn's Town Hall Meeting (300+ attendees)
- » Tribal Leaders Summit (40+ attendees)
- » United Way Banquet (500+ attendees per year)

### OFF-CAMPUS NSU-MUSKOGEE EVENTS

- » Chamber Youth Leadership
- » Chili Cook-off
- » Chocolate Festival - Habitat for Humanity
- » Congressman Boren's Youth Leadership Conference
- » Connors State College Partnership
- » Downtown Muskogee Inc
- » Eastern Oklahoma Healthcare Coalition
- » Eastern Workforce "EleVate Career Summit-Youth 2010"
- » Eastern Workforce Investment Board - Partner
- » Congressman Boren's African-American Business and Leadership Summit EODLS
- » Gear Up
- » Leadership Muskogee
- » Leadership Oklahoma - Muskogee Session
- » Magic Holiday Giveaway
- » MAHRA Employment Law Seminar
- » Mayor's "State of the City" Address
- » MRMC Bioterrorism Conference
- » MRMC Pediatric Symposium
- » Muskogee Area Education Consortium
- » Muskogee Chamber of Commerce
- » Muskogee Development Corporation
- » Muskogee Heart Walk
- » Muskogee Phoenix Academic All Stars Banquet
- » OACRAO State Conference
- » Oklahoma Historical Society
- » OU Center for Public Management
- » OU National Resource Center for Youth Services
- » Reach Higher ODCP
- » Relay for Life
- » Second Congressional District Artistic Discovery Awards
- » Senator Coburn's Town Hall Meeting

## NSU Strategic Goals

Table 1.6

- » **Strategic Goal 1:** Develop a culture of learning and discovery throughout the university
- » **Strategic Goal 2:** Develop sustainable communities, encompassing environmental responsibility and community capacity building
- » **Strategic Goal 3:** Build and reinforce an environment that values full inclusion, collaboration, and shared leadership in the life of the university and in all external relationships
- » **Strategic Goal 4:** Encourage and nourish a commitment to civic engagement by our students, our faculty, and our staff
- » **Strategic Goal 5:** Develop an environment which encourages global knowledge and cultural sensitivity
- » **Strategic Goal 6:** Improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve
- » **Strategic Goal 7:** Develop and manage the resources of the university to support a vibrant and sustainable community

seven strategic goals that focus the efforts of the university. Although the strategic goals were elaborated upon in Core Component 1a, restatement of the seven strategic goals without supporting detail or respective action statements is merited and set forth in Table 1.6.

The RUSO Board of Regents reviews programs and curriculum offerings. In addition, NSU is [accredited](#) by the National Council for Accreditation of Teacher Education ([NCATE](#)) and the Oklahoma Commission for Teacher Preparation ([OCTP](#)). Additional accreditation includes:

- » NSU's Oklahoma College of Optometry Professional Doctoral Degree (O.D.) program has full accreditation by the Accreditation Council on Optometric Education ([ACOE](#)).
- » The NSU baccalaureate nursing program is fully accredited by the National League for Nursing Accrediting Commission, Inc. ([NLNAC](#)).
- » The Bachelor of Business Administration and Master of Business Administration programs offered through the College of Business and Technology are fully accredited by the Association of Collegiate Business Schools and Programs ([ACBSP](#)).
- » The Northeastern State University Didactic Program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education ([CADE](#)) of the American Dietetic Association.
- » The Bachelor of Social Work program is accredited by the Council on Social Work Education ([CSWE](#)).
- » The Master of Science program in Speech-Language Pathology is accredited by the Council on

Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association ([ASHA](#)).

- » The Bachelor of Arts and Bachelor of Music Education degrees are accredited by the National Association of Schools of Music ([NASM](#)).

Each of these professional accreditations is very rigorous and extremely thorough. For example, NSU must meet the NCATE standards for teacher education programs to confer teaching certificates. Consequently, NCATE accreditation is a very discipline-specific evaluation and review of curricular, programmatic, and administrative policy. NCATE determines the degree to which NSU's teacher education programs achieve national standards, the degree to which NSU achieves stated unit goals, and the degree to which NSU's teacher education programs achieve the university's overriding mission statement.

### Strategic Planning is Mission-Driven

As part of the implementation of the current strategic planning effort, NSU engaged in an academic prioritization process to ensure efforts and resources are in line with the mission statement and effectively focused on academic programs of the highest priority. Following a university-wide template, each academic unit gathered and analyzed data, and generated a report for each academic program. The deans and department chairs prioritized the programs in each college based on this analysis. The deans and academic vice president then developed overall academic priorities for the university based on the college priority reports (see Table 1.7 on following page).

(Continued on page 39)



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## Synopsis of the Academic Prioritization Process Adopted by the University Planning Group

Table 1.7 (continued on next page)

<p><b>Introduction</b></p>	<p>The Academic Priorities Process Task Force was created in the spring of 2009 by the University Planning Group (UPG) to develop a process by which Northeastern State University would prioritize academic programs.</p> <p>Since its formation, the Task Force addressed the issues associated with effectively prioritizing academic programs. Best practices employed across the country were examined and an amalgamated process designed to reflect the best attributes of several different best practices were molded into the recommended process being submitted to UPG for consideration. The Academic Priorities Process recommended for adoption as well as a timeline for implementation are presented in the balance of this report.</p>
<p><b>Recommended Process for Academic Prioritization</b></p>	<p><i>Process Overview:</i> The recommended steps to be followed in prioritizing academic programs on the Northeastern State University campus are summarized as follows:</p> <p><i>Step 1:</i> Programs/academic majors will individually complete a comprehensive Academic Priorities Self-Study document.</p> <p><i>Step 2:</i> Completed academic priorities self-study documents will be submitted to the chairperson of the department. The chairperson will work with the dean of the college to identify the relative Potential, Quality, and Value ratings (PQV Ratings) of the programs/academic Majors within their departments. The information will be shared and discussed with the program heads and program faculty within the department and college.</p> <p><i>Step 3:</i> The dean will forward the self-study documents, the PQV Ratings, and the PQV assessment determinations for the programs/academic majors to the provost-vice president for Academic Affairs.</p> <p><i>Step 4:</i> The provost-vice president for Academic Affairs will review the PQV Rating and PQV assessment determinations with the deans and generate a university PQV Matrix reflecting the PQV assessment determinations of each program/academic major on campus. The university PQV Matrix will be shared and discussed with each college dean and with the Academic Council as a whole.</p>
<p><b>Step 1</b></p>	<p><i>Self-study Documentation</i></p> <p><i>Overview:</i> The self-study document will be organized into six categories to be evaluated. The categories are:</p> <ul style="list-style-type: none"> <li>» Centrality to - and consistency with - the university's mission</li> <li>» External and internal demand for the program</li> <li>» Program inputs and outcomes</li> <li>» Program productivity (past 3 fall semesters)</li> <li>» Cost and academic efficiency</li> <li>» Critical information not categorized</li> </ul> <p>Each category has a series of criteria to be addressed. The criteria for the respective categories are described in Appendix I. It is incumbent on the program/academic major to put its best foot forward in the self-study process. Documentation of claims and assertions is expected.</p> <p>Following submission of the academic priorities self-study document to the chairperson of the department, the chairpersons will work with the dean of the college to identify the relative Potential, Quality, and Value ratings (PQV Ratings) of the programs/academic majors within their departments as defined on the following page.</p>



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## Synopsis of the Academic Prioritization Process Adopted by the University Planning Group

Table 1.7 (continued on next page)

<p><b>Step 2</b></p>	<p><i>Academic Priorities: Program/Academic Major Potential, Quality, &amp; Value (PQV) determination &amp; rating</i></p> <p>Overview: Although the self-study documents will be evaluated in their entirety to define the final academic priority determination, selected criteria by which all programs will be compared within the self-study categories have been chosen for standardized assessment of program Potential, program Quality, and program Value (PQV) and are referred to as PQV assessment indicators. The categories, the standardized criteria within the categories, and the PQV assessment indicators are defined in Appendix II.</p> <p>Each PQV assessment indicator will be rated on a one to five scale in half-integer increments: One representing the lowest value and 5 representing the highest. Several of the ratings will be predetermined by the order of a program/academic major in a rank-order listing of all university programs/academic majors based on hard data. That information will be supplied centrally. Other PQV assessment indicators will be rated on the 1-5 scale by the comparative, subjective judgment of the evaluator.</p> <p>To finalize Step 2 of the process, the chairperson will work with the dean of the college to identify ratings for each PQV assessment indicator. The ratings for each PQV assessment indicator will be summed and averaged; thereby, providing an average PQV rating for program Potential, program Quality, and program Value. The respective average PQV ratings for each program/academic major will be interpreted as a "low," a "medium," or a "high" designation according to the following PQV Assessment table. All results of the ratings and interpretation of the ratings to make the PQV assessment determinations will be shared with the program heads and faculty of the college.</p> <table border="1" data-bbox="1056 781 2347 1000"> <thead> <tr> <th colspan="2"><i>PQV Assessment Determination</i></th> </tr> <tr> <th>Average PQV Rating</th> <th>Assessment Determination</th> </tr> </thead> <tbody> <tr> <td>1.000 - 2.333</td> <td>low</td> </tr> <tr> <td>2.334 - 3.668</td> <td>medium</td> </tr> <tr> <td>3.669 - 5.000</td> <td>high</td> </tr> </tbody> </table>	<i>PQV Assessment Determination</i>		Average PQV Rating	Assessment Determination	1.000 - 2.333	low	2.334 - 3.668	medium	3.669 - 5.000	high
<i>PQV Assessment Determination</i>											
Average PQV Rating	Assessment Determination										
1.000 - 2.333	low										
2.334 - 3.668	medium										
3.669 - 5.000	high										
<p><b>Step 3</b></p>	<p>The dean will forward the self-study documents, the PQV Ratings, and the PQV assessment determinations for the programs/academic majors to the provost-vice president for Academic Affairs.</p>										
<p><b>Step 4</b></p>	<p><i>Development of a University wide PQV Matrix</i></p> <p>The three PQV assessment determinations (one for Potential, one for Value, and one for Quality) for each program/academic major will then be used to place the program/academic major into a university PQV Matrix.</p> <p>The university PQV Matrix will be shared with each college dean and the academic council as a whole. It will also be shared with the chairpersons of the colleges and the university faculty.</p>										
<p><b>Step 5</b></p>	<p>The provost-vice president for Academic Affairs will submit the final university PQV Matrix to the president's cabinet for review and implementation of administrative action as appropriate.</p>										



## Sample NSU Social Media Sites

Table 1.8

<a href="#">NSUTV</a>	Student-produced videos about NSU
<a href="#">NSU Alumni Association on Facebook</a>	Information, photos, and videos for alumni
<a href="#">Northeastern Activities Board on Facebook</a>	Information about upcoming sporting events
<a href="#">The River City Players on Facebook</a>	Information about River City Players events
<a href="#">Facebook</a>	Social media site with fun facts and information about NSU.

Provost Martin Tadlock actively supported the academic prioritization process during his tenure as Interim President. Evidence of this commitment is reflected in the December 2010 [Academic Prioritization Retreat](#) documentation. At this retreat, academic deans reviewed all academic prioritization self-studies for productivity and quality of the programs. During this retreat, deans identified: 1) programs to sustain, 2) programs to grow, and 3) programs to revise over the next five years. As an ongoing component of the academic prioritization, deans prepare and implement specific goals within the context of these over arching strategic goals.

Another way NSU enacts its mission and strategic plan is through the budget process. In recent years, institutional departments were given more shared responsibility in the management of budgets, providing greater transparency and a heightened awareness of how all units collectively contribute to the overall mission of NSU. The distributed responsibility for budget planning helps all units understand the budgeting process and the continuing need to seek federal, state, tribal, and private grant funding.

Another example of how NSU's mission pervades the decision and planning processes is seen in the recent revisions made to the [general education requirements](#) for all degrees (as previously discussed in the introduction).

Another novel way that incorporates the university's stated values into student life is through the NSU [coin](#) program. Beginning in fall 2010, all freshmen go through a coin ceremony as a part of Freshmen Connections (orientation) in which the five core values of integrity, excellence, creativity, leadership, and collabo-

ration are emphasized. Students are given a coin with these values engraved on one side and the NSU seal on the other. Periodic activities throughout each year are related to the coin and its meaning. At their commencements, these students will be asked to pass the coin along to someone who made a significant difference in their lives while at NSU.

NSU further meets its mission statement by clearly communicating those statements to students and the community. To better accomplish this goal, NSU has developed a new [media and branding initiative](#) that provides a clearer identity and a unified message to enhance the university's mission. This media and branding initiative included redesigning the NSU website to provide a more complete, user-friendly virtual front door to the university.

The university embraced the emerging concept of social media (Web 2.0) as a means to communicate to internal and external audiences, utilizing [Facebook](#), [Twitter](#), and [YouTube](#). Furthermore, many units of the institution send e-newsletters to constituents, including the Oklahoma College of Optometry, College of Education, and NSU Alumni Association (see Table 1.8).

The latest example of marketing via social networking is NSU's [iSolutions smartphone application](#) that allows students to download software to directly communicate with NSU, access NSU's phone directory, view photos of NSU events, learn more about NSU through a DUK (Did You Know) Quiz in conjunction with the HLC accreditation process, and access videos on NSU's YouTube Channel.



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## CORE COMPONENT 1d

*The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

NSU has a well-defined governance and administrative structure that encourages leadership, creativity, and collaboration. The university benefits from the oversight of two publicly-appointed governing boards, OSRHE and RUSO. As stated in the introduction, [OSRHE](#) issues all degrees earned, determines curricula and courses of study, prescribes academic standards, establishes student fees, allocates funds to each institution for operation and maintenance, and sets standards for [state accreditation](#). The duties of the [RUSO](#) board are to make rules and regulations governing the university, to employ all persons in the service of the university, to construct all buildings, and to authorize the purchase of equipment, supplies, and capital improvements.

### Chief Administrative Personnel Exercise Effective Leadership

Dr. Don Betz was appointed the 17th president of NSU on July 1, 2008, and he quickly took steps to enhance communication across campus by developing the President's Cabinet, consisting of the president, provost, vice presidents, and special assistant to the president. The Cabinet generally meets weekly to discuss institutional issues and opportunities. Since March 2010, Cabinet

meeting minutes have been shared with faculty and staff via campus-wide e-mail distribution.

President Betz elevated the vice president for Academic Affairs position to provost and vice president for Academic Affairs. This change clearly established a second-in-command person for NSU. Dr. Martin Tadlock became NSU's first provost in January 2010. In 2011, Dr. Tadlock became interim president when Dr. Betz became president of the University of Central Oklahoma. NSU's formal organizational chart is displayed below (see Chart 1.1 on the following page).

Dr. Tadlock continued with shared governance as interim president, encouraging deans, chairs, faculty member, and community leader involvement in decisions that affect their respective academic units and the university as a whole. Dr. Tadlock retained open and transparent communication through frequent face-to-face meetings, campus-wide e-mails, and the creation of an [Interim President's blog](#) and a [Provost's blog](#) where anyone in the university community can participate.

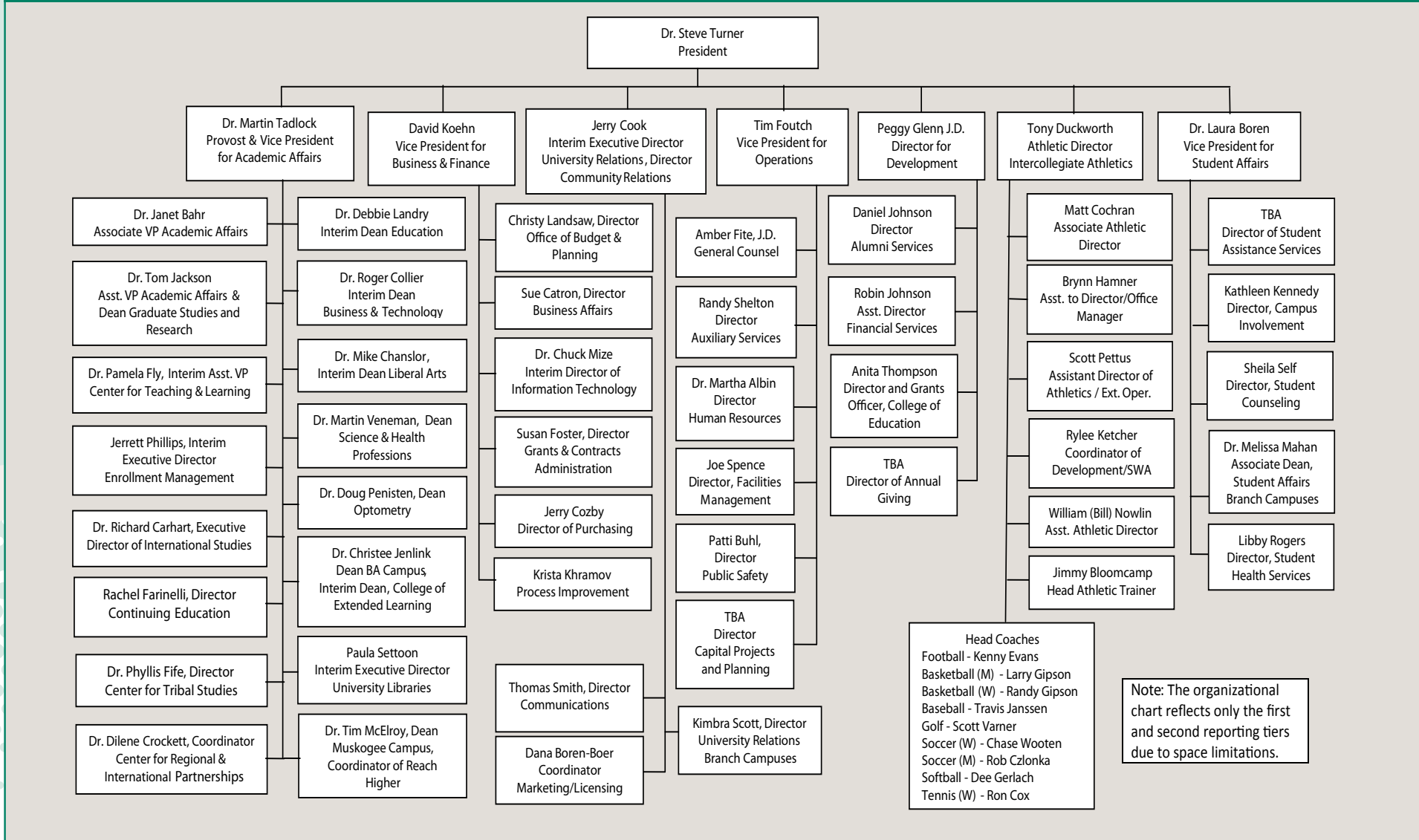
### Distribution of Responsibilities Through Shared Governance

The NSU administration and faculty have engaged in shared governance to varying degrees over the years. At times, the application and effectiveness of shared governance was inconsistent among the administration, various colleges, and departments. Over the past three years, leadership changes in administration and among the faculty have resulted in the creation of a staff council, reinvigoration of the faculty council and student government, and

(Continued on page 42)

# NSU Administrative Organizational Chart

Chart 1.1



Note: The organizational chart reflects only the first and second reporting tiers due to space limitations.



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led to a more focused attempt to ensure that democratic principles guide the decision-making processes. To that end, the NSU Faculty Council developed a shared governance position paper to serve as a guide for shared governance in all academic and non-academic units of the institution. This white paper was circulated to faculty, the staff council, and the President's Cabinet for review, comment, and suggestions for improvement. Although this is a dynamic document, this white paper led to NSU's current shared governance policy.

A variety of collaborative bodies exist across the university to facilitate communication and leadership, including the:

- » President's Cabinet
- » University Assembly
- » Academic Council
- » Chairs' Council
- » Deans' Council
- » Faculty Council
- » Graduate Council
- » Staff Council
- » Teacher Education Council
- » Northeastern Student Government Association
- » University Planning Group
- » Various university standing committees.

The lack of a staff council was a leadership concern until recently. This was rectified with the implementation of an elected staff council in fall 2010. On the academic side, a more well-defined process for shared governance in the colleges is being developed. In 2011, NSU inaugurated an internal [Leadership Development Certificate Program](#) where nine faculty participated in four seminars each lasting eight weeks, and requiring in-class and field work. This opportunity created learning opportunities and activities within cabinet members' area of responsibility.

## Improved Technology & Information Services

For many years NSU has been a [leader in the use of information technology](#). This innovative use of technology and information services has provided a solid platform for NSU students to succeed in today's globally emerging economy. Today, multimedia equipped classrooms, well-developed computer networks, and access to the Internet are the norm throughout the university. Implementation of the [Banner](#) system and the [Degree Audit Reporting System](#) (DARS) will:

- » Strengthen services to students, faculty, and staff
- » Enhance academic and administrative technology planning
- » Streamline processes to realize efficiencies and support better access to information

In addition, a newly created (July 2010) division of Information Technology Services, led by the new position of chief information officer, will improve information technology services and support.

## CORE COMPONENT 1e

### *NSU upholds and protects its integrity.*

The foremost value prominently listed in NSU's [value statement](#) is integrity. "We model ethical and intellectual development by advancing honesty, human dignity, and accountability." Through transparency and open communications, NSU strives to meet this essential value statement. For example, NSU routinely publishes minutes of Faculty Council meetings, Cabinet meetings, committee meetings, department meetings, college council meetings,



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and other organizational meetings on the NSU website. [RiverHawks Daily](#), NSU's online newsletter, frequently communicates timely newsworthy updates to the entire NSU community. This policy of openness and transparency promotes internal and external awareness of important changes and further promotes a better understanding of NSU's mission statement, goals, policies, and procedures.

### Commitment to Integrity

The [Faculty Handbook](#), [Student Handbook](#), and [Employment Handbook](#) provide a variety of policies and procedures designed to promote integrity, ensure compliance with the law, and protect individual rights. These handbooks include grievance procedures, tenure appeal processes, sexual harassment policies, grade appeals, student conduct codes, conflict of interest policies, and many others. Many of these policies and procedures have been developed to assure compliance with the Higher Education Reauthorization Act of 1992.

Further, in 2011 RUSO selected EthicsPoint to service the RUSO Tip Line that provides the means to discreetly and confidentially report activities that students, faculty or staff believed to be unethical, illegal or otherwise inappropriate behavior. EthicsPoint is a reporting tool that assists the university communities in working together to prevent, detect and correct fraud, abuse, misconduct, and other violations, while helping to cultivate a positive environment. The RUSO Tip Line system provides a formal mechanism for investigation, follow up and response. Anyone can file an [EthicsPoint](#) complaint at their site or by telephoning toll-free.

The university participates in the general-purpose financial statements of the state of Oklahoma as part of the higher education component unit. Further ensuring integrity, NSU provides required financial reports and submits to periodic audits as deemed necessary by the state of Oklahoma. One such example is the NSU [Financial Report](#) that is annually provided to the board of regents.

### Research Integrity

The Office of the Vice President for Academic Affairs is also the designated research integrity officer (RIO). The RIO reports annually to the Office of Research Integrity of the U.S. Public Health Service, and is responsible for ethics at NSU. This position also oversees the functioning of the Institutional Review Board (IRB), as well as the University Animal Welfare Committee. The IRB is responsible for conducting initial and continuing reviews, and providing oversight for all research activities on any NSU campus involving the use of human subjects performed. The IRB reviews human subject research projects according to three principles: first, minimize the risk to human subjects (beneficence); second, ensure all subjects consent and are fully informed about the research and any risks (autonomy); and third, promote equity in human-subjects research (justice).

Federal regulations require all institutions using federal funds that carry out research or teaching involving the use of live, warm-blooded vertebrate animals to have a standing Institutional Animal Care and Use Committee (IACUC). At NSU, the role of the IACUC is fulfilled by the [University Animal Welfare Committee](#), which ensures the ethical use and sensitive care of animals utilized in research and teaching.



*In the past, NSU athletes have topped the charts in the Lone Star Conference on academic performance. As NSU transitions to the MIAA, the athletic and academic competition will continue to be challenging. The data for spring 2011 shows that scholarship athletes' GPA was 2.746 compared to all non-athlete undergraduates with a GPA of 2.607.*

## Information and Copyright Integrity

[Information Technology Services](#) publishes and monitors a number of policies that protect the integrity of the use of information technologies and resources. These policies are contained in the Faculty Manual, Student Handbook, and online. In addition, the NSU [Library](#) and [Center for Teaching and Learning](#) publish policies and assist NSU students and employees in understanding and abiding by copyright laws.

## External Audits to Ensure Integrity

NSU further ensures integrity in financial reporting through audits conducted by external and independent certified public accounting agencies. For example, [Cole and Reed](#), Certified Public Accountants, perform an independent audit for RUSO and NSU. In doing so, they audit the statement of assets, revenues, expenses and any changes in net assets and cash flows for NSU. Findings of such independent audits are posted on the NSU website.

NSU is also a member of and complies with the guidelines of the National Collegiate Athletic Association (NCAA) and the Lone Star Conference (note: NSU transitions to the Mid-America Intercollegiate Athletics Association in fall 2012). Consequently, [Intercollegiate athletic contests](#) are scheduled with comparable institutions according to policies of the NCAA and Lone Star Conference. The NSU athletic program is administered by the director of athletics and the Athletic Committee. This committee is composed of faculty, staff, and students who consider athletic policies, make recommendations to the university president, and ensure compliance with all conference and university guidelines.

## Evaluation of Mission & Integrity

As evidenced, NSU operates with integrity to ensure the fulfillment of its mission through processes that involve the board, administration, faculty, staff, students, and the community. Some of the major strengths identified in this regard include the following:

- » A long history as the focal point of higher education in northeastern Oklahoma where students are prepared to achieve socially responsible career and personal goals for success in a challenging global society
- » A collaborative strategic planning process that results in clear statements of the mission, vision, values, and strategic goals of the university
- » A university community that is diverse and that celebrates and supports this diversity through continuous and creative commitment to our diverse regional constituencies
- » Provision of lifelong learning, cultural activities, and social experiences for students and community alike
- » New general education requirements to prepare students to become socially responsible global citizens by creating and sustaining a culture of learning and discovery
- » Well-defined, transparent leadership and shared governance
- » Increased communication within the university community
- » Improved student services and enhanced media to provide information to the public about NSU and its mission



*Provost Martin Tadlock then Interim President furthers the concept of shared governance by allowing students to accompany him and learn more about the responsibilities and tasks of upper administration in higher education.*

## CRITERION 1 CONCLUSION

For more than 100 years, NSU has met the challenge of providing higher education learning opportunities, economic leadership, and cultural/artistic enrichment for northeastern Oklahoma. The university's collaborative strategic planning processes refined the mission, vision, and values to continue and expand this educational legacy. The university community and its regional partners Chart the Second Century to prepare for a technologically advanced and highly competitive global society.

### Strengths

- » NSU's mission statement is comprehensive, current, and meets the needs of all constituents, both internal and external.
- » NSU's mission statement, focused mission statement, vision statement, and strategic plan permeate the entire university, the planning process, the financial allocation process, and the strategic action plan for the future.
- » NSU believes in shared governance where faculty, staff, students, and even external constituents are consulted and regularly interact with administration to address key current and future issues.
- » NSU has a diverse student body, and implements plans to increase future diversity and cultural awareness.
- » NSU's leading role in conducting regional forums has forged new partnerships and gained state and national attention.

### Areas for Improvement and Planning

- » NSU needs to continue with transparency and shared governance in all future planning efforts.
- » NSU needs to enhance web search functionality to more prominently display NSU's most important web pages.
- » NSU needs to enhance the search functionality to create uniformity on the university's web pages.
- » NSU has recently focused on and is producing a strong international collaboration; however, funding sources for study abroad programs have not yet been solidified.
- » NSU needs to establish tracking to determine turnaround times for requests to update departmental, college, and faculty websites.



# Criterion 2

Preparing for the Future



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# Criterion 2

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## 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.

## 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.



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**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**

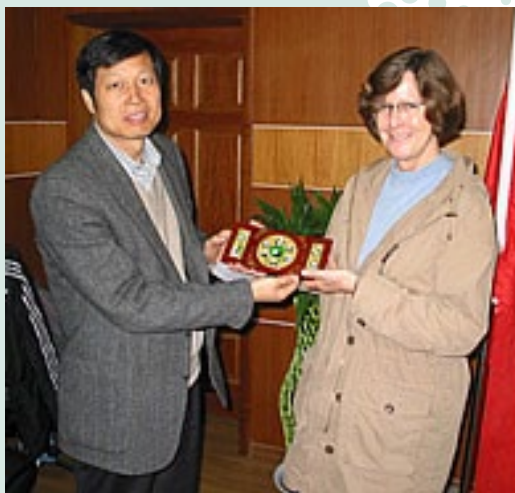
NSU dedicates financial resources to prepare faculty, staff, and students for challenges and opportunities presented by a globally diverse world. For example, NSU sent five faculty members to various parts of the world in 2011 to study diversity and cultural differences with the objective of infusing 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.



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## 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,





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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.

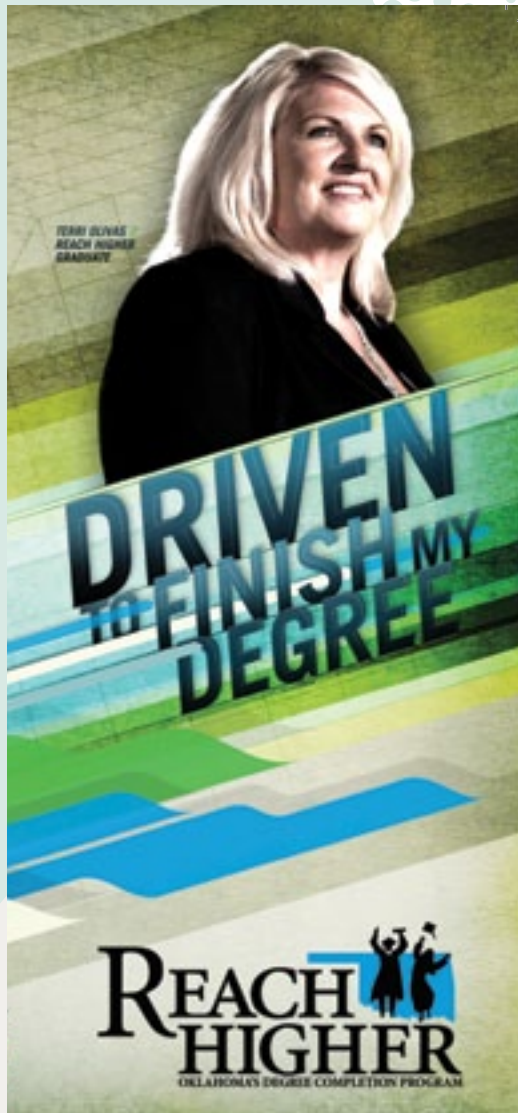
Through these and other such improvements, NSU is doing more with less while providing customer-driven, quality educational programs.

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 Seminarrians](#) gather to observe the Seminarrian's



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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



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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



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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 Bengt 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





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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.

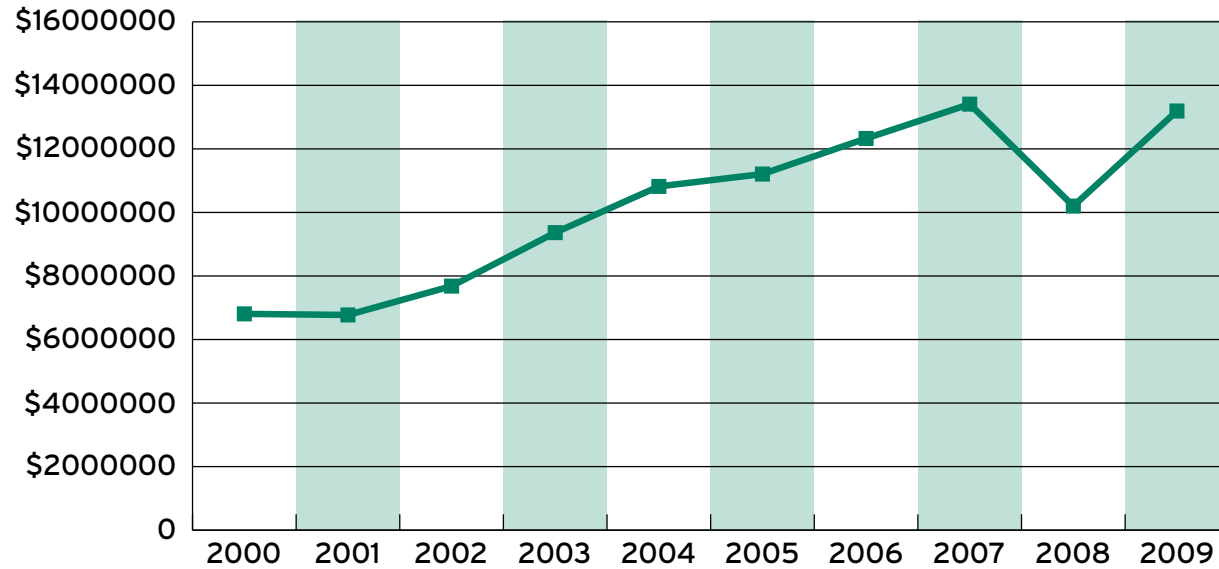
State appropriations are provided to the OSRHE by the legislature through the annual budget process, and allocated to institutions through a funding formula that is primarily based upon enrollment and academic program costs. It is important to note that although state appropriations to NSU have declined 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.

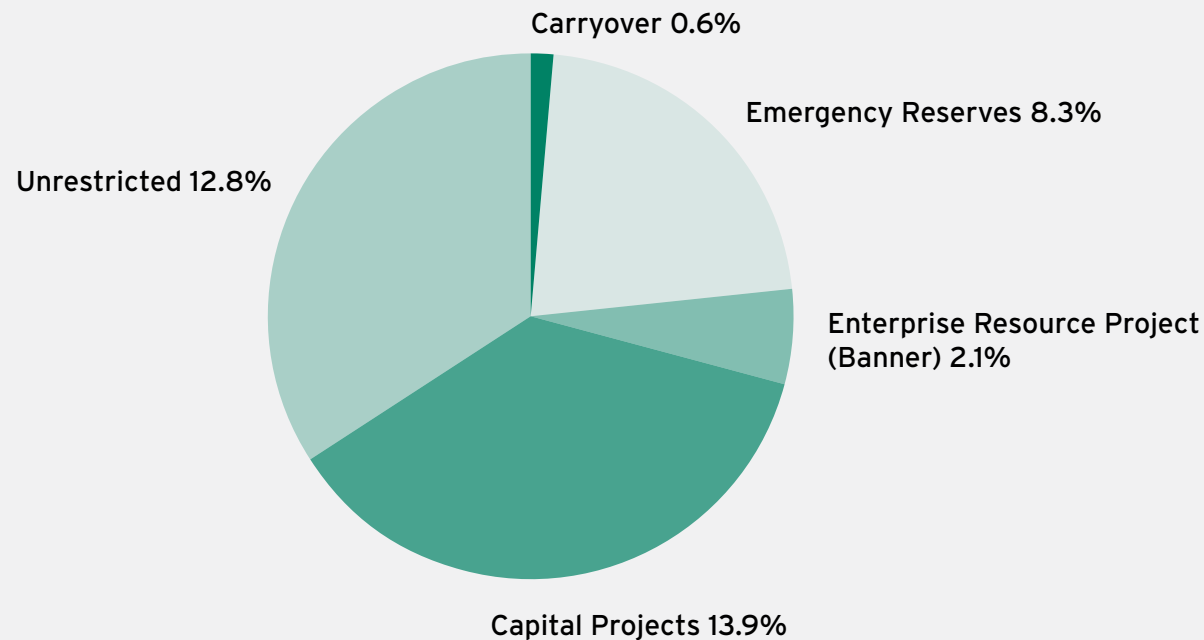
### Maintenance of Fiscal Strength and Reserves

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





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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.



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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.



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## 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.



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## 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.





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## 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.



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## 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.



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**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.



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## 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).



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## 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.



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## 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.



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## 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





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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.



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## 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



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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.



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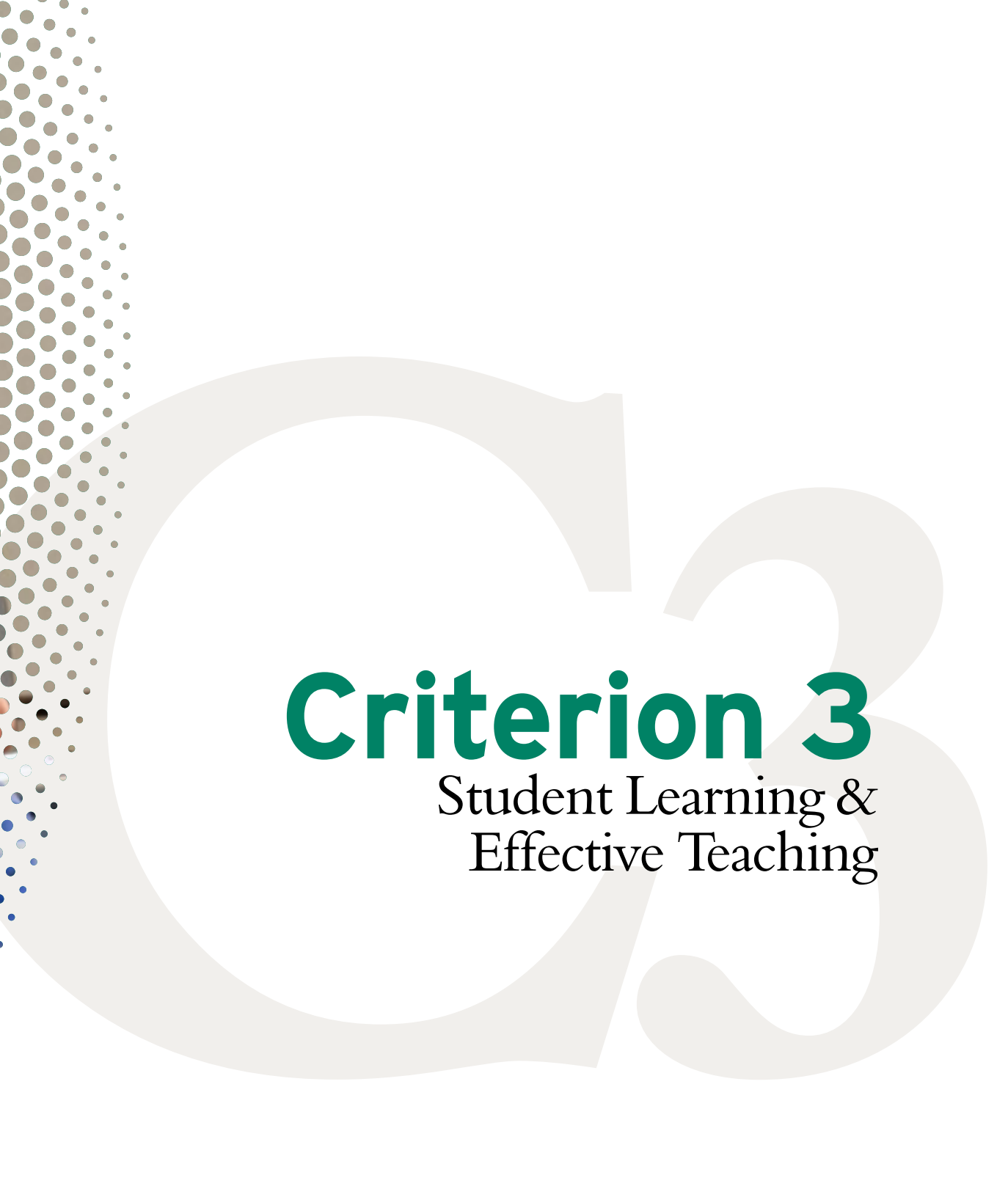
### **Strengths**

- » 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.



# Criterion 3

Student Learning &  
Effective Teaching



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# Criterion 3

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## Criterion 3: Student Learning & Effective Teaching

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

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

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

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

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

### CORE COMPONENT 3a

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

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

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



## GETF Learning Activities

Table 3.1

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

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

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

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

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

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

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

### The Red Balloon Project

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

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



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

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

### University, College, and Departmental Accreditation

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

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

### Assessment of Student Learning and Teaching

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

### Quality Matters

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



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

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

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

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

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

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

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

## Assessment in the Major Report for FY 2011-2012

Figure 3.1

Program Being Assessed \_\_\_\_\_

College of: \_\_\_\_\_ Department \_\_\_\_\_

Mission Statement of your academic major: \_\_\_\_\_

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

<i>Student Learning Outcomes</i>	List the student learning outcomes for your program	
<i>Assessment of Outcomes</i>	Which student outcomes did you assess?	
<i>Assessment Tools</i>	What assessment tools did you employ to determine whether these student outcomes were reached? Describe how these tools were administered.	
<i>Criteria for Success</i>	What was the minimum result you could have obtained through the assessment that still indicated that each student outcome had been met?	
<i>Assessment Results</i>	For each assessment tool identified list: » The outcome or results for each learning objective assessed » Number of students assessed » Number of students passed » Your evaluation of assessment results in relationship to established criteria for success	
<i>Plans for the Future</i>	Based on what you now know about how well your students performed, describe your action plan for next year. What will you start doing differently, stop doing altogether, or continue to do in the same way?	

Person responsible for completing this form: \_\_\_\_\_ Submission date: \_\_\_\_\_

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

This report is due June 15, 2011.

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

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

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

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

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

(Continues on page 100)

## Examples of Program Revisions Based on Ongoing Assessment Measures

Table 3.2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

(Study continues on page 106)

## NSU Assessment Tests

Table 3.3 (continues on next page)

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



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## NSU Assessment Tests

Table 3.3 (continues on next page)

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



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## NSU Assessment Tests

Table 3.3 (continues on next page)

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





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### NSU Assessment Tests

Table 3.3 (continues on next page)

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



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### NSU Assessment Tests

Table 3.3 (continues on next page)

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



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## NSU Assessment Tests

Table 3.3

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



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

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

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

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

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

### **Assessment of Program Offerings**

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

(Continued on page 108)



## Program Changes at NSU Since 2002

Table 3.4

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

## Student Progress: One-Year Retention Rates

Table 3.5

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

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

## Regional Institution 6-Year Graduation Rates

Table 3.6

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

OSRHE Brain Gain Tables for 2011

## Assessment of Successful Teaching

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

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

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

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

## Smarthinking Tutorial Usage

Table 3.7

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

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

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

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

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

## Student Class Satisfaction

Table 3.8

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

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

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

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

## CORE COMPONENT 3b

### *NSU values and supports effective teaching.*

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

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

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

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

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

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





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

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

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

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

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

### **Qualified Faculty Determine Curricular Content and Strategies for Instruction**

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

## Tenured Faculty Percent Of Full-time Faculty

Table 3.9

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

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

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

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

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

### Recruiting and Hiring the Best

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

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

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

### Integrity in the Classroom

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

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

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



### ***Favorable Image of NSU***

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

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

### **Validation of Effective Teaching**

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

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

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

### **Recognition of Effective Teaching**

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

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

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

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



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

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

### **Innovative and Creative Teaching**

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

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

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

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

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



### **Discussing Classroom Activities Outside Class**

*The 2010 NSSE revealed that 62 percent of first-year students surveyed frequently discuss readings or ideas from coursework outside of class.*  
[2010 NSSE](#)

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

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

### **NSU Supports Innovative and Creative Teaching with Technology**

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

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

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

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

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

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

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

Table 3.10

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

## Sample CTL Faculty Training Topics

Table 3.11

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

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

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

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

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

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

## Race/Ethnicity - Percent of Enrolled Students

Table 3.12

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

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

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

## CORE COMPONENT 3c

*NSU creates effective learning environments.*

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

### Lifelong Learning Begins with Diversity & First Contact

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



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

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

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

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

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

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

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

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

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





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

## CORE COMPONENT 3d

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

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

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

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

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

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

### **Library and Computer Support**

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

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



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

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

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

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

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

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

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

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

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

### **Academic Prioritization Supports Student Learning and Effective Teaching**

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

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



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

### **Faculty and Staff Developmental Opportunities**

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

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

### **CRITERION 3 CONCLUSION**

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

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

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

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

#### **Strengths**

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



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

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

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

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



# Criterion 4

Acquisition, Discovery, &  
Application of Knowledge



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# Criterion 4

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## Criterion 4: Acquisition, Discovery, & Application of Knowledge

*NSU promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

NSU sponsors numerous professional development workshops, speaker series, and co-curricular activities that foster a lifelong culture of learning. The university also recognizes and promotes scholarly endeavors and professional development of its faculty, staff, students, and the community.

### CORE COMPONENT 4a

*NSU demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

NSU's [mission statement](#) guarantees that, "Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared to achieve a socially responsible career and personal goals for success in a challenging global society." NSU accomplishes this mission through:

- » Encouraging excellence in acquisition, discovery, and application of knowledge
- » Providing faculty development programs

- » Promoting collaboration and partnerships among students, faculty, alumni, the community, and other higher learning institutions
- » Encouraging participation in professional and student organizations
- » Striving for excellence in scholarship
- » Encouraging community service
- » Providing foundations for research that sparks creativity and enriches society

NSU recognizes that true acquisition of knowledge depends upon academic freedom and creativity. The university encourages academic freedom regarding research and publication of ideas, and encourages academic freedom in the classroom. [Section 3.41 of the Faculty Handbook](#) evidences this commitment to academic freedom, stating:

Faculty members are entitled to freedom regarding research and in the publication of the results, subject to the adequate performance of instructional and non-instructional duties. Patent and copyright ownership will vest consistent with board policy.

Faculty members are entitled to freedom in the classroom in discussing their subject, but faculty should be objective in teaching of a controversial matter which has relation to that subject and of controversial topics introduced by students. The faculty member should not introduce controversial matters which have little or no relation to the subject of instruction.

The [Faculty Handbook](#) affirms, "Northeastern State University is committed to the advancement of knowledge and educational excellence." The university accomplishes this by "ensuring the opportunity for equal access to programs and service in a community that respects critical inquiry



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and encourages intellectual freedom.” This translates not only to soliciting diversity in student population by encouraging enrollment from all races and cultures, but also soliciting diversity of ideas in the classroom.

This commitment to advancement of knowledge and diversity of ideas permeates NSU’s endeavors in research, teaching, and publications. This commitment is further heightened in that NSU subscribes to the [Ernest L. Boyer Model](#) for tenure and promotion that emphasizes the responsibilities of faculty in three broad areas: 1) teaching, 2) scholarly activities, and 3) service. As such, NSU considers research, inquiry, discovery, scholarship, and publication for retention, tenure, and promotion considerations. However, individual departments set the emphasis for each category depending upon the unit’s particular focus and goals.

### Planning & Financial Allocation Support Lifelong Learning

NSU’s planning and financial allocation supports its commitment to lifelong learning for students, faculty, staff, and the community. This commitment is reflected in NSU’s mission statement:

Founded on the rich educational heritage of the Cherokee Nation, the campuses of NSU provide our diverse communities a broad array of lifelong learning, undergraduate, graduate, and professional doctoral degree programs. Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared to achieve socially responsible career and personal goals for success in a challenging global society.

Evidence of this culture of lifelong learning is reflected on the [Faculty Research](#) website that reiterates NSU’s mission “to encourage research and to maintain an educational and cultural environment that will prepare students for a complex and rapidly changing society.” Furthermore, NSU supports that mission through financial allocation such as the Faculty Research Grants awarded by the [Faculty Research Committee](#). These NSU sponsored Faculty Research grants are designed to:

- » Encourage faculty research activity
- » Encourage student involvement in research through participation with faculty in research projects to more fully challenge the students’ intellectual capacities
- » Encourage faculty research or scholarly activity that contributes to or expands knowledge in the respective discipline
- » Act in an advocacy role for the faculty member’s research interest to the administration for purposes of increased funding, acquisition of research tools and resources and recognition of scholarly efforts
- » Disseminate information on the research conducted by NSU faculty

During the approval process, the Faculty Research Committee considers whether grant submissions are seed money for outside grants, the proposal includes innovative ideas, and the grant proposal includes NSU students or staff in the research. The committee also reviews whether the proposal includes partnerships or collaboration with community businesses, government institutions, or foundations that support research projects and hire NSU graduates. Some examples of approved Faculty Research Grants are reproduced in Table 4.1 on the following page.

(Continued on page 131)





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## Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
2011-2012	Dr. Chris Burba, "Thermal Properties of Confined Aqueous Salt Solutions"	College of Science and Health Professions
	Jonathan Fisher, "Developing Dose-Response Relationships for Naturally Occurring Stressors"	College of Science and Health Professions
	Dr. Fritz Laux, "Estimating Peer Effects in the Quitting Behavior of Adult Smokers"	College of Business and Technology
	Dr. Daniel Savage and Ron Becker, "Ideological Attitudes of Voters in Oklahoma's Second Congressional District"	College of Liberal Arts
	Dr. Melissa Strong, "Mutual Rewards: Philanthropy, Power, and Literature in Nineteenth-Century America"	College of Liberal Arts
	Dr. Anand Sukhan, "Detection and Isolation of Biofilm-Inhibiting Compounds from Environmental Bacterial Isolates"	College of Science and Health Professions
	Dr. Kevin (Yueju) Wang, "Enhance Safety of Genetically Modified Crops with Antibiotic Resistant Gene Deletion"	College of Science and Health Professions
	Dr. Roger West, "The Effect of Illumination of the Perceived Direction of Gaze"	College of Optometry
	Dr. Michael Wilds, "Oklahoma Domestic Violence: Statistical Analysis of Court-Ordered Counseling"	College of Liberal Arts
2010-2011	Dr. Joseph Ahlander, "Genetic Analysis of Cancer Gene Ardl in Drosophila"	College of Science and Health Professions
	Dr. Dragos Albinescu, "Asymmetric Synthesis of the Side Chain of 1D-Hydroxyvitamin D5"	College of Science and Health Professions
	Dr. Chris Burba, "Confinement Effects on the Low-Temperature Performance of Fuel Cells"	College of Science and Health Professions
	Dr. Kevin David, "Early Adolescents' Perceptions of their Parents' Positive Interactions"	College of Education
	Kathy Hixon, and Vanessa Anton, "Traditional versus Nontraditional Health-Related Fitness Intervention "	College of Education



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## Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
<b>2010-2011</b> <i>Continued</i>	Dr. David Pan, "Development of Cross-Cultural Competence for Business Students: Distinction between Rational, Emotional, and Cultural/Cross-Cultural Intelligences for Expatriate v. Repatriate Managers"	College of Business and Technology
	Dr. Mark Paulissen, "Measure of the Forebrain Medial Cortex and Dorsal Cortex of the Little Brown Skink Lizard"	College of Science and Health Professions
	Dr. Dennis Vovchenko, "Archival Research in Moscow and St Petersburg, Russia, 2009 Containing Balkan Nationalism: Imperial Russia and Ottoman Christians (1856-1914)"	College of Liberal Arts
	Dr. Rui Zhang, "Kinetics of Retrovirus Budding and Assembly"	College of Science and Health Professions
<b>2009-2010</b>	Dr. Mayrene Bentley, "Scholarly Research on Oscar Brousse Jacobson"	College of Liberal Arts
	Dr. Roxanne Fillmore and Dr. Linda Wilson, "A Comparison Between Videotaped and Onsite Observations of Teaching for Early Childhood and Elementary Pre-II Interns"	College of Education
	Dr. Erik Terdal, "Jaguar Reproduction in the Maya Mountains, Belize"	College of Science and Health Professions
	Dr. Dennis Vovchenko, "Containing Balkan Nationalism: Imperial Russia and Ottoman Christians (1856-1914)"	College of Liberal Arts
	Dr. Virginia Whitekiller, "Cherokee Myths and Legends as Viewed Through Cultural Resilience"	College of Liberal Arts
	Dr. Roger West, "Perceived Direction of Gaze From Eyes With Dark vs. Light Irises"	College of Optometry



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### Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
2008-2009	Dr. Jennifer Edwards, "Festivity and Social Change: Strategic Ritualization"	College of Liberal Arts
	Dr. Deborah Landry, "Online Case Studies"	College of Education
	Dr. Christopher Malone, "The Apocalyptic Imagination and Popular Culture"	College of Liberal Arts
	Dr. Kathi McDowell, "Transfection and Transcription Analysis of Ribosomal DNA Constructs in a Human Cell Line"	College of Science and Health Professions
	Dr. Kay Hong-Nam, "The Relationship Amongst Reported Strategy Use, Metacognitive Awareness and Reading Achievement of High School Students"	College of Education
	Dr. David Pan, "Development of Cross-Cultural Competence"	College of Business & Technology
	Dr. Michael Wilds, "Oklahoma Gang Certification Instrument: Statistical Analysis, Design and Implementation"	College of Liberal Arts
	Dr. Christopher Burba, "Stretching-Induced Conductivity and Organization in Polymer Electrolytes"	College of Science and Health Professions
2007-2008	Dr. Mark Paulissen, "Spatial Learning in Oklahoma Lizards"	College of Science and Health Professions
	Dr. Roger West, "Cues Used to Determine the Direction of Another Person's Gaze"	College of Optometry
	Dr. Michael Wilds, "Oklahoma Gang Certification Instrument: Statistical Analysis, Design and Implementation"	College of Liberal Arts
	Dr. Jennifer Edwards, "Ritual, Structure, and Exchange: A Social Historical Investigation of the Notting Hill Carnival"	College of Liberal Arts



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### Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
<b>2007-2008</b> <i>continued</i>	Dr. Chris Burba, "Stretching-Induced Conductivity and Organization in Polymer Electrolytes"	College of Science and Health Professions
	Dr. Jessica Martin, "Iron(III)-binding compounds produced by marine fungi"	College of Science and Health Professions
	Dr. John deBanzie, "Development of a Method to Map Nuclear Architecture in Yeast"	College of Science and Health Professions
	Dr. Rick Matzen and Dr. Rad Alrifai, "Defining Undergraduate Research in Computer Science"	College of Science and Health Professions
	Dr. Erik Terdal and Dr. Ben Kracht, "Ethnomedical Field Research in Belize"	College of Science and Health Professions College of Liberal Arts
<b>2006-2007</b>	Dr. Cindy Cisar, "Development of an Assay to Detect Chicken Fecal Pollution"	College of Science and Health Professions
	Dr. Roger West, "Perceived Direction of Gaze"	College of Optometry
	Dr. Spence Pilcher, "The Effects of Microwave Irradiation on Organic Synthesis"	College of Science & Health Professions
	Mr. Gary Cheatham, "Slaves in Kansas Territory"	University Libraries
	Dr. Julie Summers, "Advocacy of Denominational Policy Offices"	College of Liberal Arts
	Dr. Erik Terdal and Dr. Ben Kracht, "Ethnomedical Field Research in Belize"	College of Science and Health Professions College of Liberal Arts
	Dr. Ernst Bekkering and Mr. Ken Jones, "Game-Based Learning Reinforcement"	College of Business & Technology
	Dr. Celia Stall-Meadows, "Buyer Beware: Code of Conduct"	College of Business & Technology
	Dr. Brad Agnew, "A Centennial History of Northeastern State University"	College of Liberal Arts
Dr. Chris Pritchett, "Mycobacterium"	College of Science and Health Professions	

## Extramural Grants

Table 4.2

Year	Amount	Number of Grants
FY 2009-2010	\$6.81 million	52
FY 2010-2011	\$7.28 million	62
<b>Increase/Decrease</b>	<b>7% increase</b>	<b>51% increase</b>

*FY 2010-2011 reflects a Title III \$1.8M for an NSU Student Success Center and a Title III \$1.5M five-year grant submitted to create a center for Native Americans Supporting Nontribal Institutions that was approved in FY 2011-1012.*

## Extramural Support

NSU plans for and supports extramural grant acquisition. Through staff support and match contributions, NSU positions faculty to engage in opportunities to seek and obtain external grant funding. The staff support, as provided by the [Office of Research and Sponsored Programs](#), seeks to:

- » Identify financial resources to support grant activities at NSU
- » Assist faculty and staff in the development and submission of grant applications
- » Serve as a liaison between NSU and funding sources
- » Identify common goals between academic colleges as well as the surrounding community to facilitate cooperation and the sharing of resources

Through this team approach, faculty increased extramural grant allocations by an unprecedented 654 per-

cent in 10 years since 2001. Extramural grant allocations increased from \$1.09 million in FY 1991-1992 to \$7.28 million in FY 2010-2011. And, the first four months of FY 2011-2012 already has \$3.98 million in approved grant awards (see Table 4.2).

In just the past year, extramural grant allocations have increased by an impressive 129 percent. Similarly, the number of grant applications increased 151 percent in only one year. NSU's grant approval rate in FY 2010-2011 was an impressive 45.9 percent.

Once approved, integrity in expenditure of funds and accounting protocol is essential. The Office of Research and Sponsored Programs monitors and distributes all funds, conducts a final audit of expenditures, coordinates and maintains copies of reports required by outside funding sources, and ensures overall integrity in the funding process (see Table 4.3).

(Continued on page 137)

## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Business & Technology

**Dr. Ernst Bekkering is an assistant professor in Information Services.** His grant, the "Visual Angle in Videoconferencing: The Issue of Trust," focused on the artificial effect of avoiding eye contact, possibly conveying that the presenter may not be telling the truth. In an experiment with prerecorded messages from different angles, the negative effect on trust was clearly demonstrated. Other areas of research include security of information systems, adoption of new technologies, and systems development. Dr. Bekkering developed a new password system that makes passwords easier to remember, and examined the user perceptions and preferences in adoption of Tablet PCs. Dr. Bekkering also joined Dr. Deborah Stevenson in a study of the importance of certification of project managers in information systems projects.



## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

<p><b>Research In the College of Business &amp; Technology</b> <i>Continued</i></p>	<p><b>Dr. Fritz Laux</b> is part of a research team that was awarded a multiyear Transdisciplinary Tobacco Use Research Center (TTURC) grant for a project titled "Building the Evidence Base for Tobacco Control Policies." This project is jointly funded by the National Institute on Drug Abuse and the National Cancer Institute and the Robert Wood Johnson Foundation. For the 2004-05 academic year, he was awarded a research subcontract from the University of Illinois at Chicago and the Robert Wood Johnson Foundation to study the extent to which smokers in Canada, United States, United Kingdom, and Australia have been buying cigarettes from untaxed or lesser-taxed sources, such as tribal sales, out-of-state or country purchases, military PX sales, and Internet or phone sales. In 2003-04, Dr. Laux's work was funded by grants from the U.S. Centers for Disease Control and Prevention and the Robert Wood Johnson Foundation, for work on projects respectively titled "Building an International Tobacco Evidence Network" and "Do National-Level Policies Decrease Smoking? A Four-Country Tobacco Policy Study."</p> <p><b>Dr. John Schleede</b>, former dean of the College of Business &amp; Technology, focused much of his more recent scholarship efforts on instructional development after a more traditional academic research agenda at the beginning of his career. Dr. Schleede participated in one of the first efforts to develop video cases serving as the primary author for several including a profile of advertising agency W.B. Donor and a case dealing with the national roll out of the Tommy fragrance for men by the Aramis Division of Estee Lauder.</p>
<p><b>Research In the College of Education</b></p>	<p><b>Dr. Renee Cambiano</b> is an associate professor of Education. Her current research interests include learning preferences of the inmates at the Eddie Warrior Correctional Center, Oklahoma; alternative certification; satisfaction of teacher education candidates and the portfolio; learning preferences (technology, children, generational learning); effective distance learning environments; teaching apprenticeship teachers how to teach effectively; and the effect of web-assisted instruction on motivation and achievement in statistics course.</p> <p><b>Dr. Denise Da Ros-Voseles</b>, Early Childhood program chair in the Department of Curriculum and Instruction, wrote "How are Dispositions, Efficacy, and Autonomy Nurtured During the Education of Pre Service Teachers?" with Dr. Martha Parrott and Dr. Patty Eaton.</p> <p><b>Dr. Roxanne Fillmore</b>, associate professor of Curriculum and Instruction, is conducting research preparing for second edition of the Headstart curriculum.</p>



## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Education

*Continued*

**Dr. Susan Frusher**, professor of Educational Foundations and Leadership, conducted the USS Coronado Pilot project assessment study of the attitudes, expectations and experiences of a composite crew of military sealift command and Navy sailors while serving as a flagship platform. The final report was condensed and submitted to Chief of Naval Operations Vern Clark and authorities in the U.S. Department of Defense.

**Dr. Dan Glasgow**, associate professor of Curriculum and Instruction, wrote "What about the University and No Child Left Behind Assessment in Special Education?"

**Dr. Vanessa Hardbarger**, assistant professor of Health and Kinesiology, is conducting ongoing research regarding health habits of American Indians, in conjunction with Penn State University.

**Dr. Kathy Hixon**, associate professor of Health and Kinesiology, is conducting a national study of standards based physical education for the National Association for Sports and Physical Education.

**Dr. Deborah Landry**, assistant professor of Curriculum and Instruction, is conducting research on "How Children's Behavior Changes During Standardized Testing."

**Ms. Judy Moody**, instructor of Educational Foundations and Leadership, conducted research on "The Lack of Females in Technology."

**Dr. Stephan Sargent**, assistant professor of Curriculum and Instruction, is conducting research on the "Newspapers in Education" program; research in clinical study; research in "Reading Habits, Literature Knowledge and Attitudes of Teachers"; and recently wrote "Why Should I Use Newspapers in My Classroom?" for the Detroit News and Detroit Free Press.

**Dr. Mindy Smith**, assistant professor of Curriculum and Instruction, is conducting research on, "Literacy Coaches," an ongoing project with clinical study and pre-service teachers.

**Dr. Allyson Watson**, assistant professor of Educational Foundations and Leadership, is conducting research on "Linking Academic Scholars to Educational Resources."



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## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Liberal Arts

*Continued*

**Dr. Ben Kracht** is an associate professor of Anthropology/Sociology and the coordinator of American Indian studies. He is writing a book review for American Indian Culture and Research Journal on Robert Conley's new book, Cherokee Medicine Man. He is also finishing a book on Kiowa religion, which is the culmination of over 22 years of research on Kiowa culture.

**Dr. Chris Malone** is an assistant professor of English and the winner of the Circle of Excellence for Research in 2005. Dr. Malone's research interests range from modern Irish culture to contemporary literature and theory. He recently published essays in collections dealing with Irish modernists such as W.B. Yeats, James Joyce, and Samuel Beckett.

**Dr. Michael Wilds**, professor of Criminal Justice, Homeland Security, and Legal Studies, conducted research for the U.S. Department of Justice, the Oklahoma District Attorney's Office, the Oklahoma Bureau of Narcotics, the Chickasaw Nation and all three U.S. Attorney offices located in Oklahoma. His research endeavors have included topics such as domestic violence, methamphetamines on Chickasaw Tribal lands, gangs, firearm-related violent crime, and court protective orders. His research was published with the Oklahoma Governor's Office, Oklahoma Judicial Committee, Oklahoma Legislature, Oklahoma Criminal Defense Lawyers Association, U.S. Attorney's Office, Department of Justice, Federal Bureau of Investigation, and several other agencies. He has over 30 peer-reviewed publications and published books titled, Quick Reference Guide to Gangs and My Little Green Book of Oklahoma Statutes and Cases. Both are in their second edition.

### Research In the College of Optometry

**Dr. Thomas Salmon** specializes in research on optics of the human eye and vision. Past research projects include corneal topography, aberrometry, contact lens optics, and accuracy of instruments designed to measure the eye's aberrations and contrast sensitivity. Dr. Salmon is investigating the range of higher-order aberrations seen in normal eyes. He works in cooperation with the U.S. Army and U.S. Navy in evaluating optical and visual performance of pilots following refractive surgery. Dr. Salmon is advising students who are investigating the correlation between retinal nerve fiber layer thickness and corneal thickness, which is important in the diagnosis of glaucoma. He is an author of three book chapters, and 24 journal articles or technical reports. He also reviews articles for numerous vision research and optometry and ophthalmology journals. He also receives a research grant from the Cooper Vision Corporation (contact lenses) and publishes a regular newsletter in Japanese for Cooper Vision Japan.





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## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Science & Health Professions

**Dr. April Adams** is a professor of Science Education in the Department of Natural Sciences. Her research involves inquiry-based science instruction, teacher education, and the nature of science. Dr. Adams is PI for a National Science Foundation Teacher Professional Continuum (TPC) Exploratory Research grant titled, "Developing Inquiry-Based Instruction Skills." Monica Macklin and Dr. Renee Cambiano are co-PI's for this grant. The purpose of the research is to determine if recent reforms to the NSU course "Science in the Elementary School" have resulted in elementary education graduates being more skilled in inquiry-based instruction than graduates who took the course before it was reformed. The project also involves the development of two data collection instruments: the Student Understanding of Science and Science Inquiry (SUSSI) survey and the Analysis of Inquiry Rubric (AIR) classroom observation instrument. The process of development involved an international research team that included colleagues from LaSalle University in Pennsylvania, Tsing Hua University in Taiwan, Njing Normal University in the Republic of China, Wayne State University in Michigan, and Firat University in Turkey. The instrument was field-tested at NSU and at additional sites in the U.S., China, and Turkey. English, Chinese, and Turkish language versions are available. In this project, the SUSSI is used to measure understanding of the nature of science, which is a key component of effective inquiry-based instruction.

**Dr. Chris Burba**, assistant professor of Chemistry, conducts research primarily focused on testing and developing materials for use in lithium rechargeable batteries, fuel cells, and electrochemical capacitors. Dr. Burba was the 2010 winner of the Circle of Excellence Award for Research.

**Dr. Cindy Cisar** is a molecular biologist/microbiologist in the Department of Natural Sciences. Her research focus is on environmental microbiology. Microbial Source Tracking (MST) is the current research project in her laboratory. The quality of water resources used as sources of potable water or for human recreation is closely monitored in the U.S. Fecal pollution of watersheds is of particular concern as human and animal feces may contain human pathogens such as *Escherichia coli*, viruses (e.g. hepatitis A), or *Giardia lamblia*.

**Dr. John de Banzie**, professor of Biology, has two ongoing research projects. The first project is to examine the evolution of an avian leukosis virus that infects chickens, causing economic loss to the poultry industry. The project involves both conventional clone-and-sequence methods and data mining approaches. The second project is to develop a method to map the three dimensional relationships between specific sequences in the yeast genome. Mapping the relative positions of genes in the nucleus should help elucidate the functional significance of these regions and their role, if any, in regulation of gene expression.



*Dr. Mia Revels located the first Swainson's Warbler nest documented in Oklahoma since 1919.*

## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Science & Health Professions

*Continued*

**Dr. Jessica Martin**, assistant professor of Chemistry, is doing research to identify and characterize siderophore molecules involved in iron transport in microorganisms. The aims of this research are to screen marine bacterial and fungal strains for siderophore production to discover potentially useful, ecologically important strains; to characterize the chemical structures of novel siderophores produced by selected strains; and to evaluate the biological activities of the novel structures, including antimicrobial and anticancer properties.

**Dr. Spence Pilcher** is an organic/polymer chemist whose research interests include the preparation of polymers in microemulsions, polymer blends, polymerization via microwave irradiation, and organic syntheses using microwave irradiation. Polymers are large molecules made up of simple repeating units. Many common examples of polymers include plastics, fibers, coatings, adhesives, rubber, protein, and cellulose.

**Dr. Mia Revels** is an associate professor of Biology. She studies Swainson's Warblers on the Little River National Wildlife Refuge in McCurtain County, Okla. Since initiating the project in 2001, she has located the first Swainson's Warbler nest documented in Oklahoma since 1917. Since then, over 40 nests have been located and monitored on the project. She has also documented Swainson's Warblers as a new host to Protocalliphora blowfly parasites, and she has gathered data about their natural history, habitat requirements, and territoriality.

**Dr. Amy D. F. Smith** received her doctorate at the University of Arkansas where she studied the colonization of meiofauna (microscopic invertebrates) in the Illinois River, Arkansas. Her current research examines the impact of disturbance on macroinvertebrates (aquatic insects), meiofauna, and substrates in the Illinois River, Oklahoma.

**Dr. Amy Smith and Dr. Craig Clifford** study the endangered *Nicrophorus americanus* (American burying beetle) population at Camp Gruber. This population is one of the last ones remaining in the world and is also one of the largest remaining populations known.



### Student Research

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 15 percent of NSU students have conducted research with a faculty member.*

[2010 National Survey of Student Engagement](#)

## NSU Supports Student Scholarly Activities & Research

NSU plans for and supports student research. The university encourages faculty to include graduate and undergraduate students in faculty grant proposals. Including students creates a dialogue that naturally stimulates creative thinking, a better understanding of the discipline, development of research skills, enhancement of communication skills, and preparation for graduate school.

NSU also plans for and supports students who desire to present papers, research, or other scholarly activities during both the NSU and Oklahoma [Undergraduate Research Day](#) events. This campus event, held each spring, affords an opportunity for students to present papers, and

display current research for faculty and colleagues from other institutions to view. Many students are sponsored by a faculty member, and participate in one of three categories: outstanding scholar, poster presenter, or panel discussion. During Research Day, awards are presented for outstanding submissions or presentations. Recognition is given for best poster, student's choice, and best speaker. All awards come with a plaque and a cash prize. All students who present at the NSU Undergraduate Research Day are listed in the official University Research Day program, along with the names of their faculty mentors and the abstract of their work (poster presenters) or complete paper (outstanding scholars). Since 2003, 464 students and mentors have participated in NSU Undergraduate Research Day. Table 4.4 reflects presentations in the [NSU Undergraduate Research Day](#).

(Continued on page 145)

### NSU Undergraduate Research Day

Table 4.4

Category	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Papers	17	23	23	25	16	18	22	23	24	191
<b>Students</b>	<b>22</b>	<b>34</b>	<b>41</b>	<b>47</b>	<b>17</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>24</b>	<b>268</b>
Unduplicated Students	22	32	41	47	17	26	28	26	24	263
<b>Mentors</b>	<b>15</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>17</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>197</b>
Unduplicated Mentors	12	14	13	20	11	10	14	19	20	133

## Oklahoma Research Day Posters & Projects

Table 4.5

Higher Education Institution	08	07	06	05	04	03	02	01	00	99	Total
Cameron	26	25	34	40	31	55	28	25	28	41	333
East Central University	70	51	65	43	38	42	46	14	27	34	430
Langston University	40	24	41	44	40	35	27	35	51	9	346
<b>Northeastern State University</b>	<b>130</b>	<b>81</b>	<b>82</b>	<b>101</b>	<b>73</b>	<b>66</b>	<b>117</b>	<b>94</b>	<b>70</b>	<b>15</b>	<b>872</b>
Oklahoma Baptist University	2	0	0	0	0	0	0	0	0	0	2
Oklahoma City Community College	5	0	0	0	0	0	0	0	0	0	5
Okla. State Regents for Higher Ed.	1	0	0	0	0	0	0	0	0	0	1
Oklahoma State University	1	21	17	33	2	2	0	0	0	0	76
Redlands Community College	2	0	0	0	0	0	0	0	0	0	2
Rogers State University	6	3	2	3	4	0	0	1	0	0	19
Southeastern Oklahoma State Univ.	28	33	21	31	19	21	6	4	4	11	178
Southwestern Oklahoma State Univ.	43	51	25	31	24	17	14	9	16	17	247
University of Central Oklahoma	226	167	181	124	93	101	91	106	108	101	1,298
University of Oklahoma	4	9	23	16	1	3	5	0	0	0	61
University of Tulsa	2	8	4	4	3	4	0	0	0	0	25
USDA-ARS	1	0	0	0	0	0	0	0	0	0	1
Western Oklahoma State College	1	0	0	0	0	0	0	0	0	0	1
Other University or Organization	6	20	27	12	9	17	16	9	11	3	130

Note: 2009-2010 numbers were not available for other institutions

NSU also participates in [Oklahoma Research Day](#), which shifted the focus from Undergraduate Research Day to the more competitive state presentation, resulting in a drop in participation at the NSU event from 165 to an average of 115. In addition, NSU sponsored Oklahoma Research Day in 2008 and 2009. Some 800 academicians throughout the state attended the [2008 Oklahoma Research Day](#) held at the Broken Arrow campus.

Overall, NSU sponsored 827 student research projects and presentations in this event between 1999 and 2008. This makes NSU's student body population ratio of attendance at Oklahoma Research Day higher than other academic institutions in the state. The number of student research projects for NSU and other state institutions is reflected in Table 4.5

### NSU Encourages Exploration, Service, & Acquisition of Knowledge

NSU aggressively supports professional development with service learning, research, and faculty development grants. One such example, as discussed in Core Component 4a, is the award of faculty development funds. With the 25 percent college match requirement, these developmental funds amounted to more than \$75,000 annually for faculty to use for presenting papers and research at seminars, conferences, professional meetings, or other in-service meetings each year (see Table 4.6 on following page).

The [Faculty Development Committee](#) oversees approval of faculty development funds. This committee, com-

## Faculty Development Funding Limits

Table 4.6

Scholarly Activity	In-state	Out-of-state	International (Includes Alaska and Hawaii)	Percent College Match Funds	Total Possible Award Amount
Participating in conference	\$400	\$800	\$1000	25	\$1250
Attending conference	\$300	\$600	\$750	25	\$725

## Faculty Development Allocations For Last Five Years

Table 4.7

Fiscal Year	In-State Presentations	Out-of-State Presentations	International Presentations	Total Presentations	Average amount of award per faculty member	Total funds available
2006-07	12	66	10	88	\$ 634	\$ 47,500
2007-08	19	78	12	109	\$ 656	\$ 57,765
2008-09	16	67	10	93	\$ 639	\$ 57,765
2009-10	6	46	6	58	\$ 692	\$ 56,899
2010-11	2	60	5	67	\$ 703	\$ 56,899

Note: The above dollar awards do not include the minimum 25 percent college match awards.

posed of representatives from all university programs, approves faculty development requests on a first-come, first-approved basis, if the request meets university requirements for scholarly development. Generally, this involves presenting a paper or poster session, performing, serving on a panel, teaching a class, seminar or workshop, or fulfilling administrative duties as a member of a board, executive council, conference, or association. If funds remain for travel in May or June of the fiscal year, funding for attending a conference is allowed with preference given to applications that involve participation. Budget allocations for faculty development funding are reflected in Table 4.7.

NSU awards [service learning](#) mini grants of up to \$1,000 for faculty who engage students in inquiry, research, and publication on an annual basis. In addition, NSU provides a maximum of \$1,000 for [Teaching and Learning Grants](#) to faculty who desire to improve the quality of classroom teaching through creativity and innovation. Should faculty desire to study, research, write, or travel, NSU allows [sabbaticals](#) with prior approval from the dean of the college. Similarly, NSU provides access to [Fulbright Scholarships](#) and study abroad programs.

The university also encourages and provides financial support for faculty research. As determined by the Faculty Research Committee, NSU annually awards approximately \$60,000 to nine faculty members to conduct research, and needed seed money to pursue future

## Faculty Research funds

Table 4.8

Fiscal Year	Amount	Number of Recipients
FY 2007-2008	\$63,001	9
FY 2008-2009	\$58,250	9
FY 2009-2010	\$57,904	6
FY 2010-2011	\$57,904	8
FY 2011-2012	\$57,904	TBA

extramural grant opportunities. These faculty research grant awards are reflected in Table 4.8.

### Administrative Support

NSU plans and financially supports enhancement of internal personnel. The [CTL](#) official charter “is to foster a culture of excellence in teaching and learning.” CTL accomplishes this mission by providing awards and funds for service learning proposals, teaching and learning fellowships, online course development compensation, and video conference course development compensation.

CTL supplements these financial incentives with materials and [professional development workshops](#) throughout the academic year. The workshops are open, free of charge, to faculty and staff. In addition, CTL supports faculty and staff endeavors by providing resources such as hardware, software, printed material, videos, instructional design consulting, and training for professional development. CTL provides enormous support for staff, and students. By carefully analyzing needs of faculty, staff and students, CTL focuses assessment of technology fees on projects such as upgrading the Blackboard platform, creating a more reliable and accessible online system, providing better instructional tools, implementing new video training tutorials, and providing in-person training classes.

In addition, NSU provides release time when merited. The full-time teaching load for faculty is four courses (i.e., 12 credit hours). Those involved in major grant activity supported by extramural funding may receive a three-hour load reduction. Similarly, faculty desiring to pursue

scholarly pursuits may apply for sabbatical leave. In addition, NSU offers a waiver of tuition for faculty desiring to develop new skills that might lead to advancement, such as leadership and management classes.

Physical space for scholarly pursuits is always a consideration, especially if the scholarly pursuit involves research. Understanding this dilemma, NSU dedicated funds for research space in renovation funds. In addition, NSUBA dedicated almost an entire facility, the Science building, to labs and research, with supporting lectures conducted in the Liberal Arts building. Similarly, the Physical Plant supports scholarly and research activity through installation of newly purchased equipment such as fuming vents, Bunsen burners, eye wash showers, back-up electrical sources, and other such equipment needed for research.

### Recognition of Staff Accomplishments

Recognition is a tremendous incentive for all NSU employees. As such, NSU recognizes not only the accomplishments of faculty, but also of staff, administration, and students. For example, CTL offers training classes open to all members of the NSU family. These trainings might include software applications such as Word, PowerPoint or Excel. Upon completion, the university awards certificates to those who successfully complete the training.

NSU implemented the “[Kudos](#)” Peer Recognition Program. This program offers a great opportunity for faculty and staff to express appreciation to fellow employees who went “above and beyond” the call of duty to make



### **Practicum, Internships, and Field Experience**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 41 percent of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.*

[2010 National Survey of Student Engagement](#)

NSU a great place to work. The Kudos awards are cherished as they convey appreciation for a “job well done” by fellow employees. Recipients often display the award in their offices, alongside diplomas or other significant accomplishments.

NSU also recognizes employees who are artistically inclined. For example, the Department of Communication and Art conducts the annual NSU [Student Juried Art Exhibition](#). This event, approaching its seventh year, recognizes both student and faculty artists. The artwork is displayed in the NSU Gallery.

Similarly, NSU sponsors book signing events. NSUBA hosted a book signing and art exhibit for [Judith Houston-Emerson](#), an American Indian artist/author and NSU alumna. Her artwork was on display in the Visitor Center Gallery in January 2011. During the exhibit, Emerson displayed [24 works of art](#), some of which were exhibited at the Smithsonian Institution.

In 2009, NSU initiated the President’s [Model the Way](#) program that annually rewards two faculty and two staff members who demonstrate stellar service and commitment to the mission of NSU. “The Model the Way program is designed to identify those individuals among many who have displayed the ability to model the way,” said former NSU President Don Betz. “They exhibit the kind of leadership and example and persistence that inspires all of us.” These faculty and staff members exemplify service above self in all they do, demonstrate tireless effort to promote the mission of NSU, and exhibit a sense of community and collegiality among fellow employees. The award recipients are recognized for their outstanding achievement during university-

wide meetings, college meetings and departmental meetings. In addition, they receive \$1,000 and a commemorative wall plaque.

### **Activities that Foster a Life of Learning**

In addition to traditional classroom work, faculty, staff, undergraduate, and graduate students are involved in research, creative projects, travel, internships, and cultural and community service experiences. Faculty are always exploring new methodologies for delivering knowledge, ranging from online interactive class offerings to newly developed blended formats. These experiences help faculty, staff, and students become lifelong learners and facilitate application of knowledge.

NSU faculty have been innovative in creating new workshops that address forensics, emerging medical technological advances, and impressionistic art forms.

Scholarship contributes to the effectiveness of NSU by ensuring that faculty members remain intellectually engaged and actively involved in their respective fields. Faculty and staff continually author publications and conduct research projects. These are periodically placed in showcases in the NSU libraries, and highlighted in the library each year. Some representative works displayed in the library are included in Table 4.9 on the following page.

### **Lifelong Professional Development**

NSU encourages professional development of all employees. Tuition waivers are provided for employees to complete additional degrees while working at NSU.

(Continued on page 144)

## Representative Faculty & Staff Publications

Table 4.9 (continued on next page)

- » Sarah Brick Archer, M.A.L.S., assistant professor of library services, "Arthritis." *The Medical Library Association Encyclopedic Guide to Searching and Finding Health Information on the Web*, edited by P.F. Anderson and Nancy Allee, Vol. 2, 10-12. New York: Neal-Schuman, 2004. "Hospice and End of Life Care." *The Medical Library Association Encyclopedic Guide to Searching and Finding Health Information on the Web*, edited by P.F. Anderson and Nancy Allee, Vol. 3, 106-109. New York: Neal-Schuman, 2004.
- » Terri Baker, Ph.D., professor of English, and Connie Oliver Henshaw, eds. *Women Who Pioneered Oklahoma, Stories from the WPA Narratives*. Norman, Okla.: University of Oklahoma Press, 2007. Terri M. Baker, Ph.D., Joseph Faulds, Ph.D., Bridget Roussell Cowlshaw, Ph.D., Christopher Malone, Ph.D., eds. *Vision and Voice: a College Reader/Rhetoric*, 2nd edition. Southlake, Texas: Fountainhead Press, 2006.
- » Ernst Bekkering, Ph.D., assistant professor of information systems, and Brian Engelland. "Extending Quality Assessment Beyond the Classroom: The Campus Computer Lab Scale." *Journal for Advancement of Marketing Education* 2 [Summer 2002]: 18-24.
- » Renee Cambiano, Ed.D. "Sequencing Instruction in Global Learning Communities." In *Curriculum Development for Adult Learners in the Global Community*, edited by Victor C. X. Wang, Vol. 1: 115-145. Florida: Krieger Publishing Company, 2008.
- » Clara Camero, Ph.D. "Fusion de tiempo y espacio en 'Oriane, tia Oriane' de marvel moreno." *Colombia y el Caribe*. XIII Congreso de Colombianistas. Barranquilla, Colombia, 12 al 15 agosto de 2003, 370-381.
- » Mike Chanslor, Ph.D., associate professor of Communication Studies, D.K. Scott, R.H. Gobetz, Mike Chanslor. "Chain Versus Independent Television Station Ownership: Toward an Investment Model of Commitment to Local News Quality." *Communication Studies* 59 [2008]: 84-98.
- » Ron Chioldi, D.M.A., associate professor of Music, James Lyke, Denise Edwards, Geoff Haydon, Ronald Chioldi. *Keyboard Fundamentals*, Book 1, 5th ed. Champaign, Ill.: Stipes Publishing, 2007.
- » Roger Collier, Ph.D., associate professor of Finance, Roger Collier. "Financial Planning for Lutheran Church Workers." *Cross Accent: Journal of the Association of Lutheran Church Musicians* 15, no. 3 [2007]: 10-14.
- » Bill Corbett, Ph.D., professor of History. "Woodrow Wilson Rawls: Writer, Storyteller, Carpenter, Cherokee, Outdoorsman as art of the Literary Landmark commemoration in Tahlequah for Wilson Rawls, April, 2011. Review of Choctaw Crime and Punishment, 1884-1907 by Devon Abbott Mihuesuah, *Chronicles of Oklahoma*, Vol. LXXXVIII, No. 3, fall 2010, pp. 375-376.
- » Terri Baker, Ph.D., Joseph Faulds, Ph.D., Bridget Roussell Cowlshaw, Ph.D., Christopher Malone, Ph.D., eds. *Vision and Voice: a College Reader/Rhetoric*, 2nd edition. Southlake, Texas: Fountainhead Press, 2006.
- » Lynn Cyert, Ph.D., O.D., professor of Optometry, G.W. Fulk, L.A. Cyert, D.E. Parker and R.W. West. "The Effect of Changing from Glasses to Soft Contact Lenses on Myopia Progression in Adolescents." *Ophthalmic Physiol Opt* 23, no. 1 [2003]: 71-77.
- » Denise Da Ros-Voseles, Ph.D., associate professor of early childhood education, Denise A. Da Ros-Voseles, Kathleen M.T. Collins, Anthony J. Onwuegbuzie, and Qun G. Jiao. "Effect of Self-Perception on Performance of Graduate-Level Cooperative Groups in Research Methodology Courses." *Journal of Instructional Psychology* 35, no. 3, September 2008, p. 254-259.
- » Jason Dovel, DMA, assistant professor of trumpet, "Teaching tongue-tied students: Ankyloglossia in the instrumental classroom." *Music Educators Journal* 96 (2010): 49-52. "The Influence of Jazz on Eugène Bozza's Caprice, Concertino, Rustiques, Rhapsodie, and Frigariana" *International Trumpet Guild Journal* 34 (2010): 28-37. "The diphthong versus the pure vowel in trumpet performance and pedagogy" *International Trumpet Guild Journal* 29 (2009): 54-62. "Cornets and Pocket Trumpets for Beginning Players" *The Instrumentalist* (2009): 34-46.





*David Linebarger received awards for the Best Sports Poem in the Journal, The Listening Eye, was ranked #1 in the state of Oklahoma in the men's tennis division, and won the Tulsa World tennis tournament in 2011.*

## Faculty Research funds

Table 4.9 (continued on next page)

- » Benjamin R. Kracht, Ph.D., professor of sociology and anthropology, "Kiowa." In Dictionary of American History, 3rd edition, Vol. 4, edited by Stanley I. Kutler, 532-534. New York: Charles Scribner's Sons, 2003.
- » David Linebarger, Ph.D., Best Sports Poem in the journal The Listening Eye, Kent State. Two other poems also appeared in this journal: "Virgin of the Rocks," and "Pantoum for Septugenarian Tennis Players." Another poem, "Track Homes," was also recently published in the Iodine Poetry Journal. At the end of the 2010 tennis season, poet David Linebarger was ranked No. 1 in the state of Oklahoma in the men's division. He also won the Tulsa World tennis tournament in June of 2011.
- » John Mercer, Ph.D., professor of English, John M. Mercer. " 'Speaking Eloquentlly to the Nineteenth Century': Physical Images of Shakespeare and His Characters in Victorian St. Louis." The Globalization of Shakespeare in the Nineteenth Century, edited by Krystyna Kujawiska Courtney and John M. Mercer, 185-197. Lewiston, NY: Edwin Mellen Press, 2003.
- » Martha Parrott, Ed.D., associate professor of Mathematics, M. Parrott. "How to Create a Technology-Friendly Mathematics Classroom." Teaching for Success 16, no. 8 [2004]: 6-7.
- » Mark Paulissen, Ph.D., associate professor of Biology, M.E. Merchant, L. Fleury, R. Rutherford, and M. A. Paulissen. 2008. Effects of bacterial lipopolysaccharide on thermoregulation in green anole Lizards [*Anolis carolinensis*]. Veterinary Immunology and Immunopathology 125 [2008]:176-181.
- » Mia Revels, Ph.D., M.R. Revels. "Pine Warbler." "Black-and white Warbler." "Gray Catbird." "Eastern Towhee." and "Baltimore Oriole." In Breeding Bird Atlas of Oklahoma, edited by Dan L. Reinking. Norman, Okla.: University of Oklahoma Press, 2004.
- » Tom Rink, M.L.I.S., "Special Libraries, Police Force Librarian." Chapter 59 in A Day in the Life: Career Options in Library and Information Science, edited by Priscilla Shontz and Richard A. Murray, 259-262. Westport, Conn.: Libraries Unlimited, 2007.
- » Tom Salmon, O.D., Ph.D., associate professor of Optometry, D.G. Horner, T.O. Salmon, and P.S. Soni. Chapter 17: Corneal Topography. In Borish's Clinical Refraction, edited by I.M. Borish and W.J. Benjamin. Philadelphia: W.B. Saunders Company, 2006.
- » Amy Aldridge Sanford, Ph.D., Cara L. Ballooned, J. A. Gueguen, C.M. Sabee, R.S. Imes, Y. Li, and A.A. Sanford. "Provider-patient dialogue about Internet health information: An exploration of strategies to improve the provider-patient relationship." Patient Education and Counseling 66, no. 3 [2007]: 346-352.
- » Stephan Sargent, Ed.D., assistant professor of curriculum and instruction, R. Bartoletti, B. Ray, and S. Sargent. Reading Institute: Reading and the School Library Media Specialist. Chicago, Ill.: American Association of School Librarians, 2007.
- » Denise Da Ros-Voseles, Ph.D., co-author (with Beverly Kovach) of "Being with Babies: Understanding and Responding to the Infants in your Care" published by Gryphon House, sold by the National Association for the Education of Young Children. This book was translated into German.
- » Michael R. Wilds, J.D., professor of Criminal Justice, M. Wilds. Quick Reference Guide to Gang Symbols. Imprimatur Press 2008, ISBN 1-60503-010-4.



*NSU hosts jazz performances, providing cultural enrichment opportunities for the community each year.*

In addition, administrators are encouraged to embrace lifelong learning by attending retreats, seminars, conferences, and various professional development meetings. Examples of these development activities include participation in the annual HLC convention, accreditation seminars, Fulbright programs, and numerous leadership conferences.

The university encourages lifelong learning for community members by facilitating a seamless transition from high school to community college, then to a four-year university. One such program is the [P-20 initiative](#), which affords college credit to high school juniors and seniors that ultimately will transfer to NSU. In tandem, NSU also teaches at the [Union Collegiate Academy](#), a high school program that affords high school juniors and seniors an opportunity to “taste” actual college offerings.

To further facilitate a seamless transition, NSU is connected with other two-year colleges in the region by a partnership called [Smart Choice](#). This program, developed by NSU, represents commitment on the part of the university and participating two-year colleges to help students make a [seamless transition](#) from earning an associate’s degree to attaining a four-year degree in the program of their choice. Current Smart Choice institutions include Tulsa Community College, Carl Albert State College, Connors State College, Eastern Oklahoma State College, and Northeastern Oklahoma A&M College. These progressive course offerings provide a bridge from high school ultimately into higher education.

Formal and informal educational opportunities are just the beginning of community offerings provided by NSU. Each year, [Jazz Studies](#) hosts the Green Country Jazz Series performances, providing cultural enrichment opportunities for the community. These events host jazz vocalists, such as [Kathy Kosins](#), provide food, and develop community relations. Similarly, NSU offers sports events, arts, literary series, plays, music entertainment, and other cultural activities.

NSU is involved in numerous community development activities. Most recently, NSU partnered with Tahlequah to sponsor the [Oklahoma Community Institute \(OCI\) Citizens Academy 2011-2012](#). Tahlequah was selected as one of four host cities for Class IX of the OCI Citizens Academy. The mission of OCI Citizens Academy is to give local residents the skills and information needed to engage in new and creative ways of building business and community opportunities, and support plans for those ideas. To date, there are over 200 Citizens Academy alumni from over 77 communities all across the state. As a sponsor, NSU strongly supports good citizenship for the community and the nation at large.

### **Providing Educational Opportunities to At-Risk & First-Time College Families**

NSU provides opportunities to at-risk and first-time college families who might not otherwise be able to pursue a bachelor’s degree. The university offers these academic opportunities through an abundant number of scholarships and financial aid designed to defray tuition costs. For example, 68% of undergraduates received financial

## Fall 2010 Number & Percentages of Undergraduate & Graduate Enrollments Who Received Financial Assistance Of Any Type

Table 4.10

Category	Undergraduate		Graduate	
	Undergraduate Students Receiving Financial Assistance	Percentage of Total Enrollment Receiving Financial Assistance	Graduate Students Receiving Financial Assistance	Percentage Enrollment Receiving Financial Assistance
Loans	3732	44.6%	597	49.4%
Work-Study	173	2.0%	1	0%
Scholarships/Grants	5710	68.3%	733	60.7%
Academic Based/Merit Based Scholarships	1178	14.0%	54	4.4%

Source: NSU OSAGE Files; [IPEDS Report](#)

aid in the form of scholarships or grants in the fall 2010 (see Table 4.10).

In total, NSU provided more than \$67 million in awards to enrolled undergraduate students in fiscal year 2010-2011. Categories and amounts for the total aid awarded are reflected in Table 4.11 on following page.

### NSU Supports Student Development & Acquisition of Knowledge

NSU supports student research and scholarly activity by subsidizing travel, meals, registration, or other expenses to pursue scholarly activities. Through use of the student services fund, students have participated in the following leadership building and scholarly activities:

- » [The Model United Nations](#) is a national group that provides practical experience in the affairs of world governments, international organizations, and international relations. Students have the opportunity to participate in simulated U.N. meetings at regional and national conferences. This experience is supplemented by a one-credit, pass/fail course that meets once per week throughout each semester to discuss global issues and prepare for Model United Nations conferences and competitions. At the national conference, NSU students joined over 3,500 representatives from around the world. By providing a forum for debate concerning global issues in a context that closely parallels the real world, the Model U.N. is a very effective form of active learning and a highly efficient method for teaching students the dynamics of multilateral diplomacy, international relations, and world affairs. Approximately 20-30 NSU students participate in the Model United Nations class each year.

(Continued on page 148)



## Aid Awarded To Enrolled Undergraduates FY 2010-2011

Table 4.11 (continued on next page)

	Type	Need Based <i>Includes non-need aid used to meet need</i>	Non-Need Based <i>Exclude non-need aid used to meet need</i>	Total
Scholarships/Grants	Federal	\$18,145,532	\$287,622	\$18,433,154
	State (i.e., all states, not only the state in which your institution is located)	3,762,563	1,634,423	5,396,986
	Institutional: Endowed scholarships, annual gifts, and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	304,214	202,809	507,023
	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	2,907,709	1,938,473	4,846,182
	<i>Total Scholarships/Grants</i>	<i>\$25,120,018</i>	<i>\$4,063,327</i>	<i>\$29,183,345</i>

Source: Common Data Set 2010-2011



## Aid Awarded To Enrolled Undergraduates FY 2010-2011

Table 4.11

	Type	Need Based <i>Includes non-need aid used to meet need</i>	Non-Need Based <i>Exclude non-need aid used to meet need</i>	Total
Self-Help	Student loans from all sources (excluding parent loans)	\$16,109,336	\$17,790,888	\$33,900,224
	Federal Work-Study	461,102		461,102
	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		2,400,000	2,400,000
	Total Self-Help	16,570,438	20,190,888	36,761,326
	Parent Loans	326,467	217,645	544,112
	Athletic Awards	824,568	549,712	1,374,280
<i>Total Aid Awarded to Enrolled Undergraduates</i>		<i>\$42,841,491</i>	<i>\$25,021,572</i>	<i>\$67,863,063</i>

Source: Common Data Set 2010-2011



*The Jazz Lab opened its doors in the 1960's by Dr. Lowell Lehman and has continued a tradition of festivities for over four decades. On November 16, 2010, Dr. Lehman was inducted into the Oklahoma Jazz Hall of Fame for his service in jazz education.*

- » The [Oklahoma Intercollegiate Legislature](#) (OIL) provides an opportunity for hands-on participation by students in the executive, legislative, and judicial branches of government in mock sessions. Founded in 1969 by Lt. Gov. George Nigh, OIL is a mirror of the state government with a senate, house of representatives, supreme court, and the recently added journalism competition. Each semester, student delegates from colleges and universities across the state meet for five days in the chambers of the Oklahoma Capitol to hear, amend, and debate student-authored legislation. At the conclusion of each session, bills passed by the chambers and signed by the OIL governor are presented to Oklahoma's elected Legislature for examination. Stephen Rogers, an NSU student, was elected speaker pro-tempore of the House of Representatives in the 2009 OIL session. As speaker, he was presiding officer over the OIL House of Representatives.
  - » The [Living Literature Center](#), established in 1985, affords students opportunities to study literature in nontraditional settings. For more than 15 years, the center has been responsible for involving scholars and artists from around the state in semi-annual conferences at the end of the fall and spring semesters. Recent themes for these conferences have included multiculturalism and science fiction/fantasy. Each summer, the center conducts a literary tour of parts of the United States or Europe. These tours have included a site trip to Ireland, exploring the drama of the Abbey Theater and sites associated with the works of John Synge, James Joyce, and W.B. Yeats. Other programming included a weekend seminar on the occult in literature, and a two-week humani-
- ties tour to England, France, and Italy. Although attendance numbers vary, approximately 15-25 individuals annually attend these events.
- » The [Jazz Program](#) is housed just off campus in the Jazz Lab, a remarkable facility designed as a music venue. The program offers a full season of performances by student groups and internationally known jazz artists. Created in 1993, the Jazz Lab has hosted renowned jazz musicians such as Ray Brown, Joe Lovano, Byron Stripling, Dennis Mackrel, Slide Hampton, Frank Mantooth, Kevin Mahogany, Robin Eubanks, and Chris Potter. Since the opening of the Jazz Lab, the Jazz Studies program has grown to include two large jazz ensembles and multiple small groups. NSU now offers a Bachelor of Arts in Music with a major in jazz studies, a first for NSU and Oklahoma. Now in its fourth decade, the Green Country Jazz Festival still thrives, and is one of the nation's longest running jazz festivals.
  - » The [Sequoyah Institute](#) provides a series of major performing arts events each year. Named in honor of the renowned Cherokee educator, the Sequoyah Institute was founded in 1985 as a non-profit organization of NSU. The institute develops, fosters and provides cultural enrichment beyond the classroom. It promotes the experience and understanding of the fine arts through the [Galaxy of Stars Series](#), including [Beyond the Stage and Learning LIVE](#), lecture-ships, and the [Stars in the Summer Series](#), featuring [Downtown Country and River City Players](#). Each season, the Sequoyah Institute grows as a vital part of the educational experience at NSU. Recent performances include Riders in the Sky, Michael Martin Murphy, B.J. Thomas, and Tom Chapin.



*NSU student Maegan Dallis won the grand prize in 2009 with outstanding research on antibiotic resistance at Research Day at the State Capitol. She received \$500 plus a \$4,000 summer research internship at a research lab in Oklahoma.*

- » [Research Day at the State Capitol](#) draws a lot of competition each year. Twenty-one undergraduate students representing 15 Oklahoma colleges and universities presented competitive research posters to the state Legislature and the public during this annual event sponsored by Oklahoma EPSCoR (Experimental Program to Stimulate Competitive Research), OSRHE, and the National Science Foundation. This event brings awareness of the outstanding research taking place in Oklahoma’s colleges and universities.
- » The [Centennial Lecture Series](#) provides such renowned speakers as Mark J. Pinsky, author of the best-selling book, “The Gospel According to The Simpsons,” and former religion writer for the Orlando Sentinel and Los Angeles Times.
- » [Phi Alpha Delta Day](#) at the Court of Criminal Appeals allowed students to view the top criminal court in Oklahoma during the appeal of a murder case.
- » [Internships](#) are available and sometimes required for students. Interns provide valuable services in law enforcement agencies, human service providers, advertising firms, law offices, and many businesses as an application of classroom knowledge. Prior to graduation, NSU offers positions as graduate assistants, practicums and student externships to outstanding students.

### Public Acknowledgement of Achievements

NSU regularly acknowledges talents and achievements of the university family and community constituents. For example, NSU proudly advertises performances and exhibitions, and encourages the public to attend. The university recognizes outstanding achievements

in university publications such as [Academic Times](#), [The Northeastern](#), [Tsa La Gi](#) student magazine, college newsletters, alumni updates, the NSU website, and at college and university meetings.

As discussed in Criterion Three, NSU annually recognizes three faculty members with the [Circle of Excellence Awards](#) for [service, teaching, and research](#). In addition, the NSU library periodically recognizes [NSU Authors](#), and hosts a reception for faculty and staff who have published scholarly research. The library also hosts an [Honor Your Authors Reception](#) for authors and artists to personally showcase their accomplishments.

NSU recognizes student accomplishments at the annual [Honors Awards Assembly](#). Generally, over 340 students are nominated by members of the faculty, and honored with Academic Achievement, Student Activity, Honor Society, and Who’s Who Awards during the ceremony. The university recognizes graduation status (*Cum Laude, Magna Cum Laude or Summa Cum Laude*) at commencement, and includes such achievements in university publications and on the NSU website.

NSU recognizes and honors outstanding student achievements in the [Student Creativity Showcase](#) displayed in the libraries. Some online video examples of student recognition are:

- » Sonny J. Hawk, “[American Indian Grass Dance](#),” traditional American Indian dance
- » Anthony Zumwalt, “[The Dive](#),” metal sculpture
- » Mari Kumagai, “[6 Hands, 1 Piano](#),” original piano arrangement
- » Shawna Blake, “[Cut It Out](#),” informative speech



*NSU International Student Michiko Saiki carries a 4.0 cumulative grade-point average, is a recipient both of NSU's Stroup Endowed Music Scholarship and an Academic Achievement Award in 2009, and will graduate summa cum laude this spring.*

- » Masa Uehara, "[US Elderly Demographic](#)," choropleth maps
- » Elizabeth McKay, "[Tango](#)," liquid acrylic painting
- » Natasha Altericic, "[A Beautiful Nightmare](#)," original graphic novel

NSU recognizes students who excel in dance, arts, and athletic abilities. Members of the [Majestics dance squad](#) received recognition in 2009 with a first place win in the Open Kick Division of the Athletic Championships National Competition.

NSU consistently recognizes students for their [athletic prowess](#). Some examples include the men's basketball 2003 NCAA Division II [basketball championship](#), men's golf [Lone Star Conference championship](#), and women's tennis [Lone Star Conference championship](#).

NSU is recognized as a leader in the arts. In particular, Assistant Professor Jason Dovel's students won the following awards and recognition:

- » [Jared Wallis](#), trumpet, received an assistantship for summer 2011 at the Blue Lake Fine Arts Camp in Twin Lake, Mich.
- » [Michiko Saiki](#), a music performance major and decorated pianist, earned the Stroup Endowed Music Scholarship, won both the junior-senior division of the Oklahoma Music Teachers Association's Collegiate Piano Competition and the NSU Concerto Competition, and was a finalist in the Delta Symphony Orchestra Concerto Competition.
- » [Timothy Moore](#), trumpet, was first prize winner in the 2010-11 NSU Concerto Competition.

- » [Kristen Layne](#), trumpet, was Oklahoma's 2009 Collegiate Jazz Musician of the Year.

## Honors Programs, Scholarships & Financial Aid

NSU annually plans for and awards \$152 million in financial aid and scholarships to NSU students. Sixty-eight percent of fall 2010 estimated full-time undergraduates received [financial aid](#) of some type including need-based loans, work study, and need-based scholarships. Eighty percent of the 2008-2009 full-time, first-time degree/certificate-seeking undergraduate students received grant or scholarship aid from the federal government, state/local government, or the institution, or loans (see [IPEDS report](#)). Some of the [honors and scholarship programs](#) include:

- » The [President's Leadership Class](#) (PLC), a competitive, unique scholarship/leadership program that identifies and cultivates outstanding potential in select freshmen at NSU. Membership in PLC allows students to develop close associations with university administrators and meet scholars and dignitaries who frequently visit campus. Students chosen for PLC may enroll in special class sections offered by some of the most talented faculty members. Students with proven leadership skills and strong academic records compete for scholarship assistance of \$5,610 per academic year.
- » The RiverHawks Impacting Student Enrollment ([RISE](#)) [Scholarship Program](#) teaches students the importance of leadership and service. The program expands upon the potential dis-





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played by selected freshmen. Students selected as RISE scholars develop close associations with university different areas of the Enrollment Management team. During their freshman year, they assist the Office of High School and College Relations in recruiting and communicating with prospective students. In their second year, RISE scholars serve as student mentors and assist the Office of First Year Experience. RISE scholars receive a minimum two-year scholarship currently valued at \$4,206 per year.

- » Each year, 15 outstanding entering freshmen are selected as [Baccalaureate Scholars](#). Eligibility is based on an ACT composite score of 30 or higher, 3.5 high school GPA, exceptional class rank, or status as a National Merit semifinalist or commended student.
- » Students automatically qualify for the [Academic Scholars Program](#) by being named a Presidential Scholar by the U.S. Department of Education, a National Merit Scholar or National Merit Finalist, or by scoring in the 99th percentile on the American College Testing (ACT). Recipients of these five scholarships must meet at least two of the following requirements: 1) have a composite ACT score of 30 or higher, 2) 3.8 or higher high school GPA, 3) be ranked in the top 4 percent of their senior class.
- » The [Collegiate Scholarship](#) is offered to entering freshmen with an ACT composite score of 27 or higher and a 3.5 high school GPA.

- » The [Green and White Scholars](#) is a two-year scholarship award offered to incoming freshmen with an ACT composite score of 22-25, and a high school grade point average of 3.25 or higher.

In addition, [Sections 9.11-9.12 of the Faculty Handbook](#) provide tuition waivers to employees, spouses, and dependents of NSU employees.

### NSU Students Pursue Inquiry-Based Learning & Expression

NSU offers numerous avenues to enable students to conduct research under the mentorship of a faculty member. These include, but are not limited to, participation in the [Honors Program](#), signing up for research classes, participating in independent research, work study as a laboratory assistant, and internships. In all cases, students are strongly encouraged (if not required) to submit work for presentation at one of the many venues available to undergraduates, such as the Undergraduate Research Day, Oklahoma Research Day, and Research Day at the Capitol.

The College of Science and Health Professions awards stipends to students conducting research under the guidance of a faculty member. The program is funded through the [Oklahoma Louis Stokes Alliance for Minority Participation](#) program (OK LSAMP, formerly the Oklahoma College Alliance for Minority Participation, OKAMP).

Students are encouraged to be creative and publish articles in *The Northeastern*, a student written, weekly



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newspaper. Within this newspaper, students voice opinions and write articles about NSU. In addition, students make contributions to the RiverHawks Daily, NSU's online newsletter.

The NSU [libraries](#) support student and faculty research by providing dedicated reference librarians to assist students with research and publication inquiries. Through the interlibrary loan system, faculty and students may obtain materials from national or international sources. In addition, the NSU Crime and Justice Institute publishes the *Contemporary Law and Justice Journal*, an annual law journal that includes articles authored by faculty and students.

### Scholarship & Teaching

The traditional university learning experience occurs in the classroom. NSU offers a comprehensive range of programs, the cornerstone of which is general education. This program affords students the opportunity to acquire skills and knowledge necessary to succeed in any degree program. Within a chosen degree program, students gain specialized skills and knowledge necessary to succeed in their career path, which may include graduate school or further professional training.

Teaching skills are enhanced when instructors display confidence and thoroughly understand the content delivered. NSU understands and articulates this relationship in [Section 3.36 of the Faculty Handbook](#), which addresses effective classroom teaching, scholarly or creative achievement, contributions to the institution and profession, and performance of non-teaching, semi-

administrative or administrative duties for promotion and tenure considerations.

CTL plays a pivotal role in the institution's mission in support of scholarship by coordinating training for the university. These endeavors include numerous training sessions and support for a variety of scholarly activities offered on campus, and through state, regional, national, and international organizations.

### Planning & Financial Allocation through Assessment

The [Office of Assessment and Institutional Research](#) facilitates the generation, compilation, interpretation, and distribution of institutional data to enhance policy and decision-making. Its mission ensures national standards are met. National assessment standards include the following:

- » National Communications Association (NCA)
- » National Council for Accreditation of Teacher Education (NCATE)
- » Regent's Assessment Report (opening enrollment report)
- » Freshman survey (UCLA Freshman Survey)
- » Freshman inventory
- » Senior survey
- » Remediation survey
- » Mid-Level Assessment (College Base exam)
- » Assessment in the major data
- » Alumni survey



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- » College Student Experiences Questionnaire (CSEQ)
- » Integrated Postsecondary Education Data System (IPEDS)
- » College Assessment Activities (WritePlacer - Masters in Education exam)
- » Faculty projects

NSU began participation in the [National Survey of Student Engagement](#) (NSSE) in 2009. Results from NSSE provide prospective students with insights into how they might learn and develop at a given university. In addition, NSSE provides insight to faculty and administrators related to study habits, classroom requirements, community-based service learning projects, and other factors that are invaluable in gauging student success. However, since NSU has only administered the NSSE for two years, trend data is not available. Specific findings of the 2009 and 2010 NSSE are located throughout this report. The NSSE Survey of Student Engagement Report is available to the NSU family and to the general public on the university's website.

### CORE COMPONENT 4b

*NSU demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

The university integrates a philosophy of lifelong learning into all undergraduate degree programs and curriculum offerings. This is primarily accomplished through periodic review of the mission statement and general education

offerings. The process affords an opportunity to evaluate the effectiveness, currency, and relevance of curricular offerings to achieve the overall objectives of NSU's mission statement.

### NSU Regularly Reviews Effectiveness of General Education Requirements

NSU frequently reviews its mission statement, values and curriculum to inspire and facilitate lifelong learning. In particular, the [President's Cabinet and UPG](#) regularly review the relationship between the mission and values and the effectiveness of general education offerings. By integrating general education into all undergraduate and graduate programs, NSU intentionally develops skills and knowledge requisite for a life of learning in a diverse society. This philosophy of integration is reflected in NSU's Academic Prioritization Process, which requires continual review and update of general education based on shared input from all internal and external constituents. Changes in educational requirements are only made after careful assessment determines they benefit students' base knowledge and needs.

NSU initiated the Academic Prioritization Process in the spring semester of 2009 by creating the Academic Priorities Process Task Force. The task force developed a comprehensive process by which NSU, through the UPG, could prioritize academic programs and offerings. With task force recommendations, the UPG examined best practices employed across the country and developed an amalgamated process that reflected the practices best suited for NSU. From this effort, NSU focused



*Carrie Underwood, 2005 American Idol, graduated magna cum laude in Mass Communications and was also named 2006 Outstanding Senior and inducted into the NSU Hall of Fame. She regularly visits NSU to visit her lifelong friends and family.*

on the academic priorities self-study document, created academic priorities for chairs and deans to review, developed relative potential, quality, and value ratings (PQV ratings) of the program offerings, and developed a PQV matrix reflecting assessment determinations of program offerings. The program offerings were evaluated according to six categories:

- » Centrality to and consistency with the university's mission
- » External and internal demand for the program
- » Program inputs and outcomes
- » Program productivity (past three fall semesters)
- » Cost and academic efficiency
- » Critical information not categorized

Through the Academic Prioritization Process, NSU restructured the general education program to provide students with a broader foundation of knowledge and skills necessary to successfully compete in more specialized upper graduate classes. The assessment identified desired outcomes of the general education program to include basic:

- » Communication skills
- » Mathematic ability
- » Application of scientific knowledge
- » Appreciation of the fine arts
- » Understanding of society, culture, health, wellness, and diversity

Through this comprehensive planning and prioritization effort, general education requirements and successful program offerings were identified

### Effectiveness of Curriculum Offerings

The quality of the general education program not only dictates the potential for success in upper level undergraduate classes, but also predicts future success in graduate programs. Mastery of mathematics, science, English, and deductive reasoning skills are necessary components for acquisition and application of knowledge in graduate classes. Without such, graduate students are at a disadvantage when conducting research and pursuing critical reasoning exercises.

To maintain currency and relevance of graduate offerings, NSU solicits input from students, alumni, and community leaders. The [Senior Survey](#) and [NSSE](#) are two inventories NSU uses to evaluate curriculum offerings. Several departments and colleges, such as the College of Education, conduct exit interviews of graduating students. Students are very open in their responses, and comments are recorded and reported to chairs, deans, and members of the administration.

However, the quality of NSU's education is best reflected in the outstanding achievements of our students upon graduation (see Table 4.12 on the following page).

One of the university's most outstanding successes is American Idol winner [Carrie Underwood](#). NSU actively supported Carrie Underwood when she auditioned for a spot on American Idol, competed on the show, and after her fame as an American Idol winner. In return, she rou-

## Some Outstanding Achievement of NSU Alumni

Table 4.12

<i>Athletics</i>	<ul style="list-style-type: none"> <li>» <a href="#">Jarrett Byers</a>, former St. Louis Rams wide receiver</li> <li>» <a href="#">Larry Coker</a>, former head coach at the University of Miami, now head football coach at University of Texas-San Antonio</li> <li>» <a href="#">Bob Hudson</a>, former NFL player</li> <li>» <a href="#">Ronnie Jones</a>, American football coach</li> <li>» <a href="#">Derrick Moore</a>, former NFL player</li> </ul>
<i>Politics</i>	<ul style="list-style-type: none"> <li>» <a href="#">Glenn Coffee</a>, Oklahoma Secretary of State</li> <li>» <a href="#">Drew Edmondson</a>, former Attorney General of Oklahoma</li> <li>» <a href="#">James E. Edmondson</a>, current Vice-Chief Justice on the Oklahoma Supreme Court</li> <li>» <a href="#">Sandy Garrett</a>, former Oklahoma Superintendent of Public Instruction</li> <li>» <a href="#">Ted Risenhoover</a>, former U.S. Representative from Oklahoma</li> <li>» <a href="#">William G. Stigler</a>, former U.S. Representative from Oklahoma</li> <li>» <a href="#">John A. Sullivan</a>, current U.S. Representative from Oklahoma</li> <li>» Mayor of Muskogee <a href="#">John Tyler</a></li> <li>» <a href="#">Kimberly Teehee</a>, current senior policy adviser to the president for Native American affairs in the administration of President Barack Obama</li> </ul>
<i>Law Enforcement</i>	<ul style="list-style-type: none"> <li>» Former Broken Arrow Police Chief <a href="#">Todd Wuestewald</a></li> <li>» Bristow Police Chief <a href="#">Don Sweger</a></li> </ul>
<i>Business</i>	<ul style="list-style-type: none"> <li>» <a href="#">Bob Berry</a>, CEO and co-founder of Tri-B Nursery</li> <li>» <a href="#">Jeff Storey</a>, President and CEO, WilTel</li> <li>» <a href="#">Ken Selby</a>, owner of Mazzio's Pizza</li> </ul>
<i>Arts &amp; Entertainment</i>	<ul style="list-style-type: none"> <li>» <a href="#">Melvin Holt</a>, American actor</li> <li>» <a href="#">Dennis Letts</a>, American college professor and actor</li> <li>» <a href="#">Shawntel Smith</a>, Miss America 1996</li> <li>» <a href="#">Carrie Underwood</a>, American Idol winner and country music superstar</li> </ul>
<i>Others</i>	<ul style="list-style-type: none"> <li>» <a href="#">Bill Bright</a>, founder of Campus Crusade for Christ</li> </ul>

tinely makes return visits to campus to keep in contact with family and friends at NSU.

### Linkages Between Curricular & Co-curricular Activities

NSU students learn both inside and outside the classroom. By providing a rich variety of learning options such as internships, mentored research, honors programs, practicum, and service learning, NSU enhances student learning and demonstrates the connection between the academic life and employment life. These activities foster social awareness and responsibility while encouraging curiosity and engagement, thus cultivating a lifelong environment of learning and exploration. Some specific examples of bringing real life experiences into the classroom include performances in the arts and theater, experiential training in the field (biology, ROTC, criminal justice, and other programs), practicum requirements for social work, portfolios, and the [Athlete Training Education Programs](#) (ATEP).

Faculty, administration, and students acquire real life experiences through community service activities. [Community service](#) activities such as the [Special Olympics](#), [Gear-Up](#), [regional summit meetings](#), [summer academies](#), [National Day of Service](#), and [Rookie Bridge Camp](#) serve to enhance leadership and communication skills. For example, the National Day of Service commemorates those whose lives were lost on 9/11. In 2011, approximately 400 volunteers worked with the Tahlequah Chamber of Commerce to provide community beautification projects in Tahlequah. [Service Sunday](#) is a joint partnership with the Cherokee Nation where students perform American Indian-related



*Optometry students provide free optometry services to low income Cherokee Nation families. In 2010, NSU amassed nearly 155,000 community service and volunteer hours.*

service projects every other week. During Thanksgiving, NSU raises funds to provide food for families in need through the [food basket frenzy](#) project. These, plus other ongoing projects, such as optometry students who provide free optometry services to low income Cherokee Nation families, are just the tip of the iceberg when it comes to NSU community service.

In 2009, NSU participated in two national studies that focused on student perceptions and experiences related to civic engagement. The NSSE revealed that 56 percent of NSU students have participated in community service or volunteer work by their senior year. The 2009 Multi-Institutional Study of Leadership's (MSL) revealed that 36.4 percent of NSU students had participated in an academic internship. Similarly, the 2009 NSU campus inventory survey for the Campus Compact on academic service-learning revealed that NSU averages 20 academic courses per semester that integrate community service with academic content (see [Civic Engagement White Paper](#)).

This active engagement in community service resulted in NSU's receipt of the prestigious [President's Higher Education Community Service Honor Roll](#) in 2009 and 2010. Administered by the Corporation for National Community Service (CNCS), the federally recognized honor touts Northeastern as a leader among institutions of higher education for support of volunteering, service-learning and civic engagement. "Being selected for this nationwide honor out of nearly 800 submitted institutions clearly shows that the students, faculty, and staff of Northeastern are dedicated to making place matter for their institution, the surrounding communities, and the world," said Dr. Laura Boren, vice president for

Student Affairs. In 2010, members of the Northeastern family amassed nearly [155,000 community service and volunteer hours](#).

Through faculty, student, and community interaction, students learn how to solve practical problems encountered in real life situations. In turn, this interaction cultivates working and social relations among different groups on campus, promoting a more integrated college experience. Additional co-curricular activities at NSU include social clubs, honor societies, the President's Leadership Council, lecture series, the Jazz Lab, services activities, intercollegiate athletics, and drama and music productions. These and other such activities allow students to relax and socialize with a diverse mixture of events. The university also enjoys a rapidly growing study abroad program and an active international student body population.

### **Learning Outcomes Demonstrate Knowledge, Achievement, & Intellectual Inquiry**

As stated earlier, NSU has participated in the [Oklahoma Research Day](#) for the past 10 years. The event showcases faculty and student research, and bridges the relationship between NSU and other academic institutions. CTL also hosts a two-day event highlighting faculty research, projects, and papers in the area of new and innovative teaching and learning. The event is sponsored through the Office of Academic Affairs.

In fall 2010, NSU began a new general education curriculum. Part of this revised curriculum is the General Education Capstone. This course integrates all of the



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individual general education areas by using a technology-based system of assignments. These assignments are in real time and include blogs, Blackboard, chatrooms, and smart phone activities.

NSU reviews curriculum offerings for additions or deletions twice annually. These reviews are initiated by departments, and then voted on by the college. The frequent reviews ensure the currency and relevance of the curriculum. The reviews also ensure the relevance of learning objectives and competency goals to maintain cutting edge academic excellence.

In addition, NSU offers a rich variety of learning options to students that include internships, portfolios, capstone experiences, high school mentoring opportunities, mentored research, honors programs, and service-learning calculated to enhance leadership and academic skills. These courses, curriculum, and learning objectives provide students with a broad range of knowledge and skills to succeed in a competitive global and diverse economy where technology, global issues, and social issues are paramount. This learning-focused approach strengthens students' overall capacity to learn.

### CORE COMPONENT 4c

*NSU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

Required five-year program reviews provide the opportunity to assess the currency and relevancy of courses and

programs. Along with an in-depth program self study, the review process includes a visit from a content expert consultant. The consultant produces a written report detailing the strengths and weaknesses of the program. While not a part of regular review, NSU is currently engaging in much programmatic assessment in the form of [Unit Growth and Development Plans](#) and [academic prioritization](#). Both of these exercises require faculty, chairs, and deans to consider the currency and relevancy of programs and curricula.

### Regular Academic Program Reviews

NSU devotes effort and resources to regularly assess curriculum requirements necessary to prepare students with the skills and knowledge to meet the challenges of future careers and life choices. At the base level, Charting the Second Century: 2009-2014 evaluated and revised essential components of the mission statement, vision statement, values, and goals in an effort to assure they are current and meet the needs of all constituents, both internal and external. This process led to an academic prioritization of not only general education offerings, but all program and curriculum offerings at NSU. It also evaluated whether the university's offerings cultivate a culture of diversity, providing courses that engage all students in scholarly activity.

The three campus locations are strategically located to provide relevant course offerings as required by the local communities. In addition, NSU caters to more remote constituents through an increasing buffet of online, ITV, and blended classes. As such, NSU has strategically



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positioned course offerings virtually throughout the United States and the entire world.

NSU is committed to providing quality course offerings that are current, relevant, and meet the needs of both a regionally and internationally located student body. Courses are regularly reviewed through programs, such as academic prioritization, and annual departmental and college reviews. Comprehensive program reviews also occur in each major area on a five-year rotation. In the revision process, factors such as emerging technology, economy, community, traditional and nontraditional student needs, student and community surveys, and potential employment opportunities are all considered.

These and other such considerations led to the creation of the Bachelor of Science in Criminal Justice with an emphasis in Homeland Security. Following 9/11, the federal government focused federal grant money and significant advertising to increasing programs such as Homeland Security, U.S. Air Marshals, and FEMA. In response, NSU initiated one of the first Homeland Security programs in the United States. The program now supports 41 declared majors.

### **Skills & Professional Competence Essential to a Diverse Workforce**

Not surprisingly, learning goals and outcomes are often developed at the program level and address skills and professional competencies. For example, graduates of the theater program are expected to “understand and function competently in any area of theater production including performance, design, technical, theoretical, and managerial.” In mass communication, students have specific objec-

tives based on their chosen specialty area of advertising, public relations, or journalism/broadcasting. For example, mass communication advertising students are expected to “demonstrate an advanced understanding and skill level in advertising techniques used by the newspaper and magazine industries, radio and television industries, and alternative means of advertising such as websites, cable TV, billboards and directories.” Mass communication journalism/broadcasting students are expected to demonstrate “an advanced understanding and ability in writing, reporting, editing, and producing for radio and television.”

One gauge of success is graduate, employer, and alumni feedback. These surveys gauge whether students acquired the skills and knowledge necessary to function in diverse local, national, and global societies. Frequently, NSU solicits input from alumni, employers, and other external constituents who understand the relationships among the courses of study, currency of the curriculum, and utility of the knowledge and skills gained when determining whether courses offer the skills and professional competence required to compete in a diverse and global workforce.

Another gauge of success in a global economy is placement of graduates in the marketplace. The [Office of Career Services](#) offers assistance with creating and updating resumes, writing cover letters, and enhancing interview skills. In addition, Career Services supervises placement files, manages on-campus bulletin boards, and continually updates their web page. Career Services periodically oversees [career events](#), [job fairs](#), and facilitates student [internships](#) with community leaders. Through continual collaboration and partnerships, NSU effectively connects the learning objectives of the students to the





### *Testimonial to Research*

*Jeff Tomblin, Locust Grove Senior  
I benefited from Oklahoma Research Day because I got the chance to put my research skills to good use in our group research activity. I also got to be one of the representatives from our university and answered people's questions that they had about our research project poster.*

overall needs of the global community. According to the Employment Outcomes Report 2008, 82 percent of the 2005-2006 bachelor's degree recipients were employed in Oklahoma one year following graduation. The employment rate for NSU graduates for this same period was 91.5 percent (i.e., NSU was 9 percent above the norm).

### **Learning Outcomes Guarantee Necessary Skills to Function in a Diverse, Local, & Global Society**

Students are encouraged to gain competency in a second language to increase competitiveness in a global and culturally diverse economy. The university offers classes in Spanish, French, Chinese, Cherokee, and other languages. In addition, NSU supplements language classes with cultural studies courses that further prepare students for newly emerging and highly competitive global economies.

NSU solicits the input of regional and international experts when examining class and curriculum offerings. For example, the College of Business & Technology offers programs tied to the needs of the business community. New programs, such as Supply Chain Management and the Master of Accounting and Financial Analysis, were developed to meet the current needs of the business community in northeastern Oklahoma. At the same time, existing programs are being adapted to reflect the new skills necessary in a competitive global environment. The [Dean's Advisory Council](#), made up of 25 senior managers from this region, help to ensure that the NSU's class offerings support the needs of the community.

Several [international study abroad opportunities](#) enlighten students and faculty to the diversity of cultures contained in a global economy. Study abroad venues include Shanghai, Naples, Belize, Dublin, Swansea, Khon Kaen, Prague, Accra, Siem Riep, Cape Town, Ho Chi Minh City, Stellenbosch, Ghana, and Bangkok. In addition, trips to [Paris](#), [Belize](#), [Russia](#) and [China](#) often attract a broad range of students from different disciplines.

By teaching at overseas universities and colleges, NSU faculty are more adequately prepared to discuss and integrate global experiences into the classroom. For example, Dr. Lallie Scott taught a semester in China, Dr. Michael Wilds taught classes at St. John's College in Belize, Dr. David Pan offers excursions to China, and Dr. Erik Terdal annually offers classes in Caye Caulker, Belize. Such experiences broaden the professor's knowledge and enrich the classroom learning experience.

The Northeastern student newspaper also publishes articles in [Japanese](#). This further broadens student knowledge of foreign cultures and provides a feeling of familiarity for international students. As stated by Shugo Takahashi, Tokyo, Japan junior, "I am looking forward to reading *The Northeastern* every week ... I see Japanese writers interview at the library almost every day, so I know their effort." Also, students publish articles in Chinese to advance the study of the Chinese language.

### **Creation & Use of Scholarship by Students**

Two university events especially relevant in encouraging student scholarship are Undergraduate Research Day and [Oklahoma Research Day](#). [Undergraduate](#)



### **Independent Study Opportunities**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 9 percent of students have taken an independent study class.*

[2010 National Survey of Student Engagement](#)

[Research Day](#) showcases student scholarship through poster and panel presentations with participation from all colleges. The event is competitive in nature, with recognition for the best work in each college. The event is structured to allow students from all disciplines to participate, even if their scholarship does not fall under a traditional heading of research (i.e., literary analysis). Oklahoma Research Day provides a statewide presentation forum for scholarship by faculty and students, and often involves collaborative work between the two. NSU hosted this event twice on the Broken Arrow campus, provided transportation to and from the event for faculty and students, and assisted in the creation of posters for presentation. In addition to these efforts, departments and academic programs supported student scholarships by encouraging students to submit work to and attend academic meetings.

### **Mastery of Knowledge & Skills in Programs of Applied Practice**

Many of the academic programs at NSU are of an applied nature designed to serve post-graduation employment needs. Many programs require work outside class, such as internships, where students practice skills needed for future employment opportunities. Other disciplines polish artistic and theatrical skills. For example, students in the theater program must spend many hours in rehearsals and set construction. This constitutes training for post-graduation, when students are expected to “operate ethically and responsibly in any artistic, community, or business setting.” The Fine Arts program is “designed to evolve from instructor-developed problems in the foundation courses

to gradually increased responsibility on the part of students to set and solve problems in their own way. Students are encouraged to take independent study courses in studio arts during their junior and senior years.”

The university even conducts some monitoring of students post-graduation. The College of Education assesses teacher education candidates during the first year on the job by electronically delivering a survey to the teacher, administrator, and mentor. The survey assesses how well the candidate displays the characteristics of the conceptual framework under which they were prepared. The data is compiled, analyzed, and used to monitor trends and recommend program changes. Other programs across campus follow and survey candidates as to their performance and satisfaction with their preparation.

### **Curricular & Co-curricular Opportunities that Promote Social Responsibility**

There is a reasonable amount of activity at NSU related to the promotion of social responsibility. This occurs at the university, college, and departmental levels. Some examples of curricular opportunities include both required and optional internships embedded in many programs. Another common curricular opportunity is a service learning requirement attached to particular courses, such as the social work students visiting nursing homes. Co-curricular opportunities include [The Big Event](#), a university-wide activity in the spring where students, faculty, and staff provide community service for members of the community. These community services include projects for the elderly, churches, schools,



*The Big Event has grown from 50 students to more than 1,200 students who conduct ongoing community service projects. These community services include projects for the elderly, churches, schools nonprofit agencies, and other areas of community needs at approximately 45 different service sites.*

nonprofit agencies, and other areas of community needs at approximately 45 different service sites. The event began with approximately 50 students volunteering in 2006, and has grown to more than 1,200 participants. In addition to the Big Event, many student organizations conduct ongoing community service projects. One such example is the Music department. The Music department interacts with the community in a variety of different ways by:

- » Providing a marching band for Veterans Day, Christmas, Cherokee National Holiday, and Keetoowah Celebration parades
- » Conducting off campus performances in Tahlequah as well as throughout the region, at venues such as First United Methodist Church, Tahlequah High School, and the Tulsa Performing Arts Center
- » Offering faculty to lead the Tulsa Oratorio Chorus for seven seasons (Dr. Donald Studebaker), conducting a Bach series at Bethany Lutheran Church in Tulsa since 1995 (Dr. Mark Bighley), performed with the Tulsa Symphony Orchestra (Drs. Jason Dovel, Anne Watson, and Patricia Surman), and serving as director of music at First United Methodist Church in Tahlequah (Dr. Studebaker)
- » Providing students to sing in the chorus of the Tulsa Opera
- » Conducting recitals off campus at the Go Ye Village and the Heritage Retirement Center
- » Assisting high school music directors and community music teachers
- » Providing band performances for sports activities

## CORE COMPONENT 4d

*NSU provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

NSU's [values statement](#) address integrity by stating, "We model ethical and intellectual development by advancing honesty, human dignity and accountability." The university recognizes the inherent ethical issues imbedded in a successful liberal arts education and established policies, procedures, and support programs to ensure students' understanding of their [ethical responsibilities](#). These policies, procedures and support programs are published in the Student Handbook, the undergraduate catalog, and on the NSU website.

### Responsible & Ethical Acquisition of Knowledge

NSU recognizes some issues of plagiarism may occur unwittingly. Accordingly, the university directly addresses [academic integrity](#) and plagiarism in the University Strategies class. Most professors address plagiarism in their syllabus for each class. Likewise, they discuss both intentional and unintentional plagiarism prior to any major writing assignment. NSU also subscribes to software to check plagiarism on student submissions of essays or other writing assignments.

Freshman English classes train students in the proper use of scholarly research and citation (such as MLA and APA). This knowledge is often reinforced in classes offering a writing component. Similarly, the library offers training



sessions in citation format (including the Bluebook legal style of citation), and the use of online databases. In addition, [citation format](#) is posted on the NSU website along with the Student Handbook.

[Student Support Services](#), funded through a U.S. Department of Education Title III grant, provides academic tutoring and advice, personal counseling, financial aid information, and mentoring assistance for enrollment in graduate programs to help low-income, first-generation students gain a college degree. Federal funds for the services are awarded through a grant competition by the USDE. These and other [support services](#) are outlined in the Student Handbook.

[Student Disability Services](#) provides academic support to students with qualified disabilities as outlined by the Americans with Disabilities Act. Services are based upon individual student needs.

In addition, NSU regularly trains on and publishes the following policies and procedures on the university website related to federal and state regulations:

- » Harassment
- » EEOC compliance
- » Equal Opportunity Affirmative Action compliance
- » Computer policy: obscene materials
- » Conflict of interest policies
- » Violence intervention, prevention, and early response (VIPER)
- » Defamation

## Policies & Procedures Ensure Ethical Conduct in Research & Instructional Activities

The Office of the Vice President for Academic Affairs is responsible for the administration of research ethics at NSU. This office oversees the functioning of the [Institutional Review Board](#) (IRB). Representatives from various academic and scientific disciplines, as well as members from outside the academic community compose the IRB. The IRB is responsible for conducting initial and continuing reviews, and providing oversight for all research activities involving the use of human subjects performed on any NSU campus. The IRB reviews human subject research projects according to three principles:

1. Minimize the risk to human subjects (beneficence)
2. Ensure all subjects consent and are fully informed about the research and any risks (autonomy)
3. Promote equity in research involving human subjects (justice)

All research involving human subjects must be approved by the IRB before data collection can commence.

The IRB typically approves projects for one year, thereafter conducting annual reviews. All review procedures must meet or exceed the requirements set forth in 45 CFR 46. The IRB reviews and has the authority to approve, require changes prior to approval, or disapprove research activities involving human subjects, which are conducted at or sponsored by NSU, including [research](#) activities:

- » Performed by NSU faculty, staff, or students
- » Performed in NSU facilities



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- » Otherwise supported by university resources under the control of NSU officials

The IRB further has the responsibility and authority to adopt appropriate procedures to ensure compliance with the approved consent process and other requirements for the protection of human subjects.

The Office of Academic Affairs oversees the [University Animal Welfare Committee](#) (UAWC) that functions as NSU's official Institutional Animal Care and Use Committee (IACUC). The UAWC ensures the ethical use and sensitive care of animals utilized in research and teaching. Federal regulations obligate the committee to meet at least twice annually, and have at least five members (including at least one veterinarian, one scientist with laboratory animal research experience, one non-scientist, and one person with no institutional affiliation). The committee monitors the use of animals in teaching activities as specified by USDA regulations, reviews research projects proposed that use animals, and evaluates institutional facilities utilized in the housing of animals.

### **NSU Students Practice Social Responsibility**

NSU's commitment to social responsibility is best exemplified by the community involvement of members of the Oklahoma College of Optometry. Recognizing that American Indians in rural Oklahoma were not receiving eye care services, NSU administrators, state legislators, the Bureau of Indian Affairs, and the Cherokee Nation met to rectify this situation. From that consortium, a college of optometry in northeast

Oklahoma, specifically at NSU in Tahlequah, was founded in 1979 to address that unmet need for eye care. However, traveling long distances to a health care facility created an undue hardship on American Indians in this region of high poverty where many people rarely, if ever, saw an eye doctor. The resultant impact was that patients were going blind from preventable eye diseases (such as glaucoma and diabetic retinopathy) and many children were experiencing delayed development of important learning skills due to a lack of vision care.

The solution was to establish 12 optometry clinics in rural communities throughout the region. This approach resulted in eye care being delivered to the community where patients live. This outreach addresses the regional need by bringing care to the patient while engaging students, faculty, and staff in preparing optometrists for professional careers.

Students, faculty, and staff in the Oklahoma College of Optometry identified children with early vision problems through the School Screening Program. The program takes faculty and students into the elementary school environment in the region to provide vision and eye screening. Many times, a child struggling with his or her studies may realize an improvement through glasses or vision training. Early diagnosis helps these children improve in their school work.

NSU also partnered with the Cherokee Nation to preserve the native language. After the tribe conducted an extensive survey in 2002, then Principal Chief Chad Smith stated, "We are only one generation away from losing the Cherokee language." Findings showed that almost all



### **Student Community Service**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by the time they are seniors, 53 percent of students have participated in community service or volunteer work.*

[2010 National Survey of Student Engagement](#)

fluent speakers were over age 50, children were not learning Cherokee, and the language was spoken infrequently in most language spaces. To address these concerns, NSU and the Cherokee Nation developed a teacher preparation program focused on the Cherokee language and culture, one that would serve children in Oklahoma's public schools and immersion schools within the Cherokee Nation. The program's design includes oral language proficiency and literacy, as well as Cherokee culture and customs. In addition to NSU faculty, the program enlists the aid of Cherokee Nation citizens to assess the language skill and oral fluency of teacher candidates as they progress through the program. In 2007, NSU's teacher preparation program was approved to recommend [teachers for certification in Cherokee education](#), and the first graduate completed his work in December 2008.

### **Social Responsibility through Community Service & Service Learning**

The [Speech-Language Pathology \(SLP\) Program](#) offers a full-service Speech and Language Clinic (diagnosis and therapy) and a limited Audiology Clinic on the Tahlequah campus. Services are provided on a sliding fee schedule, which allows limited income families to obtain services. To engage students, faculty, and staff in serving the region, SLP has service delivery contracts with Sequoyah High School, Muskogee County Head Start, Cherokee Elder-care Program (which is a federally funded PACE [Program for All-Inclusive Care of the Elderly] facility), Locust Grove School District, Maryetta School District, Brushy School District, and Bell School District. On the Muskogee campus, SLP operates a Rite Care Outreach Speech

and Language Clinic in conjunction with the McAlester Rite Care Clinic sponsored by the McAlester Scottish Rite. Services at the clinic are free to the client since the program is underwritten by the Scottish Rite. SLP assists with preschool screening at the Fort Gibson School District and hearing screening at St. Joseph Catholic School in Muskogee. It offers free hearing screenings as part of the Symposium on the American Indian held every year on the Tahlequah campus.

The SLP program could serve as a national model for service delivery to small school districts in rural areas where there is a shortage of available, qualified personnel to provide speech and language services. By sending several graduate students under the supervision of a licensed, nationally certified speech-language pathologist, the SLP program provides extensive services in a relatively short period of time. This not only ensures that underserved populations receive quality services, but also that those services are provided with minimal interruption to the school's routine and at a reasonable cost to the district's budget.

Yet another service learning example is the [American Democracy Project](#) (ADP), a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The goal of the ADP is to produce graduates committed to being active, involved citizens in their communities.

NSU is also a member of [Oklahoma Campus Compact](#). The compact is a national coalition of more than 1,100 college and university presidents, representing some 6 million students, dedicated to promoting community service, civic engagement, and service learning in higher education.



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As mentioned previously, NSU provides leadership training to the student government, [PLC](#), and other student organizations. These organizations participate in community service such as Save the Illinois River, chamber of commerce events, and community restoration projects.

### **Oversight, Support, & Integrity of Research**

The NSU policy for [responding to allegations of research misconduct](#) states:

Northeastern State University adheres to a philosophy of appropriate, ethical behavior and processes related to research that is in accord with that of the general scientific community related to ethics in research. NSU's institutional values related to scientific integrity are of the highest standards and are designed to comply with all state and federal regulations. As a statement of principles, NSU will not tolerate research misconduct in any form and will address allegations of such misconduct in a standardized manner. NSU, through its various agencies and offices, endeavors to prevent research misconduct through published policies, education, and other appropriate methods. Finally, NSU encourages and supports good faith efforts on the part of any individual to report potential instances of questionable research methods or research misconduct. In essence, NSU is supportive and protective of individuals reporting research misconduct.

The Office of Research and Sponsored Programs is under the Office of Academic Affairs at NSU. [Research and Sponsored Programs](#) handles all pre-award aspects of the proposal development process and serves as a liaison between external funding agencies, as well as internal departments including Research Administration, Payroll,

the Office of Administration, and the Office of the President. This office ensures integrity and monitors for [conflicts of interest](#), as stated within the Faculty Handbook.

### **Intellectual Property Rights**

Since the demand for distance learning is increasing and the continuing development of electronically published course materials in various media seems likely, it is important to address issues raised by the creation, use, and distribution of various forms of electronically published course materials, and clarify the rights and responsibilities of each of the parties involved. This policy is a supplement to the [Patent and Copyright policies](#) promulgated by the RUSO Board of Regents, and found in Section 5.13 of the RUSO General Policies, page 5-104. The Copyright Law and Compliance policy was updated and approved by the NSU Policy Committee on Nov. 22, 2010. These changes articulate NSU's compliance with the Higher Educational Opportunity Act of 2008 as required by the U.S. Department of Education, specifically the Digital Millennium Copyright Act. Previous policies regarding downloading of music, audio files, and peer-to-peer were incorporated into one Copyright Law and Compliance Policy.

The Faculty Handbook and RUSO policies address [patent ownership](#). In particular, discoveries or inventions made or created by NSU employees, faculty, students, and staff are the property of the university. Both NSU and the individuals share in income derived from the marketing of such inventions and patent rights according to terms directed by the president of the university.

Similarly, both RUSO and NSU policies cover the issue of copyrighted works. NSU owns the copyright on works



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commissioned by the university. NSU and the creator of the work share royalties for university-commissioned copyrighted works. Works produced under a specific contract or grant agreement between the university and a governmental or other agency or organization are subject to the terms of the grant or contract. If copyright ownership is not specified, such rights shall reside with the creator. In addition to appearing in the Faculty Handbook, policies regarding [intellectual property](#) are also reflected in the Student Handbook.

### CRITERION 4 CONCLUSION

The HLC self study reveals that NSU meets the criterion for acquisition, discovery, and application of knowledge. This vision, mission, and value statement is tied not only to the planning process, but also to the budget process to create a catalyst to make improvements necessary to prepare faculty, staff, administrators, and students for an ever-changing, diverse, and global economy. Through this synergistic process, NSU creates a powerful academic vehicle for lifelong learning and inquiry that facilitates change in a continually evolving world.

#### Strengths

- » NSU maintains appropriately credentialed faculty.
- » Faculty and students actively engage in research and scholarly activities.
- » Faculty, staff, and students are actively engaged in community service as evidenced by placement on the President's Higher Education Community Service Honor Roll in 2009 and 2010.

- » NSU provides up-to-date technology and technology support to faculty, staff, students, and community constituents.
- » NSU offers financial support programs to assist faculty in the search for extramural funding.

#### Areas for Improvement and Planning

- » NSU could improve faculty and student funding for international study abroad programs.
- » NSU could improve student, alumni, and community constituent surveys through the use of Survey Monkey and other such statistical programs.
- » NSU could provide more outreach efforts to maintain contact and tracking of post-graduate student activity.
- » The NSU Writing Clinic could design a program to support E-Portfolios for faculty, staff, administrators, and students that could be showcased on the university website.





# Criterion 5

Engagement & Service



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# Criterion 5

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## Criterion 5:

### Engagement & Service

*As called for by its mission, NSU identifies its constituencies and serves them in ways both value.*

NSU leads the way for educational services in northeastern Oklahoma. As such, NSU consistently strives to serve the educational, cultural, and economic needs of its students and the community. Whether shaking hands in Tahlequah or overseas in Afghanistan, the university's faculty, staff, administrators, alumni, and community members alike are proud to be members of the NSU family.

NSU appreciates its position as the regional leader in northeastern Oklahoma. Acquiring the status as Oklahoma's premier regional university in northeastern Oklahoma has taken time, dedication, and work on the part of all NSU constituencies. The university also recognizes the need to generate quality educational experiences, develop lifelong cultural enrichment experiences, and prepare internal and external constituencies for an ever-changing, competitive global economy.

Through collaboration and the building of strong partnerships, NSU fulfills these goals. Whether in Tahlequah, or some remote location throughout the world, NSU recognizes the power of synergistic partnerships, and encourages collaboration on the local, national, and international levels. By soliciting feedback and input from employers, alumni, and the community at large, NSU provides class offerings and cultural opportunities tailored to fit the needs of all constituencies, regardless of location.

*Criterion 5: Engagement & Service*

## CORE COMPONENT 5a

*NSU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

NSU is committed to being responsive to the needs of its constituencies. As previously detailed in Criterion 1, NSU's mission and strategic goals have an underlying theme of satisfying the needs of students, employees, and the community, while addressing the challenges of an emerging and extremely competitive global economy. To accomplish this lofty goal, NSU frequently solicits input and feedback from all constituencies to accurately assess changing demands, both internal and external. This is evidenced by the successful partnerships NSU has built with vital stakeholders, including community colleges, OSRHE, and community-based organizations at local, regional, national, and international levels. Through such collaboration and commitment, NSU creates mutually beneficial partnerships, alliances, and cooperative agreements that benefit both internal and external constituencies, as well as the NSU family as a whole.

In the process of fulfilling the needs of constituencies, the planning process is critical. After reviewing our past 10 years in anticipation of the next decade, the UPG created a prioritization list that guides the university in the task of achieving its mission, strategic goals, and strategic plan. Through this dynamic planning process, NSU's mission, vision, and core value statements are regularly revisited and revised to meet the needs of all constituencies.



*NSU promotes in person and online tutorial training services for all NSU students and members of the community.*

One example of this revision occurred in the fall of 2010, when Academic Affairs accomplished a total review and academic prioritization of NSU's needs. In the process, Academic Affairs created a priority list of missions and programs on the academic side of the university that merit attention and possible revision. In accordance with Section 5.92 of the Faculty Handbook, Academic Affairs considered both historical and developmental missions and programs, resulting in modifying programs to more closely align with today's emerging global economy. To solicit public input and ensure transparency, NSU posted these recommendations and revisions on the Academic Affairs website.

### **The Changing Needs of Constituencies and Their Communities**

NSU strategically conducts environmental studies to meet the needs of its constituent groups. The university employs formal and informal discussions, focus groups, advisory councils, outside consultants, and a wide array of surveys to identify and respond to constituent needs. Some examples of instruments calculated to gauge student satisfaction in terms of national standards include the Freshman Survey, the Senior Survey, and NSSE. Through these and other such instruments, NSU uses the results to adjust curricula, recognize emerging academic needs, and provide prospective students with insight about learning methods tailored to their specific academic needs.

The provost, deans, and faculty regularly hold meetings to discuss needs of internal and external constituencies. For example, the president, provost, and other members of the President's Cabinet frequently hold [brown bag lunches](#)

with faculty, staff, and students. In addition, NSU conducts [university-wide forums](#) to address current issues. These brown bag lunches, forums, and campus-wide surveys assist in the university planning process and provide guidance in meeting the needs of all NSU constituencies.

During brown bag luncheons and community forums, NSU constituencies discuss timely issues such as:

- » NSU's growing international community
- » Tutoring programs (such as Smarthinking, the online Blackboard tutorial)
- » Exercise and bike paths
- » Community service endeavors
- » Center for Student Leadership Development and Community Engagement
- » Incentive packages, disability services, and other issues

Because these meetings are kept informal, students, faculty, staff, and community leaders are comfortable expressing concerns and visions for the future of NSU. To complement the luncheons and brown bag luncheons, NSU periodically conducts surveys of constituent needs. Once such survey of the faculty revealed their top ten pressing concerns to be:

1. Preparation of recent high school graduates for higher education
2. Oklahoma salaries compared to regional averages
3. Listening and reading skills of entering students
4. Teaching loads and scholarship
5. Financial stability of the Oklahoma Teacher's Retirement System



*NSU offers a wide variety of youth summer camps that enhance experiential learning activities and accelerate learning experiences in math and science.*

6. Dependence on adjunct faculty and/or graduate teaching assistants
7. Cost of health insurance
8. Education of lower division students
9. Academic integrity for online courses
10. Improving legislative efforts

These and other issues will provide the framework for the Regent's Faculty Advisory Council's work plan for 2012.

NSU also solicits university-wide input at the micro level. The [Faculty Handbook](#) states that the assessment of teaching should be evaluated as objectively as possible, taking into account quantitative indicators, such as contact hours, number of preparations, number of students, number of advisees, student evaluation ratings, peer/observer ratings, etc. However, the primary evidence of effective teaching comes from the assessment of learning outcomes and learning gains exhibited by students. NSU measures learning outcomes and gains through periodic student evaluations, class reviews by peer faculty members, and evaluation assessments, such as capstone classes and exams.

The retention, promotion, and tenure procedure requires department chairs and college deans to review evidence of achievement of learning outcomes and gains. The Office of Assessment and Institutional Research maintains data on student evaluation and assessment measures, posts them on the website, and forwards results to the provost and president. Through this comprehensive review process, faculty members are aware of strengths and weaknesses, and can make necessary adjustments to improve course delivery and student satisfaction.

NSU recognizes the duty to “improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve” ([Strategic Goal 6](#)). Through town hall meetings and community forums, NSU solicits input in an attempt to fulfill cultural, entertainment, and business needs of the community. NSU also solicits input from not only the community but also students, faculty, staff, and the administration. As such, NSU has opened its doors, offering cultural enrichment and entertainment that promote and advance the community. Through these offerings, NSU continually strives to:

- » Promote diverse continuing education programs and services
- » Act as a regional leader that promotes concerts and lectures
- » Support the arts through student performances, art shows, and museum quality exhibitions
- » Compete in the highest classification of NCAA inter-collegiate athletics possible
- » Provide (sponsored and non-sponsored) recreational activities for campus and community members
- » Host a variety of youth camps
- » Nurture and support Native American arts and cultural activities linked to the university's Cherokee heritage

### **NSU Solicits Input from Advisory Boards and Different Organizations**

Individual faculty and student organizations help craft the future of NSU. The [Faculty Council](#), a group of elected



*Alumni contributions were at an historic high in 2010 with 2,299 donors making contributions in excess of \$1.6 million.*

faculty representatives, facilitates democratic participation in development of institutional policies that further the university mission statement. Similarly, [NSGA](#), a group of elected student body representatives, discusses initiatives and shares ideas to improve NSU. The [Staff Council](#), which is an elected council representing academic professionals, clerical and crafts employees, also is engaged in institutional governance discussions. The NSU [Alumni Association](#), an organization dedicated to guiding the university's future while preserving the past, provides mentors to students, offers intern opportunities, serves in advisory capacities, and supports scholarship and capital fundraising efforts.

The [President's Cabinet](#) is charged with leading the institution in core operations. This cabinet consists of the president, vice president for academic affairs, vice president for business and finance, vice president for operations, vice president for university relations, and vice president for student affairs. In a similar capacity, the president serves on the [President's Council of OSRHE](#), which is comprised of chief administrators from Oklahoma's 25 public colleges and universities. The Cabinet meets three times each year with the President's Advisory Council, a body of 15 regional leaders in business, industry, government, nonprofits and PK-16 education. This Council acts as a sounding board on institutional initiatives and responses to challenges.

The NSU [Foundation](#) is a further example reflecting constituent satisfaction with NSU. During an economic downturn in 2010, 2,299 donors made 5,938 contributions to the foundation totaling \$1,606,270. In addition, an historic high of \$502,782 in scholarship funds were distrib-

uted to NSU students. While charitable giving dropped nationally for the first time in more than five decades, donations to NSU continued to experience double-digit growth. Such generosity reflects the overwhelming satisfaction of alumni, faculty, and community members through their support of NSU.

Many academic units maintain curriculum and practice advisory boards. For example, the chair of the Social Work department is to "maintain liaison with the [Social Work Advisory Board](#) as it affects the procedures and direction of the Field Practicum." Similarly, the [Business Advisory Board](#) collaborates with members of the local business communities regarding projected needs and employment opportunities. These boards, comprised of former graduates and professionals in the field, review academic offerings and learning outcomes. They provide valuable professional insight and networking opportunities for these programs.

NSU employees are equally committed to serving and soliciting input from external constituencies. For example, our employees are involved in these community or regional service organizations:

- » The Tulsa, Tahlequah, Broken Arrow, Muskogee, Coweta, Jenks, and Owasso chambers of commerce
- » Rotary Club
- » Arts Council
- » Kiwanis Club
- » Lion's Club
- » Toastmasters
- » Boy Scouts of America



- » American Red Cross
- » A myriad of other community endeavors

One particularly inspiring example of community involvement is the Oklahoma College of Optometry's involvement in [Vision 20/20](#). This is an international campaign dedicated to ending blindness around the world. Through wearing of red T-shirts and creating an online website and video, NSU raised money and awareness to eliminate global blindness. As stated by Dr. Doug Penisten, dean of NSUOCO, "Our students are devoted to patients and their vision and want to help people improve their quality of life by preserving or restoring sight."

This dedication to patients and their vision is also reflected in the recent opening of the [Lesley L. Walls Vision Center](#) at NSU-Broken Arrow. This center operates as a premier resource and service facility to meet the needs of the elderly, veterans, and other patients seeking to recover from decreased vision and function due to brain injury, retinal degeneration, and other causes.

### **Partnerships Are Key**

NSU participated in [Vision 2025 higher education project](#). Through the involvement and generosity of Broken Arrow voters, Phase I funded the construction and growth of classrooms, the library, and administrative buildings on the Broken Arrow campus. For Phase II of construction, Tulsa County voters approved Vision 2025 funds for a Science building, new library facilities, and an expansion of classrooms at NSUBA. Through this community effort, NSUBA now has the capacity to accommodate more than

8,000 students annually in the greater Tulsa metropolitan area. This provides for increased economic growth in the Tulsa metropolitan area through a well-educated workforce, creating a significant incentive for new employers to establish businesses in the region.

NSU continually partners with community organizations and businesses. To supplement the needs of the community, NSUBA houses the [Oklahoma Small Business Development Center](#). The center provides counseling, financial procurement assistance, and training for new or current business owners.

NSU also is home to the [Oklahoma Center for Rural Development](#) (OCRD). This office, on the Tahlequah campus, provides geographic, demographic, economic, and growth information about Oklahoma communities and the state itself. Small businesses and international companies use this data to plan for employee resources or possible relocation. OCRD also annually provides to all members of the Oklahoma Legislature demographic and economic profiles of their respective districts.

The university sponsors the [Oklahoma Manufacturing Alliance](#), a statewide network of manufacturing extension agents and applications engineers. The organization offers free technical assistance and business advice, helping manufacturers become progressively more successful.

In 2011, the university launched the [Center for Regional and International Partnerships](#), headquartered on the Broken Arrow campus. Founded in response to the Regional Summit, its task is to serve as a "front porch" to external partners who are seeking assistance from the university. Further, it is actively pursuing certification as an EB-5



*Woychick Consulting Services conducted round table sessions, focus groups, town hall style meetings, and distributed both in-person and online surveys gathering information from over 4,000 constituencies amounting to 150,000 data points. This effort resulted in a major restructuring and a new branding campaign for NSU.*

center through the U.S. State Department. This will make NSU the only federally designated university in the nation to solicit foreign investments in regional economic development opportunities.

NSU actively seeks the input of community college partners within the university's 21-county service area. NSU entered into [Smart Choice](#) agreements with Carl Albert State College, Connors State College, Eastern Oklahoma State College, Northeastern Oklahoma A&M, and Tulsa Community College. These agreements represent the collaborative efforts of various academic units at the community colleges and NSU to ensure a seamless transition for students graduating from the two-year institution who wish to complete a baccalaureate degree. Members of the academic units at the partnering institutions meet annually to review the curriculum and professional environment.

Tulsa Community College and NSU have regular partnership meetings each semester. These meetings solicit input on articulation issues, student services, and other mutual concerns to improve the educational experience for students.

### Outside Consultants and Legislation

The university communicates, collaborates, and surveys internal and external constituencies, and also seeks professional guidance from outside consultants. One example is a contract with [Woychick Consulting Services](#) to gauge environmental needs. This consulting contract laid the groundwork for a university-wide branding campaign and an overall revamping of the NSU website. The group met with and surveyed NSU administration, staff, faculty, stu-

dents, alumni, parents of prospective students, and community leaders to identify and address constituent needs. Woychick conducted round table sessions, focus groups, town hall style meetings, and distributed both in-person and online surveys gathering information from over 4,000 persons amounting to 150,000 data points. The research confirmed NSU's strengths include the following:

- » A warm, caring environment
- » Good, personal relationships
- » Affordability
- » Small class sizes
- » Highly qualified faculty

Woychick noted the university's good work with regional two-year feeder schools and [Smart Choice](#). They also noted that NSU provides an opportunity for those who could not go to college to get degrees. Overall, the Woychick study provided an in-depth environmental scan of the student market and prospective student expectations within NSU's service region.

In addition, NSU has contracts with external consultants for guidance in our strategic plan. For example, the university contracted with [Noel Levitz](#) to review policy practices, recruitment, and enrollment services. As a result, Noel Levitz recommended that classes with more than 40 percent Ds, Fs, or Ws merit concern and should be analyzed in terms of student success and retention. This resulted in implementation of a college-mentoring program, where new faculty are coupled with more veteran faculty to enhance instruction and improve overall student success. The report also indicated many students are first-





*The Affirmative Action Committee and Office of Human Resources provide oversight and review for any affirmative action.*

*NSU encourages any potential violations to be reported to [Ethics Point](#), a RUSO confidential TIP Line that provides easy web access to report any activities which may be unethical, illegal or otherwise inappropriate behavior in violation of established policies.*

generation college students with little family support for their academic endeavors, thus highlighting the need for more student support services on behalf of NSU.

NSU also plays an active role in state and federal [legislation](#). With the assistance of U.S. Senator Jim Inhofe, Congressman Dan Boren, and former Speaker of the Oklahoma House of Representatives Larry Adair, NSU received funding for the past 20 years to provide student services, such as academic tutoring and advice, personal counseling, financial aid information, and mentoring assistance for enrollment in graduate programs to help low-income, first-generation students gain a college degree. The U.S. Department of Education approved support for TRIO, Upward Bound, and other such programs that prepare high school upperclassmen from disadvantaged backgrounds for college entry.

### **Attention to the Diversity of Constituencies**

NSU is sensitive to and promotes diversity on campus. This diversity is reflected in the university's recruitment of American Indian and international students, and a broad and diverse faculty. For example, [Crossroads](#) and KIPP campus tour programs are junior and senior high recruitment programs that target multicultural students within Oklahoma. These and other such programs are specifically intended to increase enrollment and enhance the diversity of incoming freshman classes.

Access to learning for all students, including those students with varying mobility, visual impairments, hearing difficulties, or learning disabilities is of critical importance to NSU. As previously noted in Criteria 3 and 4, NSU

ensures compliance with the [American Disabilities Act](#) through a multitude of programs and activities.

NSU is also an Affirmative Action/Equal Opportunity Employer (AA/EOE). In accordance with the [Staff Hiring Guide](#), NSU publishes and posts online and onsite relevant AA/EOE policies and regulations. Faculty, staff, and administrators regularly complete required video training to ensure understanding and compliance with rules, regulations, and the law. In 2011, NSU created the [Diversity Task Group](#) in the Office of Human Resources to further advise the university on strategies and tactics to recruit people of diverse backgrounds. [NSU's Affirmative Action Affirmative Action/EEO Policy Statement](#) and guidelines related to reporting complaints is posted on the Human Resources website for public view.

In addition, NSU regularly reviews academic programs to ensure the university meets the needs of diverse and international constituencies. This comprehensive review resulted in additional offerings in Spanish, Native American language and culture, Chinese, and other such classes designed to satisfy not only a locally diverse student population, but also an international one.

NSU instituted the [Women's and Gender Studies](#) (WGS) minor, a multidisciplinary, integrated program to empower students to be socially responsible global citizens by fostering learning about gender roles and relations across cultures and history. Honoring the university's history as a female seminary and the legacy of Wilma Mankiller, the first female principal chief of the Cherokee Nation and Sequoyah Fellow at NSU, WGS prioritizes study of minority women, indigenous women, and women's leadership.



*NSU honors Black History Month and celebrates Martin Luther King Jr.'s birthday each year. Display tables, video feeds, lectures, and student performances highlight festivities that culminate in a traditional Martin Luther King ceremonial march.*

Other programs are designed to assist those who come from economically deprived backgrounds. Financial aid and scholarships target incoming students with low family incomes. For example, Congress created the Teacher Education Assistance for College and Higher Education ([TEACH](#)) Grant that program provides up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

### **Diversity Through Student Organizations and Holiday Programs**

Northeastern sponsors a variety of [student organizations](#) that add to overall diversity of campus activities. Through these organizations, NSU experiences unique and diverse cultural ideologies and philosophies. Some of these organizations are the Black Student Association, Spanish Club, American Indian Science and Engineering Society, Campus Christian Fellowship, Chi Alpha, Baptist Collegiate Ministries, College Democrats, Culture Fest at Broken Arrow, Dead Poets Society, French Club, Habitat for Humanity, Indian University Scholars Society, Native American Student Association, NoTSO (Non Traditional Student Organization), NSU American Indian Alumni Association, NSU Japan, RiverHawks For Christ, Students for Animal Welfare, and Uneek Ideels.

These organizations are involved in various campus activities. For example, they illuminate diversity when recognizing such events and holidays as:

- » [Martin Luther King, Jr. Day](#), which includes a keynote speaker, a march, and a continuous video playing on NSU televisions

- » [Black History Month](#), an event that presents forums and lectures discussing Black history
- » [Cherokee National Holiday](#), which culminates with a variety of festivities and lectures
- » [Veteran's Day](#), which includes a parade through the town of Tahlequah
- » [Constitution Day](#), with reading of the historic document in front of the University Center
- » [Women's History Month](#), which is celebrated by various organizations that displays posters of and conduct lectures on prominent women

### **Diversity at Summit Meetings**

NSU recognizes diversity by sponsoring and participating in various summit meetings. Some such summits include:

- » The [Regional Summit](#) sponsored by NSU. This summit consists of a broad and diverse group of community leaders who discuss issues, identify assets, define economic growth, environmental stewardship, and sociological challenges and outline the difficulties faced in the rural areas and small communities of northeast Oklahoma.
- » The College of Science & Health Professions was instrumental in hosting a [Health Care Workforce Summit](#) at the Muskogee campus in September 2010. The summit addressed health care needs of diverse, low-income constituencies and lead to sponsorship of the American Indian School of Health Professions, which infuses native cultural sensitivities into traditional health care curriculum. Housed at the Muskogee campus, NSU has launched a Masters of Science



*NSU-Muskogee Health Care Summit addressed the needs of diverse, low-income constituents. In the future, NSU-Muskogee plans to become a health care hub uniting rural eastern Oklahoma with entities such as the VA Hospital and facilities provided by the Cherokee Nation.*

in Nursing Education and will soon offer a Masters of Science in Occupational Therapy.

- » Oklahoma's [Making Place Matter](#) initiative, which focuses on regional stewardship. As part of this initiative, NSU spearheaded the creation of a diverse group of business and community leaders that has evolved into the [Northeast Oklahoma Rural Alliance](#) (renamed the Northeast Oklahoma Rural Alliance in 2012).
- » Outreach Programs through Distance and Continuing Education that address the diverse needs of students and the community.

To meet the needs of internal and external constituencies from a global perspective, NSU continues to improve the quality of online and ITV offerings to reach traditional and nontraditional students on a local, state, nationwide, and international scope. CTL spearheads this effort, and provides faculty assistance in developing classes through various offerings in workshops and conferences. The center also provides assistance to students unfamiliar with online class offerings.

With the center's support, online and ITV class offerings have grown at exponential rates in the past five years. In addition, many instructors are increasing the use of technology, such as employing podcasts, wikis, discussion boards, and online chat rooms, in both online and traditional class offerings.

The effectiveness of the center's success in molding the online and in-person classroom environment is best illustrated by the following success stories:

- » Dr. John deBanzie developed a website that provides [online course materials](#). His instructional materi-

als include podcasts, outlines and notes, interactive problem sets, and homework assignments. Feedback from students and other universities indicates the materials are concise, directive, and helpful in understanding courses at both undergraduate and graduate levels.

- » Dr. Mark Paulissen and faculty in the department of Natural Sciences incorporated a "Classroom Response System" using clickers to interact with students in BIOL 1113 and 1114 and SCI 1114. The clickers allow instantaneous instructor feedback on topics discussed in lecture, allowing an instructor to modify the lecture on the fly to ensure students understand the content.
- » NSU faculty are [using wiki rather than a traditional textbook](#) in Spanish 2313, Intermediate Spanish Conversation. The wiki allows faculty and students to gather resources for current and future use in the course. The wiki also contains the instructions for speaking tasks that students complete using Google Voice, and an online media album called VoiceThread.
- » Online homework programs and tutoring services are becoming more popular as instructional tools. Faculty use [MyMathLab](#), from Pearson Education, Inc., [SmartWork](#), from W.W. Norton & Company, and OWL, from Cengage Learning.

CTL also supports service learning and teaching and learning grant opportunities. As a result of these incentive programs, faculty developed a variety of [service learning](#) courses that allow students to obtain college



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credit for participating in outreach activities. These courses also offer an opportunity to participate on a service level in real life situations, thus improving a student's personal status through education. Similarly, these service learning activities create new partnerships among community leaders, students, faculty, and NSU as a whole. Some specific evidence of outreach through service learning includes the following:

- » The College of Education offers a class in [Educational Technology](#), in which students perform service learning in schools with technology. In addition, the Faculty Academic Support through Technology Committee's [Summer Educational Technology Institute](#) features demonstrations and workshops designed to display effective use of instructional technology in the learning environment. Faculty lead sessions employing "best practices" technology techniques in a variety of disciplines. Vendors are often available to display the latest hardware and software for instructional computing, multimedia, distance learning, and web authoring.
- » The NSU [Reading Clinic](#) on the Broken Arrow campus annually provides 300-400 students and adults per year with tools needed to improve reading and learning skills. Undergraduate and graduate students, along with teacher candidates, develop knowledge and skills while providing one-on-one reading tutoring to K-12 students.
- » The Communication Studies program staffs a [Communication Lab](#) that provides individual and small-group instruction in all forms of public speaking and oral communication to the entire NSU community.

It is structured as a supplemental training resource for students, and as a support resource for faculty. Students and faculty may bring any kind of speaking project, at any stage of development, to the lab for personal consultation and instruction. Speeches, discussions, focus groups, research presentations, interviews, and press conferences are all examples of projects appropriate for lab work.

- » The [Reading Center in Tahlequah](#) provides clients with the tools, techniques, strategies, and the confidence needed to master academic texts. The basic belief that reading is fundamental to success in academic, professional, and personal lives guides the activities of the Reading Center. Good reading comprehension skills lead to better critical thinking skills and these, in turn, lead to better writing skills. The center provides a comfortable environment in which students and reading tutors discuss the nature and presentation of ideas introduced in different types of texts. The Reading Center thus functions as a literacy instruction site within the academic community, and provides support to students from all disciplines regardless of abilities.
- » [Writing Centers](#), located in both Tahlequah and Broken Arrow, provide students, faculty, and staff with the tools, techniques, and confidence to achieve their respective academic goals.
- » Dr. Martha Parrott sponsored a [Mathematics Clinic](#) at the Broken Arrow campus. At this clinic, NSU education majors learned how to tutor students in math, while elementary age students received the benefits of personal tutoring services.



*NSU offered twelve-years of summer camps for local youth in a variety of topics including science, reading, drama, photography, and leadership.*

Many other programs provided through NSU continually promote and advance the university's educational programs. In many instances, collaboration efforts were the key to ensuring the success of such programs. Faculty, staff, and students develop strong contacts in their communities, and those contacts keep the community involved with NSU. Some specific examples of community outreach include:

- » [Smart Choice](#) is a model program developed by NSU. The university is a bridge institution to the two-year colleges to facilitate a seamless transition from earning an associate's degree to attaining a four-year degree.
- » The [Oklahoma Institute for Learning Styles](#) (OIL) and the College of Education Center for Excellence combined forces to continue the enhancement of academic achievement of Oklahoma children. OIL staff members examine and conduct research, provide training, and test learners to determine individual learning styles.

NSU improves the community through a variety of service endeavors that are not yet categorized. These services are often undertaken by individuals, but exhibit the efforts of faculty, staff, and students to achieve the core value of excellence. From summer academies and camps to judging local competitions for K-12 students, NSU is actively involved in all areas of the community.

Some specific evidence of outreach toward prospective students includes the following:

- » The team of Dr. Kathi McDowell, Dr. Pamela Christol, and Dr. Martha Parrott, and the team of Dr. Erik

Terdal, Dr. Pamela Christol, and Dr. Michael Wilds, were awarded [Summer Academy Grants](#) from OSRHE to provide enrichment activities for area high school students on the Broken Arrow campus.

- » Dr. Dana Eversole co-directed nine [summer camps](#) for local youth in a variety of topics including science, reading, drama, photography, and leadership. Over 200 children attended one or more summer camps
- » Dr. Mike Wilds taught forensics to 32 high school juniors and seniors at [Union Collegiate Academy](#) in spring 2011. The academy is for high school students interested in attending college and served as a great tool for introducing prospective students to NSU.
- » The College of Liberal Arts Communication Studies faculty volunteered to coach speech and debate teams at Keys High School and Indian Capitol Vo-Technology Center.
- » Dr. Cari Keller recruits faculty to judge high school moot court competitions in Oklahoma

These examples provide only a small sampling of events that occur at NSU. Faculty, students, and staff participate in research events worldwide, and belong to local, state, and national organizations, to continually develop creative venues for learning. These organizations provide a stage for NSU to display the high level of talented faculty that work at the university. Through a commitment to service and outreach, members of the NSU community continue to serve the local population as a regional destination for superior education.

## Testimonial of Deanie Hensley

Figure 5.1

I love to volunteer. In the past, I have:

- » Volunteered for the Welling Road clean-up
- » Donated food and clothing to Joplin Relief
- » Volunteered for the Illinois River clean-up
- » Volunteered for Hands of Grace (community relief donations)
- » Served as a past board member for Tahlequah Main Street Association
- » Participated in beautification of downtown Tahlequah clean-up and planting
- » Participated with Movies in the Park
- » Served as Honor Graduate for Leadership Tahlequah Class XIII
- » Participated in the Leadership Class that along with the Keetowah Tribe paid for the sidewalk to link the city parks
- » Donated over 500 cans of food to the food pantry
- » Donated money to Hope House
- » Donated to the Centurion Scholarship, Rho Theta, Redmen Wall, and Alumni Giving
- » Served as a sponsor for GoVertigo Dance group
- » Served as past president of the Criminal Justice Honor Society formally known as Alpha Phi Sigma

## CORE COMPONENT 5b

*NSU has the capacity and the commitment to engage with its identified constituencies and communities.*

NSU connects with constituencies through all modes of media, including traditional and electronic media, personal contact, general outreach efforts, and even snail mail. As such, NSU engages in communication and collaboration on a daily basis that naturally creates synergistic growth of both the university and its constituencies. Spearheaded by the president, all colleges, departments, faculty, staff, administration, and student groups are equally committed to these efforts. Figure 5.1 reflects the heightened commitment to community involvement and service by merely one NSU employee.

To ensure success in establishing effective community relations, President Don Betz created two positions in 2009 that are dedicated to strengthening and formalizing connections. These positions, the director of community relations and the assistant to the president for special projects, are full-time positions directly responsible for identifying opportunities for mutual growth with constituencies and communities. The [director of community relations](#) serves as the liaison between NSU and its many varied external partners to explore collaborations and opportunities to advance the regional service area. Similarly, the [assistant to the president](#) takes an active role in community relations and acts as a liaison to many of NSU's constituent groups. These positions are responsible for fulfilling the mission statement to actively pursue cooperative and reciprocal relationships within the communities the university serves. They actively develop and

## Community Organizations Served By NSU Community

Table 5.1

- » American Cancer Society
- » American Red Cross
- » Baptist Campus Ministries
- » Boys and Girls Club of Tahlequah
- » Tutoring for after school students
- » CARE Food Pantry
- » Volunteers for Pantry
- » Carter Hospice
- » CASA (child court advocates)
- » Cherokee Capital Chapter OK21
- » Blue Star Mothers of America
- » Chamber of Commerce
- » Cherokee County 4-H Clubs
- » Cherokee County Child Welfare Services
- » Cherokee County Regimented Education Academy
- » Election volunteers
- » Cherokee Nation
- » Humane Society of Cherokee County
- » Habitat for Humanity
- » Help-In-Crisis
- » Hope House
- » Nature Conservancy
- » River Clean-up
- » Salvation Army
- » Tahlequah Board of Education
- » United Keetoowah Band
- » United Methodist Children's Home

expand mutually beneficial relationships with all university stakeholders, including cross-university interactions, collaborative educational ventures, economic development initiatives, and cultural enrichment.

The colleges supplement efforts by the president and administrators. For example, the [College of Education](#) continually engages in K-12 public school activity throughout the year. As one of the largest providers of elementary school teachers in the United States, NSU actively engages students in K-12 by providing [ongoing learning activities](#). This endeavor is showcased in NSU's [Reading Clinic](#) at the Broken Arrow campus where candidates in the university's education programs provide tutorial assistance to students in pre-kindergarten through 12th grade. By providing this assistance, degree candidates gain practical experience working in the clinic under the supervision of NSU faculty, while students from the Tulsa metropolitan area enrolled at the clinic receive additional instruction in reading and literacy skills.

NSU is a cultural center for the region. One shining example of this is the [Sequoyah Institute](#). The nonprofit organization develops, fosters, and provides cultural enrichment beyond the classroom. Some examples of their cultural engagement events include the [Galaxy of Stars Series](#) and the [Stars in the Summer Series](#).

NSU responds when the community is in need of emergency service. During [Hurricane Katrina](#), NSU staffed facilities at [Camp Gruber](#) for hurricane victims. More recently, close to 100 faculty, staff, and students provided onsite relief during the [Joplin tornado crisis](#). Even overseas, the NSU family responded with relief and donations to the devastation in Haiti from a hurricane, and the [Japan](#)

[earthquake](#) that resulted in a nuclear disaster. The NSU family always pledges financial support and engagement in public service to future emergencies by supporting United Way, blood drives, and other such community charities.

In addition, members of the NSU family are [actively involved](#) in organizations as reflected in Table 5.1.

The best evidence of community commitment is found in the words of Sue Opp, secretary in the College of Education, department of Psychology and Counseling.

### Testimonial of Sue Opp

I was privileged to be a part of the team from the College of Education that went to Joplin on June 22, 2011, and had an awesome day with my co-workers. It was inspiring to meet the young people organizing the recovery efforts. The people we met and worked with were there from all over the world.

I went to Mexico City when I was in high school following one of the large earthquakes. But I found the Joplin experience to be much more moving, perhaps because I am more mature and have seen more reality.

I am in my fourth year of volunteering with CASA here in Cherokee County. I previously worked as a paralegal and in the courts in Washington state and was not able to volunteer with CASA, so it was nice to have the chance. It has given me a chance to get acquainted with the courts here and many other volunteer opportunities in Cherokee County.

The Humane Society of Cherokee County is a passion my husband and I share. He does community outreach, and I have done everything from helping him on those calls to taking care of the phone calls, and the spay and neuter clinic. This year, I am a board member for the organization along with Norm Carlisle from Liberal Arts, among others from the community.



*Mike Allen plays “Amazing Grace” on the bagpipe as a tribute to fallen veterans during the annual veterans memorial ceremony Saturday sponsored by the Cherokee County Veterans Council.*

[Tahlequah Daily Press, Betty Ridge, 6-1-10](#)

My proudest contribution is being a charter member of Cherokee Capital Chapter OK21 Blue Star Mothers of America because my son, Brad, and my son-in-law, Dustin, are serving in the United States Navy. The chapter here is brand new so a very small core group, including my niece, Lereen Neugin from the College of Education, and Debbie Lipscomb, from Baptist Campus Ministries, are working to support the soldiers, sailors and airmen as well as their families here. We also do volunteer time with the Jack C. Montgomery VA Medical Center in Muskogee, where my husband is being treated for an Agent Orange form of cancer.

Here at NSU, I have learned a great deal about our campus history as well as local Tahlequah history through the RiverHawk Engagement Committee. I also have gotten to benefit from the Big Event on the receiving

end at the humane society. I truly love being a part of NSU with the Psychology and Counseling department and College of Education; we have so many great people. Most of all I love working with students. The energy is addictive.

## Co-Curricular Activities Engage Faculty, Staff, Students, and the Community

NSU exists because of the community, and the university constantly strives to serve the community. In particular, NSU provides co-curricular activities that engage staff, administrators, and faculty with external constituencies. Some of the NSU [organizations](#) that offer community engagement and service learning are listed in Table 5.2.

(Continued on page 185)

### NSU Organizations That Support Community Service & Service Learning

Table 5.2 (continued on next page)

- |  |  |
|--|--|
| » Acacia Fraternity                              | » American Association of University Women                                       |
| » Academic Efficiencies Ecology                  | » American Association of University Professors at Northeastern State University |
| » Accounting Society                             | » American Indian Science and Engineering Society                                |
| » ACTE Technology Education Division             | » American Marketing Association   |
| » Adam Smith Economic Society                    | » AMS Career Profiles  |
| » Advanced Summer Computer Institute Interchange | » Association for Childhood Education International, Broken Arrow Branch         |
| » Alpha Omicron Pi                               | » Association for Childhood Education International, Tahlequah Branch            |
| » Alpha Phi Alpha                                | » Association for Information Technology Professionals                           |
| » Alpha Psi Omega                                |  |
| » Alpha Sigma Alpha                              |  |





## NSU Organizations That Support Community Service & Service Learning

Table 5.2 (continued on next page)

- |   |   |
|---|---|
| » Association of Computer Machinery                   | » NSU Social Dance Society                              |
| » Beta Beta Beta                                      | » NSU Students in Free Enterprise                       |
| » Baptist Collegiate Ministries (BCM)                 | » NSU Student Speech Language Hearing Association       |
| » Campus Christian Fellowship                         | » Oklahoma Arkansas Mathematical Association of America |
| » Campus Environment and Sustainability Committee     | » Oklahoma Institute for Learning Styles                |
| » Chi Alpha   | » Oklahoma Intercollegiate Legislature                  |
| » Circle K  | » Oklahoma Campus Law Enforcement Association           |
| » Club Mad  | » OKAMP   |
| » College Democrats                                   | » Oklahoma Reading Association                          |
| » Criminal Justice Club                               | » Oklahoma Speech Theater Communication Association     |
| » Culture Fest at Broken Arrow                        | » Phi Delta Kappa                                       |
| » Harry Potter Literary Circle                        | » Phi Lambda Chi Fraternity                             |
| » Indian University Scholars Society                  | » Phi Sigma Kappa Fraternity                            |
| » Indian Symposium                                    | » Pi Kappa Alpha Fraternity                             |
| » Institute for Retail Marketing                      | » Pre-Optometry Club                                    |
| » Institutional Animal Care and Use Committee (IACUC) | » Pre-Professional Health Club/Society                  |
| » Institutional Review Board                          | » Psychology Club                                       |
| » Kappa Delta Pi                                      | » Psychology Club Broken Arrow                          |
| » Kappa Kappa Psi                                     | » Public Relation Campaigns                             |
| » Kappa Mu Epsilon Fraternity                         | » Public Relations and Advertising Club                 |
| » Kappa Sigma Fraternity                              | » RiverHawks For Christ                                 |
| » NSU Cue Bowl Club                                   | » Residence Halls Association                           |
| » NSU Entrepreneur Club                               | » R.O.C.K.  |
| » NSU Faculty Council                                 | » The Rosamund Papers                                   |
| » NSU Faculty Research Committee                      | » Safety and Environmental Management                   |
| » NSU Fish and Wildlife Club                          | » Sigma Sigma Sigma                                     |
| » NSU Japan   | » Society for Human Resource Management                 |
| » GoVertigo Dance Company                             | » Society of Oklahoma Linguists                         |
| » NSU Search and Rescue                               | » Southwest Finance Association                         |

**Testimonial by Sara Gallager  
NSUOCO Assistant Professor**

The [Student Volunteers of Optometric Services to Humanity](#) group at NSU's Oklahoma College of Optometry recently returned from their week-long medical mission trip to Roatan, Honduras. During the first week of August a group of 13 optometry clinicians, one optician and one optometrist spent a week giving free eye exams and glasses to the people of Roatan. The optometry students worked in an outdoor clinic, for more than 8 hours a day providing eye care to an overwhelmingly underserved population.

The clinic days were very long and tiring, but the students never complained. Together, the group saw 1,010 patients, and 257 of these patients were local school children. There were over 1,300 pairs of prescription glasses, readers, and sunglasses given out, along with countless prescription medications for eye diseases like glaucoma. Because of this mission trip over 1,000 people have received eye care, and most all of them are seeing better because of the eyeglasses they received from the group. Most of these glasses were donated by people from the university and the community, so everyone had a part in making this trip possible.

The SVOSH group handled every situation with the highest level of professionalism. Their selflessness and maturity throughout the entire trip was so admirable. They represented the optometry college and the university with such a high level sophistication, everyone in the NSU family should be so proud of the work they have done.

**NSU Organizations That Support Community Service & Service Learning**

*Table 5.2*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>» Southwest Journal of Cultures</li> <li>» Speech Pathology Grad Student</li> <li>» Student Council for Exceptional Children</li> <li>» Students for Animal Welfare</li> <li>» Students For Christ, Broken Arrow Campus</li> <li>» Student Oklahoma Education Association</li> <li>» Student Oklahoma Education Association- BA</li> <li>» Tahlequah Rotaract</li> <li>» Tau Kappa Epsilon</li> <li>» The Northeastern</li> <li>» NSU TV News</li> <li>» Tulsa Area Alumni Chapter</li> <li>» Uneek Ideels</li> <li>» Downtown Country</li> <li>» Drumline</li> <li>» Economic Development Initiative</li> <li>» Elementary Partnership</li> <li>» NSU Entrepreneur Club</li> <li>» NSU Entrepreneurial Institute</li> <li>» Epsilon Pi Tau</li> <li>» Faculty Council</li> <li>» Fashion Association</li> <li>» Finance Club of NSU</li> <li>» Financial Management Association</li> <li>» NSU Fitness Center</li> <li>» Flo's Place</li> <li>» Foods, Nutrition, and Dietetics Club</li> <li>» Founders Day 5K NSU</li> <li>» French Club</li> </ul> | <ul style="list-style-type: none"> <li>» Great Expectations</li> <li>» Habitat for Humanity/NSU</li> <li>» Sisterhood, Inc.</li> <li>» Dead Poets Society Alpha Pi Omega (American Indian Sorority)</li> <li>» Delta Mu Delta</li> <li>» Delta Sigma Theta</li> <li>» Delta Zeta Sorority</li> <li>» Government and International Studies Society</li> <li>» Law and Justice Council</li> <li>» College of Liberal Arts Newsletter</li> <li>» Mass Comm Scholarship Fund</li> <li>» MBA Honor Society</li> <li>» The James and George L. Winn Memorial War Archive</li> <li>» National Society of Black Engineers</li> <li>» Native American Student Association</li> <li>» NoTSO (NonTraditional Student Organization)</li> <li>» Northeastern Activities Board</li> <li>» Northeastern Association for Student Social Workers</li> <li>» Northeastern Student Government Association</li> <li>» Northeastern Student Government-BA Campus</li> <li>» NSU Accounting Society</li> <li>» NSU American Indian Alumni Association</li> <li>» NSU Alumni of the Nineties</li> <li>» NSU Anthropology Club</li> <li>» NSU RiverHawk Marching Band</li> <li>» NSU Rugby Football Club</li> <li>» NSU Media Day</li> <li>» NSU News</li> </ul> |
|---|--|

### Testimonial of Dr. Billy J. Davis NSU History Day

Working with the National/Oklahoma History Day program has also been a highlight of my career. I was among a group of individuals who introduced the National History Day program to Oklahoma in the early 1980s. Since then I have continuously served as the District 8 Contest Coordinator. I have also served as the Oklahoma State Contest Coordinator and as a member of a National History Day coordinating committee. Working with this contest has rewarded me in a thousand different ways. Most important and enjoyable has been the opportunity to meet outstanding teachers, students, parents, and History Day supporters from across Oklahoma and from around the nation. Many of the best and most impressive people I have been privileged to know I met through History Day. It has been my pleasure and privilege to work with others trying to improve the quality of education in our schools.

[Testimonial of Dr. Billy J. Davis](#)

These organizations, along with departmental endeavors, constantly engage the community. For example, NSU students provide the community with theater and music performances, art gallery exhibitions, and athletic events that bring the community together. Additional events that NSU sponsors include:

- » NSU [Media Day](#), a community honors program that recognizes the best all-around community newspaper, yearbook, and news story
- » [RiverHawk Rally](#), where prospective students visit and tour campus, receive a T-shirt, attend a football game, meet with faculty, staff, and students to learn more about the university, and hopefully find something that will make them want to choose NSU
- » NSU [History Day](#), where for the past 30 years, students from middle and high schools compete and receive awards in different history themes giving students an opportunity to expand their minds and receive recognition for outstanding accomplishments
- » [The Big Event](#), a one-day service event that allows students, faculty, and staff to say “thank you” to members and businesses of the Tahlequah community for continued support and molding of collegiate careers, with jobs including painting houses, raking, weeding, cleaning, window washing, and working school carnivals
- » Services Sundays, an event where NSU students devote the day to local community service projects

Identified constituencies extend beyond the immediate communities represented by NSU’s three campuses, and include students, alumni, employers of NSU graduates, the communities, the state, nation, international commu-

nity, potential students, two-year colleges, faculty, and staff. In addition to the programs and specific events already outlined, NSU established a group of programs, services, and administrative offices dedicated to serving both internal and external constituencies. A sample of NSU service activities is exemplified in Table 5.3 on the following page.

### Planning Supports Community Engagement and Service

NSU established a thorough planning process to place engagement at the forefront of goals and objectives. For example, [strategic goal 4](#) encourages and nourishes a commitment to civic engagement by students, faculty, and staff. NSU achieves this strategic goal by taking personal and social responsibility through study, reflection, and necessary action in individual fields of interest and in the community. Civic engagement requires working together collaboratively with civility toward a common purpose to create positive change.

The strategic goal incorporates moral and ethical leadership, concern for the rest of the world, awareness of social, political, and economic issues within the United States and globally, advocacy for a cause, active community support, and a commitment to [Making Place Matter](#). Although more thoroughly discussed in Core Component 1b, Making Place Matter is the specific volunteer and assistance program in which NSU recognizes its responsibility to engage in and strengthen the communities in the region. Through this initiative, NSU encourages students and employees to become involved and lend support to programs that enrich the quality of life for all citizens. NSU employees are encouraged to participate in university

(Continued on page 188)



## Serving NSU Constituencies

Table 5.3 (continued on next page)

### Serving Students:

- » President's Leadership Council
- » ADA compliance officer
- » Veteran's Affairs officer
- » Scholarship office
- » TRIO programs
- » Student organizations
- » CASE Building
- » Student Health Center
- » Distance learning capabilities
- » Career Services
- » Tutoring
- » Writing Lab
- » Service learning components
- » Work Study
- » Remedial courses for under-prepared students
- » The BIG Event
- » Graduate assistantships
- » Alternative scheduling
- » Internships
- » Faculty required office hours/virtual office hours
- » Undergraduate Research Day
- » Food services
- » Literacy Center

### Serving Alumni:

- » Alumni office
- » E-mail access
- » Regional alumni activities
- » Homecoming recognition
- » RiverHawks Daily

### Serving Communities-At-Large:

- » Internships
- » Cultural activities (Sequoyah Institute, Symposium, River City Players, Jazz Lab, Playhouse, etc)
- » Speech and Hearing Clinic (Tahlequah and Broken Arrow)
- » Speech and Language Clinic (Muskogee and Broken Arrow)
- » Tax preparation clinic
- » Reading Clinic (Broken Arrow)
- » Athletic Program
- » Cherokee Nation Eye Clinic
- » Faculty, staff, and student involvement in community organizations and service
- » Campus facilities available for community activities
- » Small Business Development Center
- » Tahlequah Learning Institute
- » Mediation/Early Settlement



## Sample Of NSU Service Activities

Table 5.3

### Serving the State:

- » Involvement in state organizations
- » Regional economic summit
- » Internships
- » Distance learning
- » Hosting state meetings (Regents, NACADA, etc.)
- » Faculty/staff serve on licensure boards
- » ONENET
- » Collaborative efforts on grants, research, etc.

### Serving the Nation:

- » Involvement in national organizations
- » Website
- » Distance learning
- » Internships
- » Collaborative efforts on grants, research, etc.

### Serving Globally:

- » International student programs
- » Study abroad program
- » Websites
- » Faculty exchange programs
- » Fulbright Scholars program
- » Serving on international boards
- » Collaborative efforts on grants, research, etc.
- » Distance learning

### Serving Potential NSU Students:

- » Transfer Day
- » High School Days - RiverHawk Rally, campus tours. etc.
- » Smart Choice
- » Degree Completion Programs
- » College of Extended Learning
- » High School and College Relations office
- » Testing site for ACT

### Serving Community Colleges:

- » Smart Choice
- » Specific program contacts with community college



*Northeastern State University campus police save money by converting to a university bike patrol where officers are trained on a four-day bike patrol course.*

approved community service-related activities that occur during regularly scheduled work hours. Through this initiative, employees:

- » Integrate service learning into academic curriculum
- » Encourage and support volunteering in programs or activities that benefit others
- » Address the needs of the communities NSU serves
- » Develop and nourish co-curricular programs, drawing attention to and awareness of local, national, and global issues
- » Contribute to community development by identifying and increasing human resources and economic assets of a community
- » Mobilize students to influence public policy through voting and political participation
- » Encourage and support scholarly activity that serves public interest resulting in community or societal benefits

### Creating Sustainable Communities

[Strategic goal number 2](#) mandates that NSU develop sustainable communities, encompassing economic development, environmental stewardship and community capacity building. These can be communities of interest such as the arts, business, or educational. Or, they can be communities of geography, such as the campus, region (Green Country), state, or Cherokee Nation and other American Indian tribes.

Of prominent concern is sustainability of the community, whether local or international in nature. To accomplish

continued partnerships, NSU consistently solicits collaboration and guidance related to constituent needs. Through shared governance and collective participation, NSU attempts to satisfy those needs.

In the realm of environmental responsibility, NSU is truly “green.” The university attempts to reduce, reuse and recycle all resources. Lights are turned off when no one is using the room, and air conditioning is turned off when campus is closed.

NSU conserves gasoline when possible. Commuting from one campus to another is limited to only occasions that benefit teaching or community endeavors. The NSU Police Department instituted a [bicycle patrol](#), and uses crime mapping to strategically place target patrols to increase visibility and locate officers in areas particularly susceptible to crime. The bicycle program also serves as an ongoing fitness program for officers.

The university supports a [Compressed Natural Gas](#) effort to convert from gasoline-based vehicles to buses that use compressed natural gas, a fuel that produces nearly 90 percent less pollution than gasoline driven engines. The initial phase includes plans to provide buses that run on CNG between the Tahlequah and Broken Arrow campuses, thereby affording students a university-sponsored, green form of transportation that will be cost effective and save students money.

NSU also seeks grants and external funds to become green. An excellent example is the effort by NSU-BA and the Oklahoma Conservation Commission. Realizing that NSUBA is located on an old mining site, the university met the first stages of approval for funding to restore

## Sample NSU Internships

Table 5.4

- » Nursing homes
- » Law enforcement agencies (FBI, U.S. Marshals office)
- » Fortune 500 businesses
- » Chambers of commerce
- » Disney World
- » Judiciary
- » Cherokee Nation
- » U.S. Department of Agriculture
- » Oklahoma Scenic Rivers Commission
- » Natural Resource Conservation Service
- » Oklahoma Geological Survey Observatory
- » U.S. Army Corps of Engineers
- » U.S. Fish and Wildlife Service
- » Oklahoma Department of Wildlife Conservation
- » Oklahoma Conservation Commission
- » U.S. Geological Survey
- » Television stations
- » Law offices
- » Court houses
- » Numerous businesses and nonprofit organizations

native grass, trees, wetlands, and beautification projects such as an amphitheater, nature trail, and a scenic pond on campus at no cost to the university.

### Educational Programs Connect Students with External Communities

NSU recognizes its duty to connect students to the community, thus ensuring success in a globally competitive economy. To link students to business and civic opportunities, NSU offers college credit for internships. These opportunities provide a connection to the community, allowing businesses and civic organizations to get to know individual student strengths, and provide a platform of growth for the student. A sample of internships available to NSU students is contained in Table 5.4.

The internship program enables students to relate current theory from the college classroom to practical experience under the direction of professionals in extended work assignments. Internships also keep NSU updated on community and business needs while grooming students for success after college. Many of these internships result in future employment offers for the intern. For example, students participated as interns and conducted service learning projects that addressed researched topics, such as firearm-related violent crime for the U.S. Department of Justice, domestic violence for district attorney offices, and gangs for the governor's office and the Oklahoma judicial committee. As a result, NSU graduates are now working for district attorney and U.S. Attorney offices.

Community service is often long lasting. One stunning example of this was when NSU art students created wall murals at downtown Tahlequah buildings. These murals are continuing reminders of NSU's impact on the community.

NSU received national recognition for community service projects. For two years in a row, NSU joined nationwide peers on the [President's Higher Education Community Service Honor Roll](#). Administered by the Corporation for National Community Service (CNCS), this federally recognized honor touts NSU as a leader among institutions of higher education for support of volunteering, service learning, and civic engagement. In 2010, members of the Northeastern family amassed nearly 155,000 volunteer hours in several highlighted programs, including:

- » [Speech-Language Clinics](#) – Faculty, students, and community members all reaped the benefits of more than 2,000 hours of speech-language pathology services offered last year on the Tahlequah and Muskogee (McAlester Rite Care Outreach Speech and Language Clinic) campuses (NSU-Broken Arrow clinic began in 2011). The full-service speech-language clinics offer service learning opportunities with diagnosis and therapy, as well as a limited audiology clinic. Speech Language Pathology majors also participate in academic service learning through their work with area schools and eldercare programs.
- » [The Big Event](#) - Held the last Saturday in March, the Big Event is a one-day service project planned and executed by students. In 2010, a record 620 participants racked up more than 2,500 hours tackling job submissions, which ranged from cleaning



*Center for Admissions and Student Enrollment (CASE) was created to implement a one-stop-shopping environment for admissions and records, financial aid, enrollment management, and recruitment.*

elementary school yards to weeding flower beds at local nursing homes.

- » [Oklahoma College of Optometry Rural Eye Clinics](#) - Students and staff for NSUOCO's 12 rural eye clinics logged 149,440 hours last year treating American Indian populations in a 14-county area. Teams delivered quality eye care that included diagnosis, treatment and preventative measures while engaging students, faculty, and staff in the preparation of the next generation of optometrists for professional careers.

### **Physical, Financial, and Human Programs Support Engagement and Service**

NSU supports engagement and service programs that benefit both the university and the community. Venues such as the [University Center](#), [Jazz Lab](#), [Center for Performing Arts](#), [Shawnee Street Theater](#), NSU [Playhouse](#), NSU [Art Gallery](#), and Doc Wadley Stadium regularly host events adding positively to the climate and culture of the area. In many cases, individuals and groups utilize these facilities for non-university events.

Similarly, conference facilities are available on the Tahlequah, Broken Arrow, and Muskogee campuses for community use. The willingness of NSU to share resources with external entities helps develop strong bonds and long lasting partnerships with the community.

Many individual faculty, staff, and students are actively involved in community activities, such as Habitat for Humanity. As previously mentioned, members of the NSU community are dedicated to supporting activities such as United Way, Rotary Club, Boy Scouts of America,

chambers of commerce, Joplin tornado relief effort, Hurricane Katrina relief effort, and many other efforts too numerous to mention. In fact, NSUs student organizations are all involved, to some degree, in community service activities and service learning.

### **CORE COMPONENT 5c**

*NSU demonstrates its responsiveness to those constituencies that depend on it for service.*

NSU demonstrates responsiveness to constituencies that depend on it for service. Through collaborative efforts, NSU supports the community, which in turn supports the university. To accommodate regional two-year community college partnerships, NSU streamlined enrollment services for better customer navigation. In addition, Center for Admissions and Student Enrollment ([CASE](#)) was created to implement a one-stop-shopping environment for admissions and records, financial aid, enrollment management, and recruitment.

NSU is engaged in several partnerships that focus on shared educational, economic, and social goals. [Smart Choice](#) was developed with regional two-year community colleges to specify articulation agreements and guide students to a bachelor's degree. Under the direction of Provost Martin Tadlock, degree completion programs were instituted, in which NSU partners with regional two-year community colleges to provide courses at those institutions, allowing students to stay close to home and complete a baccalaureate degree.





## NORTHEASTERN STATE UNIVERSITY

NSU also partners with area public schools to make seamless the transition from high school to a community college, and then to the four-year university. Professors taught classes at the [Union Collegiate Academy](#), [Tulsa's Knowledge is Power Program](#) (KIPP), [GEAR-UP](#), and [No Child Left Behind](#) programs. In addition, faculty, staff, and administrators regularly participate in the [Tulsa P-20 Concurrent Enrollment Initiative](#) that:

- » Increases public awareness and understanding of the challenges facing human investment efforts, especially education, and what really needs to happen to promote greater success
- » Increases accessibility to higher education for all students, including concurrent and dual enrollment programs
- » Organizes a community wide math and science renaissance initiative to enhance math, science, and overall technology skills at all levels of education
- » Develops a strategic plan for preventing disengagement of teens and young adults from school, work, and general steps for individual improvement

Partnerships also reach out to community businesses and organizations. For example, the NSU Police Department partners with the Tahlequah, Muskogee, and Broken Arrow police departments to create long lasting partnerships with reciprocal agreements (cross-deputization) that mutually enhance campus security. In a similar business partnership, NSU and the Cherokee Nation actively sponsor the [Northeast Oklahoma Rural Alliance](#).

These and other such endeavors strengthen NSU's commitment to [Strategic Goal 6](#), improving the quality of life

by serving as a cultural and entertainment destination on the university's campuses and throughout the region. As a center for cultural enrichment and entertainment, NSU promotes and provides fine and performing arts, NCAA intercollegiate athletics, scholarly lectures, university student organization programs, and recreational co-curricular activities. NSU actively engages in partnerships that:

- » Provides culture and arts to the community through art shows, summer music shows, and Sequoyah Institute programs
- » Provides vision care and other disciplines of healthcare to the university community, Cherokee Nation, and Special Olympics
- » Plays an integral role in nationally leading the profession of optometry
- » Creates a positive financial impact on Tahlequah, Muskogee, Broken Arrow, and Tulsa communities
- » Actively demonstrates responsiveness to constituencies that depend on us for service by offering regional economic summits, mayors conferences, statewide law enforcement symposiums, and many other such endeavors

NSU plays a vital and proactive role in [facilitating community engagement and academic service](#) to meet identified local and regional needs. By engaging regional entities from both the public and private sectors, including organizations, governmental agencies, educational practitioners, healthcare and social service providers, business, technology, industry, and a diversity of individual citizens, a more informed effort can move forward. Such interaction, collaboration, and partnerships



*The Senior Survey, administered to students in fall 2008, revealed that 78 percent of students surveyed transferred seven or more hours while 38 percent transferred between 31-70 hours.*

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

serve to fuel meaningful discussion and entrepreneurial solutions.

### **Transfer Policies and Practices Cater to the Mobility of Learners**

NSU has done an excellent job of developing transfer policies and practices that support learner mobility. NSU instituted the full-time position of director of transfer student services to provide a clear contact point for potential transfer students. Transfer students can conveniently get their first enrollment at NSU taken care of by attending one of the Transfer Days held throughout the calendar year.

NSU's transfer policies are so seamless that a student in China can transfer to NSU. In fact, NSU representatives attended recruitment fairs in China during spring 2011 as part of efforts to enroll students in a [Global Learning Center](#). NSU faculty and staff attended the fairs with the assistance of CIBT Education Group Inc., a Canada-based education management company, which established the center on the Broken Arrow campus. CIBT's global learning centers allow students in Asia to begin international studies in China, South Korea, Vietnam, and the Philippines, and then transfer accumulated credits to the GLC at NSU. By transferring to the center, a student from Asia can later enroll in a degree program at NSU.

NSU was an active participant in OSRHE's efforts at making transferring courses a more student friendly process. The efforts resulted in a statewide transfer matrix website where students can easily see course

equivalencies for institutions across the state. NSU was also a leader in the development of two programs that benefit transfer students. One is [Smart Choice](#), which provides program-specific articulation agreements with state two-year community colleges, letting students know which courses to take at both schools in order to finish a baccalaureate degree in four years. The second program, The College of Extended Learning provides accelerated learning formats for non-traditional students with a significant number of college hours who want to go back to school and complete their degree. This accelerated format includes online, blended, and four-week class offerings that accommodate the busy schedule of employed students.

### **Online Accommodation of Student Needs**

NSU recognizes that students living in remote rural areas and other states might not be able to visit one, much less three campuses. To accommodate these students, NSU created a Frequently Asked Questions ([FAQs](#)) page, campus [maps](#), and [site information](#) for each campus location that addresses issues such as where students can eat, live, and socialize once they arrive on campus. In addition, students can arrange a [campus tour online](#) for any of our three locations.

NSU offers online transfer policies, an online transfer guide, and ease of advisement services to accommodate the mobility of today's modern day learners. With the U-Select program, students can view transfer course equivalency prior to enrolling in a course at another institution. Offering such programs ease the transition from high school or community colleges into the NSU

## New Transfer Students

Table 5.5

	Fall Semester					
	2006	2007	2008	2009	2010	Five Year Average
Applied	1,701	1,547	1,583	2,032	2,098	1,792
Admitted	1,361	1,296	1,155	1,510	1,572	1,379
Enrolled	984	951	795	1,041	1,092	973

*Alumni Rennard Strickland pioneered the introduction of Indian law into university curricula around the country. He has published more than 25 books on Indian law topics.*



curriculum. Table 5.5 reflects that NSU admits an average of 1,379 students on an annual basis.

Effective spring 2011, NSU implemented DARS (the [Degree Audit Reporting System](#)), which allows students to review their degree plan through the NSU website. The DARS report reflects classes taken, as well as courses needed to graduate. In addition, it allows students to view classes that might transfer from other institutions should they desire to take a class from another college or university.

Another landmark achievement for student enrollment is the implementation of the Sungard Higher Education Banner system in October 2011. This program allows ease of online application and enrollment for students.

## Building Effective Bridges Among Diverse Communities

NSU engages in a number of bridge building activities with various communities. For example, NSU has strong ties with the Cherokee Nation and other Native American tribes throughout Oklahoma. These partnerships are spearheaded by the [Center for Tribal Studies](#). The center bridges partnerships and hosts the annual [Symposium on the American Indian](#). Through such collaboration and symposia, the center is a central repository for tribal relations and tribal studies. In turn, the center enriches the quality of student experiences, and builds bridges between tribal nations and NSU while enriching the cultural heritage of the university community.

The partnership is reciprocal in that NSU provides a myriad of services to the Cherokee Nation, as well as other Native American tribes. For example, NSU offers



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a [Bachelor of Arts in Cherokee Language Education](#), a program founded to prepare teachers and speakers of the Cherokee language and impart those essential elements dealing with the Cherokee way of life. In addition, NSU offers a [Bachelor of Arts in American Indian Studies](#), a program designed for all persons interested in the cultural heritage and history of American Indian people. Similarly, criminal justice and other disciplines offer classes such as Native American Criminal Justice that target understanding and knowledge of the Native American society.

NSU is dedicated to creating partnerships with the international community. The [Office of International Programs](#) operates to help international students transition to American life, and works with domestic students to provide study abroad opportunities. With [252 students from 58 countries](#) throughout the world, the Office of International Programs provides a safe, engaging, and academically relevant experience for each of NSU's international students.

The Office of International Programs offers a buffet of [study abroad programs](#) for faculty, students, and community members. Offerings include study abroad programs to Russia, Belize, Ireland, Thailand, Jordan, Africa, China, and numerous other countries. Through such programs, NSU students are more acutely aware of global diversity and the growing competitiveness of a global economy.

NSU builds bridges on a local and national level. The [Community Outreach Recruitment Effort \(CORE\)](#) selectively targets communities for education and service partnerships. As part of the initiative, faculty and staff join CORE teams to assist with initiatives to

increase enrollment, alumni connection, and parental involvement. Through the CORE effort, AT&T contributed \$10,000 in 2010 to assist with college prep programs at Fort Gibson schools. This joint effort resulted in an enhanced program, combining academic training and ACT test preparation skills that boosted ACT test scores for the Fort Gibson students. In addition, this program resulted in more Fort Gibson students attending college and increased college performance due to the skills achieved during the test preparation program, with the expectation that it can serve as a pilot project for partnerships with other school districts.

### **Integrity in Partnerships**

NSU's partnerships are structured to position the university as a contributing member for the betterment of external communities. All contracts involving NSU are strictly reviewed and approved by multiple layers of authority to ensure financial integrity of the institution and the partnership. After this rigorous process, OSRHE audits all expenditures in accordance with Generally Accepted Auditing Standards and U.S. Office of Management and Budget (OMB) Circular A-133. During this audit, NSU was in compliance with Circular A-133 Compliance Supplement. As stated in a [compliance letter to NSU](#), "We encountered no disagreements with management over the application of significant accounting principles, the basis for management's judgments on any significant matters, the scope of the audit or significant disclosures to be included in the financial statements."



*NSU offers a fitness center in Tahlequah for all employees and students to utilize.*

## CORE COMPONENT 5d

*Internal and external constituencies value the services the organization provides.*

NSU is actively engaged with internal and external constituencies. Through the use of facilities, continuing and professional education, volunteer efforts, and service learning projects, NSU is continually enhancing this dimension.

### Internal Services

The [University Center](#) and similar facilities on branch campuses provide a welcoming atmosphere for friendships to develop, as well as a comfortable sitting area to enhance study group meetings. The student centers are located on all three campuses and provide meeting and banquet facilities for seminars and receptions. All campus facilities offer state-of-the-art technology and wireless access to the Internet.

NSU provides a variety of fitness facilities to students and university employees. The university offers a [Fitness Center](#) in Tahlequah, a walking and bike trail ([Second Century Trail](#)) in Broken Arrow, and membership in the fitness center at Tulsa Community College for all employees and students to utilize.

[Sodexo](#) provides food services on campus. On the main campus, a wide variety of dining options are available, ranging from cafeteria-style dining, a food court and coffee shop. On the Broken Arrow campus, Sodexo tailors services to students on the go who are taking only upper level and graduate courses. At all three campus locations, a

wide array of vending machines are strategically located to provide items most requested by the student population.

The NSU [libraries](#) offer books, videos, and online services to students, employees, and community members. Local attorneys and paralegals frequently use the legal collection when writing briefs and motions, thus adding to local partnerships with the community.

NSU provides [residence services](#) to more traditional students. Some housing choices include traditional residence halls, while others feature more modern style apartments with a swimming pool. Family apartments are also available. Each room in residential facilities has an Ethernet connection, which offers access to the Internet and library services.

The jazz band provides local entertainment, while movies and lectures are frequently available at the University Center. The [River City Players](#) and Downtown Country capitalize on the talent of the university's students, the gifted faculty, and the abundance of Tahlequah tourists during the summer months. It has showcased the talents of future stars, such as NSU alumna Carrie Underwood.

### Satisfaction Surveys

As previously mentioned, NSU continually solicits input and evaluation from all constituencies. Through community forums, brown bag luncheons, regional seminars, and statistical research conducted by external companies, the university provides services to meet the needs of both internal and external constituencies. Evidence of constituent satisfaction is revealed in evaluation sheets, renewed contracts, interviews, and letters of support.



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NSU goes even further to ensure constituencies are served in an exceptional fashion. The university implemented the Great Service card program to foster and promote positive customer service. These cards allow anyone to convey thoughts on the quality of service, whether good or bad. The program applies to faculty, staff, and administrators who teach classes, provide health services, counsel students, or provide any other services. From such input, NSU refines and improves its service to the community, students, and other constituencies.

### Service Programs Are Well-Received

As previously mentioned, NSU is committed to offering quality community services. The activities of the Oklahoma College of Optometry in providing eye care at Special Olympics, volunteers during the Katrina and Joplin disasters, services at the Reading Clinic, free performances by the Jazz Ensemble, and many other volunteer programs are well-received by the community. Accounting students staff the [Volunteer Income Tax Assistance](#) (VITA), a service that accommodated over 1,000 low income and elderly people in 2010.

As a result of these and similar service programs, the number of requests from community members has doubled in the last several years. To accommodate these requests, the [Center for Leadership and Community Engagement](#) serves as a community resource for individuals and organizations to connect to community service opportunities. At this center, students participate in monthly service projects.

Community requests keep pouring in, evidencing the

success of the community service learning projects. These requests resulted in the new [Volunteer Incentive Program](#) (VIP) that will assist with nonprofit agency requests, and continuance of the Student Council for Exceptional Children (SCEC), a long standing service agency that partners with the Methodist Children's Home in Tahlequah. Through the VIP program, volunteers receive well-deserved recognition for their accomplishments, as well as a certificate from NSU.

Another noteworthy project is the free vision services offered by optometry students. On Friday mornings, a group of nine optometry students visit local (mostly elementary) schools and provide free vision screenings. In 2010, they examined and assisted 1,460 children who most likely would not have received eye care. Optometry students also provide free ocular health exams once a month for the Tulsa Bedlam Health Care Clinic. In addition, staff and optometry students provide free eye exams to over 300 Special Olympics athletics each year.

### Economic Workforce Development Activities Are Valued by Community Members

Civic and business leaders give guidance in supplying needs of the regional workforce. In response NSU created a central processing center, the [Oklahoma Center for Rural Development](#), responsible for disseminating vital information requested by economic developers, especially in rural areas, in the state.

As a civic and business leader, NSU sponsors many forums, summits, and conferences as requested by its constituencies. Some examples are:



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- » The [Regional Summit](#), which focused heavily on economic development issues
- » The [Oklahoma Small Business Development Center](#), located on the Broken Arrow campus, which provides counseling, financial procurement assistance, and training for new or current business owners in eastern Oklahoma counties
- » The [Oklahoma Center for Rural Development](#), which provides geographic, demographic, economic, and growth information about Oklahoma communities and the state to small businesses and international companies for employee resources or possible relocation
- » The [Oklahoma Manufacturing Alliance](#), a statewide network of manufacturing extension agents and applications engineers, which partners with the university to offer free technical assistance and business advice

Seminars, conferences, student shows, and special events are well attended. The College of Business & Technology Teach In attracts 40-50 alumni annually who take over the college and teach for a day. The [Sequoiah Institute](#) and NSU [Theater Company](#) provide cultural and theatrical activity for northeastern Oklahoma, and NSU [Athletics](#) hosts NCAA Division II men's and women's competitive sport activities. Similarly, the [Larry Adair Lectureship Series](#) provides a forum to examine issues in politics, government, and public policy. The annual [Symposium on the American Indian](#) offers a unique opportunity to learn about Native American culture and traditions.

### Community Use of NSU Facilities

NSU opens its doors to the community. The Muskogee campus hosted 167 events with 6,727 attendees during the FY 2008-2009. Broken Arrow hosted 153 events with 14,342 attendees during the first six months of 2009. The events in Tahlequah are too numerous to record. Some noteworthy examples of NSU community service include:

- » The University Center serves as a conference center for the community throughout the year.
- » The University Center hosts weekly community service organization meetings such as Kiwanis and Rotary.
- » The annual Chamber of Commerce banquet is held in the Sen. Herb Rozell Ballroom.
- » The University Center serves as a primary location for local community fundraising events. Examples include annual events such as the Tahlequah City Hospital Foundation gala, Rotary auction, and NRA fundraiser.
- » The NSUBA campus banquet room is used by a variety of organizations for social events and meetings. The common space in the Administrative Services building served as an art gallery for local elementary student and teacher art.
- » The Muskogee campus is a primary location for community functions. The open foyer in the administration building is used for anything from wedding receptions to business meetings.



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### Continuing Education Meets the Needs of Licensed Professionals

The [Office of Continuing Education](#) offers courses to provide life long learning opportunities to NSU community members. Continuing education courses reach out to people in all walks of life, offering enhancement of life and academic skills. The courses also allow faculty and students an opportunity to enhance and share their talents, skills, and abilities with the community. In addition to offering enrichment classes, NSU offers certification classes, such as the Certified Financial Planner class, that prepare internal and external constituencies for the highly competitive job market. By offering a regular catalog of [noncredit professional development classes](#), NSU strives to fulfill its mission statement and strategic goals. For example, NSU offers workshops that:

- » Are accredited by the Oklahoma Bar Association for Multistate Continuing Legal Education (MCLE) Credits
- » Qualify for Continuing Education Units (CEUs) under CLEET (law enforcement) and SHRM (human resources professionals) requirements
- » Qualify for CEU's under CPA regulations

### CRITERION 5 CONCLUSION

NSU is committed to achieving its mission statement of identifying constituencies and serving them in ways that are highly valued. NSU recognizes that it exists for the community, and is dedicated to serving community needs, whether regional, national, or international in nature.

### Strengths

- » NSU identifies internal and external constituent needs through extensive communication, collaboration, and consortium agreements.
- » NSU is engaged in significant partnerships with the community, high schools, and other regional and international higher learning institutions to maximize precious resources through collaboration and creation of mutually synergistic partnerships.
- » NSU takes the lead in orchestrating regional forums designed to identify and prepare for success in an ever-competitive, globally shrinking economy.
- » NSU successfully provides value, services, and community activities that are well attended and well received by internal and external constituencies.

### Areas for Improvement and Planning

- » NSU could improve tracking of NSU alumni, thereby providing networking opportunities for students and alumni.
- » NSU could improve on awareness of employment opportunities for students and graduates by maintaining a comprehensive website that lists potential employment.
- » NSU could improve available alumni information, such as employment and contact information.
- » NSU should set up a web folder that lists by category NSU's success stories such as publications, grants, community service, civic engagement, faculty development, extramural grants, performances in the fine arts, athletic achievements, and other successes.
- » NSU should offer electronic portfolios on the NSU website for all employees, alumni, and students.





# 2012 Self-Study Conclusion



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## NORTHEASTERN STATE UNIVERSITY

### NSU is a Future-Oriented Organization

NSU established a record of successfully planning for and responding to the learning needs of students and community constituencies. This track record is validated by the comprehensive and continuing strategic planning processes that most recently culminated in the current strategic plan, [Charting the Second Century: 2009-2014](#). This strategic plan seeks to address the needs of our constituencies. It reflects the dynamics of new and emerging technology, heightened mobility of students, and increasing competition created by an active global economy. NSU's track record is further validated by the:

- » Stability of the university's mission to empower students through a culture of learning and discovery, the same mission as when NSU began in 1846
- » Commitment of faculty, staff, students, and community constituencies to achieve the university's mission statement, values, and strategic goals
- » Shared governance and public dissemination of information by the administration
- » NSU's strong commitment to diversity, which enhances knowledge, lifelong learning, and service
- » High number nationally accredited academic programs
- » Quality assessment tools and processes leading to new academic programs and class offerings over the past 10 years
- » Strength of the financial reserve during an economic downturn and reduced state funding
- » Dedication of faculty, staff, and students to service and outreach on local, regional, state, national, and international levels

NSU's core program offerings are responsive to the societal and economic trends of northeastern Oklahoma and surrounding areas. The university provides the skills and knowledge necessary for successful placement and advancement in today's highly competitive workplace. NSU offers bachelor's degrees in arts, arts and education, business administration, general studies, music education, science, education, nursing, science education, social work, and technology. The university also offers masters degrees in business administration, criminal justice, education, nursing, occupational therapy, and natural science, and a Doctor of Optometry. These offerings are time-tested, responsive to constituent needs, and honor NSU's [focused mission](#), "We empower students to be socially responsible global citizens by creating and sustaining a culture of learning and discovery."

To cultivate such culture, NSU made substantial investments in infrastructure and technology. In 2005, NSU contracted with Sempra/Honeywell to implement a \$7.7 million energy management program to upgrade heating/cooling, plumbing, and lighting systems. During the past 10 years, NSU invested more than \$40 million in capital improvements for educational renovations and new construction projects. Community constituents also provided funds for construction projects. Some examples include:

- » A partnership with the City of Tahlequah provided \$2.1 million from a city sales tax for renovation and expansion of Gable Field and Doc Wadley Stadium.
- » The Tulsa County sales tax initiative, Vision 2025, provided \$26 million for three additional buildings on the Broken Arrow campus.



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- » The 2005 State Higher Education Capital Bond issue provided almost \$24 million for much needed renovations to the existing science building, a “one stop” site for enrollment and student support services, and completion of the Broken Arrow Phase I construction project.

While state resources declined, NSU successfully used funding from program revenues, cost recovery operations, community partnerships, and extramural grants to operate smoothly. The NSU Foundation assisted with funding for physical infrastructure needs, events, and student scholarships. In the past decade, the number of individual donors to the foundation more than doubled (215 percent increase), while the increase in total foundation assets experienced similar growth.

NSU placed academic achievement, assessment, and continuous improvement among its highest priorities. In tandem with current strategic plan, NSU was admitted to the four-year Higher Learning Commission Academy on Student Learning Outcomes in 2010. Consequently, NSU is focused on general education assessment measures, learning outcomes, and comparisons with national standards of assessment.

Although NSU’s basic mission has not changed in the past 100 years, the university has made significant improvement in assessment plans and tools, measurable goals, and modifications of program and course offerings necessary to meet the demands of newly emerging technologies and the competitive demands placed on students by the 21st century. The university has:

- » Developed assessment tools that more accurately gauge student learning outcomes

- » Improved qualitative and quantitative surveys to guide and direct future changes
- » Compiled assessment data to prioritize academic offerings, and new program and course offerings
- » Completed multiple revisions of program assessment forms to emphasize student learning outcomes and internalization of knowledge

In essence, creation of the strategic plan, [Charting the Second Century: 2009-2014](#), and admission to the four-year Higher Learning Commission Academy on Student Learning Outcomes positioned NSU as a future-oriented organization that listens to and fulfills the needs of students and community constituencies located throughout the world.

### **NSU is a Learning-Focused Organization**

The fundamental mission of NSU is to provide the university’s diverse communities a broad array of lifelong learning opportunities. NSU is committed to sustaining quality teaching, research, scholarship, and service to local and professional communities. The university accomplishes these goals by supporting dedicated and qualified faculty and staff, providing a friendly in-person and online learning environment, and preparing students to be socially responsible and capable of competing in a competitive global society. As evidenced by the dynamic strategic plan, ongoing academic prioritization process, and continual assessment and accreditation efforts, NSU is achieving its mission. The assessments and nationally recognized accreditations documented in this Self-Study Report attest to NSU’s creation of a lifelong learning process in the academic arenas.



*Seventy-three percent undergraduate classes have fewer than 30 students.*

The foundation of academic accomplishments is a solid general education program. The general education requirements provide basic skills and knowledge necessary for students' successful completion of upper division and graduate level classes. NSU's general education and upper division classes provide students with a well-rounded liberal arts education that fosters a passion for lifelong learning and prepares them for the challenges in today's global workforce. Graduates master critical thinking, logic, and communication skills while developing appreciation for and better understanding of science, mathematics, the fine arts, and human behavior.

NSU promotes and financially supports the pursuit of lifelong learning through faculty research grants, faculty development funds, service grants, learning grants, and support of extramural grant applications. Similarly, NSU promotes student participation in student government, clubs and organizations, honor societies, and seminars and conferences that develop their skills and understanding related to leadership, communication, critical thinking, and overall integration of knowledge.

NSU further demonstrates its commitment to excellence in instruction, adhering to the [Boyer's Model](#) for retention, tenure, promotion, and merit considerations for faculty. Faculty excellence is reflected by the fact that nearly [74 percent of the faculty have earned doctorates or other terminal degrees](#). NSU further recognizes that class size is an important factor in creating an efficient learning environment. Currently, [73 percent undergraduate classes have fewer than 30 students](#). In addition, NSU plans for and carefully allocates financial resources to support effective teaching and student learning.

## **Conclusion**

Consistent with our strategic plan, NSU engages in ongoing collaboration, partnerships, and assessment. Through assessment, the university identifies and fulfills the evolving needs of students and community constituencies, whether local, regional, national, or international in nature. Through assessment plans, goal articulation, and partnerships with community members and other higher learning institutions, NSU is prepared to meet the academic needs of our region, state, and wider world community.

## **NSU is a Distinctive Organization**

NSU has a clear mission published and supported by the faculty, staff, student, and community. NSU is recognized as a university that "leads the way" for academic excellence. The university leads the way not only in academic, but also economic and social pursuits. NSU provides community service, entertainment, and a myriad of athletic, musical, theatrical, and artistic experiences. Graduates enter fields as optometrists, teachers, nurses, law enforcement professionals, health care providers, musicians, artists, actors, and numerous other professions that contribute to the educational, economic, and cultural improvement of their respective communities and command respect for NSU as a lifelong learning institution.

We not only serve as the educational, cultural, and economic development resource for our community, but we also provide outreach to diverse cultures and customs ranging from our Native American partners to providing a home away from home for our international student population. In turn, we also provide a strong and diverse



study abroad program for faculty and students with contributes to our unique, distinctive culture.

### NSU is a Connected Organization

NSU is committed to collaboration and creation of partnerships that serve many constituencies. Through these connections, NSU offers services to the community and students. For example, through service learning components, students volunteer hours to community service and learning projects. In turn, businesses provide internships and future employment opportunities for students. NSU is committed to “Making Place Matter” by preparing the community for future economic challenges through creation of local and regional alliances.

Through online, blended, and in-person course offerings, NSU stays educationally connected to both traditional and non-traditional students who might not otherwise pursue a bachelor’s or master’s degree. Through SmartChoice, the College of Extended Learning, and other educational partnerships, NSU shares resources and provides convenient educational offerings to the community, both regional and international.

NSU stays connected to students and the community through university publications such as [The Northeastern](#), [RiverHawks Daily](#), and [Academic Times](#). In addition, colleges and alumni supplement with similar publications, and press releases. These press releases often highlight outstanding faculty and student accomplishments and are provided to community local, state, and national media.

The university fulfills its mission by continually listening to and assessing the needs of the broad, diverse, and dynamic student body and community constituency. By

fine-tuning the strategic plan and continually improving assessment tools, NSU is able to provide the educational platform for students to succeed in the 21st century.

### Summary

NSU is a future-oriented, learning-focused, connected and distinctive organization. The university is committed to the community and achieving its mission. Consequently, the university is:

- » Firmly rooted in a proud heritage of learning
- » Committed to listening to constituencies
- » Prepared for the future with an understanding of the past
- » Committed to providing quality student learning and effective teaching
- » Dedicated to promotion of life-long learning for all members of the NSU family

In essence, NSU provides the power of learning to change lives and, thereby, change the world.



# 2012 Self-Study

Appendix A



<b>Commonly Used Acronyms</b>	
AA/EOE	Affirmative Action / Equal Opportunity Employer
AASCU	American Association of State Colleges and Universities
ACAT	Area Concentration Achievement Tests
ACBSP	Association of Collegiate Business Schools and Programs
ACOE	Accreditation Council on Optometric Education
ACTFL	American Council on the Teaching of Foreign Languages
AISHP	American Indian School of Health Professionals
ASHA	American Speech-Language-Hearing Association
CADE	Commission on Accreditation for Dietetics Education
CAS	Council for the Advancement of Standards
CEL	College of Extended Learning
CEPC	Curriculum and Educational Policies Committee
CFP	Certified Financial Planner
CIEE	Council on International Education Exchange
CORE	Community Outreach and Recruitment Efforts (Enrollment Services Initiative)
CPCE	Counselor Preparation Comprehensive Examination
CPT	Computerized Placement Tests
CSWE	Council on Social Work Education
CSEQ	College Student Experiences Questionnaire
CTL	Center for Teaching and Learning
ECED	Early Childhood Education
ETS	Educational Talent Search
FAQ	Frequently Asked Questions
FTE	Full-Time Equivalent
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GETF	General Education Task Force
GLC	Global Learning Center, Broken Arrow Campus
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
IACUC	Institutional Animal Care and Use Committee



<b>Commonly Used Acronyms</b>	
IRB	Institutional Research Board
KAERC	Korean Educational Research Center
LMS	Learning Management System
MAT	Miller Analogies Test
MERLOT	Multimedia Educational Resource for Learning
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NASM	National Association of Schools of Music
NCATE	National Council for Accreditation of Teacher Education
NCN	National Collegiate Network
NLNA	National League for Nursing Accrediting Commission
NSSE	National Survey of Student Engagement
NSU	Northeastern State University
NSUBA	Northeastern State University campus located in Broken Arrow
OIL	Oklahoma Inventory Learning
OSAT	Oklahoma Subject Area Test
OSRHE	Oklahoma State Regents for Higher Education
PACAT	Project for Area Concentration Achievement Testing
PVQ	Potential, Quality, and Value Matrix for Academic Prioritization
QM	Quality Matters
RIO	Research Integrity Officer
RUSO	Regional University System of Oklahoma
SCUP	Society for College and University Planning
SEMP	Strategic Enrollment Management Plan
SOPI	Simulated Oral Proficiency Interview
SSED	Social Studies Education Department
SWUST	Southwest University of Science and Technology in China
TEACH Act	Technology, Education, and Copyright Harmonization Act
TCC	Tulsa Community College
UPC	University Planning Council (formerly the UPG)
UPG	University Planning Group (now called the University Planning Council)





# 2012 Self-Study

Appendix B



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

### 1. Student Demography Headcounts

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

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

Source: IPEDS Survey

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

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

Source: IPEDS Survey



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

Source: IPEDS Survey

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

Source: IPEDS Survey



### Part-time Undergraduate Students - Female

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

Source: IPEDS Survey

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

#### Full-time Graduate Students\* - Male

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

Source: IPEDS Survey

\*includes First Professionals



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

Source: IPEDS Survey

\*includes First Professionals

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

Source: IPEDS Survey

\*includes First Professionals



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

Source: IPEDS Survey

\*includes First Professionals

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

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

Source: IPEDS Data Files

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

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

Source: UDS Data Files



## 2. Student Recruitment and Admissions

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

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

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

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

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

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

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

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

Source: NSU Data Now files



### 3. Financial Assistance for Students

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

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

Source: NSU OSAGE files; IPEDS Survey

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

- » Loans
- » Work-Study
- » Scholarships/Grants
- » Academic Based Merit Based Scholarships

#### Fall 2009 Number and Percentages of Undergraduate and Graduate Enrollments Who Received Financial Assistance of Any Type

Category	Undergraduates		Graduates	
	Total Undergraduate Students	Percentage of Total Enrollment	Total Graduate Students	Percentage of Total Enrollment
Loans	3996	49.9%	605	48.9%
Work-Study	143	1.7%	3	0%
Scholarships/Grants	5165	64.5%	639	51.6%
Academic Based/Merit Based Scholarships	1610	20.1%	29	2.3%

Source: NSU OSAGE Files; IPEDS Survey

#### Fall 2010 Number and Percentages of Undergraduate and Graduate Enrollments Who Received Financial Assistance of Any Type

Category	Undergraduates		Graduates	
	Total Undergraduate Students	Percentage of Total Enrollment	Total Graduate Students	Percentage of Total Enrollment
Loans	3732	44.6%	597	49.4%
Work-Study	173	2.0%	1	0%
Scholarships/Grants	5710	68.3%	733	60.7%
Academic Based/Merit Based Scholarships	1178	14.1%	54	4.4%

Source: NSU OSAGE Files; IPEDS Survey





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

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

Source: Business Office

\*unable to separate by undergraduate and graduate students

#### 4. Student Retention and Program Productivity

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

- » Number Entering (NE)
- » Number Returning (NR)
- » NR/NE as percentage

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

Source: IPEDS Survey; OSAGE Legacy Opening Enrollment Data



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

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

Source: IPEDS Survey

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

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

Source: IPEDS Survey



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

Source: IPEDS Survey

\*Includes 26 first-professional graduates

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

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



### NSU Licensure Examination Results

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

Source: NSU Assessment Data; Department Chairs

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

\*\*Requires master's degree for certification



## 5. Faculty Demography

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

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

Source: Budget Office

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

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

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

Source: Budget Office



Faculty Headcount by Gender				
Gender	Fall 2010		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Male	178	62	180	79
Female	162	105	168	123
<b>Total</b>	<b>340</b>	<b>167</b>	<b>348</b>	<b>202</b>

Source: Budget Office

Faculty Headcount by Academic Rank				
Academic Rank	Fall 2010		Fall 2011	
	Full-Time	Part-Time	Full-Time	Part-Time
Professors	66	0	62	0
Associate Professors	78	0	82	0
Assistant Professors	106	0	107	0
Instructors	77	0	85	0
Lecturers	13	0	12	0
No Academic Rank	0	167	0	202
<b>Total</b>	<b>340</b>	<b>167</b>	<b>348</b>	<b>202</b>

Source: Budget Office

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

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



### Full-time and Part-time Faculty by CIP Code

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

Source: Budget Office

## 6. Availability of Instructional Resources and Information Technology

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

### Technological/Instructional Resources to Support Student Learning

#### Instructional Technology

Northeastern State University provides extensive instructional technology to support student learning in the classrooms, residence halls, computer labs, common areas, libraries, and via the Internet. NSU uses Blackboard Learn 9.1 as its online learning management system (LMS). All courses at NSU have a Blackboard course shell automatically created and students enrolled each semester. Instructors use Blackboard in a wide variety of ways and to varying degrees to enhance student learning in face-to-face, blended, and online courses. In 2010 NSU implemented the full suite of Wimba collaboration tools to enhance our Blackboard LMS with web-conferencing, voice/podcasting, and instant messaging. Blackboard has since acquired Wimba and transformed it into Blackboard Collaborate.

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

Educational technology resources are widely available to students outside of classrooms and labs. The libraries on the Tahlequah, Broken Arrow, and Muskogee campuses provide 61, 50, and 5 general access, networked computers, respectively. The Webb Educational Technology Building provides 74 networked computers that are available 24/7. Most academic buildings, the libraries, and the university (student) centers on all three campuses offer WiFi (wireless) Internet connectivity. There are three computer labs available in the residence halls with a total of 15 computers.



Instructional technology is being used not only to enhance student learning but also to provide flexibility in students' schedules. The number of online and blended courses has risen steadily over the past 10 years while ITV (interactive television/videoconferencing) courses have remained stable (as can be seen in the following table showing data for fall semesters).

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

Source: Center for Teaching & Learning

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

Source: Executive Director of NSU Libraries





## Computers

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

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



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



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

Source: Information Technology Office and Academic Affairs Office

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

\*\*Scheduled to be replaced 2011-12

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

### Quality Matters

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

### Smarthinking

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

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



Subject	Sessions	Hours	Percent
Basic Math Skills	111	57.58	6.4%
Statistics	66	29.62	3.3%
Physics	40	24.05	2.7%
Geometry & Trigonometry	30	17.05	1.9%
Introductory Finance	42	16.42	1.8%
Calculus Single Variable	29	15.32	1.7%
Intro Accounting	28	8.72	1.0%
Math en Espanol	10	4.83	0.5%
Microeconomics Principles	11	3.93	0.4%
Organic Chemistry	6	2.57	0.3%
Biology	4	1.35	0.1%
Intro Human A & P	2	0.75	0.1%
Spanish	1	0.58	0.1%
Macroeconomics Principles	1	0.45	0.0%
Total	1674	900.29	100.0%

### Course Redesign Project

The Center for Teaching and Learning continues to develop instructional resources that support student learning. A new program, Through Their Eyes: Collaborative Course Redesign Grant, focuses on student involved learning and the resources available to support this learning through course redesign. The program represents a commitment of University resources (\$100,000) for the support of institutional initiatives. This competitive grant program allowed faculty to submit a proposal for up to \$10,000 in funding including up to \$4,800 to hire an adjunct faculty member for two semesters for faculty release time. The primary objective of the course redesign program is to improve the quality of education at NSU by advancing the University's continuing efforts to foster a culture of excellence in teaching and learning. An overarching goal of the program is to facilitate institutional growth by supporting faculty who team with students to advance contemporary education and promote and model multiple-perspective dialogue, collaboration and course construction. Ultimately, the goal of the collaborative course redesign program is to improve student learning. For this task, faculty are the key players in collaboration with students. The course redesign project was designed to focus on one or more of these areas: engage students in active learning; research or creative activities that directly foster student learning and enhance the teaching and learning process; providing 24/7 access to learning resources where possible, creating environments that are both accessible and flexible, and allowing students to study at times most convenient to them; collaborative learning and community building; and employing a continuous improvement model.

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

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



- » EDUC 3313, Clinical Teaching and Pre-Internship I; Dr. Cambiano, Dr. Sweeney, Dr. Moody, Dr. Carey, Ms. Fries, Dr. Payne, Ms. Basinger, Ms. Finney, and Mr. Silver
- » ELED 4563, Management of the Elementary Classroom and Curriculum; Dr. Lisenbee and Ms. Hopkins
- » GEOL 1114, Physical Geology Lecture and Lab; Ms. Hyde and Mr. Wybrant
- » PSYC 3243, Introduction to Counseling; Dr. Gomez, Mr. Lundry, and Ms. Richardson

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

### iPads in Selected Courses

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

### Reading and Writing Labs

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

### Technology App

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



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

### Emergency Alert System

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

### Monitoring Usage - Information Technology

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

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

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



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

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

1. Library database publishers provide usage statistics related to the number of online searches, sessions, and the number of online full-text usage.
2. A count of on- and off-campus usage of the library web pages and E-reserves usage is provided by web logs.
3. The library's webmaster provides usage statistics that show total research guide hits on the library resource pages.

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

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

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

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

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

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

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



## 7. Financial Data

### A. Actual Unrestricted Revenues

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

*Source: Budget Office*

### B. Actual Unrestricted Expense

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

*Source: Budget Office*

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

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





## Appendix b

### FEDERAL COMPLIANCE

#### Credits, Program Length, and Tuition

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

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

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

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



## Student Complaints

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

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

## Transfer Policies

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

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



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

## Verification of Student Identity

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

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

### General Program Responsibilities: Financial Aid

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

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

### Financial Responsibility Requirement

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

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



## Northeastern State University Strategic Ratio Analysis Fiscal Year 2010 through Fiscal Year 2006

### Primary Reserve Ratio

This ratio can determine if the university has the resources and flexibility to meet future challenges.  
A low primary reserve may indicate a lack of the resources required for new initiatives and operating flexibility.

	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
<b>NSU Primary Reserve Ratio</b>	0.52	0.47	0.41	0.34	0.23

### Viability Ratio

Measures the ability of a university to cover its debt.  
This ratio is helpful in managing debt levels to reach strategic goals.

	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
<b>NSU only Viability Ratio</b>	0.96	0.88	0.68	0.52	0.32

### Return on Net Assets

Measures in wide terms if an institution is better off financially in the current year than in the prior year.

	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
<b>NSU Return on Net Assets</b>	2.66	2.95	5.09	10.92	5.76

### Net Operating Revenue

Measures the net operating income to operating revenues.  
A positive ratio indicates that the institution experienced an operating surplus for the year.

	FY 2010	FY 2009	FY 2008	FY 2007	FY 2006
<b>NSU Net Operating Revenue</b>	0.54	0.91	3.26	6.79	6.05

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

## Student Loan Default Rates

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



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

### Student Loan Default Rates-Comparison of Regional Institutions in Oklahoma

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

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

### Graduation Rates

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

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

### Campus Crime Reporting

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



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

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

### **Satisfactory Academic Progress and Attendance Policies**

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

### **Contractual Relationships/Consortial Relationships**

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

### **Institutional Disclosures and Advertising and Recruitment Materials**

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



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

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

The statement of affiliation with the HLC now reads:

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

## Relationship with other Accrediting Agencies and State Regulatory Boards

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

- » Teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP).
- » NSU's Oklahoma College of Optometry has full accreditation by the Accreditation Council on Optometric Education (ACOE).
- » The NSU baccalaureate nursing program is fully accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC) and the new master's in nursing program will be seeking accreditation from the NLNAC in the near future.
- » The bachelor of Business Administration (BBA) and Master of Business Administration (MBA) programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).
- » The NSU didactic program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.
- » The Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE).
- » The Master of Science in Speech-Language Pathology program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).
- » The Bachelor of Arts and Bachelor of Music Education programs are accredited by the National Association of Schools of Music (NASM).

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



## **Public Notification of Comprehensive Evaluation Visit and Third Party Comment**

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





## Appendix B - Resource Room Documents

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



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



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



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



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

# Appendix B



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



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



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





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



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



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



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



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



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



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



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

# Appendix B





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

# Appendix B



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