

Northeastern State University - OK

HLC ID 1625

OPEN PATHWAY: Reaffirmation Review

Review Date: 10/18/2021

Dr. Steve Turner
President

Andrew Lootens-White
HLC Liaison

Jeff Slovak
Review Team Chair

Pamela Humphrey
Federal Compliance Reviewer

Christine Austin
Team Member

Doug Davenport
Team Member

Gar Kellom
Team Member

Joye Norris
Team Member

Context and Nature of Review

Review Date

10/18/2021

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- 2021–22 COVID-19 Response Form
- Multi-campus Review

Institutional Context

Northeastern State University (NSU) traces its roots and its heritage back to 1846, when it was founded by the Cherokee Nation Council as the Cherokee National Female Seminary. Purchased by the state of Oklahoma in 1909, the institution officially became Northeastern State University in 1978. Today it is one of the six regional public institutions that operate under the auspices of the Regional University System of Oklahoma (RUSO). RUSO, in turn, is one of the higher education systems or groups of institutions overseen by the Oklahoma State Regents for Higher Education (OSRHE). Even so, NSU retains strong ties to the Cherokee Nation and partners with the Nation in a variety of ways, to the mutual benefit of both partners.

The main campus of NSU is located in Tahlequa, Oklahoma. NSU has also operated a branch campuses in Muskogee OK since 1993, and a second branch campus in Broken Arrow OK since 2001. Across the three campuses and including students attending exclusively on an online basis, NSU had as of the fall semester of 2020 a headcount enrollment of approximately 7000 students, of whom nearly 80% are undergraduates. NSU offers 60 degree programs at the baccalaureate level, 25 at the master's level, and 1 at the doctoral level. It also offers over two dozen certificate programs at either the undergraduate or the graduate levels.

Accreditation by the Higher Learning Commission (HLC) of NSU was last re-affirmed during the 2011-12

academic year, with no requirements generated as a result of that review process for further monitoring reports or focused visits in subsequent years. Over the last decade, NSU has participated in HLC's Assessment Academy and, as one of HLC's Open Pathway institution, it developed and implemented a Quality Initiative on student success that received notable praise from the HLC reviewers who assessed its implementation.

Interactions with Constituencies

At Northeastern State University (Tahlequah):

President

Provost and Vice President for Academic Affairs

Vice President for Administration and Finance

Vice President for Student Affairs and Enrollment Management

Vice President for University Relations

Associate Vice President for Academic Affairs (ALO)

Executive Director of Institutional Effectiveness

Budget Oversight Committee (8 members: 5 administrators, 1 staff, 1 faculty, 1 student)

Retention Committee (17 members: 10 administrators, 4 faculty, 3 staff)

General Education Committee (11 members: 3 administrators, 7 faculty, 1 student)

Student Learning and Assessment Committee (14 members: 2 administrators, 10 faculty, 2 staff)

Strategic Planning Committee (20 members: 13 administrators, 4 faculty, 2 staff, 1 student)

Mission Support Personnel (7 participants: 5 administrators, 2 faculty, serving as Athletic Director, Institutional Review Board Chair, Vice President for Student Affairs and Enrollment Management, Human Resources and Payroll Director, Chief Information Officer and Director of Information Technology, Assistant Vice President for Academic Affairs and Chair of the Faculty Research Committee)

Diversity Committee - (10 participants: 3 administrators, 3 faculty, 3 staff, 1 student)

Specialty Accreditation Program Directors - 5 (3 administrators, 2 faculty members, serving as Vice President for Academic Affairs, Associate Vice President for Academic Affairs, Dean of the College of Optometry, Chair of the Department of Health Professions, Chair of the Department of Music)

Open Forum - Criteria 1 and 2 (19 participants: 4 administrators, 3 faculty, 12 staff)

Open Forum - Criteria 3 and 4 (16 participants: 3 administrators, 8 faculty, 5 staff)

Open Forum - Criterion 5 and the Future (14 participants: 4 administrators, 3 faculty, 7 staff)

Drop-In Session - (2 participants: 1 faculty and 1 staff)

At Northeastern State University (Broken Arrow)

Associate Vice President for Academic Affairs and former Interim Dean, Broken Arrow

Faculty/Staff Forum - (12 participants: 7 faculty, 5 staff)

Student Forum - (36 participants: 36 students)

At Northeastern State University (Muskogee)

Dean of the Muskogee Campus

Faculty/Staff Forum - (14 participants: 4 staff, 10 faculty)

Student Forum - (16 participants: 16 students)

At the Regional University System of Oklahoma (RUSO)

Chair

Vice-Chair

Secretary

Additional Documents

During its review of the Assurance Argument, the HLC visiting team requested that some additional documents be loaded into the Addendum section of the Assurance Template. NSU fully complied with those requests in a speedy and timely manner. The documents so uploaded include:

Specialty accreditors' letters (19)

Sample course syllabi (36: 8 from the College of Business and Technology, 10 from the College of Science and Health Professions, 8 from the College of Liberal Arts, 10 from the College of Education)

Description of the faculty credential exception evaluation process

Description of the respective roles and responsibilities of RUSO and the OSRHE

Fall '21 roster of faculty and their highest degrees earned

Fall '21 opening headcount enrollment census

FY19 audited financial statements

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Northeastern State University (NSU) mission clearly delineates its historical significance as a Cherokee National Female Seminary founded in 1846 with its present focus to educate diverse learners by offering an array of appropriate and focused programs at the undergraduate and graduate levels. The mission statement was reviewed in 2013 as part of the strategic planning process and is revisited periodically. The mission statement highlights institutional intentions to create a learning environment with high expectations, quality teaching, challenging curricula, and scholarship. Included in the broad mission statement is the dedication of faculty and staff to provide an environment that encourages and supports student achievement and success in their professions in a multicultural and global society. The mission provides the foundation for a comprehensive public university that promotes the common good through the strength of its academics, commitment to community service, pursuit of regional economic development and inclusive environment.

NSU makes clear its commitments through its mission, vision, and value statements, and its pledge of care as approved by the NSU cabinet on December 14, 2014. The strategic plan enumerates institutional values of integrity, collaboration, creativity, leadership, excellence, communication, and diversity. When interviewed during the site visit, members of the community recalled revisiting these statements in 2015 and expanding five values to seven by adding communication and collaboration. The values are made actionable through "I care therefore I will" statements that

provide a blueprint for individual and institutional interactions and actions. In meetings with various campus committees during the site visit, members of the campus community expressed their appreciation of NSU's committee structure as it encourages collaboration and opportunities to learn from each other.

NSU takes pride in being the public four-year university that serves the highest number of Native American students in the United States. The publication "The American Indian Profile (2019 and 2020)" lists the Native American student enrollments at NSU at 33 to 35 percent of the total campus enrollment. The profile provides comparisons of degrees awarded by the top five universities serving Native American students with NSU ranked number one with 334 and 319 graduates during the years reviewed. In its strategic planning documents, NSU reinforces its commitment to the Cherokee and Muscogee Nations as reflected by NSU campus locations and its intention to continue to welcome and support Native peoples from across the U.S.

NSU articulates its mission, vision, and values to both internal and external constituents in many ways. The HLC visiting team confirmed that NSU's mission, vision and value statements are in large framed posters displayed in all buildings on the Tahlequah, Muskogee, and Broken Arrow campuses. The statements are included in the university's strategic plan and the annual college catalog and are visible on websites of all campuses.

NSU offers over 60 degree programs with additional degrees created as appropriate to meet current and emerging workforce needs. A recent example of a new degree program is the physician assistant master's program offered on the Muskogee campus. As reported during an on-campus discussion, non-credit educational opportunities are fostered through the College of Extended Learning with workforce development programs tailored to the needs of local industry. The dean of the college is involved with state and regional initiatives such as Oklahoma Works, Oklahoma Alliance, and Green Country Workforce programs. NSU partners with agencies in education, business, and criminal justice to provide continuing education and certificate options.

It was evident through discussions that NSU monitors academic programs to gauge student demand and workforce relevancy. Academic program prioritization was conducted during the current strategic planning cycle resulting in sunsetting several programs. It was reported during campus conversations that more recently the university employed consultants to conduct market analysis to identify robust programs of the future. Ever mindful of limited resources, the university promotes academic efficiencies that may result in fewer class sections and course rotations that offer courses once per year instead of each semester.

The Office of Career Services conducts surveys of local agencies to ascertain employer needs and provide a conduit for interested students and graduates. Each college has established relationships with their respective professional groups which may result in tailored academic programs such as the College of Education creating a program pathway for persons teaching under emergency certification.

A component of the mission is community service which is promoted through community engagement with activities such as The Big Event, a day of volunteering in the community, as well as career embedded service. The Office of Career Services developed a Career Readiness certificate to promote student engagement as service has been shown to increase personal and professional satisfaction for students and graduates.

As stated in the mission, NSU provides a "supportive learning environment where students prepare to

achieve professional and personal success in a multicultural and global society." A discussion on equity, inclusion, and diversity during the site visit provided substantive examples of programs and support systems for students representing many cultures and backgrounds. For instance:

- The NSU Office of Diversity and Inclusion supports students' cultural identity, LGBTQ students, and the Trans Unity Coalition. The director provides resident assistant training on ways to engage with persons of other backgrounds and experiences, use of personal pronouns, and timely training on a number of related topics. Students are invited to share their concerns anonymously, one-on-one and through group discussions at the Solidarity Round Table. The Office has established Rowdy's Resource Room on campus that provides resources such as food and hair products for students who cannot afford these items. The Office coordinates African American Heritage Month, Latinx Heritage events, and provides connections among historically invisible groups.
- The Center for Women's Studies houses the Women Studies Minor and promotes educational events and speakers.
- The NSU Office of Admissions created a multicultural recruiter position and partnered with the Native American Institute to sponsor Native Strong Day. The retention committee is looking closely at data relative to retention of historically underrepresented groups.
- The Center for Tribal Studies coordinates American Indian Heritage Month events, the American Indian Convocation, Indigenous Peoples Day, and an annual week-long Symposium on the American Indian. The Center supports six American Indian organizations including 2 fraternities, 1 sorority, and 3 additional organizations. The Director presents at new faculty orientation, consults with members of the campus community, and sponsors Brown Bag Conversations.
- The International Programs Office has three areas of focus including recruiting international students and scholars for a one-year residency, sponsoring international events to promote cultural understanding, and study abroad programs.
- The library is represented on the Diversity, Equity, and Inclusion Task Force and has a renewed focus on creating displays that highlight and support diversity efforts, providing accessibility, and subscribing to relevant data bases.
- The Diversity, Equity, and Inclusion Task Force had a two-day retreat for its members at the beginning of the 2021-2022 academic year. The committee includes student representation.

NSU is to be commended for the breadth of programming for multicultural and global engagement, the collaboration of all the units representing students of diverse backgrounds, and the conversations that start in the Diversity, Equity, and Inclusion Task Force that take hold and produce results.

NSU satisfies the accreditation expectations of the HLC under Component 1A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

As a public regional university, NSU has a commitment to serving its community as demonstrated by two reading clinics serving 305 pre-K-12 students, one math clinic providing 1,776 hours of service, completion of 370 tax returns through a partnership with the Volunteer Income Tax Assistance Program (VITA), 11 vision center clinics providing 35,000-45,000 patient encounters each year and three speech language clinics with services provided to schools and other agencies. Additionally, NSU serves the community as an arts and cultural center through its Sequoyah Institute Performing Arts Series, River City Players in its 32nd season of performances, and its collaboration with state and tribal leaders in the Green Country's Cultural & Historical Preservation Initiative.

NSU supports the public good by providing access and opportunity to high school students to gain college credit while in high school through the concurrent enrollment program for high school juniors and seniors and the Early College High School program, fostering degree completion for Broken Arrow High School students to matriculate after receiving an associate degree from Tulsa Community College. NSU serves its constituents by providing youth summer camp academies as well.

As part of its commitment to community outreach and service, NSU expanded its physical footprint beginning in 1993 with the opening of a campus in Muskogee and a Broken Arrow campus in 2001. The Muskogee campus has been responsive to community needs through its allied health programs including nursing, occupational therapy, speech-language pathology, public health, and physician assistant. The Broken Arrow campus serves roughly 3,500 juniors, seniors, and graduate students each year and offers over 30 undergraduate degrees in business and technology, education, liberal arts, and health professions as well as complementary graduate programs.

NSU has a stated commitment to affordability for its constituents and notes that they have the third lowest tuition rate in the state. Affordability is realized through the accelerated degree option in selected undergraduate programs, 10 online undergraduate degree programs, 10 graduate degree programs, and a College of Continuing Education offering non-credit certificate and professional

development opportunities.

In discussions with staff during the site visit, it was evident that there are resources designed to support Native American students including a special section of University Strategies for Native Scholars to support college transition and opportunities to connect with other Native American students. This course along with a plethora of readily available printed materials distributed throughout campus encourages student participation in Native American organizations.

The NSU president made the team aware that he meets regularly (often weekly) with the Cherokee Nation Principal Chief, the Chief of the United Keetoowah Band of Cherokee Indians and the Mayor of Tahlequah to ensure that the university supports tribal and city goals. Collaboration was evident with the restoration of Seminary Hall in the center of campus that was made possible through a \$4M contribution from the Cherokee Nation with a \$4M match by the university. The Principal Chief wrote a welcome letter to the team explaining the significance of the university in the education of Cherokee Nation leaders as more Cherokees graduate from NSU than any other institution in the world. The connection is evident throughout the campus with a statue of Sequoyah prominently displayed on the main campus grounds, photographs from the early part of the twentieth century showing early seminary graduates and student support services offices such as the Center for Tribal Studies.

NSU meets the HLC's expectations for accreditation under Component 1B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

As part of its mission, NSU has established a culture of student involvement and service to promote a sense of belonging, leadership and giving back as evidenced by more than 75 student professional clubs, organizations, and honor societies. There are institution-wide days of giving including MLK Day of Service and The Big Event day. Student involvement is given media attention as students are shown working together to make a difference in their community. Other examples of community involvement include optometry students providing free eye exams, allied health student involvement with community health fairs and supporting Court Appointed Special Advocates (CASA) and foster children. Every year, students with especially impressive records of community involvement are selected for the President's Leadership Class. This culture of involvement is evident on the NSU website with web pages devoted to organizations and service activities.

The university encourages civic engagement through the annual Constitution Day activities, voter registration, its Model United Nations program, and the Oklahoma Intercollegiate Legislature.

The visiting team's review of NSU's practices confirmed the university's commitment to its guiding principle to honor its heritage, strengthen the cultural fabric of the region and support economic development at the tribal, local and regional levels. This is put into action by NSU's learning from the communities it serves and then offering courses and developing programs that meet the needs of its constituencies. Community input is gathered from a feedback form utilized in the strategic planning process, advisory committees aligned with academic programs, academic majors designed to meet the needs of the Native American community, and workforce development discussions with regional partners. Promoting workforce development is also achieved through NSU's discussions with community colleges to develop transfer pathways, and through its bridge programs for international graduate programs and entering freshmen.

Student demographics reported in the 2019 President's Report show a diverse student body with roughly 48% Caucasian, 17% American Indian, 5% Hispanic, 4% African American, 2% Asian and 19% two or more races. The student body is comprised of 63.8% women and 36.2% men with 91.3%

coming from Oklahoma. The university supports diversity through the Office of Diversity and Inclusion, the Center for Tribal Studies and various student organizations such as American Indian Business Leaders, American Indian Science and Engineering Society, and African American Student Organization. In 2018 an International Bridge Program was initiated by several faculty to support the international graduate student transition to NSU. In addition, there are numerous class offerings that further NSU's commitment to diversity with examples such as ancient culture, Cherokee cultural heritage, and intercultural communication.

NSU meets the HLC's expectations for accreditation under Component 1C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

The mission of the NSU has been reviewed and endorsed by the campus community through the strategic planning process and operational outcomes. The mission has historical significance creating pride of place and relevance in providing excitement for future opportunities to grow and meet the needs of the next generation. The involvement of the Cherokee Nation in building on the past and designing the future is unique and powerful. There is consistency of purpose as enumerated by institutional values that encourage and sustain the collaborative nature of NSU in a multicultural and global society.

NSU meets the expectations for accreditation under Criterion 1.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The Oklahoma State System of Higher Education is the state's legal structure for providing public education at the collegiate level. The State System is comprised of 25 colleges and universities – including 2 research universities and 10 regional universities of which NSU is one. The State System is coordinated by the Oklahoma State Regents for Higher Education (OSRHE), and 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. RUSO is a constitutional board that makes rules and regulations governing NSU and the other regional universities and employs all persons in the service of these universities, constructs all buildings, and authorizes the purchase of equipment and supplies.

As mentioned under Criterion 1, the mission of NSU was developed in a collaborative inclusive process and is reviewed regularly as part of the strategic planning process and as part of the RUSO board evaluation of the president. Input processes described in the Assurance Argument were observed such as Brown Bag sessions for constituent discussion and an online form for constituent input on the mission. The regular review of presidential performance was noted in the February 16th, 2018 RUSO meeting agenda and minutes as an Executive Session item on “Discussion of the Employment of the President of Northeastern State University.” Conversation with RUSO board members during the site visit affirmed that a review of the NSU mission was a part of that presidential performance review session.

NSU makes a compelling case for how it operates with integrity in fiscal matters. A review of the budget process verifies integrity and transparency through the inclusion of employees and students in the budgeting process which builds ownership among diverse constituents. Budgets are then reviewed and approved by the Budget Oversight Committee, the Cabinet, RUSO and OSRHE. External audits (in addition to two internal audits) are conducted by Hinkel and Company and are filed with the

governing boards and published on the NSU website.

NSU also provides many examples for how it operates with integrity in academic matters including by winning approvals for specialty accreditations by discipline specific, external agencies. Other examples are faculty mandatory and annual training on Title IX requirements and copyright policies published, supported and monitored by Information Technology Services, NSU Libraries and the Center for Teaching and Learning. The Office of Research Administration, or Grants and Contracts ensures integrity in the funding process. Governing boards are subject to Oklahoma laws on open records and a review of RUSO minutes showed a regular review of academic programs.

The NSU Office of Human Resources provides training on policies such as fair labor standards, equal opportunity, affirmative action, sexual harassment, privacy rights and public records. Interviews during the site visit revealed more detail on how NSU operates with integrity in human resources matters. The HR director has a compliance background but takes an educational approach to explaining the connection between ethics and HR policy with a focus on building trust among and between employees. An example was the return to campus work of the administration as explained also in the COVID Response form. Not only HR policies but housing policies and athletic policies among others needed to be changed to adapt to the changing impact of the virus. The administration was quite proud of how they were able to convey the complexity of the situation and the changes needed without losing the trust of students, faculty and staff.

NSU also makes a compelling case for how it operates with integrity in auxiliary matters. Bookstore services are outsourced to Barnes and Noble and the food service is outsourced to Sodexo. Budget managers are trained by the Purchasing Department on how to use purchasing cards and the contract bid process. Auxiliary functions have policies, procedures and expectations regarding ethical and responsible conduct, beginning with the core value statement for Integrity. *“NSU models integrity through ethical and intellectual behaviors and practices by advancing honesty, human dignity, and accountability.”*

Review of the Faculty Handbook, Student Handbook, Employee Handbook and NSU website described a process by which policies are updated by the University Policy Committee. This review process was approved by the President’s Cabinet in 2010 and revised in 2017. Examples of updated policies include: Conflict of Interest, Grade Appeals, Promotion and Tenure, Student Code of Conduct and Purchasing Procedures. When asked about policy review during the visit, members of the community gave examples of policies that were reviewed and approved like the family leave policy and policies that were reviewed and denied like a dress code policy.

The NSU Athletics Committee reviews the athletic programs. The Athletic Director was also interviewed about how to maintain the integrity of the department in such a highly visible environment. The NCAA Division II is also a great resource for educating coaches and athletes about compliance. These challenges were also dramatically increased during COVID. Likewise in Student Affairs the impact of COVID was a challenge as some residence halls were closed and students needed to adapt to changes and challenges. A theme of these meetings kept emerging - there was great collaboration, communication and teamwork on the part of faculty and staff to pull through such challenges. The tone set by the president for strong relationship building further elucidates that the prominent display of values like "communication" in posters on campus is not just window dressing.

Information Technology Services (ITS) works with the University Technology Committee to ensure integrity on NSU’s website, network and servers. Speaking with them during the visit provided other

examples of how NSU meets this core component. A new system for handling student concerns was instituted that not only has allowed the concerns to be responded to promptly but also serves as a source for data to inform the administration about larger patterns and issues to be addressed such as the increase in concerns about student mental health during COVID.

From a review of the evidence presented and further discussions on campus during the visit, it is clear that this Core Component 2A is met by NSU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

For accuracy of representations regarding academic offerings, requirements, faculty and staff, the team reviewed: the 2021-22 NSU Undergraduate Catalog, the 2021-22 NSU Graduate Catalog, the NSU Student Handbook, the Spring 2020 Course Schedules, the Employee Directory and the Faculty Handbook. The 5 graduate majors and 4 undergraduate majors offered at Muskogee, the undergraduate majors and minors, graduate majors and graduate certificates offered at Broken Arrow, and all degrees offered at Talequah were also reviewed and found to be accurate in representations made regarding academic offerings, requirements, faculty and staff. The student opinion survey conducted by HLC as part of the review reported a high mean score of 4.10 that “The communication I received from the school about the overall enrollment process was clear.” The Office of Communications and Marketing is the steward of the NSU brand and coordinates the integrity in marketing and advertising according to Media Policy Guidelines.

A news release from August, 2021 noted that NSU won three Grand Awards and an Honorable Mention Award as part of the 2021 College of Public Relations Association (OCPRA) competition for marketing and communication. Public and private universities and colleges throughout Oklahoma competed for awards in categories encompassing visual, written, oral and web development projects. The Grand Awards were received for the NSU Viewbooks, the President’s Report, the poster design for the NSU 48th Annual Symposium on the American Indian held by the Center for Tribal Studies, and the Honorable Mention Award for Events/Promotion for NSU’s 2020 American Indian Heritage Month Poster Campaign. The student newspaper has won awards of its own as well from the diamond division of OCMA, including: first overall newspaper, first overall online newspaper.

For accuracy of representations regarding costs to students, the team reviewed financial aid documents and found them accurate. In the student opinion survey conducted by HLC, a number of respondents indicated their displeasure with their interactions with financial aid staff and academic advisors. One survey respondent noted that “The classes have been great but financial aid and academic advising are very difficult to deal with,” and a number of other respondents expressed in different words the same general sentiments.

The accuracy of representations of the governance structure are evident in the NSU formal collegial governance policy with its leadership and committee structures promoting shared governance and allowing for input by impacted constituents across the institution.

A review of representations of NSU's relationship with the HLC and with specialized accreditation agencies found them to be a bit confusing. As noted in the Federal Compliance Filing, the programs with specialized accreditation are all in good standing with their accreditors, but that fact is not always readily available on the websites of those accreditors. A meeting with program directors and administrators during the site visit discussed ways to make the current status of specialized accreditation programs more clear and accurate. It also provided the opportunity to get a more up to date report on the constantly moving target of these accreditations.

Evidence to support claims regarding contributions to the educational experience through community engagement, experiential learning, spiritual purpose and economic development not only supported compliance but also revealed a general culture of interaction at NSU. For example, staff from the Office of Career Services and the Office of Community Engagement talked about working collaboratively with divisions like the College of Business and Technology to foster student engagement in service learning, and internships as well as preparation for majors and careers. Other offices like the Center for Tribal Studies and the Center for Women's Studies spoke of working collaboratively with the Diversity Office, the Diversity and Inclusion Task Force and International Programs to foster students' educational experiences.

One counter-intuitive insight produced during the site visit was the collaboration between NSU offices on students' spiritual development. Although NSU is a public institution, students who express interest in study or career orientation in religious or spiritual areas can find support from the Career and Engagement offices to foster their engagement in internships, volunteering, careers or graduate study like seminary or graduate school in religion.

The expectations under Core Component 2B are met by NSU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

As mentioned above, the OSRHE board issues all degrees earned, approves program curricula, prescribes academic standards, establishes student fees, allocates funds to each institution for operation and maintenance, and sets standards for state accreditation. Agendas and minutes for the 2021 meetings to date provide evidence of that board being trained and knowledgeable. In a special meeting on September 8th one of the items mentioned was for an "Update on the impact of the COVID-19 pandemic on higher education for the Fall 2021 semester." Further evidence of board training is evident in the minutes of this and other meetings of OSRHE.

The RUSO board makes rules and regulations governing NSU and employs persons, constructs buildings and authorizes the purchase of equipment and supplies. The RUSO board also receives from the NSU president all matters to be referred for decision to OSRHE, and RUSO votes its endorsement of these proposals before that referral. Minutes of various RUSO meetings were reviewed by the visiting team and consistently indicated that the discussion and approval of several capital projects and other complex matters depicted a board knowledgeable of its legal and fiduciary responsibilities.

During the site visit, the team also reviewed board policy manuals and had a meeting with officers of the RUSO. They spoke of the 15 hours of training and orientation they had received from the Oklahoma regents when becoming board members, the mentoring they received from the president: and that "he was willing to walk us through processes like the budget process and to take as long as was needed and to answer any of our questions." In addition, board members said they attended conferences and training provided by the Association of Governing Boards (AGB), the HLC and other organizations.

Multiple items on the OSRHE board agendas this year reflected the academic priorities of the board and their deliberation and action on those items for NSU:

At the June 24th meeting: approval was granted to offer the Certificate in Healthcare Administration, the Certificate in Long Term Care Administration, the Certificate in Healthcare Information Analytics, and the Graduate Certificate in Health Informatics.

At the May 28th meeting: approval was granted to offer the Certificate in Operations and Supply Chain Management and approval to offer the following existing programs via electronic delivery: Bachelor of Arts in Geography and Sustainability Studies, the Bachelor of Business Administration in Information Systems, and the Bachelor of Technology in Technology.

At the March 4th meeting: approval was granted to offer the Bachelor of Science in Freshwater Sciences and the Master of Science in Health and Sport Science via electronic delivery, and to consolidate existing departments at NSU.

While acknowledging that there were attempts by others to influence board actions, there was a strong statement and agreement among the RUSO officers during the site visit that "we are aware of this and know how to handle it." The RUSO board policy manual is explicit in committing the board goals like the board to "encouraging the practice of moral and ethical integrity in all institutional and Board activities." .

RUSO board members were very clear in interviews conducted during the site visit about their responsibilities to hire and evaluate the president and to work through him and the administration to manage the university. In their words, "The administration manages the institution and we oversee." For example they described a review of the university response to COVID 19 and how to prepare for the future. There is a regular process of presidential review every three years and board members described how they would handle any matters that needed improvement. Consistently positive about the current administration and president, they again stressed what a good mentor he was for board members.

After a review of materials and conversations with RUSO officers and others on campus, the visiting team finds that Core Component 2C is met by NSU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

The evidence presented in the NSU Assurance Argument offers strong confirmation of NSU's commitment to academic freedom. In addition, the "Collegial Governance at Northeastern State University" policy statement and explicit statements in the RUSO Policy and Procedures Manual also guarantee NSU's commitment to academic freedom and freedom of expression: That commitment extends not only to teaching and research activity, but also to patent and copyright ownership and to computer and network access and use.

In the Student Handbook, NSU explicitly states its commitment to protect for its students freedom of speech, expression, petition and peaceful assembly but reserves its right "to regulate a reasonable time, place, and manner ... concerning acts of expression and dissent." NSU's Expressive Activities Policy and Procedure, in addition to stating that NSU encourages the free exchange of ideas, also spells out in more detail how NSU regulates the time, place and manner of expressive activity: such as designated public forums, free speech areas available for reservation with advance registration requirements and procedures. Other sections of the Student Handbook detail guidelines for freedom of expression in the student newspaper and when students seek to engage in political campaigning.

Recent stories in the NSU student newspaper (the Northeastern) also exhibit the use of freedom of speech at NSU, relating accounts of student pleasure and displeasure with various internal and external developments at the institution. In commenting on this during the site visit, one student mentioned to a staff member that: "we are just using the skills you taught us to be heard."

From the evidence presented and gathered during the visit, the visiting team finds that Core Component 2D is met at NSU..

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

NSU's commitment to the responsible acquisition, discovery and application of knowledge by its faculty, staff and students begins with its mission which states that the university provides quality research and scholarly activities. This mission is then supported by professional standards to provide compliance oversight, ethical behavior and fiscal accountability. Several committees are in place to support these standards such as the Institutional Review Board (IRB), Institutional Animal Care and Use Committee, and the Office of Research and Sponsored Programs (RASP). One example of standards provided is the requirement to provide training and oversight in responsible and ethical conduct of research to undergraduate students, graduate students and postdoctoral researchers participating in research funded by the National Science Foundation. The NSU Research and Integrity Officer (RIO) and RASP work collaboratively in the development, implementation, and documentation of the all training. The NSU Office of Grants and Contracts is responsible for providing RASP with the names of each trainee working on a federally funded research project. RASP then works with the principal investigators/project directors in the appropriate departments to ensure each trainee completes training in a timely manner.

A conversation with NSU's IRB chair during the site visit indicated that "Our forms show our values." That IRB chair was referring to the documentation of research participants' informed consent and other research participants rights required of all researchers at NSU. The IRB chair offered his words with great satisfaction.

Evidence provided to show effective support services to ensure the integrity of research include RASP which reports to the Office of Academic Affairs and, in addition to the training of researchers, handles grant proposal development with an eye toward NSU's goal of becoming the leading primary undergraduate institution for research in Oklahoma. RASP provides faculty development for grant writing, resource materials, coordination with networking both on and off campus, assistance with grant submission and liaison with potential fund sources. The Office of Grant and Contracts Administration reports to the Vice President of Administration and Finance and provides financial

support and assistance with compliance and what is needed after a grant is awarded -- hiring of new employees, effort reporting, purchasing, invoicing, travel, cash advances and credit card purchasing.

An example of a grant received in September, 2021, and noted in Riverhawk News, is the renewal for 5 years of NSU's TRIO Education Talent Search grant from the U.S. Department of Education. The ETS program identifies students aged 11-27 and provides additional assistance when applying for higher education admission and financial aid. The program is administered on both the Tahlequah and Broken Arrow campuses. Both campuses will receive \$277,375 for the 2021-2022 year. The ETS program serves Tahlequah and several other high schools in Tulsa, Muskogee, Creek, Mayes, Delaware and Rogers counties. Both programs are funded to serve 500 students in grades 8-12.

Other evidence of support for research is the NSU Faculty Research Committee (FRC) which offers research grant-funding for NSU faculty engaged in "scientific investigations or other scholarly activities leading to original contributions to understanding in any of the disciplines supported by NSU." Another example of support for research is the Circle of Excellence award for research, given as one of three annual awards to NSU faculty members nominated by their peers for: teaching, research and service. A selection committee of past honorees chooses the best in each category for this recognition.

NSU provides sufficient evidence of student guidance in the ethics of research and use of information resources. For example, the NSU libraries provide students with guidance for research and writing with a mission that includes a commitment to "promoting effective selection and use of information by NSU's diverse communities in support of research, innovation, and learning." The John Vaughn Library on the Tahlequah Campus and the Broken Arrow Library on that campus both have writing centers to assist students with research and use of information resources. These libraries and writing centers also collaborate on offering workshops such as the recent one on "How to Cite Resources Using APA and MLA Style."

Support from the NSU Center for Teaching and Learning includes faculty training in tools in Blackboard like Safe Assign (Blackboard's plagiarism detector) to assist faculty in checking students' writing submissions that helps start conversations about how to write a unique paper. Additional evidence comes in the reports on Undergraduate Research Day held every year to honor excellence in research, scholarship and writing of undergraduate students and their mentors. The April 20th, 2021 day showcased over 20 student research projects and also featured a speaker on the topic of "Developing Creativity and Self-Regulation Skills through Undergraduate Research."

Plagiarism, academic integrity, and other acts of academic dishonesty including falsification of records are clearly addressed in the Student Handbook and Catalog. Academic misconduct and how these policies are enforced is also referenced in the standard syllabus template. The reporting of acts of academic misconduct is done online on the Academic Misconduct/Integrity form. Sanctions range from a reduction of grade to expulsion from a program or the university.

A grade appeal process for students is also in place. That process starts with a set of informal conferences between the student and faculty member followed by conferences between the student and department chair or assistant/associate dean of the student's college. If the concern is not resolved informally (which is preferred), a more formal process occurs through the dean of the college. Allegations of research misconduct are handled according to the policy on Responding to Allegations of Research Misconduct. This policy describes how the Research Integrity Officer (RIO), who is the NSU Assistant Vice President for Academic Affairs, supervises Responsible Conduct of Research (RCR) training as well as the Institutional review Board (IRB) and the University Animal

Welfare Committee. The RIO supervises the process of addressing research misconduct which involves protections for respondents and whistleblowers, how to conduct an inquiry, forming an inquiry committee, conducting an investigation, completion of a report, decision making and notification.

After a review of the evidence, the team finds that Core Component 2E is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

NSU has policies and processes to ensure fair and ethical behavior and operates with integrity in its financial, academic, human resources and auxiliary functions. It presents itself clearly and completely to students and the public regarding academic offerings, requirements, faculty, staff, costs to students and governance structure. Evidence was found to support its claims about the educational experience through research, community engagement, experiential learning, religious/spiritual purpose and economic development. The governing boards (OSRHE and RUSO) are autonomous, make decisions in the best interests of NSU with policies to ensure that the institution has integrity. The university is also committed to academic freedom in the pursuit of truth in teaching and learning and has policies and procedures that call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

The team, after a thorough review of the materials presented and conversations with a wide variety of campus and community constituents during the site visit, finds that NSU acts with integrity, its conduct is ethical and responsible and it has, therefore, met Criterion 2.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

NSU has processes in place to ensure that all degree programs are current and appropriate to higher education. NSU follows guidance and process from its two governing boards, the OSRHE and the RUSO. Degrees offered are published in catalogs and on the website and are designed to meet the needs of both students and employers in the region consistent with their mission. NSU follows the OSRHE Policy 3.7.4 for program review, as well as any specialty accreditations held by degree programs. Additionally, the institution follows a well-documented curricular change process that applies to graduate and undergraduate changes that must ultimately be approved by the OSRHE

The university offers support to their argument that they articulate and differentiate learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate through a review of both course-level and program-level student learning outcomes (SLOs). Guidance is offered for course development through a course proposal guideline, and review of SLOs occurs annually at the program level. Program level SLOs are published on the program's webpage, and course level SLOs are required on the syllabus.

NSU has actively worked to ensure that its program quality and learning outcomes are consistent through faculty participation in the Course Equivalency Project sponsored annually by the OSRHE to support system-wide transferability of course work and credits. Review of courses added to the course equivalency tables includes faculty identification of required learning outcomes. NSU requires common language for the course catalog for all new courses and program proposals through use of an online course and proposal submission form. All new programs must also complete an OSRHE form and receive approval from that body before implementation. NSU also uses the federal credit hour

definition. Faculty members use the same syllabus no matter the modality or campus in which the class is delivered. NSU also relies on student course evaluations for confirmation of consistency in course delivery and cite an average rating of 4.1 (on a 5-pt. scale) in the area of “*Overall, this instructor was an effective teacher.*”

NSU meets the expectations of HLC for accreditation under Component 3A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

NSU has a comprehensive general education program that is firmly integrated into their institutional learning outcomes program, Degrees of Excellence. These outcomes provide the "foundation for NSU's education mission ... [of] richer lives, careers, and citizenship." The outcomes listed in the general education program include analytic inquiry, information literacy, engag[ing] diverse perspectives, quantitative fluency, communication fluency, cultural foundations, and life skills & personal development. They are grouped predominantly under the intellectual skills, integrative knowledge, and citizenship areas of the Degrees of Excellence program. The NSU general education program complies and aligns with the academic policy (3.14.6) of the OSRHE. General education is well articulated through the course syllabi, catalog, and website and overseen by a General Education Committee composed of faculty from department or content areas making up the general education program who meet on a monthly basis. Oversight includes curricular changes and assessment.

Recent work towards streamlining the assessment of general education as it is incorporated in the Degrees of Excellence institutional outcomes is evidence of a strong culture of assessment. The need to streamline was a result of the previous five years of assessment analysis. A course matrix shows the alignment of all courses within the general education program to the Degrees of Excellence learning outcomes. Discussion with the General Education Committee showed that members understand the importance of their work in preparing students for success in upper division degree courses. One member of the committee saw general education as a "stepping stone to the general degree curriculum" and another felt it was key to students being able to consider things that they did

not previously know. The General Education Committee includes a student perspective through inclusion of a student member who felt that while many students initially see general education courses as an obstacle to get past, they eventually see them as enhancements to their degrees and lives.

Participation in an HLC Assessment Academy in 2010 prompted NSU to revise student learning outcomes and implement their Degrees of Excellence program in 2015, along with a plan for regular assessment of these outcomes. Numerous tools were employed in the creation of this program, including the Lumina DQP, work with the HLC Assessment Academy, and the AASCU Red Balloon project. Recognition that many assessment efforts were taking place to ensure efficacy resulted in a more integrated and strategic assessment program. The framework for the general education program is clearly situated within the scope of the mission statement and in meeting OSRHE's expectations.

Since human and cultural diversity is a key part of the NSU mission statement, this subcomponent is an area in which the institution excels. NSU holds diversity as one of its seven core values, and its eminence is reflected in the composition of the student, faculty and staff populations. Many opportunities exist for students to enhance and develop their skills to live in a multicultural world starting with their general education and Degrees of Excellence institutional learning outcomes. The Comprehensive Transition Program, the Riverhawk Scholars Program, as well as several topic/area specific academic programs also encourage student skill building. Finally, NSU has been recognized for its inclusive workplace by the Tulsa Chamber of Commerce Diversity Business Council for five of the past six years.

The NSU faculty and students contribute to scholarship, creative work, and the discovery of knowledge through numerous opportunities. Immersive learning experiences are available institution-wide, and students work with faculty in a variety of high level research and community projects. External partners, on-campus research day events, and state-wide research events offer students opportunities to showcase their skills. High impact practices are emphasized in many degree programs through internship, practicum or capstone experiences.

On the faculty side, the university subscribes to the Boyer Model in its faculty development activities. Faculty are very prolific in their creative, scholarly, and service activities. Faculty appear to be well-supported in these efforts through the Center for Teaching and Learning's faculty awards, Faculty Research and Faculty Development Grants, and the President's Ambassadors Network. NSU showcases faculty accomplishments through several different recognition programs.

NSU meets the expectations for accreditation of the HLC under Component 3B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

NSU reported a total of 285 instructional staff as of November, 2020 in its submission to IPEDS of human resources data. The racial/ethnic breakdown shows approximately 71% as white and 28% as minoritized or of two or more races. The part-time instructional staff (148) and full-time non-instructional staff follow similar demographics. NSU makes efforts to have a diverse faculty and staff through explicit diverse workplace statements and hiring practices found in both the Staff Hiring Guide and Faculty Search Guide. Further efforts in this regard include a newly formed Diversity, Equity, and Inclusion Task Force.

The student-to-faculty ratio at NSU is admirable at 17:1 with 81% of undergraduate classes composed of fewer than 30 students, and the vast majority having less than 50. Faculty teaching loads are delineated in the Faculty Handbook and follow RUSO policy (3-1a) of a full-time load (made up of both instructional and non-instructional equivalents) of thirty-six (36) hours per academic year, split evenly between fall and spring semesters. Through minutes and meeting notes from various faculty departmental meetings, it is clear that faculty maintain and direct curriculum and course oversight.

NSU publishes and follows policies and procedures for hiring appropriately credentialed faculty as written in the Faculty Search Guide. The institution also maintains a Credential Exception Process

that includes guidelines on the qualifications required for faculty not meeting minimum educational requirements that include a Credential Evaluation Summary as well as a Justification of Faculty Qualifications form that is reviewed and approved by the dean, department chair and provost. As noted below in our discussion of Component 5B, exceptions needed under this process are few, centered on courses requiring specialized skills that instructors gain from practicing in the field addressed by the courses. Emails from 2017 detail the process that NSU followed to comply with HLC credentialing guidance from that time. RUSO guidelines cover faculty qualifications and rank.

Teaching is central to NSU and inclusion of the student voice in the provision of that work is highlighted through the use of student evaluations. NSU uses multiple means of evaluation: student evaluation using Evaluation KIT platform, previously a 21 question Likert-scale questionnaire and evaluation that was revised in summer 2020 by a Faculty Council subcommittee. On average the faculty scored 4.18 on a five point scale overall, and on question 21 asking for agreement to the statement that the instructor was an effective teacher, the average score for all faculty was 4.36. Discussions held with students on the Muskogee campus bore out the perception of their faculty as effective instructors.

All faculty, full- and part-time, are evaluated on an annual basis. Guidelines for professional review and narrative on effective teaching, scholarly or creative activities and service are explained in Faculty Handbook Appendix C.C.2. NSU has adopted the Boyer Model for the type of scholarship acceptable for evaluation. The model allows for a broader definition of scholarship to allow for a greater diversity of faculty disciplines.

Professional development is supported at NSU through a variety of resources available to faculty. The university provides New Faculty Orientation for onboarding of new faculty and ongoing pedagogical professional development is provided by CTL workshops and topics. Faculty members are provided funding opportunities for immersive learning, classroom technology innovations and OER. The institution has worked to engage more faculty with the Quality Matters standards of online course development or their own Online Educators training. Discussions with faculty on the Muskogee campus showed that a targeted approach to faculty adoption of QM standards was working well by approaching faculty in 100% online courses first and working out from that point to other programs with online components or courses.

NSU maintains a syllabus template for office hours and contact information, and the Faculty Handbook (Section 4.8) details the policy on office hours. Faculty are accessible to student inquiry through an Online Directory with a faculty Digital Measures database. In student evaluations the accessibility rating was 4.48 on a 5-point scale. Additionally, faculty engage regularly with students through immersive learning activities: internships, joint research, and scholarly publications, and through sponsorship of student organizations. Students on the Muskogee campus related the numerous activities that faculty incorporated in their courses to give students a hands-on, authentic engagement in their fields. Several mentioned that they felt they could approach their faculty members for assistance in career development as well.

Staff members involved in student support activities are well qualified. Position descriptions of various staff positions provided in the Assurance Argument showed the level of expectations, experience, and education required for employment in these areas. Encouragement of engagement in various training opportunities and presentations at conferences are evidence of ongoing professional development of staff. Discussions with various staff members demonstrated that they saw themselves as a part of the educational mission.

NSU meets the expectations for accreditation of the HLC under Component 3C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

In consideration of NSU's diverse culture, they provide a wide overview of student support services suited to their student population. While they pay special attention to new students through their Rookie Bridge Campus, Welcome Week and SOAR activities for first-time students and Transfer Days and Transfer Student Orientation, as well as SmartChoice partnerships for transfer students, their offerings also encompass the needs of ongoing students. Diversity programs, Veterans Services and veteran's lounges, the Center for Admission and Student Enrollment which includes the Registrar and Career Services, full-time professional advisors, university housing, financial aid support and an ESL program round out their on-going services.

NSU has a well-rounded number of co-curricular learning opportunities and activities to encourage student engagement in social, civic, professional, and community life. Health and wellness are addressed through student health services with clinics and locations near all campuses to address both students' physical and mental wellbeing. A new staff member at the Muskogee campus is investigating more ways to involve students at that campus in more community service opportunities.

In keeping with the digital direction of society at large, NSU offers strong technical assistance through their IT Service Desk and multiple social media connections. During the pandemic, IT made internet services available to students without home service by providing parking lot hot spots, and later by opening computer lab access on a 24/7 basis.

NSU provides for learning support and preparatory instruction to address the academic needs of its students. For example, the Writing Center offers one-on-one appointments to assist students with citation formatting, classroom presentation, and other writing assignments, as well as up to 10 hours of online tutoring per semester. Students are offered a variety of tools to help determine appropriate learning placement and to provide necessary academic support. NSU employs Entry Level Assessment and Placement by use of ACT sub-scores or SAT subject test scores to place students in

college-level courses. When a student's ACT or SAT scores do not meet cut-off standards a series of English, math, and reading instruments (College Board's Accuplacer Next Generation English, Reading Test and a locally developed instrument for mathematics) are used to accurately determine the best academic fit in 0-level courses or co-requisite workshops that allow students the support to take college-level courses. A Summer Bridge program also offers support to bring students to the necessary level of academic preparation for success prior to fall semester.

All NSU students receive academic and career advising services by professional advisors and faculty jointly through a dual-advising model. Undergraduates are assigned to an academic advisor upon matriculation and required as freshmen to attend a pre-registration advising session. Once students have declared majors, they also receive a faculty mentor. According to discussions with faculty and staff during the site visit, there is strong collaboration and communication to insure that students are receiving accurate information regardless of who they speak with. There is also strong understanding that certain student groups need a more intrusive advising model and efforts are made to interact on a more frequent basis to seal the connection and support that students feel to the institution.

Graduate students are advised through the Graduate College and are assigned a faculty advisor. NSU believe that this model increases the productive contact the students receive and they cite high satisfaction with advising by students in the Dual Advising Survey. DegreeWorks and GoNSU platforms are also used and allow students accountability over their own progress.

NSU provides students and instructors the infrastructure to support effective teaching and learning. As part of Oklahoma's ONENET Oklahoma system, students and faculty have access to high-speed internet access and monitoring that supports both video-conferencing and online delivery of courses among campuses. NSU maintains a four-year rotation on computer equipment for faculty, staff and students in the classroom as well as in 45 computer labs. Several software programs are also available for both teaching and learning. Instructional technology, including computers, digital projectors, internet connections, and interactive Smartboards, as well as web-conferencing are available on all campuses. The university uses Blackboard as its learning management system for all courses regardless of course delivery method. Appropriate clinical, laboratory, and performing spaces are also available for programs in the natural sciences, mathematics, computer science, and allied health programs. A Performing Arts Center provides space for artistic expression in music, dance, art and theater.

The Muskogee campus maintains excellent facilities, both classroom, technology labs, and hands-on labs for student use. Students felt well supported in their learning and able to gain authentic and applied learning. Faculty were particularly appreciative of the software access, especially to SPSS and other discipline-specific programs, available both to themselves and to students. There is library access on the Tahlequah and Broken Arrow campuses and library loan for Muskogee sufficient and responsive to both faculty and student needs.

NSU meets the expectations for accreditation under Component 3D.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

After reviewing the evidence and meeting with faculty, staff, and students at the main NSU campus, and the NSU Muskogee and Broken Arrow campuses, it is clear that NSU provides a strong education for its students. Faculty members have clear processes to propose and develop courses appropriate to the mission of the institution, and there is a clear adherence to student learning outcomes that maximize the student learning experience.

Faculty and staff are well qualified. NSU incorporates strong processes to encourage diversity in its faculty and staff while maintaining high standards of experience and education. Once faculty are hired, a consistent review process ensures continuous quality in academic instruction through use of student course evaluations, annual faculty evaluations, and faculty promotion and tenure guidelines. Ongoing professional development is available through the Center for Teaching and Learning, but faculty are also willing to seek out guidance from each other, as they did during the recent pandemic with a need to expand abilities in online course provision.

Beyond the classroom, NSU provides appropriate co-curricular and extracurricular activities. Students showcase their skills and refine their abilities alongside faculty in research, performance, and service opportunities.

In summary, the institution provides a quality education through the dedication of its faculty and staff. It meets the requirement of the HLC's Criterion 3.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

NSU provides for regular review of all academic programs through multiple processes, including an annual report that is completed at the department level and reviewed by members of the academic administration. The report documents performance on key indicators, including enrollment, degree completion, college-level priorities, use of technology, implementation of open educational resources (OER), the use of assessment to improve achievement of outcomes, and updates on strategic planning efforts.

In addition to the annual reports, programs that do not have specialized accreditation participate in an external review process on a five-year cycle. This process includes an extensive self-study and a review by a qualified external reviewer. Programs with specialized accreditation follow the processes mandated by their accrediting bodies. All programs with specialized accreditation are currently in

good standing.

Additional reviews occur through annual assessment of student learning outcomes reports, the curriculum review process, and the use of Council for Advancement of Standards in Higher Education (CAS) in Student Affairs.

In its Assurance Argument and in response to requests made by the HLC visiting team, NSU provided several examples of external program review reports, as well as documentation from specialized accreditors.

In 2018, NSU conducted a comprehensive review of programs with the assistance of Gray and Associates. This review identified opportunities for new programs and credentials, while also identifying several programs that should be considered for being phased out. Many departments also use advisory boards and panels to provide input on curriculum, program outcomes, and effectiveness.

NSU complies with OSRHE policy 3.11 regarding evaluation of transcripts and the awarding of credit for experiential learning and prior learning. The NSU Registrar's office oversees this process and engages with faculty leadership in relevant departments where appropriate. With regard to prior learning credit, NSU follows OSRHE policy 3.16 and has also developed its own procedure for implementing the policy. They accept credit that has been validated by various external agencies, including American Council on Education (ACE), CLEP, DANES, AP, and National College Credit Recommendation Service (CCRS). Prior learning is also assessed via portfolios of student work. These portfolios are assessed in accordance with CAEL guidelines and other assessments. The quality of transferred credit is assured through policies established at the state level, as well as institutional policies that are communicated in the catalog. NSU uses the OSRHE Course Equivalency Transfer Guide for in-state credit transfer and has transfer articulation agreements with nearby community colleges. Out-of-state credit transfer is evaluated by department chairs following institutional guidelines with additional review by deans and the registrar.

NSU maintains control over curriculum and assures rigor through processes that begin with academic departments and include review by curriculum committees, faculty governance, administration, and the OSRHE. Prerequisites and course level characteristics are set via institutional standards that align with state policies. The quality of academic offerings is also routinely monitored by department chairpersons through review of student course evaluations, faculty evaluations, use of standardized syllabi, learning outcomes assessment, and processes for curriculum development.

The quality of online courses is maintained through multiple processes. Standardized syllabi are used for courses, irrespective of modality. Faculty are required to complete multiple training courses that are informed by best practices including Quality Matters (QM).

The vast majority of full-time faculty (81% in 2020-21) possess earned doctorates or terminal degrees. Faculty are assigned based on their areas of expertise and permanent faculty have priority for course assignments. Qualified adjuncts are used where appropriate. Though not thoroughly articulated in the Assurance Argument, the institution provided additional documentation regarding the process for approving faculty who do not possess a terminal degree in the discipline. This process requires that prospective faculty have earned a minimum of 18 hours of graduate work in the field or sub-field. Prospective faculty who have not earned the requisite number of graduate hours may be approved if they possess appropriate specialized training, certification/licensure, and/or relevant experience. This process requires approval by the provost. Approval of faculty to teach dual credit

(high school) courses requires this same process in accordance with HLC guidelines and state regulations.

NSU maintains specialized accreditation for a significant number of its academic programs. This includes nursing (ACEN), occupational therapy (ACOTE), business (ACBSP), education (CAEP), optometry (ACOE), counseling (CACREP), music (NASM), clinical laboratory sciences (NAACLS), and social work (CSWE). NSU is to be commended for their strong track record of accreditation of professional and pre-professional programs in alignment with their institutional mission.

The institution monitors the success of graduates through multiple processes. NSU administers a graduate outcomes survey on an annual basis to obtain data regarding the employment status of graduates. In 2019, they obtained a 60% response rate and determined that 85% of the respondents were employed, seeking additional education, engaged in volunteer service, or in the military.

Faculty also review graduation rates and credential pass rates to determine where barriers to success might exist. NSU employs Civitas analytics software in order to assist in this process. Many programs include comprehensive licensure exams or preparation exams as a degree completion component. Additionally, advisory boards in various departments work with faculty to review the success of graduates and to inform program modifications.

NSU meets the expectations of HLC under Component 4A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

NSU has a well-defined set of university learning outcomes entitled "Degrees of Excellence" (DOE) that includes five key areas: intellectual skills, integrative knowledge, specialized knowledge in the major, a capstone experience, and citizenship. The DOE is built upon the Lumina Foundation's Degree Qualifications Profile.

Assessment of learning outcomes is under the authority of the Office of Academic Affairs and is directed by the Executive Director for Planning and Assessment in collaboration with the Office of Institutional Effectiveness. This centralized approach is designed to ensure consistency and thoroughness in all assessment efforts. Additionally, NSU's assessment processes are guided by OSRHE policy 3.20 and its requirement to provide an annual report on assessment.

Learning outcomes across general education and degree programs are expected to align with the DOE and are to be embedded throughout the coursework. All areas (including general education) are expected to regularly assess outcomes based on an approved plan and to provide an annual report regarding the results.

Other forms of assessment occur through the use of student satisfactions surveys such as NSSE and advising surveys, along with regular course evaluations. Student affairs units use CAS standards as part of their outcomes and assess achievement through EBI surveys.

In order to strengthen assessment activities and to promote continuous improvement, NSU has created Student Learning Assessment Coordinator positions in each college. These positions are filled by faculty members who receive release time in order to fulfill the responsibilities that come with these appointments. Discussions with faculty during the site visit indicated that these Coordinator positions have strengthened the institution's assessment efforts within their departments and provided additional expertise in creating appropriate assessment plans.

Assessment of co-curricular programming appears to be in its infancy at NSU. As of the fall 2021

semester, NSU has created expectations that assessment plans and an annual report be created for all co-curricular programming. The institution should ensure that this critical portion of their assessment program be fully implemented and well-supported across all relevant units.

NSU notes that assessment activities aid them in making data-informed decisions that align with the strategic goal of ensuring institutional effectiveness through continuous improvement. They provide numerous examples of using assessment results to make improvement, including changes to their developmental education program and numerous degree programs at all levels. Of note, the institution recently made significant changes to the outcomes for general education courses so that they are fully aligned with the institutional outcomes identified in Degrees of Excellence.

Furthermore, NSU has tackled the issue of student persistence in terms of better defining "success" from the student's perspective. Their recently completed Quality Initiative focused on creating a student survey to assist in defining success. The institution is encouraged to administer the survey on a regular basis and to use the results to shape educational programs in light of student interests and goals.

Faculty, staff, and administration consistently communicated in meetings and conversations during the site visit that NSU has successfully fostered a culture of assessment in their academic programming. This was supported by the evidence of full implementation of their assessment processes, the consistent participation of the vast majority of employees in conducting assessment, and the regular use of assessment results to make changes at all levels.

It is clear from the Assurance Argument and the evidence provided that NSU significantly engages faculty in assessment activities. Furthermore, NSU employs multiple forms of assessment, including externally validated survey instruments that provide comparisons with peer institutions. NSU also uses licensure exams, portfolios, and a student graduation survey to determine achievement levels of program graduates. Various forms of assessment are used throughout the curriculum to consider student progress on programmatic outcomes.

Discussions with faculty during open forums revealed that faculty are invested in the practice of assessment. The use of course-embedded assessment activities has strengthened faculty engagement and has accelerated the effectiveness of those efforts. Discussions with members of the Student Learning and Assessment Committee revealed that the implementation of "assessment days" over the past two years has also been a very effective way of increasing faculty participation in assessment.

NSU meets the expectations for accreditation under Component 4B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

NSU has set goals for student retention, persistence and completion through its strategic plan and a long-range planning document entitled *Destination 2023*. It includes significant increases in headcount, degrees conferred, transfer students, and first to second year retention rates. These goals are quite ambitious. For example, NSU expects to increase the number of degrees conferred by 34.5%, to increase enrollment headcount to 11,000, and to achieve a 9.3% increase in first-to-second year retention rates. The evidence indicates that the institution is not on target to meet the majority of these goals.

During an open forum regarding retention, faculty and staff noted that these goals were quite ambitious and that many of the goals will not be met. Members of the Retention Committee indicated that they expect future goals to be determined in light of relevant student data so as to ensure that the goals are realistic and achievable. The Retention Committee also stated that the Destination 23 plan did not include retention goals for students other than first-time-full-time (FTFT). They expect that retention goals by student sub-groups would be included in the next plan.

The institution is collecting and analyzing information regarding retention, persistence and completion. NSU prepares annual retention reports along with other periodic data related to persistence that are reviewed by cabinet members and various committees. Early intervention reports are used to identify at-risk students. Academic advisors and other student support personnel are expected to follow-up with these students and to identify interventions where appropriate. Above all, NSU faculty and staff seek to be student-centered in their efforts.

Beginning in 2017, NSU implemented the Civitas Learning data analytics platform to examine how various interventions contribute to student success. One example of this use of data is related to the implementation of the NSU advising model, which incorporates full-time advisors assigned to colleges. Through the analysis, NSU learned that regular meetings with advisees in the highest risk categories positively affects the persistence of these students.

NSU also created new positions and responsibilities related to retention, including a Retention Specialist, a Retention Committee, and a First Year Experience Committee. Each of these actions have strengthened the institution's ability to collect, analyze, and make use of relevant data.

Discussions with members of the Retention Committee revealed that they meet regularly and review a set of 18 data reports that are provided by the Office of Institutional Effectiveness. These reports create the foundation of the analysis conducted by the group as they seek to determine how to improve retention. This past year, the Retention Committee determined that they would create sub-committees focused upon student sub-groups that have been identified as at risk. As noted by members of the Retention Committee, analysis of the data led the committee to recommend two changes to financial aid policies that will reduce barriers to enrollment. These changes (which were recently implemented) simplify the process for students to complete the Financial Responsibility Agreement and reduce the number of financial holds on student accounts. This latter policy change increased the amount of the overdue balance owed to \$1,000 before a hold is placed on the account.

Members of the Retention Committee have also spearheaded an effort to connect with unenrolled students in a systematic fashion. They noted that this is part of a concerted effort to increase outreach and engagement with students. Additionally, review of evidence from the Civitas platform resulted in the implementation of communication campaigns targeted at specific student groups. These "nudges" are designed to increase student awareness of relevant resources and increase student use of them.

A significant change in the advising model was recently completed after an extensive review of research and evidence. NSU now assigns all students to full-time professional advisors connected to each college. Additionally, faculty now serve as mentors/coaches to students in their respective degree programs. This change is intended to standardize advising practices, facilitate better communication, increase student satisfaction with advising, and focus faculty efforts more effectively.

NSU's processes for collecting and analyzing information conform to best practices. These processes are directed by the Office of Institutional Effectiveness, which ensures that the data are accurate and accessible in easily digestible formats. The staff in the Office of Institutional Effectiveness are highly responsive to requests for data and have seen a significant increase in the number of requests over the past five years. Furthermore, they routinely prepare standardized reports for IPEDS, HLC, OSHRE, RUSO, and other entities as required. Various members of the administration noted that the staff in the Office of Institutional Effectiveness perform at a high level and are significantly engaged in data-related functions all across the institution.

NSU meet HLC's expectations under Component 4C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

NSU is deeply committed to providing excellent academic programs across each of its three campuses that meet regional and state needs. The evidence demonstrates that the institution creates engaging and supportive learning environments both in and out of the classroom. Faculty, staff, and administration are focused upon student success and have created a strong culture of assessment that is data-informed and utilizes best practices. Results from program review and assessment are the foundation for changes in courses, programs, and the structure of general education.

Furthermore, NSU is committed to improving student retention, persistence, and completion. Their efforts are also informed by relevant data and reflect best practices. It is plainly evident that faculty, staff, and administration are all committed to this vital effort.

Overall, NSU has an exemplary culture of assessment that fully meets all HLC expectations for Criterion 4.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

While Criterion 5A includes the use of data to inform decisions, that matter is discussed in more detail under both Criteria 5B and 5C. It has also been discussed above under Criterion 4. Criterion 5A primarily addresses questions of shared governance and broad participation in university affairs by all members of the community, and that is the focus of the narrative that follows.

In April, 2015, the NSU president's cabinet formally adopted a Collegial Governance Policy which, among other things, directs inclusion of representatives from all major campus groups in the discussion of virtually all aspects of university life. The Faculty Council, the Staff Council and the Student Government Association also formally endorsed the Collegial Governance Policy. The Assurance Argument, the documents linked to it, and interviews conducted during the site visit affirmed that this policy is followed in practice.

NSU has active and engaged bodies representing the major campus groupings -- Faculty Council, Staff Council and Student Government Association -- at the institution. Each meets regularly throughout the year, and each engages multiple topics of interest to their respective constituents. What is more noteworthy is that these organizations also provide members to all of the major university committees that make recommendations or decisions to NSU executives and, through them, to the state-wide governing boards that sit over NSU. The NSU Executive Council, the primary advisory body for the NSU president's cabinet, explicitly includes among its members the

president of the Faculty Council, the chair of the Staff Council and the president of the Student Government Association. The NSU Strategic Planning Committee explicitly includes as members those same three officers. The NSU Budget Oversight Committee also includes as members those same three constituency officers. The NSU University Curriculum Committee includes multiple members from the faculty, some chosen by the Faculty Council and some appointed by college deans. The Curriculum Committee also includes an undergraduate and a graduate student as members. The latter is appointed by the dean of the Graduate School; the former is selected by the Student Government Association. The University Policy Committee does not designate a student as a member, but it does explicitly include a staff member and a faculty member chosen by the Staff Council and the Faculty Council, respectively.

Beyond the matter of specifying committee members, it is clear that actual interactions occur frequently between and among members of these different campus communities. During on-site interviews conducted by the HLC visiting team, NSU respondents repeatedly indicated the ease with which they are able to and actually do converse with each other and with NSU executives on virtually any topic of interest. That openness to communication and interaction is widely appreciated and deeply valued by all persons at NSU with whom the visiting team interacted. Members of the HLC visiting team concurred that, under the lead of NSU's president, the institution benefits from and sustains a culture of interaction between and among all campus constituencies.

The committees specified above are arguably those dealing with the most critical matters at the university, but they do not exhaust the list of committees that function at NSU and that offer opportunities for faculty, staff and student engagement. The Assurance Argument provides a list of forty-one university-wide committees at NSU and links to a website for each. Over half of those include students as representatives; virtually all include faculty and staff. These do not include committees at the college or the unit levels, which offer even more venues for constituent involvement of one sort or another in the life of NSU.

All of this verifies that shared governance is clearly and deeply embedded in the life of NSU, and that many opportunities for engagement in that life are available to all members of the campus community. Meeting minutes and discussions during the site visit verify that those opportunities are sought out and used, and that that use is valued by executives and administrators at NSU.

NSU meets HLC's expectations for accreditation under Component 5A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Over the last five or six years, the resource base at NSU has been subjected to the effects of countervailing trends which have generated a complicated and somewhat troubling picture. Even so, executives and administrators at the institution have managed those trends effectively. At present, that resource base provides adequate support for the operations of NSU.

Those countervailing trends have been most visible in the financial realm. As a public institution, NSU relies to a significant degree for its operating funds on (1) operating appropriations from the Oklahoma legislature and (2) the tuition and fee receipts it derives from its enrolled students. According to the university's audited financial statements, operating appropriations decreased 10%, from \$32.5M to \$29.2M between FY16 and FY20. Those figures actually understate the decreases evident in that appropriation history. Operating appropriations dropped from \$37.4M to \$28.6M between FY14 and FY19, only rising to \$29.2M in FY20. NSU reports that its operating appropriation declined to \$27.5M for FY21. At the same time, net tuition revenue was rising 20%, from \$32.1M to 38.5M between FY16 and FY20. Increasing enrollment counts did not produce that result. According to data provided by NSU to the HLC as part of its annual update process, total headcount enrollment at NSU fell by 13%, from 8019 to 6991, between the fall of 2015 and the fall of 2020. An increase in graduate enrollment over that span of time (from 1211 to 1345) was not sufficient to offset the decrease in undergraduate enrollment (from 6788 to 5646). While NSU reports an increase in total headcount enrollment for fall 2021 to 7006, the undergraduate headcount (5524) for that term does not reverse the declining trajectory registered for earlier years, while the graduate headcount (1482) further sustains the pattern of an increasing trajectory mentioned above.

To meet the challenges posed by these trends, NSU has taken a number of steps. Total operating expenses, as recorded in NSU's audited financial statements, were held virtually flat between FY16 and FY20. Reductions in the personnel complement played a big role in producing that result. According to headcount figures reported to HLC, faculty counts were reduced by 11% over that span of time, while administrator/staff counts were reduced by 13%. It is worth noting here that the

student survey conducted by HLC as part of the re-affirmation review did not yield noticeable numbers of complaints about the unavailability of either faculty or staff to address student needs. Some students interviewed during the visit to the Broken Arrow campus, however, did express the opinion that courses were not always scheduled in a way advantageous to them, and that advising on course availability was not always helpful. The university increased the number of its academic programs offered online, and deployed some new programs as well. A special initiative dedicated to "Student Success" was undertaken in accordance with NSU's continuing affiliation with HLC as an "Open Pathway" institution. Grant dollars received in FY20 under the CARES Act also played a role. Over the entire time span, receipts from grants and successful fund-raising solicitations helped to buffer the negative effects attributable to appropriation and enrollment decreases. All told, an aggregate decline in the university's net financial position of \$2.5M between FY16 and FY17 was more than offset by an aggregate increase in its net position of \$8.5M between FY18 and FY20. Throughout those years, NSU's Composite Financial Index remained "above the zone" and, between FY17 and FY20 it remained discernibly and usually comfortably "above the zone." (This was also true for all years between at least FY03 and FY15 as well.)

As of this writing, it is impossible to predict future patterns in the appropriation and enrollment trajectories at NSU. Both will have significant effects on the university's finances. What is clear is that the institution has effectively managed the effects of decreases in both areas in the past, and continues to do so in the present,

The faculty and staff complements at NSU are appropriately qualified to fulfill their responsibilities. According to data reported to IPEDS by NSU, among the full-time faculty, 81% hold terminal degrees in their academic or professional disciplines while another 18% hold master's degrees. Among part-time faculty, the corresponding figures are 29% and 56%. Instructors lacking terminal degrees or appropriate master's degrees are only appointed after their professional credentials and experiences are evaluated and approved by the NSU provost, and are only appointed if special expertise qualifies them to teach the courses to be assigned to them. In point of fact, there are few such exceptions. An analysis conducted by members of the HLC visiting team of courses offered during the fall semester of 2021 cross-referenced against the highest degrees earned by those courses' instructors showed that outside of a small number of courses requiring highly specialized expertise on the part of their instructors -- two examples of which are American Sign Language and Cherokee language and culture -- NSU is in full compliance with HLC requirements in this area.

Similar counts of degree credentials are generally inappropriate for staff positions, but NSU typically requires baccalaureate degrees (or higher) as a stipulation for the filling of vacant staff positions, depending on the work requirements of those positions. The NSU Assurance Argument demonstrates that a variety of professional development options are available to both faculty and staff. Programs for the former provide travel funds for scholarly or professional meetings, research grants, and assistance with instructional techniques. Programs for the latter provide operations training offered both by university personnel and by external organizations, technology training, and partial tuition waivers for courses taken in pursuit of degrees.

Technology of a variety of types is widely available across all campuses of NSU. Classrooms are equipped with appropriate internet connections, whiteboards, projectors, and other elements of instructional technology. Wireless internet is available across all campus buildings and all dormitories. Desktop and laptop computers, which are not directly purchased by NSU but rather are provided under a leasing contract with an external provider, are upgraded on a four-year cycle. (According to NSU's chief financial officer, the switch to leased computers has also generated

noticeable cost savings for the institution.) Facilities serving more specialized purposes -- the Walls Vision Center at the College of Optometry, or the Gailey Living Skills Laboratory of the Occupational Therapy Program, to cite only two examples -- are also equipped with up-to-date technology appropriate to their functions.

Early in 2014, NSU completed the development of its Master Plan, which encompasses facility and infrastructure needs at all three of the university's campuses. The plan was developed after an extensive process of consultation with students, faculty and staff, including numerous focus groups, open forums and open houses. It lays out in great detail the facility needs on each campus and the priorities assigned to those facilities. It has guided NSU construction projects (and fund-raising efforts) ever since. A number of projects have been completed in recent years, and a number of others are under way. The Walls Vision Center and the Gailey Living Skills Lab have already been mentioned as examples; to them can be added the construction of the Isabel Cobb Residence Center and the renovation of historic Seminary Hall. The latter was made possible by a \$4M donation from the Cherokee Nation, which NSU will more than match when the overall project is completed.. NSU has been skilled at raising funds for these and other construction projects; it also receives annual capital appropriations from the Oklahoma legislature which, according to NSU's audited financial statements, have amounted to between \$1.5M and \$4.2M over the last few years.

The budget-building process at NSU, which falls under the overall managerial purview of the vice president for administration and finance is straightforward. Beginning in the late winter or early spring of each year, NSU executives solicit budget proposals from the units for which they are responsible. These proposals address funding requests for both continuing ventures or operations and new ventures or programs. At approximately the same time, the NSU Budget Oversight Committee reviews data on enrollment, retention, projected tuition and fee rates and revenues, projected operating expenses, and projected appropriations to establish budgetary parameters against which budget proposals will be reviewed. The Budget Oversight Committee includes as members various NSU executives as well as the president of the Faculty Council, the chair of the Staff Council and the president of the Student Government Association. The parameters recommended by this group are forwarded to the president's cabinet, as are the unit proposals brought forward by the cabinet members from the requests made by their respective units. The cabinet makes any necessary adjustments to the proposed budget, the final version of which is presented by the NSU president to the RUSO in early June. Once RUSO has endorsed that budget, it is forwarded to the OSRHE for final approval. After the budget is approved and loaded into NSU's computing system, revenues and expenses for the institution as a whole are monitored by the NSU Budget and Accounting Office and reviewed with members of the cabinet throughout the course of the budget year. These cabinet members are responsible for monitoring the revenues and expenses attributable to the units which report to them, which monitoring they conduct throughout the course of the budget year.

From all the evidence presented in the Assurance Argument and gathered by the visiting team during on-site interviews and meetings, it is clear that NSU meets Component 5B of the HLC Criteria for Accreditation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The strategic plan that currently informs NSU's activities and initiatives is entitled "Excellence: The Path to Success -- Strategic Plan 2015-2023". It was developed by a university-wide committee after extensive consultation with all relevant constituent groups at NSU, and addressed the full scope of goals to be pursued at the institution. It was supplemented by a document released by the president of NSU entitled "Destination 2023: A 10-year roadmap of distinction through degree completion." Judging by the footnotes and citations contained in them, both of these documents addressed data on student patterns at NSU, and both took into account "best practices" across the country in addressing the topics they covered.

In the years since the publication of "Excellence ..." and "Destination 2023 ...", and as the Assurance Argument makes clear, NSU has followed the adoption of those plans with a variety of initiatives intended to reach the goals articulated in them. The construction of new facilities and the renovation of old ones and the deployment of new academic programs, already noted in the discussion of Component 5B, are examples. Another is the "Quality Initiative: Sustaining Student Success" which NSU developed for the HLC as part of its designation by the Commission as an Open Pathway institution. "Sustaining Student Success" was no less attuned to best practices across the country and no less informed by data than the strategic plans it followed. Institutional data on patterns of student progress through their degree programs are regularly compiled by the NSU Office of Institutional Effectiveness and shared with the NSU Retention Committee.

While "Destination 2023" addresses initiatives to be undertaken by a variety of people and groups at NSU, it has a significant focus on issues of student enrollment, retention and graduation. It included a number of different quantitative "Measures of Progress," to the credit of those who compiled it.

Three of the specific "Measures of Progress" that it articulated in the area of enrollment, retention and graduation were:

1. a total base student headcount enrollment of 11,000 by the fall semester of 2023;
2. a one-year retention rate for first-time, full-time undergraduate students of 72% by 2019; and
3. a six-year graduation rate for first-time, full-time undergraduate students of 40% by 2017.

It appears that none of these benchmarks have been or will be met by the deadlines established by "Destination 2023." Enrollment was addressed above in some detail in the discussion of Component 5B, using headcount enrollment reported annually by NSU to the HLC. Suffice it to say here that the total headcount reported by NSU to the HLC as of the fall semester of 2020 stands well below the 11,000 target for the fall semester of 2023. The first-year retention rate reported by NSU to the IPEDS system of the U.S. Department of Education amounted to 66% for 2019, up from a reported rate of 60% for the prior year but short of the articulated target of 72% by 2019. The six-year graduation rates reported by NSU to IPEDS were 32% for the 2011-2017 cohort and 33% for the 2013-2019 cohort -- a marginal improvement across these two cohorts, but noticeably below the 40% target for 2017.

From the interviews and meetings held at NSU by the visiting team during the site visit, it is clear that everyone at NSU is well aware of the enrollment trajectory the institution has been experiencing and of the importance of reversing that for the institution's continued financial viability. Everyone is equally aware of the operating appropriation trajectory that has been imposed upon NSU over the last decade, and of the way that trajectory magnifies the importance of addressing the enrollment issue. Both "Excellence ..." and "Destination 2023 ..." will reach the end of their "shelf lives" in approximately the next two years. A new plan will need to be developed. The history of NSU and the comments offered by various members of the NSU community during the site visit suggest that that new plan will be as closely informed by data collected by the institution from a variety of sources as was its predecessor, and that it will be developed in a university-wide context that includes all relevant stakeholders at the institution. A steering committee of the existing Strategic Planning Committee has already been chosen to guide the effort, and has already taken the beginning steps to lay out in detail the course of the planning process by means of which a new plan will be developed.

The Assurance Argument demonstrates that NSU uses data to inform decisions to implement changes -- and to make commitments of resources to accomplish that -- in a number of areas, and then to measure the results of that implementation. The efforts at data collection and analysis that characterized the early stages of NSU's "Quality Initiative: Sustain Student Success" resulted in, among other things, (1) the purchase of software to enable the institution to track student progress and to identify students at high risk for attrition, (2) changes in the menu of activities for "Welcome Week" to better address topics of central interest to new students, and (3) the creation of a Retention Specialist position to serve as the focus for the various retention activities NSU has undertaken. A nice example of the use of data to measure effects of changes comes with the survey of student satisfaction after the reorganization of academic advising. The survey results demonstrated high levels of satisfaction with that initiative. NSU participates annually in the National Survey of Student Engagement (NSSE), a nation-wide survey-based effort which captures a wealth of data on student activities during their terms of attendance, on their experiences with various elements of the collegiate experience, and on their satisfaction with many of these elements.

In many ways, the instances noted above might be called traditional data collection routines launched

in response to well-defined issues or needs. At NSU, the use of data to inform proposals or decisions is not limited to these sorts of instances; in fact, data collected as a matter of course for operational purposes are also used to develop proposals for new initiatives. An intriguing instance of this was revealed when, during the course of the site visit, NSU administrators demonstrated to members of the visiting team the Maxient software they use to record student complaints (or complaints about students). The software thoroughly records the nature of those incidents and the manner and timing of their resolution, and those records are provided readily to administrators in the appropriate operating areas. Those same data have also been used by NSU administrators to identify changes over time in the numbers and rates of those incidents recorded in the system. The increase in the number of events related to mental health and behavioral counseling as recorded in the Maxient system since the onset of the COVID-19 virus has led to the development of a proposal to be considered during the current budget development process to provide an increase in resources devoted specifically to that kind of intervention. Whether the proposal is eventually adopted, the story of its development speaks directly to the orientation of members of the NSU community to using even operating data in creative ways to identify issues and concerns and to point the way toward institutional action in response to those.

NSU engages in data-informed planning, institutes changes in response to the analyses of those data, and uses data to measure the results of those changes. The culture of developing data-informed proposals for action is deeply embedded at NSU across academic and non-academic areas alike.

NSU meets the requirements established by HLC under Criterion 5C for the re-affirmation of its accreditation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

The resource base at NSU is sufficient to sustain its current operations at a high level of quality. Difficulties posed by decreasing state operating appropriations and declining enrollments have been met by strong institutional leadership backed by a deeply embedded culture of shared governance and extensive collaborative interaction. That governance structure is populated by a substantial number of committees which are deliberately established with administrator, faculty, staff and student membership and representation. The highly engaged and interactive leadership style of NSU's president promotes the highly interactive character of organizational life at NSU, with members of its committees, councils and boards openly and frequently interacting both within and across their groups. In a variety of areas, NSU constituents seek out data on operations and activities and use the analyses of those data to evaluate existing activities and to inform the development of proposals for new ones. Planning is sophisticated and draws across all stakeholders. NSU meets the expectations of the HLC with regard to Criterion 5.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

NSU.Federal_Compliance_Filing-documentation.FINAL

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

The NSU Course Catalog specifies the assignment of credit for distance learning (online, blended, virtual class meeting, and videoconference courses), face-to-face courses, laboratory credit, and online courses. The assignment of credit is consistent with HLC's guidelines for assignment of credit and is based on Oklahoma State Regents for Higher Education (OSRHE) Academic Calendar Standards. The academic calendar, using a 16-week calendar for fall and spring semesters, and 4–14-week summer sessions, is based on OSRHE policy. When semester schedules are built, the Registrar provides details about course requirements and the Associate Registrar monitors the courses to ensure they meet the expectations. For new or modified courses, the assignment of credits is monitored through the curriculum approval process and is discussed and approved at the department, college, and university levels.

Thirty-six syllabi were reviewed: College of Business and Technology (8), College of Education (10), College of Liberal Arts (8), and College of Science and Health Professions (10). A review of syllabi reveals that courses adhere to the course workload based on the number of credits and modality; there

is a statement of course workload in the syllabi. Courses offered in different locations and/or different modalities have the same or similar learning outcomes and learner expectations. All syllabi do not follow the exact same template, but all syllabi reviewed have similar components.

Therefore, it is evident that NSU has policies that comply with federal and HLC regulations and that it follows its policies.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

The Report Concern or Incident web page at NSU (Report Concern or Incident - Northeastern State University (nsuok.edu)) has links to a variety of forms including behavioral concerns, Compliments and Complaints, Title IX reports, and racial discrimination. At the bottom of every web page is a Report Concern link that goes to the Report Concern or Incident page. On the Online Learning: Policies & Procedures web page (Online Policies & Procedures | Northeastern State University (nsuok.edu)), there are links to HLC Student Complaints and OSRHE (Oklahoma State Regents for Higher Education) Student Complaints. The Compliments and Complaints process is provided on page 21 of the current Student Handbook (https://offices.nsuok.edu/Portals/17/documents/conduct/NSU_Student_Handbook_Revised0-05192021.pdf#search=student%20handbook), and can also be found in course syllabi. The ALO reported that complaints are tracked in the Maxient software. During the site visit, administrators demonstrated to the members of the HLC visiting team the tracking capacities of the Maxient system and the ability it provides NSU administrators to record trends over time in complaints received in each of the categories of complaint established by NSU.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

Transfer policy is clearly explained in the catalog in the section Transferring to NSU. Articulation agreements are listed, with links, on the Transfer Agreements webpage in the catalog (Transfer Agreements - Northeastern State University - Catalog ACMS™ (nsuok.edu)). The Transfer Student

Services web page (Transfer Student Services | Northeastern State University (nsuok.edu)) describes the transfer process and includes a section entitled How My Classes Transfer, with links to General Education Course Transfer Equivalency, the State Regional Course Transfer Guide, and Smart Choice Transfer Maps.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

In order to access Blackboard, the learning management system used by NSU, students use their NSU user ID and password. There are criteria for passwords to help ensure a secure system. Faculty have access to Respondus Lockdown Browser, Respondus Monitor, and Safe Assign for use within their courses. The ALO confirmed that these tools are accessed via the LMS with single sign on.

To help protect student privacy, only faculty have access to student performance information. NSU follows FERPA to protect the confidentiality of student information. The FERPA policy is found on their website (FERPA Policy - Northeastern State University (nsuok.edu)).

There are no additional costs related to distance courses.

5. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

Student Outcome Data is easily found on the webpage (HLC Outcomes and Information | NSU (nsuok.edu)) in a variety of places. For example, the Fact Book provides graduation and retention information. Career Outcomes Survey Information is provided for 5 years. Equity in Athletics Reports are provided for 13 years. Program-specific pass rates are found on the program web pages, when applicable. The Student Outcomes webpage directs the user to IPEDS data, which is found on the HLC Outcomes and Information webpage.

6. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

Rationale:

On the Accreditation web page (Accreditation | NSU (nsuok.edu)), NSU provides a list of accredited programs and links to the accreditor's website where I was able to confirm all of the accreditation statuses. NSU provided the most recent correspondence from each program's accrediting organization. The university's status with all accreditors is confirmed. Because the Physician Assistant Program is so new to NSU, the ARC-PA accreditation is provisional and that status is accurately stated on the webpage. The review for full accreditation is scheduled for the fall of 2025.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted an Appendix A. Review any negative actions taken against the institution and identify any implications for the institution's compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

N/A

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

In the exit interview conducted by members of the HLC visiting team with the president of NSU and the members of his cabinet, the visiting team made explicit and positive note of the existence at NSU of: (1) a culture of assessment, in which data-informed decisions are taken, implemented and assessed across all areas of the institution, academic and non-academic alike; (2) a culture of interaction, in which all stakeholders -- administrators, faculty, staff and students -- are continually engaged in active discussion of all matters affecting the institution; and (3) a culture of community, in which all participants display trust in and respect for each other and in which all are primarily concerned with the welfare of the institution as a whole. As NSU moves forward to confront its future, including but not limited to its need to develop and implement a new strategic plan, it will be at a distinct advantage by having its efforts carried out with the support of these cultures.

As noted in the discussion of Criterion 5B and in the report on NSU's branch campus at Broken Arrow, some students at that location expressed during a student forum a concern that the scheduling of courses they need for their degree programs is not always to their advantage. Some respondents to the student survey conducted by HLC for this review offered similar comments. NSU executives would be well advised to probe further to determine the sources of these concerns and to explore possible ways to address them.

After the review of the Assurance Argument and all the documents linked to it, and after interacting with a wide variety of executives, administrators, faculty, staff and students during the site visit, the HLC visiting team has determined that NSU fully meets the expectations and requirements of the HLC with regard to the re-affirmation of its accreditation.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Northeastern State University

Name and Address of Branch Campus: Muskogee

Date and Duration of Visit: 10.19.2021 from 9am - 12:00pm

Reviewer: Christine Austin

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Reviewer arrived at the Muskogee campus at 9am and was met by the Dean of the campus, Dr. Kim Williams. During a tour of the facilities (basically two buildings connected by covered walkways), we discussed the scope of the institution which was to deliver upper division and graduate coursework in specific allied health programs, as well as an Organizational Leadership program which is part of the Reach Higher Degree Completion program for adults with some prior coursework. The Dean mainly oversees the administrative and facilities functions, while instruction oversight belongs to the dean of the college of Science & Health Professions.

The Dean of NSU-Muskogee also spoke of the unique consortium in Muskogee of local superintendents, the Connors State College, Chamber of Commerce, Port of Muskogee, and others who meet monthly to share information and work to improve the local community.

Two open forums were held to solicit perceptions on Criteria 3 & 4 topics from both faculty and staff, and students.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Realignment of the campus to be a primarily allied health focused campus is recent with some students feeling a little less than happy that their programs had been moved to Muskogee from Tahlequah.

Overall, students are happy with the health focus of the campus that makes for a tightly knit community with opportunities for interaction with other future health care providers.

Processes detailed in the assurance argument were confirmed in discussions with the dean as to reporting structures, instructional hierarchy, faculty development and evaluation, student support, facilities, and budgeting. While the budget overseen by the dean was primarily devoted to building operation, she mentioned the collaborative nature of her relationship with other deans, particularly the Science & Health Professions dean. The dean at Muskogee takes part in all deans' council and academic leadership meetings and see herself as the voice for the students and faculty at Muskogee.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Facilities at the Muskogee campus were well maintained and sufficient to the needs of the programs at this campus. Laboratories were well stocked with manipulatives and other resources pertinent to specific degrees. Multiple examination and treatment rooms were available, as were computer laboratories, study spaces, and zoom capable classrooms.

While the dean noted that one of the buildings is due for a new roof on one of the two buildings on campus it was awaiting funding. The other building had recently had its roof replaced.

All buildings appeared in good repair with several outdoor space enhancements in progress to allow for outdoor educational opportunities. Parking appeared plentiful.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Staff is appropriate to the size of the campus and includes access to staff from the main campus to fill in other student needs.

While there are no library facilities at Muskogee, there is a librarian who works with faculty and students to meet their needs through interlibrary loan.

Muskogee has a student services staff member who works to improve student connection through structured activities that meet wellbeing needs. A newer focus for this staff member is to increase opportunities for community service in Muskogee.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

As a smaller campus with limited on campus academic resources, discussions with students did not identify any gaps in services. They feel well supported by faculty as far as career and academic advising. Other services are provided through the Tahlequah campus in both on site and phone access, including an onsite student services staff member, and a librarian who assists both faculty and staff through interlibrary loan.

Faculty relayed no concerns with facilities or equipment for providing educational offerings.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Office space is maintained for all faculty on the campus and there is also office space allocated to the dean of science & health professions who visits the Muskogee campus at least once per week.

Faculty at Muskogee are subject to the same policies as on the main campus and follow the same process for evaluation and oversight. Department heads were in the process of portfolio review during the reviewer's visit.

Student discussion confirmed the availability of faculty to student inquiry and support.

Since most programs on the Muskogee campus are externally accredited, there are discipline specific requirements for professional development. Faculty also mentioned the availability of CTL programming and professional development though as well, particularly in technology use.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A majority of programs are externally accredited and maintain that status through regular attendance to those standards. Reporting of assessment is handled in the same way as on the main campus.

Two members of the Muskogee campus community identified themselves as serving on the greater NSU Student Learning & Assessment Committee and work to maintain consistency with evaluation and assessment processes between campuses.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Muskogee campus is in alignment with the main Tahlequah campus. It clearly displayed the same mission and values posters prominently in both buildings, and multiple faculty members had also been in sessions conducted at the main Tahlequah campus the day before and demonstrated the fluid nature of work that occurs between the campuses. The Muskogee campus has a clear voice in all processes and policy developments through faculty and administrator representation. The dean spoke about attending an upcoming strategic planning committee to ensure that the Muskogee perspective is included, as she does consistently with other leadership meetings. It is clear that the values of Collaboration and Communication that were well illustrated on the main campus are equally apparent on the Muskogee campus.

The tight knit community at Muskogee works in concert to ensure effective processes. Several staff members talked about sharing duties to make sure that all were supported during heavier work periods.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Northeastern State University

Name and Address of Branch Campus: Broken Arrow

Date and Duration of Visit: 10.19.2021 from 9am - 12:00pm

Reviewer: Douglas Davenport

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Northeastern State University is authorized by the Oklahoma State Regents for Higher Education (OSRHE) to operate additional locations in Muskogee and Broken Arrow. These additional locations may only offer upper division and graduate coursework by state regulations. The Broken Arrow campus opened in 2001 following changes to a consortium of universities operating in Tulsa. The citizens of Broken Arrow passed a \$16 million dollar bond and sales tax increase to build the NSU campus in Broken Arrow. This campus offers a variety of undergraduate and graduate degrees in the liberal arts and sciences, business, and education. It also has a partnership with the Broken Arrow Public Schools (BAPS) whereby high school students can earn an associate's degree through courses taught on the NSU-Broken Arrow campus by Tulsa Community College faculty.

NSU has a highly integrated approach to additional locations. Faculty are located at one of the three campuses, but departments and colleges function as single entities, irrespective of the campus where they are located. The additional locations each have a dean who is the primary administrative leader at the location, but this individual is primarily responsible for oversight of the facility and serving as a primary point of contact for community members rather than directing academic programming. Those functions remain the responsibility of the department chairpersons and academic deans. Furthermore, staff members in support areas are located on each campus but are part of single units serving the entire university.

Finally, each additional location has separate budgets, but all revenues and budget allocations are part of the general funds of the institution. Primarily, the separate budgets enable administration and members of the two governing boards to monitor expenses and allocate resources to support the operations of each location.

Since its last review, the Broken Arrow campus has seen enrollment grow and is currently in excess of 3,500 students (duplicated headcount). Program offerings continue to increase, and they now offer 34 undergraduate degree programs and 16 graduate degree programs.

The Broken Arrow campus facilities are heavily used by community groups, businesses, and other regional organizations. There is a strong and vibrant relationship between the campus dean and the community. The dean also serves on various boards and organizations in the city. The campus has a strong partnership with Tulsa Community College as well as the Broken Arrow Public Schools.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

NSU clearly plans for the growth and maintenance of the Broken Arrow campus. The facilities are well-maintained and there are adequate numbers of support staff in each of the units located there. Furthermore, members of the faculty and staff routinely engage with their colleagues on the main campus, either in person or through technology.

Oversight of information presented to students is more than adequate due to the integrated nature of the operations. For example, publications and communications on the Broken Arrow campus are under the direction of the Marketing and Communications unit, which also has an office on the campus.

Financial planning and budgeting process for the additional locations are part of the regular institutional processes. Itemized budgets for each function on the campus are created and resources are provided under the direction of the members of Cabinet and their staff.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Broken Arrow campus originally included three buildings in 2001 and now has six buildings. During the site visit, it was clear that the facilities are in excellent condition and are well maintained. Classrooms, laboratories, clinical locations and other teaching spaces are well-appointed and more than adequate in terms of size and equipment. Likewise, the spaces for support functions and venues for public use feature are quite impressive and can support a variety of activities. They have up-to-date technology in every room and facilities are ADA compliant. The bookstore and cafeteria are inviting spaces with excellent capacity to meet the needs of students.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The faculty and staff located at the Broken Arrow campus are highly qualified and highly engaged with their colleagues at the other campuses. Due to the unified organizational policies and processes, selection and hiring of employees is consistent across all locations and is managed from the main campus. Furthermore, evaluation and orientation processes are the same for all employees of the unit, without regard for location.

Currently, 60 full-time and 21 part-time faculty are assigned to the Broken Arrow campus. Since NSU uses multiple modalities for course offerings, they can use faculty from any location to ensure that they have sufficient courses for students. It should be noted that some students perceive that more faculty are needed at the Broken Arrow campus, as they may have to take multiple courses in their program from the same faculty member. However, it appears that there are sufficient faculty and staff at the Broken Arrow campus to effectively meet student learning and support needs.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Broken Arrow campus hosts all of the primary student support services with personnel on the campus. This includes academic advising, financial aid, library, career services, disability services, and student affairs. Furthermore, the campus has a food pantry that is available for students in need. This is very helpful given the number of non-traditional students served on the campus who face financial challenges.

Faculty located at the Broken Arrow campus are effectively supported. The Center for Teaching and Learning has full-time staff on the campus and technology support is also present. The library facility is well-maintained and full-time librarians are available to respond to the needs of both faculty and students.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Due to the integrated planning and administration employed by NSU, all aspects of the academic operations are consistent, irrespective of location. Policies and practices related to faculty qualifications, academic programming, performance of teaching responsibilities and availability to students apply to all locations. Professional development is readily available, as the Center for Teaching and Learning has offices on campus. Faculty attending the open forum on the campus spoke quite favorably about the support they receive for professional development and indicated that it is very accessible on the Broken Arrow campus.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Assessment and evaluation activities on the Broken Arrow campus are part of the broader university efforts and are fully integrated into those processes. For example, departments create assessment plans and reports that apply to all three locations rather than creating a separate plan/report for each campus. This pattern is consistent for all areas of the university and ensures that there are no distinctions due to location. Thus, courses offered on the Broken Arrow campus have the same expectations and use the same assessments as those offered on the Tahlequah or Muskogee campuses. Program reviews are not separated by location, though a few may only be offered on one campus.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

NSU is committed to continuous improvement for the entire institution and includes all three locations in its efforts. Furthermore, the President, Provost, and academic dean spend at least one day a week on the Broken Arrow campus and are highly engaged with the activities on the campus. It is evident that administration, faculty, and staff all value the additional locations and view them as integral parts of the larger institution.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Northeastern State University, OK
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>A multi-campus visit will take place in conjunction with the comprehensive visit. The following campuses will be visited:</p> <ol style="list-style-type: none"> 1. NSU at Broken Arrow, 3100 East New Orleans, Broken Arrow, OK 74014 2. NSU at Muskogee, 2400 West Shawnee, Muskogee, OK 74401 <p>Federal Compliance Reviewer: Pamela Humphrey</p> <p>Per the institution's request, this visit will be conducted with the full team visiting the campus in-person.</p>
DATES OF REVIEW:	10/18/2021 - 10/19/2021
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2011 - 2012

Year of Next Reaffirmation of Accreditation: 2021 - 2022

Recommended Change: 2031 – 2032

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Doctoral

The institution is not approved at the following program level(s): Associate's, Specialist

Institutional Status and Requirements Worksheet

The institution is limited to offer the following program(s), within the approved program levels listed above: Doctor of Optometry

Recommended Change: **No Change**

Additional Location:

Prior HLC approval required.

Recommended Change: **No Change**

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: **No Change**

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: **Eligible to Choose**

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: **No Change**

Institutional Data

Educational Programs

Undergraduate

Certificate	26	_____
Associate Degrees	0	_____
Baccalaureate Degrees	60	_____

Graduate

Master's Degrees	25	_____
Specialist Degrees	0	_____
Doctoral Degrees	1	_____

Recommended Change:



Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

NSU at Broken Arrow, 3100 East New Orleans, Broken Arrow, OK, 74014

NSU at Muskogee, 2400 West Shawnee, Muskogee, OK, 74401

Recommended Change: **No Change**

Additional Locations

None

Recommended Change: **No Change**

Correspondence Education

None

Recommended Change: **No Change**

Distance Delivery

13.0301 - Curriculum and Instruction, Master, MEd Teaching

13.0406 - Higher Education/Higher Education Administration, Master, MS Higher Education Leadership

13.1013 - Education/Teaching of Individuals with Autism, Master, Special Education-Autism Spectrum Disorders, M. Ed.

13.1315 - Reading Teacher Education, Master, MEd Reading Education

13.1316 - Science Teacher Education/General Science Teacher Education, Master, MEd Science Education

13.1330 - Spanish Language Teacher Education, Bachelor, Spanish Education, Bachelor of Arts in Education

15.0703 - Industrial Safety Technology/Technician, Bachelor, BT Technology

15.1501 - Engineering/Industrial Management, Master, MS Environmental Health & Safety Management

16.0905 - Spanish Language and Literature, Bachelor, Spanish, Bachelor of Arts

19.0101 - Family and Consumer Sciences/Human Sciences, General, Bachelor, BS Human and Family Sciences

23.0101 - English Language and Literature, General, Bachelor, BA in English

23.0101 - English Language and Literature, General, Master, MA English

26.0101 - Biology/Biological Sciences, General, Bachelor, BS in Biology

30.9999 - Multi-/Interdisciplinary Studies, Other, Bachelor, BS Organizational Leadership

43.0103 - Criminal Justice/Law Enforcement Administration, Bachelor, BS Criminal Justice

43.0103 - Criminal Justice/Law Enforcement Administration, Master, MS Criminal Justice

Institutional Status and Requirements Worksheet

- 43.0302 - Crisis/Emergency/Disaster Management, Certificate, Certificate in Emergency Management & Planning
 - 51.1005 - Clinical Laboratory Science/Medical Technology/Technologist, Bachelor, BS Medical Laboratory Science
 - 51.2211 - Health Services Administration, Bachelor, BS Health Care Administration
 - 51.3101 - Dietetics/Dietitian, Bachelor, Nutritional Sciences, Bachelor of Science
 - 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BSN in Nursing
 - 51.3817 - Nursing Education, Master, MSN Nursing
 - 52.0201 - Business Administration and Management, General, Master, MBA Business Administration
 - 52.0304 - Accounting and Finance, Master, MS Accounting and Financial Analysis
 - 52.0903 - Tourism and Travel Services Management, Bachelor, BBA Hotel & Tourism Management
 - 52.1201 - Management Information Systems, General, Bachelor, BBA Information Systems
 - 52.1401 - Marketing/Marketing Management, General, Bachelor, BBA Marketing
-

Contractual Arrangements

None

Recommended Change: **No Change**

Consortial Arrangements

None

Recommended Change: **No Change**
