

Northwestern Oklahoma State University

# Self-Study Report



Prepared for the  
Higher Learning Commission  
of the  
North Central Association  
of Colleges and Schools

April 2014

# Preface

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Dear HLC Team Member:

On behalf of our students, faculty, and staff, I welcome you to Northwestern Oklahoma State University for the accreditation site visit of the Higher Learning Commission. This self-study document is the product of an intense examination of our practices and processes. We have engaged all of our stakeholders during this self-study and have been pleased with their contributions. The information gathered from this endeavor has provided us with valuable insight into our strengths as an institution and also identified areas that warrant improvement.

This self-study has allowed us to chronicle and share the progress we have made since the last visit of the Higher Learning Commission in 2004. The results from that self-study, and the report compiled by the site visit team, were incorporated as part of our strategic planning process. Through investment of resources and continuous assessment, we improved areas where challenges existed and built upon our centers of strength.

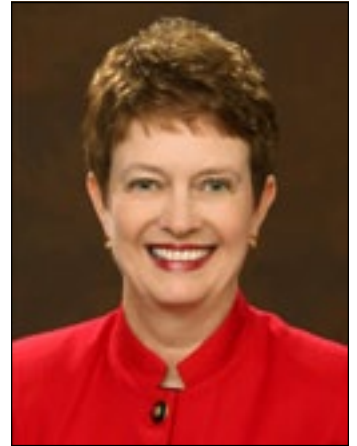
Moving forward, this self-study has provided purpose and clarity for our next cycle of strategic planning. We have identified many external and internal challenges that Northwestern will face in the future, along with opportunities that will allow the University to positively impact its constituents. We are mindful, that as an institution, we must continually improve and seek new and innovative strategies to fulfill our mission. This self-study will be the foundation for these efforts.

We hope this comprehensive self-study will present a concise report of our current operations, our institutional strengths and challenges, and our plans for further improvement. We welcome your examination of Northwestern and look forward to your feedback. I thank you for your service to the Higher Learning Commission and to education.

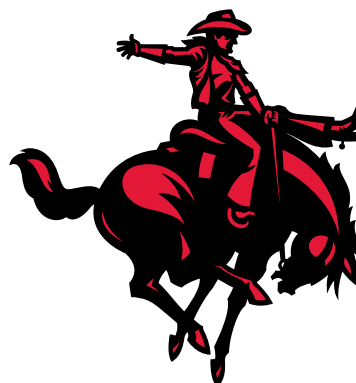
Sincerely,



Janet Cunningham, Ed.D.  
President



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[List of Acronyms](#)

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# **Self-Study Leadership - Committees**



# Self-Study Leadership - Committees

## 2014 Self-Study Steering Committee

*Dr. Jesse Schroeder*.....Assistant Professor of Mass Communication;  
Self-Study Coordinator

Dr. Janet Cunningham.....President

Dr. James Bell.....Associate Professor of English

Dr. Sheila Brintnall.....Professor of Mathematics

Tammy Brown.....Assistant Professor of Speech

Dr. Deena Fisher.....Dean, NWOSU Woodward Campus

Leah Haines.....Director of Assessment and Institutional Effectiveness

Susan Jeffries.....Director of NWOSU Libraries

Dr. Mike Knedler.....Dean, School of Arts and Sciences

Dr. Steve Lohmann.....Executive Vice President

Dr. Tim Maharry.....Associate Professor of Mathematics

Dr. Mary Ellen Nutter.....Assistant Professor of Education

David Pecha.....Vice President for Administration

Dr. Dean Scarbrough.....Associate Professor of Agriculture

Jake Streck.....English Education/Student-Athlete

Gilda Palacio.....Biology student

Jennifer George.....Early Childhood Education student

Magon Mayhall.....Mass Communication student

## Criterion One Committee

*Dr. Mary Ellen Nutter*.....Chair, Assistant Professor of Education

*Dr. Mike Knedler*.....Assistant Chair, Dean, School of Arts and Sciences

Ryan Bay.....Head Baseball Coach

Dr. Jim Breyley.....Associate Professor of Business

Dr. Kay Decker.....Professor of Sociology, Chair

Kathy Earnest.....Instructor of English

Ashton Ghaemi.....Service Learning Coordinator, Social Work Secretary

Verna Graybill.....Access Services Librarian  
Instructor of Library & Information Services

Julie Lehr.....International Student Advisor

Dr. Aaron Mason.....Associate Professor of Political Science

Dr. Cynthia Pfeifer-Hill.....Professor of Biology

Ted Satterfield.....Instructor of Mass Communication

Mark Sneary.....Instructor of Agriculture

Dr. Martie Young.....Professor of Education

## Criterion Two Committee

*Dr. Sheila Brintnall*.....Chair, Professor of Mathematics

*Dr. Deena Fisher*.....Assistant Chair, Dean, Woodward Campus

Marjie Bagley.....Comptroller

Taylor Brainard.....Systems Analyst, Information Technology

LeRoy Burks.....Police Chief, Campus Police

Tami Cooper.....Human Resources Director

Myra Davison.....Administrative Assistant, President's Office

Brad Franz.....Vice President for Student Affairs & Enrollment Management

Dr. Jerry Gustafson.....Professor of Business

Dr. Amy Hall.....Assistant Professor of English

Cheryl Kent.....Instructor of Nursing, Assistant Chair

Sheri Lahr.....Registrar

Dr. Cornelia Mihai.....Associate Professor of Chemistry

Caleb Mosburg.....Dean, Student Affairs & Enrollment Management  
Director of Financial Aid

Dr. Aaron Place.....Associate Professor of Biology

Dr. Eric Schmaltz.....Associate Professor of History

Debbie Skinner.....Administrative Assistant to Executive Vice President

Steve Valencia.....Associate Vice President for University Relations

Mark Wallace.....Director of Students, Director of Housing

Kimberly Weast, MFA.....Professor of Theater

## Criterion Three Committee

*Dr. James Bell*.....Chair, Chair, English, Foreign Language and Humanities

*Dr. Steve Lohmann*.....Assistant Chair, Executive Vice President

Ramona Bartlow.....Instructor of Nursing

Dr. Ralph Bourret.....Assistant Professor of Business

Dr. Sarah Chan.....Assistant Professor of Music

Mindi Clark.....Instructor of Agriculture

Dr. Colleen Golightly.....Assistant Professor of Education

Brandice Guerra, MFA.....Assistant Professor of Art

Dr. Bo Hannaford.....Dean, School of Professional Studies

Kaylyn Hansen.....Director of Student Life & Counseling

Dr. Nancy Knous.....Professor of Psychology

Dr. Kathryn Lane.....Assistant Professor of English

Dr. Steven Mackie.....Associate Professor of Education

Dr. Steven Maier.....Associate Professor of Physics, Chair

Dr. Venkata Moorthy.....Professor of Biology

Joanne Prewett.....Director, Academic Success Center

Kirk Rogers.....Instructor of Criminal Justice

Dr. Michael Stone.....Associate Professor of Fine Arts

Gary Tucker.....Instructor of Business

Dena Walker.....Instructor of Mathematics

Dr. Wei Zhou.....Assistant Professor Business

## Criterion Four Committee

*Dr. Dean Scarbrough*.....Chair, Professor of Agriculture

*Leah Haines*.....Assistant Chair, Director of Assessment and Institutional Effectiveness

Dr. Dennis Angle.....Title III SIP Project Director

Sheila Blalock.....Instructor of Nursing

Curtis Cook.....Coordinator of Sponsored Programs

Dr. Sharon Hill.....Professor of English

Debra Hogan.....Instructor of Computer Science

Dr. Wayne McMillin.....Dean, NWOSU Enid Campus

Dr. Chandler Mead.....Professor of Sports Science, Chair

Dr. Irene Messoloras.....Assistant Professor of Music, Chair

Dr. Steve Palmer.....Associate Professor of Business, Chair

J.W. Platt.....Instructor of History

Kylene Rehder.....Assistant Professor of Social Work, Chair

Dr. Steve Thompson.....Professor of Biology

Teri Warren.....Assistant Registrar/Admissions Coordinator

Dr. Beverly Warden.....Professor of Education, Chair

Dr. Claudia Young.....Assistant Professor of Spanish

## Criterion Five Committee

Dr. Tim Maharry.....	Chair, Professor of Mathematics, Chair
David Pecha.....	Assistant Chair, Vice President for Administration
Mark Bagley.....	Instructor of Computer Science
Skeeter Bird.....	Chief Executive Officer, Foundation & Alumni Association
Sheri Bushman.....	Bursar
Andy Carter.....	Athletic Director
Dr. Mark Davis.....	Professor of Psychology, Chair
Jim Detgen.....	Director, Physical Plant
Dr. Roger Hardaway.....	Professor of History
Dr. Shawn Holliday.....	Associate Dean of Graduate Studies Interim Chair
Paul Mathis.....	Assistant Professor of Education
Dr. Frank Martinez.....	Associate Professor of Spanish
Jeff McAlpin.....	Instructor of Sociology/ Criminal Justice, BJCC Treatment Director
Marilyn Moore.....	Assistant Director & Systems Librarian, Instructor of Library & Information Services
Kathleen O'Halleran.....	Instructor of Political Science, Sociology & Geography
Craig Ricke.....	Director, Information Technology
Dana Roark.....	Instructor of Business
Marietta Washington.....	Custodial Supervisor
Dr. Jason Wickham.....	Assistant Professor of Chemistry
Melanie Wilderman.....	Instructor of Mass Communication

## Design & Resources Committee

Tammy Brown.....	Chair, Assistant Professor of Speech
Susan Jeffries.....	Assistant Chair, Library Services Director
Erika Birk.....	University Relations Specialist, Office of University Relations
Jake Boedecker.....	Online Learning Coordinator/ Webmaster, Coordinator of Distance Learning
Angelia Case.....	Academic Projects Assistant/Media Specialist
Valarie Case.....	University Relations Specialist, Office of University Relations
Leeta Grimsley.....	Assistant Director/Systems Specialist, Information Technology
Alica Hall.....	Coordinator of Printing Services
Haley Smith.....	University Relations Specialist, Office of University Relations
Rachel Stewart.....	Special Events Coordinator, Office of University Relations
David Washington.....	Carpenter/Events Facilitator
<i>Institutional Snapshot:</i>	
Diane Penner.....	UDS/Records Coordinator
Tara Sander.....	Institutional Research Specialist, Information Technology

## Campaign & Promotions Committee

Becky Hankins.....	Chair, Transfer Admissions Counselor/Career Services
Emily Beard.....	Secretary of Assessment/Sponsored Programs/ Assistant Director J.R. Holder Wellness Center
Ben Eastes.....	Financial Aid Assistant, Financial Aid
Ashton Ghaemi.....	Service Learning Coordinator, Social Work Secretary
Delana Hansel.....	Financial Manager, Foundation Office
Marie Kadavey.....	Communications & Marketing Manager, Foundation & Alumni Association
Haley Smith.....	University Relations Specialist, Office of University Relations
Melissa Turco.....	Title III Academic Advisor
Chelsay Adams.....	Mass Communication student
Magon Mayhall.....	Mass Communication student

## Federal Compliance Committees

### Assignment of Credits, Program Length, and Tuition

Sheri Lahr.....	Chair, Registrar
Rita Castleberry.....	Director of Financial Aid/Scholarships
Fawn Kingcade.....	Bursar
Teri Warren.....	Assistant Registrar/Admissions Coordinator

### Institutional Records and Student Complaints

Calleb Mosburg..... Chair, Dean, Student Affairs & Enrollment Management  
Director of Financial Aid

Leah Haines.....	Director of Assessment and Institutional Effectiveness
Dr. Steve Lohmann.....	Executive Vice President
Janessa Ruback.....	VA Coordinator/Secretary, Office of Student Services

### Publication of Transfer Policies

Carly Williams.....	Chair, Director of Recruitment
Rebecca Hankins.....	Transfer Admissions Counselor/Career Services
Sheri Lahr.....	Registrar
Teri Warren.....	Assistant Registrar/Admissions Coordinator

### Practices for Verification of Student Identity

Jake Boedecker.....	Chair, Online Learning Coordinator/ Webmaster, Coordinator of Distance Learning
Sheri Lahr.....	Registrar
Sharon McConkey.....	ITV Coordinator
Teri Warren.....	Assistant Registrar/Admissions Coordinator

### Title IV Program Responsibilities

Rita Castleberry.....	Chair, Director of Financial Aid/Scholarships
Calleb Mosburg.....	Dean, Student Affairs & Enrollment Management Director of Financial Aid

David Pecha..... Vice President for Administration

### Required Information for Students and the Public

Debbie Skinner.....	Chair, Administrative Assistant to Executive Vice President
Jake Boedecker.....	Online Learning Coordinator/ Webmaster, Coordinator of Distance Learning

### Advertising and Recruitment Materials and other Public Information

Steve Valencia.....	Chair, Associate Vice President for University Relations
Carly Williams.....	Director of Recruitment

### Review of Student Outcome Data

Leah Haines.....	Chair, Director of Assessment and Institutional Effectiveness
Dr. Bo Hannaford.....	Dean, School of Professional Studies
Dr. Mike Knedler.....	Dean, School of Arts and Sciences
Dr. Steve Lohmann.....	Executive Vice President

### Division and Department Chairs – As Needed

Calleb Mosburg.....	Dean, Student Affairs & Enrollment Management Director of Financial Aid
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Rebecca Hankins..... Transfer Admissions Counselor/Career Services

### Standing with State and other Accrediting Agencies

Dr. Steve Lohmann.....	Chair, Executive Vice President
Dr. Bo Hannaford.....	Dean, School of Professional Studies
Dr. Mike Knedler.....	Dean, School of Arts and Sciences
Dr. Steve Palmer.....	Associate Professor of Business, Chair
Dr. Kylene Rehder.....	Assistant Professor of Social Work, Chair
Dr. Beverly Warden.....	Professor of Education, Chair
Dr. Shelly Wells.....	Association Professor of Nursing, Chair

### Public Notification of Opportunity to Comment

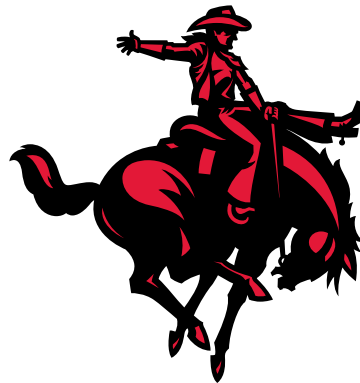
Dr. Jesse Schroeder.....	Chair, Assistant Professor of Mass Communication; Self-Study Coordinator
Haley Smith.....	University Relations Specialist, Office of University Relations

## Student Review Committee

Chelsay Adams.....	Mass Communication student
Jennifer George.....	Early Childhood Education student
Magon Mayhall.....	Mass Communication student
Taylor Morris.....	Mass Communication/Theatre student
Gilda Palacio.....	Biology student
Dustin Stefan.....	Nursing student
Jake Streck.....	English Education/Student-Athlete

# **Institutional Profile and History**

*An overview of Northwestern's  
history and current makeup.*



# Institutional Profile & History

### Institutional Profile

Northwestern Oklahoma State University (NWOSU) serves the people of northwest Oklahoma as a vibrant, multi-campus, regional, public university with locations in Alva, Enid, and Woodward. As one of six state-assisted Institutions governed by the Regional University System of Oklahoma (RUSO) and the Oklahoma State Regents for Higher Education (OSRHE), Northwestern offers bachelor's and master's degrees in more than [40 areas of study](#).

Located in Alva, Oklahoma, Northwestern's main campus comprises 38 buildings and more than 390 acres, including the NWOSU farm. In 1996, the Oklahoma Legislature established branch campuses in Enid and Woodward. Each branch campus occupies a single state-of-the-art facility. While the branch campus at Woodward offers all general education courses in addition to upper level and graduate courses, the Enid campus offers primarily upper division and graduate courses. Lower division courses in that community are offered by Northern Oklahoma College. Northwestern delivers courses to additional sites at the University Center in Ponca City, Oklahoma Panhandle State University in Goodwell, and Crabtree Correctional Facility in Helena. Course offerings make degree completion possible at each location.

### History

The Oklahoma Territorial Legislature established Northwestern as a normal school in 1897, making it the second such school in the state. The first classes commenced on September 20, 1897, in the Congregational Church, until the first campus building was completed in 1899 ([Lane, 1996](#)).

The school became a four-year college and was designated Northwestern State Teachers' College in 1919. In 1939, the school's name changed to Northwestern State College reflecting an expansion of the curriculum to include degrees in liberal arts, as well as education. The final name change occurred in 1974 when the institution became known as Northwestern Oklahoma State University.

In 1951, the OSRHE authorized Northwestern to offer courses, transferable to the University of Oklahoma and Oklahoma State University, applying toward a master's degree in Education. Then, in accordance with authority granted by the



OSRHE on January 25, 1954, a fifth-year program in teacher education leading to a Master of Education Degree was instituted at Northwestern. The University began offering a master's degree in Behavioral Science in 1978 with authorization from the OSRHE.

The Oklahoma State Legislature, with the approval of the OSRHE, passed legislation in 1996 that created two branch campuses for NWOSU, one in Enid and one in Woodward. With the three campuses, NWOSU expanded its role in the delivery of higher education to the citizens of northwest Oklahoma. Northwestern received authorization to extend its academic degree programs and educational services to the new sites as demand dictated.

Northwestern is accredited by the Higher Learning Commission of the North Central Association of Colleges and authorized by the Oklahoma State Regents for Higher Education. In addition, the University holds program accreditation from the Council for the Accreditation of Educator Preparation (CAEP), the Council for Social Work Education (CSWE), the Accreditation Commission for Education in Nursing (ACEN), and the Accreditation Council for Business Schools and Programs (ACBSP).

### **Significant Developments Since 2004**

Driven by objectives identified through strategic planning, the University has implemented the following significant initiatives since 2004:

1. Northwestern initiated a dynamic new plan to increase student retention while simultaneously impacting student success and faculty development. The plan called for creating an academic advising center, plus redesigning gateway courses for all students, and increasing faculty development opportunities. To fund this project, the University sought and received a Title III Part A Strengthening Institutions Program grant from the United States Department of Education in fall 2011.
2. The University enhanced its efforts to provide a purposeful collegiate experience by redesigning its general education curriculum.
3. In a continued effort to promote an effective learning experience, faculty members in every discipline articulated student learning outcomes for each academic program.
4. The University expanded its curricular offerings to include a bachelor's degree in Agriculture Education, a master's degree in American Studies, and minors in both Art and Writing. Northwestern received HLC approval to offer online degree programs in Business Administration, Accounting, and Technical Management in 2011.
5. In keeping with its Mission of cultivating ethical leadership and service, Northwestern implemented service learning/civic engagement requirements for all students.
6. The University strategically leveraged opportunities available through an OSRHE endowment program to increase the number of lectureships, professorships, and endowed chairs. The University currently has five lectureships, one professorship, and twenty-two endowed chairs – the highest number of endowed chairs at any regional university in Oklahoma.
7. As part of its ongoing efforts to augment faculty members' capacity to engage and motivate students, the University not only increased funding for travel and development opportunities, but also initiated a new comprehensive faculty evaluation system, incorporating peer, department chair, student, and self-evaluations.

“

*The University currently has five lectureships, one professorship, and twenty-two endowed chairs -- the highest number of endowed chairs at any regional university in Oklahoma.*

## Institutional Profile & History

*An overview of Northwestern's history and current makeup.*

8. Northwestern devised an aggressive plan for upgrading its infrastructure to project a positive and vital image and foster a student-oriented learning environment. The University expanded its facilities with construction of the Woodward campus in 2008, an Agriculture Education Building in 2011, and new sports facilities at Ranger Field and Myers Stadium. In addition, Northwestern acquired the Oklahoma National Guard Armory Building and a new rodeo facility. The University also invested significant resources in numerous other renovations.
9. In order to advance its strategic goals, the University embarked upon concerted efforts to increase funding from external sources. Northwestern established an Office of Sponsored Programs to support faculty seeking grants, resulting in increased grant submissions and awards including several from federally-funded programs. The Northwestern Foundation also witnessed its two largest fund-raising years in its 117-year history during 2010-2011 and 2011-12, with totals of \$3,555,356 and \$4,414,319 respectively.
10. Northwestern increased enrollment through aggressive recruiting efforts, from 2,169 in the fall of 2004, to 2,312 in the fall of 2013. Through its Enrollment Management Plan, the University designed systematic strategies and goals to impact both recruitment and retention for defined populations of students including first-time freshmen, minority students, transfer students, and graduate students.
11. The University achieved candidacy status in the National Collegiate Athletics Association (NCAA), moving from the National Association of Intercollegiate Athletics (NAIA) to NCAA Division II. Northwestern progressed to candidacy year two status in fall 2013.



### Responses to the 2004 Peer Reviewer Concerns

The Final Team Report from the 2004 Comprehensive Evaluation Visit indicated that three criteria required institutional attention and Commission follow-up. Those three areas were enrollment management, diversity, and assessment.

### Enrollment Management

In regard to enrollment management, the 2004 team noted that “Evidence of a coordinated enrollment planning effort at NWOSU was lacking, although numerous informal and perhaps effective efforts are underway.” Following that visit, the University contracted with Noel Levitz for professional assistance in constructing a comprehensive enrollment management plan, which it continues to follow. After reviewing the follow-up report, the HLC staff analysis indicated that “The resulting plan is excellent and will provide a valuable road map for the institution in years to come.” Since 2004, Northwestern has experienced five of the highest enrollment totals in the institution’s history.



2013-14  
Freshman Class

### Diversity

The 2004 team noted that “NWOSU lists diversity as one of its goals and makes a commitment to diversity in its Strategic Plan. However, a proactive approach to addressing diversity within its faculty, staff, and student body is not evident.” Following that evaluation, the University formed a Diversity Committee, which, in turn, developed a comprehensive and detailed Diversity Plan. The HLC staff analysis of the follow-up report indicated that “The activities relating to diversity that have been sponsored by the University since 2004 are impressive in their quantity and their quality.”

The University continues to make strides in the area of diversity. In March of 2013 Northwestern’s Diversity Committee launched an [updated Diversity Plan](#). The new plan continues to focus on objectives contained in the original plan, but new objectives have been developed to continue with the forward momentum in the area of diversity for the University. Results of implementing the Diversity Plan are enumerated in [Criterion 1.C](#).

### Assessment Practices

The 2004 team report indicated that “While the team recognizes the progress that has been made in assessment planning and implementation since the last visit, interviews revealed that not all institutional constituencies are involved and that assessment generally does not lead to meaningful and useful information to the planning processes.” The University responded by developing assessment plans for all academic programs and co-curricular services, and began sponsoring an annual Assessment Day to conduct many of its assessment activities. The General Education Committee led the University in a revision of general education mission and competencies, resulting in a comment from the HLC staff analysis that “The [follow-up] report presented an impressive document of those competencies along with the assessment measures aligned with each. The University has done excellent work in developing its general education assessment program.” Since the follow-up report, NWOSU has restructured and relabeled non-academic assessment practices (see [Criterion 4](#)).

The HLC staff analysis report concluded with a statement that “The progress report submitted by Northwestern Oklahoma State University does indeed document strong progress in each of the areas noted in the report. Staff commends the University for the thorough manner in which it addressed issues of assessment, diversity and enrollment management.” The Staff Action accepted the report focused on issues relating to assessment, diversity, and enrollment management with no further reports required.



## Self-Study Process and Timetable

Northwestern began preparation for the 2014 site visit in fall 2009. Steering Committee appointments consisting of administrators, faculty members, staff members, and students, were finalized in spring 2012. More than 100 internal constituents began subcommittee activities during that semester, and began writing in fall 2012 with the first major draft deadline set for December 2012.

**Table IP.1: Self-Study Timetable**

Self-Study Timetable	
Date	Task
Ongoing	Maintain minutes of all meetings and post to website
Ongoing	Maintain and update electronic and physical resource room
Fall 2009	Appointment of Self-Study Coordinator
Fall 2010	Strategic Plan developed that aligns with goals of Self-Study
March 2012	Web pages developed for Self-Study
March 2012	Notified HLC of appointment of Accreditation Liaison Officer
March 2012	Report to HLC preferred team visit dates
March 2012	Steering Committee members appointed
March 2012	Steering Committee review of criteria and committee appointments
April 2012	Attend HLC Conference in Chicago
July 2012	NWOSU Self-Study guidebook developed, budget developed
August 2012	Timeline established
August 2012	Self-Study kick-off announced at all faculty meeting
September 2012	Subcommittees begin work and reporting monthly on progress
September 2012	Self-Study section becomes a part of On The Record @ Northwestern
December 2012	First drafts of subcommittee reports submitted for review
March 2013	Final drafts of subcommittee reports submitted for review
April 2013	HLC/NCA annual conference in Chicago
April 2013	Self-Study review by coordinator and administration
Summer 2013	Respond to commission regarding proposed team members
August 2013	Establish Federal Compliance committees
August 2013	Marketing across campus and community, design and layout begins
August 2013	Subcommittee chairs will be asked to fill in needed information
October 2013	Federal Compliance report draft due
November 2013	Submit draft to HLC Staff Liaison for review
November 2013	Outside reviewer hired to review document
November 2013	Self-Study Coordinator makes changes based on reviewer feedback
November 2013	Prepare for team visit, make hotel reservations
Nov. & Dec. 2013	Proofing, editing, and layout of Self-Study Report
December 2013	Federal Compliance report submitted to the HLC
January 2014	President submits Self-Study Strengths and Future Directions
January 2014	Publish Third-Party Comments notice
January 2014	Submit final draft to President for approval
January 2014	Self-Study converted to PDF and uploaded, send to printer
January 2014	Preliminary contact with team chair planned
January 2014	Commission to notify committee that team is complete
February 2014	Develop on-site information packet for team members (agenda, directory, meals, etc.)
February 2014	Send electronic version of Self-Study to the HLC
Feb. & Mar. 2014	Complete electronic and physical resource rooms, finalize plans
April 7-9, 2014	Peer Review Team site visit to Northwestern
After Team Visit	Review draft of team recommendations/respond if necessary
After Team Visit	Provide follow-up if needed
After Team Visit	Incorporate team recommendations into university practice

# **Criterion One: Mission**

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



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

# Criterion One: Mission

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## Introduction

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Northwestern Oklahoma State University has clearly articulated its Mission and has aligned goals, plans, programs, services, and operation of the institution to achieve that Mission. The Mission, goals, purposes, and student population are clearly publicized in multiple locations around campus including public venues, as well as to the global community via the Internet. The University articulates its Mission so that both internal and external constituencies understand what the institution does and whom it serves. Northwestern's [Mission Statement, Vision, and Core Values](#) drive how the institution operates.



## Mission Statement

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Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking and fiscal responsibility.

## Vision

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Northwestern aspires to be a vibrant innovative regional university of choice whose students, faculty, staff and alumni succeed and lead in their academic, professional, cultural and service endeavors.

## Core Values

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### Academic Excellence

Northwestern is committed to providing the best possible educational experience for every student.

### Accessibility

Northwestern is committed to accessibility of its programs and services for all students, faculty and staff.

### Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

### Diversity

Northwestern will respect the individual rights of all persons.

### Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

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

## Mission: 1.A.

*The institution's mission is broadly understood within the institution and guides its operation.*

### Mission Development

During the strategic planning process initiated in fall 2010, University officials recognized the need to update the Mission Statement to reflect contemporary trends influencing the future of the institution. The Strategic Planning Committee recommended modifications to the Mission Statement. After multiple public forums and approval by the University's faculty and administration, the new Mission received approval from the RUSO Board in fall 2011. The revised Mission Statement, with its key objective of preparing tomorrow's leaders, gives a more directed focus on ethical leadership, critical thinking, and fiscal responsibility while maintaining a focus on service and diversity.

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*The revised Mission Statement, with its key objective of preparing tomorrow's leaders, gives a more directed focus on ethical leadership, critical thinking, and fiscal responsibility while maintaining a focus on service and diversity.*

### Academic Programs, Student Services, and Enrollment Profile

Northwestern's academic programs include coursework leading to baccalaureate degrees in areas typical of an undergraduate liberal arts institution as well as in areas leading to professional licensure and certification. Liberal arts programs offered at NWOSU include those in Biology, Chemistry, Computer Science, English, General Studies, History, Mathematics, Music, Political Science, Psychology, Sociology, Spanish, and Speech and Theatre. Professional or pre-professional programs include degrees in Accounting, Agriculture, Agriculture Education, Business Administration, Criminal Justice, Education, Health and Sports Science, Mass Communication, Nursing, Organizational Leadership, Social Work, and Technical Management. In addition, the University offers master's degrees in Education, Counseling Psychology, and American Studies. The University has responded to regional needs with programs in Agriculture and Agriculture Education, as well as Social Work.

In alignment with the University's Mission, general education curricula require that all students address concepts of leadership, critical thinking, and fiscal responsibility. In 2007, the General Education Committee submitted a revised general education curriculum based on competencies developed by faculty members and external stakeholders. The committee organized the competencies into three primary categories: critical thinking, leadership, and literacy. Competencies in critical thinking address cognitive skills and scientific inquiry. Leadership competencies address skills in global awareness, domestic awareness, self-understanding and effective citizenship. Literacy competencies include communication literacy, technological literacy, information literacy, and aesthetic literacy. Each of those categories is further described by specific measurable competencies that are assessed through both course-embedded assessment methodologies and mid-level assessment methodologies.

Northwestern maintains a variety of services to assist students with diverse needs. The Dean of Student Affairs and Enrollment Management oversees staff members who administer support services for students at all locations in areas such as admissions, counseling, international student advisement, retention, Americans with Disabilities Act (ADA) accommodations, student life, and veterans' affairs.

Northwestern students receive academic support through several offices overseen by the Executive Vice President. Those include the Academic Success Center (ASC), the J.W. Martin Library, and Online and Distance Education offices.

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

Northwestern's enrollment for the fall 2012 semester consisted of 2,295 (1936 FTE) students. Of that total 90 percent were classified as undergraduate students, with females comprising 55 percent of the enrollment as compared to 45 percent males. The majority of students attending the University (58 percent) came from its 10-county service area in northwest Oklahoma. Twenty-three percent of the enrollment was made up of students from 38 states and 22 countries. Transfer students comprised 12 percent of the population. Northwestern's regional accessibility assists students of all ages in earning college credit. Seventy percent of students were under the age of 23, with the remaining 30 percent age 24 or above. In 2012, the average composite ACT for entering freshmen was 20.8.



### **Planning and Budgeting**

Northwestern uses its Mission and strategic planning documents as the foundation to develop annual planning and budget priorities. For example, budget administrators must reference the applicable strategic direction from the Strategic Plan to justify any new requests during budget presentations. The budget planning group composed of senior administrators analyze the requests to determine alignment with the Mission and Strategic Plan. Appropriate requests shape the budget priorities used to develop the annual budget. The University models the concept of fiscal responsibility articulated in its Mission Statement by defining these parameters of budget development. [Criterion 5.C.](#) details the entire budget process.

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

### Mission: 1.B.

*The mission is articulated publicly.*

#### Clearly Articulated Mission

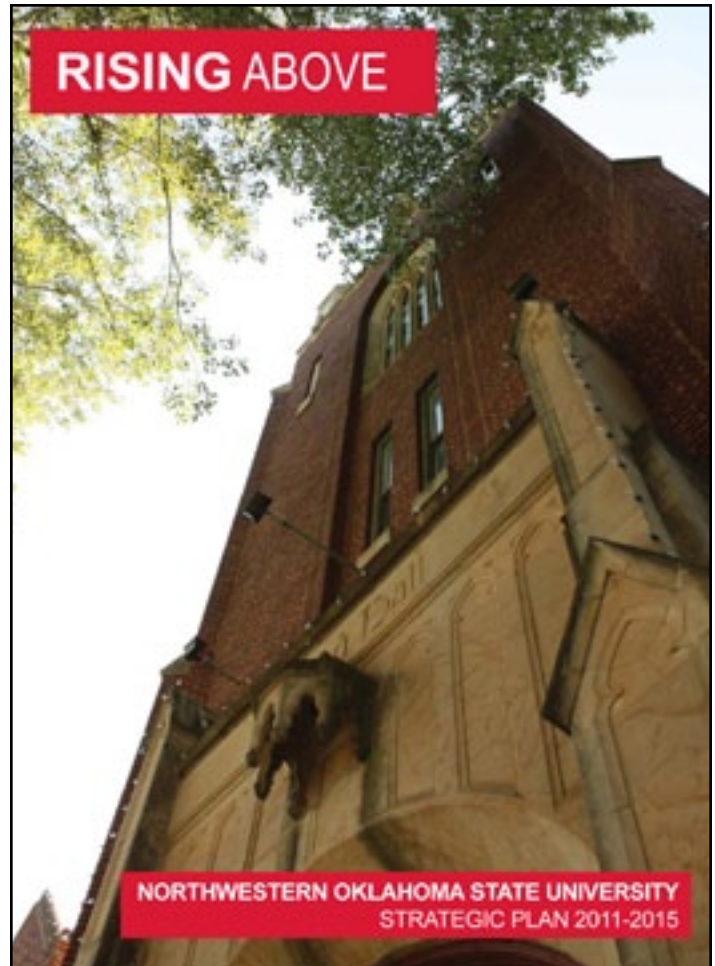
NWOSU articulates its Mission in a concise statement of purpose that is available in multiple locations utilizing both print and electronic formats. The University defines its aspirations in a Vision Statement, and its guiding principles in a set of five Values that are available in the University's strategic planning document, [Rising Above](#). Those statements served as guides in developing the five Strategic Directions also found in that document. The [strategic planning page](#) on the University's website contains documents from the process.

#### Mission Dissemination

The current Mission Statement, revised in 2010, can be found in multiple prominent locations including the Northwestern website and NWOSU social media pages, recruitment materials, and programs for events hosted on Northwestern campuses. The Mission Statement appears in publications such as the [Undergraduate Catalog](#), [Graduate Catalog](#), [Faculty Handbook](#), [Employee Handbook](#), [Student Handbook](#), and the [Viewbook](#). In addition, the *Northwestern News*, electronic message frames at the University libraries, and posters located in multiple buildings all display the Mission Statement.

#### Intitutional Emphasis and Scope

Northwestern's Mission documents clearly identify it as an institution focused on teaching and learning. Both the Mission and Values reflect an emphasis on "quality educational and cultural opportunities" and "the best possible educational experience for every student." Although the University encourages and supports scholarly activity and creative endeavors, it aspires to be "a vibrant innovative regional university of choice whose students, faculty, staff and alumni succeed and lead in their academic, professional, cultural and service endeavors."



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

### Mission: 1.C.

*The institution understands the relationship between its mission and the diversity of society.*

#### Multicultural Role

Multiple University Mission documents focus attention on cultural awareness and diversity. The Mission Statement indicates that “Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs...” The University affirms its commitment to diversity in its guiding principles stating “Northwestern will respect the individual rights of all persons.” In its planning document, *Rising Above*, the institution includes an initiative in Strategic Direction 1 to “enhance awareness and understanding of the unique qualities of diverse cultures.” The University defines its interpretation of diversity in its [Diversity Plan](#) as “the presence and valued participation of individuals who differ and are similar by characteristics including race, age, ethnicity, gender identity or expression, national origin, human capacity, community affiliation, religious and spiritual identity, veteran status, sexual orientation, and socioeconomic status.” This definition guides the institutional climate individually, academically, and socially.



Northwestern's International Students treat members of the campus and local community to the annual Festival of Cultures. Attendees are treated to foods native to the countries where our students live.

The University addresses its role in a multicultural society through both academic programs and co-curricular activities. Academically, the institution addresses diversity through its general education curriculum and through discipline-specific offerings. During the process of revising the general education curriculum, faculty members recognized the value of supporting students in developing an enhanced world view. That desire manifested itself in the creation of competencies for students to 1) understand the role of human values in cultural, ethnic, and racial diversity on both the global and domestic levels, 2) understand international and domestic social, political and economic systems, 3) understand international and domestic issues and events, and 4) understand their role in a culturally diverse environment. Each student addresses these competencies by completing a minimum of 10 hours of study in the area of Values and Beliefs and in the area of Human Heritage and Culture. In addition to the general education curriculum, many disciplines offer courses that provide opportunities for students to further investigate diverse cultures. For example, World Music, World Literature, Comparative World Religions, Spanish, American Sign Language, and Non-Western Civilization expose students to an array of cultural components. Other disciplines offer courses with a practical approach to application within their profession, such as International Business, International Marketing, Cross-Cultural Management, Multicultural Education, and Social Diversity.

Some disciplines provide ancillary activities in multicultural awareness. For example, the Nursing Division administers an annual Cultural Sensitivity Training Workshop for all nursing students and requires that each student complete clinical activities in a variety of settings from rural hospitals to urban clinics. The Mathematics and Computer Science Department administers the Louis Stokes Oklahoma Alliance for Minority Participation in Science, Technology, Engineering and Mathematics program (LS-OKAMP STEM). This program provides support scaffolding for students from underrepresented populations to earn degrees in STEM disciplines. Beyond traditional coursework, the Education Division requires teacher candidates to attend field trips to multicultural urban school districts to gain exposure to the challenges of providing education in extremely diverse, low socioeconomic neighborhoods. The Social Work Department

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requires each prospective social work student to complete a three-hour course in Social Diversity as well as participate in community service projects and field experiences that meet the needs of low socioeconomic populations.

Beyond traditional coursework, the [Study Abroad](#) program allows students opportunities to immerse themselves in the culture of other countries while earning academic credit. Recent study abroad excursions have taken students to Costa Rica, Italy, China, and Spain. Further, NWOSU has formalized an agreement with Sias University in Xinzheng City, China, to promote cross-cultural learning experiences. Students from Sias have attended Northwestern and members of the NWOSU administration team have traveled to China twice in an effort to solidify the relationship between Sias and Northwestern. In the spring of 2013, the University Singers, a campus choral group, traveled to China to engage in 10 days of touring, performing, and cultural exchange.



**Dr. Janet Cunningham, University President, and Shawn Chen, founder of SIAS, sign the educational exchange agreement in Xinzheng City, Henan, China.**

### Human Diversity

In addition to raising cultural awareness through its academic programs, the University maintains a number of on-campus organizations that reflect the institution's attention to human diversity. Examples of these organizations include the Hispanic American Leadership Organization, the Multicultural Club, the Spanish Club, and the International Student Association. The Multicultural Club encourages cultural exchange and learning through interaction and hosting monthly speakers. The International Student Association annually hosts its "Festival of Cultures," which consists of a dinner featuring international food, displays, and performances. The Northwest Oklahoma Concert Series raises community awareness of other cultures through the performing arts. Some examples of these types of presentations include the Peking Chinese Acrobats, Chamber Orchestra Kremlin, Dervish, Altan, the Vienna Boys' Choir, and Pan Jumbies.

Each year, the institution's Diversity Committee promulgates diversity awareness and engagement through programs and projects among academic and administrative units. For example, the Committee offers an annual Diversity Training for all faculty and staff members as well as an online Diversity Training Program available through Blackboard. Heritage recognition activities take place each year to acknowledge the importance of Hispanic Americans, Native Americans, Black Americans, and Women. The institution recognizes faculty and staff members annually during the Faculty and Staff Recognition Ceremony for their contributions to diversity awareness and engagement. At the end of each academic year, the Diversity Committee compiles an annual report of diversity-related activities submitted by faculty and staff members from all three campuses.

Recruitment Office staff members target secondary schools across the state located in census tracts heavily populated by ethnic minority households. For example, in Texas County, Oklahoma, the recruitment staff attends college fairs and engages the resident Hispanic community in collegiate information meetings. Recruitment staff members also arrange numerous opportunities for American Indian students to learn about the many services offered by NWOSU. On an annual basis, the recruitment staff members present information to participants of the United Urban Indian Council's Summer Youth Classroom Training in Oklahoma City, Oklahoma.

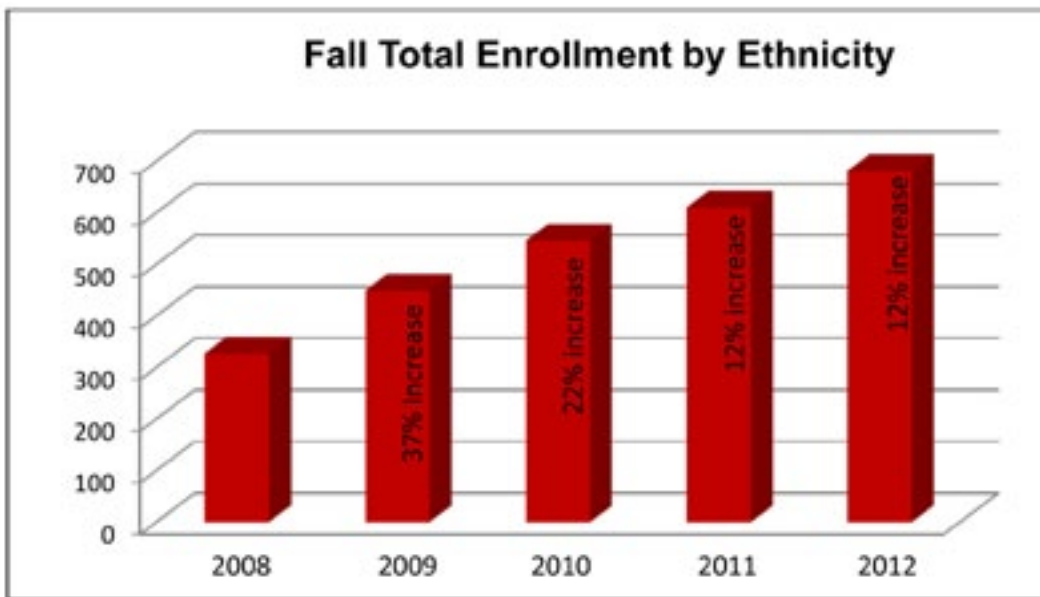


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A dynamic diversity program is an essential dimension of Northwestern's pursuit of excellence. The University's Enrollment Management Plan contains a recruitment goal to increase minority enrollment by 5 percent annually. The following table reflects results of those efforts.

**Minority Fall Enrollment Totals**

**Chart 1.1: Fall Total Enrollment by Ethnicity**



Source: Office of Student Services

**Table 1.1: Fall Total Enrollment by Ethnicity**

Fall Total Enrollment by Ethnicity					
	2008	2009	2010	2011	2012
Asian	10	9	9	5	20
Black or African-American	95	97	106	108	145
Native or Pacific Islander	0	4	2	5	8
Hispanic or Latino	81	88	108	125	138
American Indian or Alaska Native	113	132	138	139	142
Nonresident Alien	28	36	46	50	48
White	1749	1784	1755	1661	1614
Not Reported	0	83	137	178	180
	2076	2233	2301	2271	2295

Source: Office of Student Services

Northwestern has exceeded its goal, and ethnic diversity of Northwestern's students increased significantly over the last five years. In the fall of 2008, ethnic minorities accounted for 15.8 percent of the total enrollment. By fall 2012, that percentage rose to 21.8 percent. The most notable increase occurred in the Hispanic or Latino population.

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Tables 1.2 and 1.3 provide context for the diversity numbers reported. Not counting individuals providing no data, ethnic minorities comprise only 14.70 percent of the population of Northwestern's 10-county service area, while ethnic minorities make up 21.83 percent of the University's enrollment.

**Table 1.2: NWOSU Student Enrollment by Ethnicity for Institution and Service Area 2012-2013**

Fall 2012 ETHNICITY	INSTITUTION TOTAL*		SERVICE AREA**	
	# ENR	% OF INST	#	%
NON-RESIDENT ALIEN	48	2.09%	N/A	N/A
HISPANIC OR LATINO	138	6.01%	13710	7.90%
AMERICAN INDIAN / ALASKAN NATIVE	142	6.19%	6942	4.00%
ASIAN	20	0.87%	868	0.50%
BLACK NON-HISPANIC	145	6.32%	3471	2.00%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	8	0.35%	521	0.30%
WHITE	1,614	70.33%	156,882	90.40%
NOT PROVIDED	180	7.84%	4859	2.80%
<b>TOTAL</b>	<b>2,295</b>	<b>100.00%</b>	<b>N/A</b>	<b>N/A</b>

\*Unduplicated Headcount For Fall

\*\* 2010 Census Data <http://quickfacts.census.gov/qfd/states/40/40153.html>

**Table 1.3: NWOSU Service Region - County Data (US Census Bureau 2012 estimates)**

NWOSU service region - county data (US Census Bureau 2012 estimates)								
County	Total Pop	% White	% African American	% American Indian	% Asian	% Pacific Islander	% Hispanic/Latino	Other
Alfalfa	5,642	89.5	4.3	3.6	0.3	0.1	5	2.2
Ellis	4,104	95.6	0.5	2.1	0.2	0	7.3	1.6
Garfield	61,189	87.4	3.2	2.8	1.2	1.8	9.8	3.7
Grant	4,516	93.4	1.2	2.5	0.2	0	4	2.6
Harper	3,676	96.3	0.3	1.3	0.2	0.3	18.8	1.7
Kay	45,831	81.7	2.2	10.3	0.6	0.1	7	5.1
Major	7,683	93.3	0.9	2.8	0.5	0.1	8.2	2.3
Noble	11,522	84.7	1.8	8.9	0.4	0.1	2.8	4.1
Woods	8,832	90.6	3.3	2.6	1	0.1	5.2	2.5
Woodward	20,548	91.7	1.8	3.3	0.8	0.1	10.9	2.3
average %	17,354	90.4	2.0	4.0	0.5	0.3	7.9	2.8
weighted average %		87.3	2.4	5.2	0.8	0.7	8.2	3.6

\*\* 2010 Census Data <http://quickfacts.census.gov/qfd/states/40/40153.html>

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Northwestern continues to place emphasis on increasing diversity at the University by recruiting international students. The institution experienced a significant rise in international student enrollment. In 2009, NWOSU had 37 international students representing 15 countries. International student enrollment reached a total of 80, representing 17 countries, which is a 116 percent increase in fall 2013.

**Table 1.4: International Student Enrollment**

International Student Enrollment					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Africa	8	8	5	6	13
Asia	12	25	27	23	44
Australia	3	2	0	0	1
Europe	3	2	3	3	3
N. America (Canada & Mexico)	7	5	10	12	15
S. America	4	5	3	5	4
<b>Total</b>	<b>37</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>80</b>

Source: Office of Student Services

The table below tracks progress made in attracting employees from underrepresented minority groups. NWOSU increased the percentage of underrepresented minority groups in its instructional staff by almost 6 percent. Progress in attracting minority non-instructional staff remains stagnant.

**Table 1.5: Percent of Employees from Underrepresented Minority Groups**

Percent of Employees from Underrepresented Minority Groups		
	Fall 09	Fall 12
Instructional Staff	8.00%	13.80%
Non-Instructional Staff (IPEDS Human Resources)	6.60%	6.10%

Source: IPEDS Human Resources

Recognizing human capacity as a form of diversity, NWOSU provides individual accommodations to students with diverse needs. Among the University's student population are those who have hearing impairments, visual impairments, and other physical challenges. To meet the needs of these students, Northwestern provides an array of accommodations including extended test time, non-disruptive testing locations, verbal testing, volunteer and assigned note taking, books on tape, closed-captioning services through Karasch and Associates, and physical mobility assistance. The following table reflects Northwestern's population of students with special needs.

**Table 1.6: Students Receiving Special Accommodations**

Students Receiving Special Accommodations					
F-2010	Sp-2011	F-2011	Sp-2012	F-2012	Sp-2013
21	19	40	26	44	38

Source: Office of Student Services

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## Mission: 1.D.

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

### Serves the Public Good

Northwestern demonstrates its commitment to the public good in its educational role as defined by the OSRHE, and in both corporate and individual engagement with external constituencies. The University articulates this commitment

*New initiatives in nursing, agriculture education, visual arts, and public education demonstrate Northwestern's response to the needs of communities it serves in its educational role.*

”

in a [Core Value](#) that states “Northwestern will strive to create a sense of community that extends beyond campus boundaries.”

New initiatives in nursing, agriculture education, visual arts, and public education demonstrate Northwestern's response to the needs of communities it serves in its educational role. In 2010, University officials and Woodward community leaders developed a strategy to

increase the number of BSN qualified nurses in the Woodward area. As a result, the Woodward Industrial Authority and the Woodward Hospital raised funds to add a full-time nursing faculty member at the Woodward campus. In 2011, community leaders in Ponca City, Oklahoma, followed with a similar request and raised funds to create a new full-time nursing position for Northwestern at the University Center in Ponca City beginning in fall 2013.

The University responded to a statewide need for more agriculture teachers in rural public schools in 2007, when select members of the Oklahoma State Legislature approached Northwestern with a request to add an Agriculture Education program. Following a feasibility study, a statewide survey of agriculture education teachers, and the endowment of two faculty chairs, the University submitted a formal proposal to the OSRHE in 2008 to begin offering Agriculture Education as part of its curriculum.

In the fall of 2010, a local nonprofit constructed a new art gallery in downtown Alva. Responding to a community need for greater access to visual arts, Northwestern established a new faculty position in visual art, funded by donations from the same foundation. In so doing, the University revived a program that had been dormant since the 1980's and enhanced its capacity to provide cultural opportunities to learners with diverse needs.

Regional public school needs generated additional University action. With significant growth of the regional Hispanic population, the community of Guymon, Oklahoma, identified an immediate need for additional school counselors and psychologists. In 2011, Northwestern, in collaboration with Oklahoma Panhandle State University and the Oklahoma Commission on Children and Youth, implemented initiatives to bring the University's Master of Counseling Psychology program and its Master of Education in School Counseling to the region via ITV. This initiative increases accessibility and will ultimately increase graduates of the program to serve the needs of public schools.

Enid leaders identified a need in their community to increase the number of college graduates. The Enid Higher Education Council, Inc., a group of city leaders, lists as its primary purpose, “fostering and support of higher education through the making of grants and/or contributions to educational institutions to enable them to meet the expenses of higher education and provide a higher quality of education.” This group meets quarterly with the two higher education providers, NWOSU and NOC, regarding issues that affect higher education in Enid. The group also spearheads fund-raising efforts to provide endowment and pass-through funds to support students who attend NWOSU or NOC. Through combined efforts, the group created a [Bridge Program](#) to encourage students who have completed associate's degrees for a seamless transfer to Northwestern. NOC Bridge students can transfer to NWOSU from any of NOC's campuses or sites.

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These academic endeavors represent the primacy of Northwestern's educational responsibilities in the state system of higher education as articulated in the OSRHE's list of [functions of regional universities](#). Academic functions of regional institutions include providing 1) lower- and upper-division undergraduate study in several fields leading to the baccalaureate degree; 2) a limited number of programs leading toward the first professional degree; 3) graduate study below the doctor's level, primarily in teacher education; and 4) responsibility for institutional and applied research in those areas related closely to their program assignments. Non-academic functions of regional universities include 1) extension and public service responsibilities in the geographic regions in which they are located, and 2) responsibility for regional programs of economic development.

### Responding to Needs

Northwestern engages with its identified external constituencies as its Mission and capacity allow, on both corporate and individual levels. As an institution, the University has partnered with Charles E. "Bill" Johnson Correctional Center (BJCC) to provide a dedicated substance abuse/cognitive behavior treatment program under the auspices of the Oklahoma Department of Corrections. Located in Alva, the minimum security facility houses 630 adult male, felon drug offenders, ages 18-55. Through its treatment program, BJCC returns substance abuse offenders to society with tools necessary to be productive citizens. Northwestern partners with BJCC under the terms of an Interlocal Cooperative Agreement to provide Cognitive Behavioral Therapy (CBT) to offenders in group and individual settings. Northwestern maintains a staff of six employees to manage this effort: a part-time treatment director who also serves on the faculty of Northwestern, a program assistant, and four treatment counselors. This project also provides valuable career training for Northwestern students who serve as interns for the treatment program.

The institution works diligently with public schools across its service area to prepare students for post-secondary education. For example, the University collaborated on three United States Department of Agriculture (USDA) Telemedicine grants with schools located in low income areas. These grants have improved the Interactive Television (ITV) capabilities of these schools and given students additional avenues to access concurrent enrollment courses from Oklahoma colleges. In addition, Northwestern collaborates with Northwest Technology Center and other area public schools in "Education 102", an initiative that motivates middle school students to achieve academic success in high school and beyond. Furthermore, the University collaborates with local educational entities in supporting an ACT boot camp during the spring and fall semesters. This boot camp provides intensive training for high school students preparing to take the ACT.

Northwestern partners with INTEGRIS Bass Baptist Health Center in Enid, Northern Oklahoma College and the Area Health Education Consortium (AHEC) in support of the Ketterman Clinical Simulation Laboratory at the Enid campus.



Students get hands-on learning in the Ketterman Clinical Simulation Laboratory at Northwestern's Enid campus.

With funding from these partners as well as the Ketterman family and St. Mary's Regional Medical Center, the lab provides support for the clinical education of nursing students and hospital staff in northwest Oklahoma. Practicing health care professionals use the lab for skills practice, clinical scenario practice, certification classes, and continuing education. In addition, the lab conducts annual flu clinics for the University community and the community at large.

A partnership between the city-owned Alva Recreation Complex (ARC) and NWOSU continues to thrive. The ARC furnishes a soccer field and a softball field for Northwestern's intercollegiate women's soccer and women's softball teams. Northwestern maintains and

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improves these fields that are then available to high school and youth teams during the offseason. University students work as coaches, referees, and umpires for ARC activities.

The OSRHE have recognized Northwestern's excellence in civic engagement each of the last eight years with a [Regents Business Partnership Excellence Award](#). This award highlights successful partnerships and cultivates the higher learning environment through State Regents' Economic Development Grants. Northwestern has received this prestigious award for the following partnerships:

- 2006 Plane Plastics
- 2007 INTEGRIS Bass Baptist Health Center/St. Mary's Regional Medical Center/Northern Oklahoma College
- 2008 Charles E. "Bill" Johnson Correctional Center
- 2009 Woodward Industrial Foundation
- 2010 Arista LifeScience North America and Brine Electric
- 2011 City of Alva and the Alva Recreation Authority
- 2012 McBride Orthopedic Hospital and Clinic
- 2013 Charles Morton Share Trust of Alva

Northwestern recognizes the value of engagement with external constituencies on individual as well as corporate levels, and provides structure to both foster and reward that engagement. In 2005, University administrators recognized the importance of instilling a commitment to public service in its graduates and established a service learning requirement for all degree programs. Administered by the Service Learning/Civic Engagement Committee ([SL/CE](#)) with technical assistance of a half-time Service Learning Coordinator, the program lists 56 community partners in its database. Included among these partners are Share Medical Center, Northwest Family Services, Woodward Regional Hospital, Western Plains Youth and Family Services, Northwest Domestic Crisis Services, Court Appointed Special Advocates, Horn of Plenty, Our Daily Bread, Alva Police Department, Alva Area Chamber of Commerce, INTEGRIS Bass Baptist Health Center, St. Mary's Regional Hospital, Woodward Emergency Management, the American Red Cross, the United States Department of Agriculture, and Vance Air Force Base. In addition to service learning activities, the Service Learning Coordinator organizes volunteer efforts in response to specific community events such as annual blood drives for the Oklahoma Blood Institute and [Ranger Relief Efforts](#) following the 2012 tornado in Woodward that destroyed many homes and businesses.



Several Northwestern students, faculty, staff, and administrators volunteered for cleanup following the 2012 Woodward tornado.

Many administrators, faculty members, and staff members model civic engagement for their campus communities. University employees serve on multiple boards and committees including Alva City Council, Share Medical Center Hospital Board, Woods County Economic Development Committee, Alva Area Chamber of Commerce, Enid Chamber of Commerce, and Woodward Chamber of Commerce. Recognizing the value of such activity, the [Faculty Evaluation and Development Task Force](#) incorporated community service as a component of the faculty evaluation process.

# **Criterion Two Integrity: Ethical & Responsible Conduct**

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



## Criterion Two: Integrity: Ethical & Responsible Conduct

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

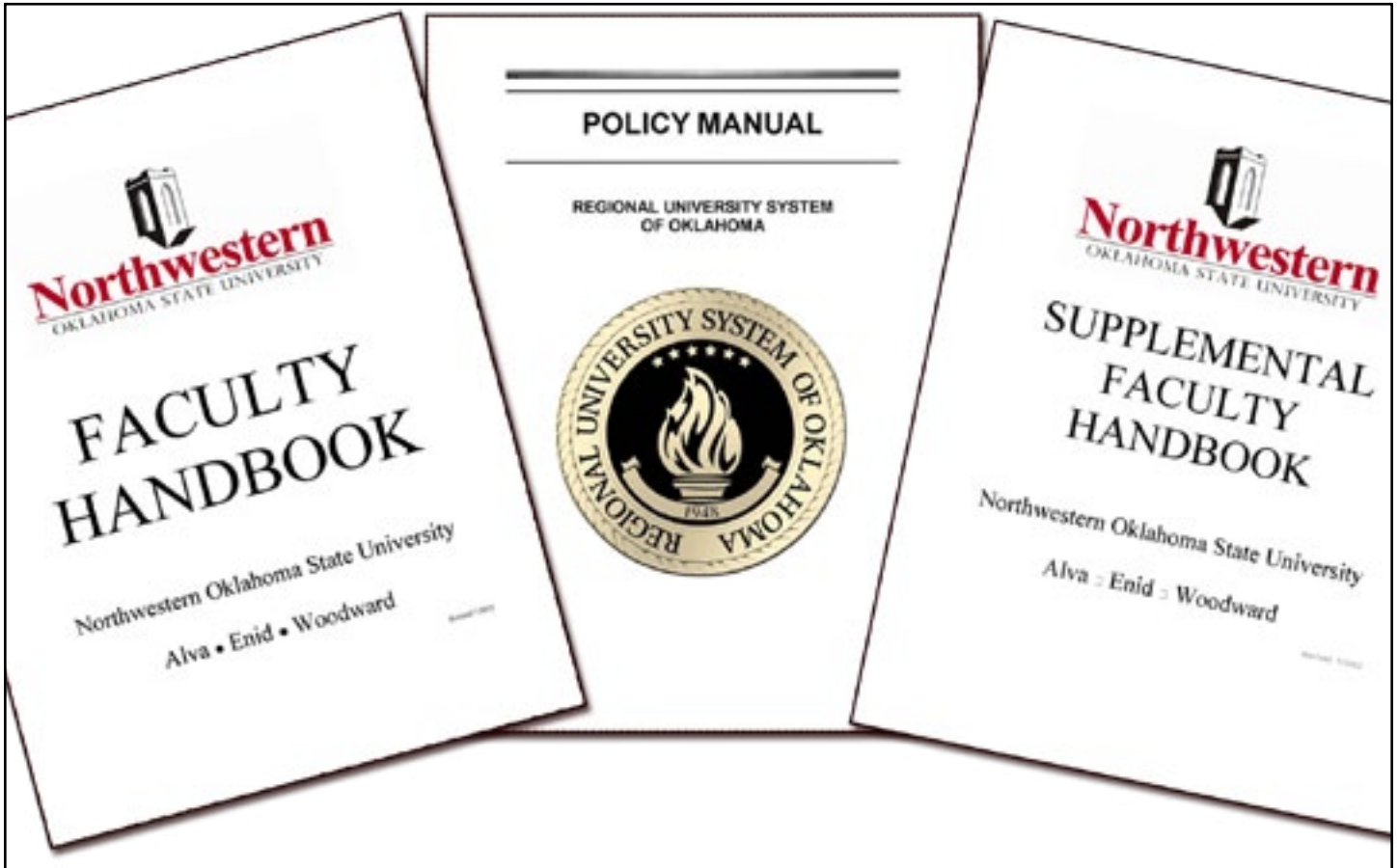
# Criterion Two: Integrity: Ethical & Responsible Conduct

## Introduction

Among its guiding principles, Northwestern Oklahoma State University (NWOSU) embraces responsibility as one of its [Core Values](#). The University states it will maintain the highest levels of ethical standards and accountability by adhering to the following directives:

- Act with integrity and accept responsibility
- Use our resources in the most effective and efficient manner
- Conduct business in an atmosphere of transparency
- Promote a culture of continuous improvement

To provide an atmosphere of transparency, Northwestern follows policies and procedures outlined in the [Undergraduate](#) and [Graduate](#) Catalogs, the [Faculty Handbook](#), the [Employee Handbook](#), the [Supplemental \(Adjunct\) Faculty Handbook](#), the Regional University System of Oklahoma ([RUSO Policy Manual](#)), and the Oklahoma State Regents for Higher Education ([OSRHE Policy and Procedures Manual](#)).





## Criterion Two: Integrity: Ethical & Responsible Conduct

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

### Integrity: 2.A.

*The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

#### Financial

Federal and state of Oklahoma laws as well as OSRHE and RUSO policies and procedures govern University business practices. The University stewards carefully not only the monies appropriated by the Oklahoma Legislature and allocated by OSRHE, but also tuition, fees, and charges collected from students and other sources. External audits, performed on an annual basis, report the University's financial statements have received an unqualified opinion with no findings for more than 15 years. The RUSO Board also oversees an extensive internal auditing process during each fiscal year. Examples of specific areas audited during the last year were encumbrance and pre-audit system, bursar revenue collections and tuition assessment, capital assets, purchasing, and procurement card.

Prioritization of expenditures and effective use of resources serve as hallmarks of NWOSU's institutional character, as evidenced by an inclusive budget hearing process. Department chairs and supervisors gather input for budget requests from their respective departments. New initiatives must be referenced to at least one of the five Strategic Directions outlined in [Rising Above](#), the University's strategic planning document. All employees are invited to formal budget hearings that occur each spring semester.

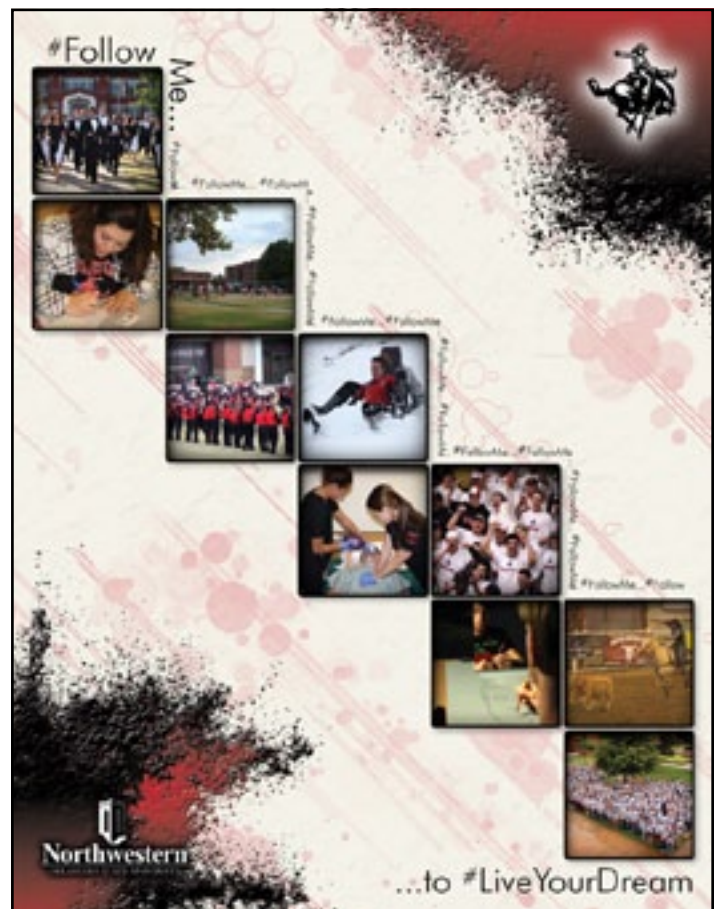
NWOSU practices integrity in its purchasing policies and procedures that are listed in the Faculty and Employee Handbooks. All purchase requests progress through varying levels of approval based on amount of the purchase. A well-defined bid process assists the University in ensuring that the best price is used for products and services purchased above \$7,500. State statutes require a detailed process for bidding public construction projects. A more detailed description of purchasing is provided in [Criterion 5.A.](#)

The University establishes tuition and fee rates after approval by RUSO and OSRHE. Students provide input on tuition and fees by means of their academic divisions/ departments and via the Student Government Association. Student billing statements list all tuition, fees, and charges in an open and transparent manner.

#### Academic

Northwestern assures that future and current students can access complete and accurate information about academic policies in multiple formats. Primary sources for these policies include the [Undergraduate](#) and [Graduate](#) Catalogs and the [Student Handbook](#).

Future students can review admission requirements in the University's [Viewbook](#), the [Office of Recruitment](#) web page, and in the [Undergraduate](#) and [Graduate](#) Catalogs. Admission policies include those for admission



2013 NWOSU Viewbook

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

to freshman standing and special admission for non-degree seeking students, alternative admission, adult admission, opportunity admission, and international student admission. The Graduate Catalog contains admission policies for students who elect to pursue a graduate degree. The Undergraduate Catalog also contains policies on acceptance of transfer credit.

The Undergraduate Catalog contains requirements for general education as well as specific programs. Students can access course descriptions and applicable pre-requisites. The Undergraduate Catalog also contains policies on remedial education placement, English proficiency, academic forgiveness, satisfactory academic progress, and graduation. The Graduate Catalog contains not only admission requirements, but also policies on study load, retention and academic probation, time limits, and course validation.

Academic divisions and departments hold responsibility for maintaining appropriate curricula to meet student learning outcomes. When assessment data warrant a curricular change, the department recommends changes in the form of a program modification to appropriate academic committees, as identified in the Faculty Handbook, including Academic Affairs Committee, Teacher Education Committee, and Graduate Committee. Program modifications must also receive approval from the appropriate academic dean, Executive Vice President, and President. All program modifications must receive approval by OSRHE as outlined in the [Academic Affairs Procedures Handbook](#). Once program modifications enter the Undergraduate Catalog, students follow requirements in effect at the time they entered the University or they may follow the modified requirements. Students may not select from lists of requirements outlined in two or more catalogs.

Students experiencing perceived unfair treatment may follow one of [three appeals processes](#), based on the nature of the appeal, as outlined in the [Student Handbook](#). A student desiring to appeal any grade received must first contact the instructor to verify the grade is accurate. If the student desires to challenge a grade, he/she must then write a letter of appeal to the Executive Vice President. Students who believe they have not been treated appropriately by a faculty member, administrator, or staff member must file a written complaint with the supervisor of the involved employee. Office of Assessment and Institutional Effectiveness personnel collect all formal student complaints for future reference. The Student Handbook also contains procedures students must follow to file formal grievances concerning campus or classroom problems that lack written policies.

The Family Educational Rights and Privacy Act of 1974 (FERPA) governs the rights of students at Northwestern. Students have the following [rights](#) as identified in the Undergraduate Catalog:

1. To inspect and review information contained in their educational records, within 45 days of the date the University receives a request for access.
2. To challenge the contents of their educational records.
3. To request a hearing if the outcome of their challenge is unsatisfactory.
4. To submit an explanatory statement of inclusion in their educational record if the outcome of the hearing is unsatisfactory.
5. To prevent disclosure, with certain exceptions, of personally identifiable information from their educational records.
6. To secure a copy of the institutional policy.
7. To file complaints with the Family Policy Compliance Office (FPC Office), U.S. Department of Education, concerning alleged failures of Northwestern Oklahoma State University to comply with the Act.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

8. To have the opportunity to request the following “directory information” pertaining to them not be released. (Directory information can be found on page 17 of the Undergraduate Catalog.)

### Personnel

A fair hiring process characterizes the University’s relationship with future employees. Detailed procedures for hiring faculty members and other employees reside in the Faculty Handbook and Employee Handbook. Additional policies and procedures detail clearly the employer/employee relationship from hire to retirement, resignation, or termination.

NWOSU complies with all federal and state laws concerning equal opportunity and affirmative action, fair labor standards and accommodations for individuals with disabilities. The [Employee Handbook](#) and the [Faculty Handbook](#) offer all policies and procedures with regard to personnel. Upon being hired by the University, employees receive a hard copy of this manual. Employees access annual updates online. Faculty Senate furnishes input into the revision process of the Faculty Handbook.

The following [policies](#) are provided in all handbooks.

- Equal Opportunity and Affirmative Action Policy
- Sexual Harassment Policy
- Sexual Relationship Policy
- Drug-free Workplace Policy
- Tobacco-free Policy
- Political Activities of Employees Policy
- Social Media Policy

The Faculty Handbook, maintained by the Office of Executive Vice President, also contains policies specific to academic responsibilities of faculty. Examples of policies concerning [faculty-student relations](#) include:

- Class Attendance (6.3.1)
- Admission and Withdrawal from Classes (6.3.2)
- Student Records and Reports (6.3.6)
- Academic Integrity (6.3.15).

Chapter 5 of the [RUSO Policy Manual](#), as maintained by the RUSO Board Office, covers General Policies. Policies pertaining to: nepotism, patents, copyrights, and privately-owned businesses may be found on pp. 5-21 to 5-25.

The Faculty Handbook (5.2.2 Grievance Procedures) clearly outlines procedures for handling grievances. The [Grievance Committee](#) is elected at the start of each academic year to hear any grievances that may be filed. The Employee Handbook (7.8.5 Complaint Process) lists procedures for filing complaints.

The RUSO Board believes that a safe, secure, and ethical workplace is paramount to the success of an institution. To that end, the Board provides [EthicsPoint](#), an online system that allows individuals to discreetly and confidentially report activities they feel are unethical, illegal, or otherwise inappropriate directly to the Board office. The system provides a formal mechanism for investigation, follow-up, and response.

Effective communication protects the integrity of the institution; therefore, NWOSU incorporates a variety of strategies to facilitate communication across all campuses. The University website and e-mail serve as the primary modes of

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

electronic communication. Full-time employees receive notification of important issues prior to public release. General faculty and staff meetings occur at the beginning of the fall semester. The President meets annually with the faculty of each academic division/department to discuss University issues. The President also holds conversations with many individual faculty members each academic year to facilitate open exchange of ideas. NWOSU's senior administrators, deans, as well as department and division chairs hold weekly or bimonthly meetings in order to facilitate two-way communication. All departments and divisions on campus also hold regular meetings to facilitate the appropriate sharing of information across the University. Faculty Senate leadership, the University President, and Executive Vice President meet monthly in order for faculty issues and concerns to be addressed in a timely manner. At the conclusion of each meeting, the information is shared with the Faculty Senate and posted on the [Faculty Senate web page](#) for anyone to view.

“

*Effective communication protects the integrity of the institution; therefore, NWOSU incorporates a variety of strategies to facilitate communication across all campuses.*

### **Auxiliary**

University food services, bookstore, Student Union, housing, stadium, and parking and safety comprise the student services auxiliary enterprises. Chartwell's Food Services provides all food service operations for Northwestern and Follett Higher Education Group operates the University bookstore. Both vendors operate under detailed contracts approved by Northwestern administration and the RUSO Board. Review and evaluation of these contracts occur on an annual basis, and periodically, these services are bid to ensure that effective and efficient service at a reasonable cost is provided. The Vice President for Administration meets at least monthly with the directors of both operations to ensure quality standards and service. University external and internal audits examine these auxiliary enterprises.

The University operates housing, the stadium, and parking and safety internally. These operations use student charges and fees and are subject to all University planning, budgeting, and auditing policies and procedures. Other internal service auxiliary operations include Printing Services and Information Technology. Policies and procedures for these operations are listed as part of the [Faculty Handbook](#), [Employee Handbook](#), and [Student Handbook](#).

### **Fair and Ethical Policies and Procedures**

The Oklahoma State Regents for Higher Education serves as the coordinating entity of control for the Oklahoma State System of Higher Education with powers, duties, and responsibilities defined by [Article XIII-A-2 of the Oklahoma Constitution](#) and relevant state statutes. In order to assure the integrity and autonomy of the OSRHE Board, membership of the OSRHE cannot include state employees, state officials, or members of state university governing boards. State Regents' operations are subject to such statutory regulations as the Oklahoma Open Meetings Act and Open Records Act. The OSRHE oversees and enforces University procedures regarding governance, administrative operations, academic affairs, budget and fiscal affairs, and student financial aid.

In addition, RUSO, as the governing body, oversees and controls the University's administrative, academic and fiscal affairs. According to the [RUSO Policy Manual](#) (pp. 1-7), a goal of the Board is to “encourage the practice of moral and ethical integrity in all institutional and Board activities.” In addition, the Board oversees accountability of the University in the following ways; 1) providing for internal and external auditing as well as other financial reporting, 2) reviewing regional and specialized accrediting reports, 3) evaluating results of individual academic program reviews, and 4) analyzing institutional reports and take appropriate action. All University policies and procedures flow from the overarching policies of the OSRHE and RUSO.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

### Integrity: 2.B.

*The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

#### Programs, Requirements, and Personnel

Northwestern's [Undergraduate](#) and [Graduate](#) Catalogs provide students and the public with information about academic programs, graduation requirements, and faculty/staff. The Office of the Executive Vice President updates and publishes University Catalogs annually to provide current requirements to students. Students learn how to use the Undergraduate Catalog during the freshman orientation class, UNIV 1011, Ranger Connection. New graduate students receive a copy of the Graduate Catalog in EDUC 5010, Graduate Study Seminar. In addition to Undergraduate and Graduate Catalogs, the University publishes an annual [Viewbook](#) and academic program tag cards that are available to prospective students.

Northwestern requires all academic departments to list post-graduate opportunities on their department/division web pages. This information assists students in making decisions regarding a major or minor field of study and employment possibilities.

#### Costs to Students

The [costs and financial assistance page](#) of Northwestern's website and the University's [course schedules](#) contain lists of student costs including tuition, fees, room and board, and estimated books; financial aid policies, practices and requirements; and the student refund policy. A [cost calculator](#) located on NWOSU's website contains information about costs to attend Northwestern. This calculator tool allows prospective students and parents to estimate the cost of college based on family size and income. These data elements, combined with University costs, provide immediate results to facilitate college selection.

The University [Viewbook](#), designed and updated yearly, serves as a promotional and informational document for potential students and parents. A section of this publication focuses on student costs along with scholarship and financial aid opportunities. Events such as Ranger Preview offer opportunities for prospective freshmen to tour the campus and ask questions concerning costs and financial assistance. Freshman Connection allows incoming students to complete their admission process, enroll in fall semester courses, and gives families the opportunity to ask additional questions regarding cost and available financial assistance.

In keeping with the University's Mission of fiscal responsibility, the financial aid staff guides students and parents through the process of applying for financial aid, and informs them of the benefits and disadvantages of taking out student loans. Students can find loan information, including default rate history, on the [financial aid web page](#). This page also provides a link to the Department of Education loan page with information pertaining to interest rates and repayment requirements. All first-time borrowers must complete online entrance counseling before loan funds can be received. Students must complete an online exit process upon leaving the University.

Upon enrollment, students receive a printed statement outlining estimated costs. These statements show itemized detail pertaining to tuition, all fees, and room and board costs. Students also have online access to their enrollment information

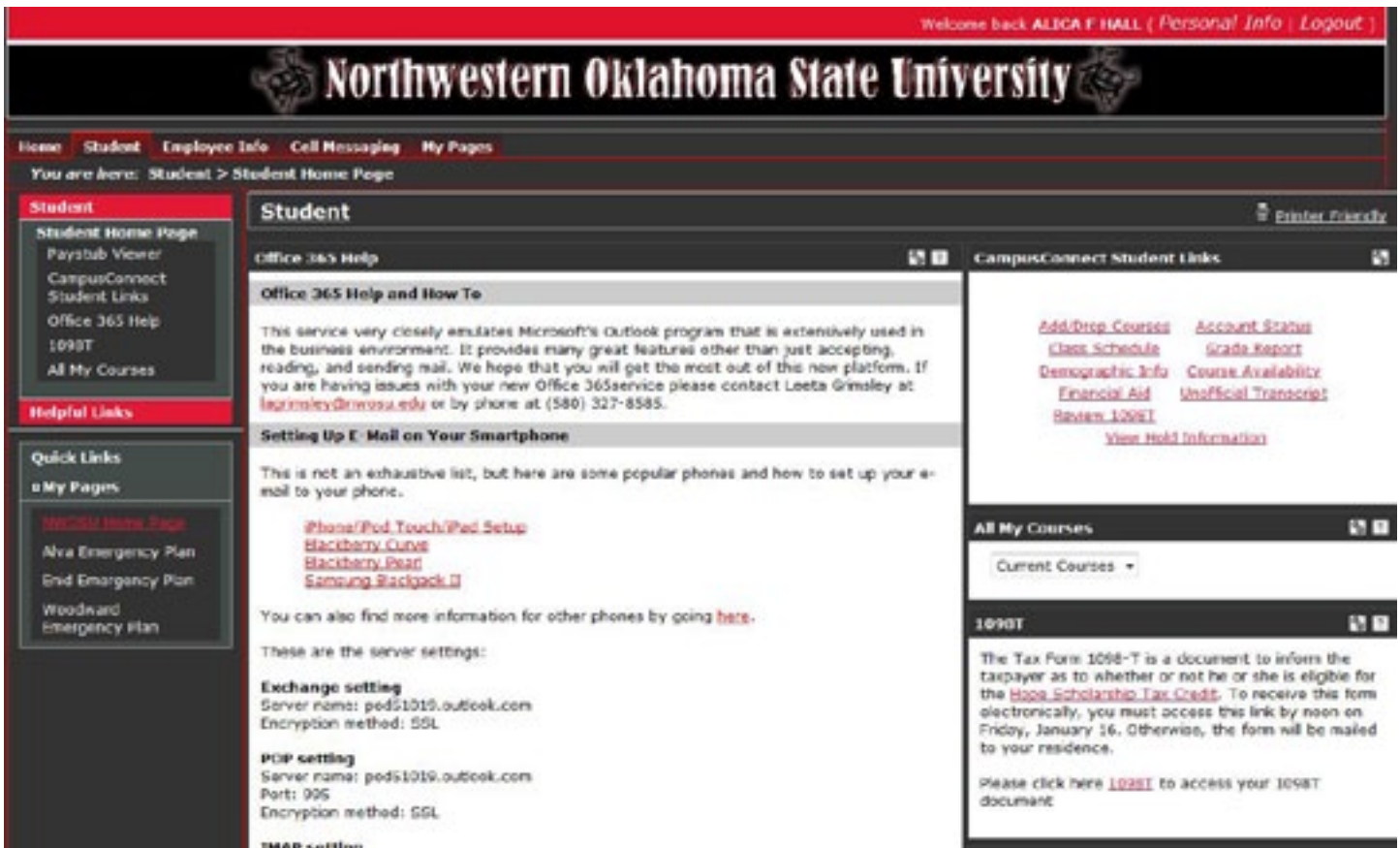


Prospective students touring campus for Ranger Preview 2013.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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and charges through RangerNet, the University's student information system. Students receive an updated statement prior to the beginning of the fall semester.

The image shows a screenshot of the Northwestern Oklahoma State University student portal. At the top, there is a red banner with the text "Welcome back ALICIA F HALL ( Personal Info | Logout )". Below this is the university's name and logo. A navigation bar includes links for "Home", "Student", "Employee Info", "Cell Messaging", and "My Pages". The main content area is divided into several sections: "Student" (with sub-links like "Student Home Page", "Paystub Viewer", "CampusConnect", "Student Links", "Office 365 Help", "1098T", "All My Courses"), "Helpful Links", "Quick Links", and "My Pages". The "Office 365 Help" section contains text about Microsoft's Outlook program and contact information for Leeta Gimsley. The "Setting Up E-Mail on Your Smartphone" section provides instructions and server settings for Exchange, POP, and IMAP. The "CampusConnect Student Links" section lists various services like "Add/Drop Courses", "Account Status", "Class Schedule", "Grade Report", "Demographic Info", "Course Availability", "Financial Aid", "Unofficial Transcript", and "Review 1098T". The "All My Courses" section shows a dropdown menu for "Current Courses" and a section for "1098T" with a notice about the tax form.

One of the locations within a student's RangerNet area.

### Control

Northwestern Oklahoma State University is a state-assisted, regional public institution, and is structured and governed within the Oklahoma State System of Higher Education. Twenty-five colleges and universities, eleven constituent agencies, and two higher education centers comprise the state system.

The Oklahoma State Regents for Higher Education (OSRHE) is the coordinating body of control for all state institutions. The Board prescribes academic standards of higher education, determines functions and courses of study at state colleges and universities, grants degrees, recommends budget allocations for each college and university to the State Legislature, and recommends proposed fees within limits set by the Legislature. The OSRHE website is accessible from the University's website, [www.nwosu.edu](http://www.nwosu.edu).

The Regional University System of Oklahoma (RUSO) serves as Northwestern's governing body assuming responsibility for the operation and management of six regional universities in the state system. In addition, the Board is responsible for the hiring and evaluation of the RUSO university presidents. Information regarding the functions of the RUSO Board and its administrative office can be located via a link provided on the homepage of Northwestern's website at [www.nwosu.edu](http://www.nwosu.edu).

## Criterion Two: Integrity: Ethical & Responsible Conduct

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### Accreditation

The Higher Learning Commission of the North Central Association accredits Northwestern. The public can access information about Northwestern's affiliation with the HLC through a link on the University's [homepage](#).

Four of NWOSU's departments and divisions maintain specialized accreditation. All specialty accreditations are made public on page 9 of the University's [Undergraduate Catalog](#) and on the University's website. The Division of Education receives accreditation from the [Council for the Accreditation of Educator Preparation \(CAEP\)](#), formerly National Council for Accreditation of Teacher Education (NCATE), and the [Oklahoma Commission for Teacher Preparation](#). Each content area in teacher education completes a Specialty Program Area Report (SPA). Table 2.1 lists these reports.

**Table 2.1: Specialty Program Area Accreditations in Education**

Specialty Program Area Accreditations
National Association for the Education of Young Children, Early Childhood Education program
Association for Childhood Education International, Elementary Education program
National Council of Teachers of English, English Education program
National Council of Teachers of Mathematics, Mathematics Education program
International Reading Association, Reading Specialist program
National Science Teachers Association, Science Education program
National Council for the Social Studies, Social Studies Education program
Council for Exceptional Children, Special Education program
Oklahoma Commission of Teacher Preparation, Agriculture Education
National Association for the Education of Young Children, Early Childhood Education
Association for Childhood Education International, Elementary Education
National Council of Teachers of English, English Education
American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education, Health & Sports Science Education
National Council of Teachers of Mathematics, Mathematics Education
Oklahoma Commission of Teacher Preparation, Music Education
Natural Science Teachers Association, Natural Science Education
National Council for the Social Studies, Social Science Education
Council for Exceptional Children, Special Education
Oklahoma Commission of Teacher Preparation, School Counselor
Educational Leadership Constituent Council, Educational Leadership
International Reading Association, Reading Specialist

Source: Office of the Division of Education

Additional programs also maintain specialized accreditation. The [Accreditation Commission for Education in Nursing \(ACEN\)](#) and the [Oklahoma Board of Nursing](#) accredit NWOSU's nursing program. The [Council on Social Work Education \(CSWE\)](#) and the Oklahoma Board of Licensed Social Workers accredits the social work program. The [Accreditation Council of Business Schools and Programs \(ACBSP\)](#) is the accrediting body for NWOSU's Bachelor of Business Administration, Bachelor of Applied Arts and Sciences in Technical Management, and Bachelor of Science in Organizational Leadership programs.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

### Integrity: 2.C.

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*The Governing Board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

#### Priorities

As reflected in Policy 1.5 of its policy manual, the Board of Regents of the Regional University System of Oklahoma has the supervision, management, and control of the senior regional universities under its jurisdiction and has the following additional powers and duties as enumerated in [Section 3510 of title 70 of the Oklahoma Statutes](#):

- a. Adopt such rules and regulations as it deems necessary to govern each of the institutions under its jurisdiction.
- b. Employ and fix the compensation and duties of such personnel as it deems necessary, including architects, attorneys, engineers, and other professional and technical persons for its operation and for the operation of the institutions under its jurisdiction. Any of such personnel having custody of public funds or other public property may be required to furnish corporate surety bonds in such amounts as may be deemed necessary by the Board, payable to the State of Oklahoma and conditioned upon a faithful accounting of all such funds and property.
- c. Enter into contracts, purchase supplies, materials and equipment, and incur such other expenses as may be necessary to make any of its powers effective.
- d. Authorize officials at the several institutions under its jurisdiction to act on its behalf in making of contracts, or in carrying out the powers conferred upon it.
- e. Receive and make disposition of monies, grants and property from federal agencies, and administer the same in accordance with federal requirements.
- f. Accept gifts of real and personal property, money and other things, and use or dispose of the same in accordance with the directions of the donors or grantors thereof.
- g. Direct the disposition of all monies appropriated by the Legislature or by the Congress or derived from the sale of bonds or received from the sale of bonds or received from any other source by the institutions under its jurisdiction.
- h. Acquire and take title to real and personal property in its name, on behalf of any of the institutions under its jurisdiction, and convey, exchange or dispose of, or otherwise manage or control, such property in the interest of such institutions, including the granting of leases, permits, easements, and licenses over or upon any such real property. The Board shall have the power to institute any legal action in the name of the Board before any court having jurisdiction of such actions. The Board shall have custody of abstracts of title and instruments affecting the ownership of or title to real property acquired for or belonging to such institutions.
- i. Have supervision and charge of the construction of all buildings at institutions under its jurisdiction.
- j. Determine the need for and cause to be constructed residence halls and other buildings, on a self-liquidating basis, at any institution under its jurisdiction.
- k. Establish and maintain plans for tenure and retirement of employees of the Board and of the institutions under its jurisdiction, and for payment of deferred compensation of such employees; and provide hospital and medical benefits, accident, health and life insurance, and annuity contracts, for such employees and their dependents. The Board may pay for all or a part of the cost thereof for employees, with funds available for the operation of the



## Criterion Two: Integrity: Ethical & Responsible Conduct

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

institution. Amounts payable by an employee for such insurance or annuity contracts may, with the consent of the employee, be deducted from his or her salary.

- l. Maintain an inventory of all property belonging to each of the institutions under its jurisdiction.
- m. Audit all accounts against the funds allocated to the institutions under its jurisdiction.
- n. Provide penalties and forfeitures by way of damages and otherwise for the violation of rules and regulations of the Board, which may be sued for and collected in the name of the Board before any court having jurisdiction of such actions.
- o. Do all things necessary or convenient to carry out the powers expressly granted to it by [Article XIII-B](#) of the Constitution and the Statutes of Oklahoma, or to make institutions under its jurisdiction effective for the purposes for which they are maintained or operated. (See: [70 O.S. § 3510](#)) (RUSO Policy Manual)

The Board conducts [seven open meetings](#) annually, one of which is hosted by NWOSU. In accordance with policy 1.9.2 of the RUSO Policy Manual, the Executive Director or designee records the proceedings of RUSO meetings in the form of [written minutes](#) that provide an official summary of the proceedings showing clearly those members present and absent, all matters considered and all actions taken by the Board. The minutes of each meeting are open to public inspection and reflect the manner and time of notice required by the Oklahoma Open Meeting Act. Actions expressing the opinion, will, or intent of the Board will be referred to as resolutions. Official formal announcements may be referred to as proclamations. (Compare: [25 O.S. § 301 et seq.](#))

## Criterion Two: Integrity: Ethical & Responsible Conduct

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### Constituency Interests

The [RUSO Policy Manual](#) articulates Board functions in relation to constituencies of the institutions it governs. In order to set priorities and enhance all institutions that are part of RUSO, the Board operates through several standing committees including Academic Affairs, Audit and Finance, Building, Personnel, Policy and Procedure, and System Advancement.

The following table describes the function of each committee.

**Table 2.2: Standing Committee and Purpose**

Standing Committee	Purpose
Academic Affairs	<ul style="list-style-type: none"> <li>(1) Review the general academic policy and its administration within the six regional universities</li> <li>(2) Be informed of relevant academic issues and their potential impact on the institutions</li> <li>(3) Cooperate with institutional Presidents and Chief Academic Officers in planning strategy to address issues at the institutional and governing Board level of the State System</li> </ul>
Audit and Finance	<ul style="list-style-type: none"> <li>(1) Recommend the auditing firm to perform external and internal audits</li> <li>(2) Oversee the financial reporting structure and the validity of the output</li> <li>(3) Assure Regents that the reporting structure and financial controls are adequate and responsive</li> <li>(4) Educate Regents as to the nature of the system and the audit procedure</li> </ul>
Building	<ul style="list-style-type: none"> <li>(1) Recommend action concerning public construction contracts as defined by the Public Competitive Bidding Act, 61 O.S. § 101 et. seq.</li> <li>(2) Review and recommend action relating to real property or capital assets (excluding personal property) in excess of the University's purchasing authority in policy 2.5.1</li> <li>(3) Review and make recommendations concerning real estate transactions for acquisition, sale, leases in excess of \$25,000 per year or acceptance of real property gifts</li> </ul>
Personnel	<ul style="list-style-type: none"> <li>(1) Review and recommend employment, termination and all other employment matters of Administrative Office personnel</li> <li>(2) Review annually positions, salaries and benefits</li> <li>(3) Review employees' duties</li> <li>(4) Review any and all Board Insurance-related matters</li> </ul>
Policy and Procedures	<ul style="list-style-type: none"> <li>(1) Review proposed or revised Board policy</li> <li>(2) Review proposed or revised procedure changes</li> <li>(3) Review and update policies annually</li> <li>(4) Review compliance with all legislative mandates</li> </ul>
System Advancement	<ul style="list-style-type: none"> <li>(1) Explore, plan, and develop a comprehensive approach to advocacy, public relations and marketing for the Board and RUSO</li> <li>(2) Generate ideas and develop plans for advancement of RUSO</li> <li>(3) Initiate strategic planning for RUSO</li> <li>(4) Recommend action to the Board on issues affecting system advancement</li> </ul>

Source: The RUSO Policy Manual

Section 1.9 of the RUSO Policy Manual prescribes activities and agendas for Board meetings. [Minutes](#) of Board meetings reflect results of the Board's decision-making process.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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### Conflict of Interest

Each member of the RUSO Board takes an Oath of Office and a Loyalty Oath required of state officials to preserve independence from undue influence as prescribed in section 1.2 of the [RUSO Policy Manual](#). In addition, the Manual prescribes limitations for Board members, stating “No member of the Board shall be employed upon any work to be performed in connection with institutions under its jurisdiction, nor shall any member of said Board enter into any contract or business transaction involving a financial consideration with institutions under its jurisdiction.” Eligibility requirements for Board members include restrictions on employment at any of the regional institutions as identified in section 1.17, and restrictions regarding professional affiliations of Board members, that the Board shall not include more than two members from any one profession, vocation, or occupation.

### Management

The RUSO Board delegates responsibility for day-to-day management of the University to the President, as explained in the [RUSO Policy Manual](#): “The University Presidents are the chief executive officers of the universities to which they have been appointed and are responsible for the internal administration thereof. The Presidents shall obtain approval from the Board prior to the employment of Vice Presidents and Provosts and shall report to the Board on their promotions and salaries. The Presidents may delegate authority to selected administrators in order to facilitate the management of the universities while still retaining the responsibility and accountability vested in the President. The Presidents or their designees are solely responsible for employment, discipline and termination of all faculty, administrators and staff and are required to report to the Board on the hiring, promotion, rank and salaries of faculty personnel, and as to matters pertaining to the operation of the institution. The Presidents or their designees will be governed by the regulations of the Board, the Oklahoma State Regents for Higher Education and Oklahoma Statutes.” (Policy Manual 1.25.1, p. 34).

The [RUSO Policy Manual](#) also defines the role of the faculty at regional institutions, stating “It is the policy of [the] Board to recognize and implement the functions assigned to the regional universities by the Oklahoma State Regents for Higher Education. These functions are teaching, research, continuing education, and public service. The responsibility for carrying out this policy is shared by the Board of Regents of the Regional University System of Oklahoma, administrative officers, and the faculty of the constituent universities.” (Policy Manual 3.1, p.50).

Faculty members hold primary responsibility for academic matters as defined by Section 3.1.7 of Northwestern’s [Faculty Handbook](#): “Full-time faculty have instructional and non-instructional duties as assigned by the University. Instructional duties include but are not limited to the teaching of assigned classes, evaluating the students in the classes, and meeting with those students who require assistance in their classes. Non-instructional duties include but are not limited to conducting research and other scholarly activity, advising students, serving on committees, sponsoring organizations,

and participating in professional organizations.” The Handbook also states the role of part-time faculty: “The assigned responsibilities are to provide instruction, evaluate students pertaining to that instruction, and to meet with those students who require assistance in their classes.” Faculty members adhere to academic freedom and academic responsibilities policies as articulated in the Handbook.

Responsibility for academic matters lies not only with the faculty, but also with department chairs and various faculty committees. The Faculty Handbook charges department chairs with responsibility to manage program assessment processes and utilize assessment results for program review and program modifications when appropriate. The



Dr. Venkata Moorthy teaching his Microbiology class.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

Academic Affairs Committee monitors undergraduate (non-teacher education) programs and makes recommendations concerning these programs to the Executive Vice President of the University. Duties of the General Education Committee include periodically reviewing the Mission Statement and competencies of the general education program, reviewing and approving all curriculum changes in general education, and reviewing assessment results for general education and making recommendations for any changes warranted by those results. The Teacher Education Committee approves all undergraduate teaching majors, minors, and teaching certificate programs; approves changes in the programs; and approves program evaluation processes. A complete [list of standing committees](#) and their members resides on the University website.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

### Integrity: 2.D.

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

#### Academic Freedom

Northwestern Oklahoma State University's commitment to freedom of expression is evidenced by policies and practices. Policy 3.3.1 of the [Regional University System of Oklahoma Policy Manual](#) and the Northwestern [Faculty Handbook](#) detail faculty rights to academic freedom and administrators' responsibility to protect these rights.

- Faculty members are entitled to freedom regarding research and in the publication of the results, subject to the adequate performance of instructional and non-instructional duties. Patent and copyright ownership will vest consistent with Board policy.
- Faculty members are entitled to freedom in the classroom in discussing their subject, but faculty should be objective in teaching of a controversial matter that has relation to that subject and of controversial topics introduced by students. The faculty member should not introduce controversial matters that have little or no relation to the subject of instruction.
- University faculty members are individuals, members of a learned profession, and representatives of a university. When faculty members speak or write as individuals, they should be free from institutional censorship or discipline, but faculty position in the community imposes special obligations. As persons of learning and education representatives, the faculty members should remember that the public may judge the profession and the university by extramural utterances. Hence, each faculty member should, at all times, be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that faculty do not speak on behalf of the university.
- Academic freedom should be distinguished clearly from constitutional freedoms, which all citizens enjoy under the law. Academic freedom is an additional assurance by those who teach and pursue knowledge and, thus, pertains to rights of expression regarding teaching and research within specific areas of recognized professional competencies.

RUSO policy also upholds students' rights to freedom of expression in student newspapers. Policy 4.2 of the [RUSO Policy Manual](#) states:



Student publication Northwestern News

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

- a. The Regional University System of Oklahoma shall protect and respect the right of students to exercise their freedom of expression under the First Amendment to the Constitution of the United States. Therefore, university-sponsored student newspapers should include forums for student expression and should publish news of interest and importance to the campus and community of each university.
- b. Student writers should determine the content of official student newspapers. Therefore, editorial authority for the student newspapers and a process of review of challenges to editorial decisions shall be defined by the policy of each university. Each university shall define the eligibility, methods of selection as well as dismissal, duties, responsibilities and authority of all persons who exercise editorial authority. The standards for advertising shall also be defined by university policy.
- c. Student newspapers shall not include any material that is legally libelous, obscene or that will cause a material and substantial disruption of university activities.
- d. Each student newspaper shall display in a prominent position on its editorial page a disclaimer statement that the opinions and comments therein do not necessarily reflect the policies or beliefs of the Regional University System of Oklahoma and that the student newspaper is not an official medium or expression of the Board or the regional universities.

This policy does not apply to official Board or University publications or other mediums of expression.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

### Integrity: 2.E.

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*The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

#### Oversight and Support

Northwestern's [Office of Sponsored Programs](#) maintains both an [Institutional Review Board/Independent Ethics Committee](#) (IRB/IEC) and a [Grants Oversight Committee](#) to ensure integrity of research and scholarly practice conducted by faculty, staff, and students. Any person conducting research involving human subjects must receive approval by the IRB/IEC, as indicated by policies found on the Office of Sponsored Programs web page. Documents available on the website guide researchers in determining the need for institutional review. Members of the IRB/IEC access training certification through the National Institutes of Health Office of Extramural Health website. The Grants Oversight Committee supports research and grant writing to ensure activities, programs, and contracts are aligned with the NWOSU Mission. Researchers seeking funding from external grant sources must file a Proposal Planning Sheet and receive approval of the Committee prior to grant submission. The Committee reviews each proposal to assure that projects not only align with the University's Mission but also adhere to ethical standards.

#### Ethical Use of Information

Students receive guidance in the ethical use of information resources in several ways. The English Department teaches students to properly document sources and avoid plagiarism in English composition course writing assignments. Instructors of UNIV 1011 Ranger Connection, include material on academic integrity as a part of this freshman orientation course. Turnitin.com, a program that students can use to receive timely feedback on written work, serves as a tool to assist students with papers written in any discipline. Turnitin.com allows students and faculty members to monitor and avoid plagiarism and copyright issues. University Printing Services posts and distributes the copyright law of the U.S. (Title 17 U.S. Code), and enforces copyright policy. NWOSU's Library Services staff also guides students in the ethical use of information resources.

#### Academic Integrity

Northwestern promotes an environment of academic integrity. The University's definition of academic misconduct found in the NWOSU Student Handbook states:

All forms of academic dishonesty including cheating, plagiarism, unauthorized possession of exams or other materials, forgery, or alteration or misuse of university records, are subject to disciplinary action by the university. The forgery of faculty signatures is prohibited. You must get authentic signatures on all official documents.

Northwestern's Faculty Handbook outlines the importance of academic integrity and defines how the institution defines cheating and plagiarism. Section 6.3.15 regarding academic integrity states:

Northwestern as an academic community considers student learning its utmost priority and considers academic integrity a major catalyst to the higher education process. To that end, all forms of academic misconduct and dishonesty are serious matters and warrant serious attention. Academic dishonesty includes, but is not limited to, cases of cheating and plagiarism, and is, at the very least, subject to disciplinary action by the instructor of record. More serious infractions will warrant disciplinary actions by the university. The distinction of an intentional or unintentional academic infraction originates with the instructor of record. Consultation with department chairs and/or members may be needed to clarify the nature of said infraction. Note that all faculty are required to use this statement as a foundation for academic infractions; however, due to the differing missions and policies within each department/division, specific procedures may be more stringent.

## Criterion Two: Integrity: Ethical & Responsible Conduct

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

Northwestern recognizes and respects intellectual property rights. As part of the University's Mission to cultivate ethical leadership and service, the institution commits to fulfilling its moral and legal obligations with the use of copyright-protected work. In this regard, the [Student Handbook](#) states:

It is against Northwestern Oklahoma State University's Acceptable Use Policy to engage in activities that would violate federal copyright laws. See the website <http://www.copyright.gov> for information. For example, copying or downloading movies, music, or other copyrighted materials is against the law. Peer to peer sharing of the copyrighted materials is also against the law and may be subject to civil and criminal liabilities.

Northwestern's Printing Services monitors the proper use of copyright-protected work. According to [Printing Services policies](#) outlined in the Faculty Handbook, any item violating copyright laws will be returned unprinted. The Coordinator of Printing Services requires proof of printing privileges by the publisher or copyright owner for items that are to be copied that contain the copyright symbol and/or statement. If permission from the publisher cannot be obtained prior to copying, the person requesting copies must complete a [Copyrighted Materials Copying Request form](#). The Printing Services Office tracks these forms and keeps them indefinitely.

The University Library also enforces [policies](#) concerning access, circulation, and copyright-protected materials. The Library provides a section on the Northwestern website to educate individuals on how to [properly cite sources](#) and avoid plagiarism. Each of these policies plays a role in assuring students, faculty, and staff conduct academic research in accordance with state and federal regulations.

### **Department and Division Code of Ethics**

Many disciplines at Northwestern have adopted and use the code of ethics specific to the program of study. These include the [Division of Business Student Code of Ethics](#), [Nursing Student Handbook](#), [Student Teaching and Field Experiences Handbook](#), [Social Work Department](#), and [Mass Communication Program](#).



# **Criterion 3**

## **Teaching and Learning: Quality, Resources, and Support**

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



## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

# Criterion Three: Teaching and Learning: Quality, Resources, and Support

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## Introduction

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Northwestern Oklahoma State University offers degrees at the bachelor's and master's levels on the main campus in Alva, on branch campuses in Enid and Woodward, and at other locations throughout northwest Oklahoma. The University delivers courses through face-to-face offerings and distance education, maintaining rigorous monitoring of course integrity across all modalities. NWOSU ensures that it employs qualified faculty in sufficient numbers to meet demands and that faculty members receive resources and development appropriate to current trends in their respective disciplines, as explained in Criterion 3.C. The University also provides resources to support student learning outcomes in all programs and enriches student educational experiences through co-curricular activities, as explained in Criterion 3.D. and Criterion 3.E.



Students attending class in one of Northwestern's ITV classrooms.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

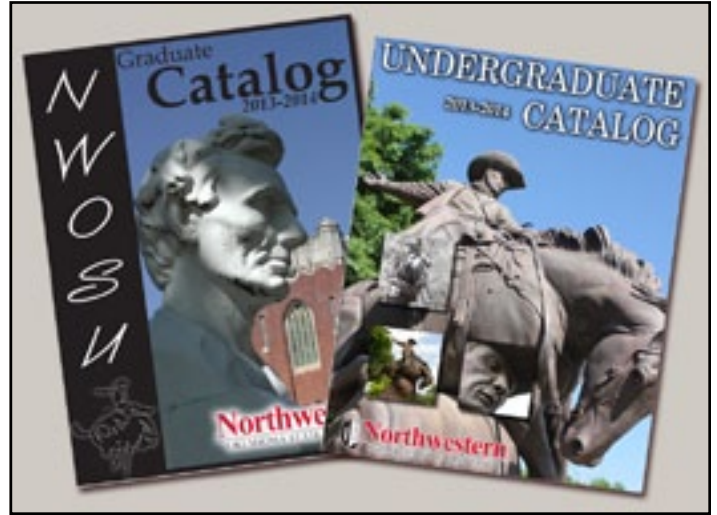
*The institution provides high quality education, wherever and however its offerings are delivered.*

### Teaching and Learning: 3.A.

*The institution's degree programs are appropriate to higher education.*

Northwestern Oklahoma State University utilizes several tools to ensure courses and programs remain current, relevant, and require levels of performance by students appropriate to the degree awarded. These tools include annual updating of catalogs, program modifications and reviews, and specialized accreditation.

Northwestern updates its [Undergraduate](#) and [Graduate](#) Catalogs annually giving faculty members opportunities to revise courses and programs as necessary to remain current. An academic department with the need to modify the core curriculum of a degree program completes a required [program modification form](#) that includes a rationale for the requested adjustment. Program modifications must receive approval from the appropriate academic dean and the Academic Affairs Committee. Upon committee approval, the request moves to the Executive Vice President and President. The President holds responsibility for formally submitting the program modification to RUSO and OSRHE for review and approval. Since 2011, NWOSU has submitted [22 program modifications](#) or requests to OSRHE.



All academic programs undergo a formal five-year program review as required by OSRHE policy. Policy 3.7.4 of the [OSRHE Policy Manual](#) states, “All degree programs in the State System are scheduled for review on a five-year cycle. The review will encompass all levels of degree programs.” The areas analyzed during the program review process include:

- program objectives
- review of duplicated programs
- analysis and assessment
  - \* program quality as determined by faculty credentials and placement of graduates
  - \* appropriateness of the program to the institution's Mission and academic plan
  - \* number of majors
  - \* courses taught and sizes of sections for last five years
  - \* direct instruction cost
  - \* roster of faculty
  - \* number of graduates
  - \* student credit hours generated
- recommendation of the institution

Programs aligned with specialized accrediting bodies may have extended review cycles. Table 3.1 identifies the schedule for reviews of degree programs.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

**Table 3.1: Schedule for Program Review**

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION DEGREE PROGRAM REVIEW SCHEDULE FOR ACADEMIC YEAR 2012-2013 NORTHWESTERN OKLAHOMA STATE UNIVERSITY CURRENT PROGRAMS ONLY REPORT DATE: 10/05/2013			
PROGRAM TITLE	PROG CODE	LAST REVIEW	NEXT REVIEW
ACCOUNTING - BBA	001	2012	2022
AGRICULTURE-BS	003	2012	2017
BIOLOGY - BS	005	2011	2016
BUSINESS ADMINISTRATION-BBA	007	2012	2022
CHEMISTRY-BS	009	2012	2017
SCHOOL COUNSELING -M ED	011	2012	2019
ELEMENTARY EDUCATION-BSE	013	2012	2019
ELEMENTARY ED (GRAD) M ED	014	2012	2017
ENGLISH - BA	015	2012	2017
GENERAL STUDIES-BA	016	2011	2016
HEALTH & SPORTS SCIENCE EDUCATION - BS	018	2012	2017
HISTORY-BA	019	2010	2015
CRIMINAL JUSTICE - BS	022	2011	2016
MATHEMATICS - BS	024	2012	2017
MUSIC-INSTRUMENTAL - BME	026	2012	2017
MUSIC-VOCAL - BME	027	2012	2017
NATURAL SCIENCE EDUCATION - BSE	028	2012	2017
POLITICAL SCIENCE - BA	030	2012	2017
READING SPECIALIST - MED	032	2012	2019
SECONDARY EDUC (GRAD) M ED	033	2012	2017
SOCIAL SCIENCE - BAE	035	2012	2017
SOCIAL WORK - BACHELOR	036	2013	2021
SOCIOLOGY - BA	037	2012	2017
SPANISH BA	038	2012	2017
SPEECH & THEATRE - BA	041	2012	2017
COUNSELING PSYCHOLOGY - M CP	043	2012	2018
NURSING BS	047	2012	2016
COMPUTER SCIENCE - BS	049	2012	2017
MASS COMMUNICATION - BS	052	2009	2014
MUSIC BM	053	2012	2017
SPECIAL EDUCATION - BSE	055	2012	2019
PSYCHOLOGY - BS	056	2013	2018
EARLY CHILDHOOD EDUCATION - BSE	057	2012	2019
ENGLISH - BAE	058	2012	2017
EDUCATION IN HEALTH & SPORTS SCIENCE EDUCATION - BS	059	2012	2019
MATHEMATICS - BSE	062	2012	2017
TECHNICAL MANAGEMENT - BAAS	064	2012	2022
AGRICULTURE EDUCATION - B.S.	065	2008	2013
MUSIC - BA	066	New	2014
AMERICAN STUDIES - MA	067	2012	2016
ACCOUNTING-CERTIFICATE	068	New	2018
HUMAN RESOURCES MANAGEMENT-CERTIFICATE	069	New	2018
ENTREPRENEURIAL STUDIES-CERTIFICATE	070	New	2018
PERSONAL FINANCE-CERTIFICATE	071	New	2018
ORGANIZATIONAL LEADERSHIP - BS	775	2012	2022

Source: Office of the Executive Vice President

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

Academic programs with specialized accreditation include nursing, education, business, and social work. In addition to the processes previously described, these units meet requirements designed to ensure that courses and programs are current, relevant, and fulfill national standards. Table 3.2 lists Northwestern's specialized accredited programs.

**Table 3.2: NWOSU Programs with Specialized Accreditation**

NWOSU Programs with Specialized Accreditation		
Program	Accreditor	Next Review
Business	Accreditation Council on Business Schools and Programs	2019
Education	National Council for Accreditation of Teacher Education	Initial Preparation Level 2019
	The Council for the Accreditation of Educator Preparation	Advanced Preparation Level 2014 (Focused Visit)
Nursing	Accreditation Commission for Education in Nursing	2019
Social Work	Council on Social Work Education	2019

Source: Office of the Executive Vice President

### Differentiated Learning for Undergraduate and Graduate Programs

Each undergraduate and graduate program maintains clearly stated [student learning outcomes](#) appropriate to the degree level. The faculty and administration assess these outcomes annually as mandated in NWOSU's Strategic Plan "[Rising Above](#)." All undergraduate degrees require successful completion of a minimum of 124 hours. Students pursuing bachelor's degrees must complete the 54-hour general education program that builds a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy ([General Education Mission Statement](#)). The [Undergraduate Catalog](#) offers course descriptions for courses numbered from 1000 to 4000. In fall 2013, four program-embedded certifications received approval from OSRHE. Student learning outcomes for certificates remain consistent with their corresponding baccalaureate programs.

All Northwestern graduate programs require completion of a minimum of 32 hours and a culminating comprehensive exam or portfolio. The University offers three graduate programs. These programs include a Master of Education, Master of Counseling Psychology, and Master of Arts in American Studies. Graduate programs have [specific goals](#) designated in the Graduate Catalog in addition to [student learning outcomes](#) specific to that degree.

A 5000-level course number designates the course as graduate level as listed in the [Graduate Catalog](#). All core courses in the Master of Education and Master of Counseling Psychology programs are offered only at the graduate level. In addition, all courses of any certification option, such as Educational Leadership, Reading Specialist, and School Counseling, are offered only at the graduate level. NWOSU offers split-level courses numbered as either 3000 or 4000 at the undergraduate level and 5000 at the graduate level. Most of the split-level graduate courses are available for students enrolled in the Master of Arts in American Studies program; as "field-specific subjects" for students in the Master of Education in Adult Education Management and Administration option; or as "related areas of study" courses for students in the Master of Education Non-Certificate option. These courses must be approved by the Graduate Committee. Course syllabi for graduate components of split level courses are distinct from the undergraduate components of these courses in expectations, requirements, productivity, and rigor. [Graduate syllabi](#) are available for review via the electronic resource room.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

The University employs additional measures to ensure that graduate and undergraduate programs are differentiated. The Graduate Committee supervises the graduate program and recommends policy relative to the program. The Graduate Catalog details the [duties of the graduate committee](#) under “Administration of the Graduate Program” (p. 6). The committee consists of the Associate Dean of Graduate Studies, Dean of the School of Arts and Sciences, Dean of the School of Professional Studies, Chair of the Education Division, Chair of the Psychology Department, Director of Teacher Education, a faculty representative from American Studies, student representatives from each master’s program, and at-large representatives from each academic school.

### Consistent Learning Goals and Program Quality

Northwestern’s [Strategic Plan](#), specifically initiative three of Strategic Direction 1 titled “Preparing Students for Success,” calls for the University to provide relevant, accessible, and affordable education using existing and emerging technologies. Northwestern’s large geographic service area in northwest Oklahoma requires multiple delivery platforms to meet the needs of learners from various locations within the region. Therefore, the University not only offers face-to-face courses but also supports Interactive Television (ITV) and online delivery of courses. Syllabi illustrate consistent student learning outcomes across all modes and in all locations. In addition, course evaluations provide feedback on course effectiveness using different modalities. Faculty members use this feedback to modify courses as needed.



The Northwestern Online Learning Committee oversees the University’s online education. Goals for this committee include: 1) coordinate access to appropriate services for online students; 2) provide support to faculty, staff and students; 3) ensure the quality of all online courses; 4) support teaching and learning through the use of technology; and 5) enhance and maintain NWOSU’s status as a quality education institution. These goals, along with additional policies, further evidence consistency across modes of delivery. For example, item 12 of the University’s [“Procedure for Approval of New Online Degree Programs”](#) states specifically the need to “provide evidence that student learning outcomes are the same for both online and ground iterations of the program.”

Beyond policy, practices of the Online Learning Committee ensure consistency. Faculty and departmental proposals for online courses must be submitted well in advance of the proposed semesters for the courses, for review and approval by the Online Learning Committee. Courses not approved by the committee are returned to the faculty member with suggestions for improvements. Northwestern’s [online education page](#) includes the online education policy, a student complaint section, and numerous support resources, such as tutorials on the effective use of Blackboard, to ensure student success.

Northwestern also supports quality of distance education by employing a full-time Online Learning Coordinator, a full-time ITV Coordinator and Assistant Coordinator, online help desk staff, and multiple classroom proctors to facilitate the distance education environment. In addition to these positions, the University employs a courier to transport class materials on a daily basis among branch campuses and selected additional locations.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### Teaching and Learning: 3.B.

*The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

#### Appropriateness to Mission, Offerings, and Degrees

General education at NWOSU addresses both broad goals and specific components of Northwestern’s [Mission](#). In a broad sense, the general education curriculum offers “quality educational opportunities” identified in its Mission Statement, and a “broad-based and purposeful collegiate experience” identified in Strategic Direction 1 of the University’s [Strategic Plan](#). To fulfill those goals, the general education curriculum requires each student to successfully complete 54 hours of core curricula. This requirement surpasses minimum expectations identified in the [OSRHE Policy Manual](#). Specifically, general education addresses “ethical leadership” and “fiscal responsibility” components of the Mission. To fulfill those goals, all students must take a course in leadership (LEAD 1013, LEAD 2003, LEAD 2023, or GBUS 2033) and a course in personal finance (FIN 1113).

#### Purposes, Content, and Learning Outcomes

Northwestern’s general education curriculum flows from the guiding philosophy identified in the general education mission statement: “The general education program at Northwestern Oklahoma State University provides a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy.”

In addition, the general education program follows the general education framework identified on page 142 of the [OSRHE Policy Manual](#):

“An institution’s general education program should impart common knowledge and intellectual concepts as well as help students develop skills and attitudes that every educated person should possess. Effective general education should help students gain competence in independent intellectual inquiry and also stimulate the examination and understanding of personal, social, and civic values.”

Drawing upon input not only from faculty members, but also from the business community, educators, health care providers, students, parents, alumni, and senior administrators, the [General Education Task Force](#) designed the following comprehensive list of [competencies](#) that generates the [general education curriculum](#):

To fulfill Northwestern’s Mission in the area of general education, students will meet the following competencies:

#### I. Critical Thinking

##### A. Cognitive Skills.

1. apply inductive and deductive reasoning to real and hypothetical situations.
2. understand principles of philosophy.
3. interpret data from various types of graphs, charts, and tables to solve problems.
4. solve problems involving one and two variables using a combination of mathematics skills.
5. graph algebraic relationships.

##### B. Scientific Inquiry.

1. understand principles of the natural sciences.
2. understand the human context of science, including its history and impact on society.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### II. Leadership

#### A. Global Awareness.

1. understand the role of human values in cultural, ethnic and racial diversity at the global level.
2. understand international social, political, and economic systems.
3. understand international issues and events.

#### B. Domestic Awareness.

1. understand the role of human values in cultural, ethnic and racial diversity at the domestic level.
2. understand domestic social, political, and economic systems.
3. understand domestic issues and events.

#### C. Self Understanding.

1. understand their role in a culturally diverse environment.
2. identify and understand concepts and principles of leadership.
3. understand principles of ethical behavior.
4. understand principles of well-being.

#### D. Effective Citizenship.

1. identify and understand the rights and responsibilities of United States citizenship.
2. understand principles of human behavior.
3. understand principles of ecological stewardship.
4. understand principles of personal finance and consumer skills.

### III. Literacy

#### A. Communication Literacy.

1. identify a writer's purpose, point of view, and intended meaning.
2. analyze the relationships among ideas in written material, including identifying cause-effect relationships.
3. develop a written document recognizing purpose, audience, unity, focus, development, and effective organization.
4. draw and defend reasonable conclusions using information from written and spoken communications.
5. demonstrate competence in punctuation and grammar.
6. understand the roles and apply effective strategies of verbal communication in professional and personal settings.
7. develop and deliver verbal presentations with effective content, organization, and delivery.

#### B. Technological Literacy.

1. understand the nature of computers, the setup of hardware and the use of software.
2. apply technology to solve problems.
3. understand the historical and ethical use of technology and its impact on society.



## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### C. Information Literacy.

1. locate resources in the library and on the Internet.
2. evaluate the credibility and relevance of written material.

### D. Aesthetic Literacy.

1. identify styles and forms of visual arts.
2. identify styles and forms of performing arts.
3. identify styles and forms of major literary works.

Following the successful identification of competencies to drive general education curriculum, the task force solicited input from each academic department for new or existing courses to address specific competencies. The task force culled results into the current [curriculum](#), and mapped courses to five [core categories suggested by the OSRHE](#): 1) Communication and Symbols; 2) Social, Political and Economic Systems; 3) Natural Science; 4) Human Heritage and Culture; and 5) Values and Beliefs. In addition, the task force assured that resulting curriculum met the following [OSRHE curricular requirements](#):

1. English Composition 6 hours
2. U.S. History and U.S. Government 6 hours
3. Science 6 hours (One course must be a laboratory science)
4. Humanities 6 hours (Chosen from nonperformance courses defined as humanities by the institution granting the degree)
5. Mathematics 3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
7. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.

The resulting 54-hour general education curriculum received approval of the Academic Affairs Committee and administrators in 2007 for implementation in fall of that year. Students may access general education requirements on page 55 of the [Undergraduate Catalog](#) and on the [General Education web page](#).

### Information, Inquiry, and Change

The University's general education program [competencies](#) ensure all students engage in courses that require collecting, analyzing and communicating information. These skills permeate the [general education curriculum](#), but are particularly prevalent in Section II, "Communication and Symbols," and Section IV, "Natural Science."

In addition to general education curricular requirements applicable to this criterion, specific academic program curricula contain courses that address collecting, analyzing, and communicating information. These courses, such as the examples outlined in Table 3.3, encompass an array of activities including research components, projects, required recitals or performances, civic engagement and service learning opportunities, and internships.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

**Table 3.3: Examples of Courses Involving Collecting, Analyzing, and Communicating Information**

Examples of Courses Involving Collecting, Analyzing, and Communicating Information			
Department/Division	Course	Concept	
Agriculture	AGR14123 - Agricultural Marketing	Analysis of markets & production	
	AGED3203 - Planning the Community Program in Ag. Ed.	Analysis, planning, & management	
	AGED4200 - Student Teaching in Agriculture Education	Capstone	
Business	GBUS3753 - Business Research	Apply statistics & research techniques	
Education	EDUC3032 - Measurement and Evaluation	Analysis & interpretation	
	EDUC4203 - Creative Activities	Planning & production of materials	
	EDUC4532 - Early Childhood Assessment	Assessment & research	
Health & Sports Science Education	PE&R3693 - Exercise Physiology	Analysis of physiological changes	
	PE&R4603 - Kinesiology/Motor Learning	Analysis of anatomical fundamentals	
	H ED4223 - Teachers' Course	Capstone	
	H ED4233 - Internship I	Application of theory	
	H ED4243 - Internship II	Application of theory	
Nursing	NURS3003 - Holistic Assessment	Assessment practices	
	NURS4003 - Research Utilization	Research practices	
	NURS4216 - Nursing Capstone	Capstone	
Psychology	PSYC4213 - Statistics	Statistical analysis & interpretation	
	PSYC4222 - Research Methodology	Research practices & ethics	
Communication	MCOM3213 - Oral Communication for Business Professionals	Application of communication principles	
	MCOM4442 - Mass Media Internship	Application of theory	
	MCOM4462 - Mass Communication Senior Seminar	Capstone	
	SCOM1113 - Introduction to Speech Communication	Research practices & communication	
	SCOM3113 - Advanced Speech Communication	Research practices & communication	
	SCOM4443 - Senior Performance	Capstone	
English, Foreign Language, and Humanities	ENGL1113 - Composition I	Research practices & essay writing	
	ENGL1213 - Composition II	Research practices & essay writing	
	ENGL4173 - English Usage	Communication	
	SPAN3183 - Conversation II	Communication	
	SPAN4501 - Capstone	Capstone	
Fine Arts	MUSI4013 - Music Form & Analysis	Analysis & theory	
	TCOM3423 - Principles of Directing	Analysis & application	
	TCOM4443 - Senior Performance	Capstone	
Math & Computer Science	CMSC2003 - Programming Concepts	Problem solving	
	CMSC3003 - Data Management Systems	System analysis	
	MATH1313 - Statistics	Statistical analysis & interpretation	
	MATH3053 - Discrete Math	Theory & application	
	MATH3203 - Structural Concepts in Mathematics	Probability & statistics	
	MATH4533 - Math Models	Application & advanced math	
Natural Science	BIOL1124 - General Botany	Lab	
	BIOL1224 - General Zoology	Lab	
	BIOL3011 - Science Fair Judging	Application	
	BIOL3235 - Comparative Vertebrate Anatomy	Application & lab	
	BIOL3352 - Genetics Laboratory	Application & lab	
	CHEM1115 - General Chemistry I	Application & lab	
	CHEM1215 - General Chemistry II	Application & lab	
	CHEM3115 - Organic Chemistry	Application & lab	
	CHEM4115 - Organic Chemistry II	Application & lab	
	PHSC3114 - Earth & Space Science	Application & lab	
	Social Sciences	HIST4433 - Historical Methods	Examination & research methods
		SOC4723 - Social Research & Evaluation	Examination & research methods
Social Work	SOCW4143 - Social Research & Evaluation	Examination & research methods	

Source: Office of the Executive Vice President

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

Northwestern utilizes the National Survey of Student Engagement (NSSE) to gather student-reported data regarding educationally purposeful activities. [Results of the 2011 NSSE survey](#), as reported in Table 3.4, indicate that Northwestern seniors experience high levels of engagement in collecting, analyzing and communicating information:

**Table 3.4: NSSE Results for NWOSU, 2011**

NSSE Results for NWOSU, 2011									
	Response Options	NWOSU		MW/South Regional		Carnegie Class		NSSE 2011	
		Count	%	Count	%	Count	%	Count	%
Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	Very little	10	7%	282	7%	690	11%	19,052	8%
	Some	34	30%	1,197	30%	1,937	30%	63,891	29%
	Quite a bit	44	35%	1,519	39%	2,347	36%	79,431	37%
	Very much	35	28%	909	23%	1,587	24%	55,986	26%
	Total	123	100%	3,907	NA	6,561	NA	218,360	NA
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	1	1%	63	2%	74	1%	2,817	1%
	Some	23	20%	534	14%	810	13%	25,830	12%
	Quite a bit	43	34%	1,685	44%	2,632	41%	87,057	40%
	Very much	56	46%	1,620	40%	3,038	46%	102,018	46%
	Total	123	100%	3,902	NA	6,554	NA	217,722	NA
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	4	4%	132	4%	166	2%	6,631	3%
	Some	20	18%	840	23%	1,185	18%	41,617	20%
	Quite a bit	59	48%	1,610	41%	2,661	41%	85,806	40%
	Very much	37	30%	1,316	32%	2,533	38%	83,316	37%
	Total	120	100%	3,898	NA	6,545	NA	217,370	NA
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	8	7%	177	5%	254	4%	9,441	5%
	Some	25	19%	789	21%	1,243	19%	44,843	21%
	Quite a bit	45	39%	1,562	40%	2,649	40%	84,819	39%
	Very much	43	35%	1,383	34%	2,401	37%	78,683	35%
	Total	121	100%	3,911	NA	6,547	NA	217,786	NA
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	4	4%	90	2%	126	2%	5,607	3%
	Some	19	15%	619	17%	920	14%	32,626	16%
	Quite a bit	48	40%	1,454	38%	2,336	36%	76,285	35%
	Very much	51	41%	1,746	43%	3,182	48%	103,613	47%
	Total	122	100%	3,909	NA	6,564	NA	218,131	NA

Source: 2011 NSSE Report – Office of Assessment and Institutional Effectiveness

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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All three of Northwestern's graduate programs contain objectives to engage students in collecting, analyzing and communication information, plus mastering modes of inquiry. Each program fulfills its objectives with specific coursework as indicated in Table 3.5 and included in the [graduate courses syllabi](#).

**Table 3.5: Specific Coursework**

Degree	Objective	Courses
Master of Arts in American Studies	Providing students with research skills and theoretical methodologies through which they will foster an integrative approach to learning about American culture and society, both past and present.	HIST 5433 Historical Methods
Master of Counseling Psychology	Locate, read, and interpret professional counseling and therapy literature.	PSYCH 5033 Introduction to Research
Master of Education	Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research finding to classroom situations; utilize the techniques of research to plan, carry out, and report original action research.	EDUC 5013 Introduction to Education Research EDUC 5933 Classroom Research and Institutional Effectiveness

Source: Office of Graduate Studies

### Human and Cultural Diversity

Northwestern's educational programs address diversity through both [general education curriculum](#) and discipline-specific offerings. The framework for general education includes [competencies](#) for students to 1) understand the role of human values in cultural, ethnic, and racial diversity on both the global and domestic levels; 2) understand international and domestic social, political, and economic systems; 3) understand international and domestic issues and events; and 4) understand their role in a culturally diverse environment. Each student addresses those competencies by completing a minimum of 10 hours of study in the areas of Values and Beliefs, and Human Heritage and Culture. Table 3.6 identifies general education courses that are connected to specific diversity-related competencies.

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**Table 3.6: General Education Courses Aligned with Specific Competencies Addressing Diversity**

General Education Courses Tied to Specific Competencies that Address Diversity	
IIA1 Understand the role of human values in cultural, ethnic and racial diversity at the global level.	HUM 2113 General Humanities I HUM 2223 General Humanities II HUM 2432 Art in Life HUM 2533 Music in Life HUM 2633 Philosophy in Life SPAN 1114 Elementary Spanish I SPAN 1224 Elementary Spanish II SPAN 2183 Conversation/Reading I LEAD 2003 Introduction to Leadership GEOG 1113 Fundamentals of Geography HIST 1213 Early World Civilization HIST 1223 Modern World Civilization
IIA2 Understand international social, political, and economic systems.	HIST 1223 Modern World Civilization POLS 1113 American Federal Government and Politics REL 2413 Comparative Religions (World)
IIA3 Understand international issues and events.	REL 2413 Comparative Religions (World) HIST 1213 Early World Civilization HIST 1223 Modern World Civilization
IIB1 Understand the role of human values in cultural, ethnic and racial diversity at the domestic level.	HIST 1483 U.S. History to 1877 HIST 1493 U.S. History Since 1877 SOC 1113 Introductory Sociology SOC 2123 Sociological Problems and Issues HUM 2432 Art in Life HUM 2533 Music in Life LEAD 2003 Introduction to Leadership
IIB2 Understand domestic social, political, and economic systems.	HUM 2413 Introduction to Literature HUM 2423 Introduction to Film HIST 1483 U.S. History to 1877 HIST 1493 U.S. History Since 1877 POLS 1113 American Federal Government and Politics SOC 1113 Introductory Sociology
IIB3 Understand domestic issues and events.	HUM 2413 Introduction to Literature GEOG 1113 Fundamentals of Geography HIST 1483 U.S. History to 1877 HIST 1493 U.S. History Since 1877 POLS 1113 American Federal Government and Politics SOC 1113 Introductory Sociology SOC 2123 Sociological Problems and Issues HUM 2423 Introduction to Film
IIC1 Understand role their (individual's) role in a culturally diverse environment.	HUM 2413 Introduction to Literature REL 2413 Comparative Religions (World) SPAN 2183 Conversation/Reading I LEAD 2003 Introduction to Leadership

Source: Office of Assessment and Institutional Effectiveness

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In addition to the general education curriculum, many disciplines offer courses that provide students opportunities to further investigate diverse cultures. For example, World Music, World Literature, Comparative World Religions, Spanish, American Sign Language, and Non-Western Civilization expose students to an array of cultural components. Other disciplines offer courses with a practical approach to application within their profession, such as International Business, International Marketing, Cross-Cultural Management, Multicultural Education and Social Diversity. According to the [2011 NSSE results](#), 67 percent of responding seniors indicated their courses had often or very often included diverse perspectives in class discussions or writing assignments as compared to 63 percent nationally.



Students in an American Sign Language class.

### Scholarship, Creative Work, and Discovery

Although teaching comprises the most significant component of faculty responsibility, and consequently the faculty evaluation system, scholarly activity remains a vital element of faculty work. Faculty members may select a category weight between 5 and 25 percent for scholarly activity according to [faculty evaluation guidelines](#). Those guidelines include evaluation of publications, professional presentations, professional artistic production or performance, on-going research, completion of an advanced degree, and receiving awards for scholarly activity.

To support faculty and student efforts in scholarly activity, the University established an [Office of Sponsored Programs](#) (OSP) in 2007. The Coordinator of Sponsored Programs manages approval processes for grant submissions and research projects involving human or animal subjects. Researchers who will involve human or animal subjects in their projects must receive prior approval from the [Institutional Review Board/Independent Ethics Committee](#) (IRB/IEC) or the [Institutional Animal Care and Use Committee](#) (IACUC) prior to initiating the project. The IRB/IEC processed fifty-five student applications and six faculty or staff member applications between summer 2012 and spring 2013. The IRB/IEC consists of the Coordinator of Sponsored Programs, the Director of Assessment and Institutional Effectiveness, one campus dean, two academic deans, the Executive Vice President, and an external consultant.

Principal investigators seeking external grants must receive approval from the [Grants Oversight Committee](#), consisting of the Coordinator of Sponsored Programs, the Executive Vice President, the Vice President for Administration, two academic deans, one campus dean, and the Chief Executive Officer of the Northwestern Foundation. Investigators who receive approval from the Grants Oversight Committee and submit grant proposals receive an incentive award of \$100. For each funded proposal, the Principal Investigator receives an additional \$150 award.

Data regarding [scholarly activity](#) during the 2012-2013 academic year indicates Northwestern faculty members produced fifty-two professional presentations, twenty-four journal articles, five books, and seven artistic performances. Presentations included those for the Midwest Business Administrators Association International, the American Association for Agricultural Education National Conference, the Southwest/Texas Popular Culture and American Culture Associations Conference, the Medieval Association of the Pacific, and the American Association of Physics Teachers national meeting.

The [Annual Report](#) of the Office of Sponsored Programs published in July 2013 indicates faculty members submitted a total of 33 grant proposals totaling \$2,485,443 during the 2012-2013 academic year, with 24 of those being funded, for a total of \$2,212,209. During the past five years, grant income has increased 35 percent from \$1,634,628 in 2008-2009 to \$2,212,209 in 2012-2013. Funding sources include federal, state, local, and private funds.

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Students have opportunities to participate in both individual and faculty-guided research projects through independent studies, special topics courses, and capstone courses in specific disciplines. Examples of discipline-specific research courses include GBUS 3753 Business Research, MCOM 4432 Introduction to Media Research, NURS 4003 Research Utilization, PSYC 4222 Research Methodology, and SOC 4723 Social Research and Evaluation. [NSSE results from 2011](#) indicate that 89 percent of senior respondents often or very often worked on a paper or project that required integrating ideas or information from various sources. This compares to an 86 percent national average.

All students have opportunities to showcase research projects at [Ranger Research Day](#). Initiated in 2007, Ranger Research Day provides a venue for students and faculty members to publicly exhibit research in a number of designated categories with poster or paper presentations. Participants in Ranger Research Day automatically become eligible to participate in [Oklahoma Research Day](#), along with faculty members and students from all state institutions of higher education. In addition, the first place winner of Ranger Research Day receives a nomination to participate in [Research Day at the Capitol](#), sponsored by the Oklahoma Experimental Program to Stimulate Competitive Research.



**Students explaining their research projects at the annual Ranger Research Day.**

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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### Teaching and Learning: 3.C.

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

#### Faculty

Several indicators provide evidence that NWOSU maintains sufficient faculty to support classroom and non-classroom roles. A [student-faculty ratio](#) of 15.6 to 1 indicates an appropriate number of faculty members to perform instructional duties. Table 3.7 traces the number of full-time faculty from fall of 2009 to fall 2013.

**Table 3.7: Full-time Faculty Members by Rank  
Fall 2009-Fall 2013**

Full-time Faculty Members by Rank Fall 2009-Fall 2013					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Professor	17	21	18	19	19
Associate Professor	19	16	16	14	14
Assistant Professor	13	13	19	24	22
Instructor	31	34	31	31	35
<b>Total</b>	<b>80</b>	<b>84</b>	<b>84</b>	<b>88</b>	<b>90</b>

Source: Office of the Executive Vice President

Faculty numbers rose steadily during this period from 80 to 90 full-time positions, a 12.5 percent increase. The 90 faculty members in the fall of 2013 average eight years of service at Northwestern, an indication of continuity, with years of service ranging from a high of 25 years to new faculty members who were just hired. During this five-year period the academic disciplines of business, English and mathematics each added a faculty member, while nursing added two faculty members in response to community needs in Woodward and Ponca City. The mathematics and English positions added in fall 2013 and the physical science position added in spring 2014 address continuing needs in the area of general education offerings. The need for a full-time faculty member in speech communication still exists. A new Agriculture Education program began in 2009 with three faculty members serving students in that major. The reinstatement of an Art minor in 2011 resulted in the addition of one faculty member.

Adjunct faculty members play an important role in delivering instruction at Northwestern. Fall 2013 saw 83 adjunct faculty members employed, with 49 in the School of Professional Studies and 34 in the School of Arts and Sciences. Credit hours taught by adjuncts number 423, representing 29 percent of the total number of credit hours taught at Northwestern in fall 2013.

As a teaching institution, Northwestern requires a full-time faculty instructional load of 27 hours per academic year. Due to specialized accreditation requirements in some areas, load decreases to 24 in education, business, nursing and social work. In addition to instructional responsibilities, non-classroom activities for faculty members include advising, scholarly and creative activities, governance and administrative committees, and service commitments. Faculty members advise all incoming freshmen with ACT scores of 23 and above and continue advising them through graduation. Students who receive initial advisement by the Ranger Proud advising staff, described in detail on page 57, transition to faculty advisors after their freshman year.



## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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Dr. Sarah Chan presents recitals at Northwestern, as well as in Oklahoma, the United States, and abroad. Here, she presents a concert in Munich, Germany, during summer 2013.

Many faculty members engage regularly in creative and scholarly activities in their fields of study. Fine arts faculty share creative activities by presenting concerts and art exhibits both at the University and in communities served by Northwestern. Examples of research conducted include bio-touch in nursing, human-animal interaction in psychology, and a study of Texas long-nosed snake mimicry in biology. Faculty members across all disciplines author publications and manuscripts, serve as peer reviewers for scholarly works, and present at regional and national associations. During the last several years, selected faculty also presented papers internationally in Finland, Mexico, Argentina, Australia, and New Zealand, with one faculty member presenting in France this academic year. A comprehensive list of [faculty scholarly activity](#) for 2012-13 is available via the electronic resource room.

Other non-classroom activities of faculty members involve University governance. Sixteen [standing committees](#) help guide University practices involving students, staff, faculty, University events, student life, appeals processes, and more. Members of these committees represent the entire University, consisting of administrators, faculty, students, staff, and in some instances, members of the communities the University serves (Teacher Education Committee, for example); however, faculty members comprise the largest number of members. Committees generally maintain experienced members from year to year. After their first year of service with the University, all full-time faculty members serve on a committee or serve a special assignment at the University (some science faculty overseeing the museum, for example). Each academic year, faculty members submit preferences for committee assignments to the Faculty Senate. The Faculty Senate then makes recommendations to the Executive Vice President who makes the final committee assignments.

[Faculty Senate](#) serves as the governance body for the faculty, and encourages, promotes, and channels faculty participation in the shaping of university policy ([Faculty Handbook, pp. 2-4](#)). Academic school and at-large representatives are elected in staggered years. Faculty Senate holds regular monthly meetings, while Faculty Senate officers meet regularly with the President and Executive Vice President to discuss items of interest and concern.

Faculty members at NWOSU oversee the curriculum and expectations for student performance. Northwestern faculty members identify [student learning objectives](#) (SLOs) for each program listed on the NWOSU website. These SLOs create the foundation for course objectives and evaluation processes. Faculty members assess student learning at all levels, including general education [competencies](#) and program specific student learning outcomes. [Criterion 4](#) further addresses assessment at the program and departmental levels. Faculty members in each department or division participate in program reviews and make recommendations for program modifications on a periodic basis, according to guidelines established by the [OSRHE](#).

Faculty members from all departments serve on search committees when academic job openings occur at the University. Committee member involvement throughout the selection and interview process ensures job applicants have the appropriate qualifications and background to fill the vacancy. Department chairs work in conjunction with the academic deans when the need for adjunct instructors arises. Adjunct instructors must hold a master's degree or have extensive experience in the area they are asked to teach.

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### Faculty Members' Credentials

Northwestern Oklahoma State University fosters academic excellence by recruiting, hiring, and retaining a highly-qualified faculty. NWOSU confirms the credentials of each faculty member according to the policies of the Higher Learning Commission ([Faculty Handbook 3.2.3](#)) and posts those credentials yearly in the [Undergraduate Catalog](#). In areas where practical experience is important, the University recruits faculty members based on both education and practical knowledge. Table 3.8 presents the academic credentials for the faculty from fall 2009 to fall 2013.

**Table 3.8: Academic Credentials for Faculty for Fall 2009-Fall 2013**

Academic Credentials for Faculty for Fall 2009-Fall 2013					
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Doctorate or Terminal	44	46	49	53	53
Masters	31	34	34	34	36
Bachelor	5	4	1	1	1
Total	80	84	84	88	90

Source: Office of the Executive Vice President

As presented in Table 3.8, 59 percent of faculty members held a doctoral or terminal degree in fall 2013. The holder of the bachelor's degree expects completion of a master's degree in spring 2014. In fall 2009, only 55 percent of faculty members held a doctoral or terminal degree and five faculty members held a bachelor's degree.

In addition to the full-time faculty, the University employs qualified adjunct faculty members. Table 3.9 shows the academic credentials for adjunct faculty. In fall 2013, 13 percent of adjuncts held doctorate degrees, 76 percent held master's degrees and 11 percent held bachelor's degrees. Faculty members holding only bachelor's degrees teach primarily developmental English and mathematics courses, or have special expertise in an area such as American Sign Language.

**Table 3.9: Academic Credentials for Adjunct Faculty for Fall 2013**

Academic Credentials for Adjunct Faculty for Fall 2013	
	Fall 2013
Doctorate or Terminal	11
Masters	63
Bachelor	9
Total	83

Source: Office of the Executive Vice President

The faculty for the graduate program consists of the President, the Executive Vice President, the Dean of Arts and Sciences, the Dean of Professional Studies, the Associate Dean of Graduate Studies, and members of the general faculty recommended by their department/division chairs and approved by their school deans and by the Graduate Committee. Reappointment to the same graduate faculty position requires the approval of the department or division chair, the school

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dean, and the Associate Dean of Graduate Studies. Only graduate faculty may teach graduate courses or serve as members of graduate students' advisory committees. Faculty members are selected only if they qualify for the assignment.

The Graduate Committee ensures that each member has the necessary background and experience to be appointed to one of three levels: permanent, associate, or temporary graduate faculty. Table 3.10 explains the qualifications required for appointments to each of these levels. As of 2012-2013, 33 individuals served as permanent graduate faculty members. The [Graduate Catalog](#) (pp. 2-3) lists their names, titles, and degrees.

**Table 3.10: Qualifications**

Level	Qualifications
Permanent Graduate Faculty	A full-time faculty member who holds a terminal degree, who has been recommended by the appropriate dean, and who has been approved by the Graduate Committee. Appointment to the graduate faculty will be reviewed every three years. To maintain eligibility, the faculty member must teach a graduate course and/or serve on a graduate advisory committee during the three-year period.
Associate Graduate Faculty	A full-time or emeritus Northwestern faculty member who is recommended by the appropriate dean for a one-year appointment. The individual should have special expertise in the content area and should possess appropriate credentials for graduate level teaching.
Temporary Graduate Faculty	A faculty member or adjunct instructor who is recommended by the appropriate dean and approved by the Graduate Committee for a one-semester appointment. The individual should have special expertise in the content area and possess appropriate credentials for graduate level teaching.

Source: 2013-2014 Graduate Catalog

Northwestern participates in [Oklahoma's Reach Higher program](#), an adult degree completion initiative established by the OSRHE. The program, administered by a consortium of nine Oklahoma public higher education universities, leads to a Bachelor of Science degree in organizational leadership. Appropriately credentialed faculty members from each of the participating institutions teach courses in this program. All participating universities follow the policies of the OSRHE and are accredited by the Higher Learning Commission of the North Central Association.

### Instructor Evaluation

Northwestern employs a comprehensive [faculty evaluation](#) system consisting of multiple components based on input solicited from all members of the faculty. Specific components include self-evaluation, peer evaluations, administrative evaluations, and student evaluations. All non-tenured faculty members must participate in this process each year. Faculty members eligible for promotion, tenure, or tenure review must also participate.

Faculty portfolios comprise a significant element of the [evaluation system](#) and are structured around five specific components: 1) teaching and instruction, 2) professional development, 3) scholarly activity and creative endeavors, 4) institutional involvement, and 5) community service. Each faculty member must conduct a self-evaluation to select a preferred weight from prescribed ranges for each category based on self-perceived strengths, and to select appropriate supporting evidence. The [Faculty Evaluation and Development](#) (FEAD) web page contains specific instructions for completing a portfolio.

Faculty peers and administrators participate in portfolio review according to [prescribed processes](#). Each faculty member selects one peer reviewer and provides a list of suggested faculty members from which the department chair selects the second peer reviewer. The department chair conducts the administrative evaluation for faculty members in his or her

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department, with the appropriate academic dean filling that function for department chairs who are to be evaluated. Peer and administrative reviewers utilize appropriate forms and rubrics found on the FEAD [web page](#).

Students participate in course and instructor evaluations each fall to ensure quality instruction. Spring or summer evaluations may occur at the request of the dean, chair, or faculty member. The [Office of Assessment and Institutional Effectiveness](#) schedules each class in a computer lab during a specified time frame for students to submit evaluations online. Faculty members receive results of those evaluations immediately after submitting grades for the course in order to shape content and instruction for the following semester. While tenured faculty members must participate in the student evaluation process only in tenure review years, many opt to have courses evaluated each year. In fall 2013, 25 of 29 tenured faculty members elected to receive course evaluations.

Following completion of all components in the faculty evaluation process, the appropriate academic dean compiles an overall composite rating for each faculty member based on individual data sets submitted. Each faculty member receives a [scoring summary sheet](#) as well as written comments from peer and administrative reviewers. The FEAD committee constantly monitors effectiveness of the faculty evaluation process and makes recommendations for improvements as needed. In 2006, Northwestern faculty members and administrators shared their work on faculty evaluation at the HLC annual meeting in a presentation titled “[Extreme Makeover: Redesigning the Faculty Evaluation Process](#).”



Dr. Mike Knedler and Dr. Steve Lohmann visit with attendees following a presentation titled “[Extreme Makeover: Redesigning the Faculty Evaluation Process](#)” during the 2006 HLC annual meeting.

### Professional Development

NWOSU assures that instructors maintain up-to-date content in their disciplines and follow best practices in their teaching roles. Administration initially assesses credentials and transcripts of prospective faculty members during the hiring process. Faculty members provide ongoing evidence through the [annual portfolio](#) process. Faculty members document evidence of knowledge with keeping information current, participating in program review, and maintaining licensure.

The Faculty Development Advisory Board ([FDAB](#)) oversees professional development and continuing education opportunities for all faculty throughout their careers at Northwestern. The FDAB assists the Executive Vice President in coordinating the annual orientation for new faculty. New faculty members participate in a [three-day intensive training session](#) covering many topics including policies and procedures of the University; services, resources, and technology available for faculty; and services and resources available for students.

Through [Assessment Day](#) activities and other faculty development forums, the [FDAB](#) provides trainings on such topics as advisement, the scholarship of teaching and learning, and pedagogical applications of new technologies. FDAB assists first-year faculty members by coordinating faculty-mentoring programs, faculty development programs, and provides resources for faculty to enhance teaching methods.

The University draws upon several sources to provide funds for faculty travel and professional development. During 2011-2012 academic year the University implemented an academic enhancement fee, a portion of which supplements pre-existing faculty travel and professional development. The School of Professional Studies and the School of Arts and Sciences receive funds, administered by the deans, for these pursuits. The Carmichael Award in Health and Sports Science

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Education along with the Wilton T. Anderson Lectureship furnish additional support for professional development through enhanced travel funds from the Northwestern Foundation Office. Title III funds provide additional support for professional development related to course redesign and student success.

Funding from the \$1.5-million Title III grant supports Summer Institutes through which departments may bring in speakers and other faculty enrichment activities, both discipline-specific and general. The [first Summer Academy](#), convened in May 2012, initiated course redesign efforts in the University's English program. In May of 2013, the [second Summer Academy](#) focused on Northwestern's Mathematics program. Natural Sciences and Social Sciences will conduct Summer Academies in 2014 and 2015. An endowment fund of \$100,000 will provide support for ongoing and support of faculty development once the grant expires.

### Instructor Accessibility

As a matter of policy, faculty members establish a minimum of 10 office hours per week each semester, although many faculty members choose to exceed this minimum ([Faculty Handbook 6.3.13](#)). Faculty members assist students in advisement, class preparation, and research during office hours. Faculty members use tools such as Mega Meeting software and SKYPE to communicate with students enrolled in distance education. The University's extensive motor pool allows faculty members to visit other campuses and locations, for face-to-face meetings with students. The [2011 NSSE report](#) indicates that 30 percent of NWOSU freshmen and 34 percent of its seniors often or very often discussed ideas from readings with faculty members outside of class as compared to national response of 22 percent for freshmen and 28 percent for seniors. Additional evidence from NSSE shows 82 percent of Northwestern seniors indicated faculty members were available, helpful, and sympathetic.

### Staff Qualifications

Professional staff members assist students with essential needs inside and outside the classroom. Many of these staff members possess academic qualifications at the master's and bachelor's degree levels. Table 3.11 presents qualifications for selected directors and coordinators.

**Table 3.11: Qualifications of Selected Directors and Coordinators**

Qualifications of Selected Directors and Coordinators		
Academic Success Center	Director	Master of Arts
Counseling and Student Life	Director/Counselor	Master of Education
	International Student Advisor	Master of Education
Distance Learning	Online Learning Coordinator	Master of Science
Financial Aid Services	Director	Bachelor of Arts
	Assistant Director	Bachelor of Science
	Assistant Director	Bachelor of Science
Housing	Director	Master of Education
J.R. Holder Wellness Center	Director	Master of Education
	Assistant Director	Bachelor of Science
Ranger Proud Advising Center	Academic Counselor	Master of Education
	Academic Counselor	Bachelor of Science
Retention and Graduation	Coordinator	Bachelor of Science
Service Learning	Coordinator	Bachelor of Science
Title III SIP	Director	Doctorate

Source: Human Resource Office

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Of the other 60 professional staff members, one holds a doctorate degree, 24 hold master's degrees, and 24 hold baccalaureate degrees.

Classified, non-exempt staff members also play an important role in providing student support services. Thirty-six of the eighty-four classified full-time staff members possess master's or bachelor's degrees. A tuition waiver program provided by the University encourages all staff members to complete degrees. From 2009 to 2013, the University waived an average of \$66,000 annually to support the education of NWOSU staff. That amount increased to nearly \$100,000 in FY 2013.

New staff members, both professional and classified, participate in a staff orientation held annually prior to the start of the fall semester. The orientation includes presentations on the traditions and history of the University, policies and procedures, staff resources, and tours of various offices. Members of the Professional Staff Council and the Staff Council plan and organize the orientation. [Criterion 5](#) addresses the roles of these councils in further detail.

University membership in professional organizations provides training and professional development opportunities for staff. Northwestern holds institutional memberships in more than 33 state, regional, and national associations, including the American Association of Collegiate Registrars and Admissions Officers, the National Association of Student Financial Aid Administrators, and the National Association of Foreign Student Advisors. All directors and coordinators receive a budget for travel to professional meetings and other development meetings. A list of the [training and professional development opportunities attended by staff](#) members during the last five years is available via the electronic resource room.

The RUSO office serves as a valuable resource for training. The Board's legal counsel provides the following on-site presentations: Respectful Workplace; Record Retention, Disclosure and Destruction; and Law in the Resident Hall. The University also partners with the local career technology center on some training topics related to physical plant and safety issues.

Northwestern's student affairs staff assists students with essential needs inside and outside the classroom. The Dean of Student Affairs and Enrollment Management, an active member of the Oklahoma Council of Student Affairs (COSA), attends monthly meetings with other COSA members discussing policies and issues affecting students. Attendance keeps the Dean informed on such issues as ADA compliance, student conduct, campus life, international students, and safety.

[The Academic Success Center](#) (ASC) employs qualified academic tutors. Academic tutors must have expertise in high-need areas such as mathematics, English, and science, and possess appropriate interpersonal skills. In addition, the Director of the ASC holds periodic meetings with tutors to cover items such as professional conduct, tutoring basics, diversity, and emergency situations.

Northwestern's Director of Financial Aid attends the Oklahoma State Regents Conference on Scholarships and Grants and the Federal Student Aid Conference annually. In addition, the Director has also attended the [Southwest Association of Student Financial Aid and Administrators](#) Conference. These meetings assist the Director and the financial aid staff in staying up to date on Title IV compliance.



**During the New Staff Orientation, staff members tour campus to learn about various services available to them, including what they'll find in the Northwestern Bookstore.**

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Faculty and staff members who provide student advisement participate in professional development training opportunities. New faculty and staff members receive training upon hire. The [Faculty Development Advisory Board](#) provides ongoing training and up-to-date enrollment materials and checklists for faculty and staff members. Student support staff members who advise students remain active in attending conferences and improving service. Funding for training may come from deans of appropriate schools and/or Title III grant resources. During summer enrollment periods, staff members from the Office of Recruitment and the Title III grant initiative work closely with academic administrators to ensure students receive appropriate advisement. Ranger Proud Academic Advising Center staff members have received not only local training but also training at the 2012 [National Academic Advising Association](#) (NACADA) Summer Institute, the 2013 NCAA Conference, and the 2013 NACADA national conference.

Full-time faculty or staff members supervise co-curricular activities such as athletics, student leadership opportunities, and the International Student Organization. The [intramural program](#) employs a Director who reports to and confers with the Dean of Student Affairs and Enrollment Management. The University also utilizes off-campus adults to sponsor sororities. These sponsors collaborate with the PanHellenic Advisor, who is a full-time employee of Northwestern. Sorority sponsors have extensive experience as members of the organizations they oversee. Athletics personnel possess appropriate credentials and receive continuous training and support from the NCAA. The Intramural Director typically holds a bachelor's degree in Health and Sports Science Education that includes coursework in intramurals management.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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### Teaching and Learning: 3.D.

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

#### Student Support

The institution provides student support services suited to the needs of its student populations.

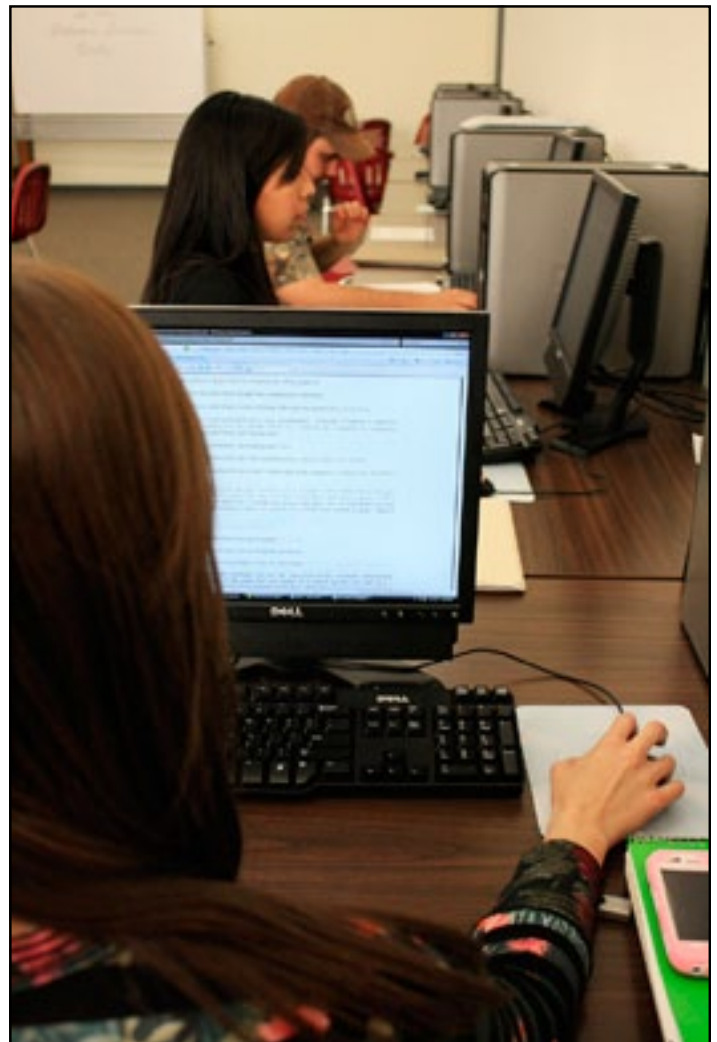
Germane characteristics of the NWOSU student profile reported by the NWOSU Office of Information Technology follow.

- In fall 2013 the average composite ACT score for entering freshmen was 20.8.
- In fall 2013 19.12 percent (442/2312) of NWOSU students were classified as student-athletes.
- Adult learners (students who are more than 25 years of age) make up slightly more than 19 percent of enrolled students.
- In fall 2013, 9 percent (n=187) undergraduate students and 16 percent (n=38) graduate students transferred to NWOSU.
- In fall 2013, 75 percent (1743/2312) of students were enrolled in at least one distance education course.
- In fall 2013, 5 percent (119/2312) of students were certified for veteran's benefits.
- In fall 2013, 30 students received special needs services.
- In fall 2013, 83 percent (1908/2312) of students received financial aid. Of those, 69 percent (1323/1908) had been awarded scholarships or grants and 10 percent (202/1908) obtained loans.
- In fall 2013 10.12 percent (234/2312) of NWOSU students were enrolled in a remedial course.

Northwestern maintains numerous support services aligned with these characteristics to meet student needs.

#### Academic Success Center

The above data indicates a significant population of students requiring academic assistance. Central to the academic support of these students, the [Academic Success Center](#) (ASC) makes available tutoring services. A full-time director oversees a



Several computers are available to students in the Academic Success Center.

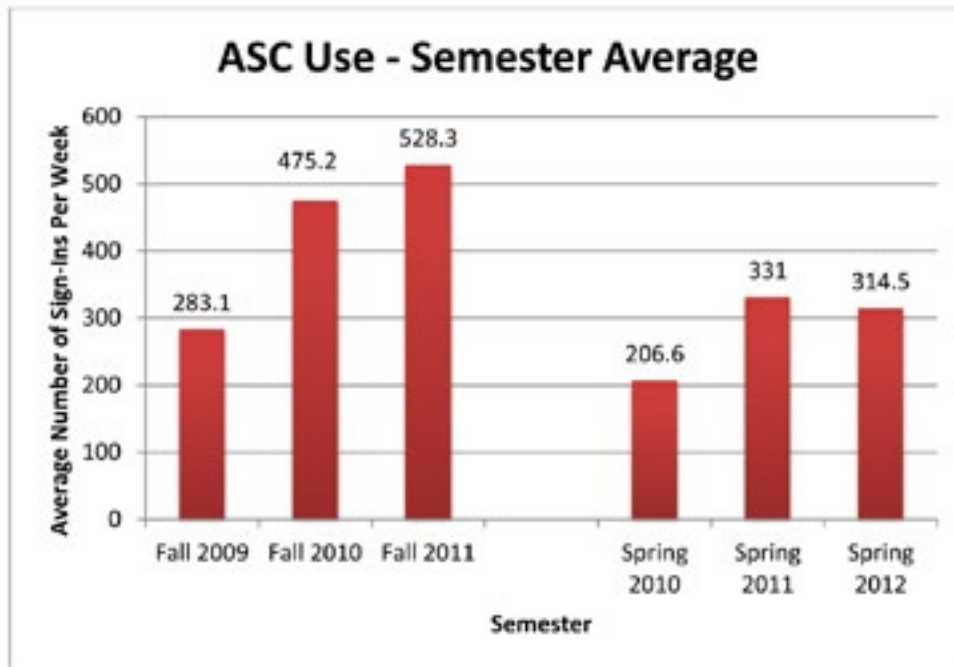


## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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staff of trained student tutors. Based on student needs, the ASC doubled its capacity in both space and computers in fall 2012. Student usage increased significantly as evidenced in Chart 3.1. In 2012, Title III resources were used to purchase [software](#) that allows students to schedule appointments and allows ASC staff to track students' use of the facility.

**Chart 3.1: Academic Success Center Use - Semester Average**



Source: Director of Academic Success Center

### **Libraries**

The [NWOSU libraries](#) provide support services on the Alva, Enid, and Woodward campuses with combined holdings of more than 350,000 items. In addition, the library offers interlibrary loan services to supplement its assets and to increase its offerings. Consistent upgrades include the increase of database subscriptions, increased technology resources including tablets and laptops, and the provision of a SMART Board training room for student use. In response to a Student Government Association initiative, the library extended its hours of operation by 10 for a total of more than 90 hours per week. Five professional librarians hold either a Master of Library and Information Studies or Master of Library and Information Science degree that is appropriate for an academic librarian according to the [Association of College and Research Libraries](#). Two of the librarians hold additional graduate degrees in Education and Fine Arts.

### **Counseling Center**

Northwestern serves an array of students from traditional freshmen to adult learners. Due to the size and scope of the student population, the institution provides a [Counseling Center](#) to provide services to all students and employees. Counselors offer assistance with stress and anxiety, depression, interpersonal relationship issues, assertiveness, personal problems, substance use/abuse, and time management issues. Counseling Center services are confidential and free of charge; students and employees may be referred to specialized counselors if needed. The Counseling Center has noted an increase from 30 client contacts in 2011 to 106 in 2012.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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### **Distance Education Support Services**

Data indicates a significant percentage of NWOSU students enroll in at least one distance education course. Northwestern employs a full-time Online Learning Coordinator to provide support and oversee the delivery and operations of its [online programs and courses](#). In addition, facilitators manage an online help desk to assist faculty members and students enrolled in online courses after hours and on weekends.

NWOSU utilizes ITV extensively across multiple campuses and locations. Support for this area includes a Coordinator, Assistant Coordinator and classroom facilitators. Both the Coordinator and the Assistant Coordinator have vast experience in distance learning. For example, the Coordinators synchronize course schedules at all locations to maximize use of the studios, classroom facilitation at all locations, delivery of course materials in a timely manner at all locations, and provide trouble-shooting assistance. The Coordinators work with campus deans, faculty members, and students to ensure that all students, regardless of location, have a quality classroom experience.

### **Veterans Affairs**

Although only 5 percent of Northwestern's student population receives veteran's benefits, NWOSU provides services for these individuals. Veterans or veterans' dependents interested in using GI Bill benefits can contact the [Office of Student Affairs and Enrollment Management](#). This office offers support by certifying enrollment, serving as a facilitator in contacting other Veterans Affairs (VA) sources, and providing guidance in solving any problems veterans might encounter at the University. The ultimate goal is to assist students in receiving all VA educational money they are entitled to and to receiving it in the timeliest manner.

### **Students with Disability Services**

Due to the growing need to provide special need services, NWOSU offers multiple accommodations to assist students in achieving educational goals. The Dean of Student Affairs and Enrollment Management serves as the University's [ADA Compliance Officer](#). The Dean works with students to determine needs, then makes arrangements to assist with appropriate services and support. Northwestern provides an array of accommodations including extended test time, non-disruptive testing locations, verbal testing, volunteer and assigned note taking, books on tape, closed-captioning services through Karasch and Associates, and physical mobility assistance. Information about the [Americans with Disabilities Act](#) can be found on the Northwestern Oklahoma State University website.

### **Financial Aid Assistance**

Data indicates a significant number of NWOSU students receive some type of financial assistance during their college career. The [Financial Aid Office](#) assists students in determining their eligibility for potential sources of financial aid support. Sources of aid administered by the Financial Aid Office include all Title IV funds, state grants and scholarships, and institutional aid and scholarships. The Office awards scholarships to students based on academic accomplishments, and participation in such activities as athletics, musical and theatre groups, and leadership groups. Scholarship awards specific to each campus help students cover costs of attendance. The city of Alva, through a one-half cent economic development sales tax, funds more than \$400,000 annually for first-time students who attend NWOSU and live in Alva. In addition, Northwestern awards in excess of \$1,000,000 in tuition waivers, and the [Northwestern Foundation](#) funds more than \$230,000 of scholarships.

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### Learning Support and Preparatory Instruction

#### Placement Testing

Northwestern requires an ACT or SAT score for students entering the University. Prior to 2013, any student with an ACT subscore below 19 in English, math, science, or reading had three options to remove deficiencies. These options included: 1) re-taking the ACT and scoring 19 or higher on the appropriate subtest, 2) achieving the appropriate score on the Accuplacer test, or 3) successfully completing the appropriate remedial course with a passing grade. For those students taking Accuplacer tests, scores on those tests determined placement in the appropriate courses. In 2013, the University designed and began piloting new placement procedures for students with ACT subtest scores below 19 in English and reading, in response to an intensive redesign effort aimed at the English composition sequence. Table 3.12 illustrates current placement procedures for English composition courses. Placement in mathematics and science courses remain the same as prior to 2013. However, the University added

**Table 3.12: Placement Process for English Composition Courses**

Placement Process for English Composition Courses					
<i>Effective for Enrollment for Fall 2013</i>					
Reading Sub-Test Score	English Sub-Test Score	Placement	WP Score	Placement	Placement
ACT Reading 19 →	English 19 →	Comp 1			
	English 17-18 →	Comp 1 w/ Lab			
	English 16 →	Test: WritePlacer (WP) →	WP 4 → WP 3 →	Comp 1 w/ Lab Writing & Literacy	
ACT Reading 17-18 →	English 19 →	Comp 1 w/ Lab			
	English 17-18 →	Comp 1 w/ Lab			
	English 16 →	Test: WritePlacer (WP) →	WP 4 → WP 3 →	Comp 1 w/ Lab Writing & Literacy	
ACT Reading 16 →	English 19 →	Test: Reading →	R 75 →	Comp w/ Lab	
			R 74 →	Writing & Literacy	
	English 17-18 →	Test: Reading →	R 75 →	Comp 1 w/ Lab	
			R 74 →	Writing and Literacy	
	English 16 →	Test: Reading & WritePlacer (WP) →	R 75 →	WP 4 →	Comp 1 w/ Lab
				WP 3 →	Writing & Literacy
		R 74 →	WP 4 →	Writing & Literacy	
			WP 3 →	Writing & Literacy	

Source: Director of Academic Success Center

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Supplemental Instruction (SI) in mathematics in fall 2010 to provide students with additional preparatory support. Tables 3.13 and 3.14 illustrate placement procedures for those courses. The Undergraduate Catalog contains details of course placement in the section “[Remedial Education Placement Policy](#).” Information on [Accuplacer testing](#) as well as placement information can be found on the NWOSU web page.

**Table 3.13: Placement Process for Mathematics Courses**

Placement Process for Mathematics Courses		
ACT Sub-Test Score	Accuplacer Score	Placement
Math 19 or below →	75 or above →	College Algebra
	45-74 →	Intermediate Algebra
	44 or below →	Pre-Intermediate Algebra with Supplemental Instruction

Source: Director of Academic Success Center

**Table 3.14: Placement Process for Science Courses**

Placement Process for Science Courses		
ACT Sub-Test Score	Accuplacer Score	Placement
Science 19 or below →	Reading 75 or above → and Arithmetic 55 or above →	No Science Hold
	Reading 74 or below →	Science Hold
	Arithmetic 54 or below →	Science Hold

Source: Director of Academic Success Center

### Retesting

Students may retake the Accuplacer test one time, subject to the following conditions:

- waiting at least 30 days after initial testing,
- re-testing prior to the start of the semester,
- paying a \$10 testing fee.

### Freshman and Transfer Orientation

Prior to the beginning of each fall semester, Northwestern’s Student Affairs personnel conduct orientation sessions for [freshmen](#) and [transfer students](#) to prepare them for college life at NWOSU. Incoming students receive student identification cards, purchase parking decals, receive information about Northwestern e-mail accounts and the Student Information System, and attend a J.R. Holder Wellness Center orientation. In addition, campus clubs and organizations recruit new students for participation in co-curricular activities. The Financial Aid, Registry, and Business Offices remain open throughout these sessions to assist students with final payments and questions.

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### **Advanced Standing**

Northwestern's Advanced Standing Program provides students opportunities to begin college work on the appropriate academic level for which they are prepared. Students may earn advanced credit through passing institutionally accepted examinations or through prior military experience. Northwestern accepts the results of the following advanced placement exams: College Level Examination Program (CLEP) exams, Advanced Placement Program (AP) exams, DSST exams, National League for Nursing (NLN) exams, and campus-developed tests. The Math and Computer Science Department and the Division of Nursing both utilize campus-developed tests to assess academic skill sets of students who may have prior certifications or extensive career technology preparation. Students may also request special consideration from the University for other nationally recognized exams. The Executive Vice President in charge of academic affairs considers these requests on a case-by-case basis. [Section V: Advanced Standing \(pp. 37-38\)](#) of the Undergraduate Catalog contains specific CLEP and DSST exams that Northwestern accepts and conditions of eligibility for advanced standing examination.

As a [Military Friendly School](#), Northwestern evaluates military transcripts in order to award appropriate academic credit to veterans for basic training, formal service school courses, and approved college level examinations. Veterans must present an official Army/ACE Registry Transcript System (AARTS), Sailor/Marine/ACE Registry Transcript (SMART), or Community College of the Air Force (CCAF) transcript to the Executive Vice President's office for evaluation.

### **Remedial and Supplemental Instruction**

Northwestern has initiated an aggressive course redesign project to address needs of underprepared students. Traditionally, the University has offered remedial courses in English, reading, and math. Remedial math courses have included two preparatory levels: Pre-Intermediate Algebra and Intermediate Algebra.

In 2010 Northwestern implemented Supplemental Instruction (SI) in its Pre-Intermediate Algebra courses.

SI is discussed further on page 83 in the self-study. Supported by resources from the University's Title III grant, faculty members began efforts to redesign gateway courses, including remediation efforts, in fall 2010. Faculty members in the English program have completed their initial course redesign by combining two three-hour preparatory courses into one five-hour course titled Writing and Literacy. In addition, the faculty recommended revising placement pathways to allow students with marginal ACT scores to bypass the remedial course and enroll directly in English Composition I, but with a Composition Lab to subsidize learning in Comp I. Both paths propel students into credit bearing courses more quickly, ultimately reducing time to degree completion.

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*Northwestern has initiated an aggressive course redesign project to address needs of underprepared students.*

### **Ranger Connection**

As part of the [general education curriculum](#), students with fewer than 24 hours of college credit are required to enroll in UNIV 1011 Ranger Connection, designed to prepare students for college life. Students examine university policies and obtain skills to assist them with financial aid decisions, tutoring, library usage, class attendance, and time management.

### **Honors Programs**

Northwestern supports the needs of high achieving students through its [Honors Program](#). Candidates for the Honors Program must achieve an ACT score of 27 or higher, submit an essay, and provide two letters of recommendation to the Honors Committee for evaluation. Full-time faculty members possessing a special expertise or interest lead topic-centered courses designed specifically for honors students. In addition, during their junior and senior

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years, students in the program must select two of the following four options to fulfill requirements: 1) Leadership Northwestern Class, 2) Service Learning project, 3) OSLEP Seminar, or 4) faculty-guided independent research project.

### **President's Leadership Class**

Northwestern supports freshmen students who exhibit extraordinary leadership or potential for success through the [President's Leadership Class](#) (PLC). Candidates must undergo an extensive interview process, conducted by student affairs personnel and faculty members, prior to being selected for the class. If selected, students receive a \$2,750 scholarship and have the unique opportunity to meet weekly with the President and engage in discussions covering a variety of topics. In addition, PLC students accompany the President on a three-day trip to Boston, meet legislative and community leaders, and meet with the RUSO Board.

### **Upward Bound & Upward Bound Math and Science**

The Northwestern Oklahoma State University [Upward Bound \(UB\) Programs](#) serve to create a harmonious, multicultural, educational community of students with great potential who demonstrate a strong desire to acquire higher education. The program's rigorous academic and counseling components provide students with four years of continuous preparation for college beginning in the fall of their ninth grade academic year. The UB academic component is comprised of both an academic year curriculum and a six-week summer component held on the Northwestern campus. The counseling component consists of four interrelated sets of activities: career awareness and planning, college adjustment and financial aid training,

personal advising and mentoring, and academic advising and motivation. One hundred and one students have completed either the Upward Bound or Upward Bound Math and Science Program. Of those students 69 percent went on to complete a post-secondary education with 51 percent choosing Northwestern.



Each year a group of incoming freshmen are selected for the President's Leadership Class. Prior to the start of their first semester, the group takes a trip to Boston.

### **Academic Advising**

Northwestern channels new students through one of two advising tracks. Students with an ACT score of 23 or higher receive advising from a faculty member in their chosen discipline. Students with an ACT score below 23 receive advising from a staff member in the Ranger Proud Academic Advising Center. Students in the latter track remain with their advisor in the Ranger Proud Center until they have completed 30 hours of credit, or until they complete their first year of college. Once students cross that threshold, they transfer to a faculty advisor in

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their chosen field of study. Students who have not chosen a major will be placed with an advisor who works with undecided majors. When students choose a major they may either select an advisor from their area of study or accept an assigned advisor. According to [2011 NSSE results](#), 90 percent of freshmen rated their advisement as good to excellent.

Entering freshmen receive academic advisement well in advance of their first fall semester. Each spring the University invites entering freshmen to campus for [Freshman Connection](#), affording them an opportunity to meet with an advisor and enroll in courses for the following fall semester. Students registering for classes during the summer months receive advisement from a faculty member in their chosen discipline when available, or from staff members in the [Office of Student Services and Enrollment Management](#).

Continuing students all receive academic advisement from a faculty member in their major area of study. To accommodate needs of students on branch campuses, faculty members travel to those campuses to conduct advising sessions. Students also receive advisement via ITV, MegaMeeting, e-mail, and telephone.

Faculty members receive training in advising forums hosted by the [FDAB](#). That committee provides advising checklists and practical advice in effective schedule construction for students. Advisors also utilize degree audits produced by the Registry Office to monitor student progress toward degree completion.

In addition to assisting at-risk students with schedule construction, advisors in the Ranger Proud Academic Advising Center continually monitor academic progress of their advisees. Each advisor manages a designated case load of students and implements intrusive advising techniques when needed to foster student success. These techniques involve monitoring student progress through the [Early Alert Reporting System \(EARS\)](#) plus individual consultation with students. Advisors employ contemporary communication channels including text messages, cell phones, and social media to provide student assistance at the point of need. Academic Advisors also have the capacity to schedule individual student appointments for tutoring sessions in the [Academic Success Center](#). Students may access help in the Ranger Proud Academic Advising Center on a walk-in basis whenever they need assistance with any academic, career, or life issues.

Northwestern athletes receive additional benefits of assurance toward academic progress through the work of the NCAA Compliance Committee. The Committee ensures compliance with NCAA and institutional rules and regulations, and recommends policies and procedures to maintain that compliance. The University added an Assistant Athletic Director for Compliance to the athletic staff in spring 2011 to ensure [compliance](#) and to work cooperatively with the Registrar to address eligibility standards.

Students admitted to Northwestern's [Graduate Program](#) receive advisement from individualized advisory committees, comprised of three members of the graduate faculty. Advisory committee members serve at the invitation of individual students and upon willingness to serve and approval of the Associate Dean of Graduate Studies. Committee chairs must hold full membership on the graduate faculty. Advisory committees assist students



Education department faculty help incoming freshmen with academic advisement during Freshman Connection.

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in developing plans of study, and approve those plans. They also administer written comprehensive examinations or evaluate student portfolios prior to graduation.

### Infrastructure and Resources

#### Technological Infrastructure

The state of Oklahoma's telecommunications provider, [OneNet](#), a division of the [OSRHE](#), boasts a robust, high-speed, high-availability network with multiple hub sites providing the framework for the state's integrated network. NWOSU's Alva and Enid campuses serve as two of those hub sites. OneNet also provides the infrastructure for the Northwestern's information technology system. Twenty-five physical servers and fourteen virtual servers equip the University's network, with buildings at the main campus connected through an extensive fiber optics network.

Northwestern's well-established technological infrastructure includes [Blackboard](#) and Jenzabar PX, known on campus as [RangerNet](#). The University uses Blackboard 9.1 as its learning management system for all online courses and many of its face-to-face courses. The University's Online Learning Coordinator sets up courses at each instructor's request. Each instructor determines the level of use for each class.

The University's administrative platform, RangerNet, provides human resources documentation, access to student records for advising purposes, and access to the Early Alert Reporting System (EARS) that allows faculty members to report excessive absences or other student-related issues to retention staff. RangerNet allows students to access their schedules, final course grades, unofficial transcripts, as well as account balances and financial aid information. Students may also pay balances online.

#### Interactive Television (ITV)

To meet the unique needs of our geographically-dispersed student body, NWOSU distributes [Interactive Television \(ITV\)](#) classes among the three campuses as well as to other locations throughout northwest Oklahoma. This infrastructure allows Northwestern to offer an average of 130 classes per semester taught via ITV. NWOSU equips 20 high-definition studios at a total cost of around \$1.1 million. Equipment in each studio includes a high-definition H.323 Codec, multiple high-definition flat panel televisions, two high-definition cameras, a document camera, a VCR/DVD, a computer, a SMART Technologies interactive whiteboard, and an easy-to-use touch panel control interface. Parts of the



Students give a presentation in an ITV classroom.

funding for the ITV systems came from multiple grants from the United States Department of Agriculture (USDA) to provide educational opportunities to NWOSU's partner schools in rural Oklahoma. Northwestern continually monitors and upgrades its capacity to deliver courses via distance education. The University recognizes keeping pace with emerging technologies in distance education constitutes an ongoing challenge.

To minimize the "distance" in distance learning, the University employs a courier who travels between the Alva, Enid, and Woodward campuses daily. The courier carries assignments, library books, documents for administrators, and other items as needed between the campuses. This service allows faculty members to give timely written feedback on assignments and for students to quickly procure library materials.



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### SMART Technology

In addition to SMART Boards in Northwestern ITV classrooms, approximately 40 independent classrooms across all three campuses contain [SMART Technology](#). This technological infrastructure provides students and faculty members with interactive teaching tools. As instructors facilitate classes in the ITV teaching studios, SMART Boards at distant locations mirror the content being displayed from the originating site.

### Computer Laboratories

Northwestern maintains 156 computers and 99 virtual computers, for student use on the main campus. To assist students with technology needs as they pursue their academic endeavors, 47 computers and 38 virtual computers are distributed among labs in Enid, and 53 computers are distributed among labs in Woodward. The University [Information Technology Department](#) replaces most computers on a three year rotation. As previously mentioned, all Northwestern campus locations feature wireless access allowing easy accessibility to digital information.

### University Farm

Students majoring in Agriculture or Agriculture Education have the opportunity to combine academic efforts with practical experiences at Northwestern's [University Farm](#). The 320-acre farm consists of grazable mixed-grass prairie and tillable crop acres, primarily planted to winter wheat or canola. University Farm improvements include a classroom building, a swine farrowing facility, a pole-type hay barn, two enclosed metal barns, and a small set of cattle-working facilities. These facilities provide homes for University-owned purebred herds of Angus and Maine Anjou cattle, Berkshire hogs, and occasional other livestock species that are used for laboratory and demonstration purposes. In 2010, Northwestern constructed the Wisdom Agriculture Education Center at the University Farm after receiving financial support for the project from both public and private entities. The Wisdom Center consists of a spacious welding laboratory outfitted with state-of-the-art equipment, and a classroom complete with SMART Board capabilities, all housed in a 4,000-square-foot building. In addition, construction of a 600-square-foot greenhouse was completed during fall 2012. Together, these resources provide for unique, hands-on, learning opportunities for Northwestern students in several agricultural disciplines including crop and forage production, pasture management, livestock handling, metals and welding, and horticulture.

### Science Laboratories

In 2008, as part of a statewide bond initiative, Northwestern completely renovated its Science Building. A major focus of the renovation included 16 newly furnished labs dedicated to biological studies, chemistry, and the physical sciences. In addition, each of the science disciplines received supplementary funds, derived from state resources and private donations, for equipping new labs. For example, the instrumental chemistry lab houses a new gas chromatograph, high performance liquid chromatograph, and infrared spectrophotometer. Biology labs stock new microscopes used to analyze specimens and cultures. In these environments, science faculty members and students engage in research, experiments, and learning labs designed to help students achieve student learning outcomes intended for their major.



Students in Microbiology class.

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### **Campus Media**

Northwestern Oklahoma State University's four student media outlets serve all three campus communities. These platforms, operated by students led by a faculty advisor, serve not only as media outlets but also as labs for mass communication students. Facilities are equipped with the latest software technology used for graphic design, page layout, audio and video production, and digital media creation. High-definition cameras along with both Apple and PC computers provide students with state-of-the-art learning tools. All students can be involved in campus media regardless of their major. A campus newspaper ([Northwestern News](#)), radio station ([KNSU](#)), television station ([NWTV-Channel 7](#)), and website ([RangerPulse.com](#)) inform and entertain the campus community and provide practical experience to students interested in mass media.

### **Libraries**

The Alva campus houses the main University library with a smaller library available to students at the Enid campus. Woodward's campus provides space for a virtual library supported through a weekly campus visit from the University's Instructional and Research Librarian. To ensure that resources are relative and credible, each faculty member receives an annual materials budget allocation of \$500 within the library for use to supplement course materials or research.

Combined physical holdings of the libraries exceed 136,000 items. In addition to these resources, the main campus library houses nearly 200,000 federal and state government documents. Students have access to all items regardless of location or class delivery method. Books and other materials travel daily through the campus courier system as needed, and librarians mail requested materials to students enrolled in distance education courses.



**The J.W. Martin Library at the Alva campus provides students with a number of helpful resources.**

In addition, the libraries provide online access. The [libraries web page](#) offers access to journal databases and e-books. Students and other patrons can contact the libraries by phone, email, text messaging, and social media avenues.

Library faculty members fulfill a vital role regarding students' information literacy and specific library research, an important general education competency. The library utilizes [course-specific guides](#) and online tutorials created by the librarians and based on faculty and student feedback to aid student research. As an additional aid, the library offers an online [research and bibliography management](#) service and training. Furthermore, the Library Director has assigned librarians to act as liaisons to specific departments, and librarians have been enrolled as students in courses with a Blackboard component to provide a support role in discussions about research sources.

### **Fine Arts Resources**

Northwestern provides a number of facilities and resources appropriate to meet unique needs of students and faculty members in [fine arts](#). The University maintains both public performance spaces and individual and organizational rehearsal and studio spaces. The University also provides resources in the form of visual art and music studio equipment, plus appropriate equipment for the instrumental music program and technical equipment for the theatre program.

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Public performance spaces include Herod Hall Auditorium and a small recital hall in the Fine Arts Building. Constructed in 1924, Herod Hall houses an 850-seat auditorium with a stage of professional dimensions, dressing rooms, and theatre shop. The University renovated the auditorium in 1958 and 1980, and within the last 10 years has also replaced stage rigging and much of the lighting equipment. However, this space requires additional attention to elevate artistic experiences for both patrons and performers. The University has obtained concept drawings for renovation from one architect, with additional drawings from another architect pending. Once a design receives approval, University officials plan to proceed with securing funding to undertake another major renovation. A smaller performance space in room 200 of the Fine Arts Building serves as a venue for more intimate performances.



Northwestern's theatre program debuts a theatre alumna's original children's production, "Sheila Holmes, Kid Detective: The Case of the Missing iPad."

The University also maintains individual and organizational rehearsal space. Separate spaces for instrumental and choral ensembles provide students with appropriate acoustic environments for rehearsals, and practice studios contain new upright pianos purchased in 2012. Visual art students benefit from the use of studios that received new equipment when the University reinstated that program in 2011. With money from a private endowment, the University purchased all new easels, drawing benches, plaster models, and an Apple computer lab for digital imaging.

Arts programs have benefitted from gifts provided by external foundations and donors in addition to University resources. One private foundation funded two endowed chairs in visual arts, plus startup funding to purchase new studio art equipment. One private donor has funded three endowed chairs in performing arts, and two endowed funds provide dividends to enhance the educational process for music students.

### **Clinical Practice Spaces**

Although the Alva and Woodward campuses maintain clinical spaces, the Enid campus houses the Division of Nursing's primary lab, the [Ketterman Clinical Skills Lab](#). This state-of-the-art lab space, created in 2006, contains eight mannequins, including two simulation mannequins, and more than fifteen standardized anatomical parts available for use in teaching and evaluation scenarios. Simulated patients occupy a three-bed hospital ward, a four-bed hospital ward, a Labor and Delivery suite, and a multipurpose ER/ICU room. The wards can be configured as a Pediatric Unit or Adult Medical/Surgical Unit. The lab provides Northwestern nursing students and area medical personnel opportunities to develop skills and maintain certification in scenarios comparable to those found in an actual clinical setting. Students practicing in this safe environment learn from their mistakes and adapt to ways to better function as a health care professional.

In 2008, the University completed renovation of its Health and Sports Science Education (HSSE) Building. Included in the renovation was a new athletic training facility. The [training room](#), managed by Northwestern's athletic trainers, contains the latest equipment and accessories. The location of the facility, within the confines of the HSSE Building, provides an excellent resource for students enrolled in HED 3103 Athletic Injuries. Course instructors utilize the training room for demonstration and allow students to perfect skills associated with the prevention and care of injuries.

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### **Museum Collections**

The University's Alva campus houses the [Museum of Natural History](#). Founded in 1902, the Museum contains more than 6,000 artifacts, including one of the largest ornithological collections in the United States. The space is outfitted with a multitude of display cases and large tables, ideal for classroom visits. Exhibits include mounted birds and mammals, fossils, and geological, anthropological, archeological, and natural history displays. Historical photographs and articles about the University and northwest Oklahoma are also available for viewing.



Inside Northwestern's Museum of Natural History.

### **Support for Effective Teaching**

The University provides resources to instructors not only in the form of professional development, but also in the form of appropriate material resources. All full-time faculty members receive an office assignment with a personal computer, phone, and appropriate furnishings. The University replaces faculty computers every three years as part of its computer reallocation process. The University also furnishes discipline-specific software as appropriate. In addition, faculty members have access to regional copiers as well as large-volume copiers available in Printing Services. The library director allocates \$500 annually to each full-time faculty member for the purpose of procuring appropriate discipline-specific library holdings.

### **Guidance in the Effective Use of Research and Information**

Recognizing the importance of guiding students in effective use of research and information resources, the University established two [general education competencies](#) related to information literacy. These competencies include 1) locating resources in the library and on the Internet and 2) evaluating the credibility and relevance of written material. Students encounter coursework addressing these competencies beginning in Ranger Connection, with activities designed to introduce them to information resources available in the library. Required English Composition courses address information literacy as demonstrated by the department's [student learning outcomes](#) and departmental objectives.

Northwestern's [Institutional Review Board/Independent Ethics Committee](#) (IRB/IEC) guides students who engage in research involving human subjects. Any student planning to conduct research on human subjects must first submit a completed [Review of Human Participants Research Form](#) to the Board. The IRB/IEC approves, monitors, and reviews research involving humans with the aim to protect the rights and welfare of the subjects.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

The [Institutional Animal Care and Use Committee's](#) (IACUC) [Policies and Procedures Manual](#) contains protocol for faculty members and students conducting research using vertebrate animals. The IACUC operates in accordance with the Guide for the Care and Use of Laboratory Animals (Eighth Edition), the Animal Welfare Act and Animal Welfare Regulations, and the Public Health Service Policy on Humane Care and Use of Laboratory Animals.

In an effort to ensure information is used effectively and responsibly, the University Print Shop enforces federal copyright law. The Faculty Handbook, signage posted in the University Print Shop, and [Northwestern's Recommended Resources](#) webpage outlines information regarding the policy. Furthermore, the Print Shop requires individuals requesting copies of material with a copyright to [obtain permission](#) from the author of the original work. The Print Shop keeps on file the form granting permission for duplication.

Copyright laws are also enforced concerning electronic media, including music. The University pays yearly licensing fees for the use of music in the Communication and Fine Arts departments. Additionally, licensing fees are paid to authors for the rights for all theatrical productions.

Students involved in research take advantage of Turnitin.com, a web based platform designed to assist students with grammar, making correct citations, and avoiding plagiarism. This tool allows students to adhere to the [Academic Dishonesty Policy](#) within the Student Handbook. Faculty members also take advantage of Turnitin.com when grading research and other assignments from students.



**Dr. Aaron Place helps students with a shark dissection.**

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### Teaching and Learning: 3.E.

*The mission is articulated publicly.*

#### Co-Curricular Programs are Suited to Mission and Contribute to the Educational Experience

##### Athletics

Northwestern maintains a rich tradition of intercollegiate athletics that has constituted a vital part of the institution throughout its history. The current [athletics program](#) consists of 13 sports and involves more than 400 students. The University's athletic affiliation remained with the National Association for Intercollegiate Athletics (NAIA) for decades. After gathering input from faculty and staff members plus student and community stakeholders, NWOSU applied for membership in the National Collegiate Athletics Association (NCAA) Division II level for 11 sports. This change occurred because of Northwestern's desire to provide its student-athletes with a richer and more comprehensive athletic experience. The University began its Candidacy Year One in 2012 and continued into Candidacy Year Two in 2013; active status should be granted by the NCAA in 2015-2016. The University also supports both men's and women's rodeo teams under affiliation of the National Intercollegiate Rodeo Association. The athletics program provides guidance in understanding and appreciating the educational value of "life in balance" and competition as they contribute to human well-being. Under the guidance of their coaches, student-athletes enhance their ability in their specific sport as well as develop important qualities such as leadership, responsibility, and self-discipline. The [Student Athletic Advisory Committee](#) (SAAC) meets on a regular basis to discuss policies and provide a student perspective to issues and initiatives. In addition, all team members must complete a minimum of two [community engagement projects](#) each year; SAAC members must complete an additional two projects each year.

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*Under the guidance of their coaches, student-athletes enhance their ability in their specific sport as well as develop important qualities such as leadership, responsibility, and self-discipline.*

##### Intramurals

Approximately 560 students participate in Northwestern's [intramural program](#) each year. Each semester students engage in activities that promote teamwork, leadership, self-discipline, time management, and rules compliance. Students can choose to participate in basketball, dodge ball, flag football, softball, and volleyball. Some students have the opportunity to serve as coaches, making strategic decisions in competitive situations as well as ensuring their team complies with rules and policies of the league. Students also serve as officials, placing them in a position of enforcing fair play without favoritism.

##### Fraternities and Sororities

Northwestern students interested in Greek life may choose to join one of the University's sororities. Currently, two sororities, [Delta Zeta](#) and [Alpha Sigma Alpha](#), have chapters located on the main campus. The organizations promote community engagement, fiscal responsibility, and leadership. Both sororities hold membership in the National PanHellenic Conference (NPC), an organization composed of 26 women's Greek-letter sororities. The NPC offers assistance to collegiate and alumnae chapters to help with fostering cooperation among colleges and universities and fostering inter-fraternal relationships. Northwestern also supported a men's fraternity, Acacia, until interest in the group waned, and the chapter disbanded.

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### **Student Leadership Opportunities**

Opportunities for student leadership exist at the main campus and each branch campus. Northwestern's [Student Government Association](#) (SGA) operates on the Alva campus. SGA representatives distribute \$12,000 in student activity funds each year, requiring effective fiscal responsibility. Students elected to the organization play an active role in making decisions that affect the University. SGA formulates a stance on issues of great importance to students and in turn voices those opinions to the Northwestern President, faculty, staff, and community. For example, in 2012 the SGA requested that library hours be extended Monday through Thursday to allow additional access to library holdings and study space. Northwestern's administration and library director worked with the SGA leadership and the new hours were implemented for the 2012-2013 academic year.



Student Government Association officers provide leadership at the annual Ranger Rally to kickoff the fall athletic season.

The [Woodward Leadership Advisory Board](#) and the [Northwestern Enid Leadership Council](#) serve similar functions at the branch campuses. All groups meet regularly with their appropriate campus dean and also meet periodically with the President and other members of the executive team. All student leadership groups learn aspects of leadership such as conducting and participating in regular meetings, planning and coordinating events, and making decisions on expenditures of student activity funds.

### **Clubs and Organizations**

[Clubs and organizations](#) support the University's Mission and enhance student educational experience by providing opportunities for leadership training and cultural awareness. Fifty-two clubs engage students in academic, social, political, or spiritual enterprises. While discipline-specific organizations such as the Biology Club or Cops Club supplement classroom instruction and afford students leadership opportunities, others provide opportunities for students to expand awareness of diverse cultures. The [Undergraduate Catalog \(pages 21-25\)](#) contains a complete listing of student organizations.

### **Ranger Research Day**

Ranger Research Day affords all students the opportunity to share results of both independent and collaborative research in a public venue. Students may submit either poster presentations or conference papers in one of several disciplines within five distinct categories including arts and music, business, education, liberal arts, and math and science. All presentations receive feedback and a rating, resulting in the awarding of prizes in each category. All participants in Ranger Research Day become automatically eligible to participate in [Oklahoma Research Day](#), along with faculty members and students from all Oklahoma institutions of higher education. In addition, the first place winner of Ranger Research Day also receives a nomination to participate in [Research Day at the Capitol](#), sponsored by the Oklahoma Experimental Program to Stimulate Competitive Research. The [Ranger Research Day](#) web page contains instructions for submitting projects, plus a list of past award recipients.

### **Study Abroad**

Northwestern Oklahoma State University's [study abroad program](#) provides co-curricular opportunities for students and lifelong learners to travel internationally for the ultimate in experiential learning. A Study Abroad Committee, consisting of three full-time faculty members, facilitates annual trips to other countries. Recent trips have taken

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

students to Costa Rica, Ireland, England, France, Germany, Italy, Switzerland, China, Spain, Czechoslovakia, and Austria. Each specific study abroad program and the itinerary are designed to include a wide range of activities appropriate for those taking college credits in the humanities.

### **Student Employment**

Student employment provides not only financial support for students, but also job-skill development. Student workers hold a variety of positions ranging from tutoring to secretarial support to maintenance. The University values and relies on its student employees who fill some critical manpower needs. Students learn lessons about responsibility and acquire valuable job experience while earning income. Student employment provides a mutually beneficial relationship between the University and students. The [NSSE 2011 reports](#) that 9 percent of NWOSU seniors surveyed work from 11-15 hours per week on campus compared to 6 percent nationally.

### **Contributions to Students' Educational Experience**

#### **Service Learning**

The Service Learning and Civic Engagement (SL/CE) program advances participation in service learning and civic engagement in all degree programs, through campus organizations, and within the communities served by the University. SL/CE supplies faculty members with resources and tools needed to create and maintain a service learning component and correlate course materials to students' service. The Office of [Service Learning and Civic Engagement](#) (SL/CE) bridges the University's community service to the three campus communities through more than 30 service learning designated courses and numerous club and organization projects and events.

All degree programs offered at NWOSU encompass a service learning component. The [Undergraduate Catalog](#) indicates service learning courses with an SL beside the course description. The Service Learning Coordinator tracks classes meeting this requirement. Table 3.15 provides a complete list of courses designated as service learning courses at Northwestern.



**Students have the opportunity to study abroad.**



## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

**Table 3.15: Designated Service Learning Courses**

Updated November 2013		
Degree Program	Course Code/Name	Activity
Accounting	3953 Business, Society and Government	Social Responsibility SL Project
Agriculture	1214 Introduction to Plant Sciences	Wheat Variety Production
Agriculture Ed.	1214 Introduction to Plant Sciences	Wheat Variety Production
Biology	3011 Science Fair Judging	Science Fair Judging
Biology: Health Science	3011 Science Fair Judging	Science Fair Judging
Biology: Natural Science	3011 Science Fair Judging	Science Fair Judging
Business Administration	3953 Business, Society and Government	Social Responsibility SL Project
Chemistry	3011 Science Fair Judging	Science Fair Judging
Computer Science	3101 C-STEM Investigations	Heartland BEST Robotics
Computer Science: Info Sys Opt.	3101 C-STEM Investigations	Heartland BEST Robotics
Criminal Justice: Corrections	4703 Criminal Justice Internship	Criminal Justice Internship
Criminal Justice: Law Enforcement	4703 Criminal Justice Internship	Criminal Justice Internship
Early Childhood Ed.	4203 Elementary Creative Activities	Special Olympics
Elementary Ed.	4960 Student Teaching/Internship	One Room School House
English	3513 Technical Writing	Business/Org Brochures
English Ed.	4960 Student Teaching/Internship	One Room School House
Health and Sports Science Ed.	4960 Student Teaching/Internship	One Room School House
Health and Sports Science Ed.: Opt. 1	4960 Student Teaching/Internship	One Room School House
Health and Sports Science: Fitness MGMT	Status: No SL Course	Unknown
History	Status: Course Submission Process	Unknown
History: Global Studies	Status: Course Submission Process	Unknown
Mass Communication	3463 Introduction to Public Relations	Public Relations Plan
Mathematics	3101 C-STEM Investigations	Heartland BEST Robotics
Mathematics Ed.	4960 Student Teaching/Internship	One Room School House
Music: Vocal	2101 Concert Choir	NWOSU Choir Concerts
Music: Instrumental	2121 University Band	School Outreach Program
Music Ed. Vocal	4960 Student Teaching/Internship	One Room School House
Music Ed. Instrumental	4960 Student Teaching/Internship	One Room School House
Natural Science	3011 Science Fair Judging	Science Fair Judging
Nursing	3037 Nursing Care of the Adult I	Flu Clinic
	3337 Nursing Care of the Adult II	Diabetic Health Fair
	4316 Nursing Care of the Adult III	Service related to adult clients
	3147 Nursing Care of the Family	Health Fair
	3226 Nursing Care in Mental Health	Community Health Fair
	4206 Nursing Care in the Community	Diabetic Health Fair
	4216 Nursing Capstone	Nursing Leadership Service
Political Science	4703 Public Service Internship	Political Science Internship
Psychology	4261 Field Experience	Psych Organization Volunteer
Social Science Ed.	4960 Student Teaching/Internship	One Room School House
Social Work	2121 Service Learning in Social Work	SW Organization Volunteer
Sociology	4703 Sociology Internship	Sociology Internship
Spanish	Status: Course Submission Process	Unknown
Special Ed.	4203 Elementary Creative Activities	Special Olympics
Speech and Theater	1441 Theatre Practicum I	Herod Hall Presentations and Events

Source: Service Learning Coordinator

## Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

### Community Engagement

NWOSU engages students, faculty and staff members in environmental concerns through [Conserving Our Ranger Environment \(CORE\)](#). First organized in spring 2008, CORE allows students to make significant civic contributions and acquire awareness of an ethical approach to environmental resources. CORE's most recognized project is [The Big Event](#), an annual one-day effort that brings students, faculty, and staff members together to enrich the campus and community environments.

Students and faculty members in the Division of Nursing participate in multiple service learning and community service projects annually. The [Student Nurses' Association](#) sponsored a blood drive and natural disaster relief efforts in 2012 after a massive tornado hit the Woodward campus community. Students participate regularly in health fairs, family fairs, flu shot clinics, food pantries, and free clinics. They also volunteer in coordinating activities for clients at nursing homes as well as engage in service to the March of Dimes, Heart Chase, Big Event, and Bread of Life.

### Cultural Opportunities

Northwestern's [Fine Arts Department](#), in collaboration with the community of Alva, provides cultural opportunities through the [Northwest Oklahoma Concert Series](#). The series not only serves the campus community but the northwest region of the state by hosting four professional performances each year. These performances provide cultural experiences to the region that would otherwise not be available in this rural area of the state. Additionally, the NWOSU choir ensembles perform regularly in University concerts, community concerts, and regional tours throughout Oklahoma and Kansas. During the 2011-2012 academic year for example, the University Singers performed at two All-State Clinics and on two tours.

In an effort to increase cultural opportunities, NWOSU established The University Community Choir in spring 2012. This group blends the Alva community with NWOSU students.

The [NWOSU Art Society](#), founded in 2004, holds an annual all-school art show that awards cash prizes to student artists. The Society funds the show through fund raising at Northwestern sporting events. The Society also holds volunteer efforts including holiday ornament painting for charity and a Christmas sale to benefit local school children. The organization meets weekly and is open to all students.



Students can win ribbons and cash prizes in the NWOSU Art Society's annual spring art show. The show is open to students and alumni, as well as current and retired employees.

# **Criterion 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.*



## Criterion Four: Teaching and Learning: Evaluation and Improvement

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*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.*

# Criterion Four: Teaching and Learning: Evaluation and Improvement

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## Introduction

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Northwestern closely follows directives from the Oklahoma State Regents for Higher Education to assure quality of its educational programs. These directives include prescribed methods for conducting program reviews, evaluating course credit and transfer credit, and establishing appropriate curricula including prerequisites and course sequencing for each of its degree programs. In addition, the University has established robust processes for measuring achievement of locally-defined student learning outcomes in all of its academic programs, and uses data from those processes to continually improve its academic endeavors.



Assessment Retreat: Faculty, staff, and administration work together to redevelop assessment plans to change the focus to student learning outcomes.

## Criterion Four: Teaching and Learning: Evaluation and Improvement

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*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.*

### Teaching and Learning: 4.A.

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*The institution demonstrates responsibility for the quality of its educational programs.*

#### Program Review

Northwestern Oklahoma State University maintains a practice of regular program review as outlined in Section 3.7 (pp. 77-87) of Chapter 3 in the [Policy and Procedures Manual](#) for the Oklahoma State Regents for Higher Education (OSRHE). All academic programs submit a program review report every five years to the OSRHE, unless the program is specially accredited. Programs that undergo special accreditation submit program reviews every six to eight years, depending upon the requirements of the accrediting body. OSRHE staff members evaluate academic program reviews and provide an informational report to the State Regents. [Table 3.1 in Criterion 3](#) indicates the schedule for academic program reviews submitted by the University to the State Regents between 2007 and 2012, along with dates of approval.

Faculty members at Northwestern conduct internal program reviews and generate comprehensive reports based on the review schedule. According to the [Program Review Summary Template](#) provided by the OSRHE, reviews must showcase the centrality of the program to the institution's Mission, as well as, the vitality of the program.

#### Evaluation of Credit

The University Undergraduate Catalog ([Section IV. General Academic Regulations \(pp. 26-36\)](#) and [Section V. Advanced Standing \(pp. 37-38\)](#)) identifies methodologies used to evaluate course credits. These methods follow OSRHE curriculum guidelines outlined in Sections 3.9 and 3.10 of Chapter 3 (pp. 89-113 and 114-120, respectively) in the [OSRHE Policy and Procedures Manual](#). The Registry Office evaluates transcripts (high school and collegiate) and standardized entry exam (ACT, SAT) scores for all incoming students.

Northwestern accepts the following types of experiential and advanced standing credit.

- Military credits: Students with military credit may submit their Army American Council on Education Registry Transcript System (AARTS), Sailor/Marine American Council on Education Registry Transcript System (SMART), or Community College of the Air Force (CCAF) transcript to the Office of the Executive Vice President. The University grants credit in accordance with the recommendations of the Commission on Accreditation of Service Experiences, an agency of the American Council on Education (ACE).
- CLEP and AP: Students successfully completing either a College Level Examination Program (CLEP) or an Advanced Placement (AP) exam must request their CLEP and/or AP transcript be sent to the NWOSU Registry Office. Credit is awarded with a score of 50 or higher on a CLEP exam and 3 or higher on an AP exam. [Acceptable CLEP exams](#) are listed in the NWOSU Undergraduate Catalog (p. 37). Scores that meet the criteria for credit will be listed as "Advanced Standing" credit on the student's NWOSU transcript. Students must earn 12 credit hours at Northwestern before receiving credit for the successful CLEP or AP course.
- DSST Exams: A table of [acceptable DSST](#) (formerly DANES Subject Standardized Tests) is listed in the NWOSU Undergraduate Catalog (p. 38).
- Nursing: The NWOSU Nursing Program participates in articulation agreements with four career technology centers: High Plains Technology Center (Woodward), Northwest Technology Center (Alva/Fairview), Autry Technology Center (Enid), and Pioneer Technology Center (Ponca City). As outlined in the University

## Criterion Four: Teaching and Learning: Evaluation and Improvement

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*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.*

[Undergraduate Catalog, \(p. 100\)](#), these agreements apply only to students who have earned a nationally recognized certification as a Licensed Practical Nurse (LPN), Certified Nurse Aide (CNA), or Emergency Medical Technician (EMT). To receive credit for these courses, students submit their transcript(s) from vocational-technology institutions to the Chair of the Nursing Division for evaluation. In addition, students must complete 12 hours at Northwestern prior to receiving credit.

Students nearing their junior or senior academic years may request degree audits from the Registry Office to track their degree progress. When requested, members of the Registry staff will evaluate all transcript hours the student has completed at the date of the request and provide the student with a copy of the evaluation. Degree audits are completed on a first come, first served basis but are generally not recommended to students until they have completed at least 45 credit hours. In previous years the institution experimented with transitioning to online degree audits that updated automatically as students completed required courses. This online software program did not meet expectations; therefore, the institution transitioned back to audits tracked and completed by the Registry Office. Unofficial transcripts are still available online for student access by visiting the student information system, RangerNet. The Registry Office staff completes a final degree audit for all students who register for graduation to ensure that each student has met all requirements for graduation according to OSRHE guidelines.

### Credit Quality

Northwestern participates in the Course Equivalency Project (CEP) coordinated by the OSRHE. This Project consists of collaborative efforts between state colleges and universities to construct a matrix of like classes eligible for automatic transfer between state institutions. The OSRHE website provides the [matrix](#) listing these courses.

For students seeking transfer credit outside the parameters of the course equivalency matrix, the Registry staff awards credit for courses from fully-accredited institutions as outlined in [Section IV. General Academic Regulations, subheading E. Admission by Transfer \(pp. 29-30\)](#) of the Undergraduate Catalog. Students wishing to transfer credit from a non-accredited institution must validate such credit by successfully completing 12 semester hours at Northwestern. The Registry staff will apply transfer credits to degree programs in accordance with recommendations in the *Transfer Credit Practices Guide* published by American Association of Collegiate Registrars and Admissions Officers. Faculty members from appropriate academic departments must approve transfer courses that are not identified as being equal to NWOSU courses. Consequently, credit from some technical colleges and professional schools may not apply toward degree requirements at Northwestern.

The Registry staff follows guidelines outlined in the NWOSU [Graduate Catalog, Section 2](#) when awarding credit to transfer students seeking graduate degrees. NWOSU accepts up to nine hours of transfer credit toward all graduate degrees, provided the work forms an appropriate part of the program and is approved by a student's advisory committee. One exception to this guideline applies to students in the Adult Education Management and Administration program. These students may transfer the final 18 hours of discipline-specific courses if the courses are listed on an approved plan of study and filed in the Graduate Office.

## Criterion Four: 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.*

### Institutional Authority

#### Courses

Faculty members determine prerequisites for courses in academic programs, and the OSRHE confirms and approves these courses as degree requirements. Section X (pp. 51-120) of the NWOSU [Undergraduate Catalog](#) clearly indicates prerequisites for specific courses. The NWOSU Registrar's Office employs a computer software program, RangerNet, to flag students attempting to enroll in courses without completing prerequisite requirements.

Faculty members at NWOSU oversee the curriculum and expectations for student performance. They have identified student learning outcomes (SLO's) for each academic program; thereby, creating a foundation for course objectives and evaluative processes. Faculty members also create assessment tools to measure student performance and SLO's based on upper levels of Bloom's Taxonomy. Resulting syllabi reflect assessment methodologies. Faculty members must submit all course syllabi to the appropriate academic dean.

#### Learning Resources

Northwestern maintains and exercises authority over learning resources including library assets, tutoring services, and instructional technology. A Library Director, eight staff members, and faculty members all drive acquisition of library inventory. Each faculty member receives a \$500 allocation annually to purchase library materials. Library staff members process those requests and seek additional sources including digital resources and government documents. The library also maintains 10 laptop computers and 32 tablets plus a SMART Board for student use. Additional resources are available to students and faculty members through the University's interlibrary loan program.

Northwestern exercises authority over tutoring services through its Academic Success Center (ASC). The Director of the Academic Success Center hires and trains tutors to oversee its operations. The ASC provides tutoring services primarily in mathematics and English but also offers assistance in any content area. Students can access services in person on the Alva campus or from any location via the [ASC web page](#) on the University's website. Additionally, the ASC offers workshops for students to develop skills in note taking, test taking, and studying. In 2011, the University expanded the ASC, increasing its physical size and available resources. As outlined in Table 4.2, the number of computers available at the ASC increased from 16 in 2009 to 30 in 2012. As a result of these efforts, NWOSU students have consistently increased their use of the ASC and their participation in tutoring sessions over the past three academic years, as indicated by Table 4.1.



**Tutors help fellow students in the Academic Success Center.**

## Criterion Four: 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.*

**Table 4.1: Student Use of the Academic Success Center, 2009-2012**

Student Use of the Academic Success Center 2009-2012			
	Academic Year		
	2009-2010	2010-2011	2011-2012
Total Use	8,113	13,374	14,013
Average Use (weekly basis)	244.9	403.1	421.4
Peak Use (weekly basis)	376	620	801
Tutoring sessions	305	390	536
Tutoring hours	248	257	375

Source: Adapted from the 2011-2012 [Academic Success Center Factbook](#)

Northwestern's Director of Information Technology, along with a staff of five individuals, oversees the University's technology investments. The University replaces computers in labs on a three-year rotation schedule and reallocates hardware to faculty and staff offices as well as classrooms and labs. NWOSU increased the number of computers available for student use on all three campuses as indicated in Table 4.2.

**Table 4.2: Number of Computers, 2008-2012**

Number of Computers 2008-2012				
Location	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Alva Library	24	26	30	32
Enid Library	12	12	12	16
Woodward Library	4	4	4	8
Academic Success Center	16	16	30	30
Alva Computer Labs	124	124	146	146
Enid Computer Labs	63	63	63	63
Woodward Computer Labs	44	44	44	44

Source: NWOSU Office of Information Technology

Northwestern exercises authority over its learning management system, Blackboard, through the Online Learning Coordinator. The Coordinator creates user accounts and course modules for all faculty members and manages the online helpdesk during regular business hours. The Coordinator also hires and trains after-hours helpdesk personnel and chairs the University's Online Learning Committee.

Northwestern maintains its ITV activities through the Office of the Coordinator of ITV and the Assistant Coordinator. These two individuals coordinate ITV course schedules to maximize studio usage at all locations. The University operates 20 ITV studios distributed across the three campuses. Northwestern received three USDA



## Criterion Four: 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.*

Telemedicine and Distance Learning grants that provided necessary resources to upgrade studios with SMART Board technology. Table 4.3 demonstrates Northwestern's extensive ITV program.

**Table 4.3: Number of ITV Courses Transmitted by Northwestern, 2007-2012**

Number of ITV Courses Transmitted by Northwestern 2007-2012					
	Academic Year				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ITV Courses					
Number Transmitted	279	287	293	303	314

Source: NWOSU Office of Information Technology

Ultimately, the faculty serves as the most important learning resource for students attending Northwestern. The institution maintains authority over faculty qualifications through its selective hiring process. Chapter 5 of the [NWOSU Faculty Handbook](#) contains a detailed description of this process. The process begins with faculty members determining the parameters of the job description for open positions. Potential candidates proceed through a departmentally-driven search process that concludes with personal interviews with the search committee, division/department chair, and administration. Once hired, faculty members participate in annual evaluations as prescribed in [paragraph 3.2.11 of the Faculty Handbook](#). The University's [Faculty Evaluation](#) web page contains additional information about this process.

Table 4.4 indicates numbers and ratios of full-time faculty members according to academic rank and doctoral degree completion. The percentage of doctoral degrees increases with each level in the academic ranking system demonstrating the University's maintenance of authority over faculty qualifications pertaining to rank, tenure, and promotion policies as outlined in Section 3 of the NWOSU [Faculty Handbook](#).

**Table 4.4: Full-Time Faculty Demographics, 2009-2014**

Full-Time Faculty Demographics 2009-2014					
Rank	% Doctorate (within rank)				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Professor	100.0	100.0	100.0	100.0	94.7
Associate Professor	94.7	93.8	93.8	92.85	100
Assistant Professor	61.5	61.5	68.4	79.2	86.36
Instructor	0.0	2.4	2.6	0.0	0.0
Faculty Numbers					
Total number of faculty	80	84	84	88	90
Number of faculty with Doctorate	43	45	47	51	51
% of total faculty with Doctorate	53.75	47.87	55.95	57.9	56.67

Source: Academic Affairs Office

## Criterion Four: 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.*

Although Northwestern does not offer dual credit programs, it does offer concurrent enrollment to area high school students as shown in Table 4.5. The University assures that high school students concurrently enrolled at Northwestern receive collegiate-level instruction. This methodology integrates concurrently-enrolled students into traditional or ITV classrooms and ensures they receive instruction from qualified University faculty members. Student learning outcomes, course expectations, and assessment procedures remain consistent for all students enrolled in these courses.

**Table 4.5: Concurrent Student Enrollment, 2007-2013**

Concurrent Student Enrollment 2007-2013						
	Academic Year					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Number Enrolled</b>	115	127	133	179	125	144

Source: Source: NWOSU Office of Information Technology

### Specialized Accreditation

Northwestern Oklahoma State University currently maintains specialized program accreditation in four academic programs outlined in Table 4.6. Two of these programs received initial accreditation prior to the last HLC visit in 2004, but the Department of Social Work received initial accreditation by the [Council on Social Work Education](#) (CSWE) in 2005, and the Division of Business received initial accreditation by the [Accreditation Council of Business Schools and Programs](#) (ACBSP) in 2012. Furthermore, the Division of Nursing received reaffirmation of its program in 2011 followed by Social Work and the Education Division in 2012.

**Table 4.6: Divisions and Departments with Professional Accreditation**

Divisions and Departments with Professional Accreditation			
Division / Department	Accrediting Agency	First Accredited	Last Reaffirmation
Education	National Council for Accreditation of Teacher Education (NCATE) (Now CAEP)	1954	2012
Nursing	Accreditation Commission for Education in Nursing (ACEN)	1986	2011
Social Work	Council on Social Work Education (CSWE)	2005	2012
Business	Accreditation Council of Business Schools and Programs (ACBSP)	2012	

Source: Office of the Executive Vice President

## Criterion Four: Teaching and Learning: Evaluation and Improvement

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Northwestern received positive feedback from these accrediting bodies, including citations for [best practices](#) within the Division of Business. Specifically, the ACBSP Board of Commissioners cited Northwestern's Division of Business for 1) a well-developed, learning outcomes based Self-Study and 2) an exemplary and thorough response to the ACBSP feedback report. Similarly, the Education Division received special accolades in the [report](#) from the NCATE Board of Examiners commending, in part, their collaboration with community and P-12 schools and their commitment to service learning endeavors.

In October of 2013, the Unit Accreditation Board (UAB) notified the University that it had met all six standards for the Initial Programs (bachelor's level), and four of the six standards for the Advanced Programs (master's level). However, the requirements for Standard 1 and Standard 2 for the Advanced Programs had not been met. As a result, Northwestern will undergo a focus visit from the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, in 2014. In anticipation of this decision, Northwestern's program coordinators immediately began working with the Graduate Studies Office to ensure these programs have the same expectations of assessment as those leading to certification, ensuring each program is evaluated and can show evidence toward program improvement. Program coordinators have already developed performance assessments necessary to meet Standard 1 requirements – verification of knowledge, skill, and disposition of candidates. Northwestern's revisions of the Teacher Education Assessment and Management System (TEAMS) ensures Standard 2 is met by placing focus on the assessment system that collects and analyzes data on candidate qualification and performance as well as unit operations.

### Evaluation of Graduates

As part of the application for graduation, the Registry Office collects information from students regarding employment plans upon degree completion. The Office of Assessment and Institutional Effectiveness collects this information, and maintains a spreadsheet of [student responses](#). The NWOSU Foundation also collects information on recent graduates through the use of alumni surveys. These results are maintained in the Office of Assessment and Institutional Effectiveness ([2011 Survey Results](#)). The [2009 alumni survey](#) indicated that 83 percent of respondents (n=45) were employed on a full-time basis, while only 2.1 percent indicated they were unemployed. The remaining 14.9 percent did not respond. Further, 89.4 percent of respondents indicated NWOSU prepared them for work in their chosen occupation adequately or very well. In addition, 100 percent of respondents indicated they had been employed in at least one job since graduating from Northwestern. Northwestern has recently taken steps to strengthen its assessment of graduates. The application for graduation includes a second page specifically for [additional questions](#) to identify future residence plans plus concrete employment or graduate school projections following degree completion. In addition to institution-wide efforts to track activities of graduates, various academic programs have methodologies in place to assess graduate success. Examples include the Division of Nursing and the Division of Education that conduct annual surveys of graduates and employers as part of their respective specialized accreditation processes. Each division compiles results of these surveys ([Division of Nursing Survey](#)) ([Division of Education Survey](#)).

Strategic Direction 1 of Northwestern's current [Strategic Plan](#) emphasizes preparing students for success. The University fulfills this Direction in part by connecting students with internship opportunities. Over the past few years, the University has experienced an increase in the number of academic programs offering experiential learning opportunities in the

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form of internships and the number of students participating in these activities. Table 4.7 shows the increase in student enrollment in internships from 2007-2008 to 2011-2012.

**Table 4.7: Number of Students Completing Internship-Based Courses, 2007-2012**

		Academic Year				
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>AGRI 3800</b>	Internship in Agriculture	4	2	3	4	3
<b>ACCT 4703</b>	Accounting Internship	0	0	3	8	3
<b>GBUS 4703</b>	Business Internship	0	0	5	1	2
<b>MGMT 4703</b>	Management Internship	0	0	0	3	1
<b>MRKT 4703</b>	Marketing Internship	0	0	0	1	1
<b>*CJUS 4703</b>	Criminal Justice Internship	0	2	7	10	7
<b>*EDUC 4960</b>	Student Teaching / Internship	70	65	51	66	62
<b>*HED 4233</b>	Internship I	15	9	7	8	1
<b>*HED 4243</b>	Internship II	10	11	8	3	5
<b>*MCOM 4442</b>	Mass Media Internship	14	15	12	9	7
<b>POLS 4703</b>	Public Service Internship	2	1	0	2	1
<b>*PSYC 4261</b>	Field Experience	0	0	0	16	18
<b>SOC 4703</b>	Sociology Internship	3	1	1	1	1
<b>*SOCW 4205</b>	Field Experience I	13	10	28	18	16
<b>*SOCW 4215</b>	Field Experience II	11	12	27	2	19
<b>ORGL 4993</b>	Internship in Organizational Leadership	0	0	2	5	3
<b>NURS 4216</b>	Nursing Capstone	15	19	19	17	31
<b>Totals</b>		<b>157</b>	<b>148</b>	<b>173</b>	<b>174</b>	<b>181</b>

Source: NWOSU Registrar's Office

\*Program area requires an internship for graduation

## Criterion Four: Teaching and Learning: Evaluation and Improvement

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### Teaching and Learning: 4.B.

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*The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

#### Assessment of Student Learning

##### General Education Assessment

Northwestern uses a triangulated approach to general education assessment. The principal component of this triangulation involves course-embedded assessment of student learning derived from a competency-based curriculum. This component represents the culmination of work coordinated by the General Education Task Force, created in 2005. The Executive Vice President issued a three-fold charge to the Task Force: 1) develop a general education mission statement, 2) develop competencies to drive general education plus curriculum to address those competencies, and 3) construct a process for assessment. The Task Force completed each of the charges by 2007 and compiled a [final report](#) detailing the process.

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*Northwestern uses a triangulated approach to general education assessment.*

The Task Force included members of all academic departments who created a matrix aligning both existing and newly developed courses with target competencies of critical thinking, leadership, and literacy. In addition, each department identified assessment methodologies within general education courses to assess student learning for specific competencies. In 2007, the Task Force initiated a three-year rotation sequence to gather data for the assessment of one competency each year. Data is analyzed in order to facilitate needed changes.

The Task Force also recommended establishment of a standing [General Education Committee](#) to manage assessment processes and consider curricular changes based on assessment data. The Committee initiated the triangulated approach to general education assessment to align general education competencies with data retrieved from mid-level testing and the National Survey of Student Engagement (NSSE).

The Educational Testing Services Proficiency Profile (ETS PP) comprises the second component of general education assessment. Administered annually during [Assessment Day](#), the ETS PP collects data from students who have completed between 40 and 75 credit hours and who have fulfilled all of their general education requirements only at Northwestern. The ETS Proficiency Profile assesses students in four core areas: critical thinking, reading, writing, and mathematics. Northwestern [maps ETS PP competencies](#) to its own locally constructed general education competencies for purposes of triangulation and validation. For example, NWOSU mapped the ETS PP competency to recognize valid inferences derived from material in written passages to Northwestern's competency of applying inductive and deductive reasoning to real and hypothetical situations.

Thirdly, Northwestern administers the NSSE every three years to first-year and senior students as an indirect measure of student learning. The General Education Committee evaluates responses to selected questions from first-year students as indicators of student learning in general education. Northwestern [maps NSSE questions](#) to its general education competencies as a part of its triangulation model. For example, NWOSU mapped an item from the NSSE survey that yields information about student experiences with diverse perspectives (different races,

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religions, genders, political beliefs, etc.) in class discussions or writing assignments to local competencies of understanding the role of human values in cultural, ethnic, and racial diversity at global and domestic levels.

In 2013, a subcommittee of the General Education Committee devised a new reporting system for correlating assessment data to reveal trends and produced [summary results](#). The General Education Committee will use these results to address successes and areas for improvement in student achievement tied to general education competencies, and make adjustments as data indicates.

### **Program Level Assessment**

Northwestern employs a consistent and ongoing process for the [evaluation of student learning in academic programs](#). At the program level, faculty members oversee student learning assessment, with support from academic administrators and the Office of Assessment and Institutional Effectiveness. In fall 2011, the Director of Assessment and Institutional Effectiveness convened an assessment retreat with division and department chairs, along with key faculty, to shift the focus of academic assessment from program goals to the evaluation of [student learning outcomes](#) (SLOs). Using a [guide](#) and [additional resources](#) provided by the Office of Assessment and Institutional Effectiveness, program faculty developed SLOs reflecting upper cognitive levels of Bloom's Taxonomy. In addition, academic deans and faculty members discussed utilizing multiple methodologies, both [direct and indirect](#), in assessing student learning, appropriate measures of success, and analysis and interpretation of data, in order to determine whether or not program modifications should be made to improve student learning. The Director of Assessment and Institutional Effectiveness introduced an assessment template, displayed as Table 4.8, to aid faculty members in mapping the assessment cycle.

**Table 4.8: Academic Assessment Template**

Academic Assessment Template					
SLO 1	Methodology 1	Measure of Success 1	Findings 1	What Did Your Data Tell You?	Program Modifications
Student Learning Outcomes	Multiple Measures (Direct and Indirect)	Cut Marks	Results of Assessment	Interpretation of Results	Adjustments

Source: Office of Assessment and Institutional Effectiveness

This assessment template provides a common table for documenting the assessment process across all disciplines. Furthermore, it creates a mutual landscape to encourage assessment conversations among faculty members and administrators. The University houses the template for [academic assessment plans](#)\* in LiveText, a web-based data management system, to assist in streamlining and supporting assessment of student learning and institutional effectiveness. (\*For LiveText access, log-in as a visitor with Pass Code D78961F6.)

Academic programs holding specialized accreditation adhere to assessment standards and practices required by their accrediting agencies. Programs with specialized accreditation include Business (ACBSP), Education (CAEP), Nursing (ACEN), and Social Work (CSWE.)

Academic programs submit [assessment plans](#)\* and data annually. Once submitted, University academic administrators and the Director of Assessment and Institutional Effectiveness review the plans to ensure the integrity of the assessment process. Administrators use information from this process to structure assessment retreats for

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faculty members to discuss best practices in assessment methodologies and data collection. (\*For LiveText access, log-in as a visitor with Pass Code D78961F6.)

Northwestern informs its constituents about academic programs and SLOs. All academic programs post SLOs to program web pages in response to Strategic Direction 1 of the University's strategic planning document, [Rising Above](#). The web page of the Office of Assessment and Institutional Effectiveness also contains links to all [program SLOs](#).

### Co-Curricular Assessment

Northwestern revised its concept and direction for co-curricular assessment to align with expectations of the Higher Learning Commission. In 2004, NWOSU planned and implemented a co-curricular assessment program with the goal of assessing administrative areas for continuous improvement. In 2008, the Office of Assessment and Institutional Effectiveness created a co-curricular/administrative assessment plan template. This template provided a platform for University offices to develop goals and plans to improve student service from 2008 through 2012. Table 4.9 illustrates Northwestern's current assessment plan.

**Table 4.9: Co-Curricular Administrative Assessment Template, 2008-2012**

Co-Curricular Administrative Assessment Template 2008-2012					
Goal 1	Methodology	Success Measure	Results of Goal 1	Budget Implications	Internal and External Reporting
Issue to be resolved; Improvement sought and Strategic Alignment	Assessment Strategy or Measures	Objective or Anticipated Outcome	Changes to Policy or Procedures or Improvements based on last year's goal	Tie budget requests to assessment outcomes	Diffusion of Information or Modes of sharing results and audience

Source: [Office of Assessment and Institutional Effectiveness](#)

Recently, the University adjusted its focus on co-curricular assessment from the assessment of administrative areas to the assessment of student learning in selected co-curricular areas. As noted in [Criterion 3.E.](#), these areas include athletics, intramurals, fraternities and sororities, student leadership opportunities, clubs and organizations, Ranger Research Day, study abroad, and student employment. Co-curricular assessment at NWOSU now focuses on measuring contributions of student activities as they relate to critical thinking, leadership, and literacy. Assessment plans that the University had previously defined as co-curricular/administrative assessment plans were redefined as institutional assessment plans (see [Criterion 5.D.](#)) with the sole purpose of assessing institutional effectiveness and not co-curricular learning. The Office of Assessment and Institutional Effectiveness created a [survey](#) to identify which of these areas contain components of critical thinking, literacy, and leadership. In addition, office staff members are developing an instrument to measure the levels at which learning occurs in these activities.

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### Use of Assessment Data to Improve Student Learning

#### General Education Assessment

Northwestern compiles data from course-level assessment, the ETS Proficiency Profile, and NSSE responses, plus data on completion rates in general education gateway courses. The University uses those data sets to monitor trends in student success, and to perpetuate efforts for achieving higher student success rates. The Chair of the General Education Committee prepares an [executive summary](#) highlighting the results of these assessments as they relate to the three major general education competencies. The Chair presents the [findings](#) to the General Education Committee.

During the past five years, the University addressed specific areas of concern in its general education curriculum. Significant areas of concern under the umbrella of critical thinking include the students' ability to interpret data and solve problems. In the leadership category, areas of concern encompassed understanding of domestic, social, political, and economic systems plus understanding the rights and responsibilities of citizenship. Areas of concern in literacy include students' ability to locate resources in the library and on the Internet. The University identified specific courses where these competencies are addressed and implemented actions to increase student success through course redesign.

Northwestern's course redesign initiative began in 2010 with identification of gateway courses tied to specific general education competencies. The University defined its gateway courses as those with high enrollments and lower-than-desired success rates. Table 4.10 identifies gateway courses and corresponding D, F, and W rates from fall 2006 through spring 2010.

**Table 4.10: Failure & Withdrawal Rates -- Gateway Courses, Fall 2006-Spring 2010**

Failure and Withdrawal Rates in General Education "Gateway" Courses								
	Fa-06	Sp-07	Fa-07	Sp-08	FA-08	Sp-09	Fa-09	Sp-10
BIOL 1114	16.81%	16.49%	18.71%	28.45%	22.79%	19.69%	30.63%	27.5%
ENGL 1113	17.56%	22.11%	15.89%	23.08%	22.03%	16.49%	20.46%	15.97%
ENGL 1213	14.14%	16.28%	24.14%	18.24%	20.79%	21.99%	11.88%	20.4%
HED 2303	4.66%	8.2%	4%	9.64%	8.72%	6.51%	5.33%	9.13%
HIST 1483	30.82%	59.09%	19.75%	49.41%	28.05%	33.33%	48.6%	36.21%
HIST 1493	32.05%	27.21%	31.03%	37.35%	28.13%	49.92%	46.99%	26.09%
MATH 1513	29.28%	29.93%	26.97%	37.33%	24.57%	25.15%	22.81%	20.26%
SCOM 1113	16.33%	17.95%	14.45%	18.62%	12.99%	12.77%	14.28%	11.98%
POLS 1113	6.33%	11.30%	21.70%	19.25%	16.66%	17.69%	15.67%	46.77%

Source: Title III Proposal

The initial phase of Northwestern's course redesign project involved English classes. With the goal of stimulating student capacity in both critical thinking and literacy, the English faculty redesigned composition course offerings to provide theme-based opportunities designed to appeal to students. The faculty also redesigned developmental



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courses by combining two courses into one. This change provides concentrated assistance to at-risk students and reduces the amount of time required to move into credit-bearing coursework.

The second phase of the University's course redesign project is now underway with a focus on classes in mathematics. The math faculty is designing new strategies for both developmental math classes and College Algebra to increase student success. In fall 2010, the faculty implemented Supplemental Instruction in Pre-Intermediate Algebra to increase students' abilities to interpret data and solve problems, and has noted a significant increase in student success. Table 4.11 indicates the percentage of students progressing directly from MATH 0013 Pre-Intermediate Algebra to MATH 1513 College Algebra from fall 2008 to fall 2012. Future plans for course redesign include gateway courses in both natural sciences and social sciences. Northwestern is scheduled to share its experiences with course redesign at the HLC annual conference in 2014.

**Table 4.11: Student Success in Remedial Math**

Student Success in Remedial Math					
Percentage of students progressing from MATH 0013 to Math 1513	Fa 2008	Fa 2009	Fa 2010	Fa 2011	Fa 2012
	Prior to Supplemental Instruction		With Supplemental Instruction		
	4.7	8.2	17.2	20.7	12.5

Source: Office of the Executive Vice President and Academic Plan

### **Program Level Assessment**

Northwestern academic programs utilize multiple methodologies, ranging from embedded course level evaluations to national exams, to assess student learning and provide data to determine pedagogical, course, or program changes. The utilization of multiple methodologies also ensures that academic programs continually keep the assessment process at the forefront of driving program changes. As part of the process of constructing annual [Academic Assessment Plans](#),\* academic programs submit written responses related to both the interpretation of data collected from assessment methodologies as well as program modifications that may be warranted. (\*For LiveText access, log-in as a visitor with Pass Code D78961F6.)

As a result of the continuous loop of assessment, individual programs have made modifications including creating new options, adding seminars, creating new curriculum, changing course content, adding remediation, and providing more opportunities for communication with students. For example, assessment of Northwestern's Agriculture Education students revealed a need for additional instruction in the area of natural resources. As a result, students now make formal presentations covering the topic of natural resources in AGED 3103 Foundations and Philosophies of Teaching Agriculture Education. As another example, course assessment data from business students indicated that some were lacking business-related math skills. This finding led the Division of Business to add GBUS 2013 Business Math to the curriculum with the intention of strengthening students' abilities to apply learned formulas and data. Analysis, findings, and proposed changes for all academic programs, as a result of assessment, can be found in Northwestern's academic assessment plans and are in the [OSRHE Annual Assessment Report](#) available on the OSRHE website. This annual report, submitted by all Oklahoma higher education institutions, requires a narrative summary of program level analysis and findings of assessment data and instructional changes based upon the data.

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### Co-Curricular Assessment

Northwestern has used co-curricular assessment data to improve services provided by institutional offices and to improve institutional events and activities that occur outside the classroom. The University gathers this data from student satisfaction surveys and individual event surveys. For example, the University used student satisfaction surveys to improve the quality of officiating for intramural sports and to provide additional intramural activities to engage more participants. The University has also used student satisfaction surveys to improve quality of customer service provided by employees in administrative offices. Data of this nature gives administrators insight into needs for possible professional development opportunities for University personnel. The University conducts [surveys](#) with attendees of the Northwest Oklahoma Concert Series events regarding satisfaction with the quality of these events as well as regarding input for future events. Data from these surveys led concert organizers to change start times for events to accommodate desires of attendees. Event organizers also use this data to guide selection of annual programming. In addition, this data has revealed a significant need to upgrade facilities. The University has included this need as part of Strategic Direction 3 in its [Strategic Plan](#).

As previously mentioned, Northwestern has redefined its definition of co-curricular assessment. As a result, the Office of Assessment and Institutional Effectiveness will implement a pilot [survey](#) of designated co-curricular organizations identified in [Criterion 3.E](#), in spring 2014 to determine where student learning in critical thinking, leadership, and literacy happens outside classrooms.

### **Faculty and Instructional Staff Involvement with Assessment**

#### General Education Committee

Northwestern has invested significant resources to assure its general education operations follow best practices. Faculty members and administrators attended Association of American Colleges and Universities (AACU) workshops on general education initially when designing curriculum and assessment methodologies in 2005 and have attended these meetings recently to ensure the institution remains current in its practices. Furthermore, the University involved all faculty members when designing general education competencies and curricula and maintains representative involvement from all programs through the auspices of the [General Education Committee](#). The Committee periodically reviews the mission and competencies of the general education program, reviews and approves all curriculum changes, reviews assessment results, and makes recommendations for any changes warranted by those results.

#### Program Faculty Retreats and Meetings

Academic administrators meet with department/division heads and faculty members in formal assessment retreats and forums at least twice each year to review the program assessment process, share best practices, and discuss the assessment of student learning at the University. At the departmental and divisional level, academic program chairs and faculty members conduct regular meetings involving discussion of program effectiveness and evaluation. Chairs work continually with their faculty to develop annual assessment plans and to review data and findings in order to propose modifications to improve student learning and connect the loop of assessment. In addition, programs with specialized accreditation have created assessment groups who meet regularly to review assessment data for program accreditation.

In the [Division of Business](#) (DOB), the program chair and all business faculty members meet regularly throughout the year to assess the delivery of instruction in the program, and compile the [annual business assessment report](#)

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each fall. Additionally, the [Business Advisory Board](#), made up of faculty members and external constituents from the business community, meets once each semester to review and discuss assessment data and to advise the DOB in meeting its mission to improve the education students receive in the program. This collaboration between DOB faculty members and community leaders provides valuable insight from potential future employers in regard to the business curriculum and expectations for student learning. Also, the DOB Student Advisory Council meets each semester with business faculty members and University administrators to include a perspective on student learning in the program.

In the [Division of Education](#), faculty members and assessment staff comprise the Teacher Education Assessment Management System Committee (TEAMS). The TEAMS Committee reviews and analyzes program data through LiveText and adjusts and monitors assessment and instructional changes within education programs as set forth by CAEP standards for accreditation. Committee members gather assessment data on a continual basis and compile an annual [report](#) with recommendations for improvement. The Division of Education utilizes multiple assessments to determine whether it is accomplishing its mission to positively impact the PK-12 schools in its service area through a program of applied professional pedagogy leading to effective teachers and effective schools. All data are reviewed by the Teacher Education Committee (TEC), the governing body for the Division of Education at one of their monthly meetings. The TEC is comprised of teacher education faculty members from all disciplines, teacher education candidates, and teacher education community members.

The [Division of Nursing](#) developed a [Systematic Evaluation Plan](#) to assist faculty and stakeholders in the assessment of program processes and outcomes following guidelines prescribed by the [Accreditation Commission for Education in Nursing](#) (ACEN). Several faculty and stakeholder committees provide input regarding annual assessment data for the program including the Academic Affairs Committee, the Student Committee, and the Nursing Advisory Board.

The [Academic Affairs Committee](#) in the Division of Nursing assesses curriculum outcomes such as student results on standardized tests and licensure exams to help maintain an evidenced-based and current BSN curriculum. The Student Committee assesses student outcomes such as graduate surveys and employer surveys to ensure that each nursing graduate is competent and ready to enter the workforce. The Nursing Advisory Board, comprised of various internal and external stakeholders, meets annually in the spring to discuss area needs for BSN-prepared nurses and potential solutions to meet those needs, issues with Northwestern students' and graduates' preparation in clinical settings, and general outcomes of the NWOSU Nursing program.

The Nursing program also utilizes student advisors who represent their peers in Division faculty meetings, the Division's Student Committee, and the Division's Academic Affairs Committee. These students attend regularly scheduled meetings and bring concerns forth to other committee members for discussion and planning. Ongoing assessment efforts in the Division of Nursing have resulted in students achieving a 100 percent pass rate on the NCLEX test four of the last five years.

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*Ongoing assessment efforts in the Division of Nursing have resulted in students achieving a 100 percent pass rate on the NCLEX test four of the last five years.*

### **Assessment and Institutional Effectiveness Committee**

The [Assessment and Institutional Effectiveness Committee](#) and the [Assessment Day Committee](#) coordinate campus-wide assessment processes and activities. The Assessment and Institutional Effectiveness Committee, comprised

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of administrators, faculty members, and staff members, recommends policy and coordinates assessment across all areas of the University, including academic assessment, institutional assessment, and co-curricular assessment. The [Assessment Day](#) Committee, including faculty and staff members, coordinates the annual institutional event that allows all faculty members, staff members, and students the opportunity to participate in various assessment activities and professional development workshops. The University cancels classes during the day so that all members of the University community may attend. Assessment Day activities include student, faculty, and staff surveys; senior degree program exit exams and interviews; mid-level testing; and development workshops.

### **Co-Curricular Assessment**

In co-curricular areas, faculty and staff members serve as advisors for student organizations. One example is the Student-Athlete Advisory Committee (SAAC), advised by the Faculty Athletic Representative and the Associate Athletic Director for Compliance and Student-Athlete Services. The purposes of the SAAC are to represent the diverse interests of student-athletes to Northwestern Oklahoma State University's athletic administration, to promote community among all NWOSU student-athletes, to foster commitment to service, and to represent the NWOSU Athletics Program locally and at the conference and national levels. This group provides qualitative feedback to administration from students regarding their educational environment and experience.

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### Teaching and Learning: 4.C.

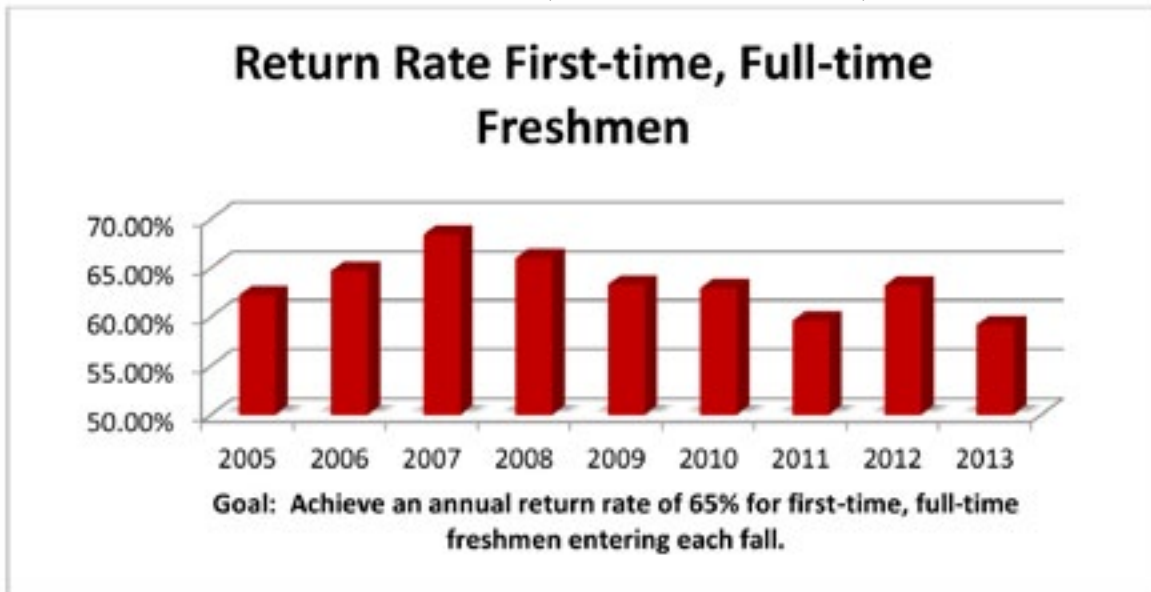
*The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

#### Goals

Northwestern contracted with Noel-Levitz in 2006 to assist in developing an [Enrollment Management Plan](#) for the University. The University formed an Enrollment Management Committee to develop specific goals in light of Northwestern's Mission and its purpose as a rural, regional institution in Oklahoma. The Committee defined the following retention, persistence, and completion goals in its Enrollment Management Plan.

1. Achieve an annual return rate of 65 percent for first-time, full-time freshmen. Results shown in Chart 4.1 demonstrate that this goal is attainable, although return rates have fallen somewhat short in recent years. The University analyzed this data and implemented intrusive advising strategies and course redesign strategies as explained later in this criterion.

**Chart 4.1: Return Rate for First-time, Full-time Freshmen, Fall 2005-Fall 2013**



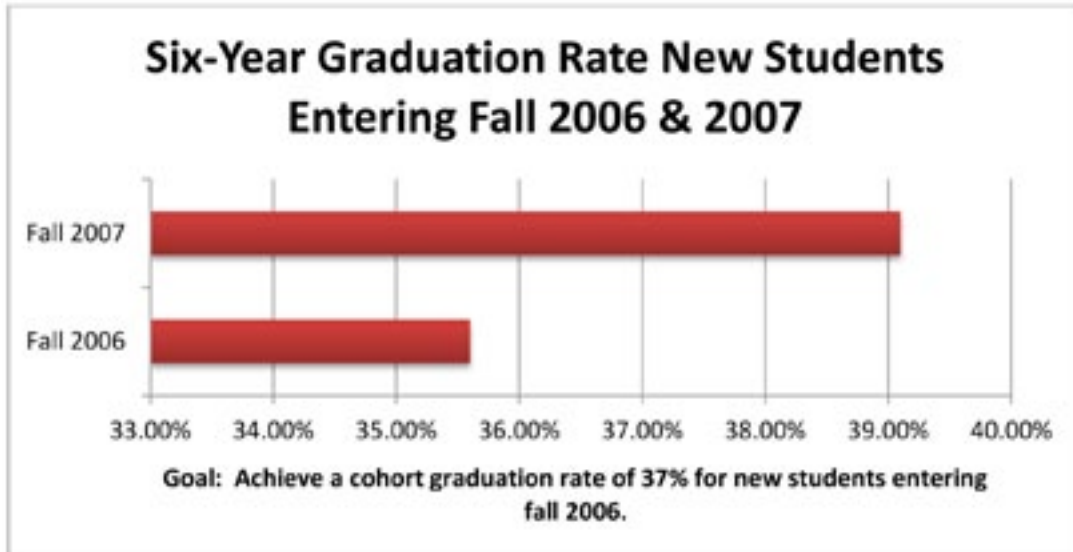
Source: NWOSU Enrollment Management Plan

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2. Achieve a six-year cohort graduation rate of 37 percent. Chart 4.2 demonstrates that the University's goal is attainable, based on data collected from 2006 and 2007 freshmen cohort groups.

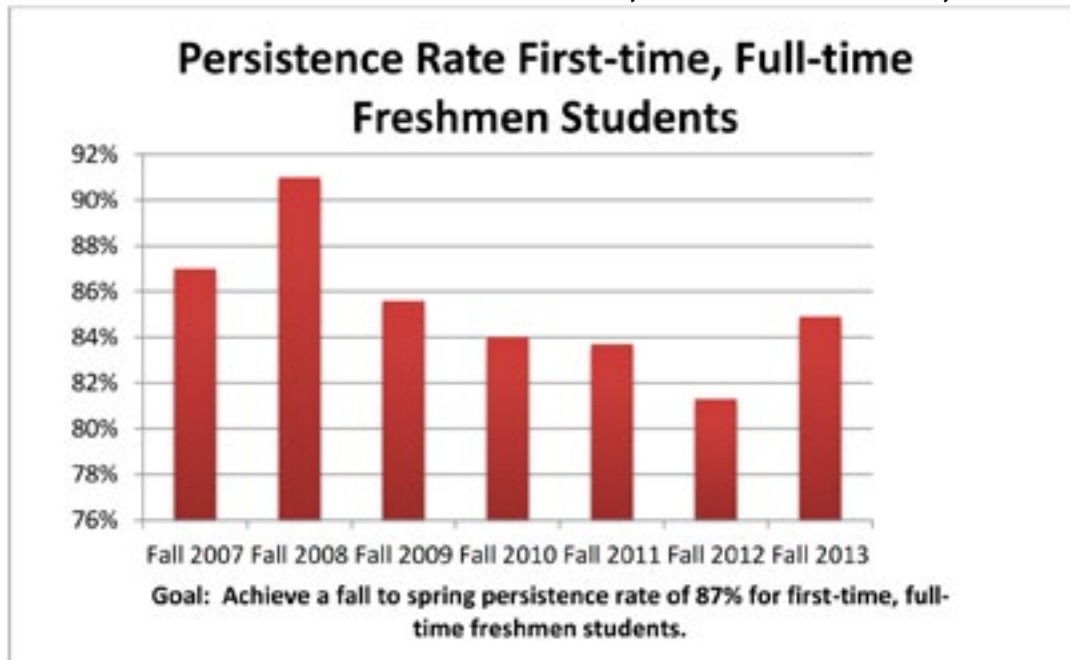
**Chart 4.2: Six-Year Graduation Rates for New Students, Fall 2006 & Fall 2007**



Source: NWOSU Enrollment Management Plan

3. Achieve a fall to spring persistence rate of 87 percent for first-time, full-time freshman students. Chart 4.3 demonstrates that this goal is attainable, although data from recent years indicate a decline in persistence rates. The University has implemented strategies identified later in this criterion ([Table 4.15](#)) to address this issue.

**Chart 4.3: Persistence Rate for First-time, Full-time Freshmen, Fall 2007-Fall 2013**



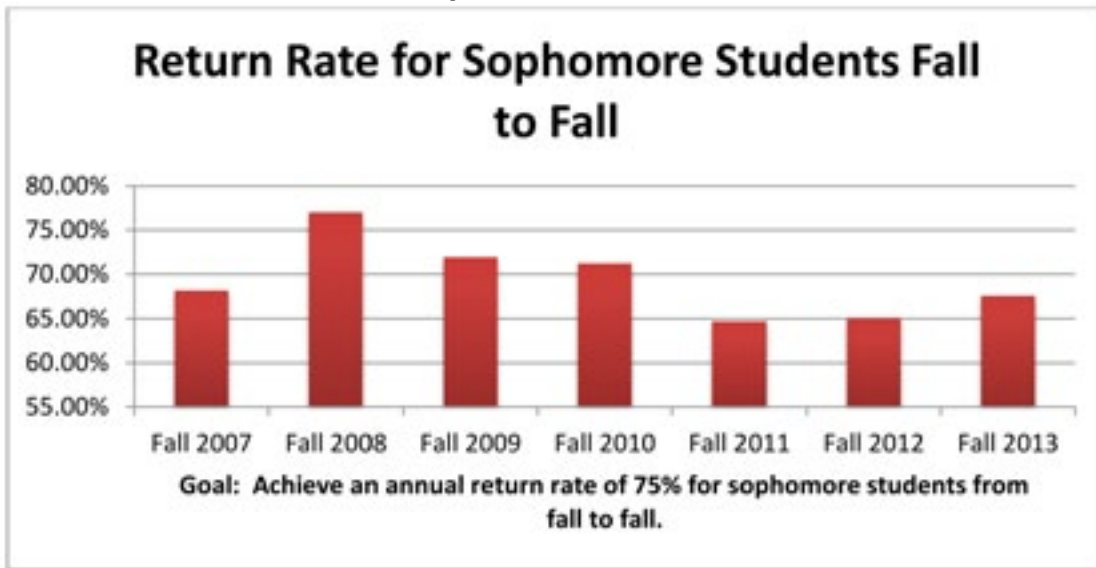
Source: NWOSU Enrollment Management Plan

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4. Achieve an annual return rate of 75 percent for sophomore students from fall to fall. Chart 4.4 demonstrates that this goal is attainable, although the University has not met the goal in recent years. The Office of the Dean of Student Affairs and Enrollment Management has collected data to analyze causes, and the University has implemented strategies identified later in this criterion.

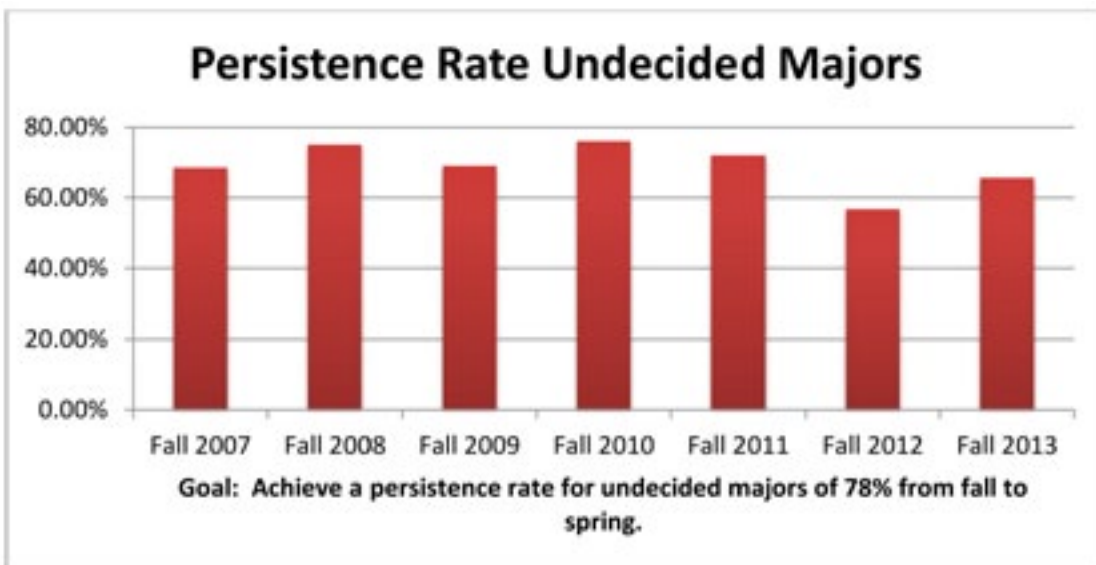
**Chart 4.4: Return Rate for Sophomore Students, Fall 2007-Fall 2013**



Source: NWOSU Enrollment Management Plan

5. Achieve a persistence rate for undecided majors of 78 percent from fall to spring. Chart 4.5 demonstrates that the University struggles to meet this goal. The University must develop and offer resources to assist students in selecting a major earlier in their academic career and defining a path to completion.

**Chart 4.5: Persistence Rate Undecided Majors, Fall 2007-Fall 2013**



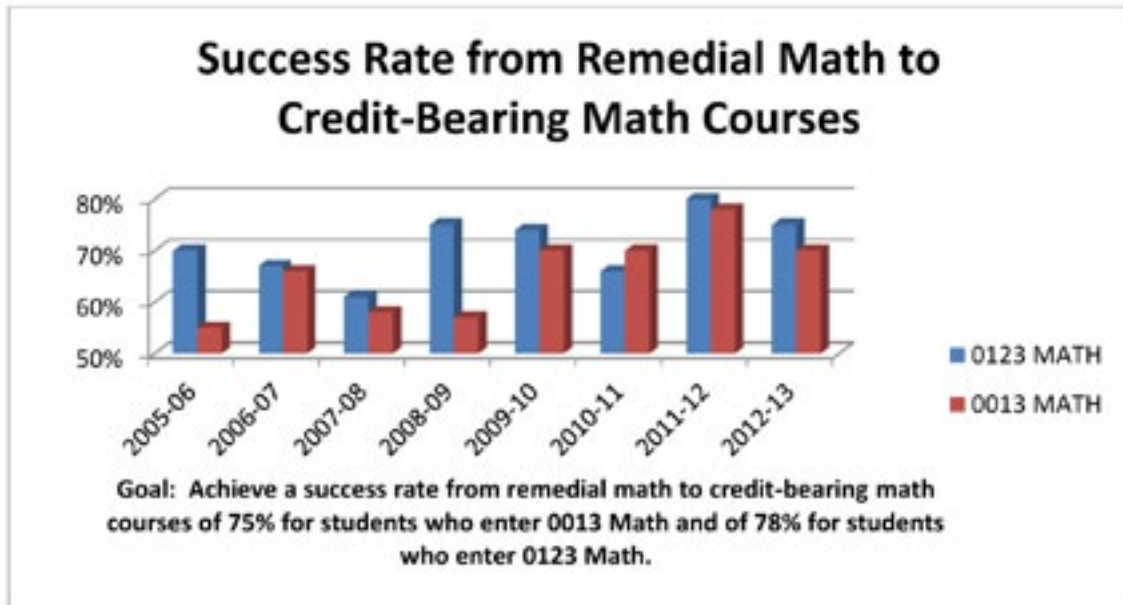
Source: NWOSU Enrollment Management Plan

## Criterion Four: 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.*

6. Achieve a success rate from remedial math to credit-bearing math courses of 75 percent for students who enter 0013 Math and of 78 percent for students who enter 0123 Math. Chart 4.6 indicates that these goals are attainable. The University implemented Supplemental Instruction in 0013 Math to assist in reaching this goal with positive results indicated beginning in 2011-2012. The Math Department is currently implementing course redesign strategies to increase these positive results.

**Chart 4.6: Success Rate of Remedial Math to Credit-Bearing Math, 2005-2013**



Source: NWOSU Enrollment Management Plan

### Collection, Analysis, and Use of Data on Student Retention, Persistence, and Completion

The Institutional Research Specialist in the Information Technology Department retrieves and organizes information associated with student retention, persistence, and completion. The University uses Jenzabar PX (Poise), known on campus as RangerNet, to compile this information. Student information is housed in a database management system. Additional information is obtained from the [Retention Coordinator](#) who collects real-time data on students in the form of early alerts from faculty, face-to-face communication with students regarding their academic progress, and individual follow-up sessions with students not returning for subsequent semesters.



## Criterion Four: 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.*

The Enrollment Management Committee along with the Dean of Student Affairs and Enrollment Management analyzes the data to develop strategies for improving student retention, persistence, and completion. The Office of Student Affairs and Enrollment Management characterizes qualitative data to develop categories for quantitative analysis. As an example of data analysis, Table 4.12 displays reasons for student attrition between spring and fall semesters. The University used this information to direct content for the University's Ranger Connection class guiding first-year students through the initial stages of their college career.

**Table 4.12: Reasons for Student Attrition between Spring and Fall Semesters, 2008-2011**

Reasons for Student Attrition between Spring and Fall Semesters 2008-2011								
Reason for leaving NWOSU	Reported Fall 2008		Reported Fall 2009		Reported Fall 2010		Reported Fall 2011	
	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Athletics	26	6.9	43	9.9	23	5.1	46	9.0
Academic problems / overwhelmed	14	3.7	16	3.7	25	5.5	46	9.0
Financial reasons	7	1.9	11	2.5	28	6.2	19	3.7
Going to work / military	22	5.9	9	2.1	22	4.9	39	7.7
Personal / family	24	6.4	30	6.9	36	7.9	34	6.7
Transferred / moved	55	14.6	75	17.2	80	17.6	145	28.4
No reason given / no reply	102	27.1	189	43.4	152	33.5	116	22.8
<b>Total number not returning</b>	<b>376</b>		<b>436</b>		<b>454</b>		<b>510</b>	

Source: Adapted from Enrollment Management Meeting [Report 2008-2013](#)

## Criterion Four: 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.*

The University implemented additional initiatives as a result of analyzing these data. These initiatives include adding a full-time [Retention Coordinator](#) in 2008 and implementing a new course (UNIV 1021 Peak Performance) to assist struggling first-time freshmen. Although quality of residence halls was not cited as a reason for attrition, data from student satisfaction surveys indicated a need to upgrade these facilities. The University included this initiative as part of its Strategic Plan, [Rising Above](#).

Northwestern saw a substantial increase in freshmen enrollment between 2006 and 2012, as shown in Table 4.13. Fall-to-fall semester retention rates among new undergraduate students remained at or above 60 percent. Similarly, cumulative graduation rates from 2007 to 2012 remained relatively consistent, averaging 14.7 percent, 30.5 percent, and 34.3 percent for four-year, five-year, and six-year time intervals, respectively (Table 4.13).

**Table 4.13: Student Retention and Graduation Rates, 2007-2012**

Student Retention and Graduation Rates 2007-2012						
First Fall Semester	Entering Class Size	Subsequent Fall Semester Enrollment	Cumulative Percent Graduated			
		(% of original)	4-year	5-year	6-year	
2003	265	67.2	16.2	32.1	34.7	
2004	249	62.2	15.3	28.9	31.3	
2005	247	64.7	14.2	31.2	38.1	
2006	203	68.5	11.3	29.1	33.0	
2007	297	66.0	14.8	31.0	-	
2008	264	63.3	16.3	-	-	
2009	342	62.9	-	-	-	
2010	376	59.6	-	-	-	
2011	359	63.2	-	-	-	
2012	391	-	-	-	-	
<b>Averages</b>		<b>64.2</b>	<b>14.7</b>	<b>30.5</b>	<b>34.3</b>	

Source: [2012 NWOSU Factbook](#)

## Criterion Four: 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.*

Data indicates that Northwestern's six-year graduation rate has generally exceeded the average rate for regional institutions in Oklahoma. This rate has ranged from a low of 34.8 percent for the 2003-2004 cohort, to a high of 48.5 percent for the 2005-2006 cohort.

**Table 4.14: Regional University Graduation Rates**

<b>Graduation Rates for First-Time Full-Time Freshmen Within the State</b>										
<b>Six-year Graduation Rate</b>										
<b>Institution</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>OU</b>	54.7%	59.0%	57.6%	59.7%	60.8%	64.3%	67.2%	68.0%	67.1%	71.3%
<b>OSU</b>	57.4%	61.4%	63.7%	61.9%	65.1%	65.9%	64.4%	67.6%	69.0%	66.4%
<b>Research</b>	<b>56.0%</b>	<b>60.1%</b>	<b>60.3%</b>	<b>60.7%</b>	<b>62.8%</b>	<b>65.1%</b>	<b>65.9%</b>	<b>67.8%</b>	<b>67.3%</b>	<b>69.0%</b>
<b>UCO</b>	37.9%	37.2%	33.2%	39.3%	41.7%	39.0%	38.9%	39.2%	43.3%	42.9%
<b>ECU</b>	42.3%	40.2%	42.9%	38.6%	41.7%	42.1%	43.5%	40.8%	39.2%	40.6%
<b>NSU</b>	36.9%	35.3%	37.3%	36.1%	38.2%	38.6%	37.5%	34.1%	32.6%	32.7%
<b>NWOSU</b>	<b>44.6%</b>	<b>38.5%</b>	<b>38.2%</b>	<b>34.8%</b>	<b>40.3%</b>	<b>40.1%</b>	<b>48.5%</b>	<b>45.6%</b>	<b>39.5%</b>	<b>43.2%</b>
<b>SEOSU</b>	39.3%	37.8%	41.2%	38.3%	28.2%	28.2%	35.0%	33.2%	35.0%	36.0%
<b>SWOSU</b>	41.2%	45.1%	45.0%	46.3%	47.2%	49.9%	44.3%	46.8%	38.6%	42.7%
<b>CU</b>	33.1%	31.0%	29.8%	27.7%	31.2%	39.5%	30.3%	29.1%	24.5%	20.2%
<b>LU</b>	39.4%	43.5%	40.9%	37.2%	40.4%	35.1%	39.8%	36.8%	27.0%	25.2%
<b>OPSU</b>	26.5%	30.2%	17.4%	41.4%	37.9%	32.4%	35.1%	45.8%	42.0%	44.5%
<b>USAO</b>	31.3%	28.7%	41.0%	39.8%	42.4%	33.5%	32.7%	37.7%	38.5%	41.9%
<b>RSU*</b>						<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>24.7%</b>	<b>21.4%</b>
<b>Regional</b>	<b>38.2%</b>	<b>37.5%</b>	<b>38.3%</b>	<b>38.4%</b>	<b>40.1%</b>	<b>40.3%</b>	<b>39.3%</b>	<b>38.4%</b>	<b>36.9%</b>	<b>37.1%</b>

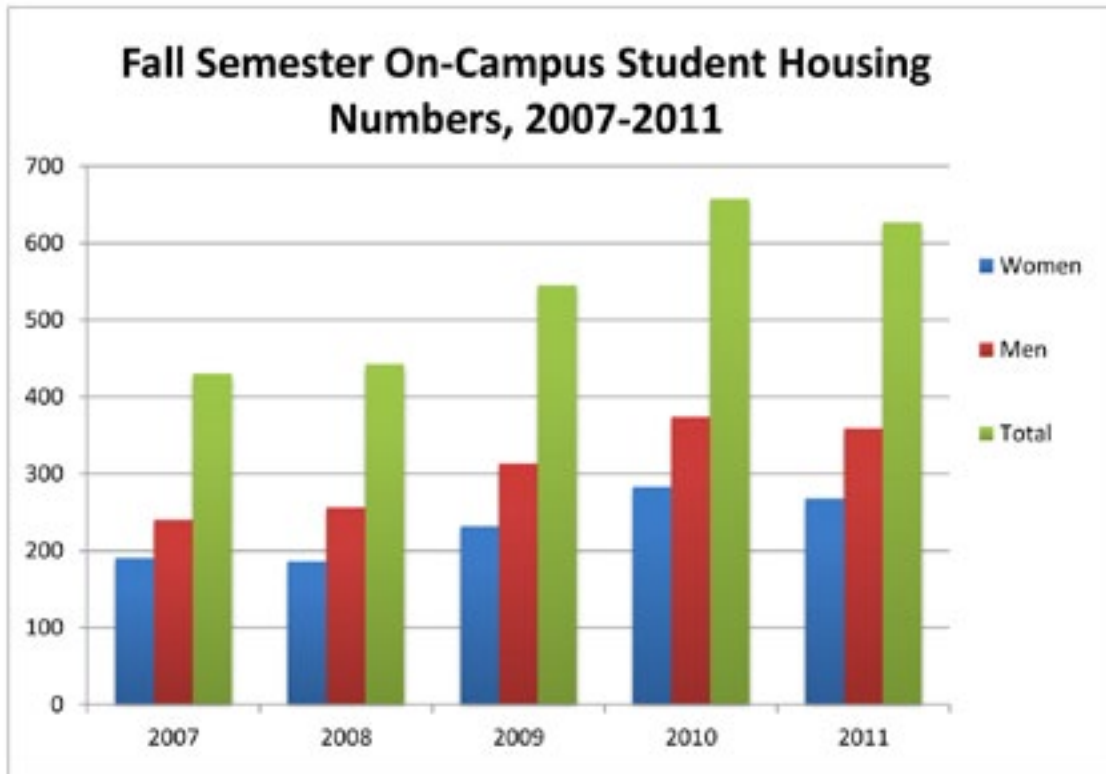
Source: OSRHE

## Criterion Four: 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.*

As a result of retention data analysis, the University implemented a policy requiring first-year freshmen to reside in campus housing. In addition, the energy boom has created a housing shortage in Alva. Consequently, the number of students residing in University housing facilities increased dramatically over the past five years as shown in Chart 4.7. Renovations to these facilities and expansions to dorm parking lots makes University housing more attractive to all Northwestern students.

**Chart 4.7: Fall Semester On-Campus Student Housing Numbers, 2007-2011**



Source: [2012 NWOSU Factbook](#)

Analysis of retention data led to specific University initiatives designed to mitigate student attrition rates. These initiatives document a continual pattern of analysis and use of data as described in Table 4.15. For example, the \$1.5 million Title III Part A Strengthening Institutions Program grant awarded to Northwestern in 2011 by the United States Department of Education allowed the University to create a center for academic advising, Ranger Proud, that is staffed by professional advisors. These advisors have implemented intrusive advising strategies in conjunction with an early alert system to improve academic success for at-risk students. Table 4.16 provides the retention rates of first-time, full-time freshmen considered at-risk ( $ACT < 23$ ). The addition of a Peak Performance course in fall 2010 is another initiative to assist students who need additional help with the transition to the university experience. Table 4.17 provides numbers of students who were required to complete this course for fall 2010 to fall 2012.

## Criterion Four: 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.*

**Table 4.15: NWOSU Retention and Completion Initiatives**

NWOSU Retention and Completion Initiatives		
Name of Initiative	Year Implemented	Description of Initiative
Ranger Connection (Freshman Orientation)	2000	Ranger Connection offers first-time freshmen strategies for success at Northwestern. The University updates course content as data indicates. Required presentations include: 1. Campus Police and campus crime 2. Career Services and FOCUS2 career planning software 3. Academic Success Center, note-taking, and study skills 4. Student life, relationships, stress, and counseling 5. Sexual assault and violence prevention 6. J. W. Martin Library 7. Retention Office 8. Bursar's Office 9. Financial Aid Office
Enrollment Management Committee	2004	The University created the Enrollment Management Committee based on the 2004 HLC Self-Study. The Committee has become the driving force behind University efforts in enrollment management and retention. The annual Enrollment Management Plan identifies the University's strengths, weakness, opportunities, and threats. The plan lists specific goals, strategies, and action plans for each academic year, and tracks the University's efforts at continuous improvement in student retention, persistence, and completion.
Academic Advising	2006	The University has increased efforts in assisting faculty with this process by providing lists of advisees with contact information in a proactive effort to enroll students. The University has also conducted periodic advising forums to help faculty members identify and follow best practices in advising procedures. These efforts have resulted in students completing enrollment procedures earlier.
Retention Coordinator	2008	The Retention Coordinator intercedes with academically at-risk students who are on the path to attrition.
Title III Grant Proposal Award Notification	2010 2011	The Title III grant provides funding for three components of activity to strengthen the institution: 1) creating an Academic Advisement Center to increase success rates for at-risk freshmen through intrusive, case management style advising practices; 2) redesigning gateway courses to incorporate proven pedagogical strategies and assessment methodologies to help at-risk students meet with success; and 3) increasing faculty participation in development activities to explore and implement new pedagogical practices to enhance student learning.
Peak Performance Class	2010	This course is required for students who are admitted to the University by appeal.

Source: Office of Student Affairs and Enrollment Management

## Criterion Four: Teaching and Learning: Evaluation and Improvement

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**Table 4.16: Retention Rates for At-Risk Full-Time, First-Time Freshmen**

AT RISK FULL-TIME, FIRST-TIME FRESHMEN				
SEMESTER	# ENROLLED	SEMESTER	# ENROLLED	% RETAINED
FALL 2012	296	SPRING 2013	239	80.1%
FALL 2011	270	SPRING 2012	213	78.89%
FALL 2010	246	SPRING 2011	236	95.93%
FALL 2009	225	SPRING 2010	169	75.11%

Source: [Title III Grant Proposal](#) – Academic Success for At-Risk Students

**Table 4.17: Students Required to Take PEAK Performance, Fall 2010-Fall 2012**

PEAK PERFORMANCE REQUIRED				
SEMESTER	# ENROLLED	SEMESTER	# ENROLLED	% RETAINED
FALL 2012	33	SPRING 2013	21	72.4%
FALL 2011	33	SPRING 2012	17	51.52%
FALL 2010	42	SPRING 2011	29	69.05%

Source: [Title III Grant Proposal](#) – Academic Success for At-Risk Students

### Data Management Processes Reflect Good Practice

The University uses both the Integrated Post-secondary Education Data System (IPEDS) and the Unified Data System (UDS) for reporting institutional data. Data included in both systems transfers to the Oklahoma State Regents for Higher Education. The Institutional Research Specialist reports data through IPEDS, and the UDS/Records Coordinator in the Registry Office reports data through UDS. In addition, the Institutional Research Specialist creates the [University Factbook](#) and supplies additional institutional reports as needed. Centralization of reporting for IPEDS by the Institutional Research Specialist benefits the University through consistent approaches to data collection and management.

# **Criterion 5 Resources, Planning, and Institutional Effectiveness**

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



## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

# Criterion Five: Resources, Planning, and Institutional Effectiveness

## Introduction

As a regional, public, state-assisted institution, Northwestern maximizes its resources to model efficiency and fiscal responsibility. In an environment of declining state allocations, the University seeks and obtains funding from external sources to continue offering quality programs and to plan for the future. In addition, the University closely examines its operations to reallocate its resources as needed to perform vital functions. Input from faculty members, staff members, students, and external constituents drives institutional planning to align available resources with the University's Mission.

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*As a regional, public, state-assisted institution, Northwestern maximizes its resources to model efficiency and fiscal responsibility.*



(Photo at left) Dr. Peggy Wisdom (right) displays some of the artwork of her late mother, Grace Wisdom, with Dr. Mike Knedler, Dean of the School of Arts and Sciences, and Dr. Janet Cunningham, University President. The Wisdom Family Foundation provided a gift of \$250,000 to Northwestern for an endowed faculty chair in art.

Dr. Peggy Wisdom (at right) has shown great dedication to Northwestern and to providing funding for the Wisdom Agriculture Education Center in honor of her parents, the late C.W. and Grace Wisdom. The Wisdom Family Foundation, Inc., has given the school \$250,000 to endow a faculty chair position in agriculture. The Wisdoms also provided five pieces of farm equipment to Northwestern's Agriculture department to aid in the school's effort to begin the Agriculture Education program. A photo of the finished Agriculture Education Building can be found on page xi.





## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

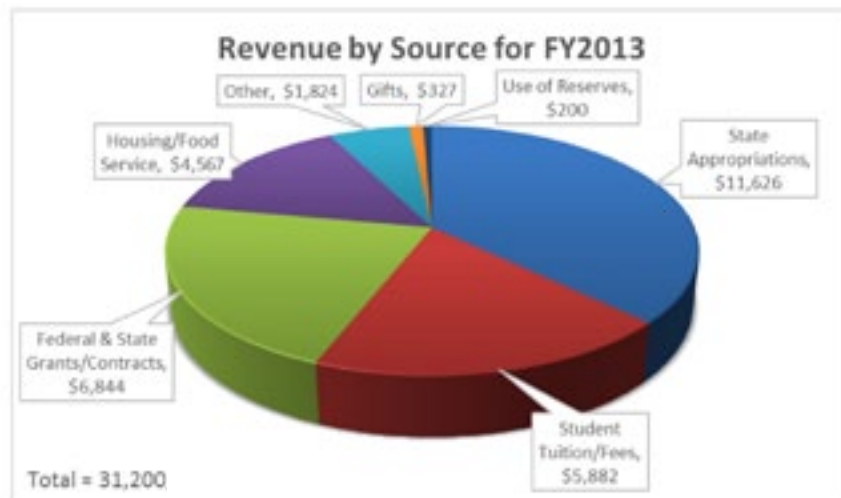
# Resources, Planning and Institutional Effectiveness: 5.A.

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

### Fiscal Resources

Northwestern operates under the constitutional and statutory guidelines of the state of Oklahoma and the [Oklahoma State Regents for Higher Education](#) (OSRHE). OSRHE, as the coordinating body of control, recommends budget allocations for each college and university to the State Legislature and approves proposed tuition and fees within limits set by the Legislature. As a state agency, Northwestern operates with a balanced annual budget. Charts 5.1 and 5.2 show the University's total revenues and expenses for all funds as reflected in the [FY2013 audit](#).

**Chart 5.1: Revenue by Source for FY2013**



Dollars reported in thousands -- Source: [FY2013 University Audit](#).

**Chart 5.2: Expenses by Source for FY2013**



Dollars reported in thousands -- Source: [FY2013 University Audit](#)

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

Support of Northwestern's educational programs resides mainly in Educational and General Part I (E&G Part I). E&G Part I represents more than two-thirds of the overall revenues and expenses for the institution. Table 5.1 illustrates budgeted E&G Part I revenue sources for the last five years.

The state of Oklahoma used American Recovery and Reinvestment Act (ARRA) funds to supplement state funds in FY2010 and FY2011. Table 5.1 indicates that state appropriations for FY2014 lag behind state appropriations plus ARRA funds for fiscal years 2010 and 2011. Chart 5.3 depicts the decline in state appropriations as a percentage of E&G Part I resources from FY2005 to FY2014. State appropriations as a percentage of E&G Part I revenues declined from 55 percent in FY2005 to 42 percent in FY2014.

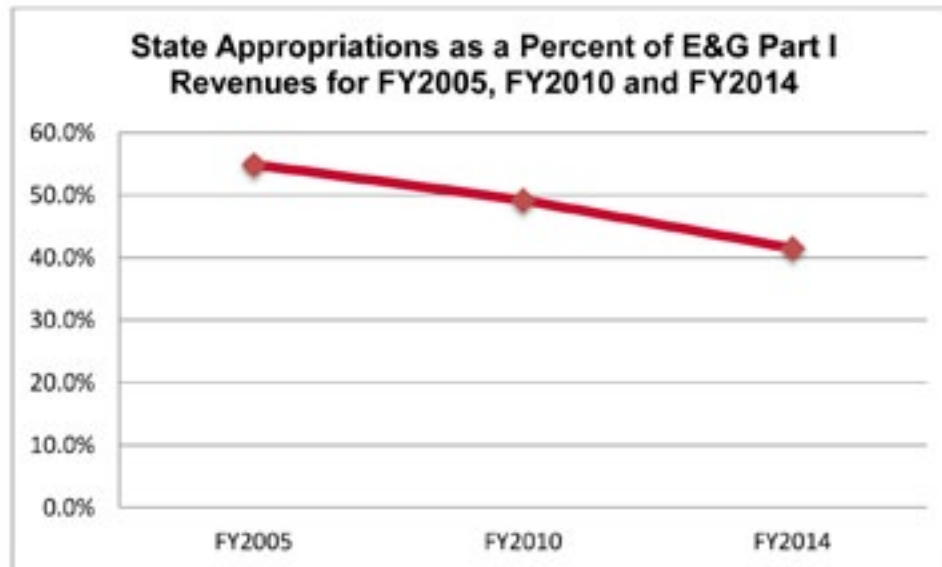
**Table 5.1: Budgeted Revenue Sources for E&G Part I, FY2010-FY2014**

Budgeted Revenue Sources for E&G Part I FY2010 through FY2014					
	FY2010	FY2011	FY2012	FY2013	FY2014
State Appropriations/ARRA Funds	\$ 11,283	\$ 10,645	\$ 10,061	\$ 10,160	\$ 10,283
Tuition/Fees including Waivers	\$ 9,333	\$ 10,553	\$ 12,138	\$ 12,643	\$ 13,583
Other Sources	\$ 860	\$ 1,164	\$ 1,409	\$ 1,357	\$ 1,310
<b>TOTAL</b>	<b>\$ 21,476</b>	<b>\$ 22,362</b>	<b>\$ 23,608</b>	<b>\$ 24,160</b>	<b>\$ 25,176</b>

Dollars reported in thousands

Source: University Budgets [FY2010](#), [FY2011](#), [FY2012](#), [FY2013](#), [FY2014](#)

**Chart 5.3: State Appropriations as a Percent of E&G Part I Revenues for FY 2005, FY 2010 and FY 2014**



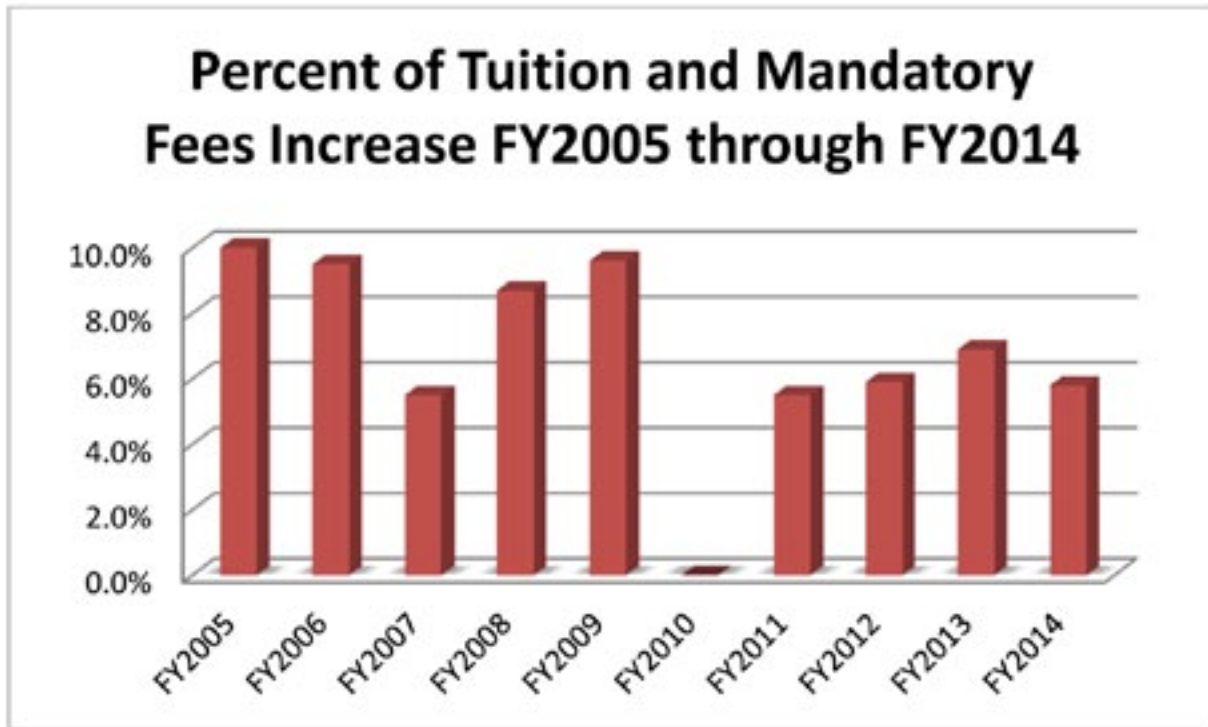
Source: University Budgets [FY2005](#), [FY2010](#), [FY2014](#)

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

As state appropriations decline, the University's dependence on tuition and fees increases. Northwestern carefully evaluates tuition and fees each year and the impact that any changes will have on students. Chart 5.4 shows tuition and mandatory fees increases over the past 10 years.

**Chart 5.4: Percent of Tuition and Mandatory Fees Increase FY2005-FY2014**



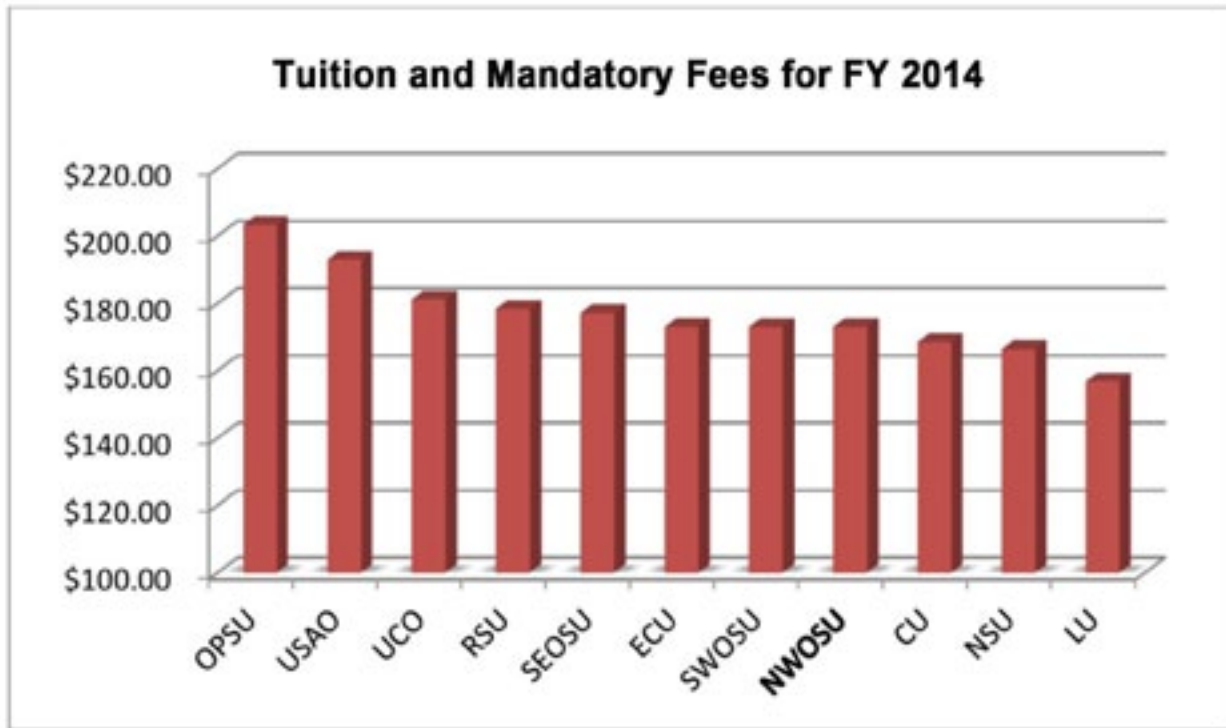
Source: [University Tuition and Mandatory Fee Forms](#)

The current tuition and mandatory fees rate for FY2014 falls at \$173 per credit hour. The United States Chamber of Commerce identifies Oklahoma public institution tuition and fee rates as the seventh most affordable in the nation (source: <https://www.okhighered.org/studies-reports/tuition-impact-analysis-12-13.pdf>, p. 5). Chart 5.5 shows current tuition and mandatory fees for the 11 regional institutions in Oklahoma. NWOSU ranks as the fourth most affordable.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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**Chart 5.5: Tuition and Mandatory Fees for the Regional Universities in Oklahoma, FY2014**



Source: Oklahoma State System of Higher Education [Tuition and Fees Rates](#)

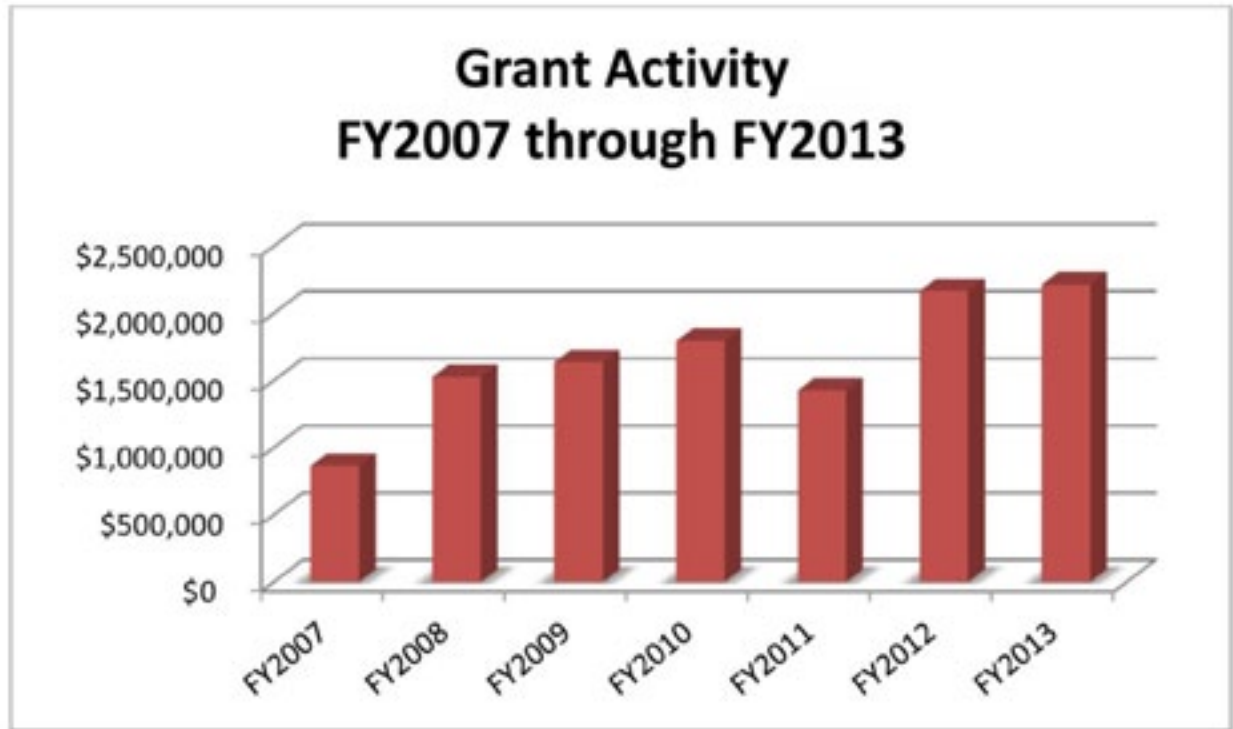
Beginning in FY2012, Northwestern added an “enhancement fee” to all class offerings with the exception of nursing. The Division of Nursing previously implemented its own academic service fee to help offset the high cost of that academic program. For FY2014, the University charges \$9 per hour for Arts and Sciences courses and \$9.75 per hour for Professional Studies and graduate courses. The revenue generated from these fees supports capital needs within each school. Noteworthy items recently budgeted include new science microscopes, new pianos, additional SMART Boards, tablets and laptops, math software, new band equipment, and upgraded mass communication lab equipment. These fees also support on-going costs consisting of travel for student conferences, funds for faculty travel and professional development, student wages, Service Learning Coordinator salary, increased salaries for adjunct faculty, and overload stipends.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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As a result of decreased state funding, Northwestern identified as a Strategic Direction in its [2007 Vision for Leadership](#) Strategic Plan the need for a more dynamic grants and contracts program. In response, the University hired a Coordinator of Sponsored Programs in FY2008 to work with faculty and staff members to foster increased grant activity. Results from this action led to a 247 percent increase in grants awarded, from \$637,000 in FY2007 to \$2,208,000 in FY2013. Chart 5.6 showcases the increase in grant activity.

**Chart 5.6: Grant Activity FY 2007-FY 2013**



Source: Office of Sponsored Programs, [Grants Awarded](#)

Some examples of ongoing grants at Northwestern include Upward Bound, Upward Bound Math and Science, Title III, Oklahoma Small Business Development Center, and the Child Welfare Professional Enhancement Program.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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School land funds offer another source of revenue available to Northwestern and several other Oklahoma higher education institutions. These funds result from oil and gas production/leases for land owned by the state of Oklahoma and provide dollars for capital expenditures. During the recent upturn in oil and natural gas production in Oklahoma, the amount of these funds increased as shown in Table 5.2.

**Table 5.2: School Land Revenue FY2009-FY2013**

School Land Revenue FY2009 through FY2013	
	Revenue
FY2009	\$ 739,340
FY2010	\$ 963,950
FY2011	\$ 971,515
FY2012	\$ 1,225,031
FY2013	\$ 1,274,050

Source: [University Year End Cash Receipts Ledger](#)

In 2005, the state of Oklahoma provided a bond issue, earmarked for higher education, with funds made available through the [Oklahoma Capitol Improvement Authority](#) (OCIA). Northwestern received slightly more than \$6.8 million in proceeds to remodel the Health and Sports Science Education Building and the Science Building, both constructed in the 1960's, and to construct a new Woodward facility. The remodeling projects repurposed existing spaces to accommodate additional classroom and laboratory facilities incorporating state-of-the-art technology and new furniture. Construction of a campus in Woodward provided a new building for instructional and administrative functions to replace rented space. The community of Woodward provided private funding for a parking lot and signage. Although the debt service for these bonds falls to the state of Oklahoma, University financial statements reflect the liability for the bonds. The liability significantly impacts the University's Composite Financial Index (CFI), discussed later in this criterion.

The [Northwestern Oklahoma State University Foundation](#), plays a significant role in aiding the University in meeting its Mission. The Foundation supports students through scholarships, capital projects, endowed chairs, and other expenses related to teaching and learning. Total endowments grew from \$11.7 million in [FY2007](#) to \$17.1 million in [FY2013](#), while total assets grew from \$12.6 million in FY2007 to \$18.7 million in FY2013. The Foundation experienced a significant decline in the assets and investments from [FY2008](#) to [FY2010](#) because of the economic downturn. As the [FY2013 audit](#) shows, the Foundation rebounded to levels seen prior to the recession. With the Foundation as a component unit factored into the overall analysis of the University ratios, these increases and decreases impact the financial health of

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

the University. Table 5.3 shows the total endowments and total assets of the Northwestern Foundation as reflected in the yearly external audit of the University for the last 10 years.

**Table 5.3: Foundation Endowments and Total Assets, FY2004-FY2013**

Foundation Endowments and Total Assets FY2004 through FY2013				
	Foundation Endowments		Foundation Total Assets	
FY2004	\$	7.7	\$	9.7
FY2005	\$	9.5	\$	11.0
FY2006	\$	9.7	\$	11.4
FY2007	\$	11.7	\$	12.6
FY2008	\$	12.6	\$	13.3
FY2009	\$	11.6	\$	11.1
FY2010	\$	12.1	\$	11.6
FY2011	\$	13.5	\$	15.0
FY2012	\$	16.0	\$	16.9
FY2013	\$	17.1	\$	18.7

Dollars reported in millions

Source: [University Audits FY2004 through FY2013](#)

Foundation activities impact students through both scholarships and endowed chairs. Northwestern takes full advantage of the state of Oklahoma endowed accounts matching program. An endowed chair requires \$250,000, a professorship requires \$125,000, and a lectureship requires \$25,000 of private donations to be deposited with the Foundation. The state of Oklahoma matches these donations with the funds held by the OSRHE. To date, Northwestern's endowed accounts total twenty-two endowed chairs, one professorship and five lectureships. The University's endowed chairs represent the most of any institution in the state apart from the two research institutions. Table 5.4 lists the various endowed accounts and the department or division to which they are assigned. To date, all but two of the endowed chairs and three of the lectureships have been matched by the state of Oklahoma.

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*To date, Northwestern's endowed accounts total twenty-two endowed chairs, one professorship and five lectureships. The University's endowed chairs represent the most of any institution in the state apart from the two research institutions.*

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

**Table 5.4: Endowed Chairs, Professorships and Lectureships Positions**

Endowed Chairs, Professorships and Lectureships Positions		
	Matched	Unmatched
<b>Endowed Chairs</b>		
Charles Morton Share Chair in Education	X	
Pearl Louise Marlatt Walch Alumni Chair in Business	X	
Jake and Jayne Lindsay Chair in Natural Science	X	
Bert H. Mackie Chair in Business	X	
Harold G. Hamm Chair in Business	X	
Brud Baker Chair in Business	X	
Janet Hart Cordell Chair in Nursing	X	
Dan L. Dillingham Chair in Business	X	
James Douglas Frantz Chair in Business	X	
Senator Ed Long Chair in Education	X	
John K. Martin Chair in Business	X	
Citizens of Enid Chair in Psychology	X	
Citizens of Enid Chair in Social Work	X	
J.T. and Jayne Lindsay Chair in Social Work	X	
Dorothy J. Reichenberger Chair in Music	X	
Dr. Anna B. Fisher Chair in Biology	X	
William Donald Campbell Family Chair in Agriculture	X	
Wisdom Family Foundation Chair in Agriculture	X	
Grace V. Wisdom Chair in Visual Arts	X	
Ryerson Family Chair in Business	X	
Grace V. Wisdom Chair in Visual Arts II		X
Donovan Reichenberger Chair in Theater		X
<b>Endowed Professorship</b>		
Jake and Jayne Lindsay Professorship in Health & Sports Science Education	X	
<b>Endowed Lectureships</b>		
Marvel/Smith Academic/Performance Enrichment Lectureship	X	
Helen Irene Patterson Lectureship in Music	X	
Gwendolyn Hollis Anderson Faculty Development Lectureship		X
Masonic Institute for Citizenship Studies Lectureship		X
Stock Exchange Bank/Bruce and Sheryl Benbrook Lectureship in Business		X

Source: NWOSU Foundation



## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

The Northwestern Foundation provided approximately \$230,000 in scholarship support during FY2013. In addition, the University benefits from a one-half cent economic development sales tax from the city of Alva that supports new Northwestern students with the stipulation they must attend the Alva Campus and live within the city limits of Alva. The University considers the Alva sales tax incentives a distinctive advantage, since it is the only such program in the state. Over the past several years, increasing sales tax collections have made more funds available to freshmen and transfer students. Table 5.5 reflects the funds available and spent during the past six years. Money collected in one year becomes available to spend the following fiscal year along with any carryover funds.

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*The University considers the Alva sales tax incentives a distinctive advantage, since it is the only such program in the state.*

**Table 5.5: City of Alva Sales Tax Incentive Collections and Expenditures, FY2008 through FY2013**

City of Alva Sales Tax Incentive Collections and Expenditures FY2008 through FY2013		
	City of Alva Tax Collections	Scholarship Payments
FY2008	\$ 369,008	\$ 387,383
FY2009	\$ 408,641	\$ 424,090
FY2010	\$ 384,398	\$ 435,124
FY2011	\$ 388,456	\$ 396,854
FY2012	\$ 497,855	\$ 427,532
FY2013	\$ 696,550	\$ 477,256

Source: Revenue [Reports from City of Alva Sales Tax Collections](#)

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

The Composite Financial Index (CFI) serves as one indicator of the financial strength of an institution. The CFI allows for a weighted approach using the following ratios: primary reserve, net operating revenues, return on net assets, and viability. Table 5.6 lists the four ratios and the CFI for NWOSU for the last four years.

**Table 5.6: Composite Financial Index Ratios, FY2010 through FY2013**

Composite Financial Index Ratios FY2010 through FY2013					
	Primary Reserve Ratio	Net Operating Revenue Ratio	Return on Net Assets Ratio	Viability Ratio	Composite Financial Indicator (CFI)
FY2010	0.08	0.01	0.13	0.25	1.8
FY2011	0.18	0.32	0.13	0.59	2.5
FY2012	0.13	(0.09)	0.04	0.49	0.8
FY2013	0.18	(0.03)	0.04	0.67	1.2

Source: [HLC Institutional Update for Financial Ratios](#)

Northwestern's CFI falls in acceptable ranges with the exception of FY2012. Unexpected heating and air conditioning expenses and an enrollment decline caused the CFI to fall below 1.0 at the end of that year. Immediate steps to remedy the situation occurred, resulting in improvement in the CFI for FY2013. Mid-year projections point to an even stronger CFI in FY2014.

Particular attention should focus on the University debt position. For example, in FY2013, Northwestern's [debt reported on financial statements](#) was \$9.2 million. Northwestern services only \$2.4 million of that debt while the state of Oklahoma services the other \$6.8 million. The Government Accounting Standards Board (GASB) requires that all of this debt be recorded on Northwestern's financial statements even though the responsibility for almost 74 percent of the debt resides with the state instead of with NWOSU. This situation tends to negatively skew ratio analysis for Northwestern.

Financial resources, although tight, adequately allow the University to meet its Mission. The strength of the Northwestern Foundation and the support of its three communities provide NWOSU flexibility that it would not otherwise enjoy. Northwestern prides itself on following rigorous procedures to maintain financial records. University external audits have listed no findings for almost two decades.

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*Northwestern prides itself on following rigorous procedures to maintain financial records. University external audits have listed no findings for almost two decades.*

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### Human Resources

As with any higher education organization, employee wages and benefits constitute the largest percentage of the University budget. For Northwestern, salaries and associated benefits comprised 78.3 percent of [FY2014 budget](#) expenses. Table 5.7 reflects the number of faculty, exempt, and non-exempt employees for a five-year time span at Northwestern.

**Table 5.7: Employee Count, FY2009-FY2013**

Employee Count FY2009 through FY2013					
	FY2009	FY2010	FY2011	FY2012	FY2013
Faculty	80	84	84	88	90
Exempt	79	78	81	80	86
Non-Exempt	88	85	81	81	79
TOTAL	247	247	249	249	255

Source: [Employee Count Sheets](#)

Table 5.7 shows an increase of full-time faculty positions over the past five fiscal years. Several academic areas benefiting from increases in faculty include business, nursing, agriculture education, and visual arts. External funding for several of the new faculty positions resulted from collaborative efforts between the University and the private sector. In addition to the increase in faculty positions, Northwestern has re-evaluated several exempt and non-exempt positions over the five-year period in an effort to best utilize human resources. Four full-time non-exempt positions were eliminated; however, the University added a Service Learning Coordinator and a secretary for Title III. The new Title III grant also added three exempt positions, and the NCAA transition required the addition of two coaches and two associate athletic directors.

In an effort to attract and retain qualified applicants, Northwestern provides an attractive fringe benefit package to all full-time employees. In addition to mandatory payroll requirements, Northwestern provides health and vision insurance; Oklahoma Teachers Retirement System (OTRS); vacation for staff; sick leave; free access to the wellness center for employee, spouse, and children; and waiver assistance to employee, spouse, and children.

During the past few years, the increasing oil and natural gas activity in western Oklahoma has created some difficulty in attracting and retaining employees. Northwestern makes every effort to provide a competitive salary for all open positions as well as long-term employees at the University.

Evaluation of faculty and staff salaries is an on-going process with senior administration at Northwestern. The RUSO institutions provide one avenue for comparison.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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Table 5.8 shows by rank the average faculty salary for the RUSO system.

**Table 5.8: RUSO Average Faculty Salary by Rank**

RUSO Average Faculty Salary by Rank							
Professor		Associate Professor		Assistant Professor		Instructor	
UCO	\$ 77,722	UCO	\$ 63,374	UCO	\$ 59,200	SWOSU	\$ 49,972
SWOSU	\$ 76,177	SOSU	\$ 61,193	SOSU	\$ 52,799	ECU	\$ 41,391
NSU	\$ 69,908	SWOSU	\$ 60,795	SWOSU	\$ 49,054	UCO	\$ 40,887
SOSU	\$ 69,232	NSU	\$ 56,178	NSU	\$ 48,233	SOSU	\$ 40,870
ECU	\$ 65,905	NWOSU	\$ 55,443	NWOSU	\$ 47,978	NWOSU	\$ 40,126
NWOSU	\$ 63,623	ECU	\$ 53,713	ECU	\$ 47,879	NSU	\$ 38,143

Source: [OSRHE Salaries in the Oklahoma State System of Higher Education 2010-2011](#)

Northwestern salaries rank the lowest at the Professor level. For FY2014, an increase was made to the faculty salary schedule for the rank of Professor in an effort to help offset this gap in average pay. Northwestern seeks to increase the faculty base for all ranks as future funds become available.

In addition to faculty salary comparisons, Northwestern is also sensitive to entry-level positions across the campus. Table 5.9 provides a comparison for five entry-level salaries among RUSO institutions.

**Table 5.9: RUSO Average Salary - Entry Level Positions**

RUSO Average Salary for Entry-Level Positions									
Custodian		Entry Level Secretary		Police Officer		Grounds		Financial Aid Counselor	
UCO	Outsourced	UCO	\$23,767	UCO	\$31,634	UCO	\$21,424	UCO	\$34,798
SWOSU	\$18,720	SWOSU	\$18,720	ECU	\$26,008	SWOSU	\$19,760	SWOSU	\$28,900
NSU	\$18,000	SOSU	\$18,408	SOSU	\$24,960	NSU	\$18,000	ECU	\$27,810
ECU	\$18,000	NSU	\$18,000	NSU	\$24,600	ECU	\$18,000	SOSU	\$27,000
NWOSU	\$17,400	ECU	\$18,000	SWOSU	\$24,300	NWOSU	\$17,800	NSU	\$25,920
SOSU	\$15,782	NWOSU	\$17,400	NWOSU	\$21,400	SOSU	\$16,328	NWOSU	\$22,000

Source: Salaries provided by direct contact with each RUSO business officer ([Regional University System of Oklahoma](#)) 2013-2014

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### Physical Infrastructure

Northwestern's physical infrastructure, consisting of more than 470 acres and 39 buildings located in Garfield, Woods and Woodward counties in northwest Oklahoma, sufficiently supports its operations. The main campus, located in Alva, spreads over 104 acres located along the main thoroughfare of town. Twenty-seven buildings make up the main campus with five additional buildings located on the school farm approximately five miles from the main campus. The Enid and Woodward locations, both branch campuses, consist of a single building for all instructional and administrative services. The Enid and Woodward campuses reside on 25 and 10 acres respectively.



Herod Hall

The main campus experienced cycles of building activity over the decades. The Fine Arts Building, built in 1907, houses student services, the Fine Arts program, faculty offices, and administrative offices. Herod Hall, circa 1924, houses the senior administration as well as business, registry, and financial aid functions. Also during the 1920s, the University constructed Wyatt Gymnasium, now converted to the Student Center. The 1930s saw the addition of Jesse Dunn, Carter Hall, Joe. J. Struckle Education Center, Shockley Hall, and Vinson Hall. No additional construction occurred until the 1950s when the Industrial Education Building and Percefull Fieldhouse were added. During the 1960s, a great deal of construction occurred on the Alva campus, including the Science Building, J. W. Martin Library, Health and Sports Science Education Building, physical plant headquarters, cafeteria, four dormitories, and the athletic press box. The University purchased land and constructed facilities for a school farm to be used as a learning laboratory for the agriculture program in the 1980s. A significant addition to the campus occurred in 2000 with the construction of the J. R. Holder Wellness Center.

New buildings added since the last Higher Learning Commission visit include the Wisdom Family Agriculture Education Complex, the building to house the Woodward campus, and a motor pool shed. Northwestern's 2007-2008 mini-campaign, Vision for Victory, raised nearly \$3 million for a new football locker room facility and a renovated

baseball facility, Myers Stadium. In 2012, the Oklahoma National Guard deeded its Armory to Northwestern. The University utilizes this facility for maintenance and athletic purposes. Another private gift to the Northwestern Foundation furnishes land and facilities for the Northwestern Rodeo Team.

Significant renovations during this time period include two academic buildings, the Health and Sports Science Education (HSSE) Building and the Science Building. The HSSE Building renovation reclaimed space from a former swimming pool and converted it to faculty offices, a classroom, and a student lounge area. The Science Building received a total renovation of all offices, classrooms, and laboratory spaces. The University, in conjunction with its food service and

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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bookstore partners Chartwells and Follett, also completed extensive renovation of the Coronado Cafeteria and the Student Center. Additional upgrades to facilities include:

- Replacement of multiple HVAC units
- Addition and upgrade of lighting across campus
- Addition of turf to the baseball field at Myers Stadium
- Addition of lighting to baseball and intramural complexes
- Replacement of elevator in the Fine Arts Building
- Addition of elevator in the Science Building
- Renovations of various areas in dormitories
- Upgraded bathrooms in Jesse Dunn
- Replacement of sidewalks
- Upgrades to locker rooms in Percefull Fieldhouse
- Upgrades to various offices and classrooms around campus
- Replacement of roofs on several campus buildings



People eating in the dining area of Coronado Cafeteria.

Each year Northwestern updates a [Long-Term Capital Planning Commission report](#) and submits it to the RUSO Board as well as to the Oklahoma Office of Management and Enterprise Services (OMES). The Plan projects all long-term capital needs of the institution in priority order along with possible funding sources. Northwestern funds most of its capital improvements from school land monies, state bond issues, or private donations.

### Technological Infrastructure

Technology plays a vital role in accomplishing the Mission of NWOSU allowing faculty and staff members to efficiently and effectively meet job demands with up-to-date computers and software. In addition to faculty and staff computers, the University's Information Technology (IT) Department maintains 18 computer labs for students across its three campuses with more than 250 computers and 135 virtual desktops. Microsoft Office serves as the University standard with each lab also having specific software installed to meet the lab's purpose. Computers for student use remain in labs for three years, with approximately one-third of the computers replaced annually. IT staff members recondition and reassign lab computers to faculty and staff offices after three years of use. Northwestern retires most computers after six years of use. Technology service fees help fund the purchase of computers and software.

Interactive Television (ITV) serves as a technological tool to provide instruction among the three NWOSU campuses as well as other locations throughout northwest Oklahoma. Northwestern currently operates 20 fully equipped, high-definition ITV studios. Studio equipment includes a high-definition H.323 Codec, multiple high-definition flat panel televisions, two high-definition cameras, a document camera, a VCR/DVD, a computer, a SMART Board, and an easy-to-use touch panel control interface. Much of the funding for the ITV systems came from multiple grants from the United States Department of Agriculture (USDA) to assist NWOSU in providing educational opportunities to partner schools in rural Oklahoma.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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In addition to SMART technology associated with ITV, approximately 34 independent SMART classrooms serve faculty members and students across the three campuses. A SMART room consists of a SMART Board, a projector, and a computer. Twenty-five physical servers and fourteen virtual servers anchor NWOSU's technological network. An extensive fiber optic network connects buildings at the main campus in Alva. A 100Mb Virtual Private Network (VPN) using the state of Oklahoma's telecommunications provider, OneNet, interconnects all three campuses.

### Resource Allocation to Educational Purposes

Northwestern allocates appropriate funding to its educational purposes and uses its Strategic Plan, [Rising Above](#), to help guide resource allocation. The University uses an inclusive budgeting process to ensure that Strategic Directions receive priority in funding. The addition of a service learning coordinator serves as an example of resource allocation directly related to an action detailed in the University Strategic Plan. Another example of strategic-driven decision-making relates to the addition of online programs in nursing and business.

All areas of the University, including academic affairs, business affairs, student affairs, intercollegiate athletics, and university relations, directly or indirectly support the educational purposes of the institution. The [Northwestern Foundation](#), while a separate entity, supports the Mission of the University as explained previously. Table 5.10 shows the actual expenditures by function for Educational and General Part I over the last five years.

[FY2013](#) shows a slight decrease in instruction and an increase in student services as a result of a change in function reporting for salaries and benefits of athletic coaches. Historically, the University reported a majority of coaches' salaries and benefits in instruction; however, beginning in FY2013 the budget reflects a majority of coaches' salaries and benefits in student services. To promote transparency, the University made this change to more accurately portray the percentage of coaches' time actually spent in classroom instruction. In FY2012, NWOSU reallocated a faculty position assigned to public service back to instruction in the Division of Business. Supported by grant funding, the Small Business Development Center offers most of the same services previously provided by the faculty member.

**Table 5.10: Educational and General Part I, FY2009-FY2013**

	FY2009		FY2010		FY2011		FY2012		FY2013	
	Dollar Amount	Overall Percentage	Dollar Amount	Overall Percentage	Dollar Amount	Overall Percentage	Dollar Amount	Overall Percentage	Dollar Amount	Overall Percentage
Instruction	8,811,954	42.2%	9,167,525	43.1%	9,930,358	43.9%	10,175,098	44.5%	10,171,723	42.7%
Research	89,889	0.4%	97,049	0.5%	102,262	0.5%	88,479	0.4%	100,274	0.4%
Public Service	150,812	0.7%	153,772	0.7%	127,229	0.6%	20,411	0.1%	729	0.0%
Academic Support	1,592,112	7.6%	1,607,347	7.6%	1,658,180	7.3%	1,626,673	7.1%	1,704,182	7.2%
Student Services	2,449,145	11.8%	2,409,863	11.3%	2,570,819	11.4%	2,878,175	12.6%	3,374,689	14.2%
Institutional Support	1,609,436	7.7%	1,589,330	7.5%	1,640,221	7.2%	1,668,974	7.3%	1,665,728	6.9%
Operation of Maint & Plant	2,992,597	14.3%	2,806,768	13.2%	2,860,944	12.6%	2,935,650	12.9%	2,896,983	12.2%
Scholarships & Fellowships	3,163,833	15.3%	3,427,428	16.1%	3,751,468	16.5%	3,447,790	15.1%	3,910,807	16.4%
Function Total	\$20,859,778	100.0%	\$21,259,082	100.0%	\$22,841,481	100.0%	\$22,841,250	100.0%	\$23,825,115	100.0%

Source: [SRA-6 Expenditure Reports for OSRHE](#)

## Criterion Five: Resources, Planning, and Institutional Effectiveness

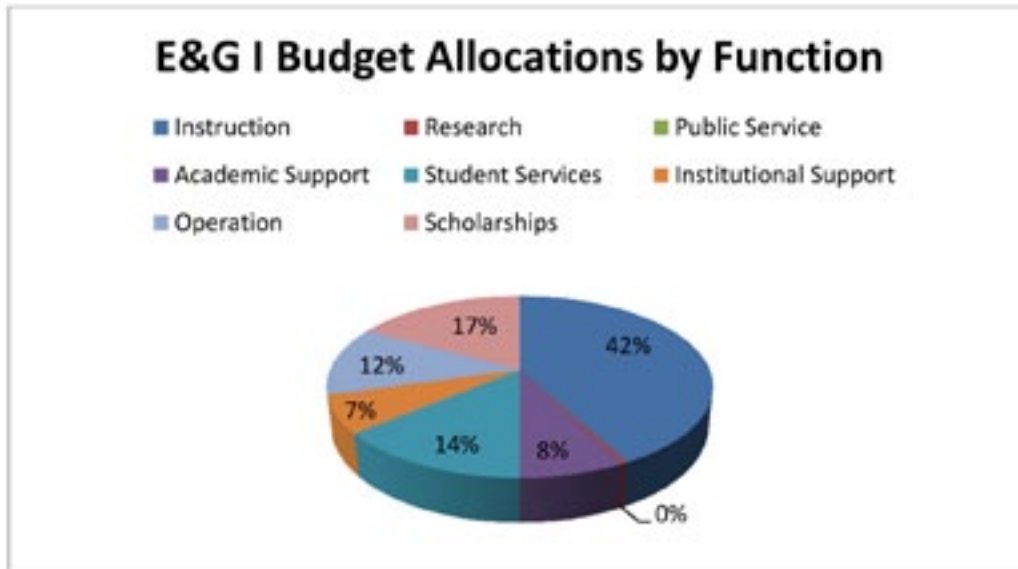
*The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

### Realistic Goals in Light of the Institution's Organization, Resources, and Opportunities

A commitment to providing quality educational and cultural opportunities to learners with diverse needs anchors Northwestern's Mission Statement. The University's Vision Statement ratifies that commitment indicating "Northwestern aspires to be a vibrant innovative regional university of choice." Three of the five Strategic Directions in the University's [Strategic Plan](#) focus on student learning and success: 1) providing a broad-based and purposeful collegiate experience to foster critical thinking, ethical leadership, and cultural, social, and academic literacy; 2) enhancing the activities and abilities of faculty in teaching, scholarship, and service, and 3) upgrading infrastructure to provide a safe learning environment. The remaining two Strategic Directions in the Strategic Plan provide ancillary goals of 1) building partnerships and alliances with groups and individuals who support the Mission and Vision of the University and 2) fostering student enrollment growth through an enrollment management plan.

As an institution focused primarily on student learning and success, Northwestern commits the majority of its resources to instructional purposes. A streamlined organizational structure allows the bulk of funded positions to be assigned to instruction, academic support, and student services. The University's [organizational chart](#) reflects the streamlined administrative structure, with one president, two vice presidents, one associate vice president, two campus deans, two academic deans, one dean of student services and enrollment management, and one athletic director. This structure allows for efficient operations with minimal bureaucracy, and means that institutional support accounts for only 7 percent of the E and G Part I budget as shown in Chart 5.7. Instruction accounts for the largest percentage of the budget. In the current fiscal year budget, instruction accounts for 42 percent of total budget allocations.

**Chart 5.7: E&G I Budget Allocations by Function**



Source: [University Budget FY2014](#)



## Criterion Five: Resources, Planning, and Institutional Effectiveness

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Northwestern capitalizes on opportunities in the state and in local communities to support its educational purposes.

Through a matching program with the OSRHE, generous individual donors and the city of Enid have provided 28 endowed accounts at the institution. The communities of Woodward and Ponca City both furnish funds for nursing faculty positions. The city of Alva provides scholarship support for first-time students at the institution through a one-half cent sales tax.

As the primary provider of higher education in the northwest quadrant of the state, Northwestern capitalizes on opportunities to provide education to outlying communities through [concurrent enrollment](#) of public school students. In 2012, the University constructed a new ITV studio on the Alva campus devoted specifically to this endeavor. This studio not only provides higher education opportunities to remote locations, but also generates additional enrollment opportunities for the institution, as indicated earlier in [Table 4.5. in Criterion 4.](#)

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*Through a matching program with the OSRHE, generous individual donors and the city of Enid have provided 28 endowed accounts at the institution. The communities of Woodward and Ponca City both furnish funds for nursing faculty positions. The city of Alva provides scholarship support for first-time students at the institution through a one-half cent sales tax.*

### Appropriately Qualified Staff

The Human Resources Office maintains a detailed job description that lists minimum qualifications for each position. Background and reference checks occur for all new employees. In an effort to seek qualified applicants and develop a diversified applicant pool for employment [vacancies](#), the University uses several print and online methods. The University's website lists all vacancies with announcements detailing the duties of the position as well as the requirements for employment. For support staff positions, Northwestern advertises in local print media in Alva, Enid, and Woodward and, depending on the nature of the vacancy, also uses the state's two major daily newspapers, *The Oklahoman* and the *Tulsa World*, along with Oklahoma Job Match. The athletic department posts vacancies on the NCAA website. The University conducts national searches for faculty and key administrative positions using *The Chronicle of Higher Education* and HigherEdJobs.com. More details about faculty credentials and the hiring process can be found in [Criterion 3.](#)

Once Northwestern hires faculty and staff members, it offers orientation to new employees. Once a year, the Staff Council provides a [one-day orientation](#) for new staff. One week prior to the beginning of the fall semester, the Faculty Development Advisory Board coordinates a [three-day orientation](#) for new faculty members. Both of these sessions provide a wide range of topics geared to help each new employee become familiar with the culture of the University, services offered, and key locations across the University.

Students receive support from qualified professional and classified staff members. Of the approximately 75 professional staff members, more than 85 percent hold doctoral, master's, or bachelor's degrees. Almost 43 percent of classified staff members at NWOSU hold either master's or bachelor's degrees. To encourage staff degree completion, the University offers a tuition assistance program to all full-time employees and also extends the program to spouses and children of employees.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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Northwestern benefits not only from stability represented by a number of seasoned professionals on its Senior Staff, but also from new perspectives provided by younger members, as indicated in Table 5.11. Senior Staff members contribute 183 years of combined experience at the institution, with a total of 88 years in their present positions.

**Table 5.11: Senior Staff**

Senior Staff		
Title	Years at the University	Years in the Present Position
President	34	8
Executive Vice President	29	12
Vice President for Administration	23	8
Associate Vice President for University Relations	18	18
Dean of Student Affairs and Enrollment Management	7	1
Dean of Arts and Sciences	31	15
Dean of Professional Studies	3	2
Dean of Enid campus	17	3
Dean of Woodward campus	18	18
Director of Athletics	3	3

Source: Human Resource Office

### Training and Professional Development

The [RUSO Office](#) serves as a valuable resource for faculty and staff training. The Board's legal counsel provides the following on-site presentations: Respectful Workplace; Record Retention, Disclosure and Destruction; and Law in the Resident Hall. The University also partners with the local career technology center on some training topics related to physical plant and safety issues. A complete discussion of faculty training and professional development occurs in [Criterion 3](#).

Training occurs through many avenues. Additional training opportunities for staff members include workshops held in conjunction with Assessment Day. Topics presented include motivation, working with the millennial generation, and stress management. The Dean of Student Affairs and Enrollment Management, along with the Director of Human Resources, presents training topics to student assistants and residence hall supervisors on an annual basis. Webinars and professional development opportunities funded by Title III provide another avenue of training available for staff members.



RUSO Board Legal Counsel Charlie Babb presents "Respectful Workplace" to University employees.

Staff offices receive budget allocations each year for professional development. Most staff professional development centers on training sponsored by professional organizations. The extensive NCAA training provided to athletic administrators and coaches provides an illustration. The University encourages travel to professional meetings and

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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provides travel funds to meet expenses. Numerous [training and professional development opportunities](#) have been attended by staff members during the last three years.

### Process for Budgeting

Northwestern's budgeting process encompasses all areas of the University. Early each spring meetings occur with budget administrators or supervisors and the Executive Vice President, Vice President for Administration, and the Dean of Student Affairs and Enrollment Management. These administrators discuss current year budgets and expenditures as well as upcoming needs for the next fiscal year. During late March or early April, the President leads formal budget hearings that are open to the campus community. Budget administrators present needs for the upcoming fiscal year with new budget requests referenced to a Strategic Direction listed in Northwestern's [Strategic Plan](#). During this same time period, members of the University Senior Staff meet with student leadership, most notably the [SGA](#), to discuss possible tuition and mandatory fee increases if applicable.

The Oklahoma State Legislature traditionally makes final state appropriation decisions for higher education to the [OSRHE](#) during the month of May. The OSRHE allocate funds to each institution at which time Northwestern receives its official budget allocation for the upcoming year. The President, Executive Vice President and the Vice President for Administration finalize budget priorities and tuition and mandatory fee amounts for the new fiscal year. The President formally presents the budget to the [RUSO Board](#) and submits it to the OSRHE along with tuition and mandatory fees requests.

Once budget approval occurs by both the RUSO Board and the OSRHE, the Vice President for Administration provides each budget administrator a new fiscal year budget for the upcoming year. The Vice President for Administration meets with senior level budget administrators including academic deans, the Director of Information Technology, the Director of Athletics, and the Director of Physical Plant to discuss allocations.

### Process for Monitoring Expenses

Monitoring of budget expenses occurs continually throughout the fiscal year at the department, dean, vice president, and University level. The University comptroller generates monthly expense reports for each budget administrator. The Vice President for Administration investigates variances and takes appropriate corrective action.

The Vice President for Administration monitors monthly revenue reports for each fund, comparing current and prior years and presents regular briefings to the University President concerning the financial status of the institution. During recent periods of declining state appropriations, Northwestern examined the budgeting and expenditure process more closely. Once a position is vacated, the University evaluates the need to fill the vacancy. As a result, the University eliminated four full-time staff positions and restructured several others.

The OSRHE requests that each public institution tracks areas of cost savings. Notable [savings reported](#) include the salaries and benefits of four employees totaling \$158,000 annually. The University also experienced savings of \$188,000 over a five-year period by purchasing natural gas from the Commissioners of the Land Office. In 2003, Northwestern completed an energy retrofit to upgrade HVAC and lighting across the Alva campus. Energy savings to date amount to approximately \$1.7 million. Over the past five years, Northwestern saved nearly \$1.2 million in information technology by taking advantage of educational purchasing discounts.

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*In 2003, Northwestern completed an energy retrofit to upgrade HVAC and lighting across the Alva campus. Energy savings to date amount to approximately \$1.7 million. Over the past five years, Northwestern saved nearly \$1.2 million in information technology by taking advantages of educational purchasing discounts.*

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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# Resources, Planning and Institutional Effectiveness: 5.B.

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

Northwestern functions under the state coordinating board for higher education, the [Oklahoma State Regents for Higher Education](#) (OSRHE), and its governing board, the [Regional University System of Oklahoma](#) (RUSO). OSRHE provides the legal and constitutional authority for all state institutions of higher education in Oklahoma. OSRHE guidelines encourage well-defined mission statements that meet educational standards, but recognize unique circumstances of individual institutions. Various policies and procedures ensure that Northwestern maintains a focus on mission and function. Decision-making at the institution occurs after input from different stakeholders within the University, including faculty, staff, and students. The organizational structure of the institution relies on a hierarchical and methodical line of communication with sensitivity to all constituents.

### Engaging Internal Constituencies

#### Governing Board

RUSO serves as the governing body for Northwestern, hiring and reviewing the performance of the President, approving budgets and personnel decisions, and providing oversight of academic affairs, the physical plant, and campuses. The [RUSO mission and philosophy](#) correlate with the Vision and Mission of Northwestern.

#### Committees and Task Forces

Northwestern uses a well-defined committee structure to govern the University. The Executive Vice President, using recommendations from the Faculty Senate, appoints faculty committees at the beginning of each fall semester. These faculty committees assist in the oversight of important institutional functions, such as academic affairs, assessment and institutional effectiveness, diversity, general education, and student affairs. Student representatives also serve on several of these committees. A complete [list of standing committees](#) and their members resides on the University web site. The functions and responsibilities of these various committees are clearly defined in the [Faculty Handbook](#).

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*These faculty committees assist in the oversight of important institutional functions, such as academic affairs, assessment and institutional effectiveness, diversity, general education and student affairs. Student representatives also serve on several of these committees.*

Periodically, the need arises for a special committee or task force to study and make recommendations on a special topic or issue. By their nature, these special committees or task forces serve for a designated period of time and then disband when no longer needed. The Salary Task Force that met to make recommendations on a faculty salary schedule provides an example. The President, with input from the Faculty Senate, appoints members to special committees or task forces.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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

### Faculty Senate

The [Faculty Senate](#) encourages, promotes, and channels faculty participation in the shaping of University policy. The Faculty Senate exercises three objectives in the context of recommendations: (1) to provide the faculty and administration with a means to identify and consider issues related to academic excellence and personnel policies, and a vehicle by which to recommend solutions to those problems when they arise; (2) to provide the faculty and administration a forum for communication; and (3) to provide for greater utilization of creative and innovative faculty resources ([Faculty Handbook](#)). The Faculty Senate recommends all standing committees to the Executive Vice President for final approval, except for the Graduate Committee and Teacher Education Committee. NWOSU's Faculty Senate comprises 10 senators: two represent the School of Arts and Sciences, two represent the School of Professional Studies, one represents the branch campuses, and five represent the University at large. The president, vice president, and secretary comprise Faculty Senate officer positions. The Faculty Senate President and Vice President meet with the University President and Executive Vice President on a regular basis to facilitate communication between faculty and administration.

### Professional Staff Council

The Professional Staff Council (PSC) serves as the representative body of professional exempt employees at Northwestern and participates in the formulation of policies affecting such employees. The University formed the Council to complement the already established Staff Council described below, thus ensuring all staff members have a voice in institutional governance. The PSC holds and [documents biannual general meetings](#) enabling exempt employees to make recommendations to the administration of the University. A chair, chair-elect, secretary, and five representative members from the exempt staff comprise the PSC's elected executive committee. The past chair serves as a member of the executive committee for one year after his or her term expires. The Northwestern President meets with the PSC at least once a year and with the chair as needed.

### Staff Council

The [Staff Council](#) enables non-exempt employees to participate in the achievement of the goals of Northwestern by offering meaningful involvement and participation in University policies. During the 2004 self-study for the Higher Learning Commission of the North Central Association, the University identified a need for staff representation in decision-making. Based on this observation, the University created a council to represent non-exempt employees. Elected executive officers, the chair, chair-elect, secretary, and four representative members from non-exempt staff, serve the Staff Council. The past chair serves as a member of the executive committee for one year after his or her term. The Staff Council holds biannual general meetings that enable non-exempt employees to make recommendations to the University's administration. Administration requests input from the Staff Council on items such as designation of days off for holidays and the implementation and continuation of a four-day work week during June and July. Once a year, the Staff Council coordinates an orientation for new staff, both exempt and non-exempt. In addition, the Council conducts other projects such as Spring Cleanup Day



Students and employees take part in the Staff Council's annual Spring Cleanup Day event.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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on campus prior to the Spring Alumni Reunion. The Northwestern President meets with the Staff Council at least once a year and with the chair as needed.

### **Students**

The [Student Government Association](#) (SGA) represents the interests of the student body. Each spring, the student body elects officers for the upcoming academic year. The SGA holds regular semimonthly meetings with the Dean of Student Affairs and Enrollment Management serving as the University liaison. The Northwestern [Enid Leadership Council](#) and the [Woodward Leadership Advisory Board](#) coordinate student activities at the branch campuses. The campus deans serve as liaisons with the University. Each leadership group receives specified fees for student events and activities. Members of Northwestern's administration make every effort to attend meetings when possible. Each spring, the President and Vice President for Administration meet with these groups regarding the upcoming budget process and any possible increases in tuition and mandatory fees. SGA and branch campus leadership groups make recommendations to the administration concerning policy.



Student Government Officers for 2013-14

### **Senior Staff**

The [senior management team](#) at Northwestern consists of 12 members: the President, Executive Vice President, Vice President for Administration, Associate Vice President for University Relations, Dean of Student Affairs and Enrollment Management, Dean of Arts and Sciences, Dean of Professional Studies, Dean of the Enid Campus, Dean of the Woodward Campus, Director of Athletics, CEO of the Northwestern Foundation, and the Administrative Assistant to the President. Senior Staff meets formally on a monthly basis to oversee the operations of the University by setting policy and implementing initiatives of the Strategic Plan. Members of this group routinely attend various committee meetings held in conjunction with the other groups described earlier.

### **Knowledgeable and Active Governing Board**

The Board of Regents of Oklahoma Colleges was created on July 6, 1948, to govern the six regional universities in Oklahoma, commonly known as the compass schools, including Northwestern Oklahoma State University along with Northeastern Oklahoma State University, Southwestern Oklahoma State University, East Central University, Southeastern Oklahoma State University, and the University of Central Oklahoma. On July 1, 2006, the Board of Regents of Oklahoma Colleges changed its name to the [Regional University System of Oklahoma](#) (RUSO). The RUSO Board consists of nine members serving nine-year staggered terms. The Governor appoints, with confirmation of the Senate, eight of the nine positions to represent various geographical regions of the state; the elected State Superintendent of Public Instruction serves as the ninth member. Following their appointment to the RUSO Board, members attend an orientation program to learn the duties and responsibilities of Board members.

The President attends all Board meetings held throughout the year, typically seven. The Executive Vice President and Vice President for Administration attend committee meetings and the Board meetings as needed. These individuals provide input to the Board upon request throughout the year. NWOSU hosts one Board meeting each year, traditionally on the

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Alva campus, although both the Enid and Woodward branch campuses have also hosted. During these meetings, Regents often tour the campus and facilities.

In preparation for committee and Board meetings, the University submits agenda items and other requested information. RUSO committees evaluate submitted documentation and make recommendations to the full Board. Six committees that typically meet the day prior to the general Board meeting include academic affairs, audit and finance, building, personnel, policy and procedure, and system advancement. Except for informational items, the business of the University often falls under one of the committee designations. The President formally presents the agenda items and answers any questions Board members may have.

At least two Board meetings each year focus on special topics. In June, Northwestern presents its budget for the new fiscal year. University personnel explain the highlights of the proposed budget and field questions from the Board. At the same time, the University proposes tuition and mandatory fees increases along with room and board increases if appropriate. At another meeting, the Board conducts an evaluation of the University President. The evaluation process involves gathering information through online surveys sent to students, faculty, and staff asking questions related to the University and the President's management and leadership. In addition, the President presents institutional accomplishments for the past year.

In addition to regular agenda submissions, Northwestern also submits several reports to the RUSO office for distribution to the Board members. NWOSU submits semiannual [Sources and Uses Reports](#) showing expenditures and revenues and submits [Quarterly Out-of-State Travel](#) and [Employee Turnover Reports](#). Each fall, University personnel meet with the Audit and Finance Committee to review and discuss the [external audit](#). Board members also receive copies of the [annual internal audit](#) and an [expenditure audit](#) conducted by the Oklahoma Management and Enterprise Services Office. Additionally, RUSO oversees the accountability of the University through review of accrediting reports, evaluation of academic program reviews, and examination of all pertinent institutional reports, and takes action to make sure the University complies with RUSO policy.

### Involvement Of Internal Constituents In Setting Academic Requirements

Northwestern, in setting academic requirements, policies, and processes involves administration, faculty, staff, and students. [Senior Staff](#) serves as the administrative body through which all recommendations flow and meets monthly to take action on recommendations. Exempt and non-exempt staff members often recommend processes for implementing academic requirements and policies. As an example, Registry Office staff annually assists in updating the undergraduate catalogue and develops processes for admission, enrollment, grade submission, and degree audits.

Following the initial year of employment, each faculty member serves on a [standing committee](#) or has a special assignment. Several committees instrumental in setting academic requirements, policies, and processes follow.



**Dr. Janet Cunningham provides a report during a meeting of the Regional University System of Oklahoma Board.**

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### Academic Affairs Committee

The [Academic Affairs Committee](#) monitors undergraduate (non-teacher education) programs and makes recommendations concerning these programs to the President of the University. Specific operations of the Academic Affairs Committee include:

1. studying and making recommendations relating to course offerings and major and minor requirements;
2. studying and making recommendations concerning admissions, advanced placement, retention, probation, and graduation requirements;
3. studying and making recommendations relating to the academic advisement program;
4. studying and making recommendations relating to the student's evaluation of instructors in courses.

### Academic Affairs Appeals Committee

The [Academic Affairs Appeals Committee](#) makes recommendations to the Executive Vice President on academic appeals from current and former Northwestern students.

### General Education Committee

The [General Education Committee](#) performs the following functions:

1. periodically reviewing the mission and competencies of the general education program,
2. reviewing and approving all curriculum changes in general education,
3. reviewing assessment results for general education and making recommendations for any changes warranted by those results.

### Honors Committee

The [Honors Committee](#) advises honors students and designs courses that challenge these students to excel academically. The Committee consists of faculty members from both academic schools.

### Service Learning/Civic Engagement Committee (SL/CE)

The [SL/CE Committee](#), composed of faculty members, staff members, and students, promotes the concept of service learning to campus organizations and instructors. This Committee approves service learning activities for courses that require a service learning component. The Committee also monitors civic engagement activities that occur in co-curricular groups.

### Online Learning Committee

The [Online Learning Committee](#), consisting of faculty members, staff members, and administrators, oversees the University's online program. This



The Student Oklahoma Education Association was the recipient of the perSERVEring award for 2013 for the club member's efforts in the area of service.



## Criterion Five: Resources, Planning, and Institutional Effectiveness

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Committee recommends policy and approves new online courses with the intent of ensuring a quality online learning environment.

### **Teacher Education Committee**

The [Teacher Education Committee](#) recommends policy for Northwestern's undergraduate teacher preparation program. Committee recommendations become official policy when approved by the University President, RUSO, and OSRHE when appropriate.

### **Graduate Committee**

The [Graduate Committee](#) sets program goals, recommends policies, and facilitates continuous development and improvement of advanced programs. Specific duties of the Graduate Committee include:

1. supervising matters pertaining to the graduate program and the formulation of policy for the graduate program;
2. formulating aims and objectives of the graduate program and the design and content of the graduate curricula;
3. evaluating proposed requirements for programs submitted by the respective schools;
4. formulating policies for admission and retention in the graduate program;
5. formulating criteria and approval of faculty membership on the graduate faculty;
6. formulating policies to provide quality control of courses, faculty, and physical resources relative to the graduate program;
7. providing systematic and periodic opportunities for graduate students and the graduate faculty to evaluate the graduate program and to make recommendations for its further development;
8. formulating and recommending policy on expanding and upgrading degree programs, discontinuance of degree programs, or limitation on enrollment in degree programs;
9. long-range planning for the graduate program.

### **Academic Departments/Divisions**

Faculty members from all academic programs engage in active ownership of their respective majors through program modification and program review processes. Faculty members teaching in accredited academic programs recommend admission, retention, and graduation policies relative to standards of their accrediting agency. Chairs from each academic department/division meet regularly with the Dean within each academic school to review issues and make recommendations.

### **Student-Athlete Advisory Committee**

The [Student-Athlete Advisory Committee](#) (SAAC), comprised of members of NWOSU's athletic teams, represents the diverse interests of student-athletes to Northwestern Oklahoma State University's athletic administration, promotes community among all NWOSU student-athletes, fosters a commitment to service, and represents the NWOSU Athletics program locally and at the conference and national levels.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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The SAAC is responsible for:

1. serving as an advisory body in issues that relate to student-athlete welfare;
2. promoting awareness and understanding of athletic operations and procedures to other student-athletes and the campus community;
3. focusing on creating unity among the student-athletes;
4. reviewing potential NCAA legislation and its impact on the student-athlete;
5. advising the college of improvements in procedures that may be of benefit to student-athletic representatives;
6. serving as a communication link between student-athletes and the college's athletic representatives;
7. being involved in community engagement efforts;
8. such other functions as may be determined by the university administration or by the members of SAAC, with approval of university administration.



Student-athletes take part in a community service project of collecting non-perishable food for the local food pantry.

### **Student Advisory Boards**

Some academic programs, most notably nursing and business, convene student advisory boards in order to gather information related to the rigor and quality of their programs. Students serving on these boards often provide indirect qualitative measures that program faculty members can use to improve the curriculum. For example, in spring 2013, members of the Division of Business Student Advisory Board expressed the desire to enhance their writing capabilities. As a result, the business faculty met with representatives from [Write Experience](#) and decided to incorporate this tool into selected business courses.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

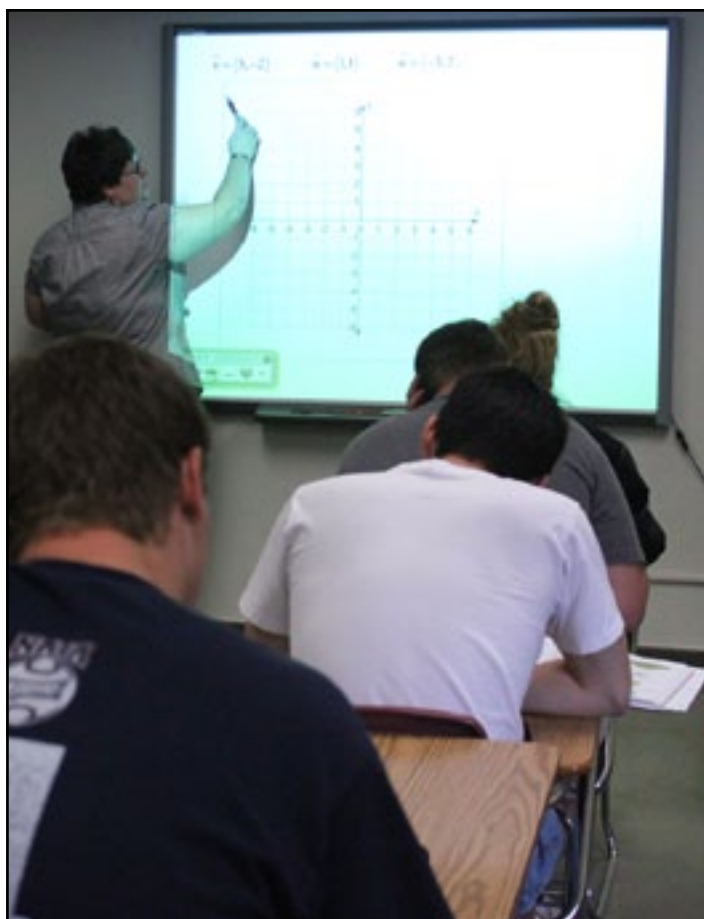
*The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

# Resources, Planning and Institutional Effectiveness: 5.C.

*The institution engages in systematic and integrated planning.*

### Resources Allocated in Alignment with University Mission and Priorities

Northwestern Oklahoma State University allocates resources to support and enable faculty, staff, students, administrators,



Faculty and students have access to a number of SMART Boards in classrooms throughout campus.

and other stakeholders to accomplish the institution's Mission and Strategic Directions. The University administration prepares an annual [budget](#) after receiving budget requests and input from all divisions, departments, and offices. Budget requests must be tied to the University Strategic Plan, [Rising Above](#). Budget hearings provide opportunities for budget administrators to present budget requests and discuss their alignment with the University's Mission and Strategic Directions.

During the budgeting process, the University ensures dedicated fees provide resources for appropriate areas. For example, Strategic Direction 1- Preparing Students for Success, lists as an action step, "Embrace existing and emerging technologies to provide relevant, accessible, and affordable education." The University expends technology services fees for up-to-date computer hardware and software, servers, SMART Boards, and other technology to enhance student learning. Northwestern's use of parking and safety fees to repair deteriorated sidewalks, upgrade campus lighting, and create new parking lots demonstrates appropriate use of dedicated fees and illustrates alignment with Strategic Direction 3 – Improving our Campuses.

### Linked Processes

Northwestern uses data from student and institutional assessment to drive planning and budgeting. Academic program modifications derived from program assessments

must account for resource allocation as part of the approval process for the OSRHE. [Institutional assessment plans](#) (visitor pass login is D78961F6) must include budget implications as part of the annual reporting process. In addition, the Vice President for Administration must file a [budget needs request](#) with the OSRHE office each year as part of the annual budgeting cycle.

As a prime example of how assessment has impacted budgeting, the University added two new faculty positions in FY2014 to meet demands for general education courses. This initiative allowed NWOSU to offer more sections of MATH 1513 College Algebra, and PHSC 1114 General Physical Science to meet enrollment demands.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### **Institutional Planning Process Encompasses Constituent Perspectives**

Northwestern has engaged in formal strategic planning for more than a decade. The initial formal strategic planning process started in 2000 as an initiative under the leadership of President Tom McDaniel. When President McDaniel left the University in 2001, the process stalled for a short time. Under the leadership of President Paul Beran, the process restarted and NWOSU unveiled its first formal Strategic Plan, *Building a Community of Learners*, in spring of 2003. Northwestern released a second Strategic Plan, [A Vision for Leadership](#), in 2007 under the leadership of current President Janet Cunningham. The Strategic Plan, [Rising Above: Strategic Plan 2011-2015](#), guides the University currently.

Widespread solicitation of input from internal and external stakeholders serves as the hallmark of each of the strategic plans. The University initiated the development of the current plan in 2010 with the aid of a 26-member [Strategic Planning Committee](#). The Committee included administration, faculty, staff, and student representatives serving with Dr. Stephen Reno, an external consultant with expertise in connecting strategic planning and accreditation planning. Dr. Reno, Chancellor Emeritus of the University System of New Hampshire, serves as an affiliate with Penson Associates, Inc.

[Rising Above](#) included a refined Mission Statement, a new Vision Statement, Core Values and five Strategic Directions. At the beginning and end of the process, the University held [stakeholder meetings](#) inviting all faculty members, staff members, and students to attend and discuss the proposed plan. Key external stakeholders from northwest Oklahoma also attended and provided invaluable input. The University unveiled the completed plan in 2011.

Northwestern reviews progress in meeting the outlined directions on an ongoing basis. University [Senior Staff](#) completes a formal review at its summer retreat each year. The President also presents a strategic plan update to the governing board, faculty, staff, and civic groups annually.

The [Strategic Plan](#) serves as the overarching structure for all University planning. As detailed in [Criterion 5.A.](#), the University utilizes a very inclusive budgeting process to determine the financial plan for the institution. Budget administrators gather input from faculty and staff members as they develop their budget requests. Students provide input for tuition and fee decision-making. Influential constituents, RUSO, and OSRHE approve the budget annually.

The University uses many other plans to ensure it meets the needs of students and accomplishes its Mission. Northwestern seeks input from internal and external constituents as it develops these plans. Several examples of annual planning documents include the following:

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*The University uses many other plans to ensure it meets the needs of students and accomplishes its Mission. Northwestern seeks input from internal and external constituents as it develops these plans.*

[Academic Plan](#) - submitted annually to OSRHE outlining the institution's academic and technology goals as well as its [Complete College America](#) initiatives.

[Enrollment Management Plan](#) - updated annually to set goals and strategies for recruitment and retention.

[Campus Master Plan](#) - submitted to the Office of Management and Enterprise Services (OMES) annually detailing a five-year snapshot of all potential capital projects.

[Athletic Department Strategic Plan](#) - five-year plan updated annually and submitted to the NCAA as part of the University's transition to Division II.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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[Continuity of Operations Plan](#) - submitted annually to OMES detailing procedures and contact information to be used in the event of an emergency situation.

[Diversity Plan](#) - revised in 2011 to include new institutional goals and initiatives that promote and increase diversity and align with the current Strategic Plan, *Rising Above*.

The University seeks input for planning from several advisory boards and committees. The Divisions of Business and Nursing use advisory boards consisting of professionals employed in those fields. The Division of Business also solicits input from its Student Advisory Board. The Enid Higher Education Council serves as an advisory board for the Enid campus to facilitate collaboration between Northern Oklahoma College and Northwestern. This Council also conducts a fund-raising campaign every four years to raise money for student scholarships at NOC and NWOSU. The University created two committees, the [Student-Athlete Advisory Committee](#) (SAAC) and the Athletic Advisory Board (AAB), to enhance the NCAA II process. SAAC consists of student-athletes, and AAB consists of administrators, faculty, community members, student-athletes, and students who are not athletes. Both committees serve as integral parts of planning for athletics.

### Sound Understanding of Current Capacity

Several planning assumptions that project institutional conditions ground the institutional Strategic Plan. [Assumptions](#) that provide the foundation for strategic planning include the following:

#### Faculty

- Number of full-time faculty will remain constant.
- Demand for qualified adjunct faculty may increase with enrollment.
- The ability to recruit and retain qualified faculty will become more difficult in the current and future budget climate.

#### Grants and Fund Raising

- Fund raising and grants will become more important to support vitality of the institution.

#### Curriculum and Instruction

- The University will remain committed to offering remedial education classes as required.
- The academic student profile will remain consistent over the next five years.
- Demand for online courses will increase.
- The need for additional course sections in general education courses will increase.



Dr. Cindy Pfeifer-Hill teaches students in a Human Physiology class.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### Student Population

- The number of students who attend NWOSU will increase due to affordability.
- The University will be committed to serving students of varied academic backgrounds.
- Students will require additional support services and guidance to meet their academic goals.
- The University will continue to assess the need for additional campus housing.

### Enrollment Management

- The mix of in-state/out-of-state students will likely remain the same.
- NWOSU enrollment will remain near current levels by 2015.
- Online enrollment at Northwestern will continually grow over the next five years.
- Enrollment levels are dependent upon the continuance of the Alva Incentive program.
- Affordability will be a positive factor in recruitment.



Northwestern faculty and students cross campus on their way to class.

An analysis of these assumptions demonstrates that NWOSU understands its current capacity and bases its planning on sound, documented principles. For example, Northwestern made the assumption that the need for additional course sections in general education courses would increase. The University found this assumption to be accurate and increased the number of faculty members in disciplines that teach courses in general education, most notably English, mathematics and physical science. Northwestern also assumed that the number of faculty members would remain constant; however, through effective budgeting and cost-saving measures, the institution increased the number of faculty members to meet the general education need in some areas.

The University continually monitors its planning assumptions and progress toward achieving its Strategic Directions. The University's executive team consisting of the President and the Executive Vice President, business, student affairs, and university relations officers meets weekly and routinely discusses key indicators. The [Senior Staff](#) meets monthly and also discusses key indicators with an entire meeting each summer devoted specifically to strategic planning.

### **Plans That Anticipate Fluctuation in Sources of Revenue**

NWOSU follows an inclusive planning process setting flexible goals that maximize opportunities and minimize threats due to changing conditions such as enrollment, the economy, and state support. The University focuses attention on recruitment and retention of students. Enrollment remains strong with the recruitment of consistent numbers in each freshman class; however, retention rates continue as a concern. The University attracts students with its affordability and strong scholarship program through the Northwestern Foundation and supported by the city of Alva Sales Tax Incentive awards. The scholarship program provides an on-going, stable source of financial support for students.

In the last several years, Northwestern has created new educational opportunities to meet student and community educational needs. These opportunities include 1) expansion of the Nursing program to Woodward and Ponca City in

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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response to community needs for BSN nurses, 2) the addition of an Agriculture Education degree in response to the need for secondary agriculture teachers throughout the state, and 3) the reinstatement of visual arts in response to student demand. Most of these opportunities used resources reallocated from cost savings and/or raised through private sources and leveraged with state matching funds.

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*These opportunities include 1) expansion of the Nursing program to Woodward and Ponca City in response to community needs for BSN nurses, 2) the addition of an Agriculture Education degree in response to the need for secondary agriculture teachers throughout the state, and 3) the reinstatement of visual arts in response to student demand.*

The state economy for Oklahoma has fared somewhat better than the national economy during recent years; however, state appropriations remain flat. Northwestern, through conservative budgeting, cost savings, and aggressive fund raising, protects its human resources from downturns in the economy. However, maintaining adequate compensation for NWOSU faculty and staff members proves difficult in the current economic environment.

### Plans That Anticipate Emerging Factors

Northwestern, during its strategic planning process, identified several [driving forces](#) determined from the environmental scan. The University determined that these select factors or trends will most significantly impact the University in the future. The driving forces identified include:

#### Demographics

- The population of underserved and underprepared students entering college within the state and across the nation will continue to rise.
- An increasing number of people in Oklahoma will be of minority ancestry.
- The population of northwest Oklahoma continues to decline causing the number of high school graduates also to decline.
- Competition for students will increase among colleges and universities.
- More people will return to school after having been in the workforce for three to four years after high school. This trend may especially be noticed on the branch campuses in Enid and Woodward.

#### Social

- The trend toward student mobility and ability to use multiple institutions for degree completion will increase.
- The number of students with special needs will increase.
- Sustainability will become an even more important societal value.

#### Economy

- The state economy will continue to be driven by energy production.
- State funding will remain stable or decrease.
- The gap left in the budget by the lack of stimulus funds will remain an issue.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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### **Technology**

- Expectations for constant web presence, rapid connectivity, use of mobile technology, and up-to-date delivery systems will continue to increase.
- The need for alternative methods of class delivery will continue.

### **Political**

- Competition for resources among higher education institutions in the state and region will increase.
- Internal and external expectations for accountability and assessment will increase.

### **Educational**

- Students will attend multiple institutions for degree completion.
- Needs will expand to 24-hour support in student services, education, and technology.
- Accreditation will drive assessment expectations.
- Additional online degree programs will be offered by other universities.

Northwestern anticipated the need for alternative methods of course delivery and worked to develop online programs in business administration, accounting, technical management, and RN to BSN completion in nursing. The University also anticipated that state funding would remain stable or decrease. This reality spurred NWOSU to seek opportunities for private fund raising. The increase in [Foundation assets](#) to more than \$18 million in FY2013 shows evidence of success in this initiative.

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*Northwestern anticipated the need for alternative methods of course delivery and worked to develop online programs in business administration, accounting, technical management, and RN to BSN completion in nursing.*

The University monitors demographic trends very carefully.

As the population in northwest Oklahoma continues to decline, Northwestern makes every effort to recruit prospective students earlier in their academic careers. Northwestern's two TRIO program grants, [Upward Bound and Upward Bound Math and Science](#), serve students in the ninth through twelfth grades, encouraging them to consider higher education and providing them with tools to meet their goals. The University also connects with many area high schools through interactive television equipment purchased with funds from a grant secured through the USDA. This interconnectivity enables NWOSU to offer concurrent courses to eligible students in these schools.

NWOSU addresses globalization as an emerging factor in higher education in many ways. As presented in [Criterion 1.C.](#), the institution recognizes the value of supporting students in developing an enhanced world view. Students meet general education competencies in this area and many disciplines offer courses that provide students with opportunities to further investigate diverse cultures. The University makes efforts to attract international students to attend Northwestern and offers study abroad programs to allow students to learn about different parts of the world.



## Criterion Five: Resources, Planning, and Institutional Effectiveness

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# Resources, Planning and Institutional Effectiveness: 5.D.

*The institution works systematically to improve its performance.*

### Development and Documentation of Evidence of Performance

NWOSU maintains a strong record of continual improvement by developing and documenting evidence of performance of institutional operations. University goals, identified in [former and current strategic plans](#), guide administrative units as they develop institutional assessment plans. In 2004, NWOSU planned and implemented a formal assessment program with the goal of assessing co-curricular administrative areas for continual improvement. Offices use [student satisfaction surveys](#) administered on Assessment Day to gather data regarding performance. In 2008, the [Office of Assessment and Institutional Effectiveness](#) created an assessment plan template as shown in Table 5.12.

**Table 5.12: Institutional Assessment Template**

Institutional Assessment Template					
Goal 1	Methodology	Success Measure	Results of Goal 1	Budget Implications	Internal and External Reporting
Issue to be resolved; Improvement sought and Strategic Alignment	Assessment Strategy or Measures	Objective or Anticipated Outcome	Changes to Policy or Procedures or Improvements based on last year's goal	Tie budget requests to assessment outcomes	Diffusion of Information or Modes of sharing results and audience

Source: [Office of Assessment and Institutional Effectiveness](#)

The institutional assessment plan template, reported in [Live Text](#) (visitor pass login is D78961F6), provides a platform for University offices to develop goals, report results, and establish plans to systematically improve the collegiate environment for all stakeholders.

### Improvements in Institutional Effectiveness, Capabilities, and Sustainability

Northwestern uses institutional assessment as a way to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. Examples of improvement include the following:

- Financial Aid Office - Data gathered from [student satisfaction surveys](#) indicated a need for improvements in customer service. A redesign of the office's physical environment occurred to accommodate one-on-one aid counseling for students.
- Residence Halls - Student feedback indicated a need for enhancements to the four dormitories on campus. Upgrades completed include new carpeting and tile in hallways, improvements to bathrooms, and upgrades to lighting in individual rooms. The University plans to continue retrofitting suites over the next several years.

## Criterion Five: Resources, Planning, and Institutional Effectiveness

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- **Campus Safety** - Safety of students, faculty, and staff remains a priority for NWOSU. Over the past several years, the University added to and improved outdoor lighting around campus as well as installed safety cameras in residence halls, parking lots, and other selected buildings. In addition, sections of sidewalks were replaced in response to ADA needs.
- **Respectful Workplace Training** - On-going professional development provides an opportunity for employees to gain insight into updated trends and law changes. The University held a respectful workplace seminar during fall of 2013 for faculty and staff members.

While the above initiatives resulted from institutional assessment plans of individual offices, Northwestern also implemented initiatives focused on the University as a whole. One successful initiative featured the creation of an [Office of Sponsored Programs](#). The Coordinator of Sponsored Programs researches grants, provides insight on application writing, and facilitates post-grant wrap-up requirements. The number of [grants awarded](#) increased 247 percent since FY2007. A second undertaking by Northwestern, using input from numerous stakeholders, involves the successful application for membership into NCAA Division II. Currently, NWOSU is in candidacy year two and should move to the provisional year in 2014-15 and active membership in 2015-16. The NCAA membership process provides a powerful example of continuous improvement. During this time, the University continues to upgrade facilities, increase scholarships, and provide life in balance for student-athletes.

“

*The number of grants awarded increased 247 percent since FY2007.*

# **Self-Study Report Strengths and Future Directions**



# Strengths and Future Directions

---

Northwestern Oklahoma State University takes pride in its 117 years of service providing higher education in northwest Oklahoma. Grounded in years of stability despite fluctuating economies and political environments, and drawing upon the strength of experienced faculty members and administrators, the University continues to deliver affordable and relevant educational and cultural opportunities to its constituents. Nevertheless, the University recognizes that it cannot thrive in a static condition, and therefore must relentlessly pursue continuous improvement in its aspiration to be a vibrant, innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural, and service endeavors.

This self-study has afforded the institution an opportunity both to reflect on its accomplishments and to contemplate the future as it progresses into the coming years. The University will continue to draw upon its strengths, but embrace the future with agility. As a culminating effort in this endeavor, Northwestern highlights the following strengths and future directions.

## Criterion One

---

### Strengths

Northwestern's clearly articulated Mission guides its operations.

1. Northwestern defined its Mission, Vision, Core Values, and Strategic Directions through an inclusive process based on planning assumptions that have proven to be accurate.
2. Northwestern responds to regional educational needs through strong partnerships with the communities it serves.
3. Northwestern values diversity of heritage and thought, and has committed itself to advancing both the multiplicity of cultures represented in its demographic and the awareness of the value in so doing.
4. Northwestern advances the public good through academic requirements in service learning.

### Future Directions

Moving forward, Northwestern will capitalize on its efforts to stimulate diversity in spite of impediments defined by its geographic location. Diversity must remain a focus for administrators and faculty as they prepare students to be responsible citizens in a globally connected world. The University will nourish the work begun through its Diversity Plan to foster progress.

## Criterion Two

---

### Strengths

Northwestern draws upon the strength of a statewide system of higher education that provides structure and policy for ethical and responsible operations.

1. Northwestern operates under the effective leadership of the Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma as mandated by the state Legislature.
2. Northwestern incorporates regent policies into its employee, faculty, and student handbooks and updates those documents annually.

3. The University holds itself to a high standard of integrity in its operations by adhering to existing policies.

### **Future Directions**

As a result of legislatively mandated governance structure for higher education in Oklahoma, Northwestern will continue to maintain its role as a regional institution in the future.

## **Criterion Three**

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### **Strengths**

Northwestern provides high quality education across multiple modalities.

1. Northwestern excels in providing distance education to multiple locations.
2. Northwestern continually improves instruction through a comprehensive faculty/course evaluation process developed by the faculty.
3. Northwestern's general education curriculum reflects its Mission. The curriculum is derived from a robust set of competencies articulated by both internal and external constituents, and reflects attention to leadership and fiscal responsibility in specific courses.
4. Northwestern maintains effective learning resources through its library services, tutoring services, and availability of technology.
5. Northwestern prides itself on faculty qualifications and faculty engagement with curriculum and responsiveness to students evidenced by data from the National Survey for Student Engagement.

### **Future Directions**

In the future, Northwestern must once again re-examine its general education curriculum to assure relevance in a contemporary global society. The faculty will need to articulate general education competencies in alignment with the language of student learning outcomes as exemplified in specific academic programs, and the University will need to continually monitor its instructional staff to ensure it has enough faculty members to meet demand, especially in the area of speech communication. In addition, the University will need to draw upon its strengths in providing distance education to remain on the cusp of emerging technology and best practices. Northwestern must also address critical areas of infrastructure improvements, specifically fine arts performance space in Herod Hall.

## **Criterion Four**

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### **Strengths**

Northwestern maintains a culture of assessment for continuous improvement.

1. Northwestern's academic programs have clearly defined student learning outcomes with corresponding assessment plans.
2. Northwestern has made great strides in creating a culture of assessment for continuous improvement.
3. Northwestern has created a comprehensive enrollment management plan to ensure a diverse and successful enrollment profile.
4. Northwestern has implemented a significant course redesign project to improve student learning and completion success.

### Future Directions

Northwestern has already initiated the process of transitioning to a new model of co-curricular assessment with a clearly defined agenda. The University will continue on that trajectory to increase its capacity for continual improvement across the entire spectrum of the university experience.

The University has invested significant effort in increasing retention and completion rates. Activities funded by a Title III Strengthening Institutions grant from the United States Department of Education have provided advancements in course redesign, advising, and faculty development. More remains to be done. Although six-year graduation rates compare favorably to other state institutions, the University must do more to increase student success and retention. In addition, the University recognizes the need to track graduates as part of its ongoing assessment practices.

In the near future, Northwestern will undergo a focus visit for its advanced programs in Education. In regard to meeting Standards One and Two toward CAEP accreditation for advanced programs, the University has already developed assessments to meet the requirements and will have acquired data by the time of the visit in fall 2014.

### Criterion Five

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#### Strengths

Not only has Northwestern planned for the future, it also has leveraged resources and partnerships to allow it to meet challenges in an evolving landscape.

1. Northwestern has strategically increased funding from external sources including grants and fund raising, resulting in additional faculty positions, scholarships, and educational support.
2. Northwestern enjoys exceptional support from all the communities it serves, resulting in increased revenue for scholarships and endowed chairs.
3. Northwestern has practiced regular and inclusive planning, allowing it to operate with both stability and flexibility, but with a clear vision of its Mission and direction.
4. Northwestern manages itself with fiscal responsibility, keeping affordability at the forefront of its concern for student success.
5. Northwestern benefits from highly qualified and dedicated faculty and staff.
6. Northwestern benefits from significant additions and renovations to its infrastructure, plus systematic improvements in campus environments.

#### Future Directions

Moving forward, Northwestern faces the challenge of increasing employee compensation levels to maintain its position in a competitive marketplace. The University must seek ways to attract and retain individuals to its campuses and communities, and to provide salaries in line with state and national averages. However, employee compensation is but one facet of the University's financial mosaic. Coupled with that are needs to continue improving aging infrastructure, and a fundamental concern for maintaining student affordability. Consequently, the University will continue to seek and maximize funding sources beyond those allocated by the state.

# **Self-Study Report Appendix A: Institutional Snapshot**



# Appendix A: Institutional Snapshot - Table of Contents

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# Self-Study Report Appendix A: Institutional Snapshot

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools

## 1. STUDENT DEMOGRAPHY HEADCOUNTS

Table IS.1

DEGREE SEEKING UNDERGRADUATE STUDENTS		
CLASSIFICATION	FALL 2011	FALL 2012
FRESHMAN	735	695
SOPHOMORE	358	358
JUNIOR	376	437
SENIOR	536	495
<b>TOTAL UNDERGRADUATE</b>	<b><u>2,005</u></b>	<b><u>1,985</u></b>

FINAL ENROLLMENT COUNT -- DOES NOT INCLUDE UNCLASSIFIED UNDERGRADUATE STUDENTS

Source: Office of Institutional Research

Table IS.2

UNDERGRADUATES BY GENDER AND ETHNICITY	MALE		FEMALE	
	FALL 2011	FALL 2012	FALL 2011	FALL 2012
<b>DEGREE SEEKING</b>				
American Indian / Alaskan Native	68	56	57	63
Asian	0	4	4	13
Black Non-Hispanic	81	117	24	26
Hispanic Or Latino	53	58	64	67
Native Hawaiian Or Pacific Islander	1	4	4	4
Non-Resident Alien	30	29	17	16
Not Provided	76	73	86	83
White	586	582	854	790
<b>TOTAL</b>	<b><u>895</u></b>	<b><u>923</u></b>	<b><u>1,110</u></b>	<b><u>1,062</u></b>

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

**Table IS.3**

UNDERGRADUATES BY GENDER AND ETHNICITY	MALE		FEMALE	
	FALL 2011	FALL 2012	FALL 2011	FALL 2012
<b>NON-DEGREE SEEKING</b>				
American Indian / Alaskan Native	0	3	1	4
Asian	0	0	1	2
Black Non-Hispanic	0	0	0	0
Hispanic Or Latino	3	1	1	4
Native Hawaiian Or Pacific Islander	0	0	0	0
Non-Resident Alien	0	0	0	0
Not Provided	4	10	5	2
White	19	29	28	26
<b>TOTAL</b>	<b><u>26</u></b>	<b><u>43</u></b>	<b><u>36</u></b>	<b><u>38</u></b>

Source: Office of Institutional Research

**Table IS.4**

GRADUATES BY GENDER AND ETHNICITY	MALE		FEMALE	
	FALL 2011	FALL 2012	FALL 2011	FALL 2012
<b>DEGREE SEEKING</b>				
American Indian / Alaskan Native	2	4	10	8
Asian	0	0	0	0
Black Non-Hispanic	1	0	1	1
Hispanic Or Latino	0	1	3	4
Native Hawaiian Or Pacific Islander	0	0	0	0
Non-Resident Alien	1	2	1	1
Not Provided	1	6	3	2
White	29	29	73	101
<b>TOTAL</b>	<b><u>34</u></b>	<b><u>42</u></b>	<b><u>91</u></b>	<b><u>117</u></b>

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

**Table IS.5**

GRADUATES BY GENDER AND ETHNICITY	MALE		FEMALE	
	FALL 2011	FALL 2012	FALL 2011	FALL 2012
<b>NON-DEGREE SEEKING</b>				
American Indian / Alaskan Native	0	2	1	2
Asian	0	0	0	1
Black Non-Hispanic	1	1	0	0
Hispanic Or Latino	0	0	1	3
Native Hawaiian Or Pacific Islander	0	0	0	0
Non-Resident Alien	0	0	1	0
Not Provided	2	1	1	3
White	17	18	55	39
<b>TOTAL</b>	<u>20</u>	<u>22</u>	<u>59</u>	<u>48</u>

Source: Office of Institutional Research

**Table IS.6**

<b>UNDERGRADUATE STUDENTS BY AGE</b>			
	24 AND UNDER	25 AND OLDER	TOTAL
FALL 2011	1,547	520	<u>2,067</u>
FALL 2012	1,666	400	<u>2,066</u>

INCLUDES DEGREE SEEKING AND NON-DEGREE SEEKING STUDENTS

Source: Office of Institutional Research

**Table IS.7**

	FALL 2011	FALL 2012
<b>IN-STATE RESIDENT</b>	1669	1601
<b>OUT-OF-STATE RESIDENT</b>	415	455
<b>NON-US RESIDENT</b>	67	74
<b>TOTAL</b>	2151	2130

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools

### 2. STUDENT RECRUITMENT AND ADMISSIONS

Table IS.8

<b>FRESHMEN</b>	<b>FALL 2011</b>	<b>FALL 2012</b>
<b>APPLICATIONS</b>	873	935
<b>ACCEPTANCES</b>	611	634
<b>MATRICULATIONS</b>	435	452

Source: Office of Institutional Research

Table IS.9

<b>UNDERGRADUATE TRANSFER</b>	<b>FALL 2011</b>	<b>FALL 2012</b>
<b>APPLICATIONS</b>	352	414
<b>ACCEPTANCES</b>	285	310
<b>MATRICULATIONS</b>	230	237

Source: Office of Institutional Research

Table IS.10

<b>GRADUATE/ PROFESSIONAL</b>	<b>FALL 2011</b>	<b>FALL 2012</b>
<b>APPLICATIONS</b>	30	46
<b>ACCEPTANCES</b>	22	41
<b>MATRICULATIONS</b>	21	33

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

Northwestern Oklahoma State University requires first-time freshmen to submit ACT scores for admission. When students submit sub-test scores lower than 19, the related [Accuplacer test](#) must be passed in order to enroll in college-level courses. ACT scores English, Mathematics, Reading, and Science relate to Accuplacer Sentence Skills, Elementary Algebra, Reading Comprehension, and Arithmetic, respectively. Below, the mean ACT scores of the enrolled freshmen of fall 2011 and fall 2012 appear.

**Table IS.11**

<b>MEAN SCORE OF ENROLLED FRESHMEN</b>		
<b>Fall 2011, 2012</b>		
<b>Required Standardized Test</b>	<b>AVERAGE SCORES</b>	
	<b>FALL 2011</b>	<b>FALL 2012</b>
<b>ACT COMPOSITE</b>	20	20
<b>ACT ENGLISH</b>	20	19
<b>ACT MATHEMATICS</b>	20	20
<b>ACT READING</b>	22	21
<b>ACT SCIENCE</b>	21	21

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

### 3. FINANCIAL ASSISTANCE FOR STUDENTS

**Table IS.12**

<b>Part A.</b>	<b>Percentage of undergraduates and graduates that applied for any type of financial assistance:</b>	<b>88%</b>
<b>Part B. How many students received financial aid and what percentage?</b>		
	Total Students= 1875	82% (1875/2295)
	Undergraduates= 1672	73% (1672/2295)
	Graduates= 203	9% (203/2295)
<b>Type of Aid</b>		
	<b>Loans - Total = 912</b>	<b>40% (912/2295)</b>
	Undergraduates = 817	36% (817/2295)
	Graduates = 95	4% (95/2295)
	<b>Work Study - Total = 207</b>	<b>9% (207/2295)</b>
	Undergraduates = 202	9% (202/2295)
	Graduates = 5	<1% (5/2295)
	<b>Scholarships/Grants - Total = 1759</b>	<b>77% (1759/2295)</b>
	Undergraduates = 1605	70% (1605/2295)
	Graduates = 154	7% (154/2295)
	<b>Merit Based - Total = 453</b>	<b>20% (453/2295)</b>
	Undergraduates = 450	20% (450/2295)
	Graduates = 3	<1% (3/2295)

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

### 4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

**Table IS.13**

FALL 2010 COHORT	ENTERED FALL 2010 (NE)	RETURNED FALL 2011 (NR)	% RETURNED (NR / NE)
NON-RESIDENT ALIEN	11	7	63.64%
HISPANIC OR LATINO	23	15	65.22%
AMERICAN INDIAN / ALASKAN NATIVE	21	13	61.90%
BLACK NON-HISPANIC	20	10	50.00%
WHITE	233	164	70.39%
NOT PROVIDED	23	19	82.61%
<b>TOTAL</b>	<b>331</b>	<b>228</b>	<b>68.88%</b>

Source: Office of Institutional Research

**Table IS.14**

FALL 2011 COHORT	ENTERED FALL 2011 (NE)	RETURNED FALL 2012 (NR)	% RETURNED (NR / NE)
NON-RESIDENT ALIEN	15	9	60.00%
HISPANIC OR LATINO	26	17	65.38%
AMERICAN INDIAN / ALASKAN NATIVE	30	18	60.00%
ASIAN	2	2	100.00%
BLACK NON-HISPANIC	24	8	33.33%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	1	100.00%
WHITE	257	176	68.48%
NOT PROVIDED	39	26	66.67%
<b>TOTAL</b>	<b>394</b>	<b>257</b>	<b>65.23%</b>

Source: Office of Institutional Research

**Table IS.15**

STUDENTS AWARDED GRADUATE/PROFESSIONAL DEGREES DURING 2011-12 ACADEMIC YEAR (SUMMER 2011, FALL 2011, SPRING 2012)	
RACE / ETHNICITY	NUMBER OF DEGREES AWARDED
HISPANIC OR LATINO	2
AMERICAN INDIAN / ALASKAN NATIVE	1
BLACK NON-HISPANIC	3
WHITE	37
NOT PROVIDED	1
<b>TOTAL</b>	<b>44</b>

ACADEMIC YEAR FOLLOWS UDS REPORTING

Source: Office of Institutional Research

## Self-Study Report Appendix A: Institutional Snapshot

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools

Table IS.16

UNDERGRADUATE DEGREES AWARDED DURING 2011-12 ACADEMIC YEAR (SUMMER 2011, FALL 2011, SPRING 2012)	
DEGREE AWARDED	NUMBER
AGRICULTURE	30
COMMUNICATION/JOURNALISM	8
COMPUTER AND INFORMATION SCIENCES	9
EDUCATION	56
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	1
ENGLISH	2
LIBERAL ARTS/GENERAL STUDIES	11
BIOLOGICAL/LIFE SCIENCES	41
MATHEMATICS AND STATISTICS	2
PHYSICAL SCIENCES	2
PSYCHOLOGY	37
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, AND PROTECTIVE SERVICES	14
PUBLIC ADMINISTRATION AND SOCIAL SERVICES	21
SOCIAL SCIENCES	3
VISUAL AND PERFORMING ARTS	3
HEALTH PROFESSIONS AND RELATED PROGRAMS	32
BUSINESS/MARKETING	64
HISTORY	6
<b>TOTAL</b>	<b>342</b>

\*SOURCE: [PETERSON'S ANNUAL SURVEY OF UNDERGRADUATE INSTITUTIONS 2012-13](#)



## Self-Study Report Appendix A: Institutional Snapshot

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools

### 5. FACULTY DEMOGRAPHY

Table IS.17

Degree Level	Full time	Part Time
Doctorate	51	15
First Prof	0	0
Masters	38	60
Bachelors	1	14
Associates	0	0
None	0	0

Source: Office of the Executive Vice President

Table IS.18

Race	Full Time	Part Time
Black	2	2
Indian	3	1
Asian	4	0
Hispanic	3	1
White	78	85
Islander	0	0
Did not answer	0	0

Source: Office of the Executive Vice President

Table IS.19

Gender	Full Time	Part Time
Male	42	34
Female	48	55

Source: Office of the Executive Vice President

## Self-Study Report Appendix A: Institutional Snapshot

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools*

**Table IS.20**

Rank	Full Time	Part Time
Professor	19	0
Assoc Prof	14	0
Asst. Prof	22	0
Instructor	35	0
Lecturer	0	0
Undesignated Rank	0	89

Source: Office of the Executive Vice President

**Table IS.21**

CIP CODES	NUMBER OF FACULTY
Agriculture	3
Architecture	0
Biological/Physical Science	8
Business	26
Communication/Fine Art	5
Education	32
Health	14
Humanities	42
Law	0
Math/Computer Sci	14
Protective Services	2
Fitness	7
Psychology/Social Science	26
Trades	0

Source: UDS Coordinator

### 6. AVAILABILITY OF INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY

This section provides an overview of Northwestern Oklahoma State University's instructional resources and information technology as of December 2013.

#### A. PROVIDE AN ACCOUNT OF THE TECHNOLOGY RESOURCES DEDICATED TO SUPPORTING STUDENT LEARNING (LIBRARY SITES, RESIDENCE HALL HOOKUPS, INTERNET CAFES, ETC.) AND EXPLAIN HOW YOU MONITOR THE LEVEL OF THEIR USAGE.

##### LIBRARY RESOURCES

The primary mission of [NWOSU Libraries](#) is to maintain services, resources, and physical and virtual environments which support learning, teaching, and scholarship. Additionally, NWOSU Libraries endeavor to foster lifelong intellectual growth and discovery. NWOSU Libraries serve as the gateway of information and scholarly research for Northwestern learners through quality resources, current technologies, and exemplary customer service. The Library provides instructional technology support with a multitude of databases, computer work stations, electronic tablets, laptop computers, and a SMART Board training room on the Alva campus. The Library offers an extensive interlibrary loan program to enhance its offerings. The Library has [eight staff members, student employees, and a Director](#).

##### COMPUTER TECHNOLOGY

With three campus locations, technology plays a vital role in accomplishing the Mission of NWOSU. All faculty and staff are equipped with up-to-date computers and software. In addition to faculty and staff computers, the University's [Information Technology](#) (IT) department maintains 18 student use computer labs, including its library locations, across its three campuses with over 230 physical computers and 123 virtual desktops. All computers have the Microsoft Office family of products installed with each lab also having specific software installed to meet the lab's purpose. Campus computers are on a three year rotation. New computers are purchased each year to replace one third of the student use computers. After three years in a computer lab, those computers are reconditioned and reassigned to faculty and staff offices. After a total of six years in service (three years in a lab and three years in an office) the computers are retired.

At the center of NWOSU's network is 25 physical servers and 14 virtual servers. Buildings at the main campus in Alva are connected to each other through an extensive fiber optic network. Campuses are interconnected through a 100Mb Virtual Private Network (VPN) using the State of Oklahoma's telecommunications provider, OneNet.

##### RESIDENCE HALLS – ALVA CAMPUS

In order to provide an environment conducive to learning and academic success, Northwestern has equipped all dormitories with Internet access. Suddenlink supplies Internet connections to all resident hall rooms in Ament Hall, Coronado Hall, Fryer Hall and, South Hall.

##### ITV STUDIOS

Interactive Television (ITV) is used extensively to provide instruction among the three NWOSU campuses as well as to other locations throughout Northwest Oklahoma. NWOSU currently has 20 fully equipped, high-definition ITV studios costing an average of \$55,000 each. Each studio is equipped with a high-definition H.323 Codec, multiple high-definition flat panel televisions, two high-definition cameras, a document camera, a VCR/DVD, a computer, a SMART Technologies interactive whiteboard, and an easy-to-use touch panel control interface. Much of the funding for the ITV systems came from multiple grants from the USDA to provide educational opportunities to NWOSU's partner schools in rural Oklahoma.

## Self-Study Report Appendix A: Institutional Snapshot

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools

### SMART TECHNOLOGY

NWOSU boasts approximately 40 independent SMART rooms across the three campuses. A SMART room consists of a SMART Technologies interactive white board, a projector, and a computer. The approximate cost of each of these rooms is \$5,000.

## 7. FINANCIAL DATA

Table IS.22

<b>NORTHWESTERN OKLAHOMA STATE UNIVERSITY HLC INSTITUTIONAL SNAPSHOT FINANCIAL DATA 2013-2012</b>		
<b>A. Actual Unrestricted Revenues</b>	<b>FY 2013</b>	<b>FY 2012</b>
State Appropriations	10,122,645	9,991,455
Tuition & Fees	13,126,682	11,254,218
Contributions	522,343	410,043
Other Operating Revenues	803,601	581,500
Subtotal E&G I Revenues	24,575,271	22,237,216
Auxiliary	6,532,524	6,012,519
Total Unrestricted Revenues	31,107,795	28,249,735
<b>B. Actual Unrestricted Expenses</b>	<b>FY 2013</b>	<b>FY 2012</b>
Instruction	10,171,723	10,175,098
Research	100,274	88,479
Public Service	729	20,411
Academic Support	1,704,182	1,626,673
Student Services	3,374,689	2,878,175
Institutional Support	1,665,728	1,668,974
O&M of Plant	2,896,983	2,935,650
Scholarships	3,910,807	3,447,790
Subtotal E&G I Expense	23,825,115	22,841,250
Auxiliary	6,106,281	5,999,271
Total Unrestricted Expenses	29,931,396	28,840,521
<b>C. Excess Revenues</b>	<b>1,176,399</b>	<b>-590,786</b>

Source: Office of the Vice President for Administration

The use of reserves in FY2012 resulted from unexpected heating and air conditioning expenses and a decline in enrollment.

During FY2013 a change in budget classification occurred when a large portion of athletic coaches salaries was shifted from instruction to student services. This change in reporting more accurately reflects the work distribution of the employees. The approximate amount of the salary shift was \$435,000.

**Self-Study Report –  
Appendix B  
Federal Compliance  
Materials**



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## Federal Compliance Materials

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Northwestern Oklahoma State University is fully committed to complying with the requirements of the Higher Learning Commission and federal law. This section provides information documenting compliance with the requirements of the Federal Compliance Program.

### I. Assignment of Credits, Program Length, and Tuition

The campus has completed the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*, which is attached to this document in Attachment A.

#### a. Credits and Program Length

Credits earned at Northwestern Oklahoma State University are semester hours as defined by the Oklahoma State Regents for Higher Education (OSRHE). Any transfer courses taken at schools using a quarter system will be converted to semester hours upon admission to Northwestern. One credit hour is equivalent to 800 instructional minutes or 50 minutes per week for 16 weeks. To receive one hour of lab credit, the lab must meet a minimum of 1600 minutes or 100 minutes per week for 16 weeks. In addition, the lab credit cannot go beyond one-half of the instructional rate. Courses that combine instruction and lab must also meet the requirements listed above on a pro rata basis. Summer courses and courses meeting for less than 16 weeks during the fall and spring semester also adhere to the same standards. This information is published in the Northwestern Oklahoma State University Faculty Handbook and a limited explanation is included within the Undergraduate Catalog. Each faculty member receives a Faculty Handbook when hired, and it is [available on Northwestern's website](#).

Students graduating from Northwestern Oklahoma State University must complete a minimum of 124 credit hours. Typically, the range of credit hours for graduates is 124-130 with the exception of students majoring in Music Education and Social Science Education. To graduate on a four-year plan, students must successfully complete approximately 16 credit hours per semester for eight semesters. General education requirements as well as requirements for majors and minors are reviewed, updated as needed, and published yearly in the Undergraduate Catalog. The Undergraduate Catalog is available as a hard copy for students and is also [located on Northwestern's website](#).

#### b. Tuition

Tuition and mandatory fees for Northwestern Oklahoma State University are approved by the Board of Regents for the Regional University System of Oklahoma (RUSO) and the Oklahoma State Regents for Higher Education (OSRHE) based on a proposal brought forward by the University. This process of tuition and mandatory fee proposal takes place each June with any increases becoming effective in the fall semester. Any tuition and mandatory fee increase is taken forward after a formal process involving student input has been completed. If senior administration feels an increase is necessary, the President and Vice President for Administration will meet with the Student Government Association and seek input. Branch campus leadership councils are also consulted for input.

Currently, Northwestern charges a base tuition amount per credit hour. This rate will vary per credit hour for undergraduate and graduate tuition. Three mandatory fees are charged per credit hour. These include technology services fee, student activity fee, and facility fee. Also included per credit hour are enhancement fees which vary in amount between Northwestern's two academic schools. The University also charges various academic service fees associated with specific classes or labs. The student billing system at Northwestern clearly itemizes each charge and fee for the student and parent to view. Fees are

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not collapsed into one line item on the student's bill. [The Financial Aid web page](#) provides a Net Price Calculator allowing prospective students the opportunity to estimate the cost to attend Northwestern.

All tuition and fee information is available in the [course schedule](#) that is printed and available online. Detailed cost information is available on the bursar's web page as well as in the Undergraduate Catalog.

## II. Student Complaints

### a. Institutional Student Complaint Definitions

Formal Complaint: A concern or formal charge of dissatisfaction with a person, service, or process that requires clarification, investigation, and/or resolution.

### b. Student Complaint Procedures

Northwestern's [Student Handbook](#) states:

*Any student may file a formal written complaint if he/she believes that he/she has not been treated appropriately by a faculty member, administrator, or staff member. The complaint should be addressed to the supervisor of that particular department or office. It is the responsibility of the appropriate supervisor to respond to the complaint. A form is available on the Northwestern website for filing a formal complaint. Formal written complaints that have been addressed to the President, the Executive Vice President, the Vice President for Administration, the Dean of Student Affairs and Enrollment Management, the Dean of the School of Professional Studies, or the Dean of the School of Arts and Sciences will be filed in the Office of Assessment and will be available for review by the Commission on Institutions of Higher Education of the North Central Association. In accordance with privacy policies, the identity of individuals will be protected.*

Once a formal complaint is received by the respective department, the supervisor and involved parties will address the issue. The supervisor will meet with the individual filing the complaint to help resolve the issue. Upon determining the severity of the matter, the supervisor will decide if action should be taken immediately. Depending on the type of issue and the situation being examined, other programs or parties, such as counseling services or campus police, may be contacted for assistance. The supervisor will document the situation that resulted in the complaint as well as any action taken to resolve the issue. All formal reports will be filed in the Office of Assessment and Institutional Effectiveness.

Some student complaints are addressed in an informal manner by the respective departments and/or the Dean of Student Affairs and Enrollment Management. This approach can better serve the students while utilizing the experience and expertise of faculty, staff, and administration. The Northwestern Senior Administration believes fair and prompt action should be taken to resolve any issue resulting in a student complaint.

Sexual assault and misconduct complaints can be reported to the campus police, local law enforcement, the Director of Student Life and Counseling, or the Dean of Student Affairs and Enrollment Management. An investigation of a formal sexual assault, harassment, or misconduct complaint will be performed by the Student Affairs department immediately. The full policy is found on pages 141-149 of the Student Handbook.

Grade appeals are accepted by the Office of Academic Affairs. The procedure for appealing a grade is found on page 117 of the Student Handbook. The University's Academic Appeals Committee hears student



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appeals at the completion of each semester. A log of formal grade appeals is housed in the Office of Academic Affairs.

### c. Use of Complaint Data for Institutional Improvement

Complaints, whether formal or informal in nature, are discussed in the President's weekly meetings with the vice presidents and the Dean of Student Affairs and Enrollment Management. The president and her staff utilize these discussions to determine if complaints received warrant a review of current policies or procedures and ensure fairness to all parties. These meetings also provide across-the-board communication between key supervisors as well as offering opportunities for the vice presidents and dean to address policy or procedural issues with their department heads.

### III. Publication of Transfer Policies

Northwestern Oklahoma State University's transfer admission policies are defined by the Oklahoma State Regent's for Higher Education and are published yearly in the University's [Undergraduate Catalog](#). A transfer student is defined as one who has completed seven credit hours or more, excluding remedial and physical education activity courses, from another institution of higher learning. All students, undergraduate and graduate alike, follow the same procedures when applying for transfer admission.

Applicants who wish to transfer to Northwestern must submit:

- completed application for admission and \$15.00 application fee.
- completed immunization form and immunization records, if applicable.
- official transcripts from each college attended.

If the student has not completed 24 or more credit hours, excluding remedial and physical education activity courses, the student must also submit a complete high school transcript (or equivalency) and ACT or SAT scores. A student may be admitted based on unofficial transcripts but official transcripts must be on file in the Registry Office for "final acceptance" and to be eligible for financial aid and future enrollment.

Undergraduate transfer students who have been formally suspended from a prior university for the immediately preceding semester and/or have not met all University curricular entrance requirements will be admitted on "transfer probation." Students will have 12 semester hours to remove these deficiencies.

Transfer students who have retention/graduation GPAs below 2.0 will be admitted on academic probation. Credits completed by any regionally accredited association will be given full value upon admission to Northwestern. Once a student has completed 12 credit hours at Northwestern, credits from unaccredited institutions will be considered "validated" and credit will be awarded. Other means of transfer credits include military credits, CLEP, AP, and DSST Exams.

Northwestern Oklahoma State University's nursing program participates in articulation agreements with selected career technology centers within the region including Northwest Technology Center (Alva and Fairview), Autry Technology Center (Enid), High Plains Technology Center (Woodward), and Pioneer Technology Center (Ponca City). These agreements apply only to students who have earned nationally-recognized certifications of Licensed Practical Nurse (LPN), Certified Nurse Aide (CNA), or Emergency Medical Technician (EMT). The University [Undergraduate Catalog](#), (p. 100), contains this information. A copy of articulation agreements is provided as Attachment D at the end of this section.

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Northwestern follows Oklahoma State Regents for Higher Education (OSRHE) policies 3.15.2 and 3.15.3 in awarding credits for extra-institutional learning. Advanced standing credit for extra-institutional learning must be validated by completing 12 credit hours at Northwestern.

Graduate procedures for admission and transfer of credit can be found in the [Graduate Catalog](#) on pp. 6 and 8. A maximum of nine hours of graduate credit earned at accredited institutions of higher education may be transferred, provided the work forms an appropriate part of the student's program and is approved by the student's advisory committee. To meet requirements for the Master of Education degree, a minimum of 32-hours of graduate credit must be completed. The Master of Counseling Psychology degree requires a minimum of 48 graduate credit hours. All accepted transfer hours are included when calculating the student's graduate grade-point average.

## IV. Verification of Student Identity

Northwestern Oklahoma State University currently uses the Blackboard Learning Management System for all online courses. Students are required to enter a unique username and password to gain access to online educational materials provided via Blackboard.

In the summer of 2013, Northwestern began using Remote Proctor Now, an online proctoring tool, to verify the identity of a student completing an online exam. This tool requires a photo ID to be shown prior to beginning the exam. In addition to verification of identity, Remote Proctor Now increases exam integrity by using a web camera and a microphone to monitor the student's activity the entire testing time. Screen capture technology is also included with the Remote Proctor Now solution to detect any attempt at cheating. Students may elect to travel to Northwestern's Alva, Enid, or Woodward campus to have exams proctored free of charge. Regardless of which proctoring option is chosen, the student must present a photo ID prior to taking the exam for verification of student identity.

Beginning in the fall semester of 2013, Northwestern implemented a proctoring policy that requires faculty to have at least one exam proctored in every online course. This does not require the student to come to campus as the student may elect to use the Remote Proctor Now proctoring service.

Any proctoring fee associated with taking online exams is the responsibility of the student. This is clearly stated in both the printed and online versions of the course schedule. This information is also available in multiple locations on the University website such as the [Online Education web page](#), the [Blackboard web page](#), and the [Online Tuition and Fees web page](#).

## V. Title IV Program and Related Responsibilities

### a. General Program Responsibilities

Northwestern Oklahoma State University complies with all Title IV program requirements. NWOSU's external auditors are engaged under a five year contract that is bid through the RUSO Board Office. Currently in the fifth year, Cole & Reed conducts an annual review to monitor the ability of NWOSU to adhere to Title IV program requirements. There have been no findings reported for Title IV programs administration for more than 10 years. The Department of Education has conducted no review. No deficiencies have been identified in the internal control over financial reporting. Additional information is available in the [audit report](#).

### b. Financial Responsibility Requirements

The Composite Financial Index (CFI) serves as one indicator of the financial strength of an institution. The CFI allows for a weighted approach using the following ratios: primary reserve, net operating revenues,

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return on net assets and viability. Table FC.1 lists the four ratios and the CFI for NWOSU for the last four years.

**Table FC.1: Composite Financial Indicator Ratios FY2010-FY2013**

Composite Financial Indicator Ratios FY2010 through FY2013					
	Primary Reserve Ratio	Net Operating Revenue Ratio	Return on Net Assets Ratio	Viability Ratio	Composite Financial Indicator (CFI)
FY2013	0.18	(0.03)	0.04	0.67	1.2
FY2012	0.13	(0.09)	0.04	0.49	0.8
FY2011	0.18	0.32	0.13	0.59	2.5
FY2010	0.08	0.01	0.13	0.25	1.8

Source: HLC Institutional Update for Financial Ratios

Northwestern's CFI falls in acceptable ranges with the exception of FY2012. Unexpected heating and air conditioning expenses combined with an enrollment decline caused the CFI to fall below 1.0 at the end of the year. Immediate steps to remedy the situation; however, resulted in improvement as indicated by the CFI for FY2013. Mid-year projections point to an even stronger CFI in FY2014.

Particular attention should focus on the University debt position. For example, in FY2013, Northwestern's total debt reported on financial statements is \$9.2 million. Northwestern services only \$2.4 million of that debt while the state of Oklahoma services the other \$6.8 million. The Government Accounting Standards Board (GASB) requires all of this debt to be recorded on Northwestern's financial statements even though the responsibility for almost 74 percent of the debt resides with the state of Oklahoma instead of NWOSU. This situation tends to negatively skew the ratio analysis for Northwestern.

Northwestern prides itself on following rigorous procedures to maintain financial records. University external audits have listed no findings for almost two decades.

### c. Student Loan Default Rates

Northwestern Oklahoma State University actively promotes responsible student loan borrowing beginning with Financial Aid seminars at area high schools for parents and prospective students and continuing throughout students' academic experiences at Northwestern. Financial aid staff present information to freshmen enrolled in the Ranger Connection orientation course. Student loans are also discussed in the Personal Finance class that is mandatory for all students graduating from Northwestern. In addition, the Financial Aid Office uses an active confirmation process requiring the student to confirm the academic year loan amount prior to origination.

Students requesting additional student loans are directed to the "Additional Federal Student Loan Request Form" that is located on [Northwestern's Financial Aid web page](#). Completion of this form requires students to provide their current total loan debt. The intent is for students to be knowledgeable of his or her overall loan debt amount before requesting additional funds.

Table FC.2 shows the past three year default rates for Northwestern. Rates are below the Department's minimum threshold for corrective action. In an effort to help students manage their debt and repayment of loans, Northwestern has teamed up with the OSRHE by participating in a program called Oklahoma College Assistant Program (OCAP). This program works with student borrowers that are having difficulties with

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loan repayment and provides options to prevent loan default. NWOSU does not participate with any private loan programs.

**Table FC.2: NWOSU Cohort Default Rate History List**

NWOSU Cohort Default Rate History List					
Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
2011	2YR OFFICIAL	59	430	13.7	7/27/2013
2010	3YR OFFICIAL	88	425	20.7	7/28/2013
2009	3YR OFFICIAL	70	453	15.4	8/5/2012

NWOSU's Cohort Default rate history list is available on line at:

<http://www.nwosu.edu/financial-aid-office> "NWOSU Cohort Default Rate."

### d. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

NWOSU publishes crime statistics annually in compliance with the Higher Education Opportunity Act of 2008 which requires all postsecondary institutions participating in federal student aid programs to disclose campus security policies and certain crime statistics. NWOSU statistics are published annually at: <http://www.nwosu.edu/Websites/NWOSU/Images/StudentServices/SecurityReport.pdf>.

Northwestern makes athletic participation data available to the public through the Equity in Athletics Data Analysis Cutting Tool. This database provides customized reports for public inquiries relating to equity in athletics. Athletics data is submitted annually as required by the Equity in Athletics Disclosure Act. All co-educational postsecondary institutions receiving Title IV funding and offering an intercollegiate athletics program must complete this report. The link to the tool is: <http://ope.ed.gov/athletics/>.

NWOSU began the transition from NAIA to NCAA II in 2012 and continues in candidacy status. Strategic Edge Consulting Group was hired to assist with the transition process. The Compliance Group, Northwestern's NCAA vendor, has reviewed the University's policies and will continue to do so for the next two years. Currently, there are two internal audit systems in place. The first audit is conducted yearly by the Title III Coordinator. Audits are completed on a rotation and address the following four areas: awarding financial aid, certification of eligibility, recruitment of student-athletes, and rules education. The second audit is completed by the Compliance Committee. This audit serves to review all documentation beginning with the recruitment process to the student-athlete's present standing. The institution will undergo an internal compliance audit of current policies and procedures upon advancement to full membership in NCAA II.

### e. Student Right to Know

The Higher Education Opportunity Act of 2008 requires that postsecondary institutions participating in Title IV federal student aid programs make certain disclosures available to students. Required information is available on the Northwestern website for the following areas:

[Academic Programs](#) (Academics)

[Accreditation](#) (Academics)

[Cost of Attendance](#) (Financial Aid)

[Disabled Student Facilities and Services](#) (Student Services, ADA)

Faculty ([School of Arts and Sciences](#) and [School of Professional Studies](#))

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[Graduation Completion Rates](#) (Factbook)

[Return of Title IV Aid](#) (Financial Aid)

[Study Abroad](#) (Academics)

[Withdrawal Policy](#) (Financial Aid)

### f. Satisfactory Academic Progress and Attendance Policies

NWOSU's Satisfactory Academic Progress is available through the web page of the Financial Aid Office at: <http://www.nwosu.edu/Websites/NWOSU/files/Content/347711/sapp.pdf>

Attendance Policy is published in the University Undergraduate Catalog at: <http://www.nwosu.edu/undergraduate-catalog>.

### g. Contractual Relationships

NWOSU avoids contractual relationships with third-party entities not accredited by a federally-recognized accrediting agency.

### h. Consortial Relationships

Northwestern participates in [Oklahoma's Reach Higher program](#), an adult completion initiative established by the Oklahoma State Regents for Higher Education (OSRHE). The program, administered by a consortium of nine Oklahoma public universities, leads to a Bachelor of Science in Organizational Leadership. Faculty members teaching the courses are employed by their respective schools. All university participants follow the policies of OSRHE and are accredited by the Higher Learning Commission of the North Central Association.

## VI. Required Information for Students and the Public

Required information is provided to students and the public through University publications including the Student Handbook, course schedules, Undergraduate Catalogs, and Graduate Catalogs. These resources are available on the University website. The Student Handbook is accessible via the Student Services web page, <http://www.nwosu.edu/student-services>; course schedules are available at <http://www.nwosu.edu/course-schedules>; the Undergraduate Catalogs may be accessed at <http://www.nwosu.edu/undergraduate-catalog>, and the Graduate Catalogs are available via the Graduate Studies web page, <http://www.nwosu.edu/graduate-studies>.

Current copies of these documents are also available in print. Past copies are available in electronic format via the following links:

Student Handbooks: <http://www.nwosu.edu/student-handbook-archive>

Course Schedules: <http://www.nwosu.edu/course-schedule-archive>

Undergraduate Catalog: <http://www.nwosu.edu/undergraduate-catalog-archive>

Graduate Catalog: <http://www.nwosu.edu/graduate-catalog>

## VII. Advertising, Recruitment Materials, and other Public Information

Northwestern produces multiple documents that refer to the University's accreditation status. Most of the documents are produced on an annual basis and are available to the general public, prospective students, current students, faculty,

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staff, alumni, and community members. These documents are accessible via the University website while most are also available in print.

- The [Student Handbook](#) contains the statement, “University is accredited by the Higher Learning Commission of the North Central Association.”
- The [Undergraduate](#) and [Graduate Catalogs](#) contain the statement, “Northwestern is accredited by The Higher Learning Commission and is a member of the North Central Association.”

Areas on the Northwestern website that also provide information about accreditation status:

- The commission’s mark of affiliation is displayed prominently on Northwestern’s homepage at <http://www.nwosu.edu/>, and it is linked to the commission’s Statement of Affiliation Status for the University.
- Northwestern Self-Study web page - <http://www.nwosu.edu/hlc-nca-self-study>
- About Northwestern web page – <http://www.nwosu.edu/about-northwestern>

### VIII. Review of Student Outcome Data

Northwestern Oklahoma State University collects and reviews student outcome data at multiple levels in order to evaluate student learning and the success of our graduates.

Beginning at the course level, faculty members evaluate student performance using a variety of assessment methodologies including projects, course exams, and assignments. Lower level courses contain embedded methodologies that also measure general education outcomes. In addition, withdraw and failure rates in general education gateway courses provide information related to student persistence. For example, this information generated a University response in the implementation of course redesign and intrusive advising.

At the department level, each degree program has created an annual academic assessment plan which assesses the achievement of targeted [student learning outcomes](#). In order to measure whether or not students have achieved these outcomes, program faculty collect and review data from selected courses and assignments, major field tests, student portfolios, and other instruments to determine student success and to evaluate potential modifications to curriculum for improved student learning. These academic assessment plans are housed online through [LiveText](#) (visitor pass login is D78961F6) and are reviewed by the Chief Academic Officer, Academic Deans, Academic Chairs, and the Director of Assessment and Institutional Effectiveness.

Degree programs with specialized area accreditation collect and review additional data as required by their program accrediting agencies. As part of their annual assessment and reporting to Council for the Accreditation of Educator Preparation (CAEP), the Division of Education administers a Follow-Up Survey of Graduates, an Administrator Survey for Recent Graduates, and a First Year Teacher Survey. In the future, they will implement an Employer Satisfaction Survey. In support of the Council on Social Work Education (CSWE) assessment, the Social Work Department administers an annual student exit survey and conducts email follow up with graduates. The Division of Business, accredited by the Accreditation Council for Business Schools and Programs (ACBSP), administers the EBI Alumni Survey, a nationally-normed survey, on a three-year rotation. To support the Accreditation Commission for Education in Nursing (ACEN) requirements, the Division of Nursing surveys graduates within the year after graduation and at three years post-graduation.

At the institutional level, the Office of Assessment and Institutional Effectiveness administers an annual survey of recent graduates. Data collected through this survey includes satisfaction with education and career preparation at Northwestern,

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information about licensure and certification, post-graduate education, and current occupational status. Results from this survey are reported back to academic programs and the Office of Career Services to inform assessment processes.

Additionally, at the time of [degree application](#) in the Office of Registry, graduating students are asked to indicate immediate career plans. This data is compiled by the Office of Assessment and Institutional Effectiveness and sent back out to academic programs and the Office of Career Services.

Further information about student outcomes at Northwestern may be found in our self-study under [Criterion 4.B](#).

### IX. Relationship with Other Accrediting Agencies and with State Regulatory Bodies

Table FC.3 provides Northwestern's programs that maintain specialized accreditation: Business, Nursing, Education, and Social Work.

**Table FC.3: Specialized Programs and Accrediting Agencies**

Accrediting Agencies	
Program	Accrediting Agency
Business	American Council on Business Schools and Programs (ACBSP)
Nursing	Accreditation Commission for Education in Nursing (ACEN)
Education	Council for the Accreditation of Educator Preparation (CAEP)
Social Work	Council on Social Work Education (CSWE)

Source: Office of the Executive Vice President

Northwestern is in good standing with all agencies; however, the University will receive a focus visit from CAEP in 2015. In October 2013, the University was notified by the Unit Accreditation Board (UAB) of its decision that NWOSU had not met the requirements for Standard 1 and Standard 2 for the advanced programs (master's level). The Curriculum & Instruction, M. Ed., Elementary Education M.Ed., and Secondary Education M.Ed. programs were the primary concern of CAEP.

In anticipation of the "not met" decision, Northwestern's program coordinators have been assigned to work with the Graduate Studies office to ensure these programs have the same expectations of assessment as those leading to certification, ensuring each program is evaluated and can show evidence toward program improvement. The program coordinators have already developed performance assessments necessary to meet Standard 1 requirements – verification of knowledge, skill, and disposition of our candidates.

Standard 2 mandates the Unit has an assessment system that collects and analyzes data on candidate qualification and performance as well as unit operations. As NCATE moves to the new CAEP standards, NWOSU will revise the Teacher Education Assessment and Management System accordingly. Inclusion of the advanced programs will be highlighted for the focused visit; however, the intention is to develop a plan that will be useful throughout all education programs for continual data collection.

### X. Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Northwestern Oklahoma State University used many avenues in order to inform all constituencies regarding the solicitation of third-party comment on its institutional self-study report. Notice of the third-party comment procedure was distributed through a variety of print and electronic methods. The University's electronic newsletter, press releases to student media and local media, as well as announcements at all public sporting events and pageants held on campus were utilized.

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### Attachment A: Assignment of Credit Hours and Clock Hours Worksheet

#### Part One: Institutional Calendar, Term Length, and Type of Credit

Name of Institution: NORTHWESTERN OKLAHOMA STATE UNIVERSITY

**Table FCA.1: Part One: Institutional Calendar, Term Length, and Type of Credit**

Terms	Column 1 Term Length: Number of weeks	Column 2 Number of Starts
<b>Semester / Trimester Calendar</b>	Standard Format: 14-17 week term	16 weeks 1
	Compressed Formats: 4, 8, or other week terms within the semester calendar <sup>1</sup>	8 weeks 2
		*5 weeks *Fall 2013 semester 3
		*2 weeks *Fall 2013 semester 1
		*1 week interim *Spring Semesters only 2
Summer Term	4 and 8 weeks 2	
<b>Quarter Calendar</b>	Standard Format: 10-12 week term	
	Compressed Formats: 2, 5, or other week terms within the quarter calendar <sup>1</sup>	
	Summer Term	

Source: NWOSU Registry Office

**Non-Standard Terms** (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

**Table FCA.2: Part One: Institutional Calendar, Term Length, and Type of Credit**

Term	Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
<b>Non-Standard Term Calendar</b>	Term One		
	Term Two		
	Term Three		
	Summer Term		

Source: NWOSU Registry Office



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### Part Two: Credit Hours and Instructional Time

#### Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2013, 16 weeks

**Table FCA.3: Part Two: Institutional Calendar, Term Length, and Type of Credit**

Term and Length: Fall 2013, 16 weeks								
# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	18		5		10		5
	# of meetings	16-48		16		16		16
	Meeting length	1 hr.		1 hr.		1 hr.		1-4 hrs.
2 Credits	# of courses	36		11		2		3
	# of meetings	16-32		16-32		16-32		**1-32
	Meeting length	1-2 hrs.		1-2 hrs.		2 hrs.		2 hrs.
3 Credits	# of courses	104	2	119		1		8
	# of meetings	16-48	16	16-48		16-48		**1-48
	Meeting length	1-3 hrs.	1hr.15 min.	1-3 hrs.		1-3 hrs.		1-3 hrs.
4 Credits	# of courses	20		4				
	# of meetings	16-64		16-64				
	Meeting length	1-4 hrs.		1-4 hrs.				
5 Credits	# of courses	6						
	# of meetings	5						
	Meeting length	1-2 hrs.						
6 Credits <sup>1</sup>	# of courses			2				
	# of meetings			*See Attachment A				
	Meeting length			*See Attachment A				
7 Credits <sup>1</sup>	# of courses			1				
	# of meetings			*See Attachment A				
	Meeting length			*See Attachment A				
10 Credits <sup>1</sup>	# of courses	1						
	# of meetings	4						
	Meeting length	3 hrs.		*See Attachment A				

\*\*40 hours of workload for each credit hour. Some accredited programs may require more.

Source: NWOSU Registry Office

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### Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

**Term and Length: Fall 2013, 8 weeks, 2 sessions**

**Table FCA.4: Part Two: Institutional Calendar, Term Length, and Type of Credit**

Term and Length: Fall 2013, 8 weeks, 2 sessions								
# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row:	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
3 Credits	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	7						
	# of meetings	16						
	Meeting length	1 hr.						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses			10				
	# of meetings			8				
	Meeting length			5 hrs.				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
6 Credits <sup>1</sup>	# of courses			2				
	# of meetings			n/a				
	Meeting length			6 hrs.				
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

Source: NWOSU Registry Office

<sup>1</sup> Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

## Self-Study Report Appendix B - Federal Compliance Materials

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### Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2013, 5 weeks, 3 sessions

**Table FCA.5: Part Two: Institutional Calendar, Term Length, and Type of Credit**

Term and Length: Fall 2013, 5 weeks, 3 sessions								
# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	3						
	# of meetings	10						
	Meeting length	4 hrs.						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

Source: NWOSU Registry Office

<sup>1</sup> Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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### Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2013, 2 weeks

Term and Length: Fall 2013, 5 weeks, 3 sessions

Term and Length: Fall 2013, 5 weeks, 3 sessions

**Table FCA.6: Part Two: Institutional Calendar, Term Length, and Type of Credit**

Term and Length: Fall 2013, 2 weeks Term and Length: Fall 2013, 5 weeks, 3 sessions Term and Length: Fall 2013, 5 weeks, 3 sessions								
# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row:	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
3 Credits	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses	1						
	# of meetings	2						
	Meeting length	9 hrs.						
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

Source: NWOSU Registry Office

<sup>1</sup> Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

## Self-Study Report Appendix B - Federal Compliance Materials

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### Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

### Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes\*                       No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide                       Delivery format specific

Department-specific                       Program specific

*\*Include the institution's credit hour policy in the attachments to this worksheet.*

### Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

	<u>Full-time</u>	<u>Part-time</u>
<b>Undergraduate</b>	12-18 hours	6-12 hours
<b>Graduate</b>	9-15	4-8

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

#### Fall 2012

**Undergraduates**                      24 students

**Graduate**                              0 students

#### Spring 2013

**Undergraduate**                      34 students

**Graduate**                              1 student

## Self-Study Report Appendix B - Federal Compliance Materials

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### Part Five: Clock Hours

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes

No

### Supporting Materials

[Academic Policy Regarding the Assignment of Credit – Section 6.6.3 in Faculty Handbook](#)

[NWOSU Undergraduate Catalog](#)

[NWOSU Graduate Catalog](#)

[NWOSU Spring 2014 Course Schedule](#)

[NWOSU Fall 2013 Course Schedule](#)

## Self-Study Report Appendix B - Federal Compliance Materials

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### ATTACHMENT B FALL 2013 COURSES OVER SIX CREDIT HOURS

#### EDUCATION:

EDUC 4960 Student Teaching 10 Credit Hours

Student Teaching is a period of guided teaching during which the student, under the direction of a Cooperating Teacher, takes increasing responsibility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities that constitute the wide range of a teacher's responsibilities. There are 135 contact hours required. Student teachers will volunteer 10 hours of service learning projects during the semester.

#### NURSING:

**Table FCB.1: Fall Courses - Six or More Credit Hours - Nursing**

Fall Courses over six credit hours Nursing					
Course	Total Credit Hours	Didactic Classroom (1:1)	Practice Skills Lab (2:1)	Clinical Experiences (3:1)	Total Hours Students spend in classroom/Lab/Clinical for the Semester
NURS 3037 Adult I	7	4 ch	1 ch	2 ch	186
NURS 3226 Mental Health	6	3 ch	None	3 ch	165
NURS 4316 Adult III	6	3 ch	1 ch	2 ch	171
NURS 4206 Community	6	3 ch	None	3 ch	145
NURS 42216 Capstone	6	3 ch	None	3 ch	145

Source: NWOSU Registry Office

In the Division of Nursing, a majority of the curriculum is composed of courses that contain a didactic (classroom) component, a practice skills lab component, and a clinical experience component. The total credit hours for each course are divided among these three types of activities.

As dictated by the Accreditation Commission for Education in Nursing INC., (ACEN – formerly known as the National League for Nursing Accreditation Commission – NLNAC) and approved by the Oklahoma Board of Nursing, a standardized formula for calculating student time per credit hour is employed. For classroom credit hours, a ratio of 1:1 is used. For Practice Skills Lab, a ratio of 2:1 is used and for Clinical experiences, a ratio of 3:1 is used to calculate student time.

In the Adult I course, the total credit hours for the course is seven credit hours. Four of those seven hours is assigned to classroom, and the student spends four hours per week (60 hours per semester) in the traditional classroom. One credit hour is designated to the practice skills lab, and using the 2:1 conversion factor, the student spends a total of 30 hours of lab sessions over the semester. Two credit hours are assigned to clinical experiences, and using the 3:1 ratio, the student

## Self-Study Report Appendix B - Federal Compliance Materials

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spends 96 hours in the clinical experiences in this course. Hence for the seven credit hours, the student is engaged 186 hours in the learning environment.

In the Mental Health Course, three credit hours of the course are assigned to the classroom. Hence, the student spends three hours per week in the traditional classroom. There is not a designated practice skills lab designated for the Mental Health Course. The remaining three credit hours are assigned to clinical experience where a conversion ratio of 3:1 is used. Three credit hours are calculated to nine hours of time in the clinical experience. For the 15-week semester, the student spends 45 hours in the classroom and 120 hours in the clinical experience for a total of 165 hours in the learning environment.

In the Adult III course, the total credit hour for the course is six credit hours. Three credit hours are assigned to the classroom, therefore, the student spends three hours per week in the traditional classroom for a total of 45 hours over the semester. There is one credit hour of the course assigned to the practice skills lab and using the 2:1 conversion ratio for a total of 30 hours of practice lab over the semester. Two credit hours are assigned to clinical experiences. Using the 3:1 ratio conversion factor, the student spends 96 hours in clinical experiences. For the 15-week semester, the student spends a total 171 hours in the learning environment.

For both the Community course and the Capstone course, each is assigned a total of six credit hours. In each of these courses, three credit hours are assigned to the classroom portion of the course for a total of 45 hours in the classroom over the semester in each course. Neither course has a practice skills lab component. The remaining three credit hours in each course are assigned to the clinical experiences. Using the 3:1 ratio conversion factor, the student spends 120 hours in clinical experiences. For the 15-week semester, the student spends 165 hours in the learning environment for each course.



## Self-Study Report Appendix B - Federal Compliance Materials

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### ATTACHMENT C CREDIT HOUR POLICY

Northwestern adheres to the policy of the [Oklahoma State Regents for Higher Education](#) when defining the credit hour.

The semester-credit-hour is the standard and traditional unit of credit to be used by institutions in evaluating student's educational attainment and progress. Semester-hour of credit is calculated as follows:

- a. One semester-hour of credit is normally awarded for completions of a course meeting 800 instructional minutes, (50 minutes per week for 16 weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
- b. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1,600 minutes (100 minutes per week for 16 weeks).
- c. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set for the above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- d. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester.

There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies.

When determining the appropriate academic credit for non-traditional or accelerated format courses, institutions must adhere to the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) Handbook of Accreditation standards. The HLC requires institutions to assess rigorously student attainment as a result of the courses they take. Institutions offering courses in accelerated or other non-traditional formats are expected to be especially diligent in documenting that students in these courses master the skills and knowledge expected of students in traditional courses.

## ATTACHMENT D ARTICULATION AGREEMENTS BETWEEN NURSING PROGRAM AND TECHNOLOGY CENTERS



Articulation Agreements



[Alva](#) / [Academics](#) / [School of Professional Studies](#) / [Nursing](#) / [Articulation Agreements](#)

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### Articulation Agreements

Northwestern Oklahoma State University's Nursing program participates in articulation agreements with selected career technology centers within its region, as listed below.

These agreements apply only to students who have earned a nationally recognized certification as a Licensed Practical Nurse (LPN), Certified Nurse Aide (CNA), or Emergency Medical Technician (EMT).

Northwest Technology Center

Autry Technology center

High Plains Technology Center

Pioneer Technology Center

Northwestern Oklahoma State University | 709 Oklahoma Blvd., Alva, OK 73717 | Phone: (580) 327-1700

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MISSION STATEMENT: Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking and fiscal responsibility.

## Self-Study Report Appendix B - Federal Compliance Materials

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Articulation Agreements  
Northwestern Oklahoma State University  
With: High Plains Technology Center  
Autry Technology Center  
Northwest Technology Center

Re: LPN; CNA; EMT and allied health professionals  
Effective July 1, 2012

For all graduates of allied health programs at the above named technology centers, credit will be given for the following courses if comparable course work has been taken:

LPN's—credit for:

3184 Anatomy  
1820 Nutrition  
3502 Medical Terminology  
3123 Human Life Span  
3013 Introduction to Nursing Care and Skills  
3037 Nursing Care of the Adult I  
Students may apply to test out of 3103  
Pharmacology

TOTAL: 22 hours of credit toward the BSN degree and may test out of an additional 3 hours.

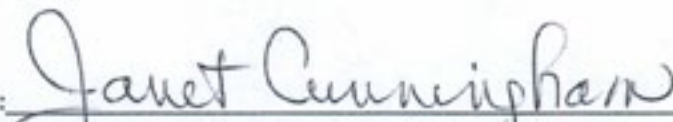
Other Allied Health Professionals:

3184 Anatomy  
1820 Nutrition  
3502 Medical Terminology  
3123 Human Life Span

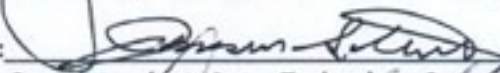
If appropriate course work has been done, students may apply to test out of 3013 Pharmacology.

TOTAL: 12 credit hours toward BSN and may test out of an additional 3 hours.

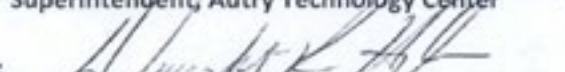
Signed:

  
\_\_\_\_\_  
President, Northwestern Oklahoma State University

Signed:

  
\_\_\_\_\_  
Superintendent, Autry Technology Center

Signed:

  
\_\_\_\_\_  
Superintendent, High Plains Technology Center

Signed:

  
\_\_\_\_\_  
Superintendent, Northwest Technology Center

## Self-Study Report Appendix B - Federal Compliance Materials

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### Articulation Agreements

Northwestern Oklahoma State University

With: Pioneer Technology Center

Re: LPN; CNA; EMT and allied health professionals

Effective July 1, 2013

For all graduates of allied health programs at the above named technology center, credit will be given for the following courses if comparable course work has been taken:

#### LPN's – credit for:

3184 Anatomy  
1820 Nutrition  
3502 Medical Terminology  
3123 Human Life Span  
3013 Introduction to Nursing Care and Skills  
3037 Nursing Care of the Adult I  
Students may apply to test out of 3103  
Pharmacology

TOTAL: 22 hours of credit toward the BSN degree and may test out of an additional 3 hours.

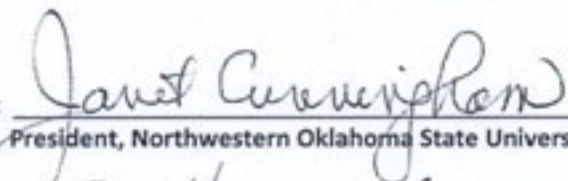
#### Other Allied Health Professionals:

3184 Anatomy  
1820 Nutrition  
3502 Medical Terminology  
3123 Human Life Span

If appropriate course work has been done, students may apply to test out of 3103 Pharmacology

TOTAL: 12 credit hours toward BSN and may test out of an additional 3 hours.

Signed:

  
\_\_\_\_\_  
President, Northwestern Oklahoma State University

Signed:

  
\_\_\_\_\_  
Dean of Professional Studies, Northwestern Oklahoma State University

Signed:

  
\_\_\_\_\_  
Superintendent, Pioneer Technology Center

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