

Analysis. Visioning. Framework Plan



Your Master Planning Team



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Agenda

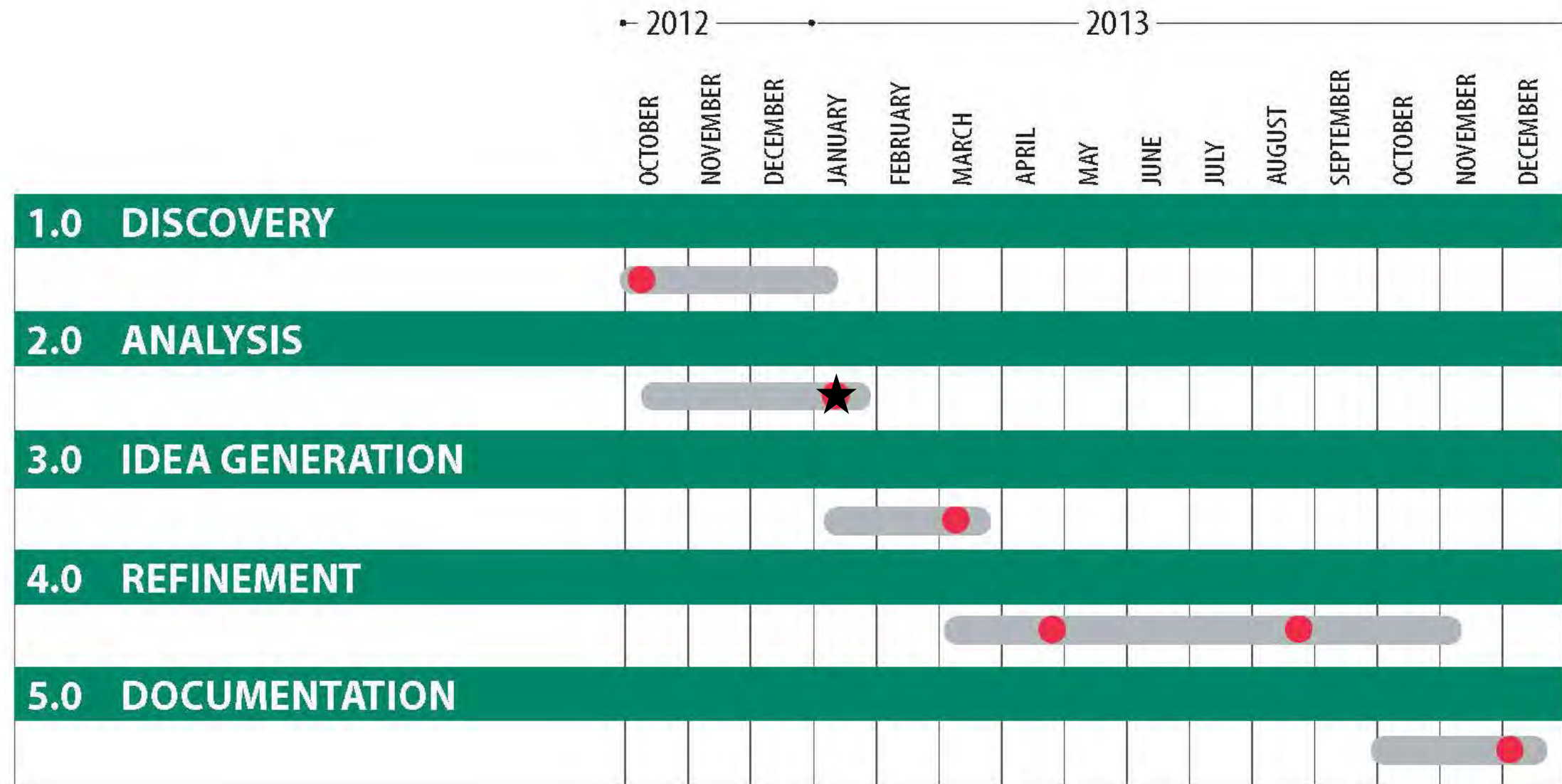
- 1 Master Planning Process
- 2 Discovery Visit Summary
- 3 Environmental Scan
- 4 Campus Site Analysis
- 5 Framework Plan
- 6 Next Steps





Master Planning Process

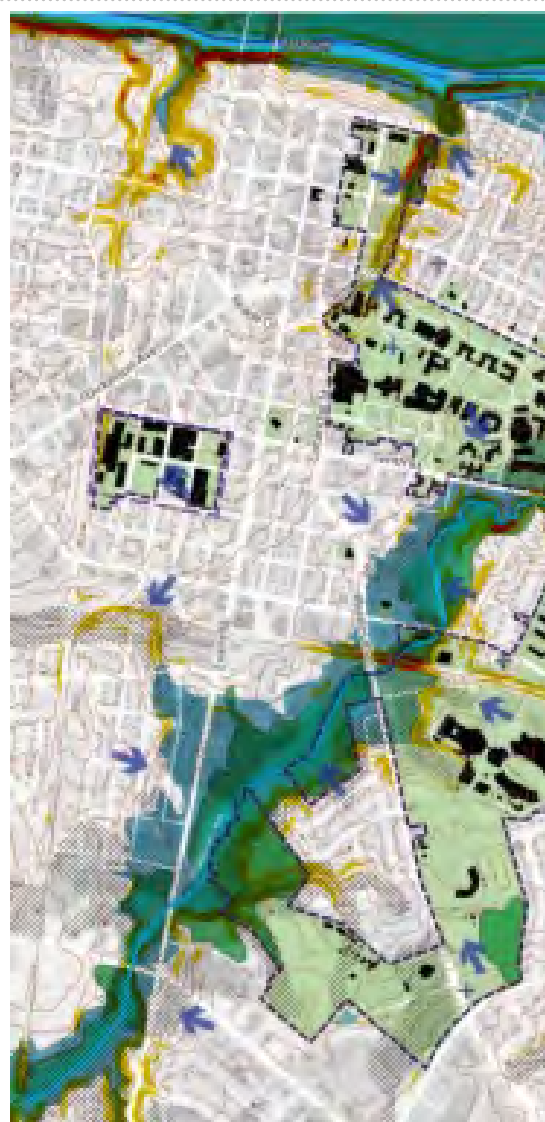
Master Plan Schedule



Master Planning Process



Task One
Discovery & Goal Setting
Introduction to Campus



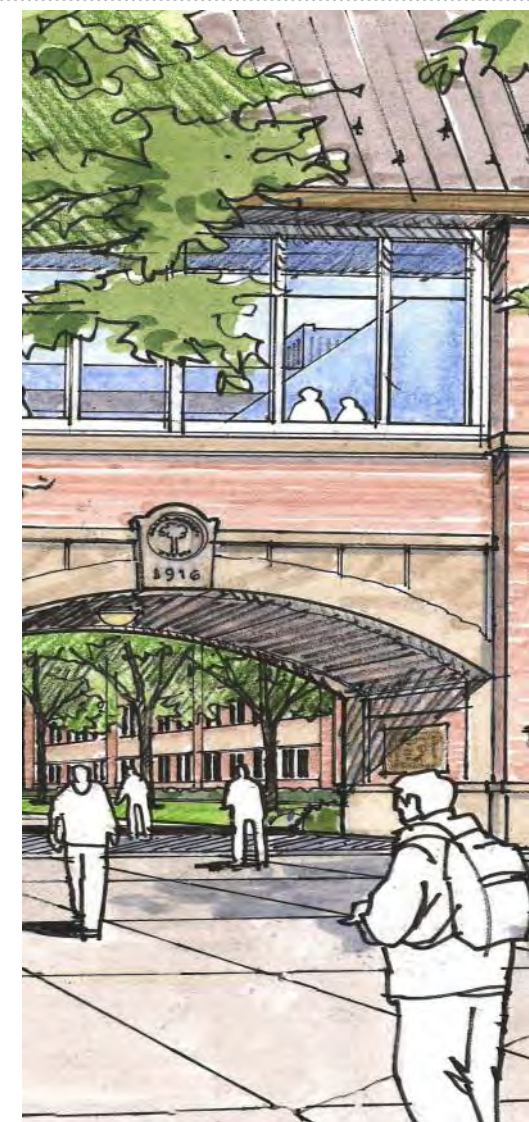
Task Two
Campus Analysis & Environ. Scan
Understanding your Campus



Task Three
Idea Generation & Space Needs
Concept Alternatives



Task Four
Refinement
Preliminary Campus Master Plan

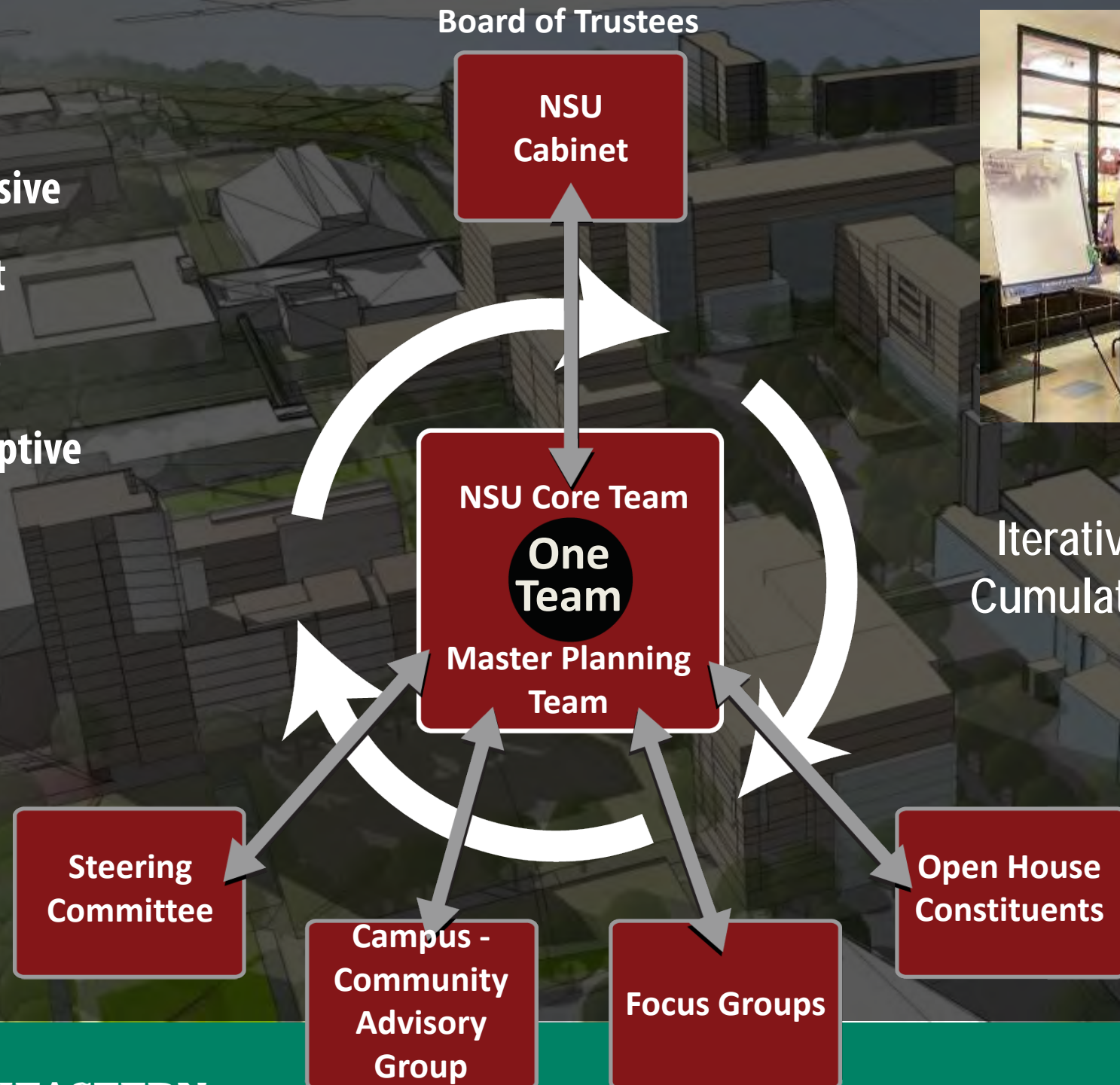


Task Five
Documentation
Report & Final Presentation



An Inclusive Approach

Inclusive
Comprehensive
Transparent
Sustainable
Non-Prescriptive
Actionable



Iterative Design Based on
Cumulative Decision-Making




NORTHEASTERN
STATE UNIVERSITY

CAMPUS MASTER PLAN

Campus and Community Engagement

[NSU Home](#) | [Tahlequah](#) | [Broken Arrow](#) | [Muskogee](#) | [Online](#)

[Directory](#) | [Campus Map](#) | [goNSU](#) | [My NSU](#)

 **NORTHEASTERN STATE UNIVERSITY**
MASTER PLAN

[FUTURE STUDENTS](#) | [CURRENT STUDENTS](#) | [ALUMNI](#) | [ATHLETICS](#) | [GIVING TO NSU](#)

Master Plan Home

Discovery

News


Bricks and Mortar

Upcoming Events

Resources

Frequently Asked Questions

Project Team



Master Plan

NSU Disqus Comments

0 comments

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Discussion

Community

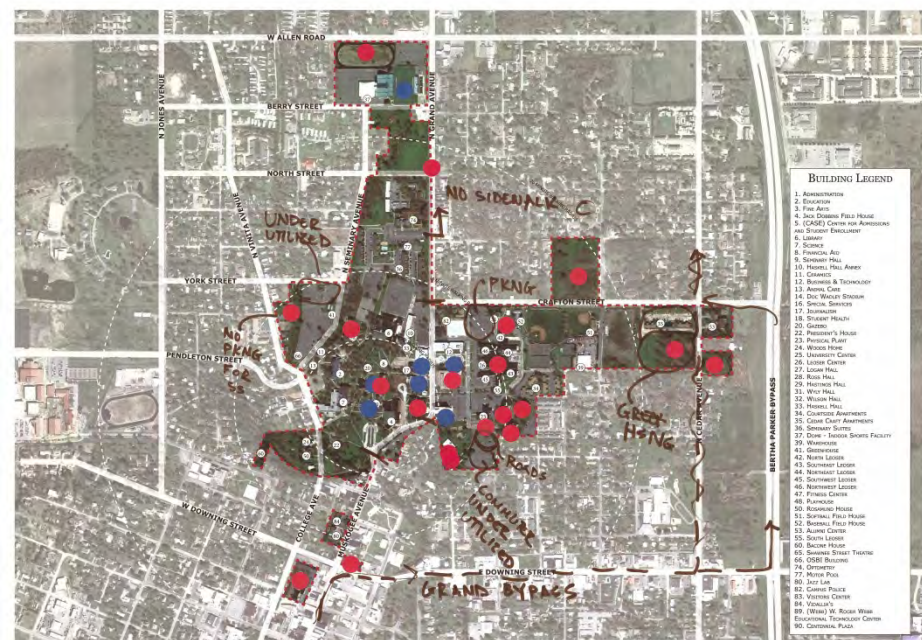
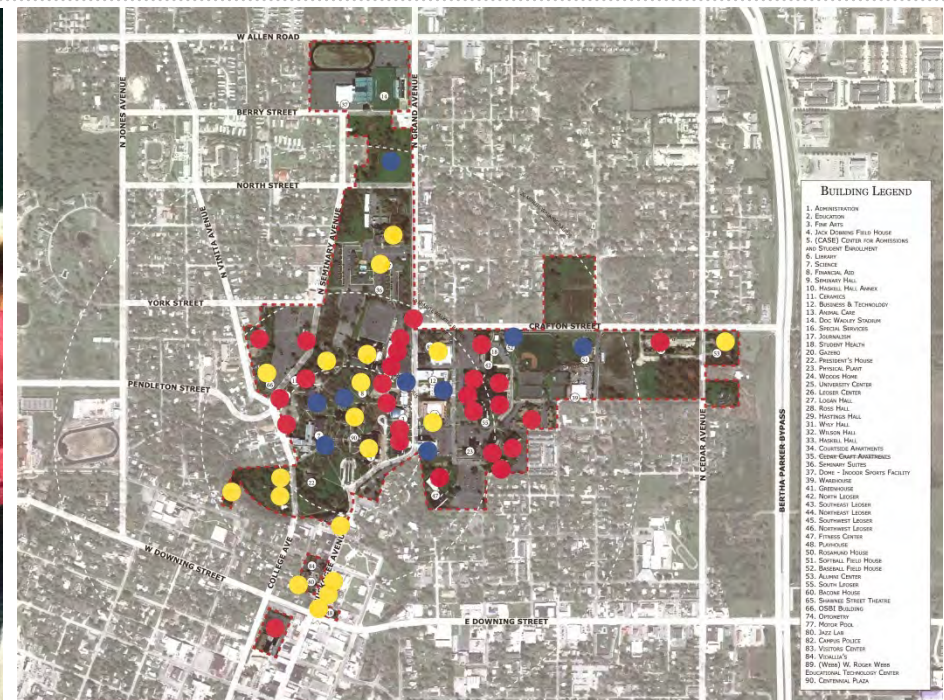
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Discovery Visit Summary

Thoughtful, Diverse Input across Campuses



**NORTHEASTERN
STATE UNIVERSITY**

CAMPUS MASTER PLAN

Stakeholder Summary

NSU Mission and Identity

- 1 University with 4 access points
- How does NSU create identity in a crowded marketplace?

Role of Campuses

- Tahlequah provides traditional campus experience
- Broken Arrow and Muskogee serve an important role for adult learners
- How should resources be distributed across campuses?

Relationship to Region

- NSU is an economic engine in its respective communities
- What community role should NSU play in future?



Stakeholder Summary

Academic Needs

- Many buildings on the Tahlequah campus are outdated, making adaptation to changing pedagogies difficult
- Historic campus core should be preserved
- Repurpose facilities to allow for new technologies and to provide increased group study space
- Library is centrally located, but lacks collaborative space
- How should renovation projects be prioritized? Should “programs of excellence” receive special attention?



Stakeholder Summary

Student Life and Residence Life

- University Center is well positioned on campus, but should be a showpiece, updated with increased student-focused amenities
- Students enjoy living on campus and within 10 minute walking distance of academic facilities
- However, significant concern over quality of existing residence halls - more housing options preferred
- Can updated student life and residence life facilities be used as recruitment and retention tools?



Stakeholder Summary

Athletics and Recreation

- Women's soccer and men's baseball lack facilities that are consistent with MIAA conference peers
- Develop an east campus athletics district
- Intramural recreation space is overutilized
- Will enhanced athletic facilities act as a regional draw?

Open Space

- Preserve high-quality central open space
- Second Century Square is great addition to campus
- Consider additional open space in residential districts
- How can open space help define NSU's identity?



Stakeholder Summary

Circulation

- Greater pedestrian connectivity is needed across campus
- Grand Avenue presents a safety concern to pedestrians
- Master plan should evaluate options to minimize or re-route traffic on Grand Avenue
- Bicycle circulation should be provided on campus
- How can NSU best address the needs of pedestrians?

Parking

- Overall, parking is sufficient for campus
- Certain parking areas present hazard to pedestrians
- Are there underutilized parking areas that should be considered for development or open space?



Stakeholder Summary

Broken Arrow Campus

- New, modern facilities are meeting needs of students, faculty, staff, and community – but redistribution of space is needed
- Desire to continue relationship with Tulsa Community College
- NSU Alumni view Broken Arrow as important link to University
- Joint NSU-community recreational facility is desired
- Opportunity for expansion on existing campus land
- What role should the Broken Arrow campus play in the future?



Stakeholder Summary

Muskogee Campus

- New, modern facilities are meeting needs of students, faculty, and staff – but anticipates outgrowing space in near term
- Desire to continue relationship with Connors State College, but future somewhat uncertain
- Community space is no longer available for use, need is present
- Desire to expand health science degree programs
- Opportunity for expansion on existing campus land
- How will Muskogee transition to a Health Science Campus?



Guiding Principles

The NSU Master Plan must be:

- Mission / Value Based
- Strategic
- Community Focused
- Inclusive
- Flexible
- Immediate & Long Range
- Environmentally Sustainable
- Resource Focused
- Distinctive / Memorable
- Realistic

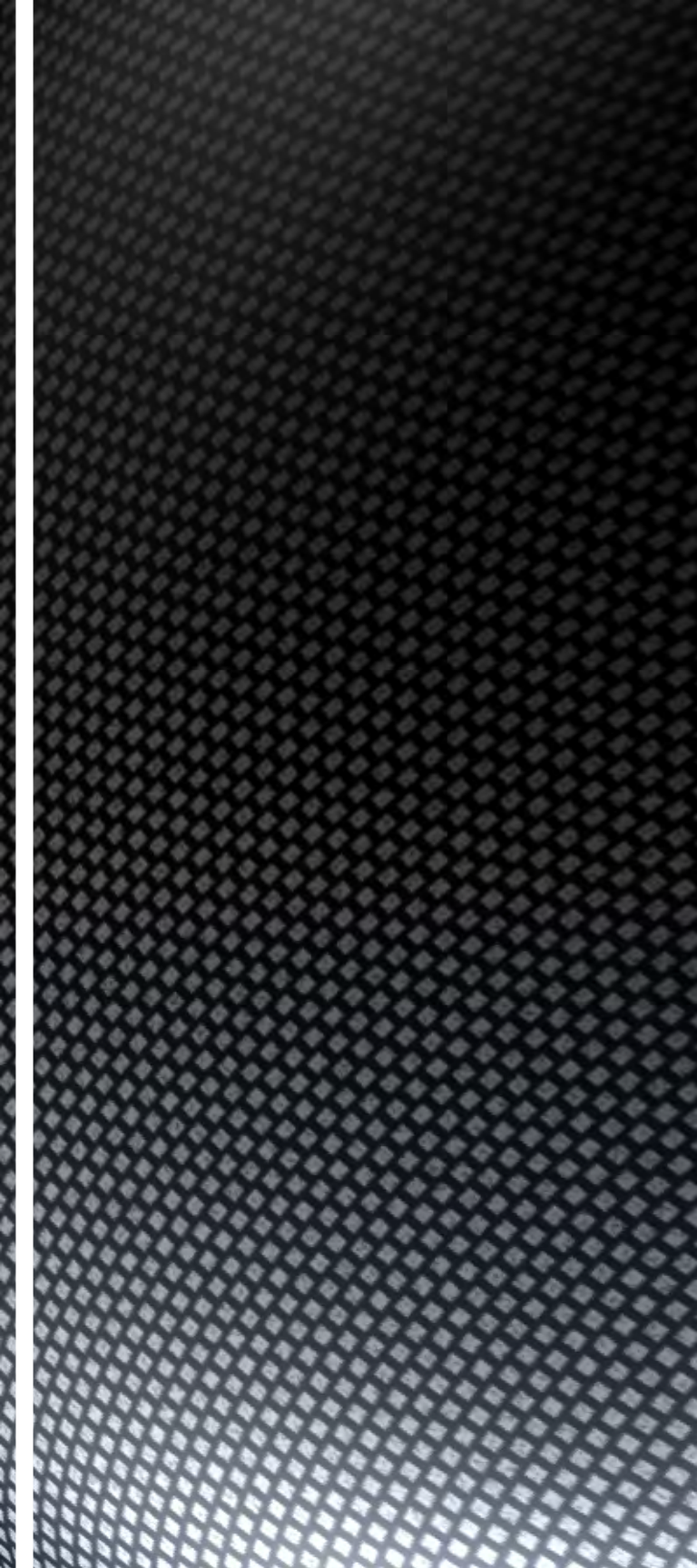


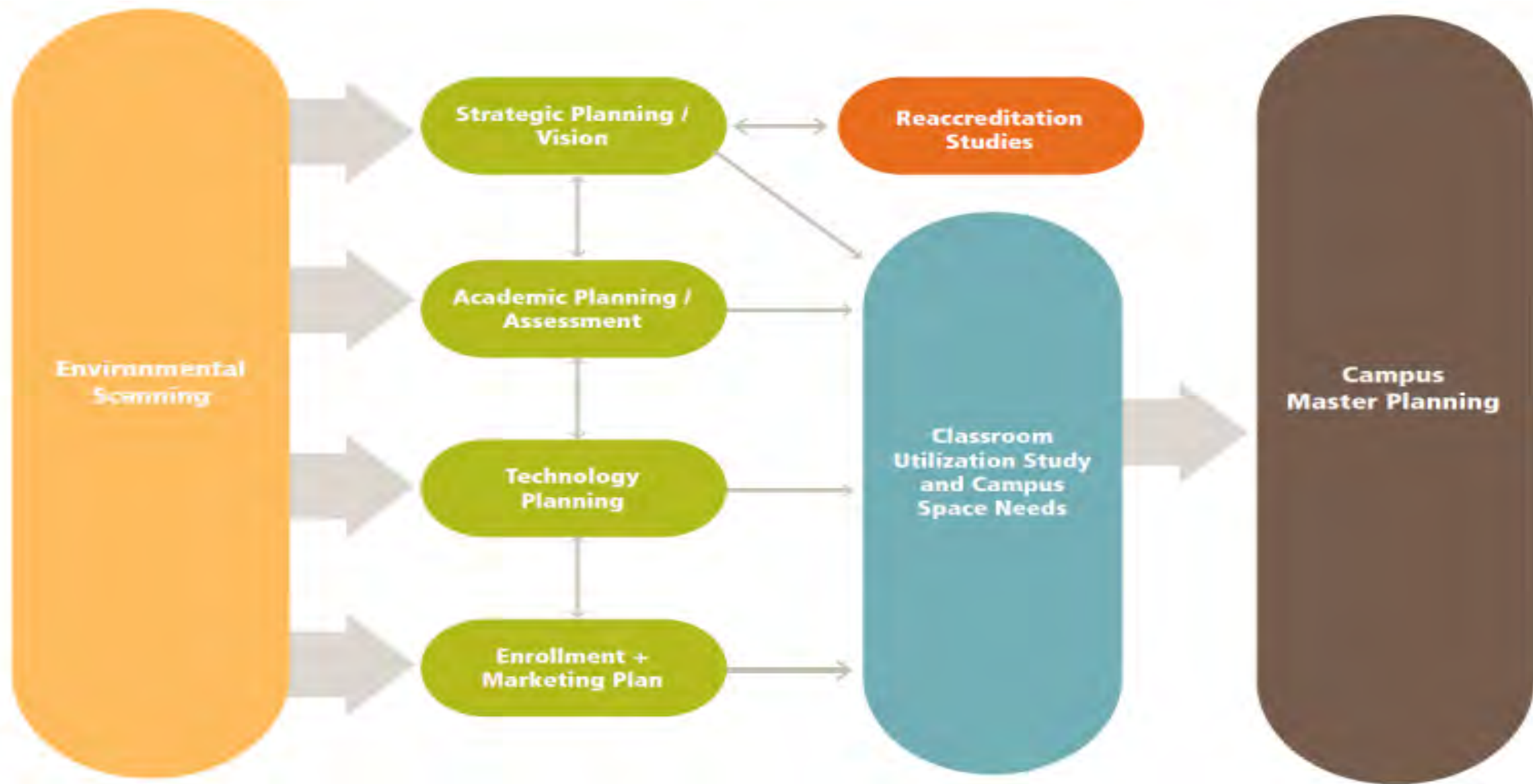


Environmental Scan

Environmental Scanning Overview

Northeastern State University
Campus Master Plan





Scanning Overview Goals

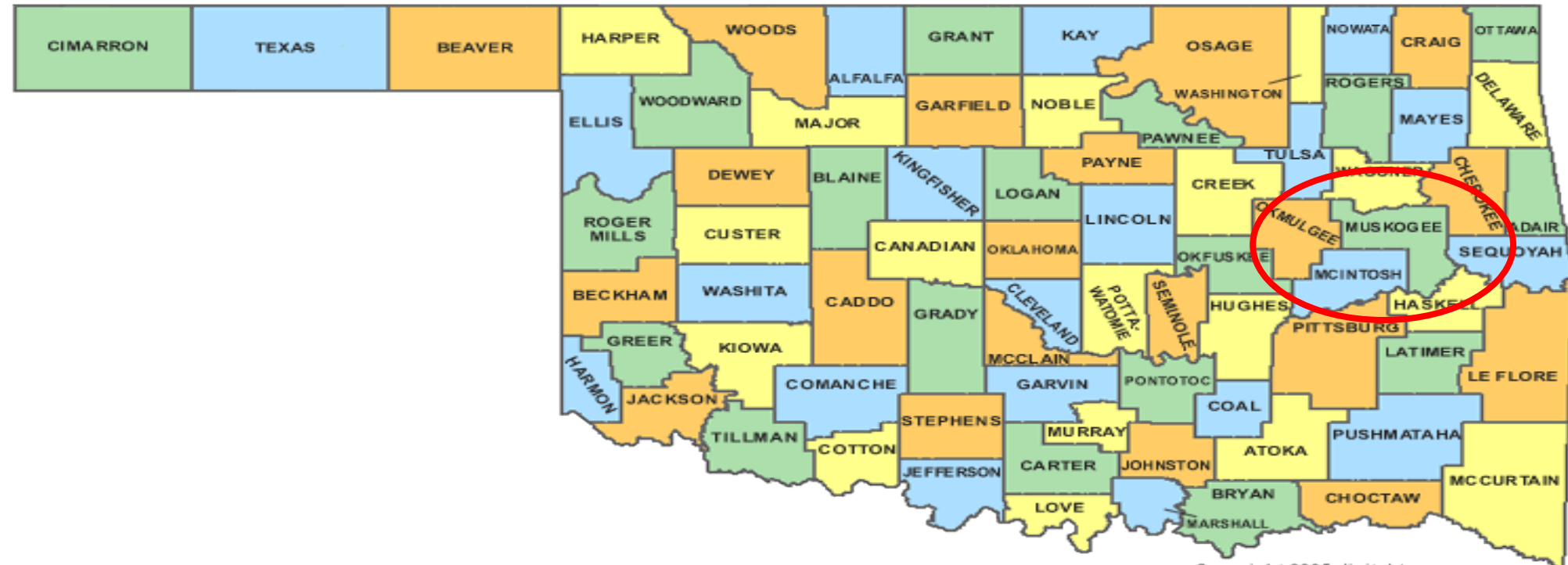
- Planning timeframe 2012 to 2022
- Question: What “external” forces will impact the College during the life of the master plan?
- Note the “Gap” between changes in the external and internal environments
- Data collection from “secondary” sources and at several levels
- Focus on data for decision making
- A brief overview intended to provide direction for further analysis





Levels of Analysis:

- 1) National
- 2) State
- 3) County



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Northeastern State University

Historical Headcount Enrollment and County Population

Top Enrollment Counties	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	9 Year Change %
Tulsa County	569,584	567,695	570,051	577,271	585,407	592,406	601,961	603,403	610,403	611,160	7.30%
Cherokee County	43,853	44,129	44,408	45,036	45,065	45,667	46,029	46,987	47,845	48,615	10.86%
Muskogee County	69,950	69,903	70,210	70,431	70,686	70,750	71,412	70,990	71,003	72,825	4.11%
Wagoner County	61,085	61,981	63,119	65,071	67,220	69,040	70,394	73,085	74,098	74,143	21.38%
Adair County	21,285	21,371	21,599	21,858	21,938	21,857	21,857	22,683	22,612	23,029	8.19%
Sequoyah County	39,634	40,064	40,204	40,728	40,975	41,089	41,433	42,391	42,341	42,425	7.04%
Rogers County	76,890	78,565	79,669	81,476	83,188	84,464	85,654	86,905	87,706	87,842	14.24%
Seven County Total Population	882,281	883,708	889,260	901,871	914,479	925,273	938,740	946,444	956,008	960,039	8.81%
NSU Unduplicated Headcount	9,297	9,562	9,702	9,540	9,261	8,833	9,318	9,588	9,361	8,757	-5.81%
7 County Participation Rate	1.1%	1.1%	1.1%	1.1%	1.0%	1.0%	1.0%	1.0%	1.0%	0.9%	

Source: 2012 Demographic State of the State Report, OK Dept. of Commerce

Northeastern State University

Historical FTE/Headcount Ratio

Fall Enrollment	Unduplicated Headcount	FTE	FTE /Headcount Ratio
Year	N	N	%
2003	9,297	7,509	0.81
2004	9,562	7,759	0.81
2005	9,702	7,698	0.79
2006	9,540	7,582	0.79
2007	9,261	7,338	0.79
2008	8,833	6,948	0.79
2009	9,318	7,277	0.78
2010	9,588	7,485	0.78
2011	9,361	7,252	0.77
2012	8,757	6,706	0.77

Source: NSU Enrollment Report -Fall 2102

Headcount by Level

Fall 2006:

Undergraduate: 89.1%

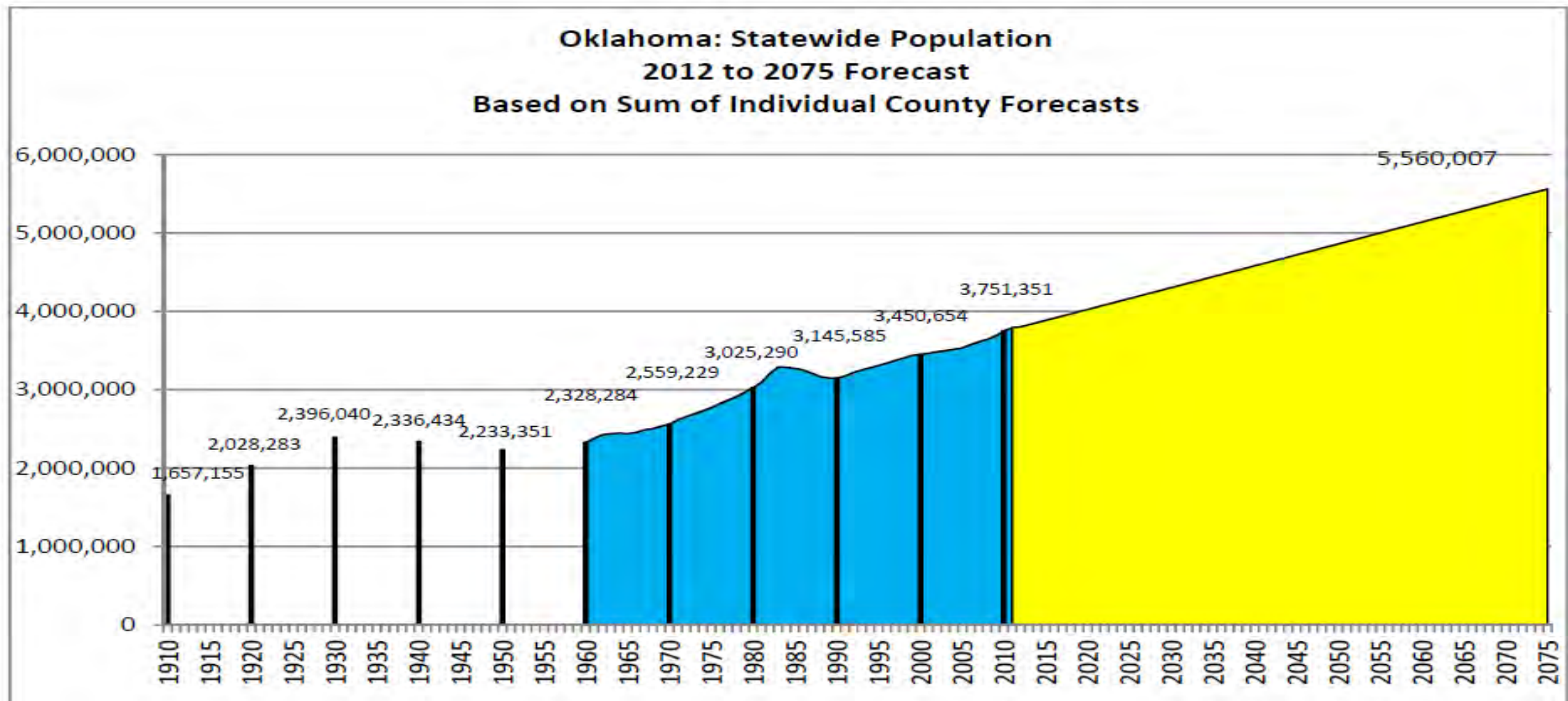
Graduate: 10.9%

Fall 2012:

Undergraduate: 86.6%

Graduate: 13.4%



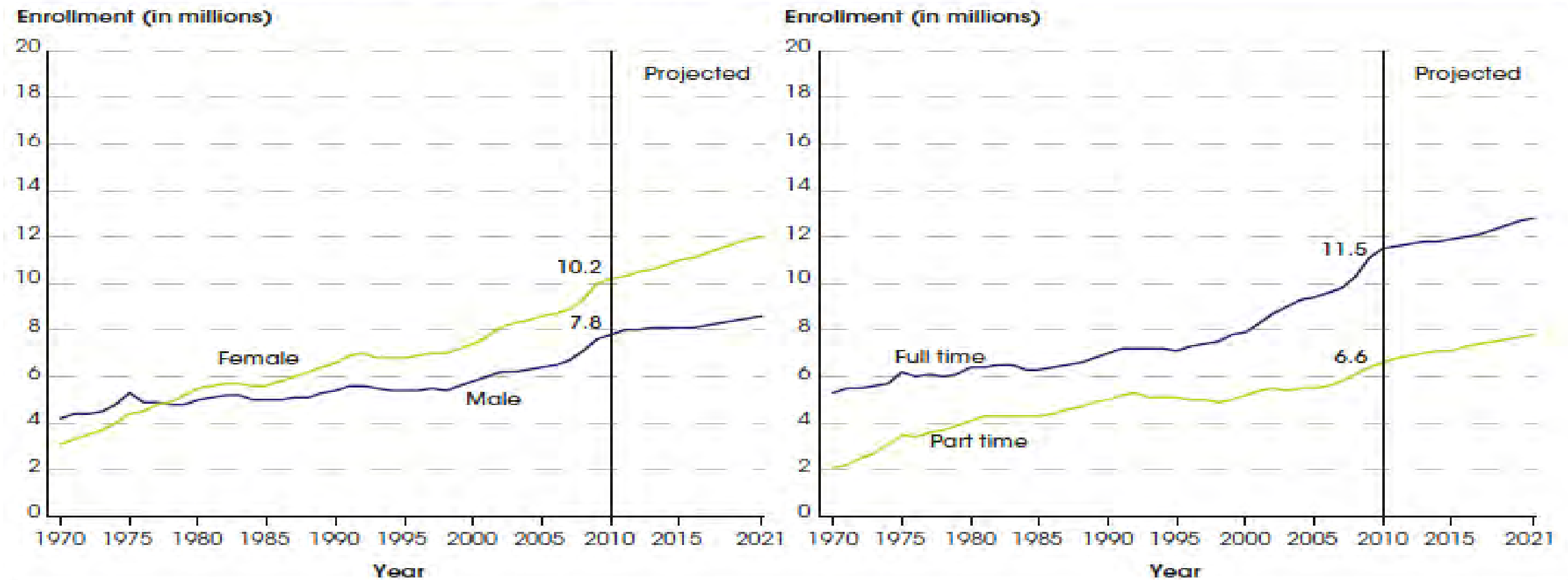


Source: 2012 Demographic State of the State Report
Oklahoma Department of Commerce

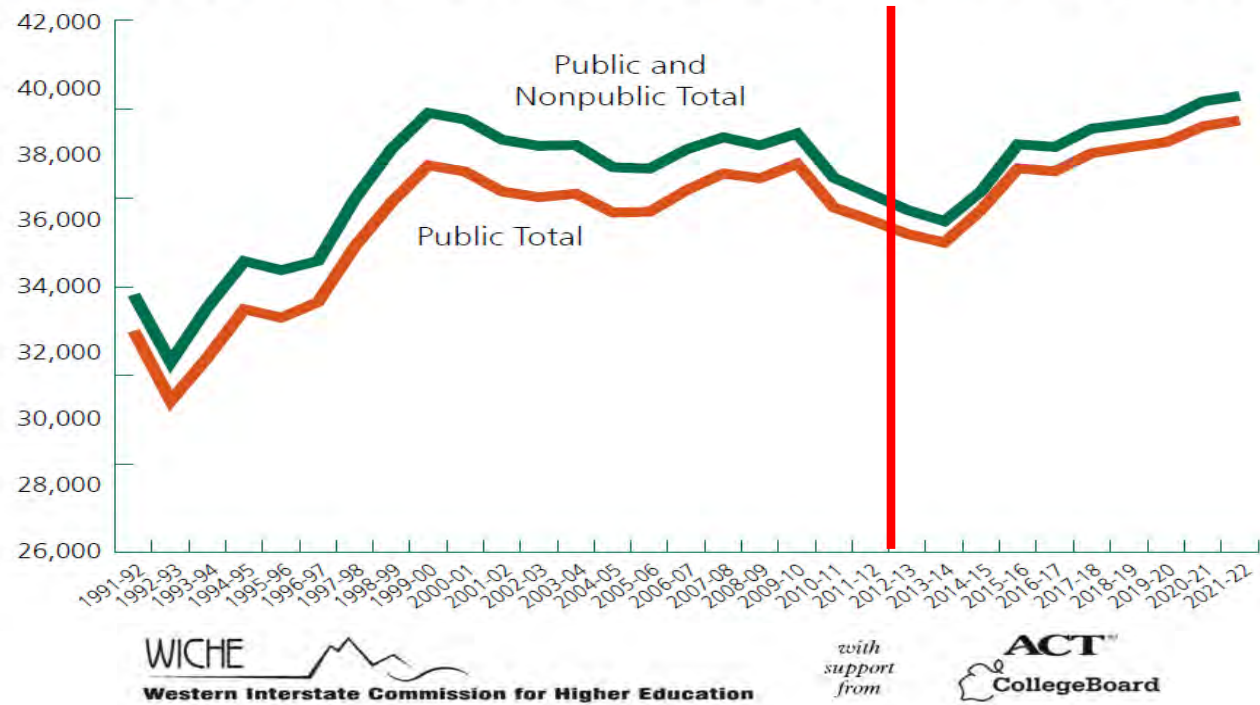


National Higher Education Demand

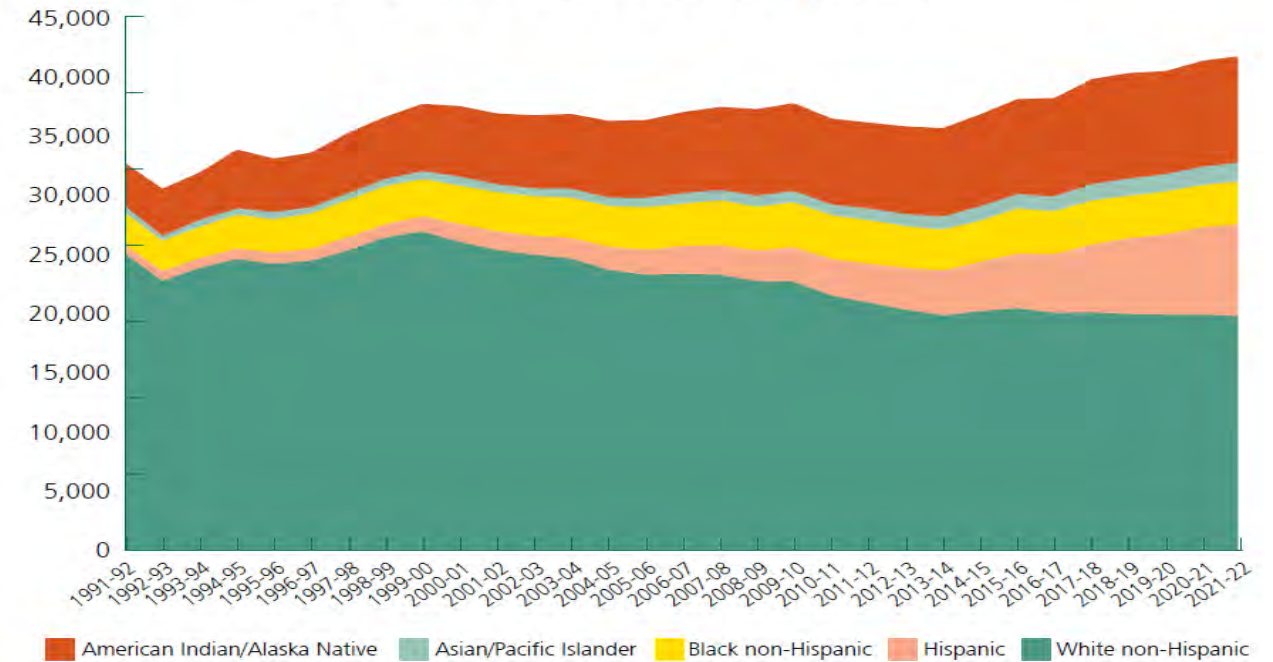
Figure 10-1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2021



Oklahoma High School Graduates
1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Oklahoma High School Graduates by Race/Ethnicity, 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)



Northeastern State University

Oklahoma State Population Projections by Age Group

Age Group	Census Population 2010	Population Estimate 2015	Population Estimate 2020	Population Estimate 2030	% Change 2010-2015	% Change 2010-2020	NSU Enrollment Distribution
15-19	264,484	261,914	266,352	278,183	-1.0%	0.7%	43%
20-24	269,242	266,144	267,166	277,957	-1.2%	-0.8%	25%
25-29	265,737	268,691	269,593	278,079	1.1%	1.5%	11%
30-39	473,760	507,148	529,679	556,199	7.0%	11.8%	13%
40-49	489,437	476,797	491,729	538,017	-2.6%	0.5%	6%
50-59	500,338	499,751	487,225	499,854	-0.1%	-2.6%	2%

Source: 2012 Demographic State of the State Report, OK Dept. of Commerce



Participation Rate Analysis 2011 Headcount by Geographic Area

Geographic Area	2011 Headcount Enrollment		2011 Census Population Estimate	Participation Rate
	N	%	N	%
Cherokee County	1,458	15.6	47,987	3.04%
Adair County	401	4.3	22,612	1.77%
Muskogee County	735	7.9	71,003	1.04%
Sequoyah County	364	3.9	42,341	0.86%
Mayes County	313	3.3	41,389	0.76%
Wagoner County	530	5.7	74,098	0.72%
Delaware County	279	3.0	41,633	0.67%
McIntosh County	112	1.2	20,360	0.55%
Okmulgee County	194	2.1	39,937	0.49%
Rogers County	349	3.7	87,706	0.40%
Tulsa County	2,420	25.9	610,599	0.40%
LeFlore County	198	2.1	50,628	0.39%
Creek County	256	2.7	70,467	0.36%
Osage County	111	1.2	47,425	0.23%
Washington County	89	1.0	51,476	0.17%
Oklahoma County	95	1.0	732,371	0.01%
Subtotal	7,904	84.4	2,052,032	0.39%
Other OK Counties	770	8.2	1,739,476	0.04%
Unknown	10	0.1		
Other States	444	4.7		
Foreign Countries	233	2.5		
TOTAL	9,361	100.0		

Participation Rates: % of population from a defined area enrolled at NSU (credit courses).

Oklahoma Public College/University
Participation Rates for Fall 2011:

Research Institutions:
 $\frac{55,527}{3,791,508} = .01464$ or 1.45%

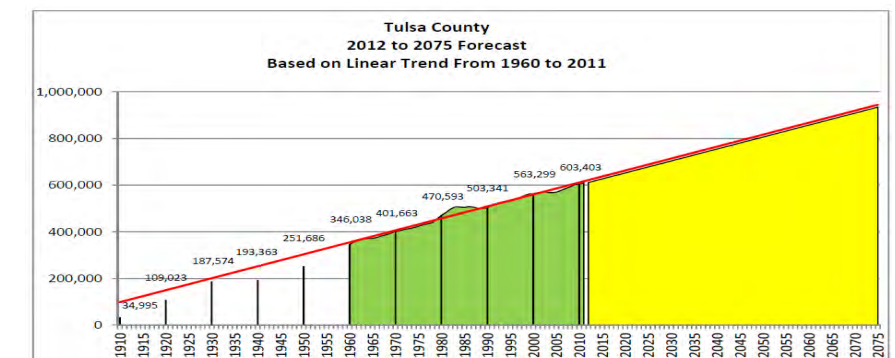
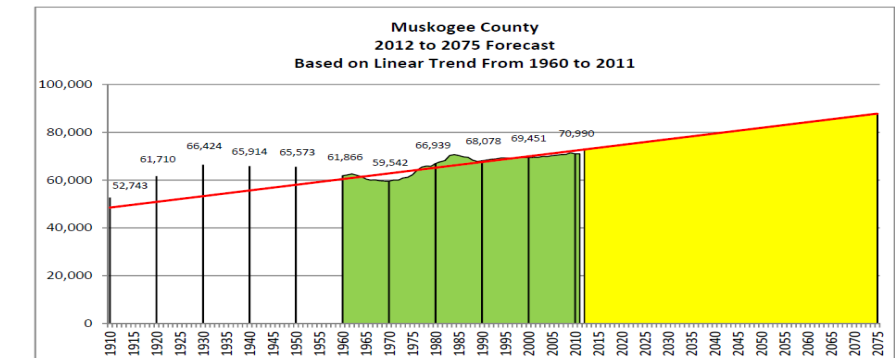
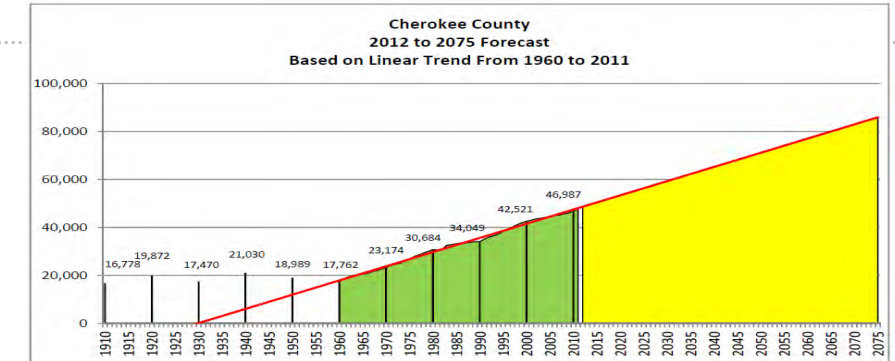
Regional Institutions:
 $\frac{59,682}{3,791,508} = .01574$ or 1.57%

All Public OK Institutions:
 $\frac{197,868}{3,791,508} = .05219$ or 5.22%

Source: US Census and OK State Regents

Population Projections by County

	2011 Headcount Enrollment		2012 Population Estimate	2020 Population Estimate	2028 Population Estimate	% Change 2012-2020	% Change 2012-2028
Geographic Area	N	%	N	N	N	%	%
Rogers County	349	3.7	87,842	98,672	109,501	12.3%	24.7%
Wagoner County	530	5.7	74,143	83,139	92,136	12.1%	24.3%
Delaware County	279	3.0	42,870	47,578	52,286	11.0%	22.0%
Cherokee County	1,458	15.6	48,615	53,350	58,084	9.7%	19.5%
Sequoyah County	364	3.9	42,425	46,274	50,122	9.1%	18.1%
Mayes County	313	3.3	41,626	45,039	48,452	8.2%	16.4%
McIntosh County	112	1.2	20,347	21,808	23,269	7.2%	14.4%
LeFlore County	198	2.1	50,977	54,597	58,218	7.1%	14.2%
Creek County	256	2.7	70,888	75,823	80,758	7.0%	13.9%
Tulsa County	2,420	25.9	611,160	652,183	693,205	6.7%	13.4%
Adair County	401	4.3	23,029	24,442	25,855	6.1%	12.3%
Osage County	111	1.2	48,811	51,745	54,679	6.0%	12.0%
Oklahoma County	95	1.0	732,712	772,053	811,395	5.4%	10.7%
Washington County	89	1.0	51,413	52,929	54,445	2.9%	5.9%
Muskogee County	735	7.9	72,825	74,732	76,639	2.6%	5.2%
Okmulgee County	194	2.1	39,946	40,513	41,079	1.4%	2.8%
Subtotal	7,904	84.4	2,059,629	2,194,877	2,330,123	6.6%	13.1%
Other OK Counties	770	8.2	1,742,398	1,829,325	1,916,673	5.0%	10.0%
Unknown	10	0.1					
Other States	444	4.7					
Foreign Countries	233	2.5					
State TOTAL	9,361	100.0	3,802,027	4,024,202	4,246,796		



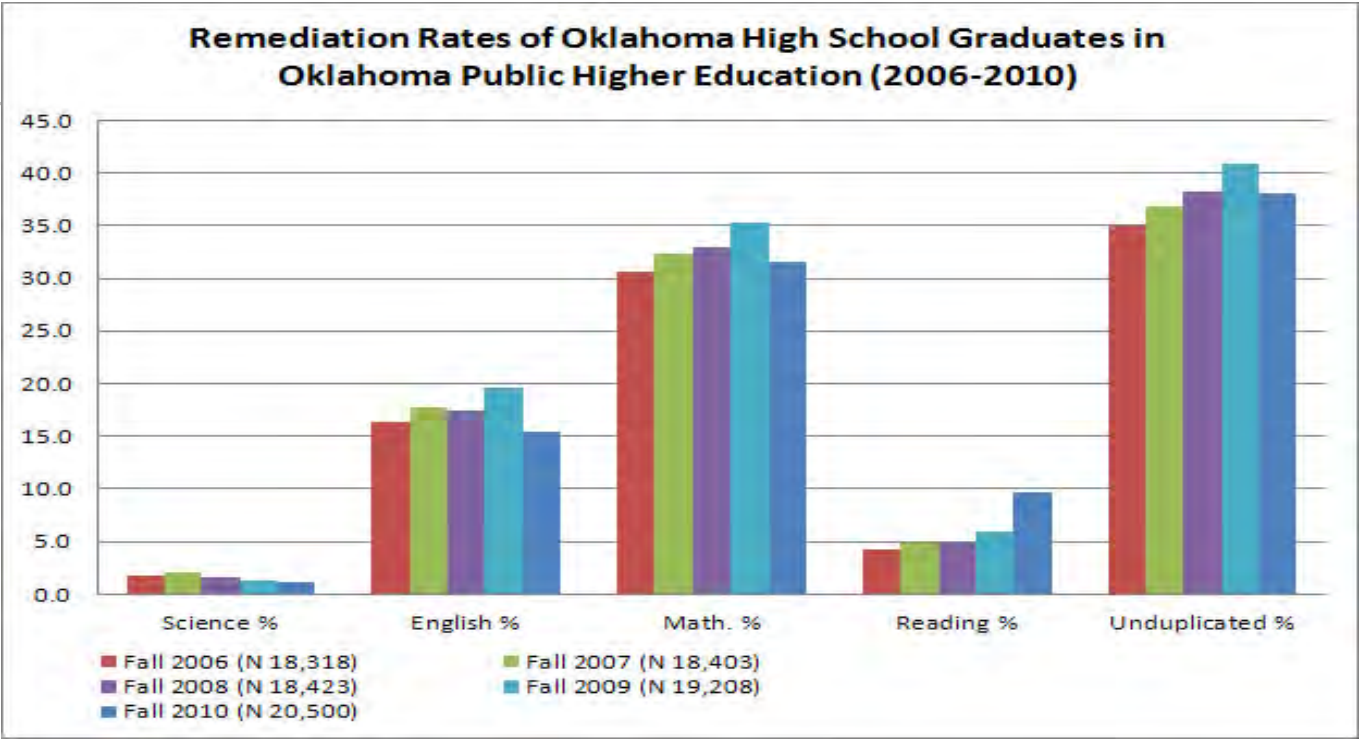
Northeastern State College

NSU Transfer Enrollment Analysis - Fall 2011

Transfer Institution	Fall 2011 Total Headcount Enrollment	Fall 2011 NSU Transfers Enrollment	Percent of Total Enrollment	Impact of 1 % Increase
Conners State College	2,743	411	15.0%	438
Carl Albert State College	2,627	310	11.8%	336
Tulsa Community College	19,390	1,646	8.5%	1,840
Bacone College	1,092	90	8.2%	101
Northeastern A&M	2,494	148	5.9%	173
Rogers State University	4,632	212	4.6%	258
Eastern Oklahoma State College	2,031	54	2.7%	74
Oklahoma State University	31,603	424	1.3%	740
University of Oklahoma	26,506	142	0.5%	407
University of Central Oklahoma	17,239	88	0.5%	260
Total	110,357	3,525	3.2%	4,629

Source: Oklahoma State Regents for Higher Education & NSU Fall 2012 Enrollment Report





College Remediation Rates

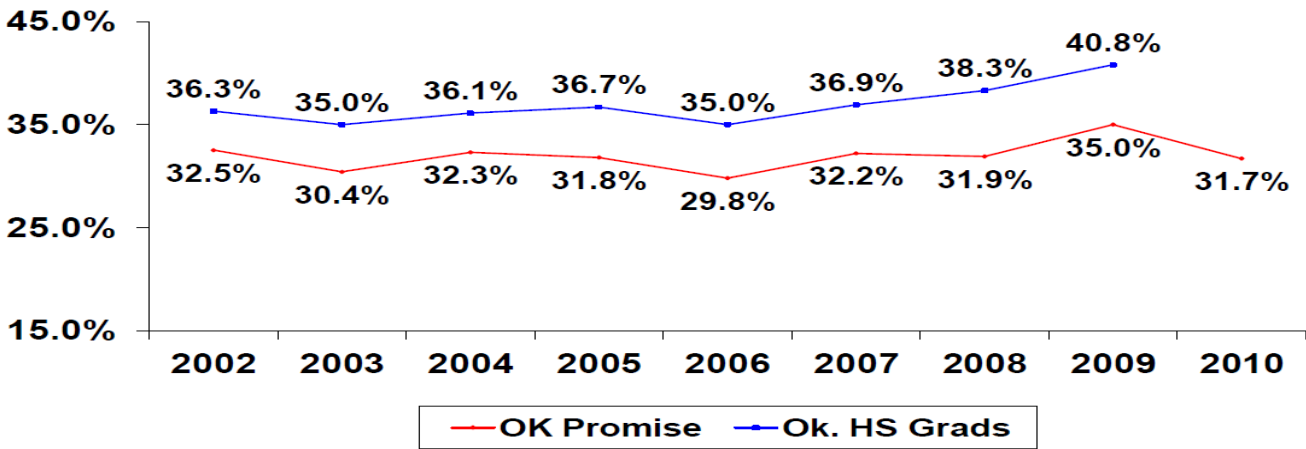
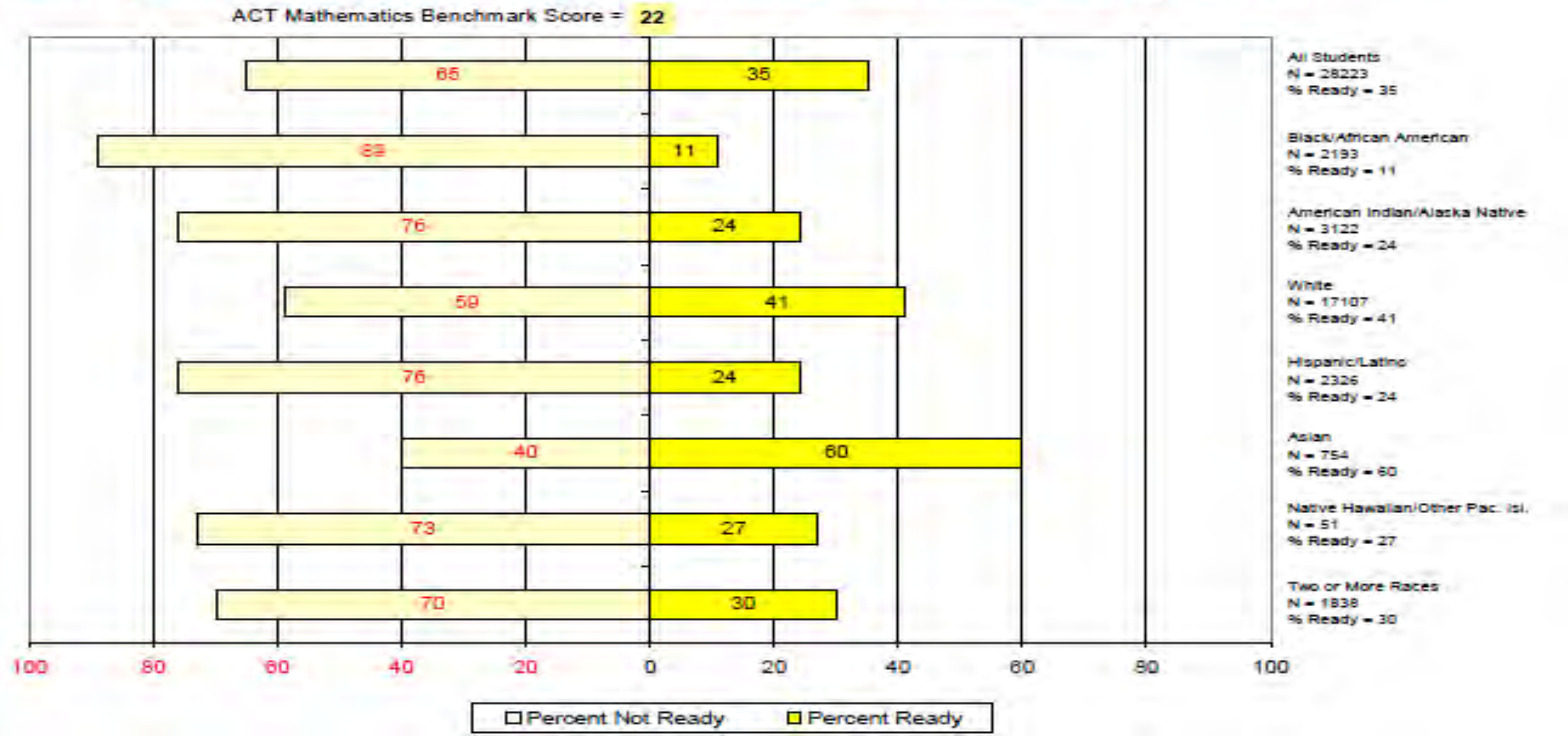


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity[®]: MATHEMATICS



2020 Enrollment Projection - Mid Level Projection

	2011 Headcount Enrollment	Participation Rate	2020 County Population	2011 -2020 Population Change	Headcount Projection 2020	Recruitment Index
Geographic Area	N	%	N	%	N	N
Tulsa County	2,420	0.40%	652,183	7%	3,261	38
Muskogee County	735	1.04%	74,732	5%	777	15
Cherokee County	1,458	3.04%	53,350	11%	1,601	15
Okmulgee County	194	0.49%	40,513	1%	194	14
Adair County	401	1.77%	24,442	8%	433	5
Wagoner County	530	0.72%	83,139	12%	624	5
Sequoyah County	364	0.86%	46,274	9%	403	4
Mayes County	313	0.76%	45,039	9%	347	4
Creek County	256	0.36%	75,823	8%	288	4
Washington County	89	0.17%	52,929	3%	90	3
Rogers County	349	0.40%	98,672	13%	414	3
LeFlore County	198	0.39%	54,597	8%	218	3
Delaware County	279	0.67%	47,578	14%	324	2
Oklahoma County	95	0.01%	772,053	5%	116	2
McIntosh County	112	0.55%	21,808	7%	120	2
Osage County	111	0.23%	51,745	9%	119	1
Subtotal	7,904		2,194,877		9,328	
Other OK Counties	770	0.044%	1,829,325		823	
Unknown	10				-	
Other States	444				524	
Foreign Countries	233				275	
TOTAL	9,361				10,950	

Source: Paulien Analysis

Unduplicated Headcount by Campus - Fall Data

	2006	2007	2008	2009	2010	2011	2012	Seven Year Change
Tahlequah	7,217	6,861	6,462	6,914	7,049	7,008	6,564	-9%
Muskogee County	276	344	324	350	317	394	298	8%
Broken Arrow	2,047	2,056	2,047	2,053	2,166	1,893	1,858	-9%

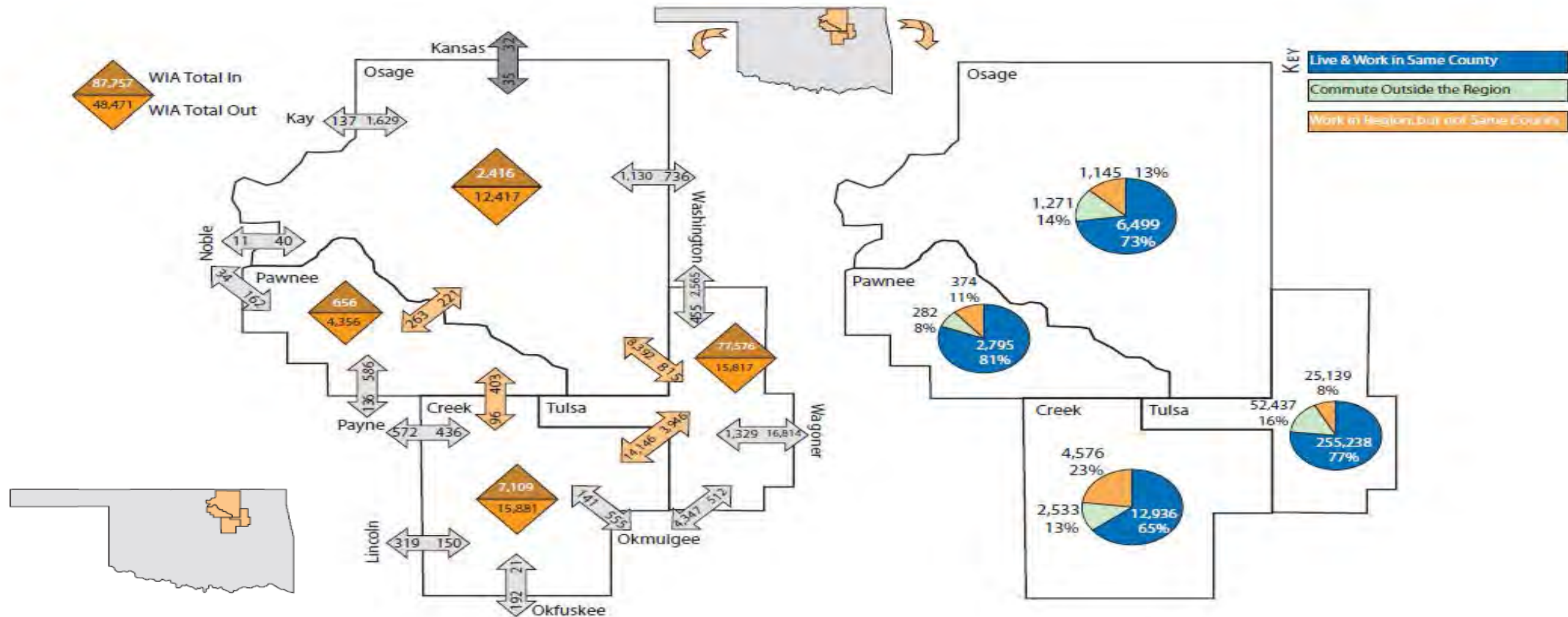
Source: NSU Fact Book

Mid-Level Projection

- Focus on non-traditional student populations and graduate programs
- Expand online learning options
- Expand upper division and graduate programs near population centers (Tulsa)
- Emphasis on recruitment and retention (both non-trad and trad markets)
- Expanded amenities for traditional undergraduate students (housing, recreation, student center)



Tulsa WIA Commuting Patterns

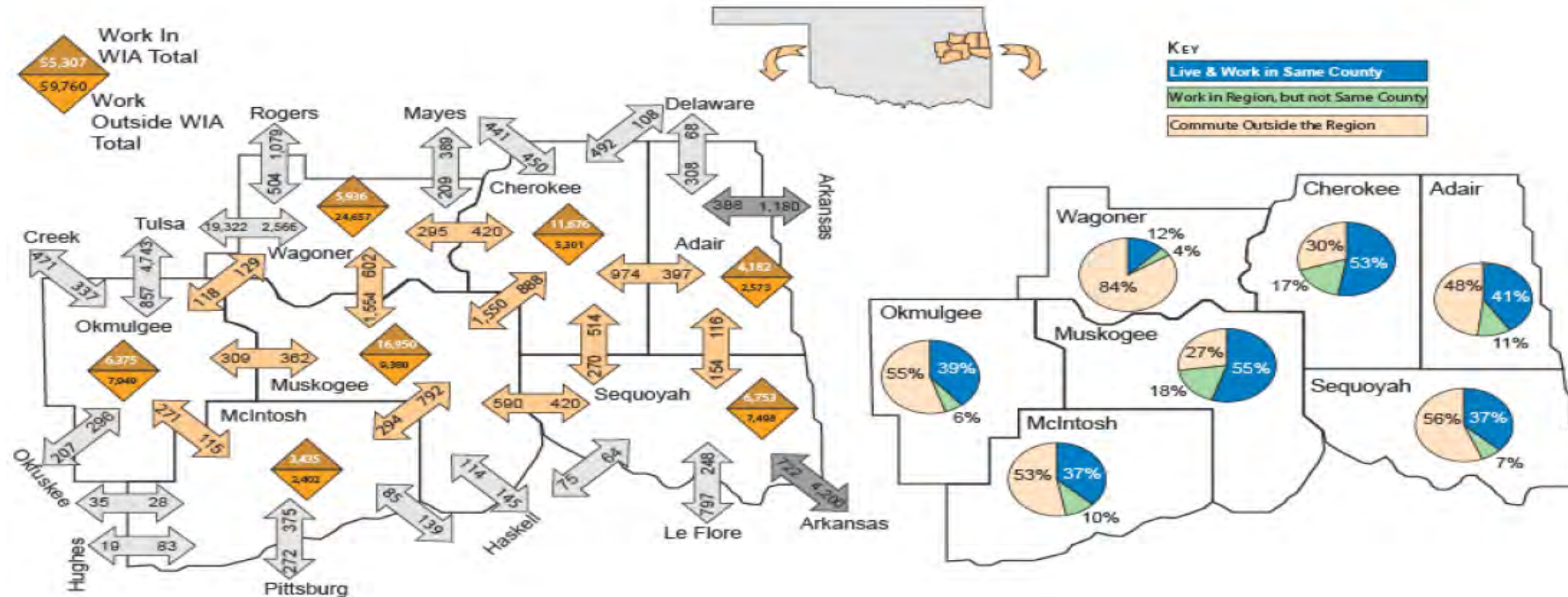


Within the region, Tulsa County is the clear commuting destination. Nearly all workers residing in Tulsa County (94.2%) remain in-county for their employment, while 45.8% of all workers in Creek, Osage and Pawnee counties commute into Tulsa. In fact, more resident workers in Osage and Creek counties commute to Tulsa County than work in their respective home counties.

Source: U.S Census Bureau, Census of Population & Housing, Summary File 3



Eastern WIA Commuting Patterns



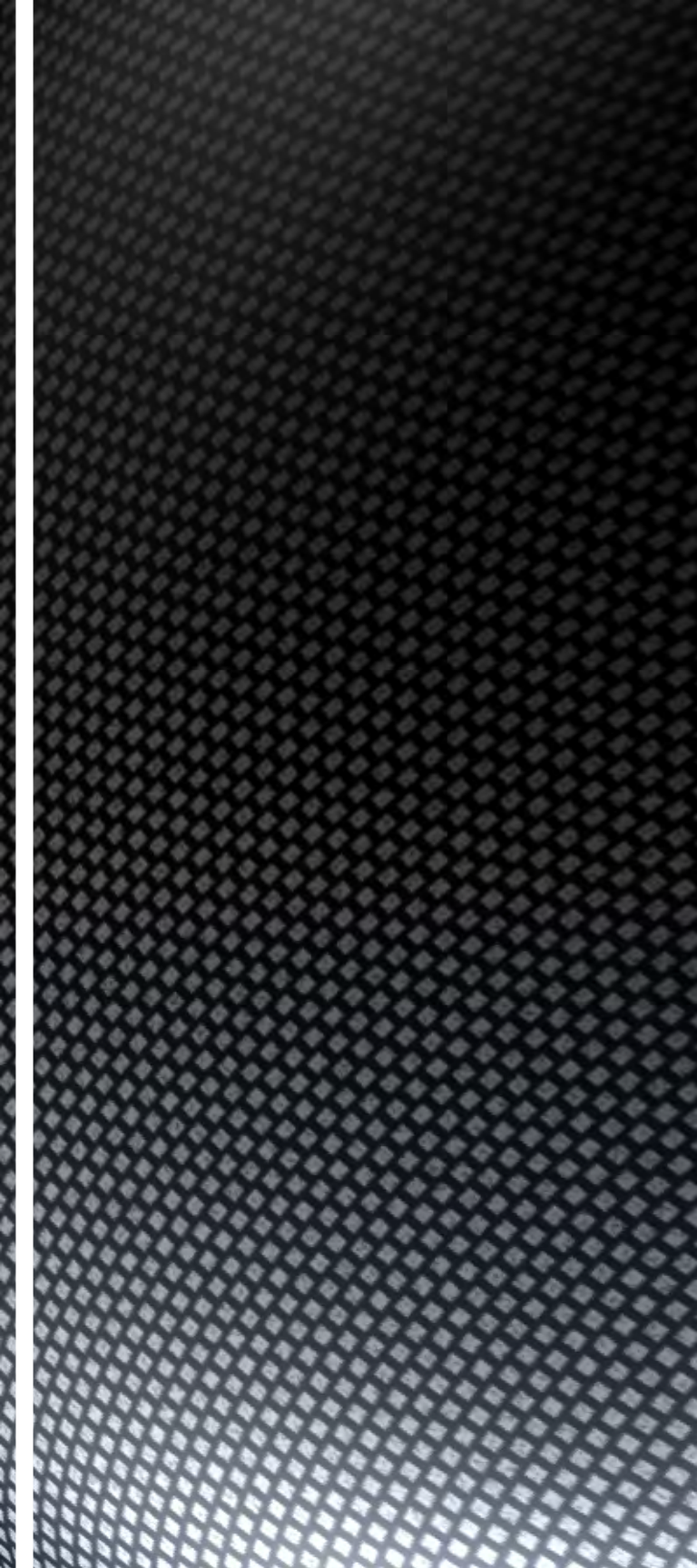
The Eastern WIA is a net workforce exporter. The net outflow from the Eastern WIA exceeds 34,000 workers. Most of that net outflow involved Tulsa County as more than 32,000 residents of the Eastern WIA commuted to Tulsa County for employment. Part of the reason for this net worker outflow exists because of the WIA's overall relationship of jobs to population. In 2010, the Eastern WIA had a total population (all ages) of 288,614, but there were only 121,585 jobs.

Source: U.S Census Bureau On the Map, Census of Population & Housing.



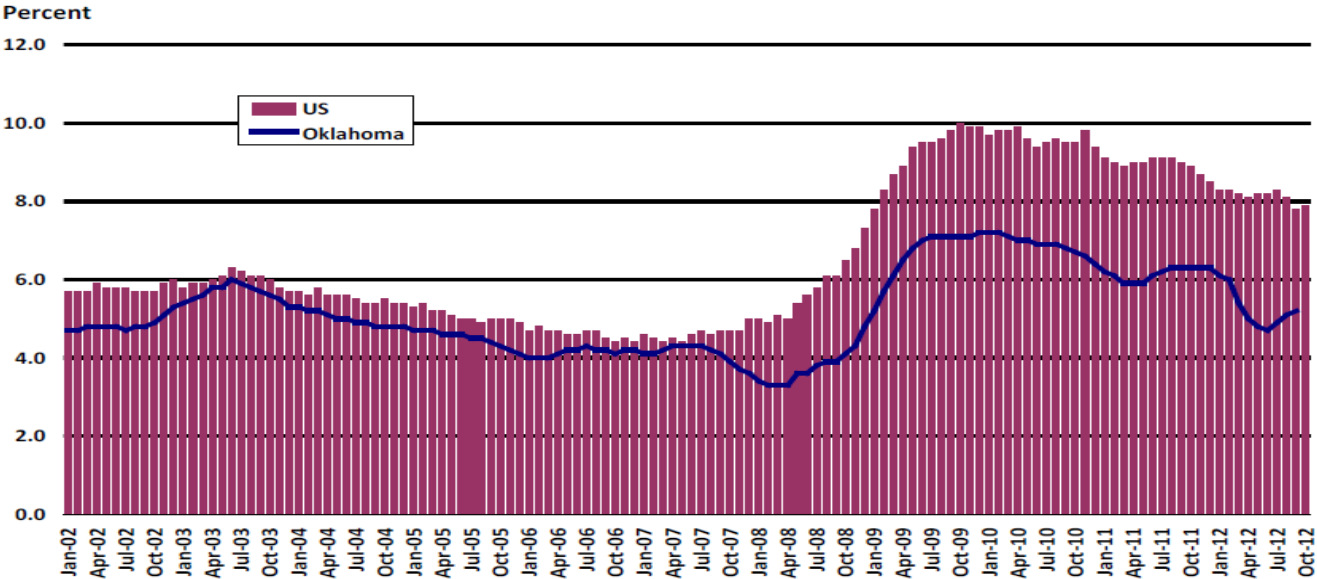
Occupational and Employment Analysis

Northeastern State University
Campus Master Plan



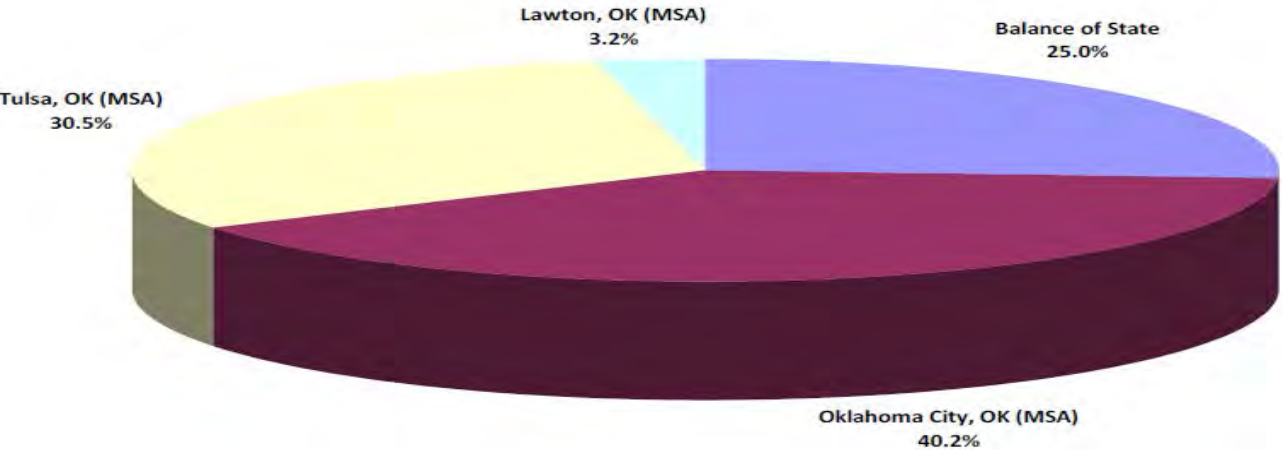
U.S. and Oklahoma Unemployment Rate (Seasonally Adjusted)

Source: U.S. Department of Labor, Bureau of Labor Statistics



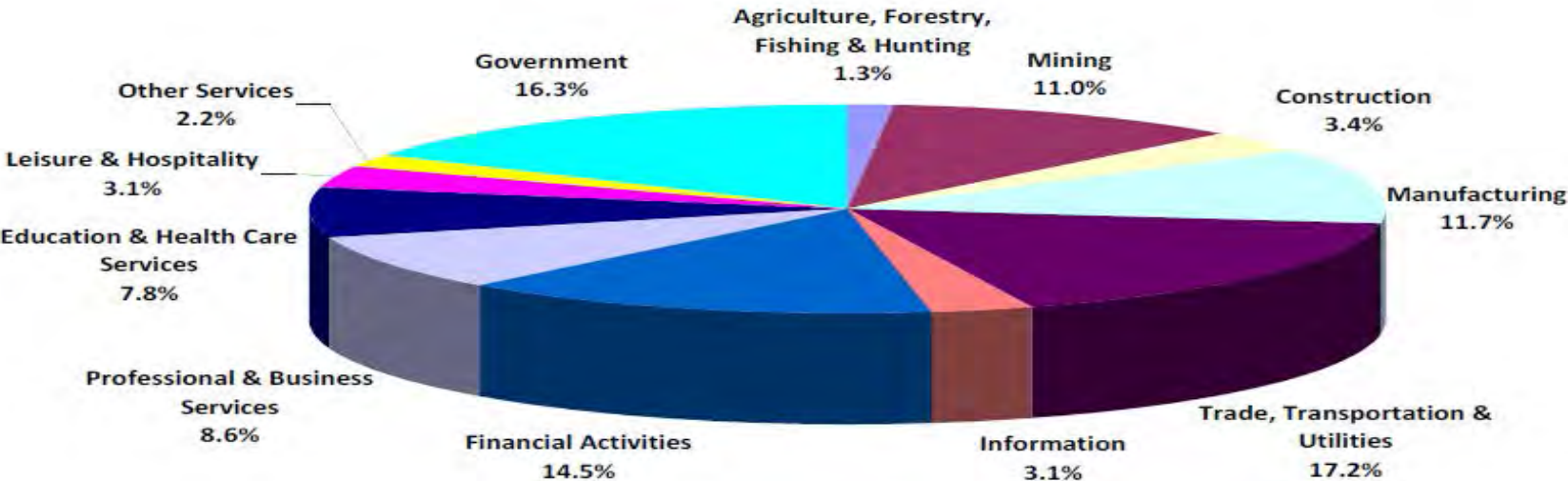
Metropolitan Area Contribution to State Real Gross Domestic Product 2010

Source: U.S. Department of Commerce, Bureau of Economic Analysis



2011 Industry Share of Oklahoma's Economy (by percentage of Gross Domestic Product)

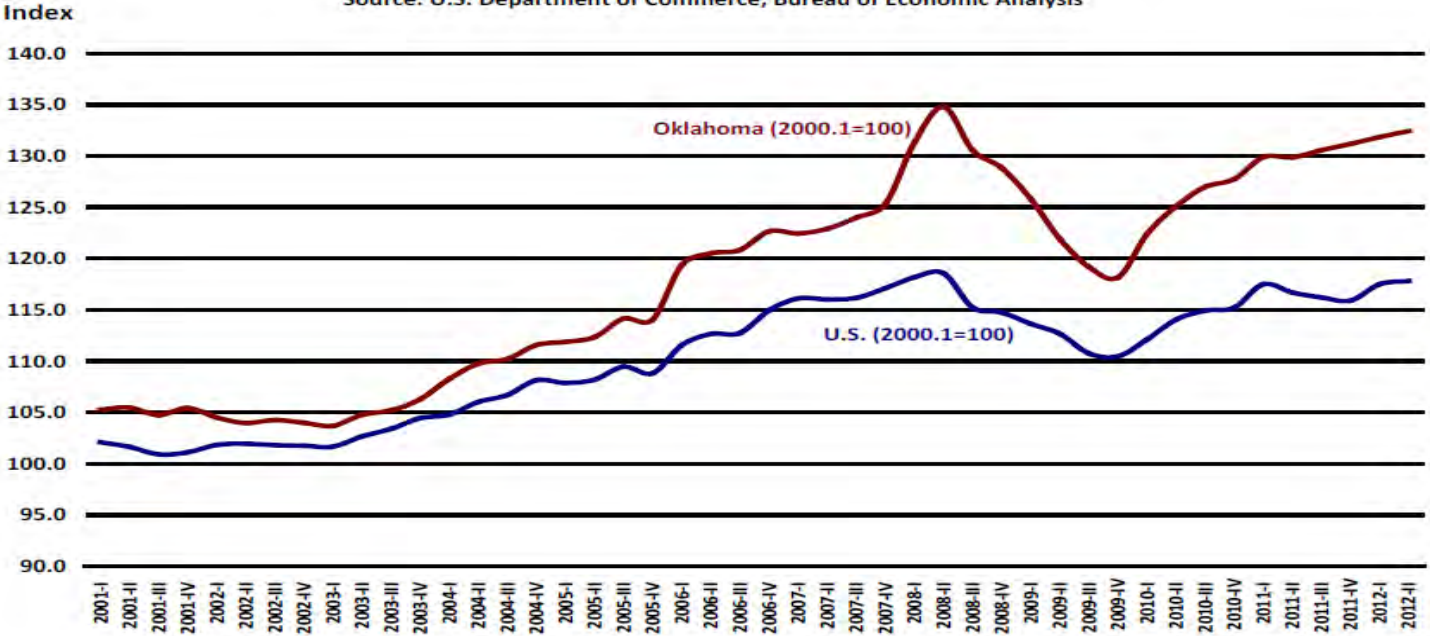
Source: U.S. Department of Commerce, Bureau of Economic Analysis





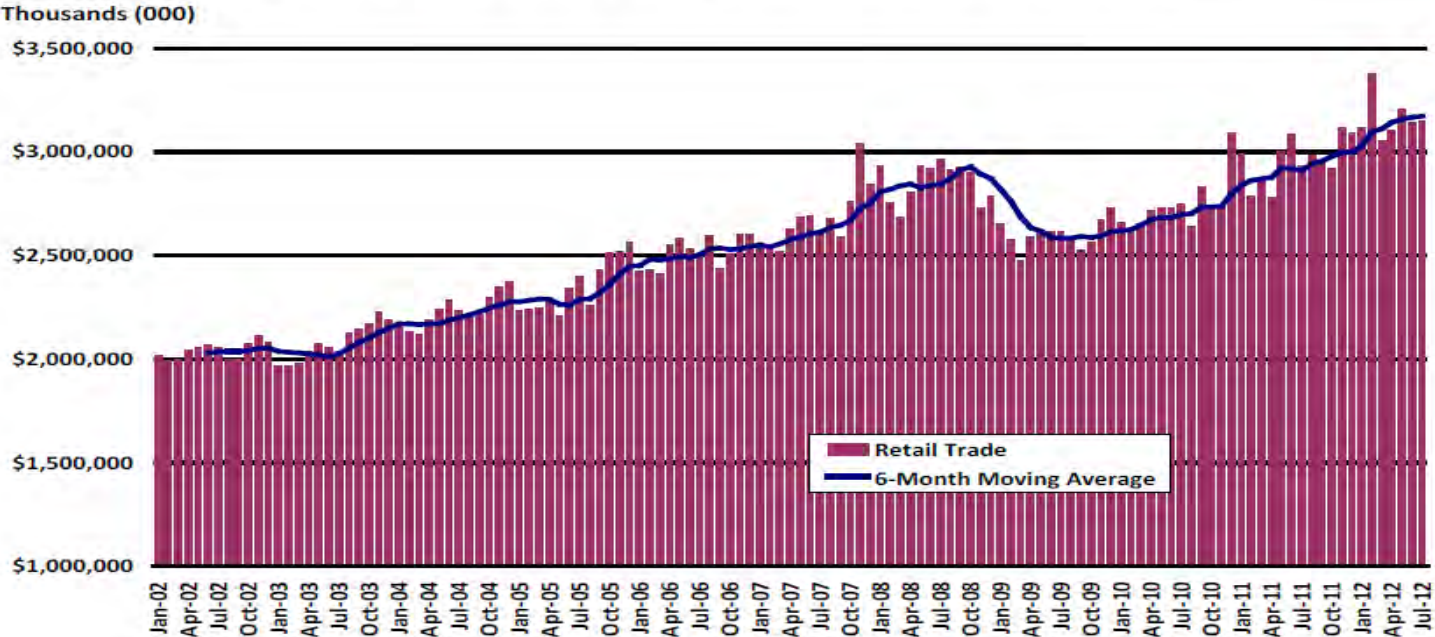
U.S. and Oklahoma Real Personal Income

Index: 1st Quarter 2000 = 100
Source: U.S. Department of Commerce, Bureau of Economic Analysis



Oklahoma Total Adjusted Retail Trade

Source: Center for Economic & Management Research, University of Oklahoma



NEW AND REPLACEMENT JOB VACANCIES 2008-2018 (THOUSANDS)						
CAREER CLUSTER	Bachelor's degree	Master's degree or better	Bachelor's degree or better (%)	Males per cluster (%)	Rate of growth (% change in employment)	Fastest rate of growth (rank)
Science, Technology, Engineering, and Mathematics (STEM)	336	271	4	80	9	9
Finance	540	123	4	65	10	8
Government and Public Administration	159	43	1	59	8	10
Information Technology	725	325	7	72	23	1
Marketing, Sales, and Service	1,013	175	7	62	11	7
Hospitality and Tourism	1,120	193	8	61	12	6
Health Science	953	798	11	37	21	2
Business, Management, and Administration	1,722	571	14	55	6	12
Education and Training	1,204	1,196	15	30	14	5
All others	3,332	1,094	28			
TOTALS	11,104	4,789	100			

SOURCE: The Georgetown University Center on Education and the Workforce forecast of educational demand through 2018.
Columns may not add up to 100% due to rounding.

Nationally, Seventy-two percent of all jobs for college degree holders will be in nine career clusters

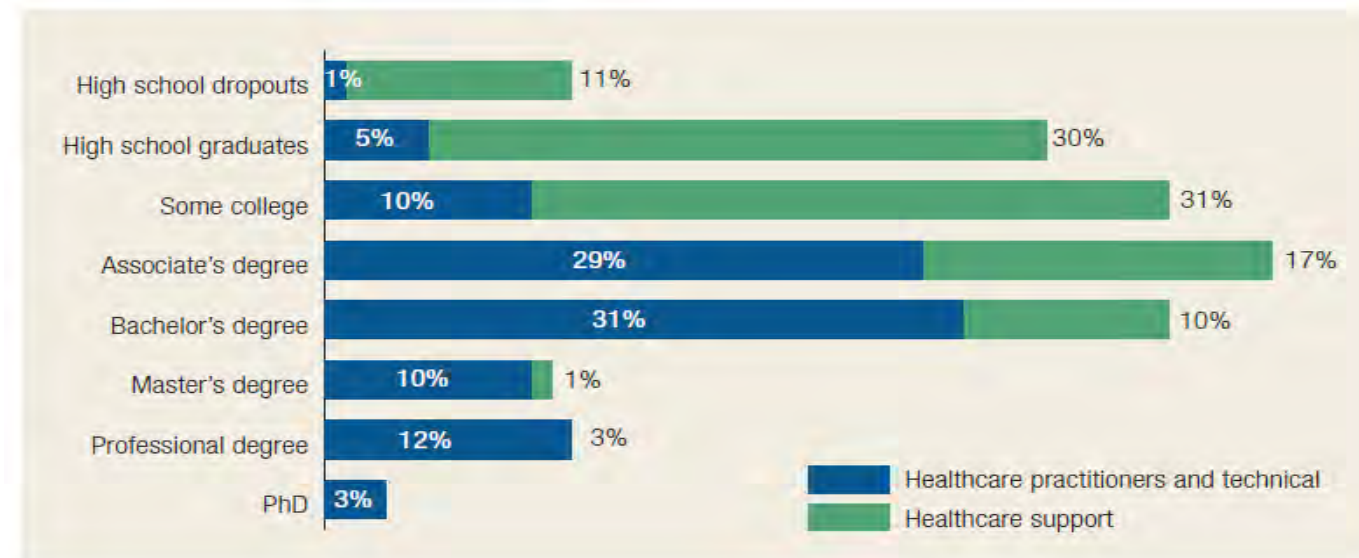


Table 1: Job openings in healthcare occupations will grow faster than in any other group of occupations through 2020

By occupation (in '000 of jobs)	2010 Jobs	2020 jobs	Difference (Net new jobs) a	Replacement jobs b	Job openings 2010-2020 a+b	Growth of jobs
Healthcare professional and Technical	6,480	8,490	2,010	1,580	3,590	31%
Healthcare support	3,660	4,610	950	1,090	2,040	26%
Healthcare jobs	10,140	13,100	2,960	2,670	5,630	29%

Source: Georgetown University Center on Education and the Workforce forecasts of educational demand through 2020

Demand for postsecondary education in healthcare is second only to demand in science, technology, engineering and mathematics jobs.





The Top Majors for the Class of 2022

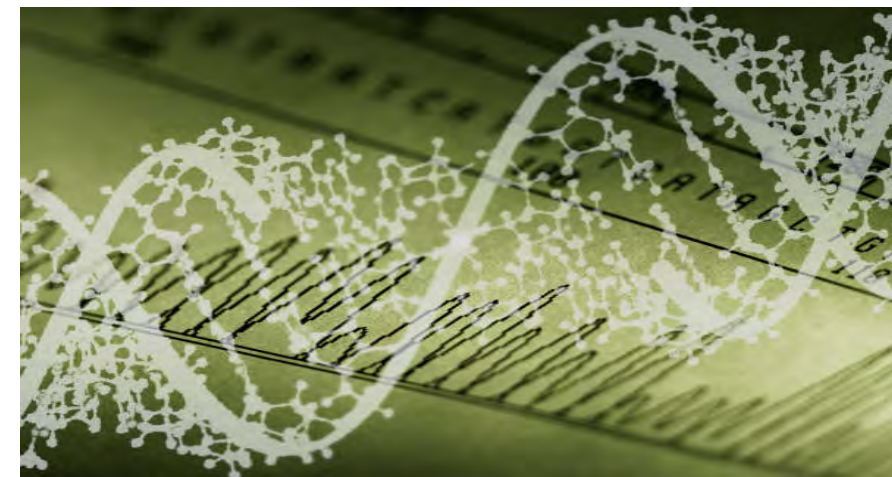
(Alex Knapp, Forbes, May 9, 2012)

- **Math**
- **Robotics**
- **Agricultural Engineering**
- **Hospitality Management**
- **Health and Biotechnology**
- **Pre-Law, with a Focus on Elder Law**
- **Quantum Engineering**
- **3-D Printing Design**
- **The Liberal Arts**
- **Aerospace Engineering**

Top Ten Advanced Degrees Worth Having

(Terry Heick, Edudemic, May 24, 2012)

- **PharmD**
- **MS in Biomedical Engineering**
- **Master's Science Nursing (MSN)**
- **MS in Computer Science**
- **MS in Physician Assistant Studies**
- **MBA**
- **PsyD (Applied doctoral degree in Psychology)**
- **MS in Speech-Language Pathology**
- **MA in Anthropology/Archaeology**
- **Master's Social Work**



Oklahoma State Employment by Summary Education, 2010-2020

Education	Employment Distribution		Change 2010-2020		Average Annual Openings 2010-2020	
	2010	2020	Number	Percent	Number	Distribution
Typical entry-level education						
Total, all occupations	100.0%	100.0%	234,550	14.1%	63,280	100.0%
Doctoral or professional degree	2.6%	2.6%	6,520	15.3%	1,480	2.3%
Master's degree	1.6%	1.7%	5,280	19.4%	1,130	1.8%
Bachelor's degree	13.3%	13.4%	34,000	15.4%	8,360	13.2%
Associate's degree	5.8%	5.9%	16,370	17.0%	3,430	5.4%
Postsecondary non-degree award	5.3%	5.4%	14,860	16.9%	3,350	5.3%
Some college, no degree	0.4%	0.4%	1,140	15.5%	310	0.5%
High school diploma or equivalent	44.9%	44.0%	87,460	11.7%	25,570	40.4%
Less than high school	26.1%	26.5%	68,890	15.9%	19,640	31.0%

Source: Employment Projections program, Oklahoma Employment Security Commission, Research & Analysis Division



OKLAHOMA LONG-TERM INDUSTRY EMPLOYMENT PROJECTIONS, 2010 - 2020

Industry Title	Employment		Employment Change	
	2010	2020	Numeric	Percent
Total Employment¹	1,662,220	1,896,770	234,550	14.11
Services-Providing (Trade, Financial, Professional/Business, Leisure)	1,289,030	1,484,610	195,590	15.17
Health Care and Social Assistance (Hospitals, Nursing, Residential Care)	197,890	258,660	60,780	30.71
Goods-Producing (Natural Resources, Construction, Manufacturing)	262,360	296,220	33,880	12.91
Accommodation and Food Services	124,610	148,290	23,670	19.00
Educational Services	156,720	178,520	21,800	13.91
Administrative and Support and Waste Management and Remediation Services	92,650	111,760	19,100	20.62
Retail Trade	168,610	186,700	18,070	10.72
Government	172,160	189,540	17,380	10.10
Local Government, Excluding Education and Hospitals	91,780	105,740	13,960	15.21
Manufacturing (Food, Textile, Wood, Chemical, Plastics, Machine)	122,830	134,650	11,810	9.61
Professional, Scientific, and Technical Services	62,590	74,330	11,760	18.79
Mining (Oil, Gas, Mining)	43,530	54,090	10,560	24.26
Construction (Residential, Heavy, Civil, Specialty Trade)	67,410	75,660	8,250	12.24
Wholesale Trade (Merchant Durable and Nondurable)	55,690	62,100	6,430	11.55
Finance and Insurance	58,900	64,390	5,480	9.30
Total Self-Employed and Unpaid Family Workers ²	110,890	116,020	5,120	4.62
Other Services (Except Government)	62,590	66,010	3,410	5.45
Agriculture	28,590	31,820	3,260	11.40
Real Estate and Rental and Leasing	21,650	24,210	2,560	11.82
Arts, Entertainment, and Recreation	14,260	16,800	2,550	17.88
Transportation and Warehousing (Air, Rail, Truck, Pipe, Scenic)	49,320	50,970	1,670	3.39
State Government, Excluding Education and Hospitals	37,210	38,680	1,470	3.95
Management of Companies and Enterprises	15,160	16,000	840	5.53
Utilities	11,250	12,030	790	6.98
Federal Government	50,610	50,510	-110	-0.22
Information (Publishing, Motion Picture, Broadcasting, Telco, Internet)	24,980	24,300	-700	-2.80

Footnotes:

1) Total employment includes covered and non-covered employment, agricultural employment and self-employed and unpaid family workers.

2) Self-employed & unpaid family workers data are produced from the projection matrix system based on Oklahoma OES (Oc



**STATE OF OKLAHOMA
INDUSTRIES WITH THE LARGEST EMPLOYMENT GROWTH
2010-2020**

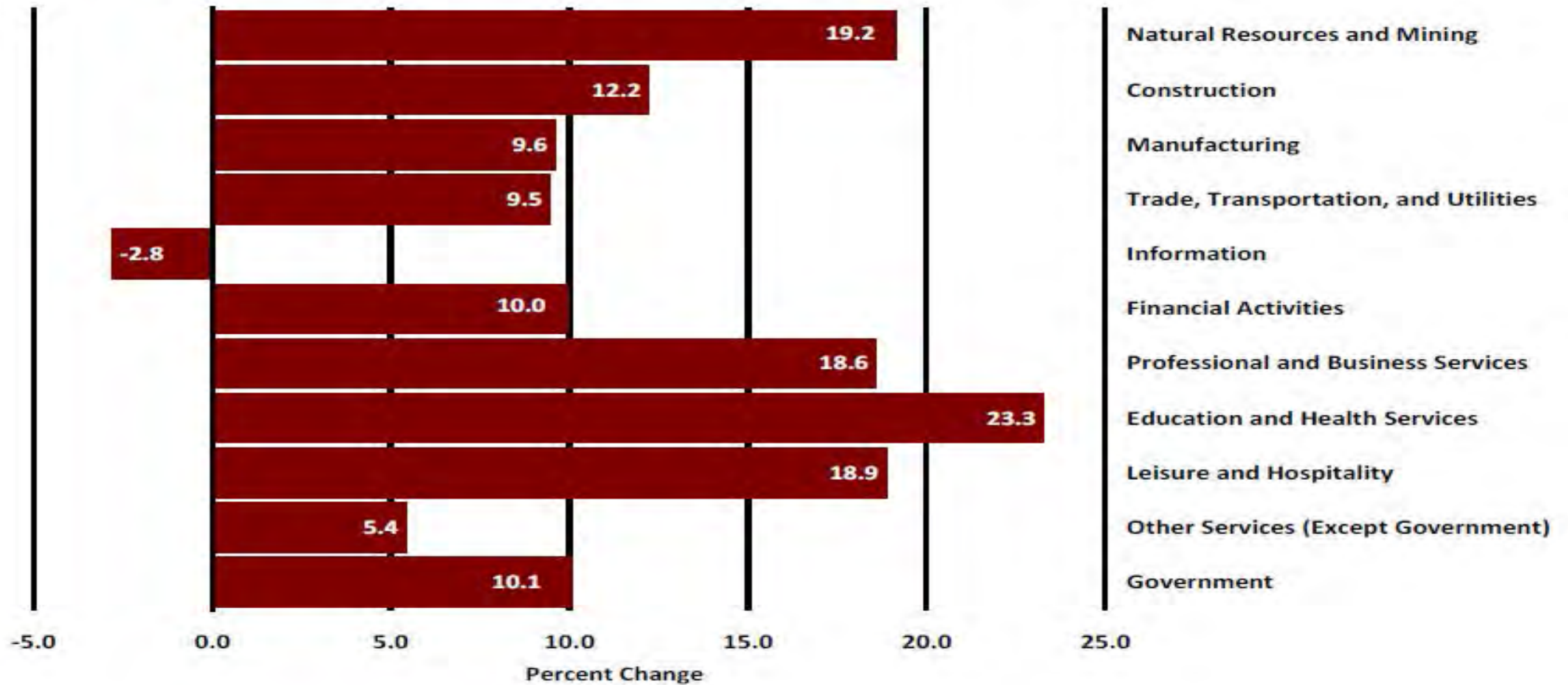
Industry Title	Employment		Employment Change 2010-2020	
	2010	2020	Numeric	Percent
Food Services and Drinking Places	112,595	134,417	21,822	19.38
Ambulatory Health Care Services	68,622	87,873	19,251	28.05
Hospitals	68,541	87,257	18,716	27.31
Elementary and Secondary Schools	94,539	109,296	14,757	15.61
Local Government, Excluding Education and Hospitals	91,776	105,739	13,963	15.21
Social Assistance	25,974	39,810	13,836	53.27
Nursing and Residential Care Facilities	34,755	43,723	8,968	25.80
Specialty Trade Contractors	40,964	48,813	7,849	19.16
Employment Services	36,167	43,751	7,584	20.97
Support Activities for Mining	22,859	30,045	7,186	31.44

Source: Employment Projections program, Oklahoma Employment Security Commission, Research & Analysis Division.



Oklahoma Long-Term Industry Employment Projections, 2010-2020

Source: Employment Projections Program, Oklahoma Employment Security Commission, Research & Analysis Division

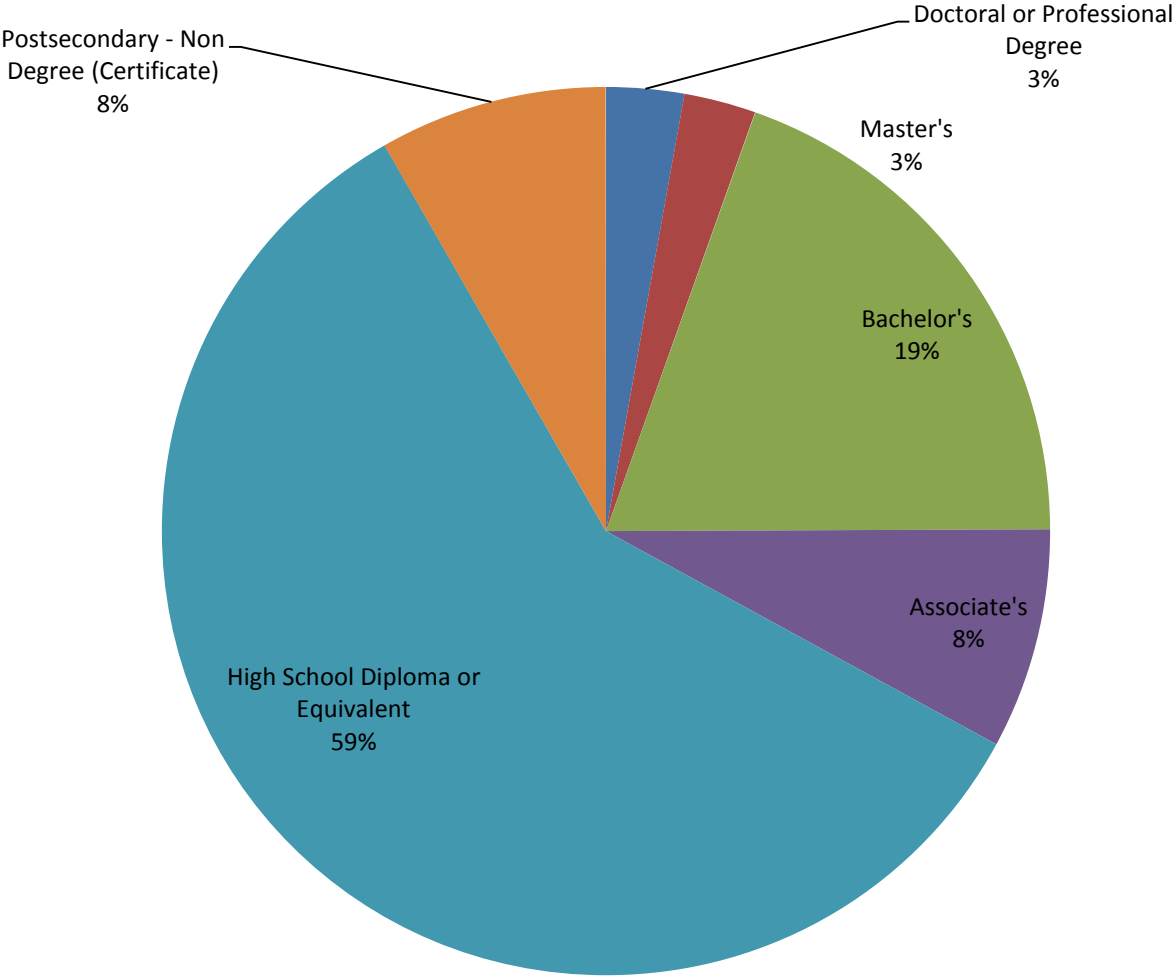


Oklahoma Statewide Occupational Division Employment

Occupational Division	Average Annual Openings 2010-2020
Total, All Occupations	63,280
Office and Administrative Support Occupations	8,680
Sales and Related Occupations	7,230
Food Preparation and Serving Related Occupations	6,960
Healthcare Practitioners and Technical Occupations	4,300
Education, Training, and Library Occupations	3,770
Transportation and Material Moving Occupations	3,750
Production Occupations	3,630
Construction and Extraction Occupations	3,500
Management Occupations	2,970
Installation, Maintenance, and Repair Occupations	2,740
Business and Financial Operations Occupations	2,650
Personal Care and Service Occupations	2,480
Healthcare Support Occupations	2,120
Protective Service Occupations	1,640
Building and Grounds Cleaning and Maintenance Occupations	1,600
Community and Social Services Occupations	1,060
Architecture and Engineering Occupations	870
Computer and Mathematical Occupations	840
Farming, Fishing, and Forestry Occupations	840
Arts, Design, Entertainment, Sports, and Media Occupations	730
Life, Physical, and Social Science Occupations	500
Legal Occupations	430

Source: Employment Projections program, Oklahoma Employment Security Commission

Statewide Average Annual Openings 2010-2020



OKLAHOMA LONG-TERM OCCUPATIONAL OUTLOOK, 2010 - 2020

Occupations Needing Graduate Degrees - 40 or More Annual Openings



Occupation		Percent Growth	Average Annual Openings 2010-2020
Code	Title		
Doctoral/Professional Degrees with Greater than 40 Openings Per Year			
23-1011	Lawyers	11.5	270
29-1051	Pharmacists	17.4	140
29-1069	Physicians and Surgeons, All Other	15.1	100
29-1123	Physical Therapists	31.8	90
29-1062	Family and General Practitioners	18.0	80
19-3031	Clinical, Counseling, and School Psychologists	21.4	60
29-1021	Dentists, General	11.3	60
29-1131	Veterinarians	35.0	50
29-1041	Optometrists	21.6	40
29-1063	Internists, General	18.2	40
Master's Degrees with Greater than 40 Openings Per Year			
11-9032	Education Administrators, Elementary and Secondary School	16.0	130
21-1012	Educational, Guidance, School, and Vocational Counselors	19.4	130
21-1015	Rehabilitation Counselors	29.6	110
21-1014	Mental Health Counselors	35.8	80
21-1022	Healthcare Social Workers	32.6	80
25-4021	Librarians	10.3	80
25-1191	Graduate Teaching Assistants	10.1	70
29-1122	Occupational Therapists	31.9	60
29-1127	Speech-Language Pathologists	21.6	60
29-1071	Physician Assistants	21.5	50
11-9033	Education Administrators, Postsecondary	12.8	40
25-1199	Postsecondary Teachers, All Other	13.1	40
25-9031	Instructional Coordinators	16.2	40

Source: Employment Projections program, Oklahoma Employment Security Commission, Research & Analysis Division.



OKLAHOMA LONG-TERM OCCUPATIONAL OUTLOOK, 2010 - 2020

Occupations Needing Bachelors Degree - 100 or More Annual Openings

Occupation			Percent Growth	Average Annual Openings 2010-2020
Code	Title			
Management				
11-2022	Sales Managers		10.68	130
11-3031	Financial Managers		10.09	160
11-9111	Medical and Health Services Managers		23.41	250
11-1011	Chief Executives		3.51	210
Business and Financial				
13-1078	Human Resources, Training, and Labor Relations Specialists, All Other		23.03	160
13-1111	Management Analysts		13.96	160
13-1151	Training and Development Specialists		29.51	170
13-1161	Market Research Analysts and Marketing Specialists		36.25	120
13-2011	Accountants and Auditors		16.03	590
Computer and Mathematical				
15-1121	Computer Systems Analysts		14.90	100
15-1142	Network and Computer Systems Administrators		23.79	110
Architecture and Engineering				
17-2171	Petroleum Engineers		24.62	140
Community and Social Service				
21-1021	Child, Family, and School Social Workers		12.73	180
Education, Training & Library				
25-2012	Kindergarten Teachers, Except Special Education		25.02	110
25-2021	Elementary School Teachers, Except Special Education		17.74	670
25-2022	Middle School Teachers, Except Special and Career/Technical Education		24.41	330
25-2031	Secondary School Teachers, Except Special and Career/Technical Education		13.81	460
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School		28.93	120
25-3999	Teachers and Instructors, All Other		14.23	280
Arts, Design, Entertainment				
27-3031	Public Relations Specialists		15.92	120
Personal Care and Services				
39-9032	Recreation Workers		16.55	100
Sales and Related Occupations				
41-4011	Sales Representatives, Wholesale and Manuf, Tech and Scientific Products		9.95	200

Source: Employment Projections program, Oklahoma Employment Security Commission, Research & Analysis Division.



Statewide Occupational Analysis - Bachelor's Degrees

FY 2010-2011

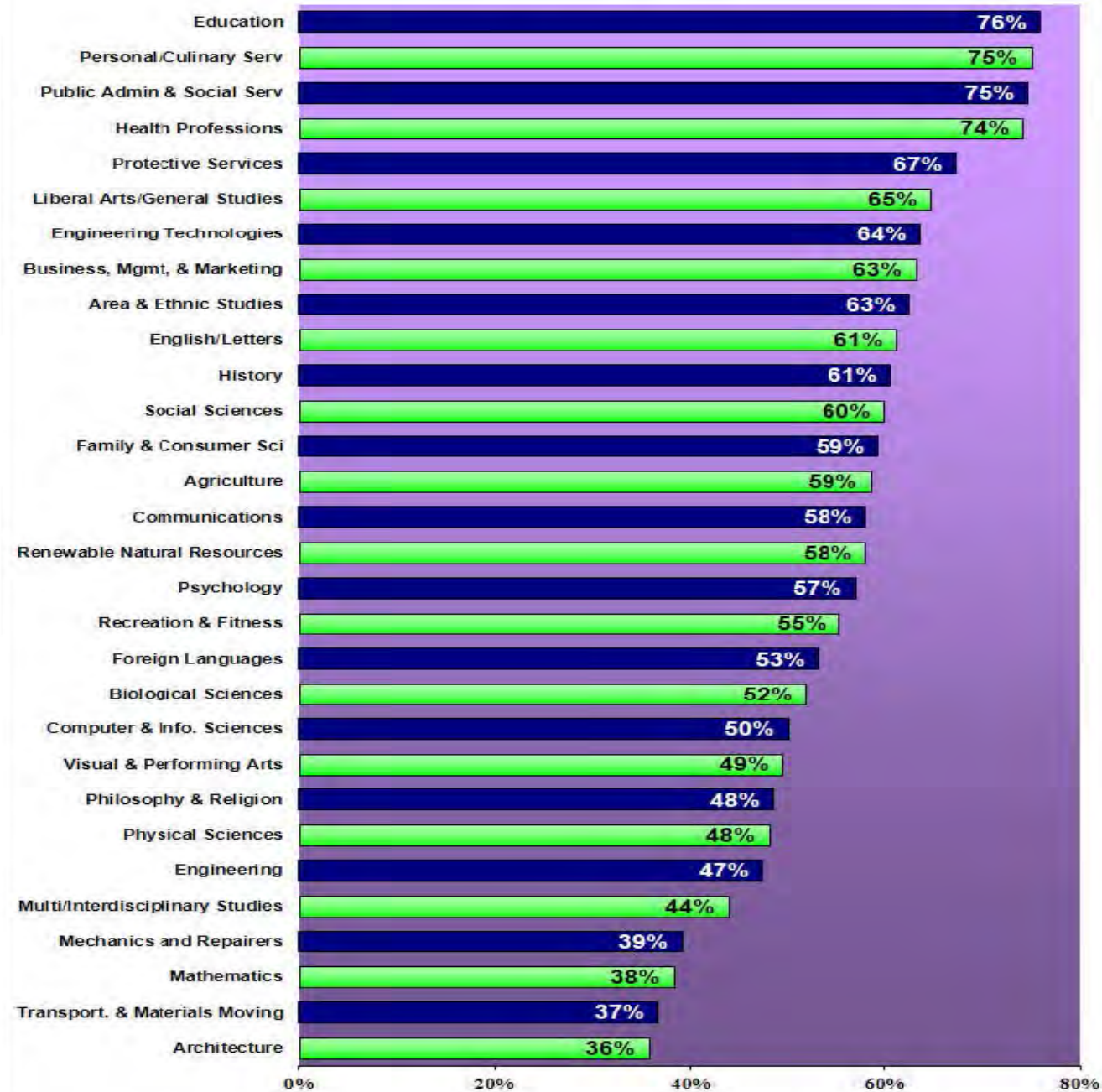
Field of Study	State Average Annual Openings (2010-2020)	Bachelors's Degrees Conferred Statewide 2010-2011	NSU Bachelor Degrees Granted	NSU % of Statewide	Unmet Demand
Business and Management	3,230	3,220	285	9%	10
Letters/Languages/Area Studies/Interdisciplinary	N/A	2,351	41	2%	
Biological, Life and Social Sciences	240	1,688	122	7%	(1,448)
Education	2,190	1,498	345	23%	692
Health Professions	220	1,423	95	7%	(1,203)
Architecture & Engineering	600	1,103	44	4%	(503)
Public Affairs & Service	270	1,067	137	13%	(797)
Communications	270	847	19	2%	(577)
Psychology	280	746	112	15%	(466)
Fine and Applied Arts	170	526	34	6%	(356)
Agriculture	10	389	-	0%	(379)
Consumer Sciences	60	376	28	7%	(316)
Computer & Information Sciences/Mathematics	560	349	14	4%	211
Law	10	6	-	0%	4
Total	8,110	15,589	1,276	15%	

Source: Employment Projections program, Oklahoma Employment Security Commission, Research & Analysis Division.

Oklahoma State Regents for Higher Education -UDS 05/23/12



Oklahoma Employment by Field of Study
After Five Years
2004-05 Bachelor's Degree Recipients

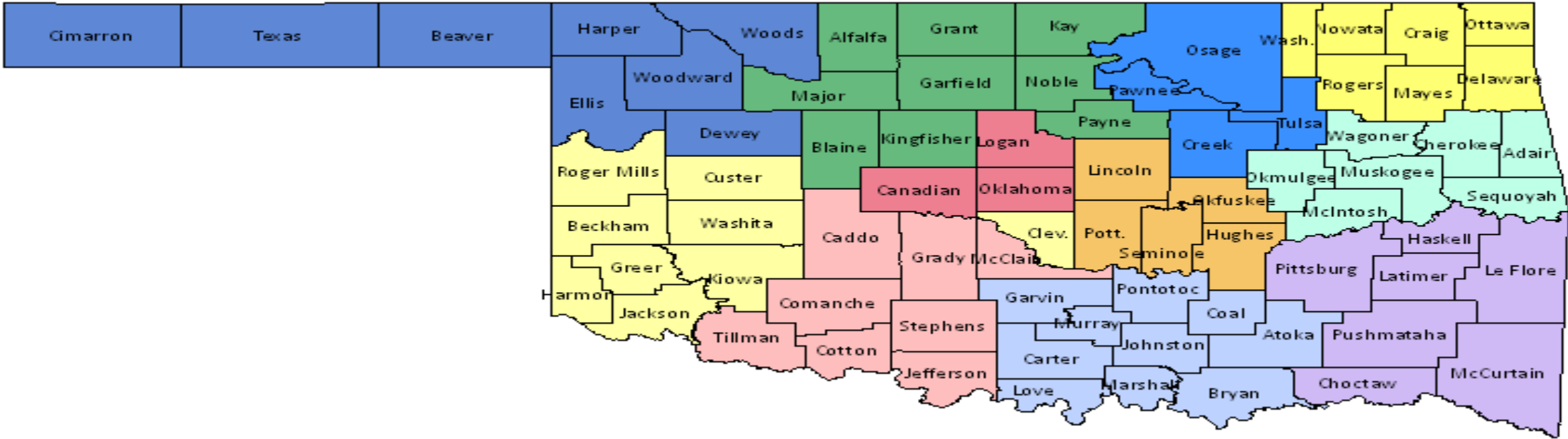


Degree recipients with
employment after five years



Oklahoma Workforce Investment Areas

Workforce Investment Area	Component Counties
Northwest	Cimarron, Beaver, Texas, Dewey, Ellis, Harper, Woods, Woodward
North Central	Alfalfa, Blaine, Garfield, Grant, Kingfisher, Major, Kay, Noble, Payne
Tulsa	Creek, Osage, Pawnee, Tulsa
Northeast	Nowata, Washington, Craig, Ottawa, Delaware, Mayes, Rogers
Southwest	Beckham, Custer, Roger Mills, Washita, Greer, Harmon, Jackson, Kiowa
South Central	Jefferson, Stephens, Caddo, Grady, McClain, Comanche, Cotton, Tillman
Southern	Garvin, Pontotoc, Carter, Love, Murray, Atoka, Bryan, Coal, Johnson, Marshall
Southeast	Latimer, Pittsburg, Choctaw, McCurtain, Pushmataha, Haskell, Le Flore
Central	Canadian, Logan, Oklahoma
East Central	Lincoln, Pottawatomie, Seminole, Hughes, Okfuskee
Cleveland County	Cleveland
Eastern	Okmulgee, McIntosh, Muskogee, Wagoner, Adair, Cherokee, Sequoyah



Detailed Occupational Projections for each WIA available from:

- The Economic Research and Analysis division of the Oklahoma Employment Security Commission
- Oklahoma Department of Commerce (OKcommerce.gov)



Oklahoma Workforce Investment Areas

TULSA WORKFORCE INVESTMENT AREA OCCUPATIONAL OUTLOOK, 2008-2018

Occupation Code	Occupation Title	Employment		2008-2018		Total Openings	Education and Training
		2008	2018	Numeric	Percent		
00-0000	Total, All Occupations	405,010	433,950	28,940	7.1%	126,710	
13-2011	Accountants and Auditors	5,810	6,570	760	13.1%	1,740	Bachelor's degree
25-2021	Elementary School Teachers, Except Special Education	3,780	4,280	500	13.3%	1,360	Bachelor's degree
25-2031	Secondary School Teachers, Except Special and Vocational Education	2,080	2,220	140	6.7%	750	Bachelor's degree
25-2022	Middle School Teachers, Except Special and Vocational Education	1,740	1,970	230	13.1%	620	Bachelor's degree
13-1073	Training and Development Specialists	1,070	1,300	230	21.5%	510	Bachelor's degree
15-1051	Computer Systems Analysts	1,350	1,510	160	12.0%	450	Bachelor's degree
25-3099	Teachers and Instructors, All Other	1,610	1,810	200	12.5%	450	Bachelor's degree
11-9141	Property, Real Estate, and Community Association Managers	1,500	1,600	100	6.4%	350	Bachelor's degree
13-1071	Employment, Recruitment, and Placement Specialists	650	820	180	27.2%	350	Bachelor's degree
17-2171	Petroleum Engineers	670	860	190	27.9%	330	Bachelor's degree
13-1199	Business Operations Specialists, All Other	1,110	1,180	70	6.7%	320	Bachelor's degree
13-1072	Compensation, Benefits, and Job Analysis Specialists	630	770	150	23.7%	310	Bachelor's degree
21-1012	Educational, Vocational, and School Counselors	610	690	70	11.9%	200	Master's degree
21-1014	Mental Health Counselors	440	540	100	22.5%	190	Master's degree
29-1123	Physical Therapists	480	610	130	27.4%	190	Master's degree
21-1015	Rehabilitation Counselors	470	550	80	17.0%	180	Master's degree
25-9031	Instructional Coordinators	280	350	70	23.1%	130	Master's degree
25-4021	Librarians	350	370	20	5.5%	110	Master's degree
29-1127	Speech-Language Pathologists	300	350	50	16.4%	110	Master's degree
19-2042	Geoscientists, Except Hydrologists and Geographers	260	280	20	8.6%	100	Master's degree
29-1122	Occupational Therapists	220	270	50	23.1%	90	Master's degree
21-1023	Mental Health and Substance Abuse Social Workers	180	220	30	18.6%	80	Master's degree

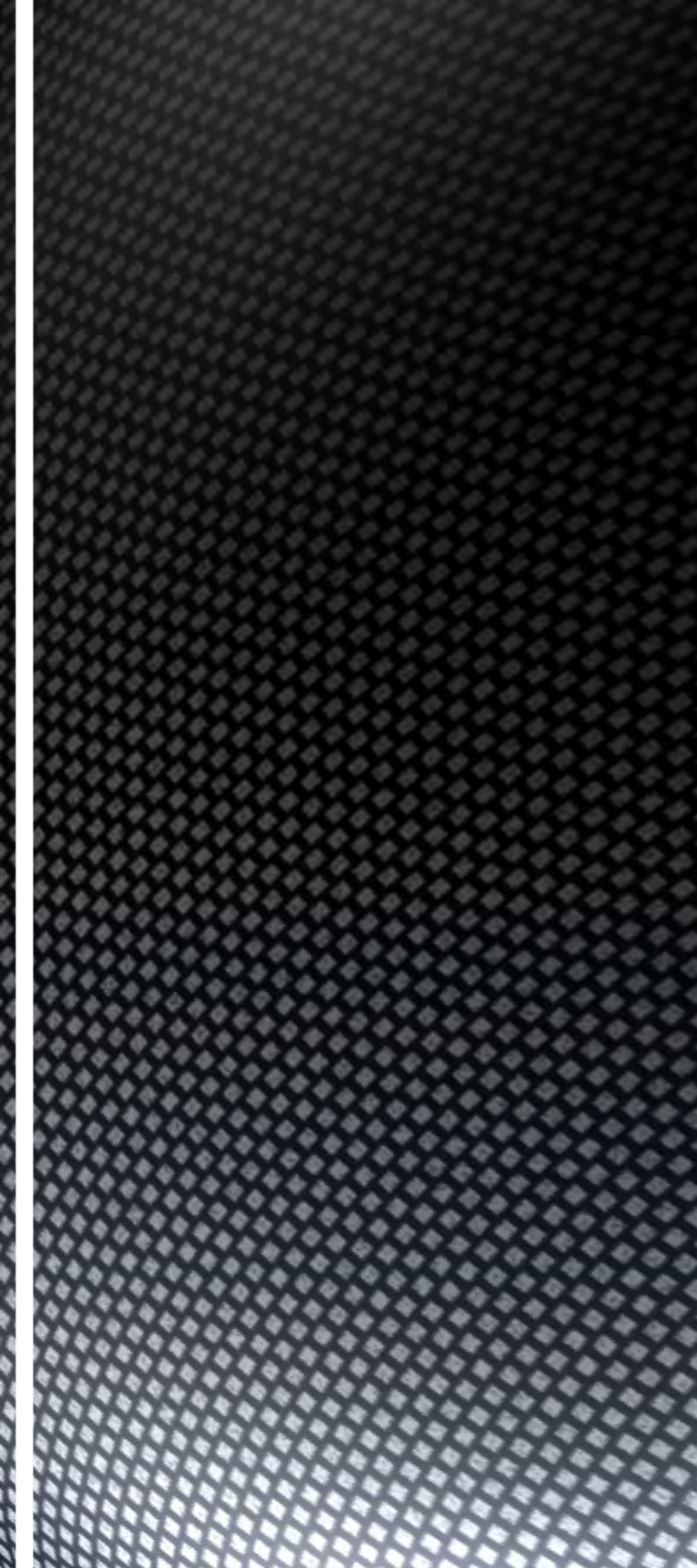
Source: Oklahoma Employment Security Commission

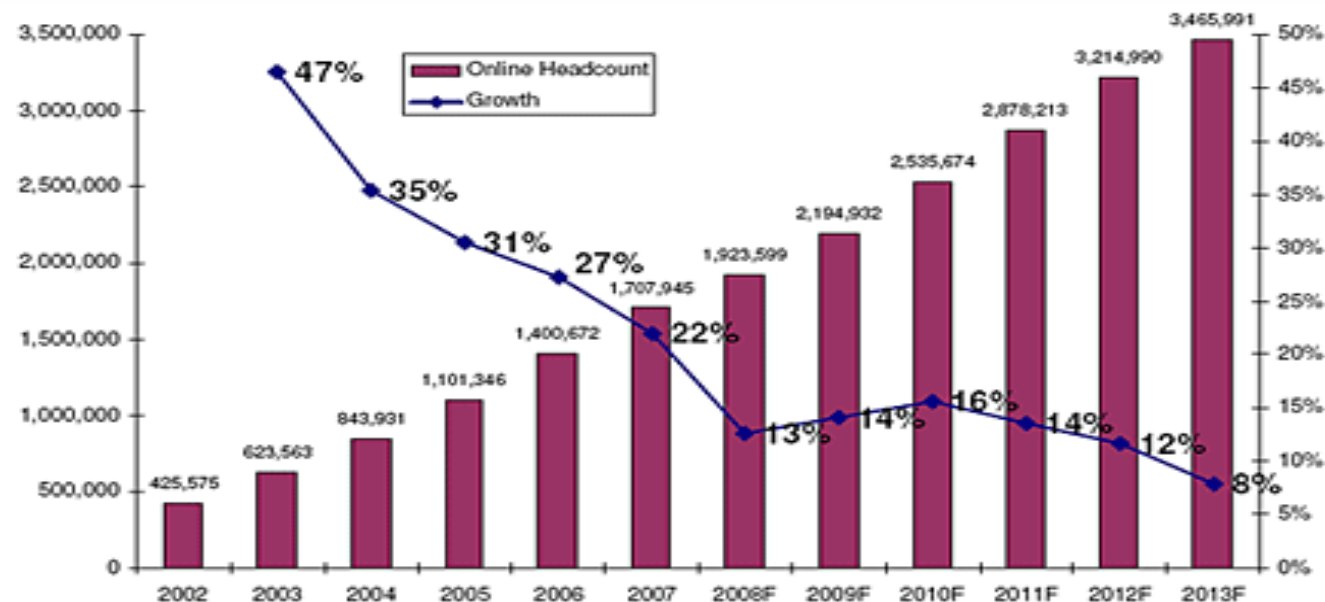
Occupational Outlook Data available for all WIA's in Oklahoma



Technology and Physical Space Trends

Northeastern State University
Campus Master Plan





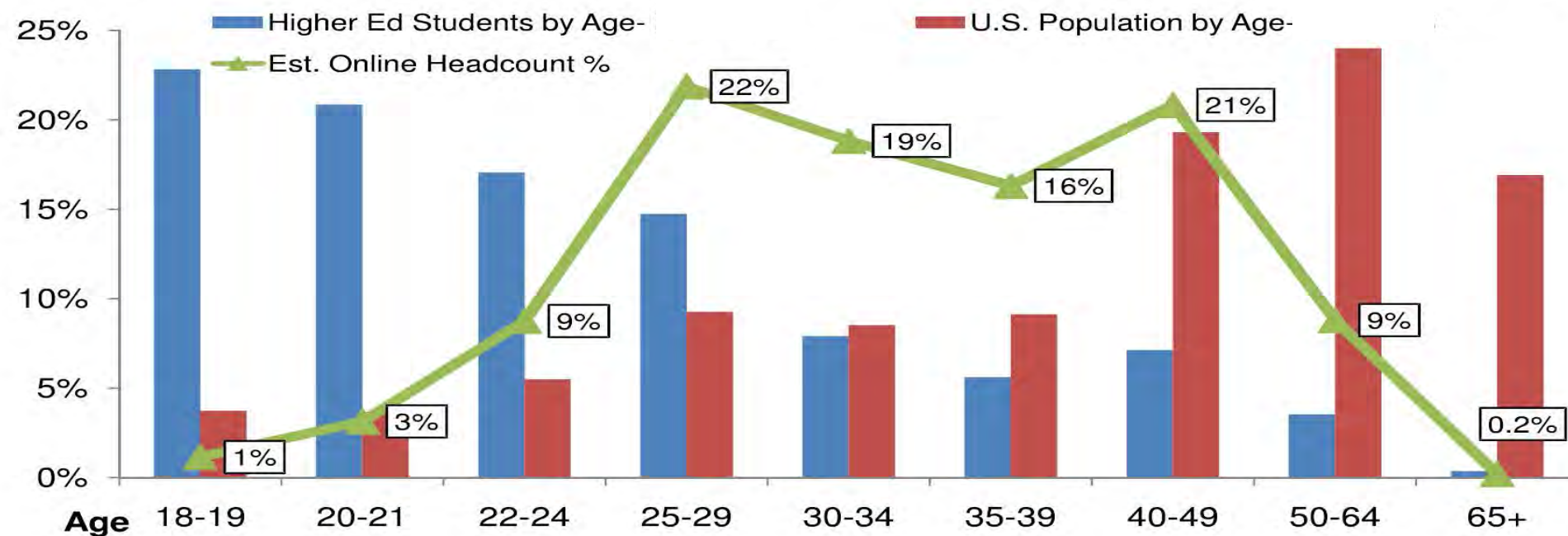
Assumes major recession from Q4 2008 through 2009- where cyclical (weakness in some non-military tuition assistance, corporate training, consumer confidence) may offset conventional counter-cyclical

Copyright © 2008 Eduventures, Inc.

Source: OHE-LC data, NCES and OHE-LC staff analysis. Fall entry

Proportion of Content Delivered Online	Type of Course
0%	Traditional
1 to 29%	Web Facilitated
30 to 79%	Blended/Hybrid
80+%	Online

Participation Rates, Population Patterns Signal Online Opportunity





Traditional Pedagogy

- Teacher-centered instruction
- Single sense stimulation
- Single path progression
- Single media
- Isolated work
- Information delivery
- Passive learning
- Factual, knowledge-based
- Literal thinking
- Reactive response
- Isolated, artificial content

Contemporary Pedagogy

- Student-centered instruction
- Multi-sensory stimulation
- Multi-path progression
- Multimedia
- Collaborative work
- Student-centered activities
- Active/exploratory
- Information exchange
- Inquiry-based learning
- Proactive/planned action
- Authentic, real-world content

Inquiry learning

Mastery learning

Hands-on learning

Problem-based learning

Increase Student Engagement and Performance



Video Content



Coursera



MIT, Harvard, UC Berkeley



NORTHEASTERN
STATE UNIVERSITY

CAMPUS MASTER PLAN

Pedagogies Influence on Physical Spaces

Team-based Model

- 25 – 30 students
- 30 – 35 ASF/Station
- Front-of-room and group discussion
- Lightweight and ergonomic furnishings
- Large screen displays
- Whiteboard surfaces
- Sufficient electrical outlets



Project-based Model

- 25 – 30 students
- 30 – 35 ASF/Station
- Front-of-room and group discussion
- Lightweight and ergonomic furnishings
- Large screen displays
- Whiteboard surfaces
- Sufficient electrical outlets
- Learn as individuals & as teams
- Small groups are used to master content
- Faculty members introduce a problem and students work in small groups and independently to complete assignment



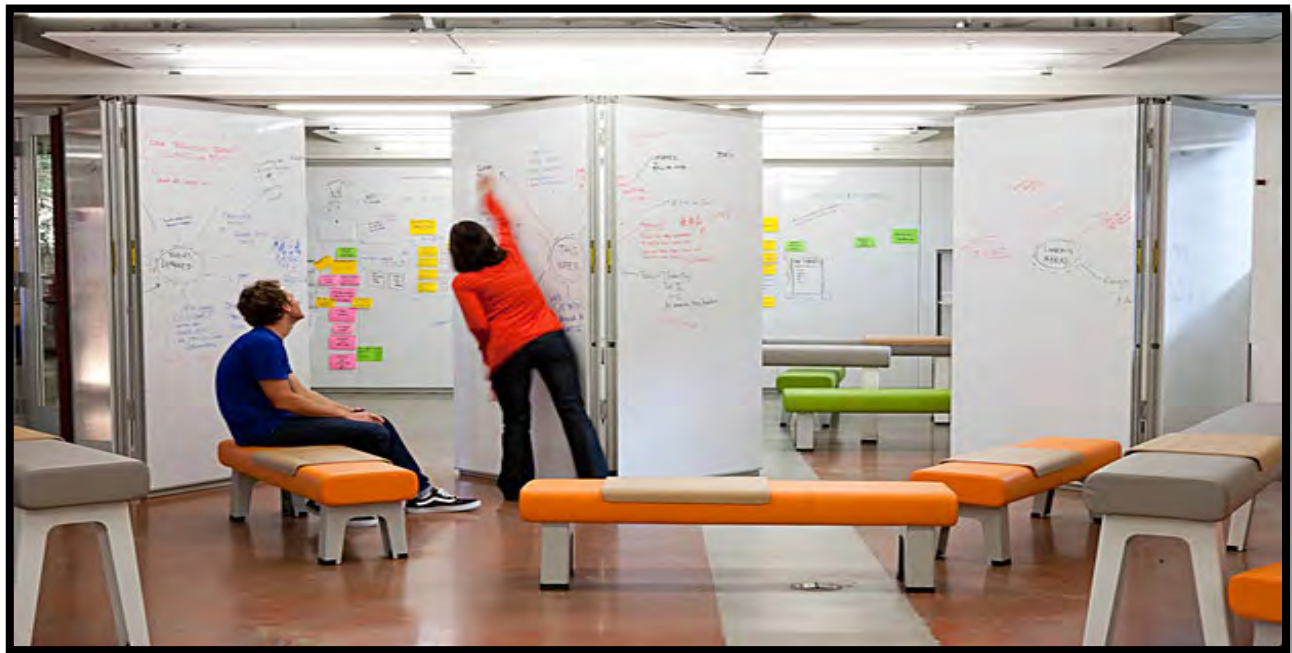
University of Minnesota



Libraries / Learning Commons

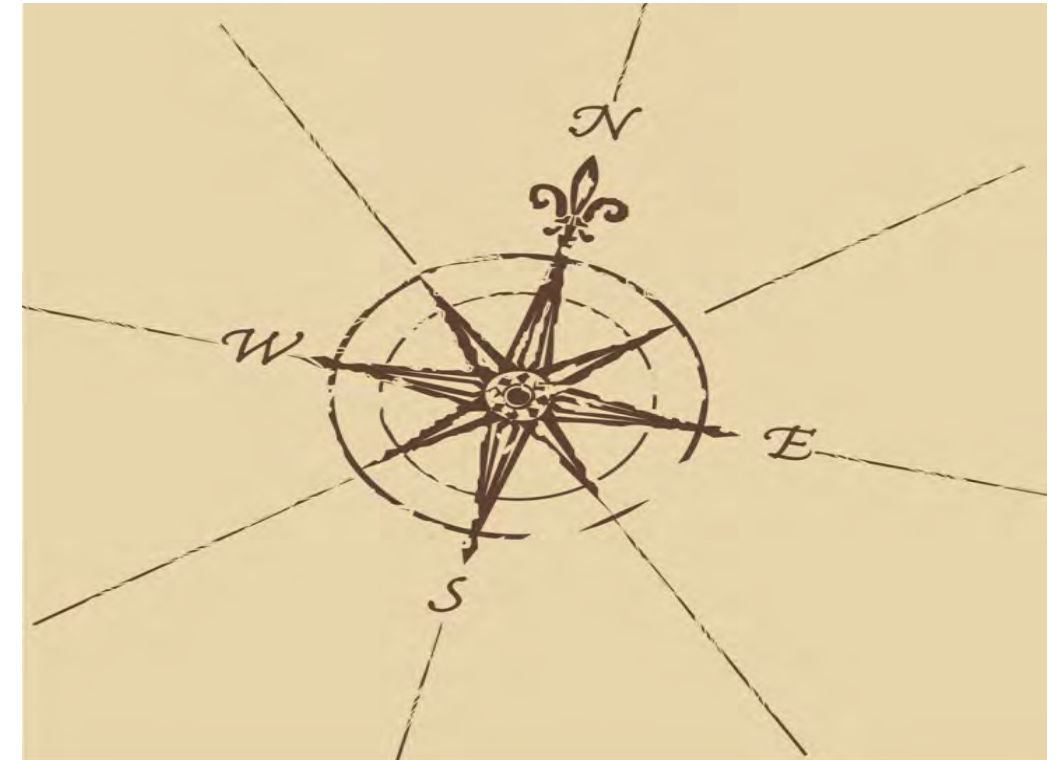


Collaborative Learning Areas



Information Needed to Develop the Space Needs Analysis for 10 Year NSU Master Plan:

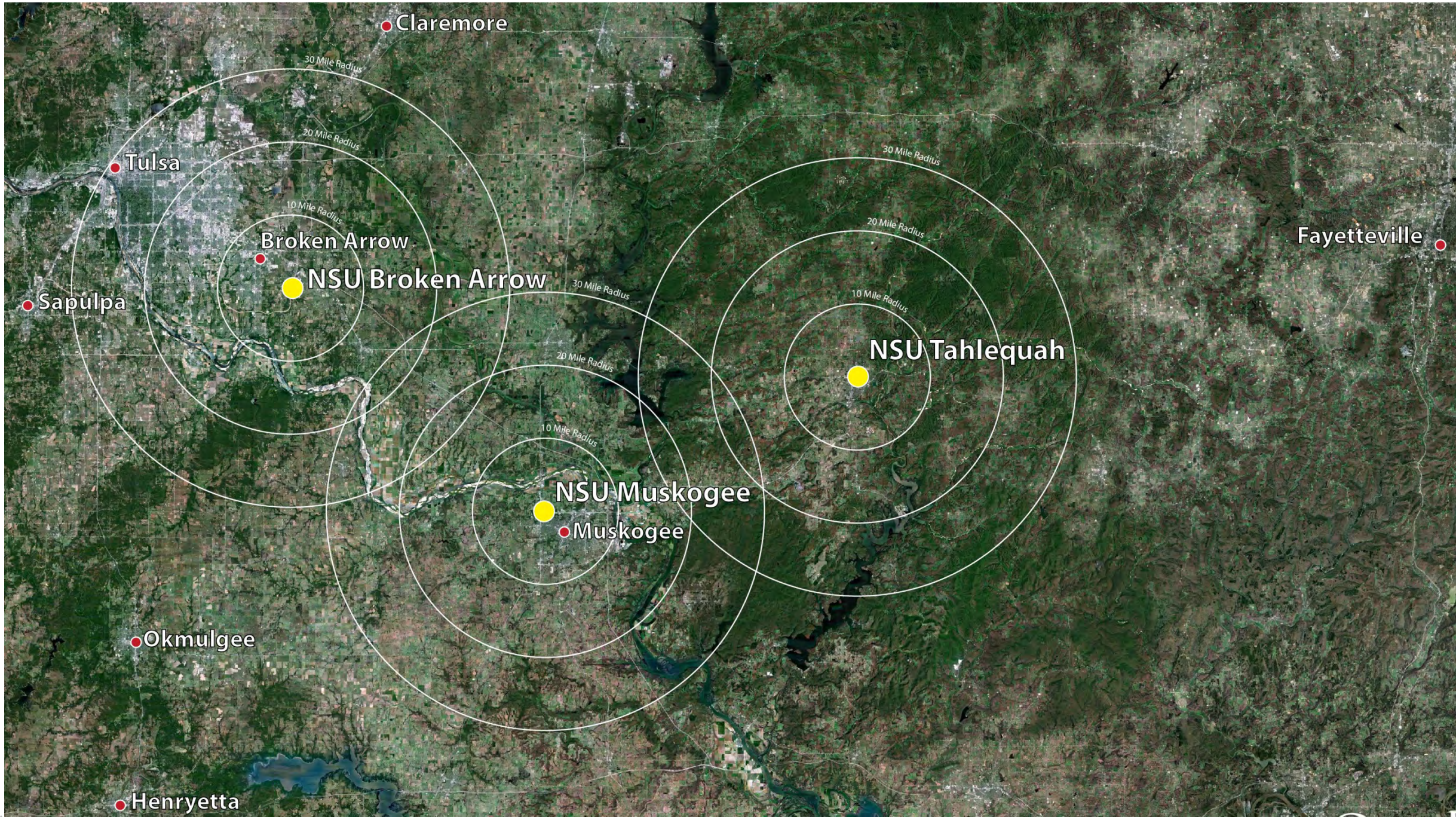
- Headcount and FTE at Target Year (Fall 2022) for each campus site
- List of potential new programs by campus site
- Migration of programs or services between campus sites
- Strategic goals that will impact space needs and physical planning over the master plan period





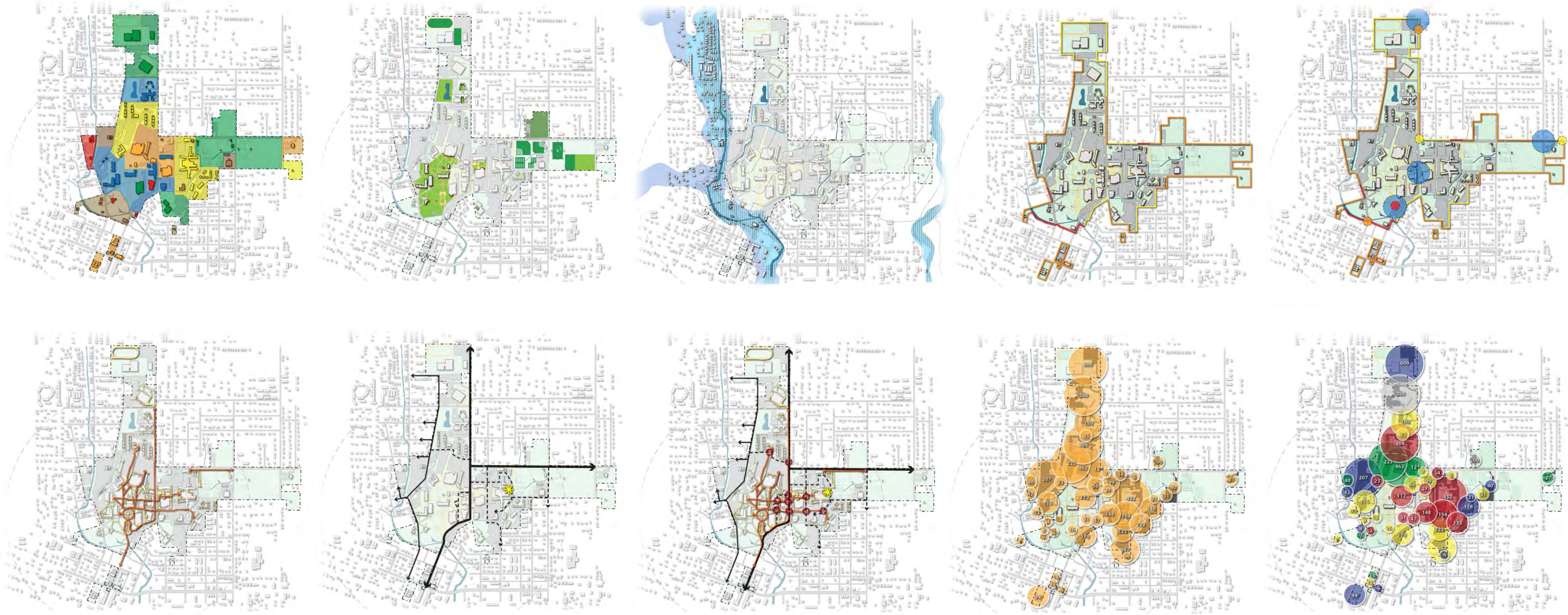
Campus Site Analysis

One University. *Four* Access Points.



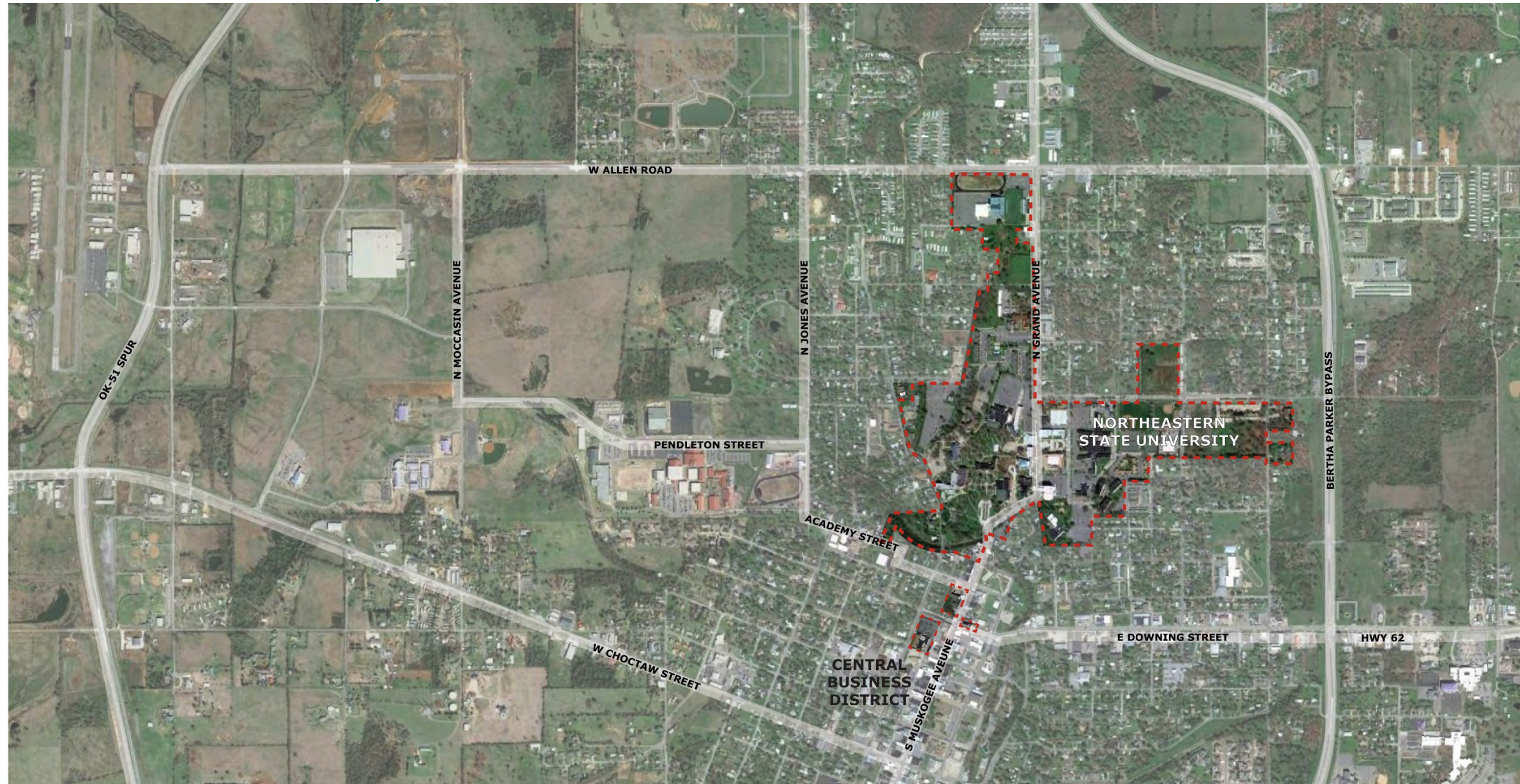
Campus Site Analysis

Tahlequah Campus



Campus Site Analysis

Campus Within the Community



Campus Site Analysis

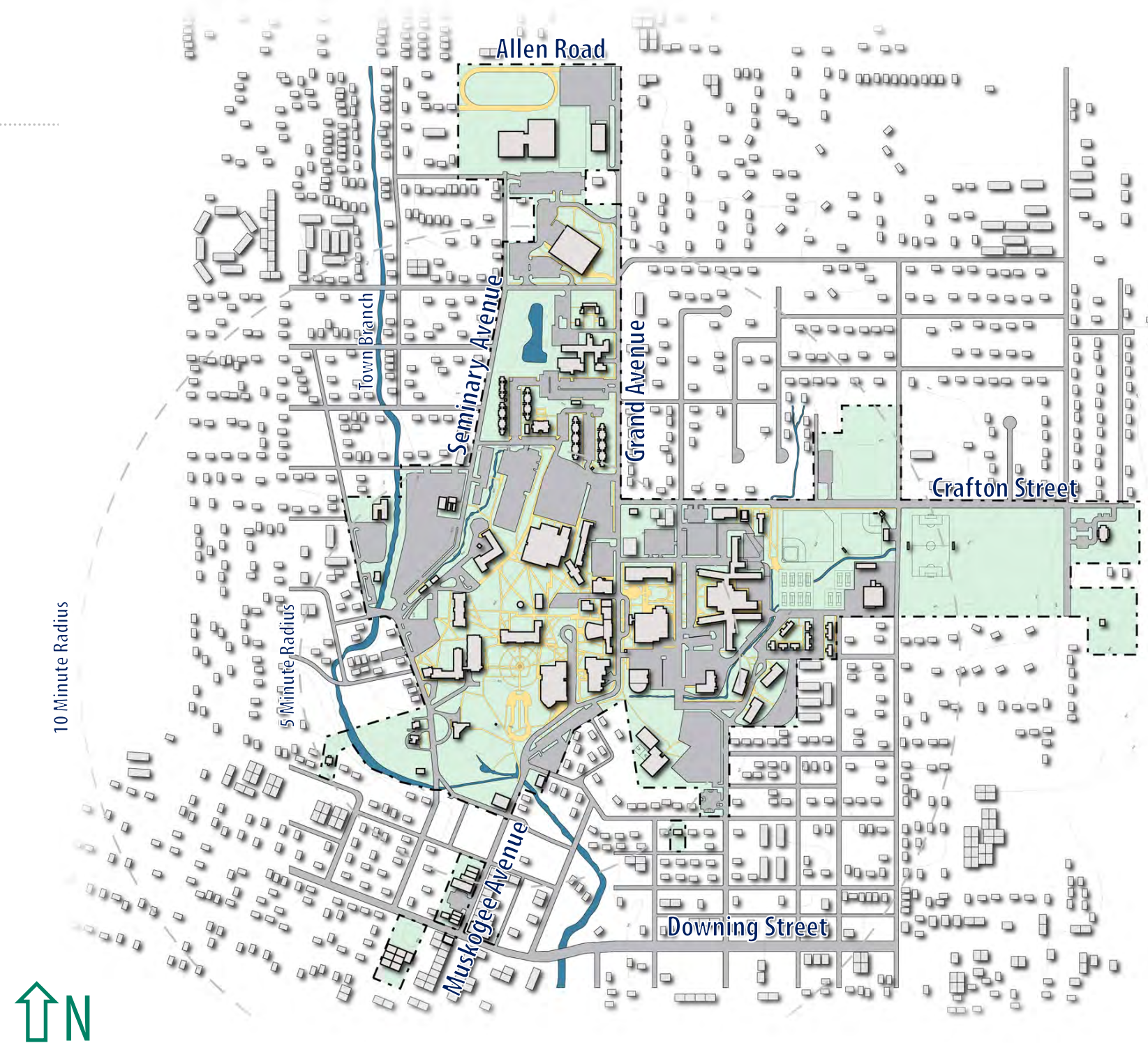
Campus Structure

Assessment:

- Compact, historic core
- Majority of campus within 10 minute walking radius

Opportunities:

- Strengthen northern and eastern campus edges
- Minimize internal parking to better unite campus



Campus Site Analysis

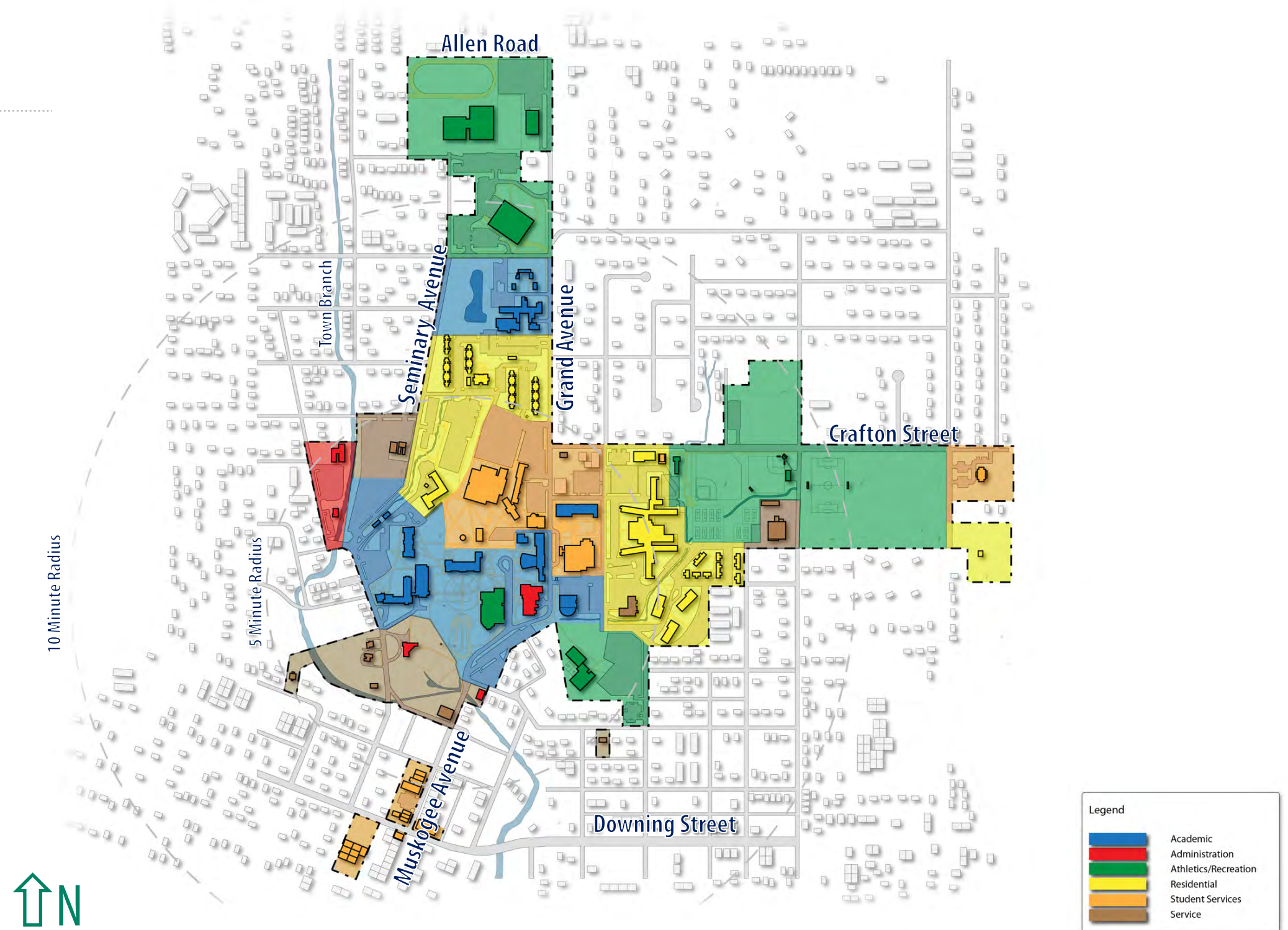
Campus Land Use

Assessment:

- Centrally located academic and student service districts

Opportunities:

- Enhance existing land use patterns
- Unite residential districts



Campus Site Analysis

Open Space

Assessment:

- High quality open space in historic core
- Residential areas of campus possess minimal open space

Opportunities:

- Extend high quality open space throughout campus



Campus Site Analysis

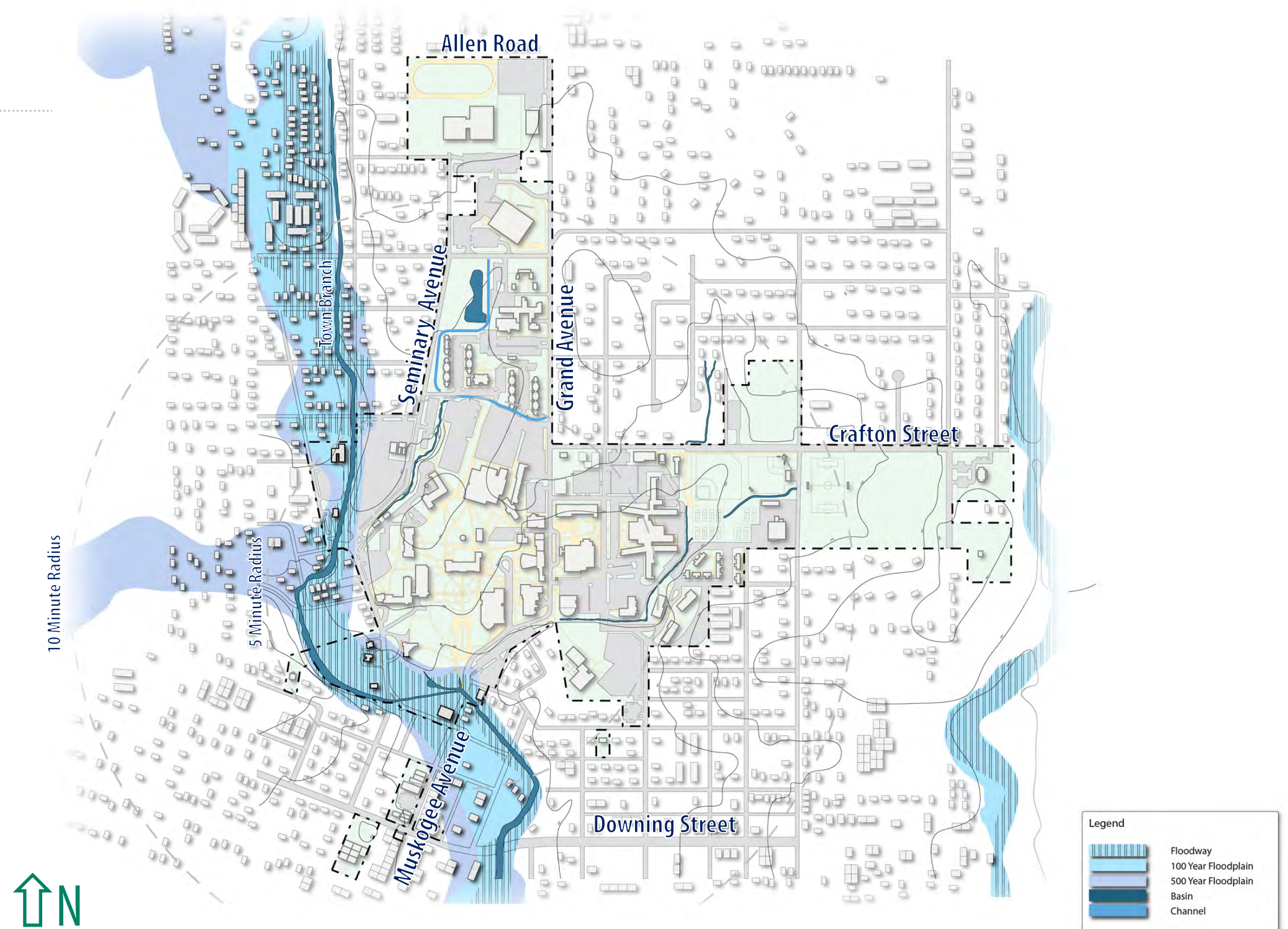
Hydrology

Assessment:

- Floodplain east of campus
- Campus drains to Town Branch Creek

Opportunities:

- Increase stormwater management across campus
- Town Branch Creek can become campus asset



Campus Site Analysis

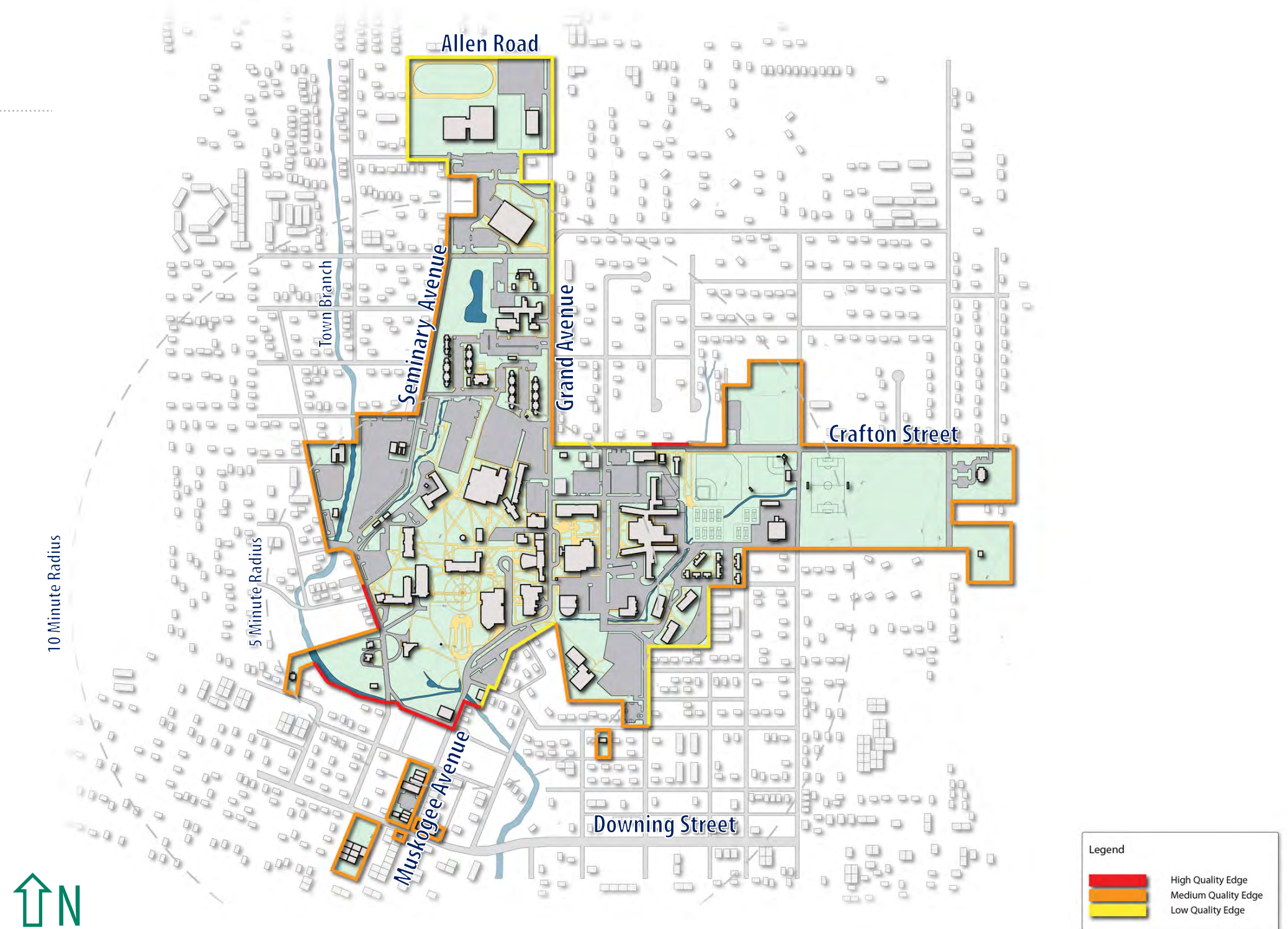
Campus Edges

Assessment:

- High quality edge adjacent to downtown
- Medium to low quality edges most common

Opportunities:

- Enhance campus edges in high visibility locations



Campus Site Analysis

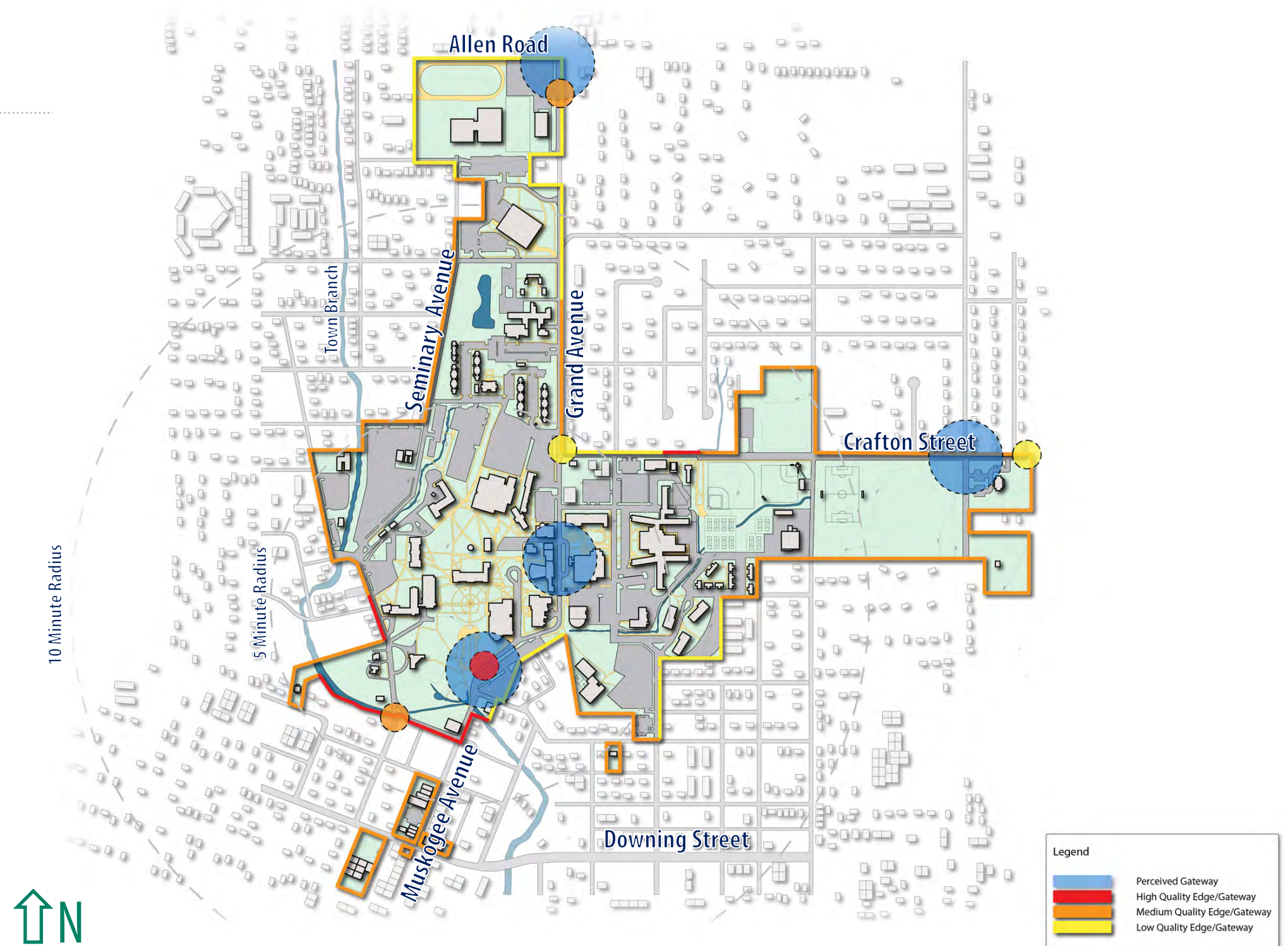
Campus Gateways

Assessment:

- High quality gateway adjacent to downtown
- Minimal impact at other perceived gateways

Opportunities:

- Accentuate 2-3 prominent gateways
- Wayfinding improvements



Campus Site Analysis

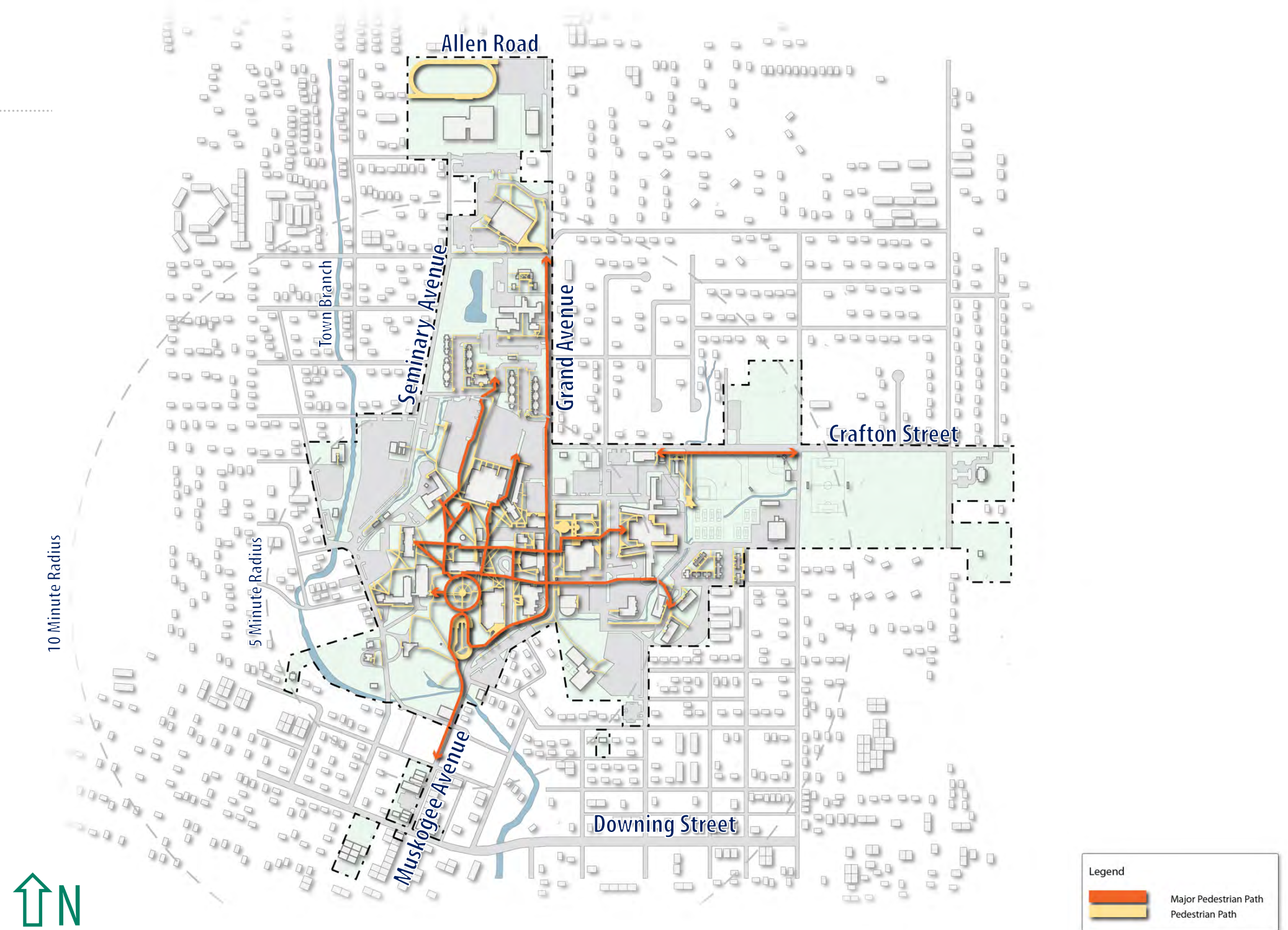
Non-Motorized Circulation

Assessment:

- Pedestrian oriented historic campus core
- Easy access to downtown
- Difficult to access northern and eastern campus extents

Opportunities:

- Increased connectivity across entire campus
- Provide bicycle circulation



Campus Site Analysis

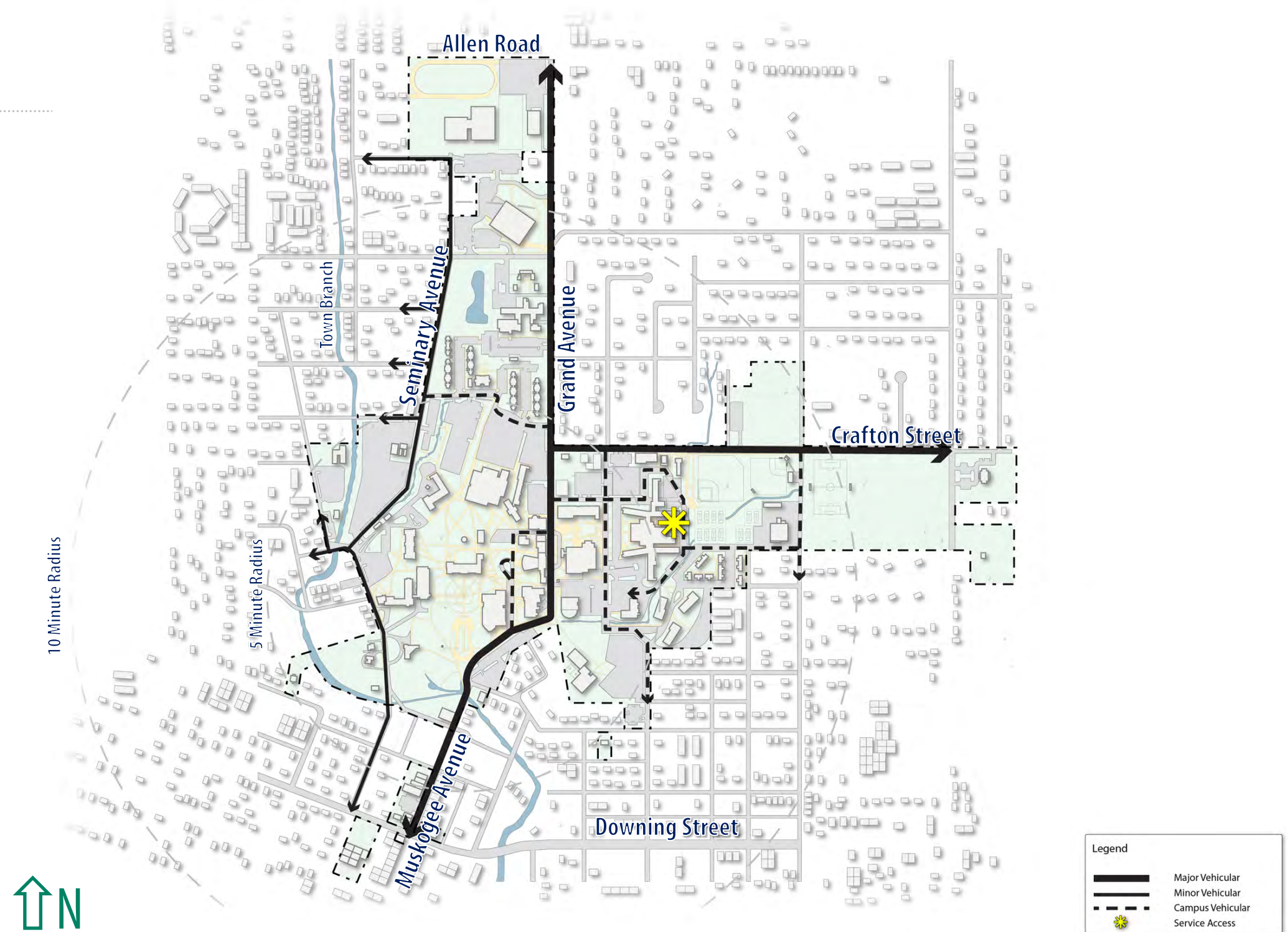
Vehicular Circulation

Assessment:

- Well-defined perimeter circulation
- Grand Avenue creates campus division

Opportunities:

- Minimize Grand Avenue's impact on campus
- Reduce internal campus vehicular circulation



Campus Site Analysis

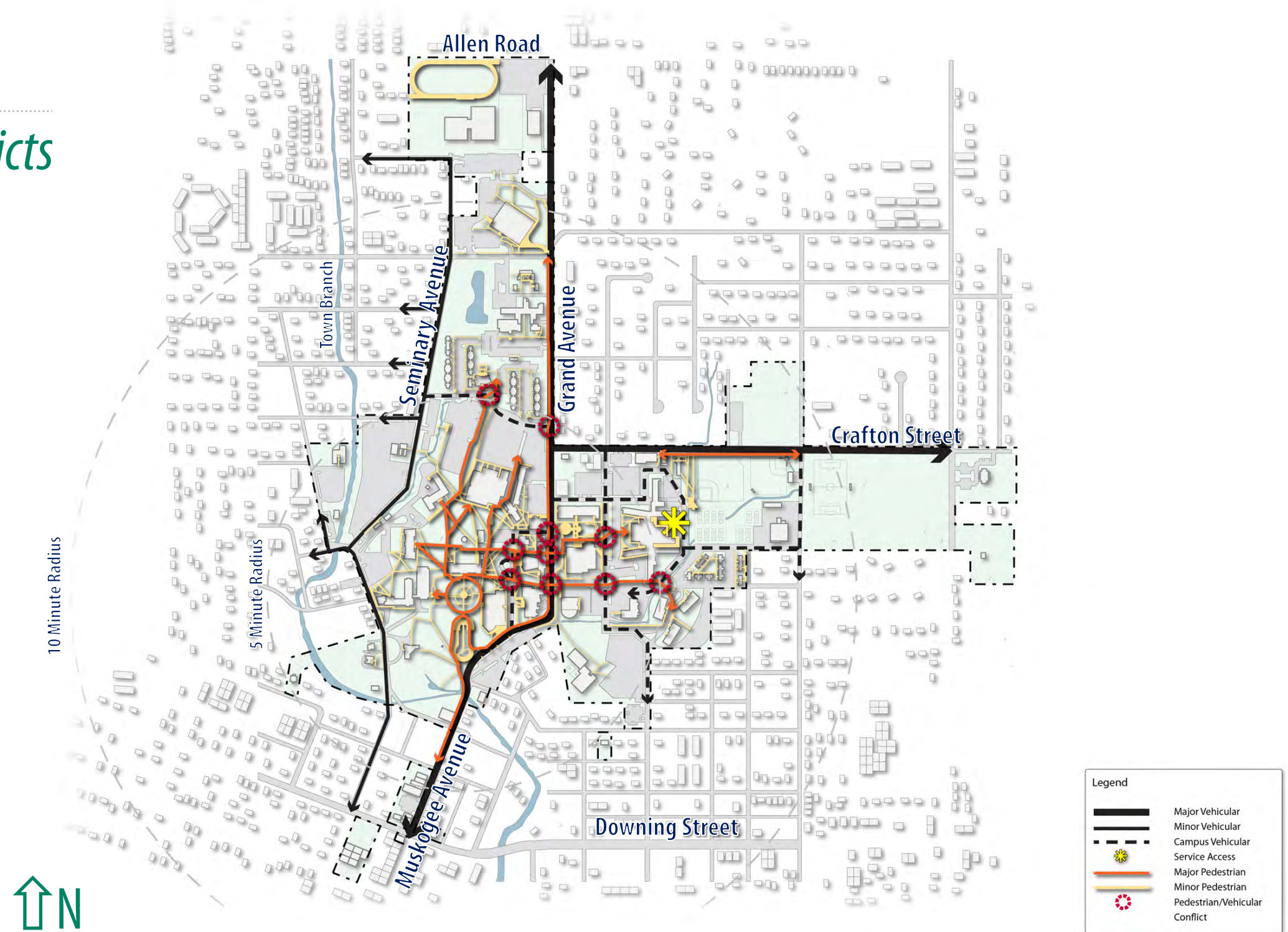
Pedestrian – Vehicular Conflicts

Assessment:

- Grand Avenue presents significant pedestrian - vehicular conflicts

Opportunities:

- Improve safety of pedestrian crossings
- Reduce ped-vehicular-parking conflicts



Campus Site Analysis

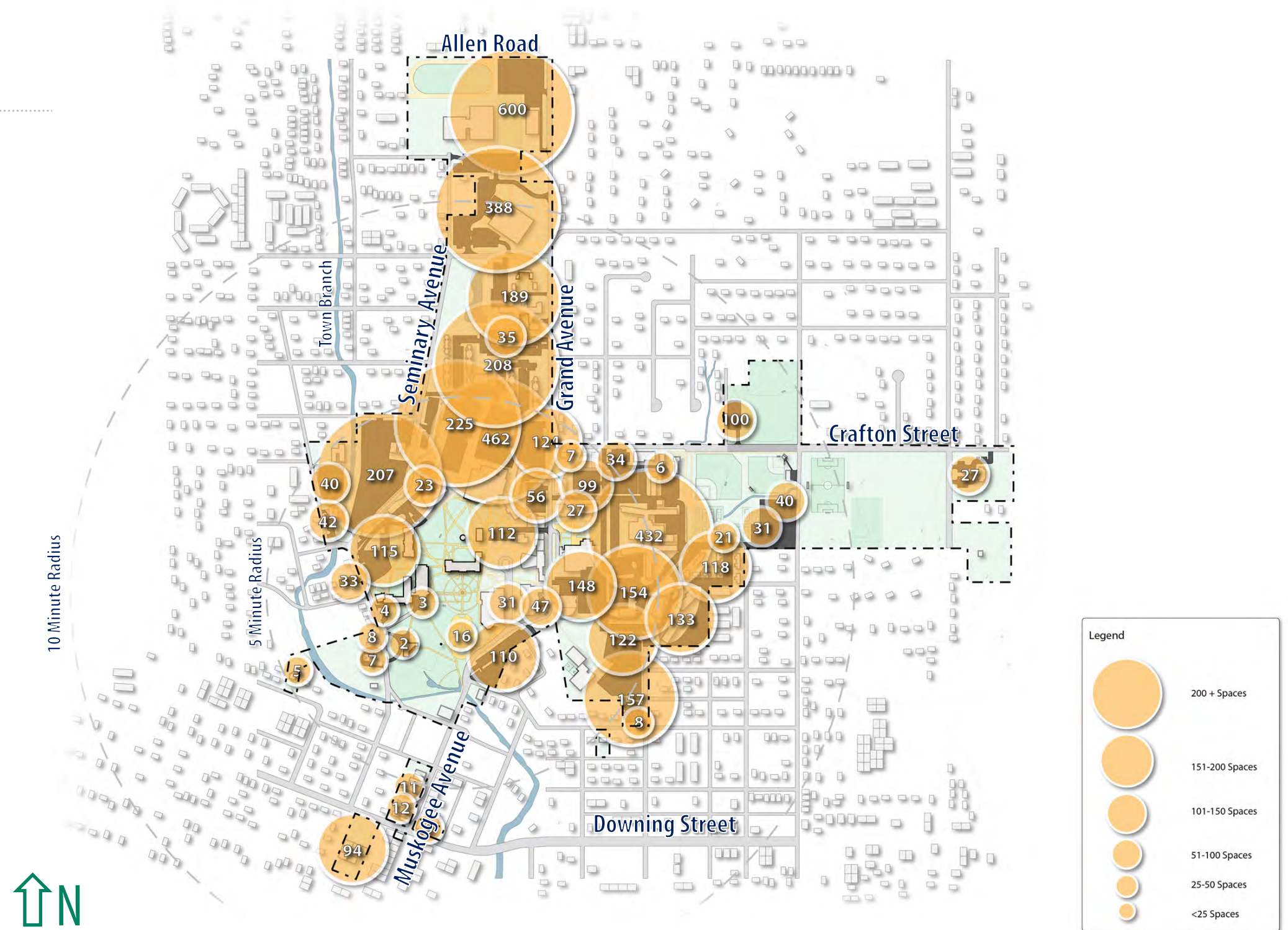
Vehicular Parking

Assessment:

- Large quantities of parking both centrally located and at perimeter

Opportunities:

- Shift more parking to campus perimeters
- Evaluate location of residential parking areas



Campus Site Analysis

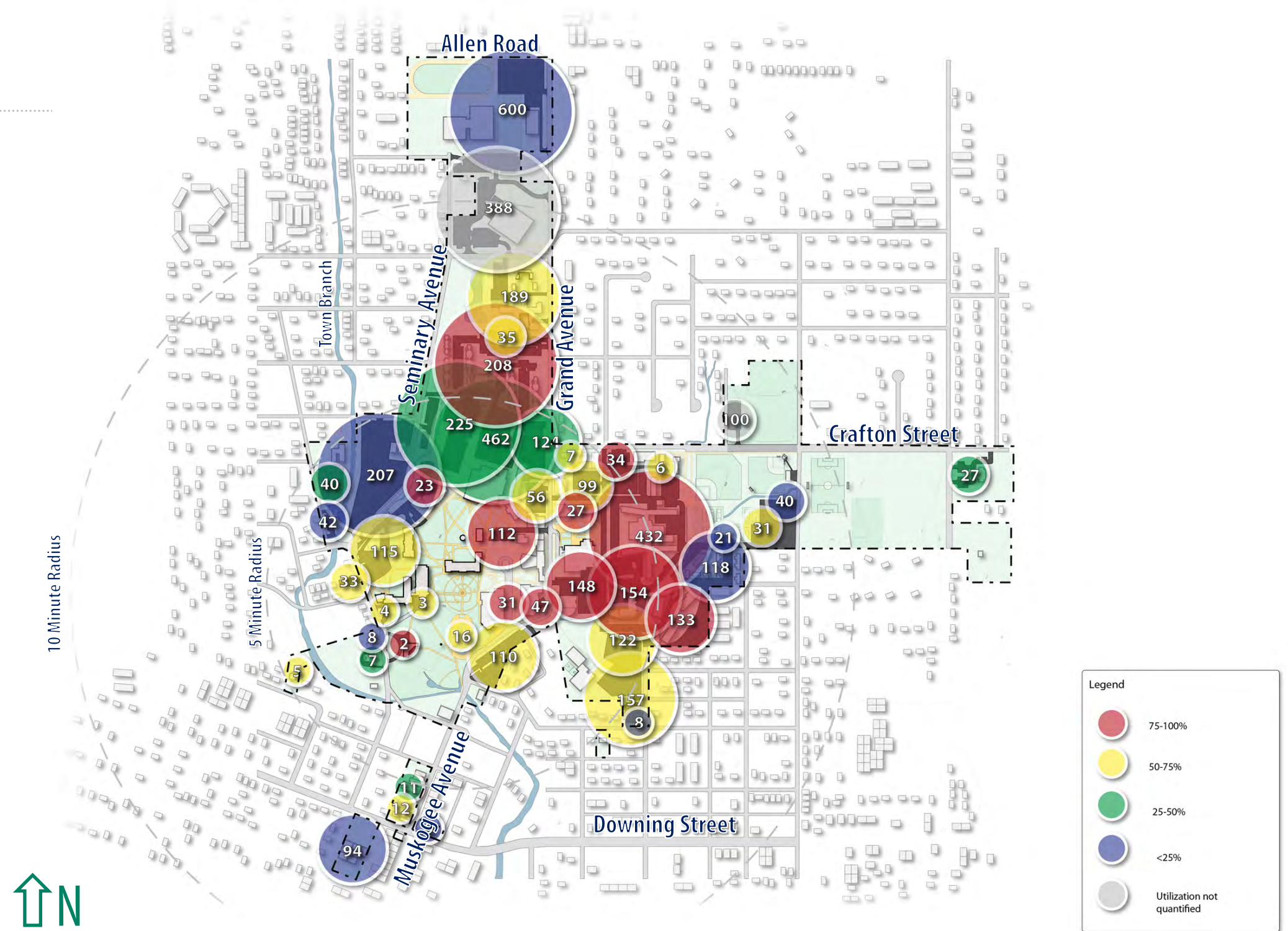
Vehicular Parking Utilization

Assessment:

- Residential parking areas heavily utilized
- Central campus lots underutilized

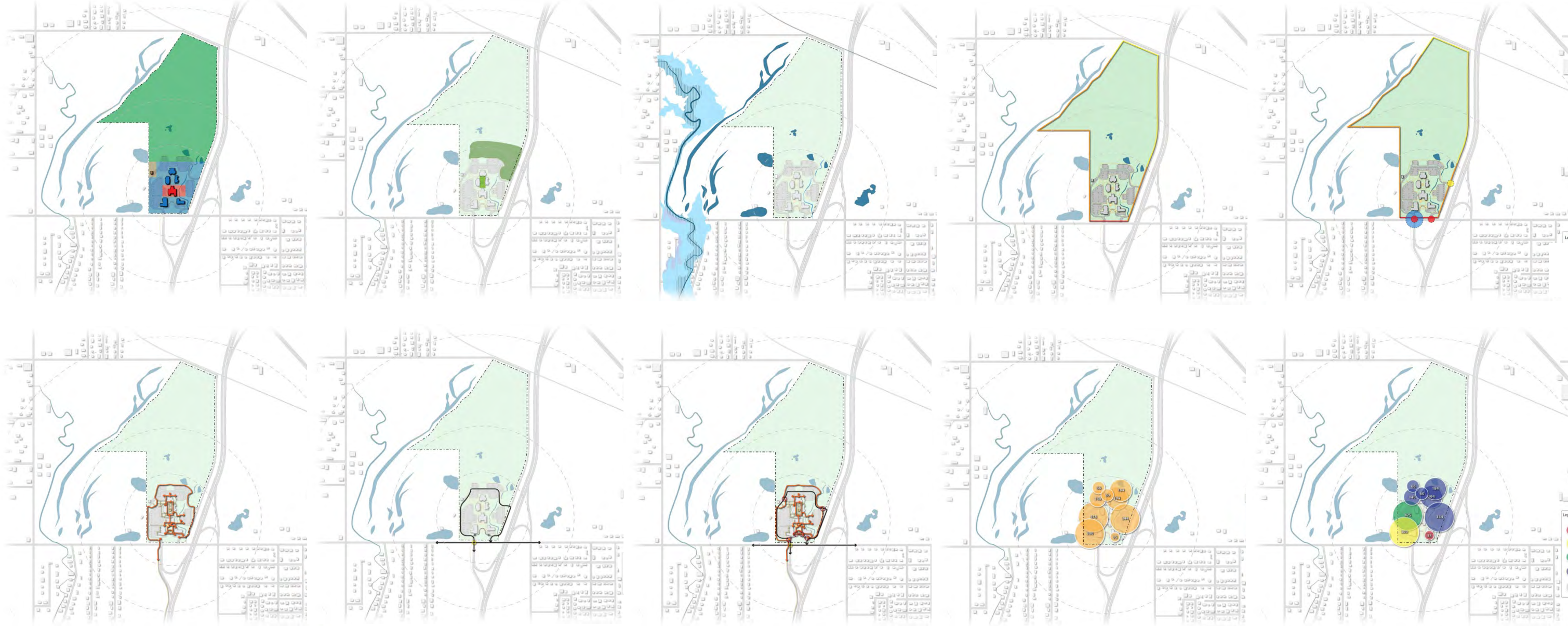
Opportunities:

- Underutilized lots present development opportunities to help unify central campus



Campus Site Analysis

Broken Arrow Campus



Campus Site Analysis

Campus Within the Community



Campus Site Analysis

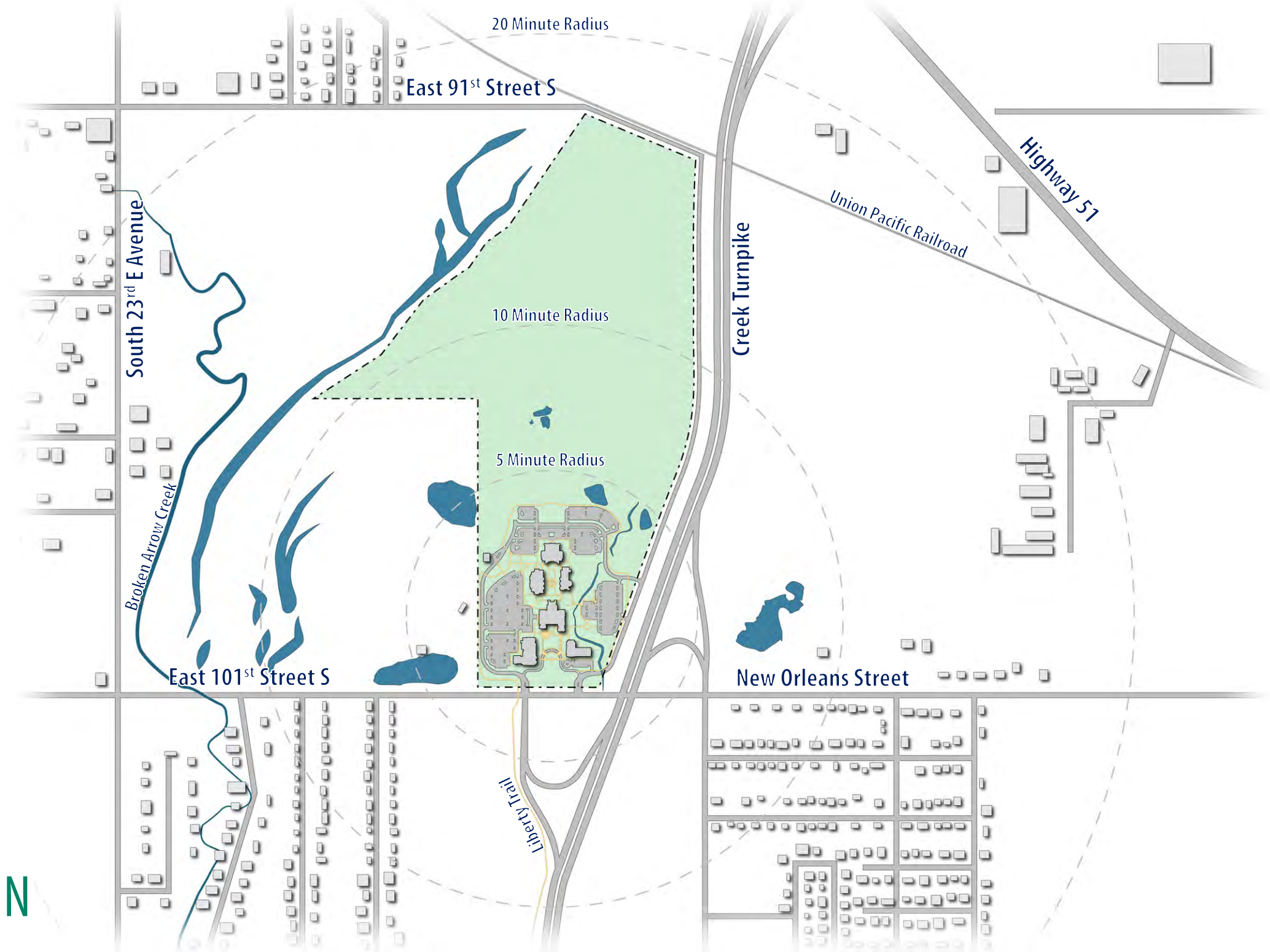
Campus Structure

Assessment:

- Compact, organized campus
- Campus within 5 minute walking radii

Opportunities:

- Undeveloped land to north presents expansion and recreation possibilities



Campus Site Analysis

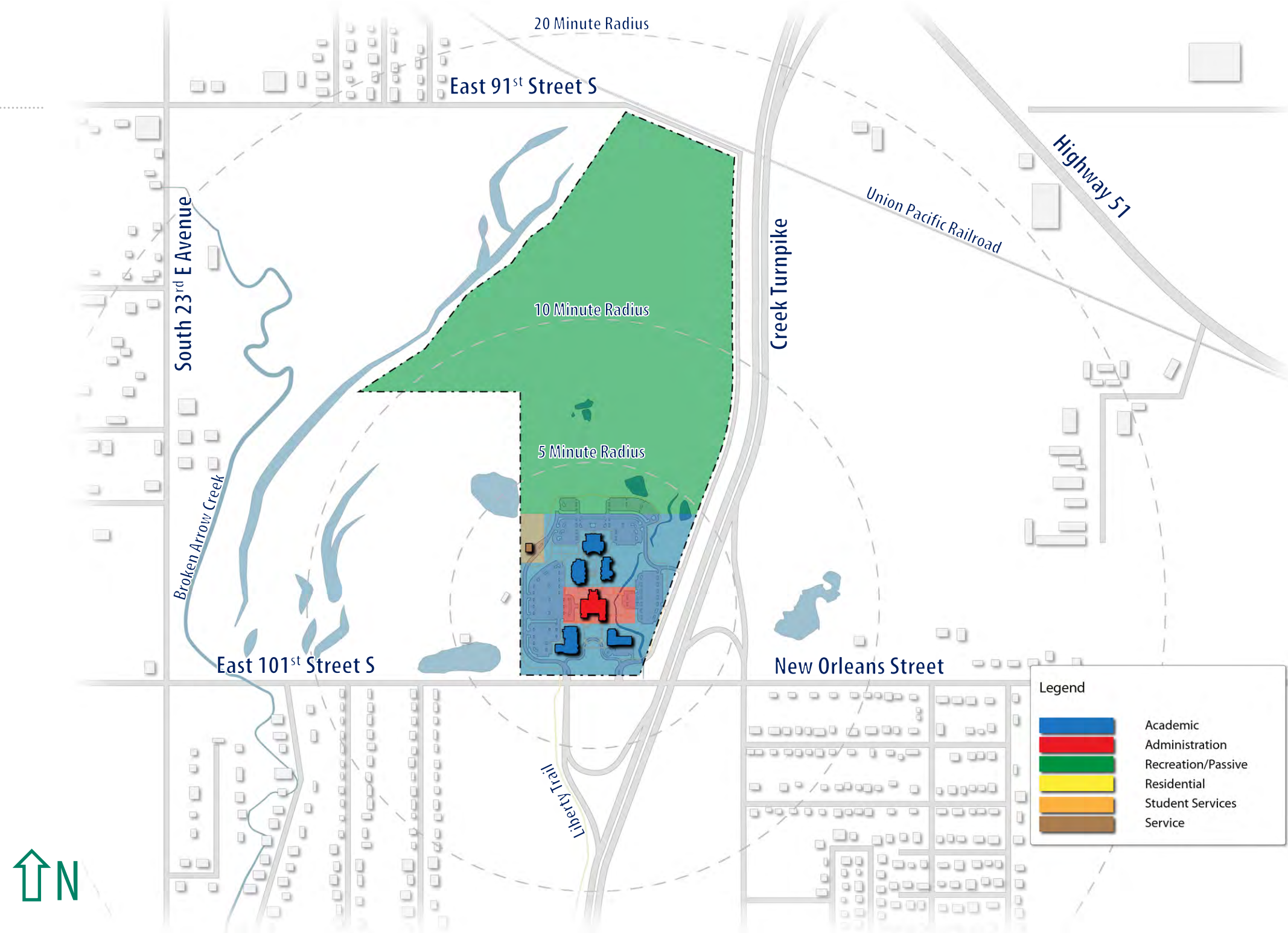
Campus Land Use

Assessment:

- Well-organized campus
- Centrally located administration services

Opportunities:

- Diversify land uses on campus



Campus Site Analysis

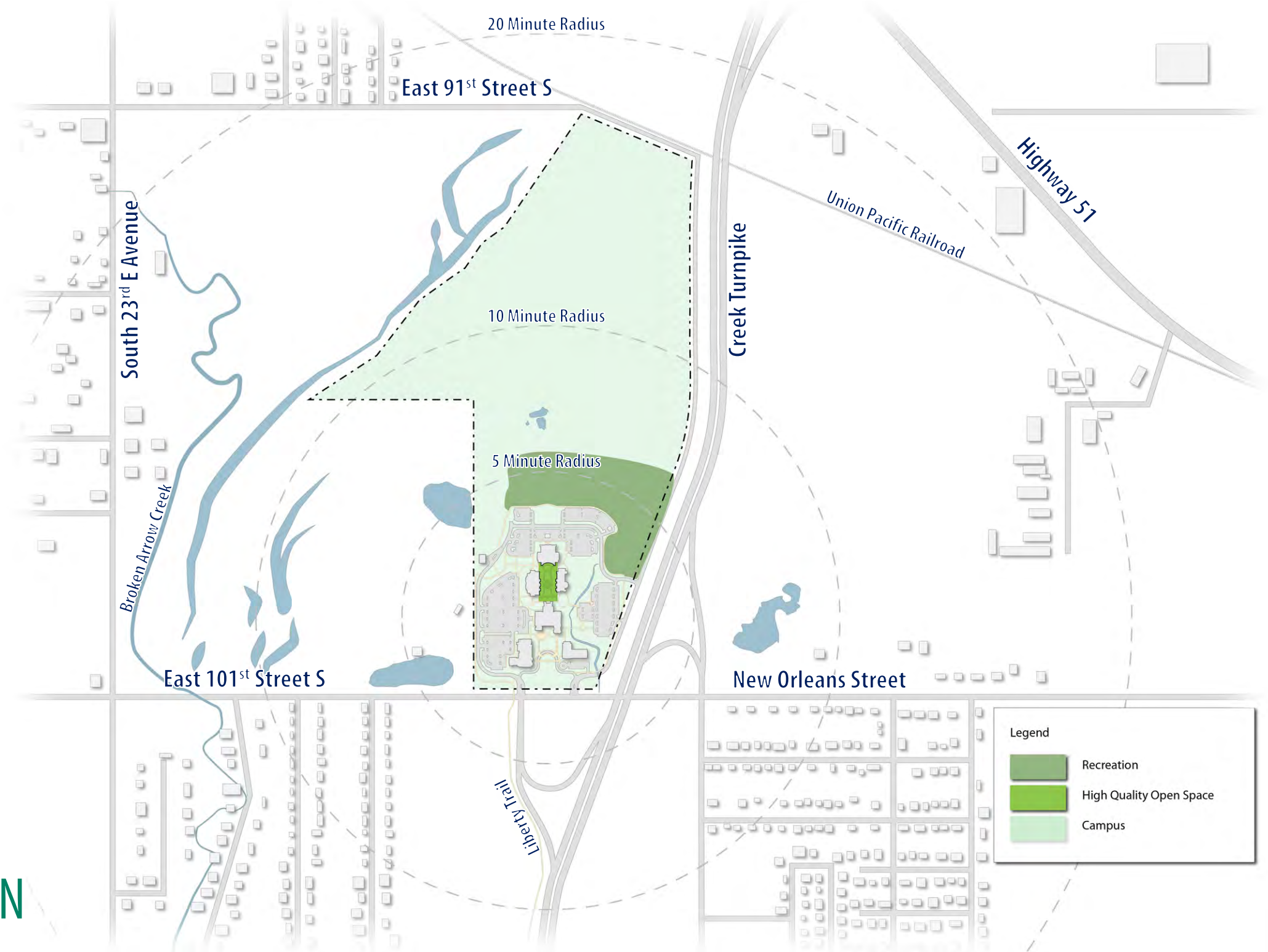
Open Space

Assessment:

- High-quality central open space
- Disc-golf recreation area heavily utilized

Opportunities:

- Activate central open space
- Provide additional recreation space



Campus Site Analysis

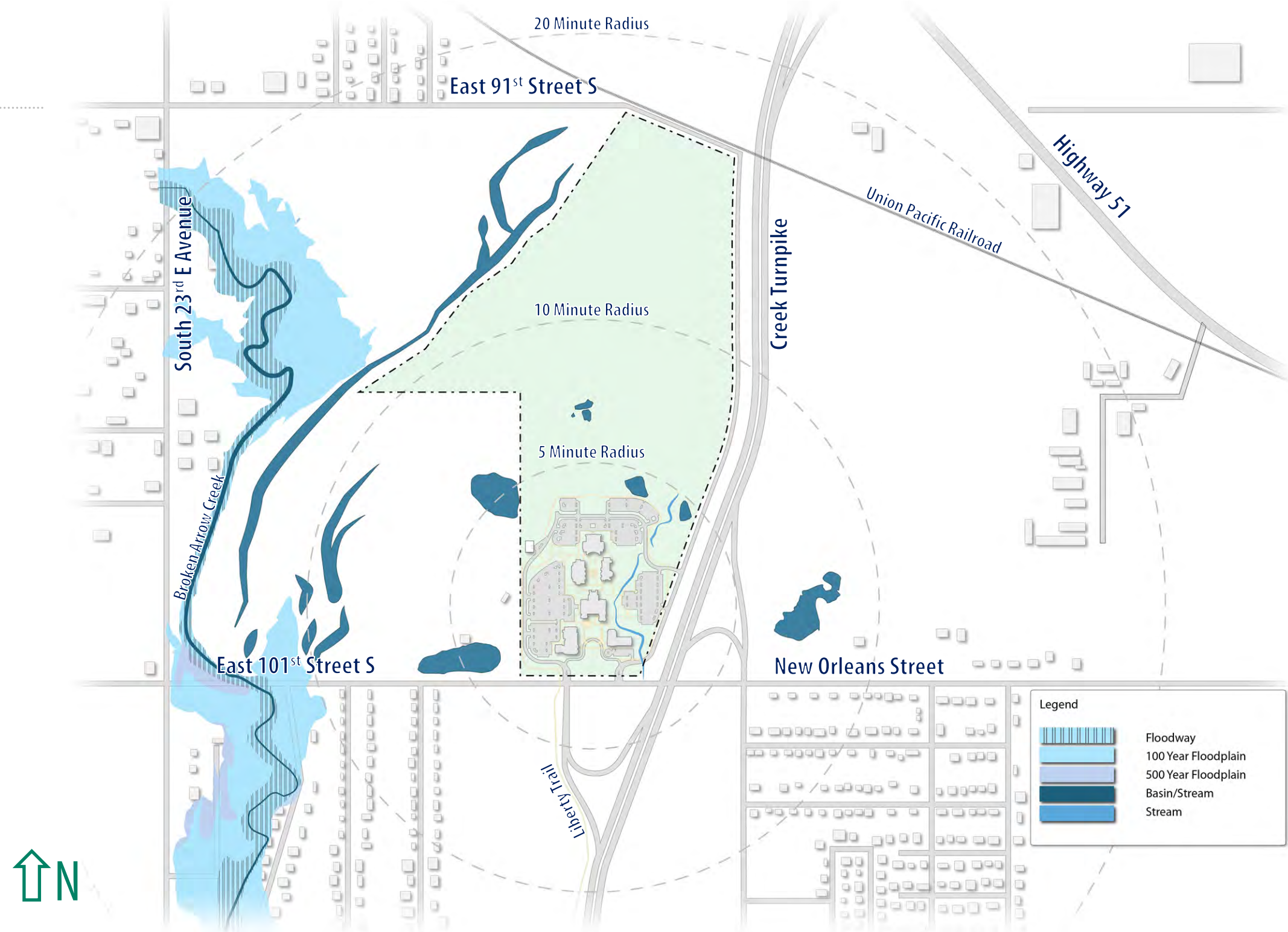
Hydrology

Assessment:

- Floodplain east of campus
- Campus drains towards Broken Arrow Creek

Opportunities:

- Increase stormwater management throughout campus



Campus Site Analysis

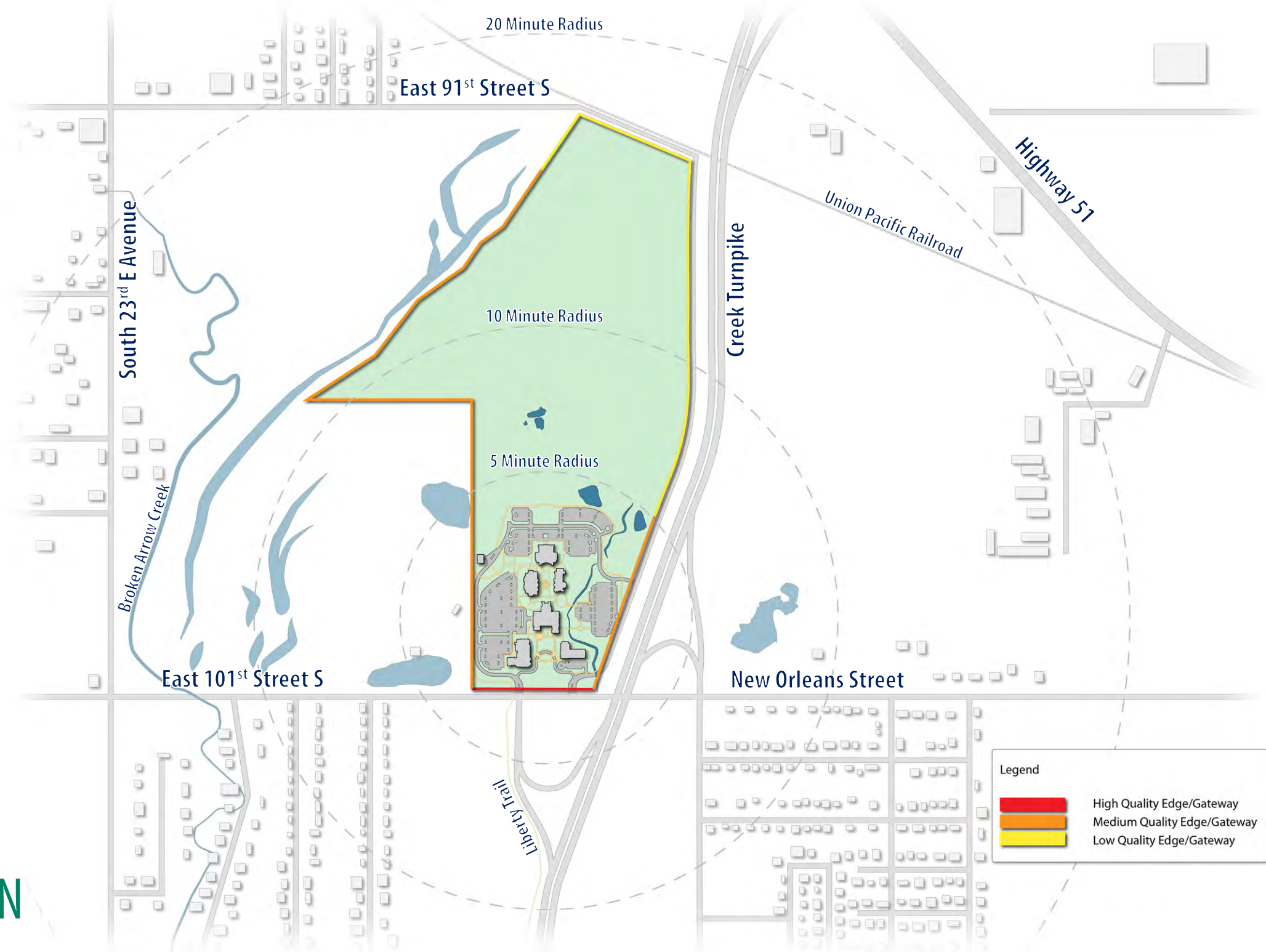
Campus Edges

Assessment:

- High-quality edge along East 101st Street
- Dramatic views of campus from Turnpike

Opportunities:

- Enhance campus edges along northern property boundary



Campus Site Analysis

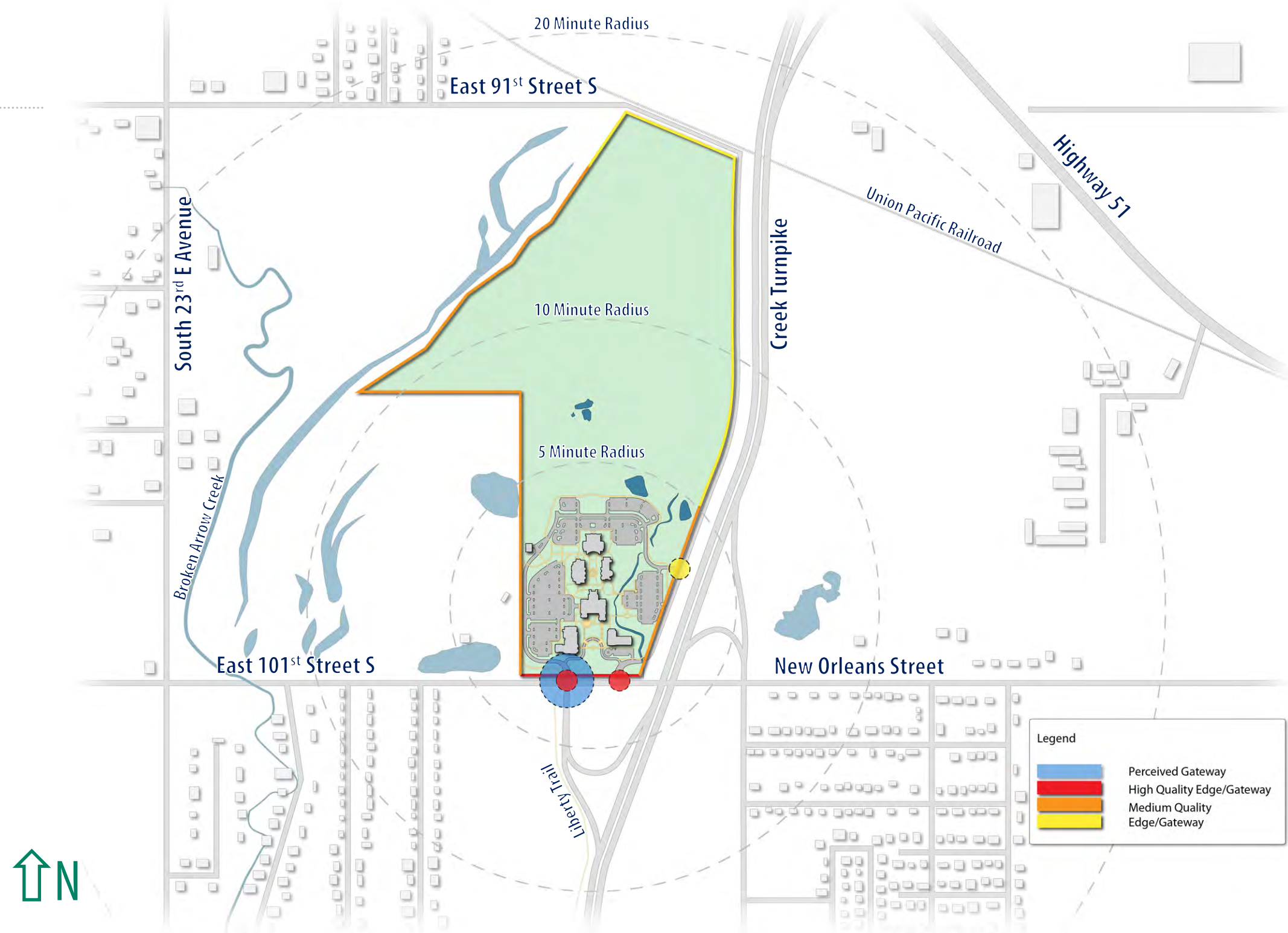
Campus Gateways

Assessment:

- Primary gateway is in correct location
- High-quality entrances

Opportunities:

- Wayfinding improvements from East 91st Street



Campus Site Analysis

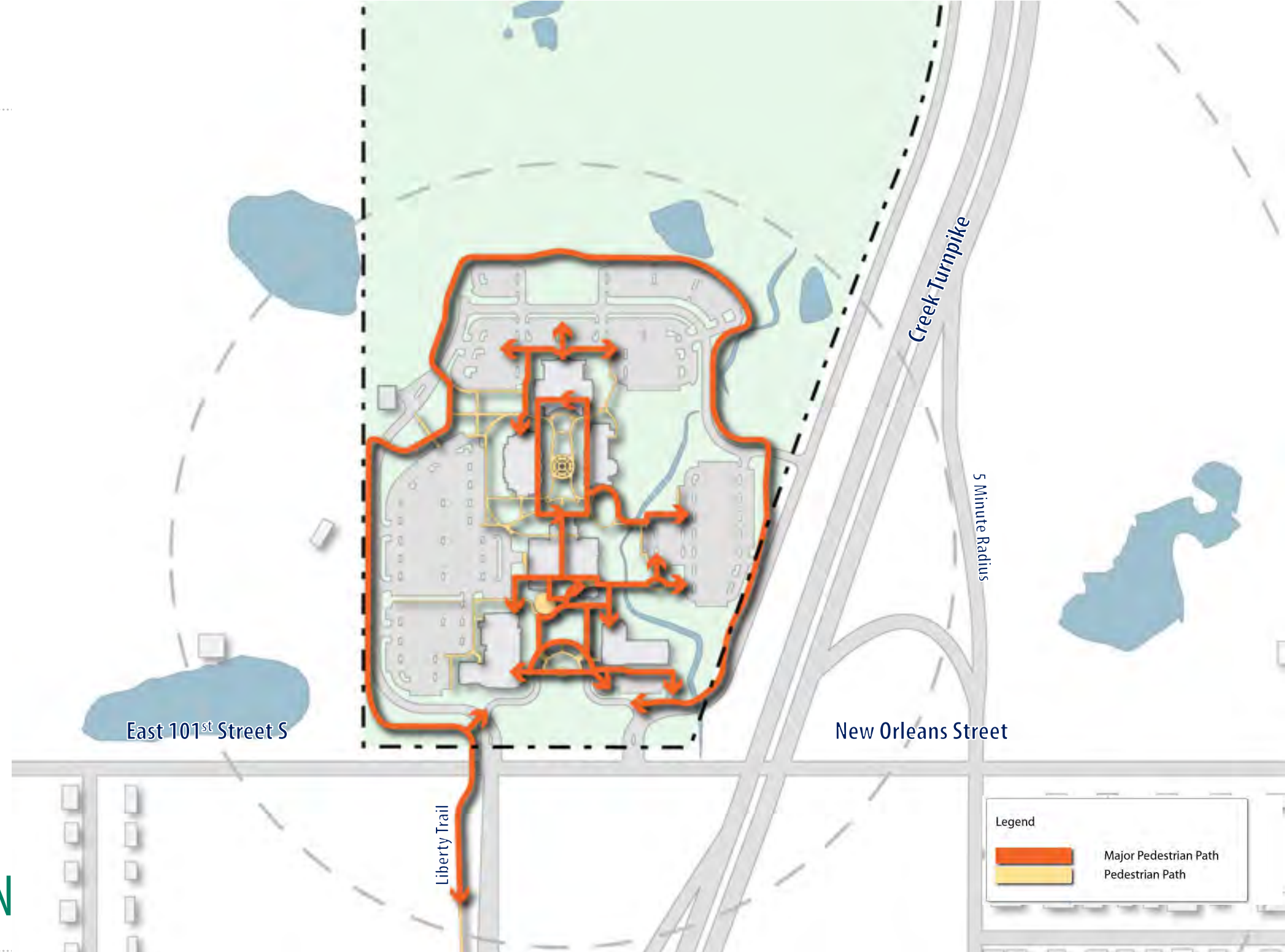
Non-Motorized Circulation

Assessment:

- Direct pedestrian access to all buildings
- Elevated walkways reduces ground level activity

Opportunities:

- Increase pedestrian activity in exterior campus environment



Campus Site Analysis

Vehicular Circulation

Assessment:

- Easy to navigate campus vehicular circulation
- Incomplete campus loop presents challenges

Opportunities:

- Consider reconnecting loop to allow access between east and west campus entry



Campus Site Analysis

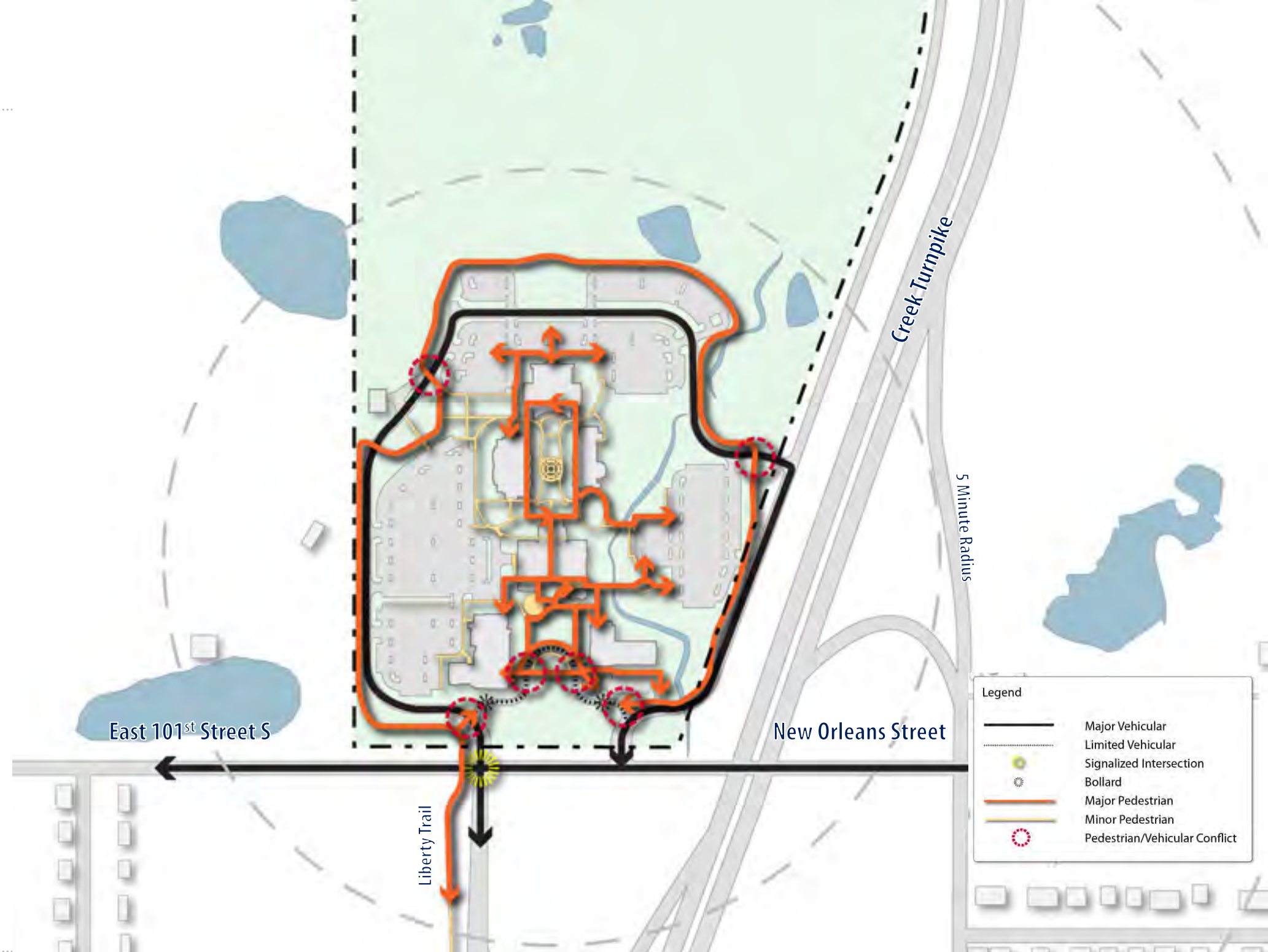
Pedestrian – Vehicular Conflicts

Assessment:

- Minimal pedestrian-vehicular circulation conflicts

Opportunities:

- Enhance pedestrian crossings to perimeter trail



Campus Site Analysis

Vehicular Parking

Assessment:

- Parking equally distributed around campus perimeter
- All parking within 5 minute walking radius

Opportunities:

- Sufficient parking to allow for campus expansion



Campus Site Analysis

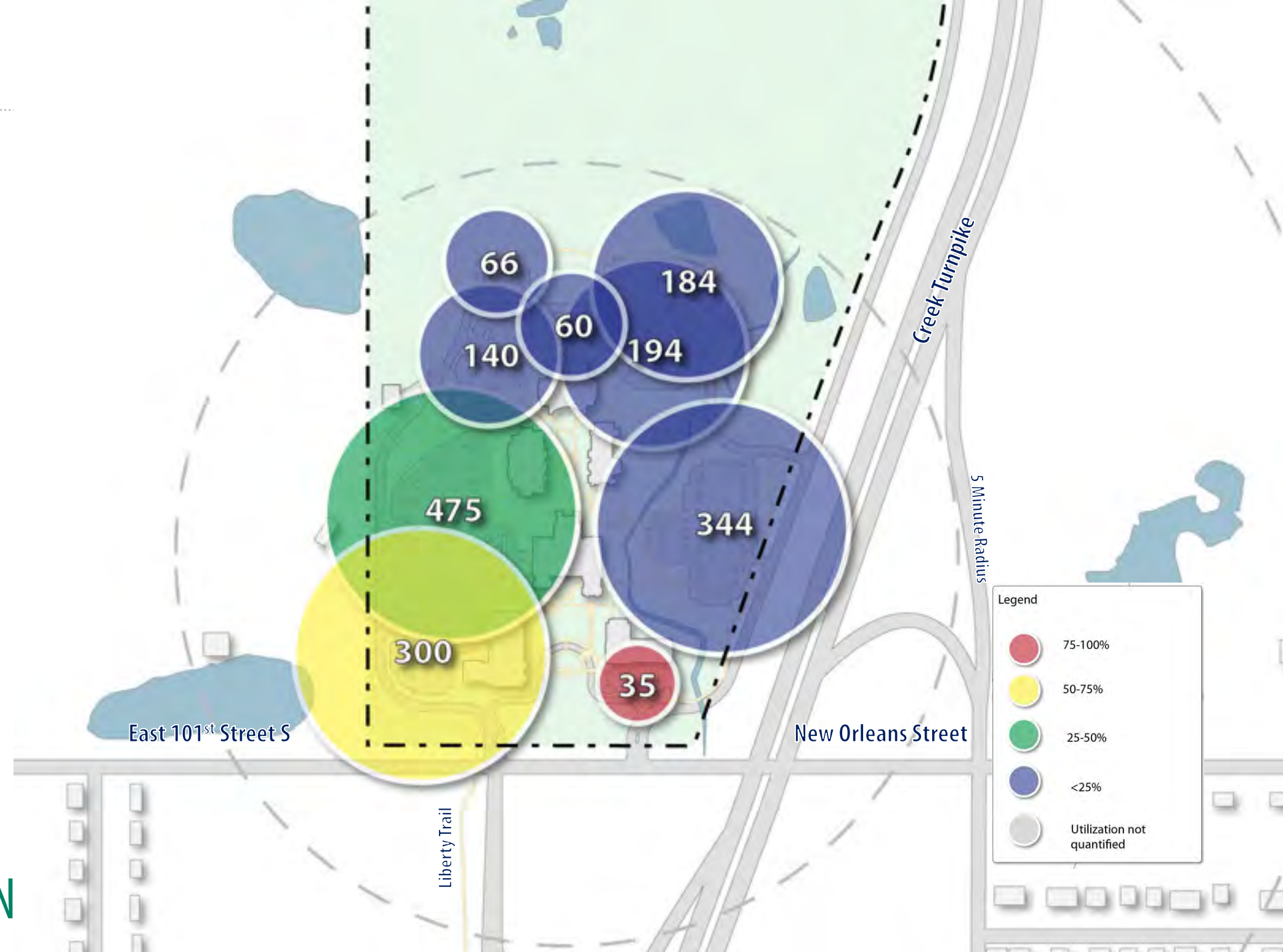
Vehicular Parking Utilization

Assessment:

- Western parking lots experience significant usage

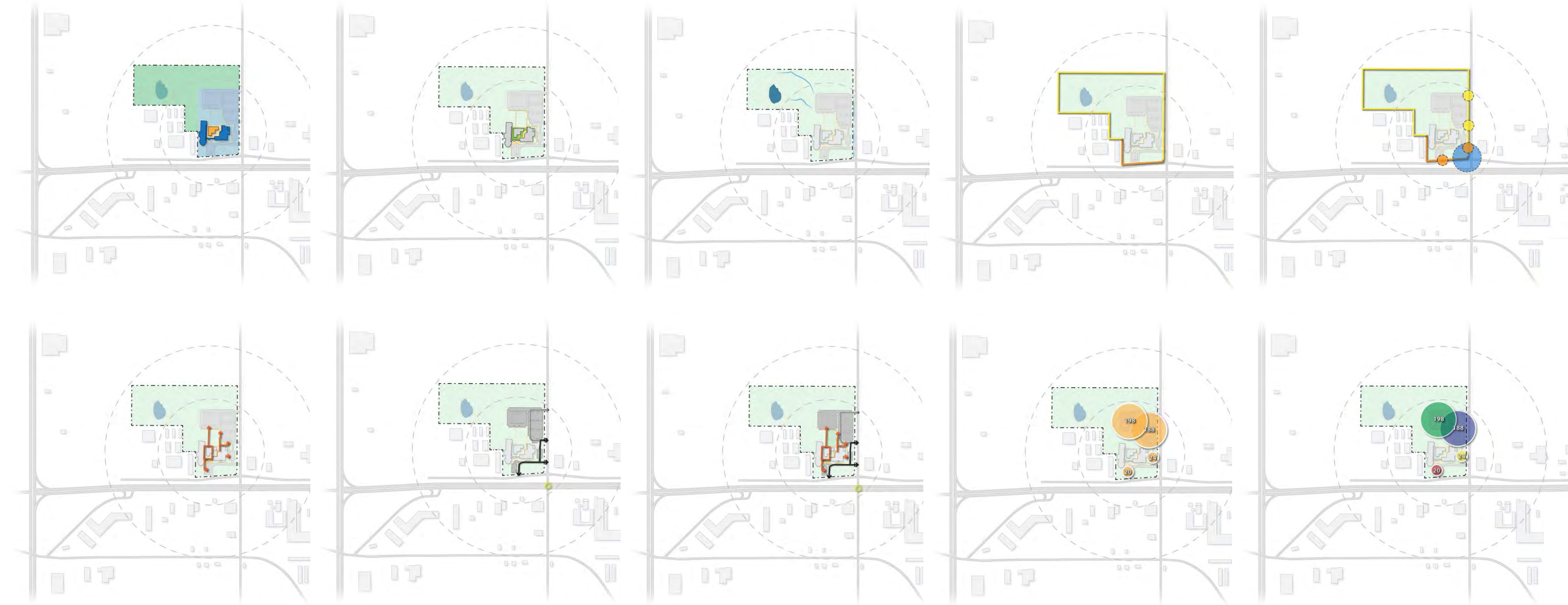
Opportunities:

- Increase utilization of northern and eastern parking areas by connecting loop road
- Consider parking lots for future development



Campus Site Analysis

Muskogee Campus



Campus Site Analysis

Campus Within the Community



Campus Site Analysis

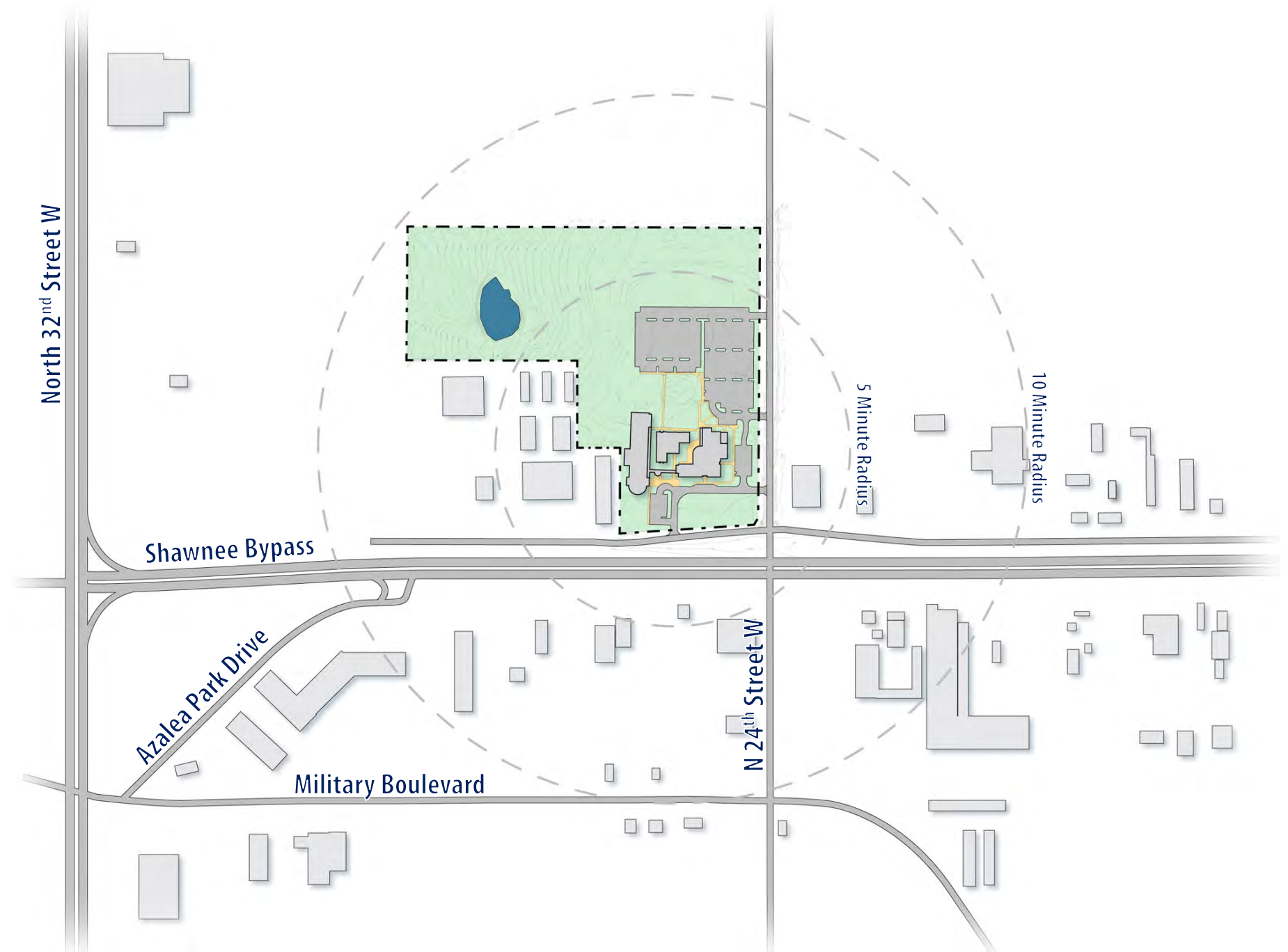
Campus Structure

Assessment:

- Well-organized campus
- Campus within 5 minute walking radius

Opportunities:

- Land available for expansion
- Strengthen relationship to Shawnee Bypass



Campus Site Analysis

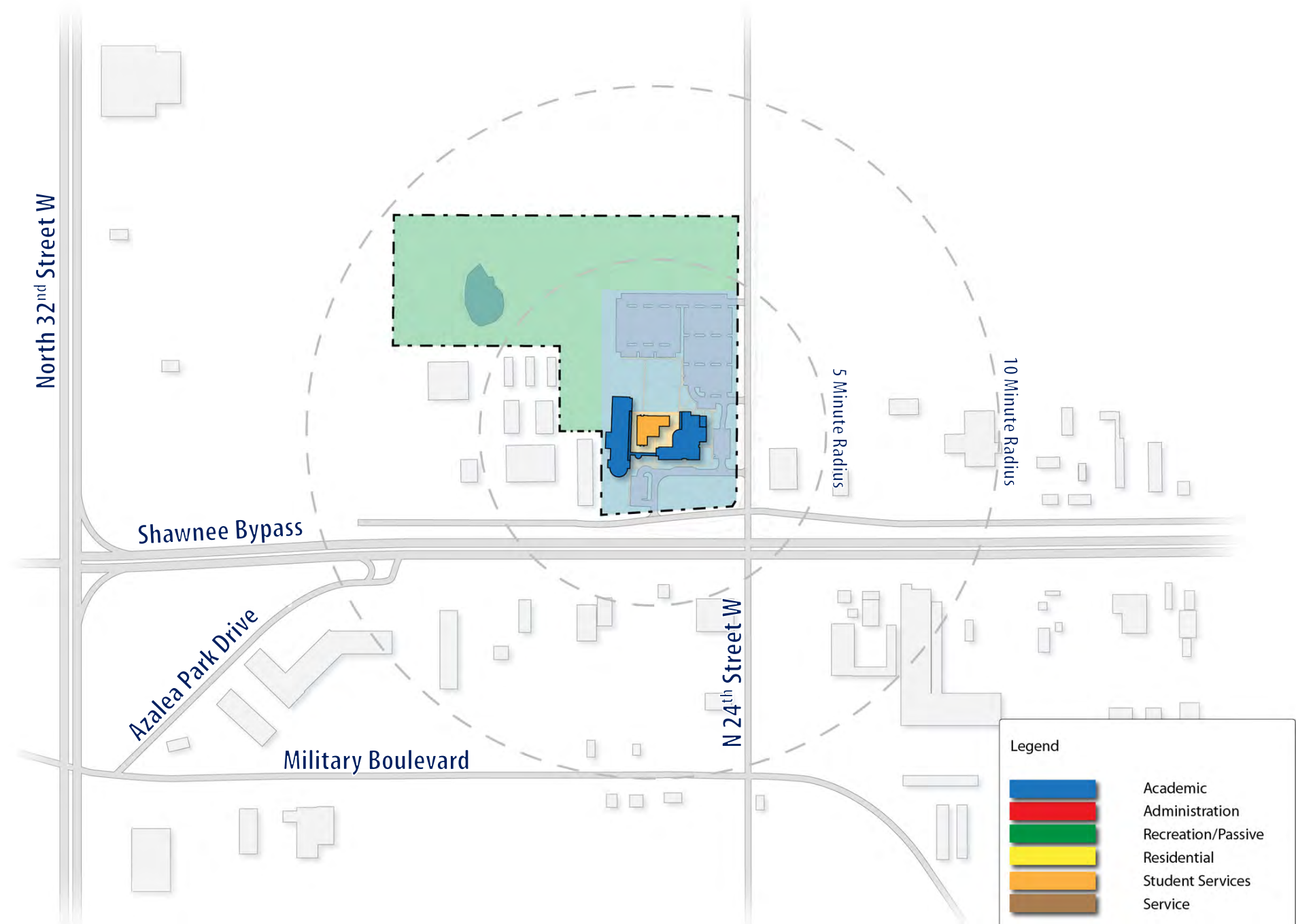
Campus Land Use

Assessment:

- Centralized student services
- Administration offices serving each facility

Opportunities:

- Strengthen facilities relationship with Connors State College



Campus Site Analysis

Open Space

Assessment:

- Small, high quality open space in center of campus

Opportunities:

- Enhance and expand exterior gathering space
- Consider addition of walking path on undeveloped land



Campus Site Analysis

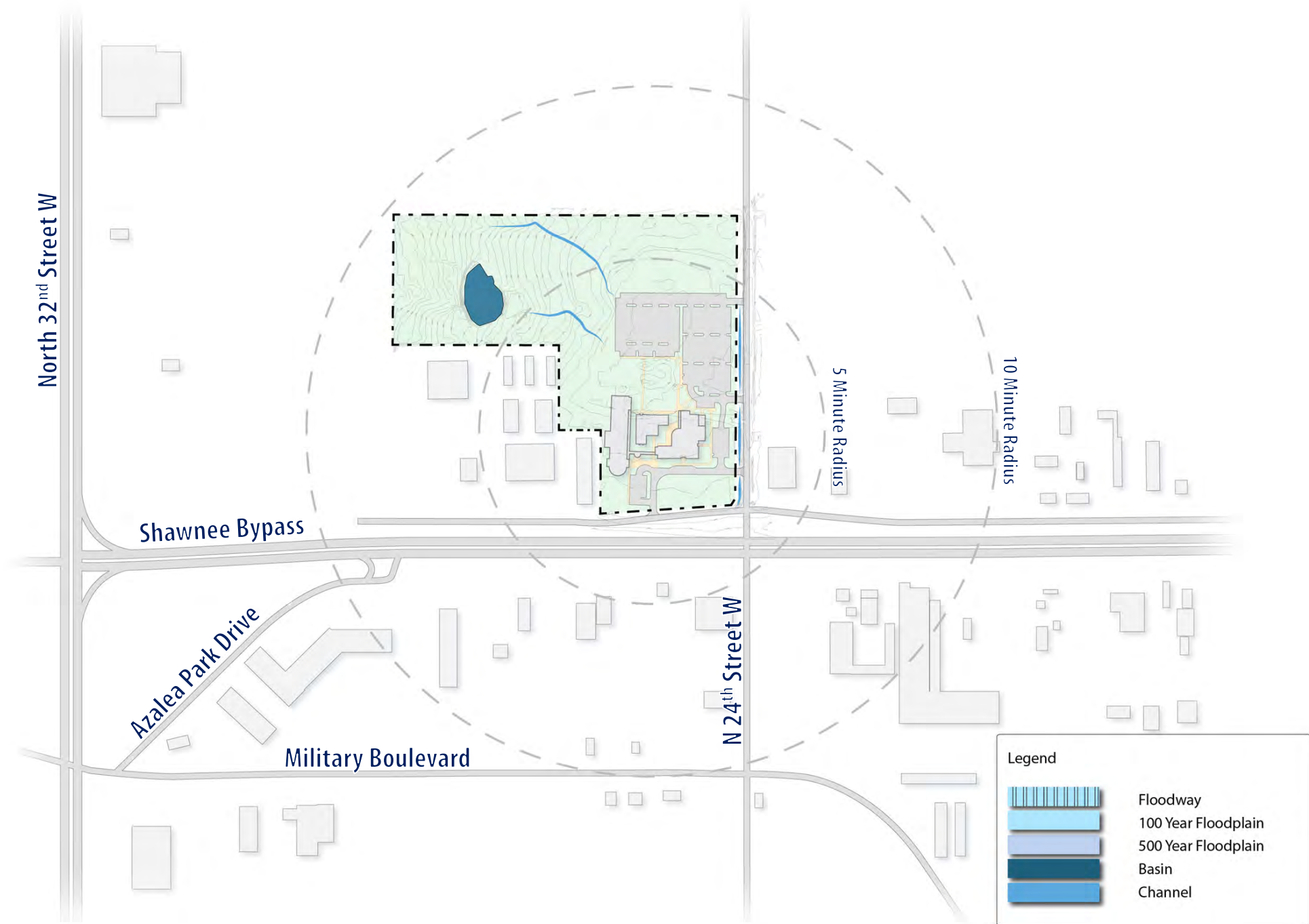
Hydrology

Assessment:

- No floodplain in close proximity to campus
- Existing retention basin

Opportunities:

- Increase stormwater management in southern portion of campus



Campus Site Analysis

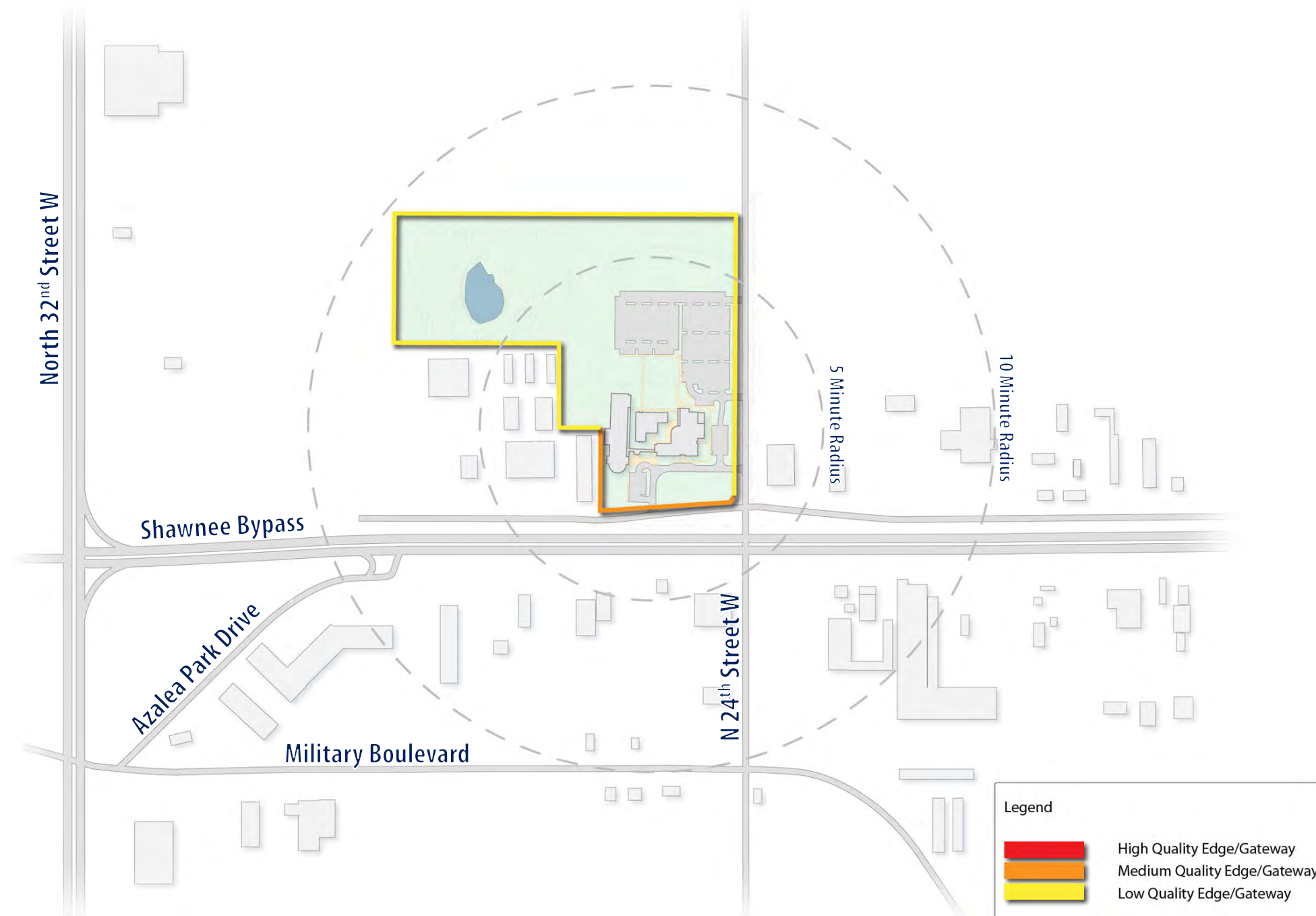
Campus Edges

Assessment:

- Medium quality edge adjacent to Shawnee Bypass
- Low quality edge along 24th Street

Opportunities:

- Develop an aesthetically pleasing “green” setback along Shawnee Bypass



Campus Site Analysis

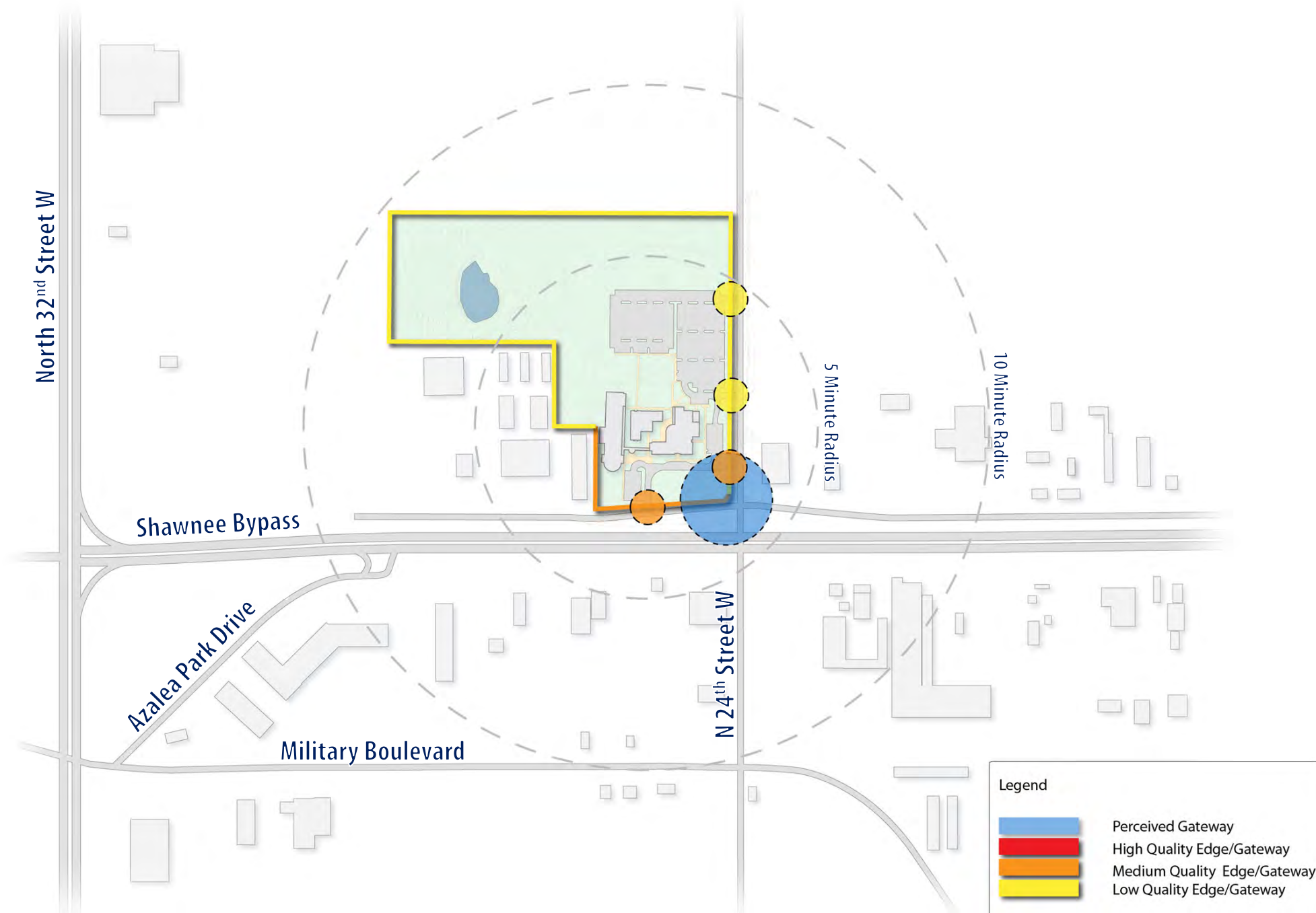
Campus Gateways

Assessment:

- Medium quality gateways visible to motorists

Opportunities:

- Enhance gateway at Shawnee Bypass and N 24th Street which serves as primary entry



Campus Site Analysis

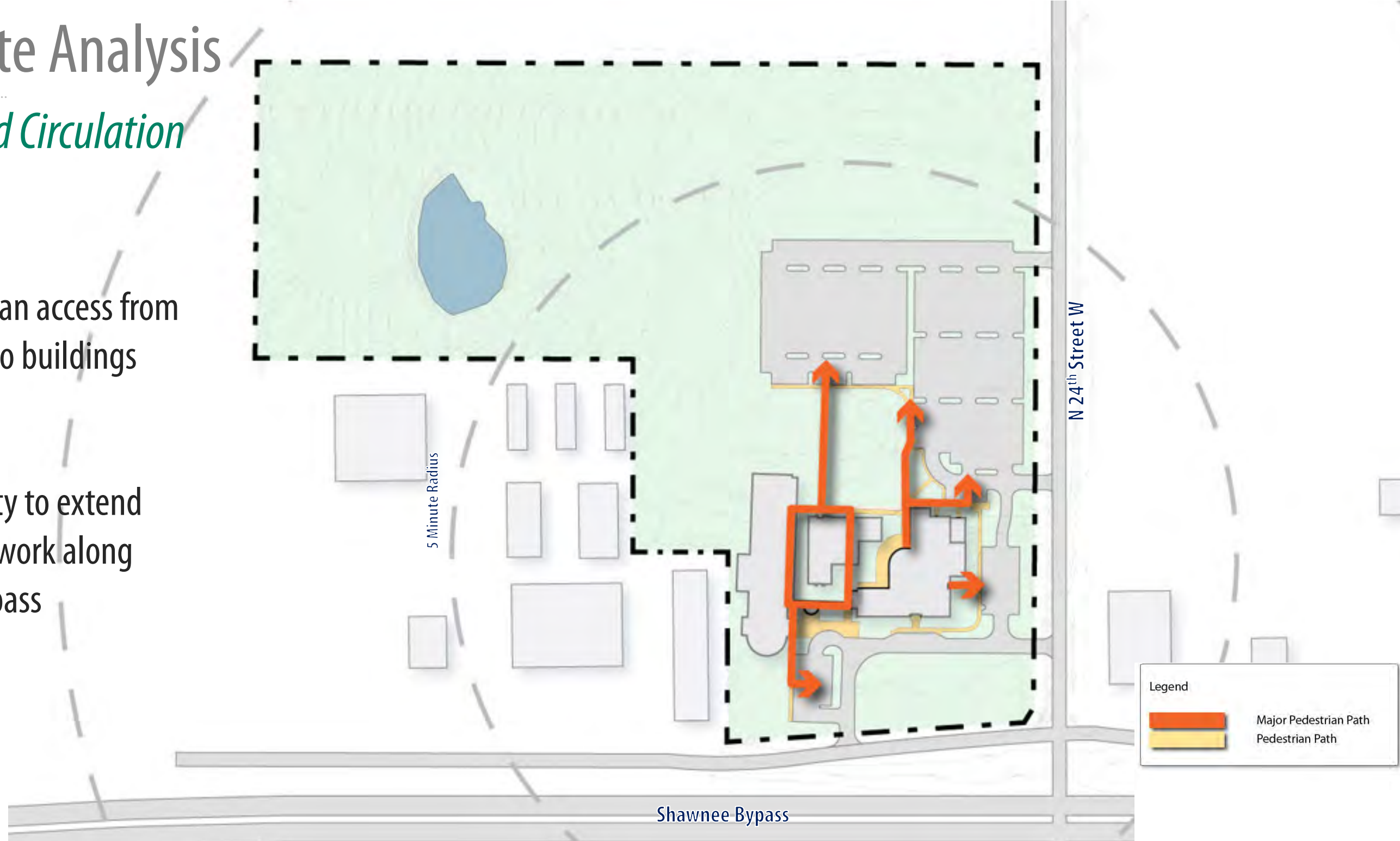
Non-Motorized Circulation

Assessment:

- Easy pedestrian access from parking lots to buildings

Opportunities:

- Work with City to extend sidewalk network along Shawnee Bypass



Campus Site Analysis

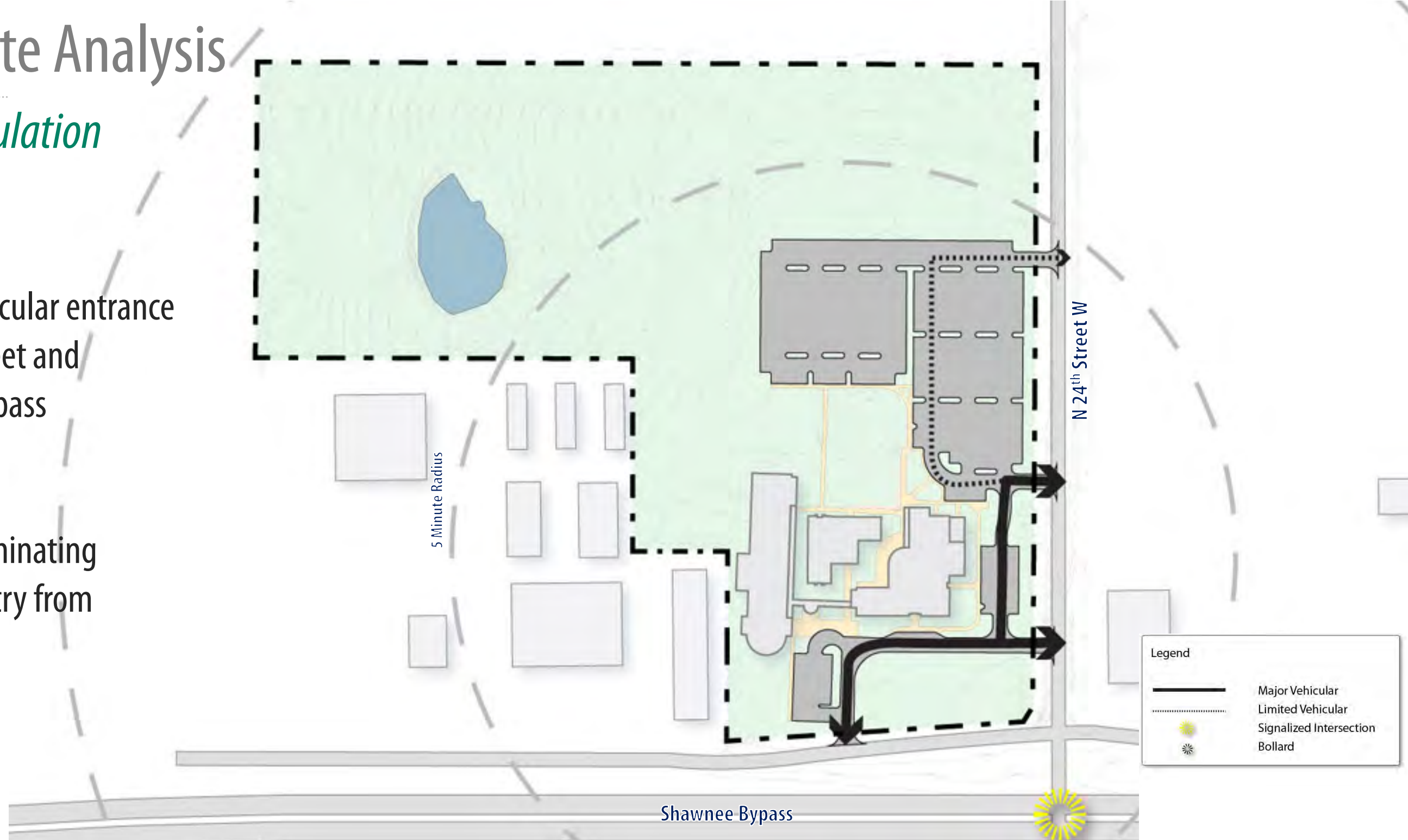
Vehicular Circulation

Assessment:

- Primary vehicular entrance at N 24th Street and Shawnee Bypass

Opportunities:

- Consider eliminating vehicular entry from frontage



Campus Site Analysis

Pedestrian-Vehicular Conflicts

Assessment:

- No identifiable pedestrian-vehicular conflicts

Opportunities:

- Future expansion should maintain this approach



Campus Site Analysis

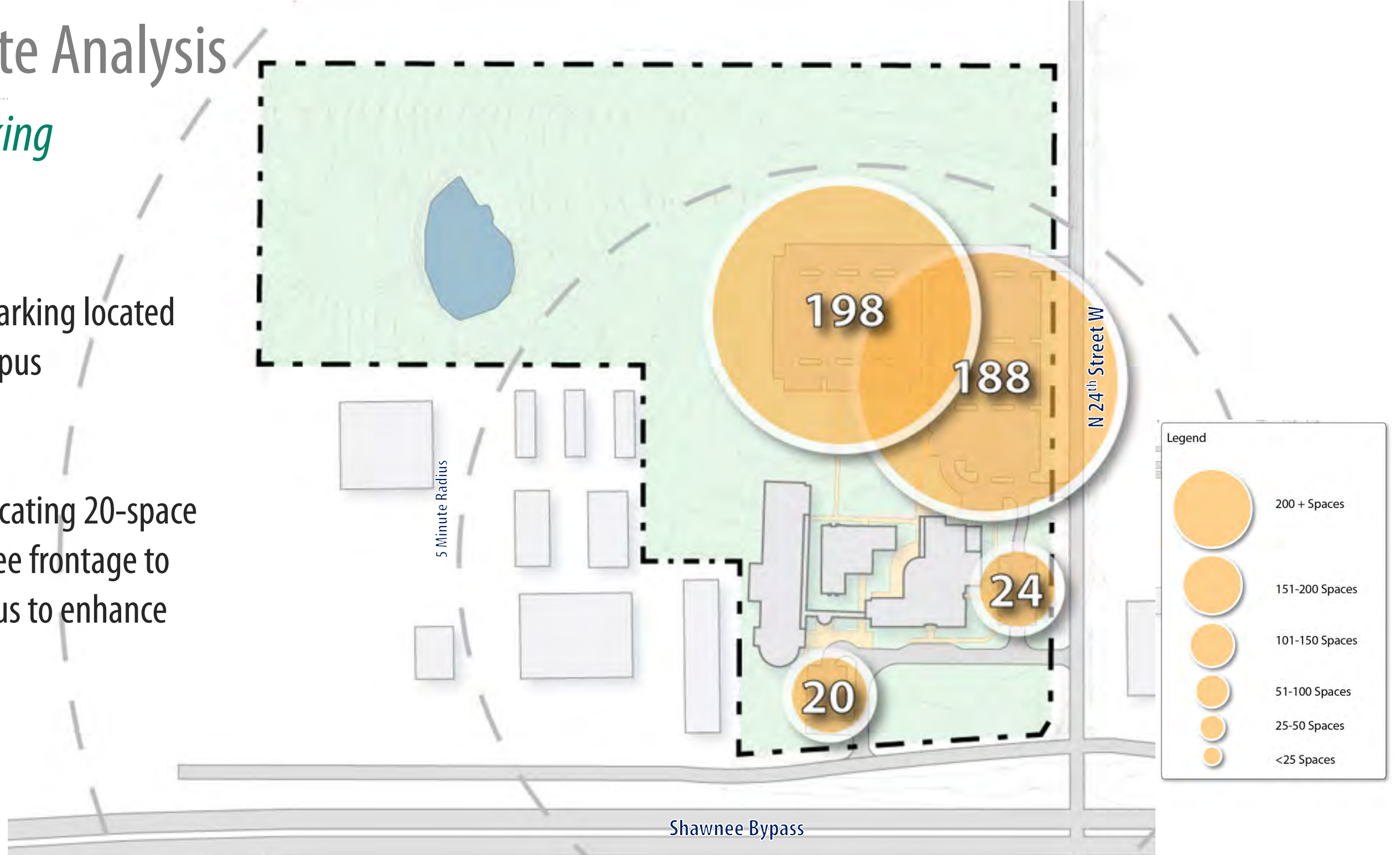
Vehicular Parking

Assessment:

- Majority of parking located north of campus

Opportunities:

- Consider relocating 20-space lot in Shawnee frontage to rear of campus to enhance aesthetics



Campus Site Analysis

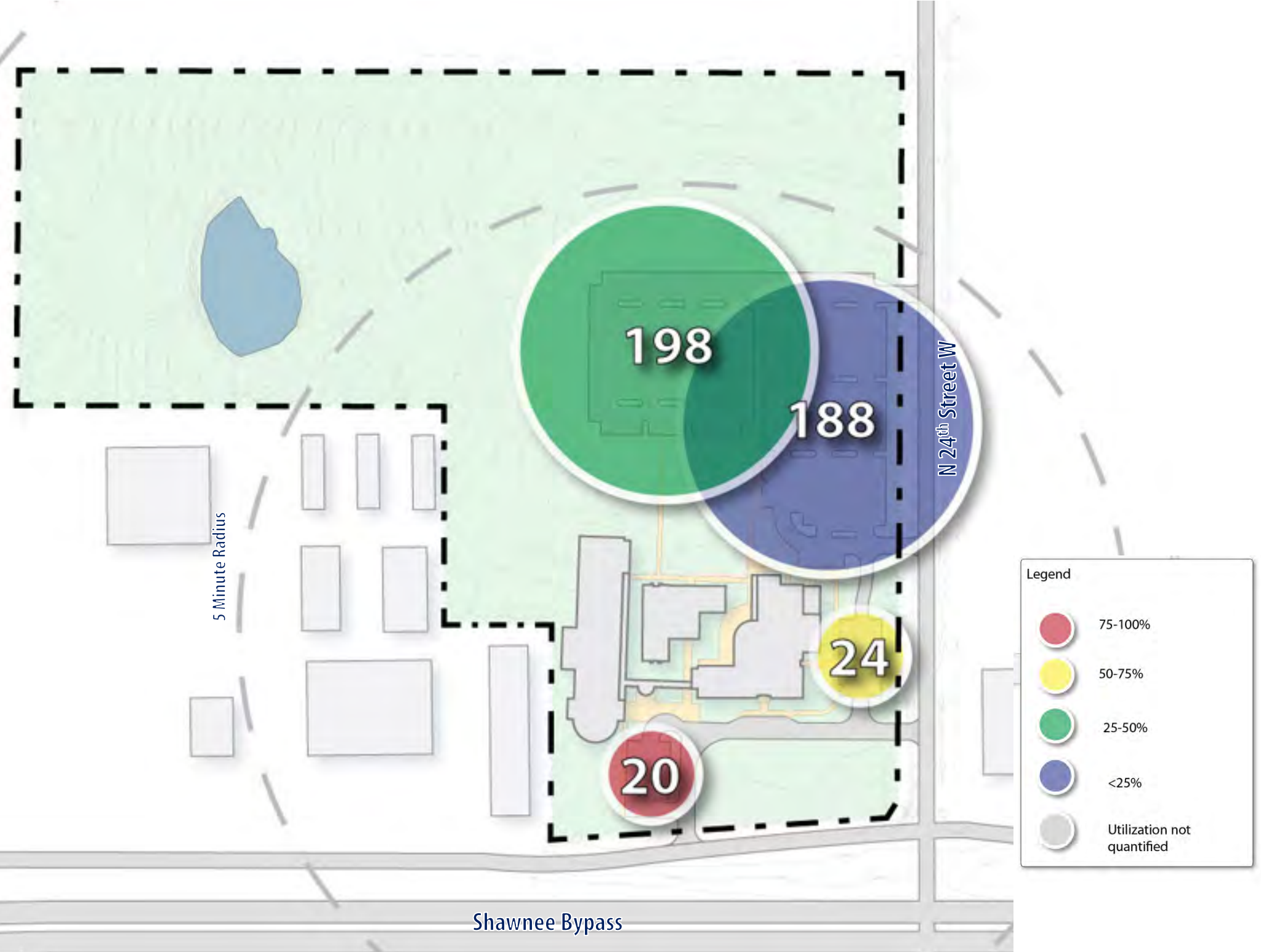
Vehicular Parking Utilization

Assessment:

- Southern parking lot experiences highest usage
- Parking appears sufficient for current campus demand

Opportunities:

- Parking lot land presents opportunity for future development





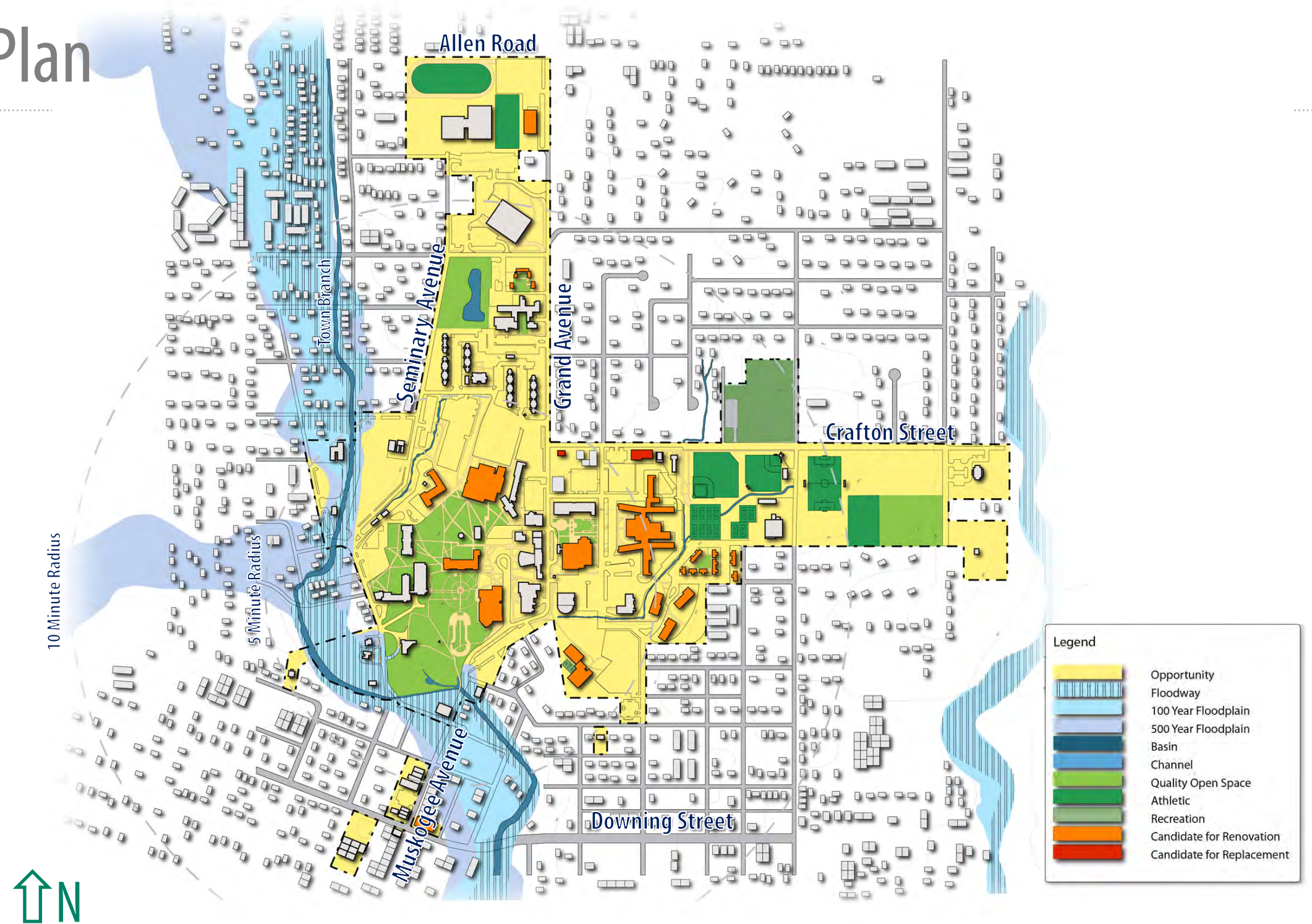
Framework Plan

Campus Framework Plan

Tahlequah Campus

Summary:

- Preserve high quality open space on campus and historic core
- Existing parking in center of campus presents possible development opportunities
- Potential for adaptive reuse of several existing buildings
- Town Branch Creek can be an asset to campus

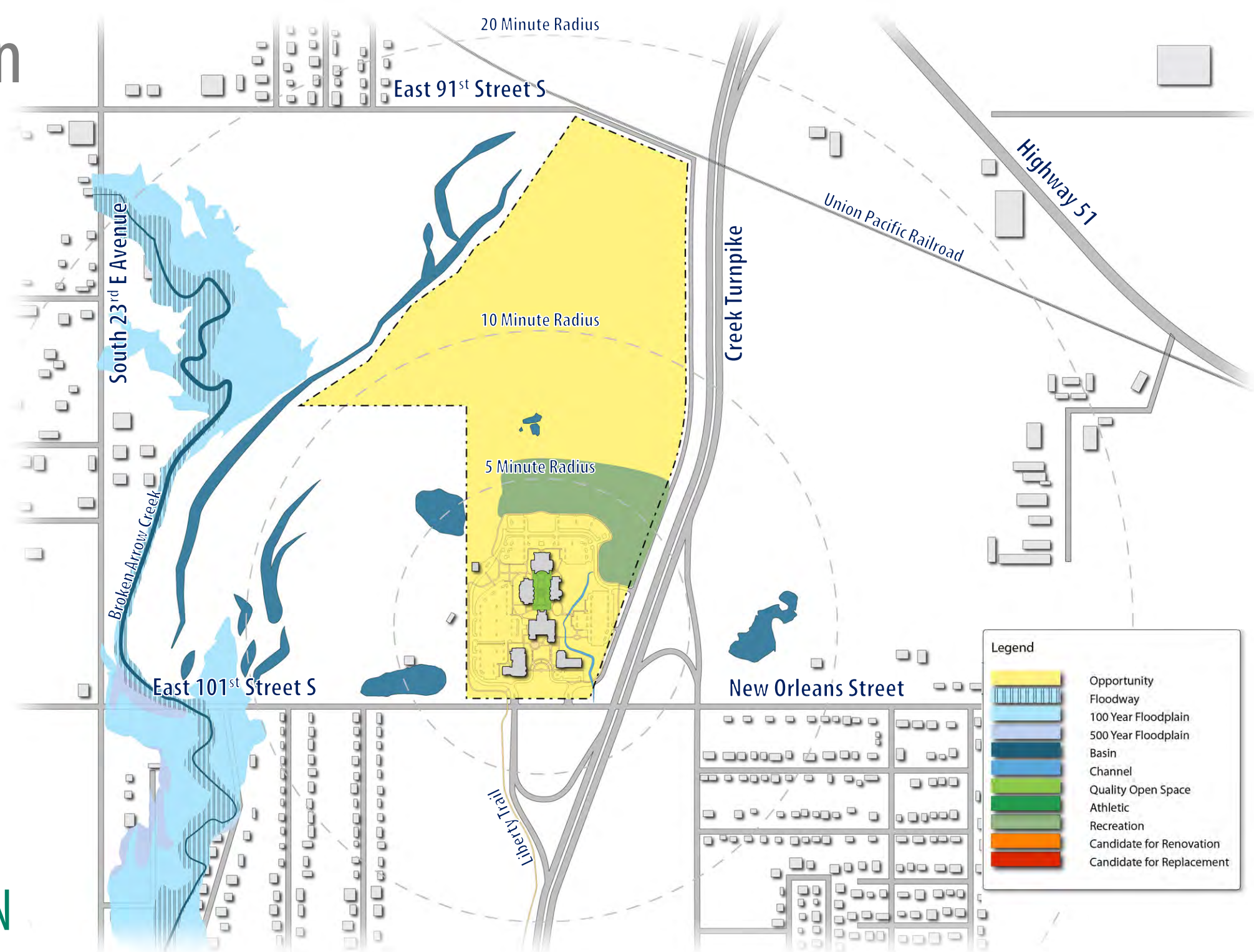


Campus Framework Plan

Broken Arrow Campus

Summary:

- Maintain compact character of existing campus
- Preserve existing open space and recreational areas on campus
- Existing parking lots present opportunity for compact campus expansion
- Northern land allows continued growth

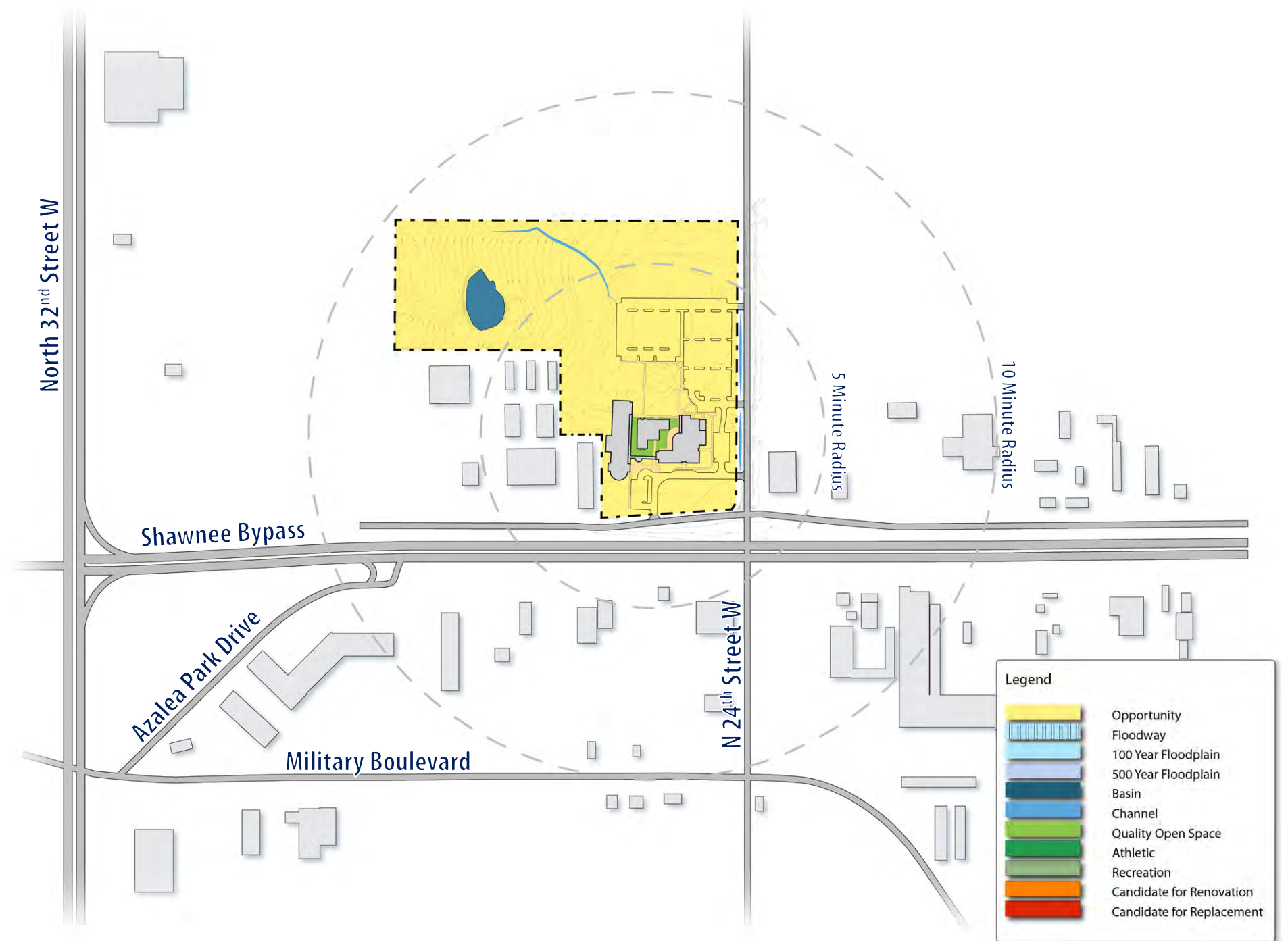


Campus Framework Plan

Muskogee Campus

Assessment:

- Maintain compact character of existing campus
- Preserve existing stormwater management
- Northern portion of property presents opportunities for expansion
- Existing parking lot areas should be considered for development opportunities





Next Steps

Next Steps

Today

- NSU Steering Committee
- Tahlequah Campus Advisory Committee
- Campus-Community Open House

Tomorrow

- Muskogee Advisory Committee
- Broken Arrow Advisory Committee

Next Phase – Master Plan Alternatives & Space Needs Analysis

- Steering Committee, Advisory Committees, Campus-Community Open Houses

