

Analysis. Visioning. Framework Plan



Your Master Planning Team



Bruce Henley
Team Leader



Dominic Spadafore
Project Manager



Neal Kessler
Lead Campus Planner



Lauren Williams
Campus Planner



John Bengston
Educational Planning



Frank Markley, Ph.D.
Academic Planning



Zac Rudd
Architectural Designer



Agenda

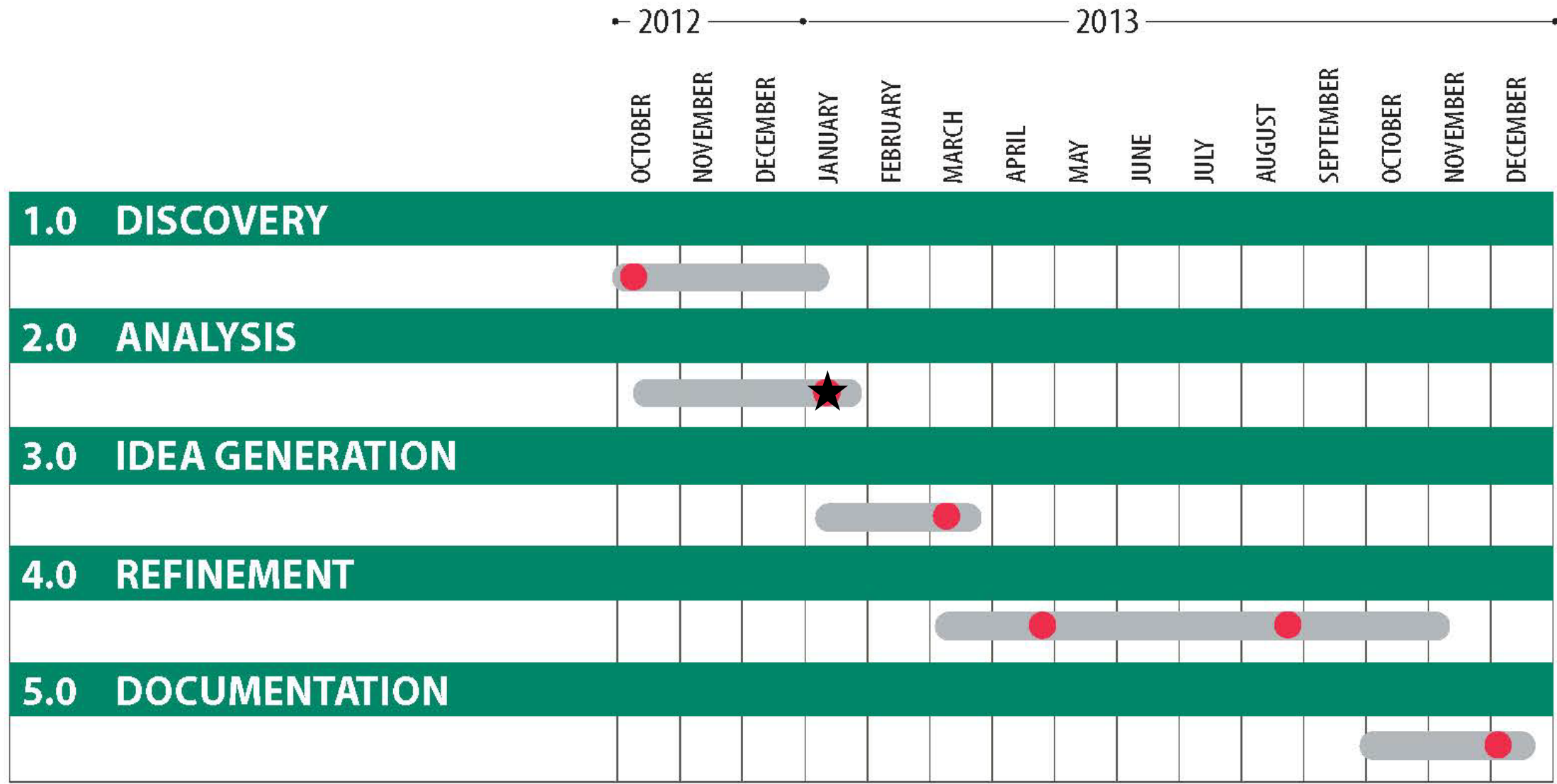
- 1 Master Planning Process
- 2 Discovery Visit Summary
- 3 Environmental Scan
- 4 Campus Site Analysis
- 5 Framework Plan
- 6 Next Steps



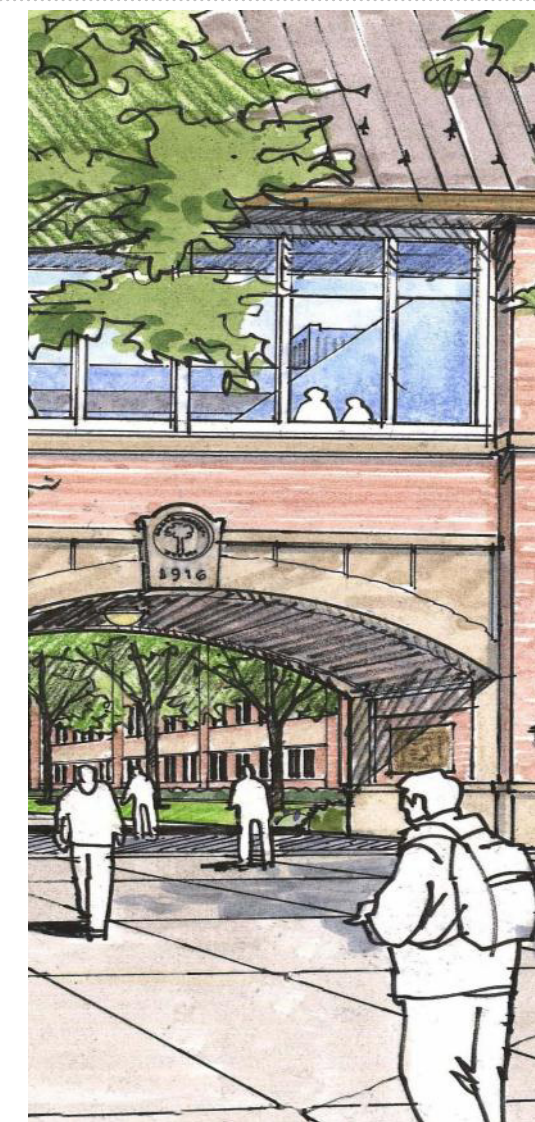
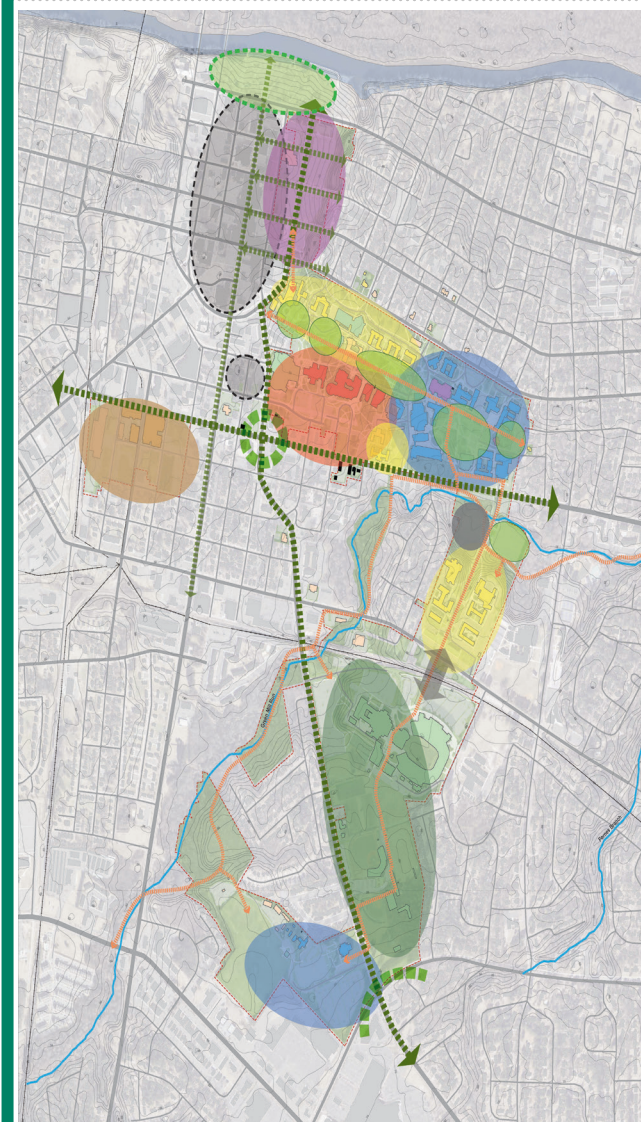
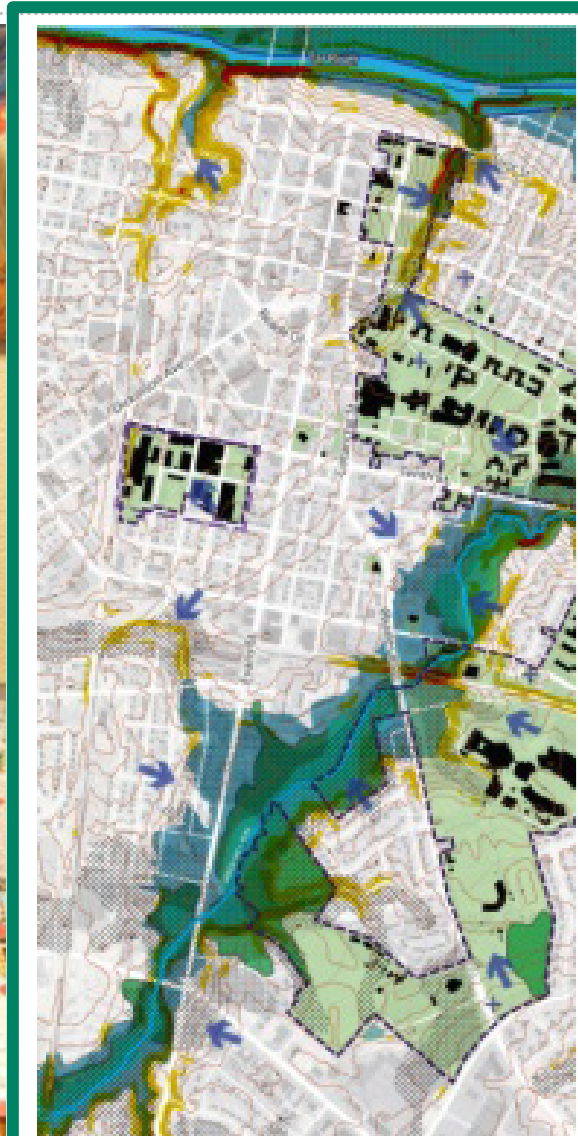


Master Planning Process

Master Plan Schedule



Master Planning Process



Task One
Discovery & Goal Setting
Introduction to Campus

Task Two
Campus Analysis & Environ. Scan
Understanding your Campus

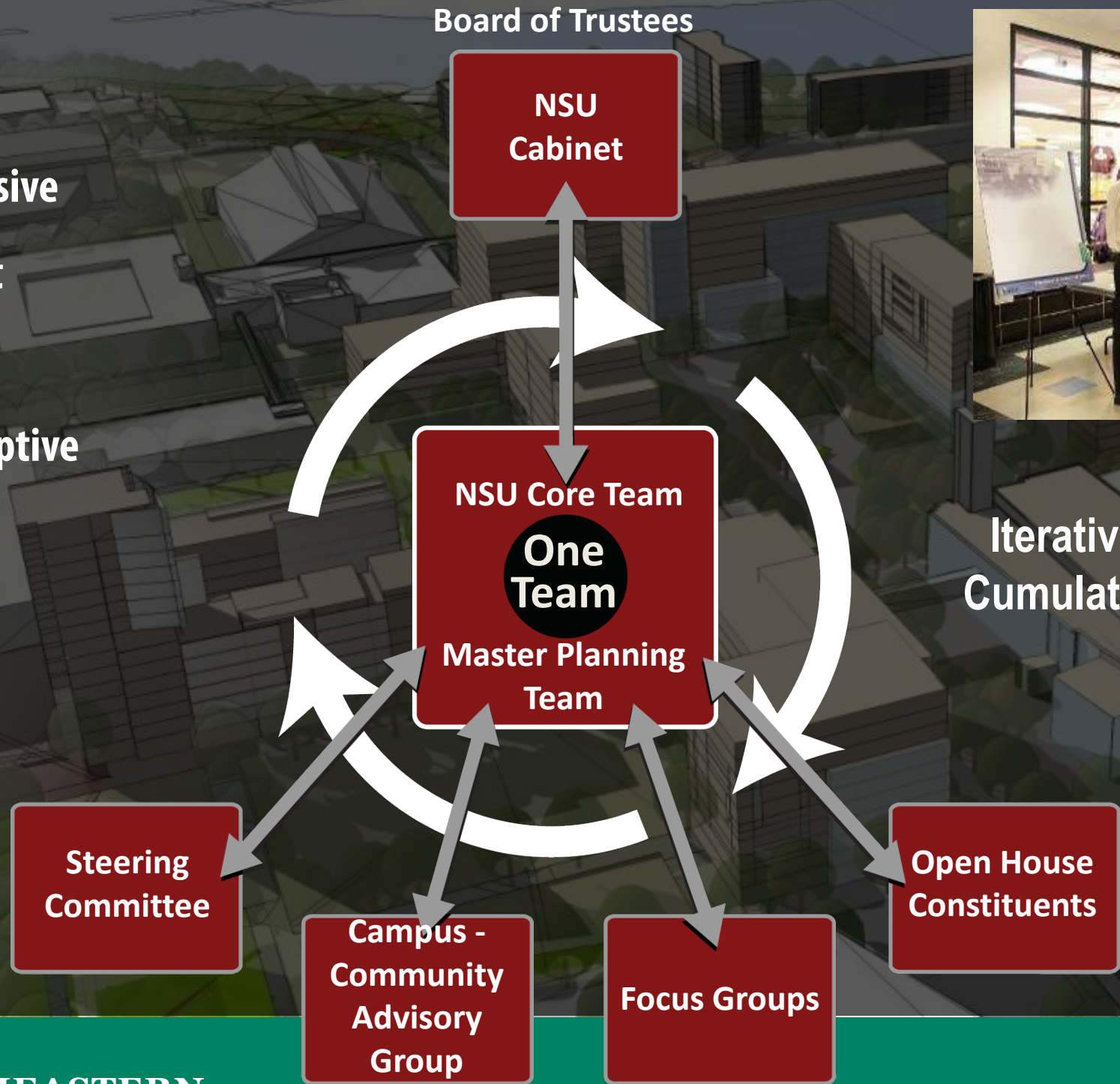
Task Three
Idea Generation & Space Needs
Concept Alternatives

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**


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  0



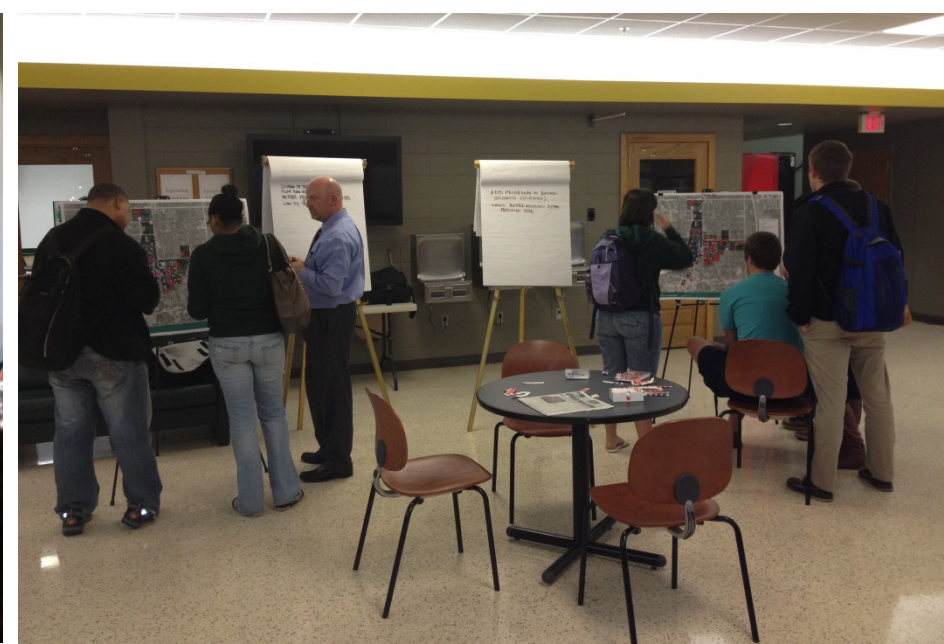
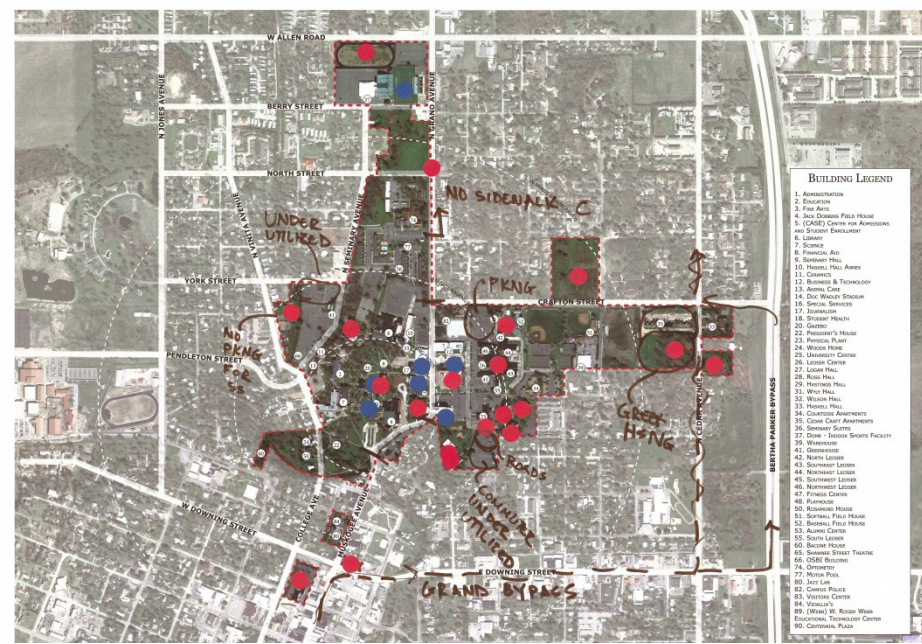
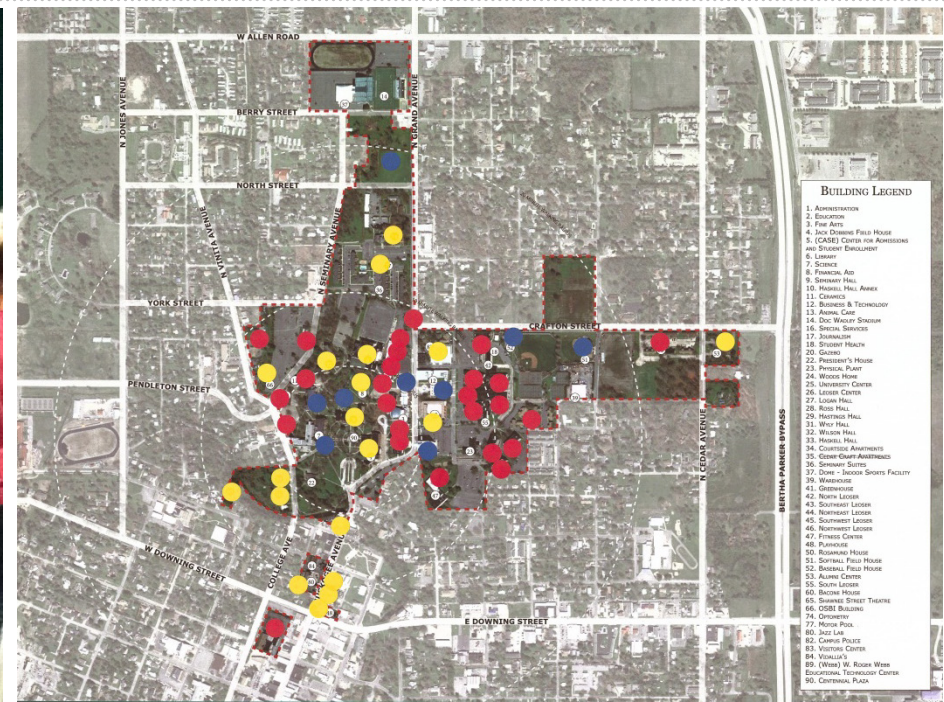
Discussion | Community | Share 

www.nsuok.edu/masterplan



Discovery Visit Summary

Thoughtful, Diverse Input across Campuses



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 campuses 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

Broken Arrow Campus

- New, modern facilities are meeting needs of students, faculty, staff, and community – but redistribution of space may be needed
- Desire to continue relationship with Tulsa Community College
- Regional growth is headed towards Broken Arrow
- Future vision to expand degree program offerings on campus
- Opportunity for campus expansion on existing land
- What role should the Broken Arrow campus play in NSU's future?



Stakeholder Summary

Community Relationship

- City of Broken Arrow views NSU presence in community as an important resource that should be maintained
- NSU has established a positive relationship with City
- Community has been welcomed to campus through space rental, art exhibitions, receptions, etc. - continued need is present
- NSU Alumni view Broken Arrow as important link to University
- How can Broken Arrow balance its long-term needs with those of the surrounding community?



Stakeholder Summary

Academic Goals

- College of Education currently has largest presence on campus
- Growth witnessed in science and health professions
- Research space needed for science faculty
- Considering development of a forensic science and criminal justice program, accounting program, and expanding education programs
- Collaborate with TCC to determine programs that will attract students to NSU following completion of associate's degree
- How can BA tailor its academic goals to create a distinct identity?



Stakeholder Summary

Student Life

- Childcare facilities would promote enrollment growth
- Joint NSU-community recreational facility is desired
- Library is heavily utilized, consider expansion
- What student amenities will be needed to support expanded enrollment?

Open Space

- Open space is beautiful and well-maintained
- Desire to activate central open space
- Stormwater drainage a concern on west side of campus
- How can open space better serve faculty, staff, and students?
Are there outdoor educational opportunities?



Stakeholder Summary

Circulation

- Campus is easily accessible from Creek Turnpike
- Outdoor and indoor wayfinding a concern for pedestrians, main entry is not positioned well
- No single shipping and receiving location on campus
- Recreational trail is well-liked by faculty and staff

Parking

- Overall, parking is sufficient for campus
- Evening parking is most challenging
- Any future expansion will need to ensure adequate parking is provided



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

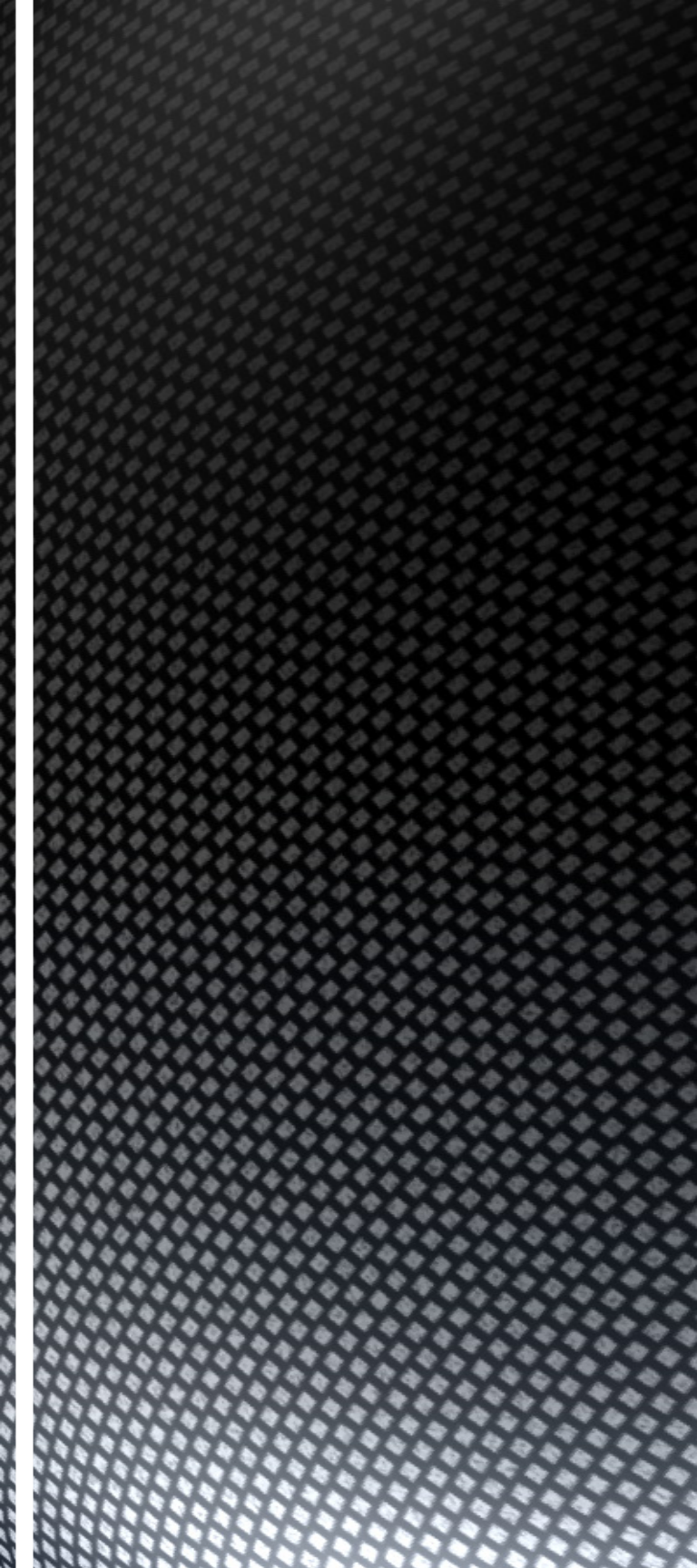


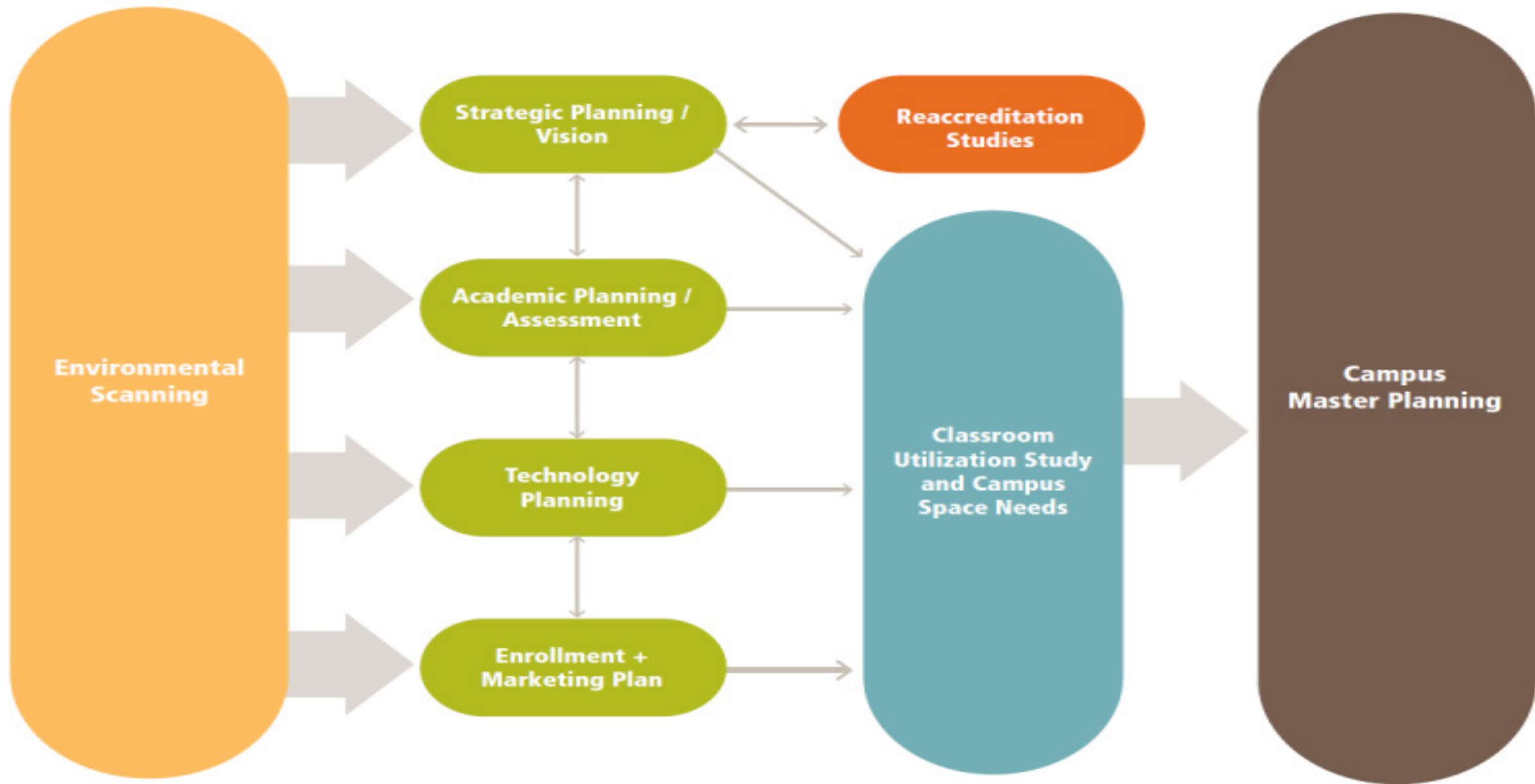


Environmental Scan

Environmental Scanning Overview

Northeastern State University
Campus Master Plan

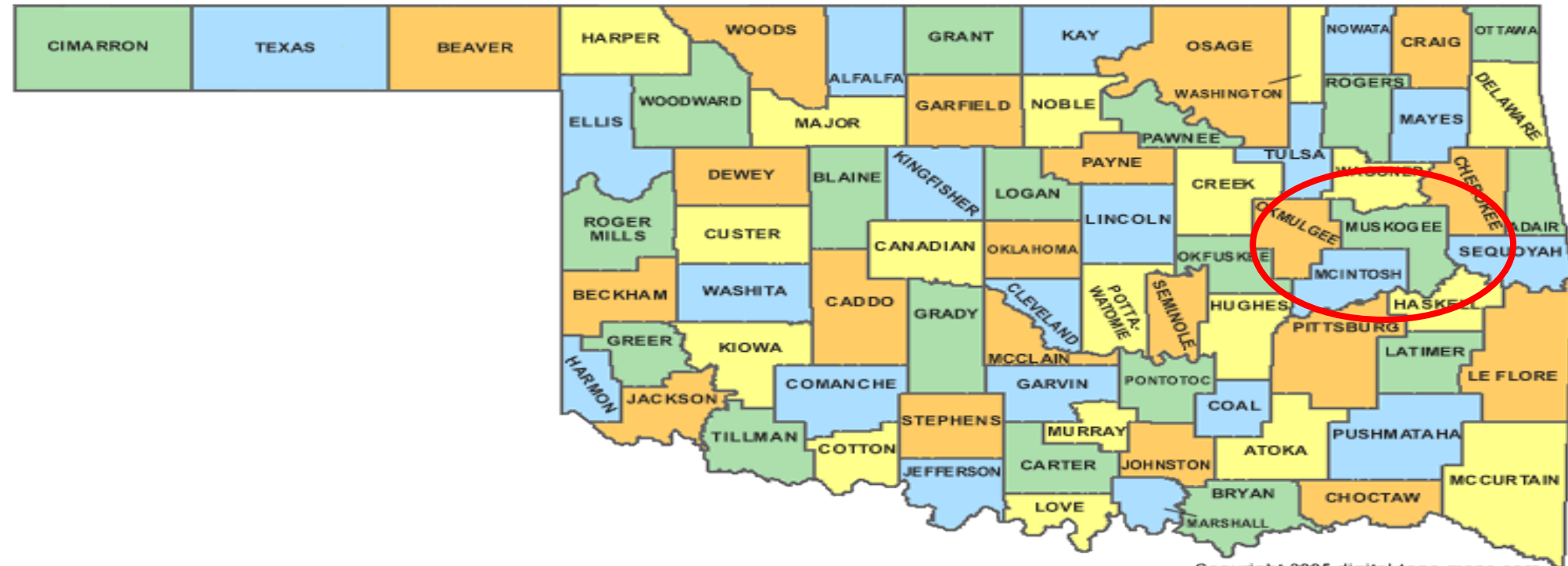






Levels of Analysis:

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



Copyright 2005 digital-topo-maps.com



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 Year	Unduplicated Headcount N	FTE N	FTE /Headcount Ratio %
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

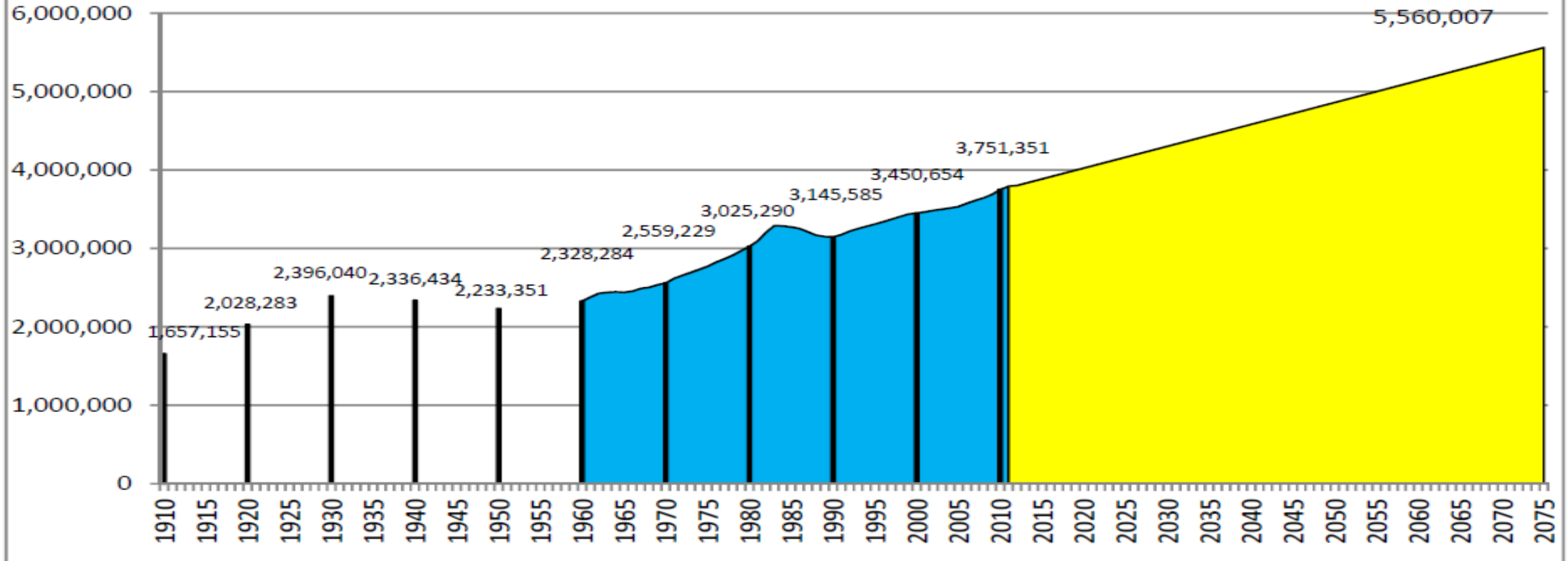
Headcount by Level

Fall 2006:
Undergraduate: 89.1%
Graduate: 10.9%

Fall 2012:
Undergraduate: 86.6%
Graduate: 13.4%



**Oklahoma: Statewide Population
2012 to 2075 Forecast
Based on Sum of Individual County Forecasts**

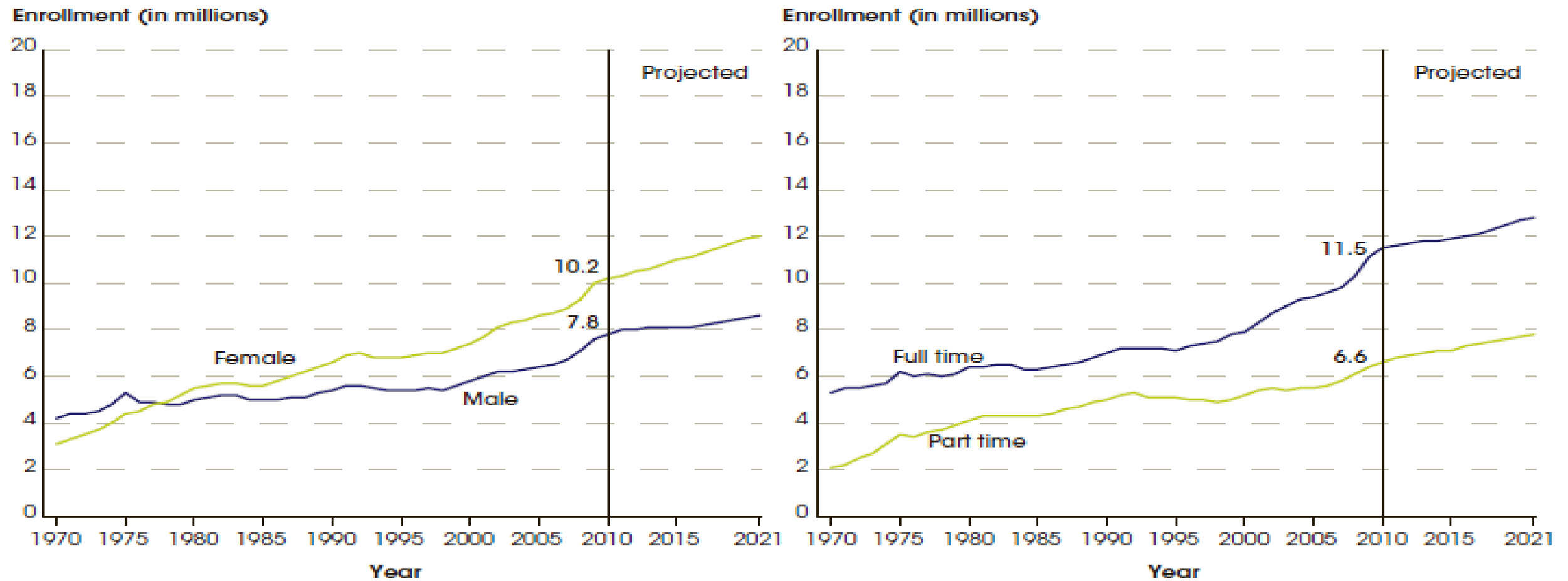


Source: 2012 Demographic State of the State Report
Oklahoma Department of Commerce



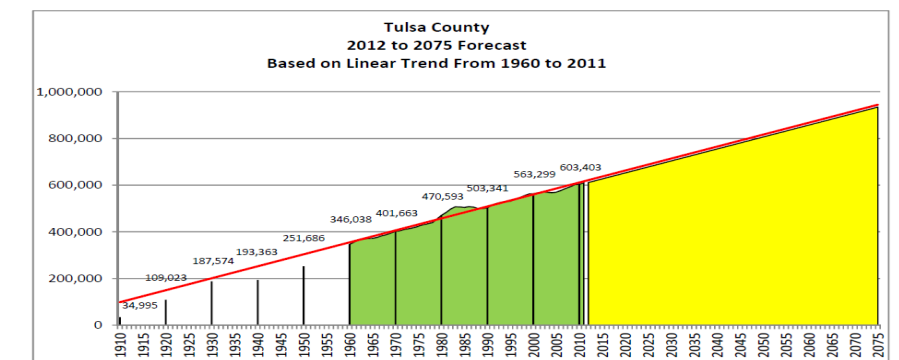
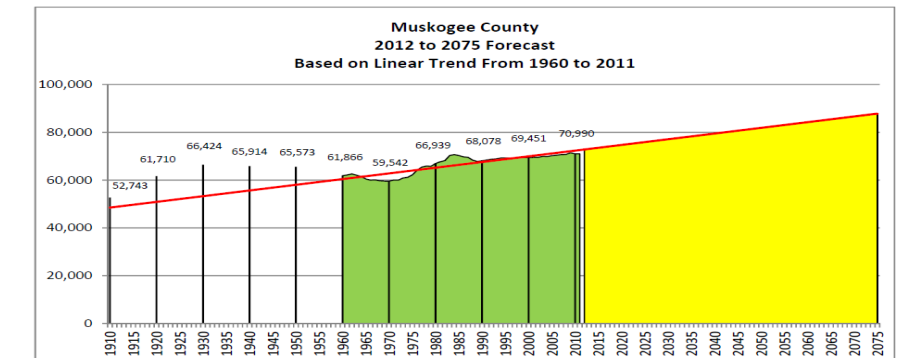
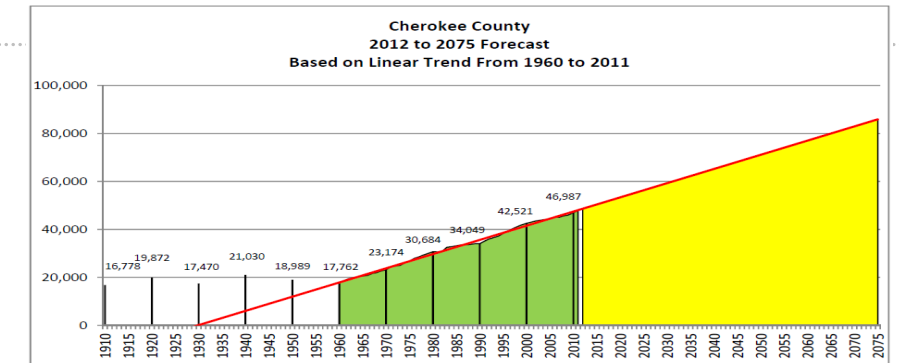
National Higher Education Demand

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



Population Projections by County

Geographic Area	2011 Headcount Enrollment		2012 Population Estimate	2020 Population Estimate	2028 Population Estimate	% Change 2012-2020	% Change 2012-2028
	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		



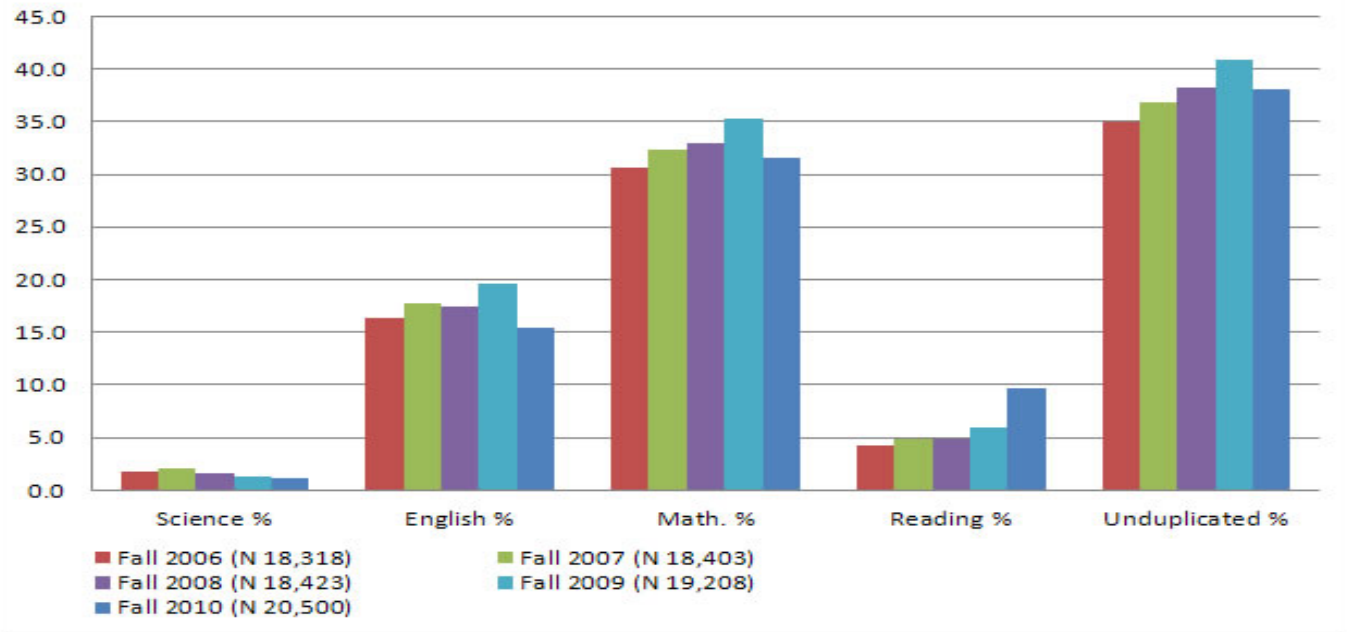
Northeastern State College NSU Transfer Enrollment Analysis - Fall 2011

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



Remediation Rates of Oklahoma High School Graduates in Oklahoma Public Higher Education (2006-2010)



College Remediation Rates

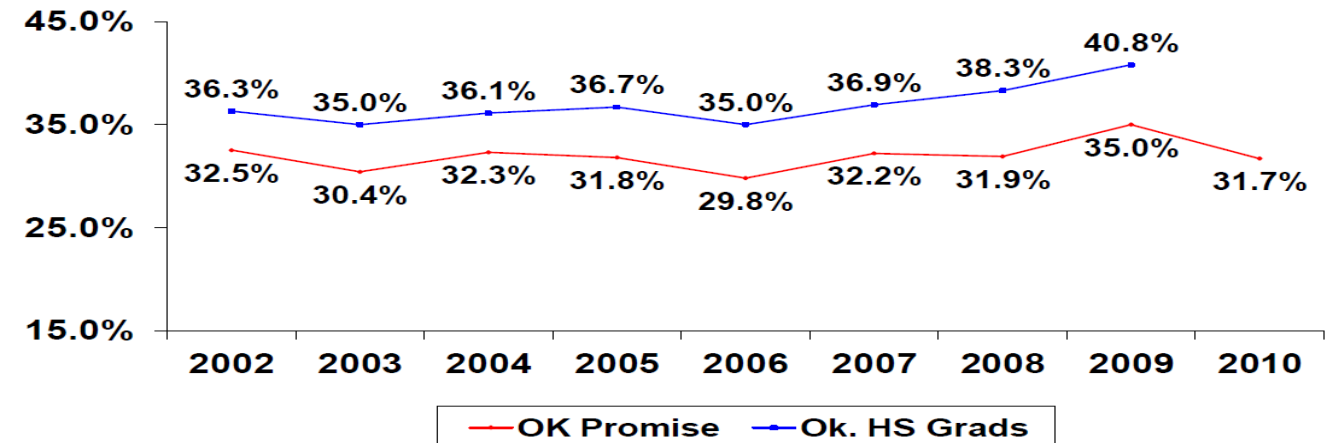
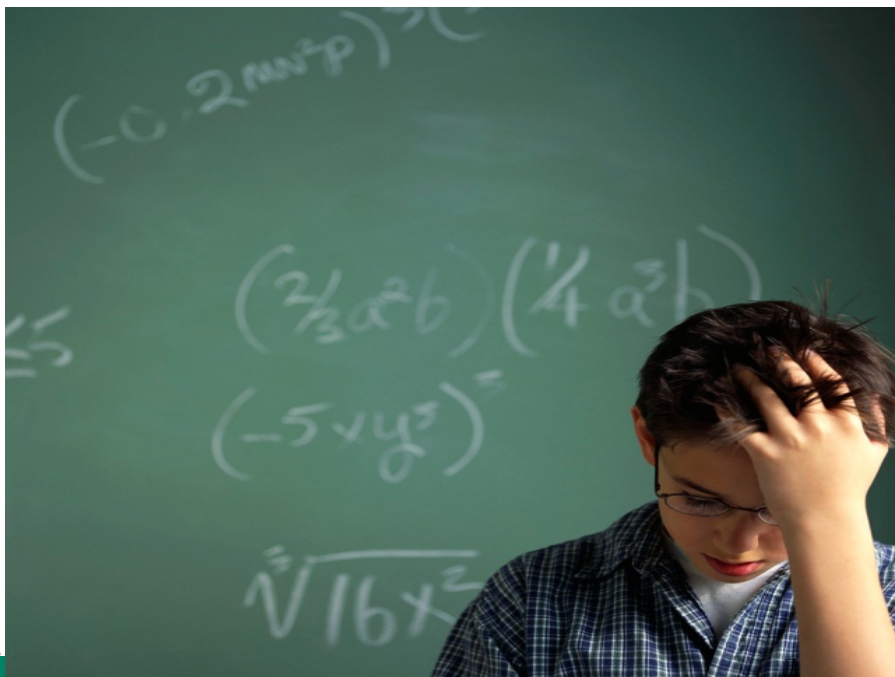
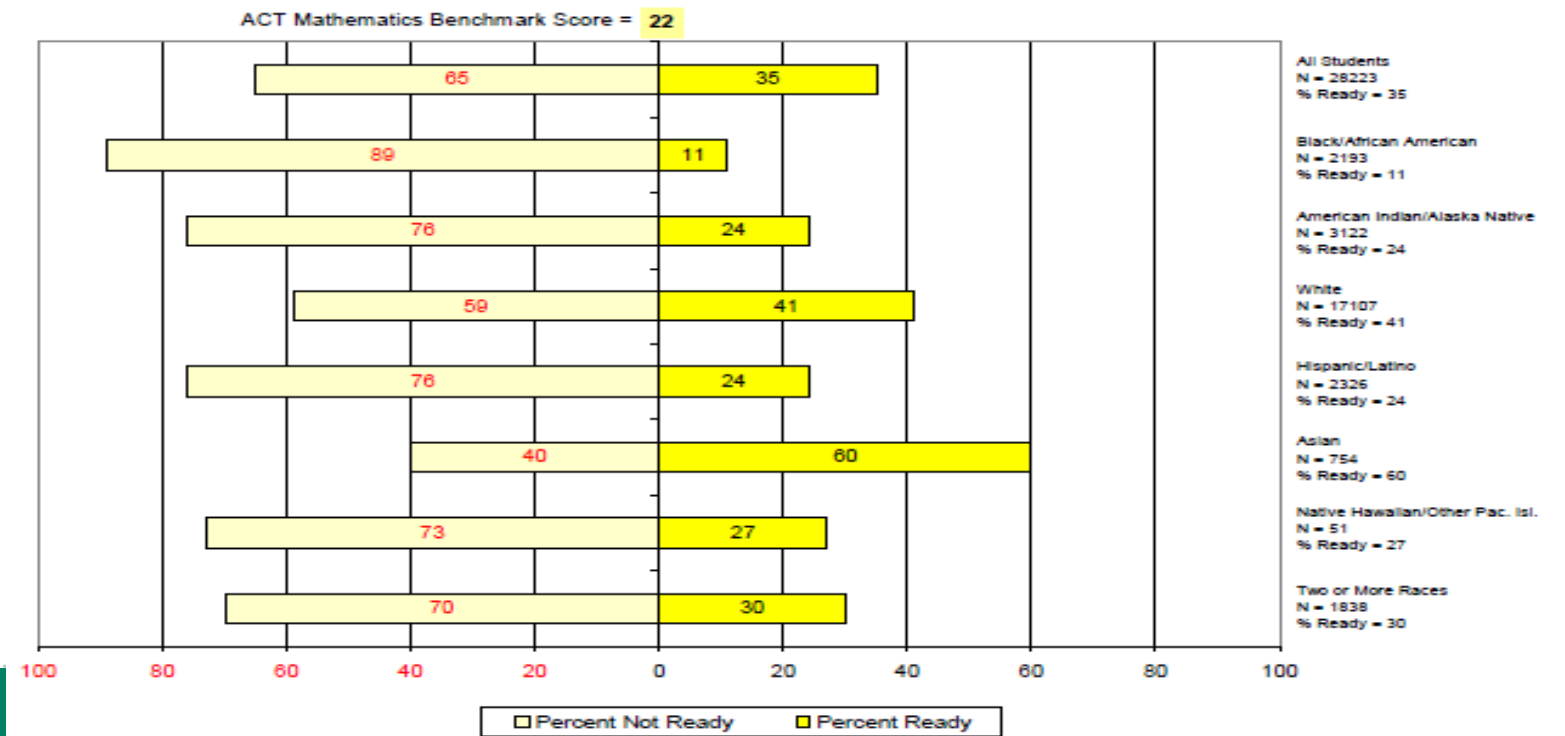


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICS



2020 Enrollment Projection - Mid Level Projection

Geographic Area	2011 Headcount Enrollment	Participation Rate	2020 County Population	2011 -2020 Population Change	Headcount Projection 2020	Recruitment Index
	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%

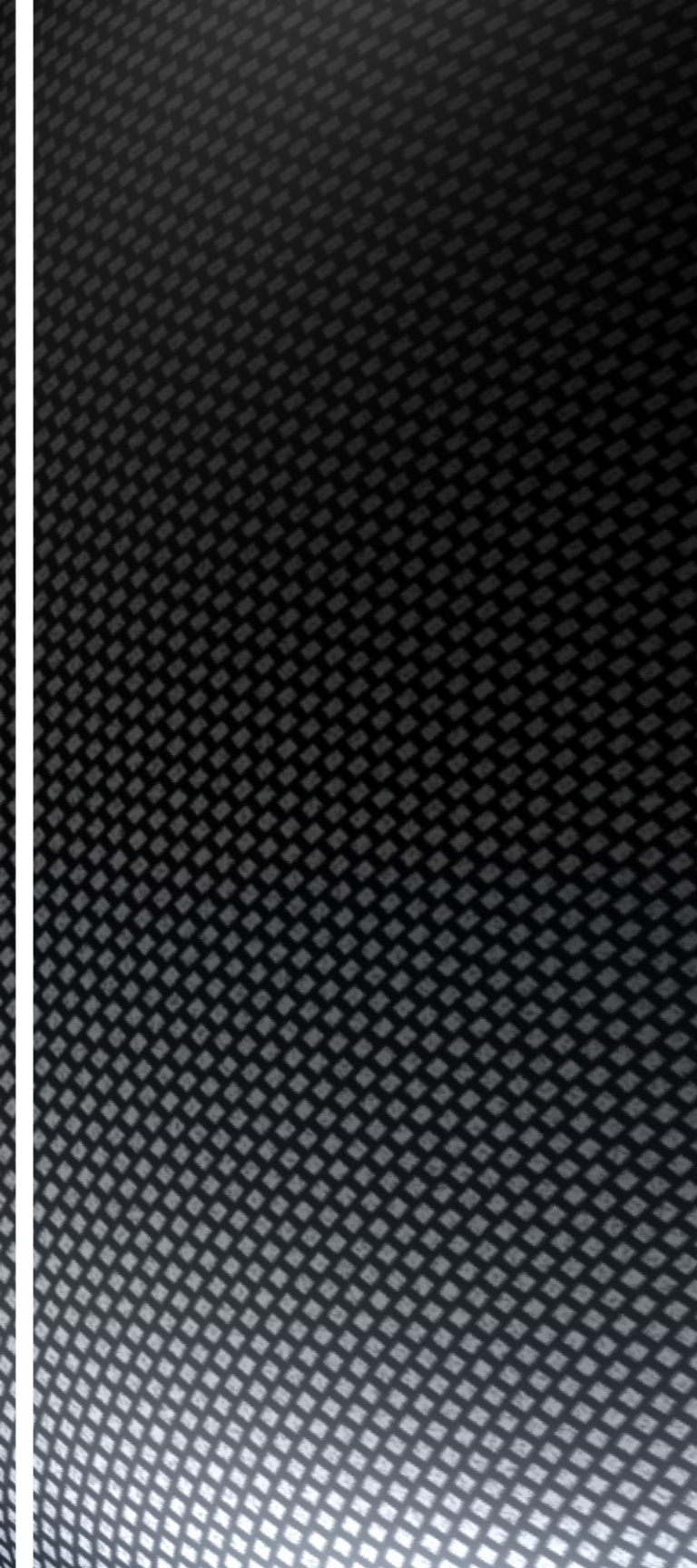
Source: NSU Fact Book

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)

Occupational and Employment Analysis

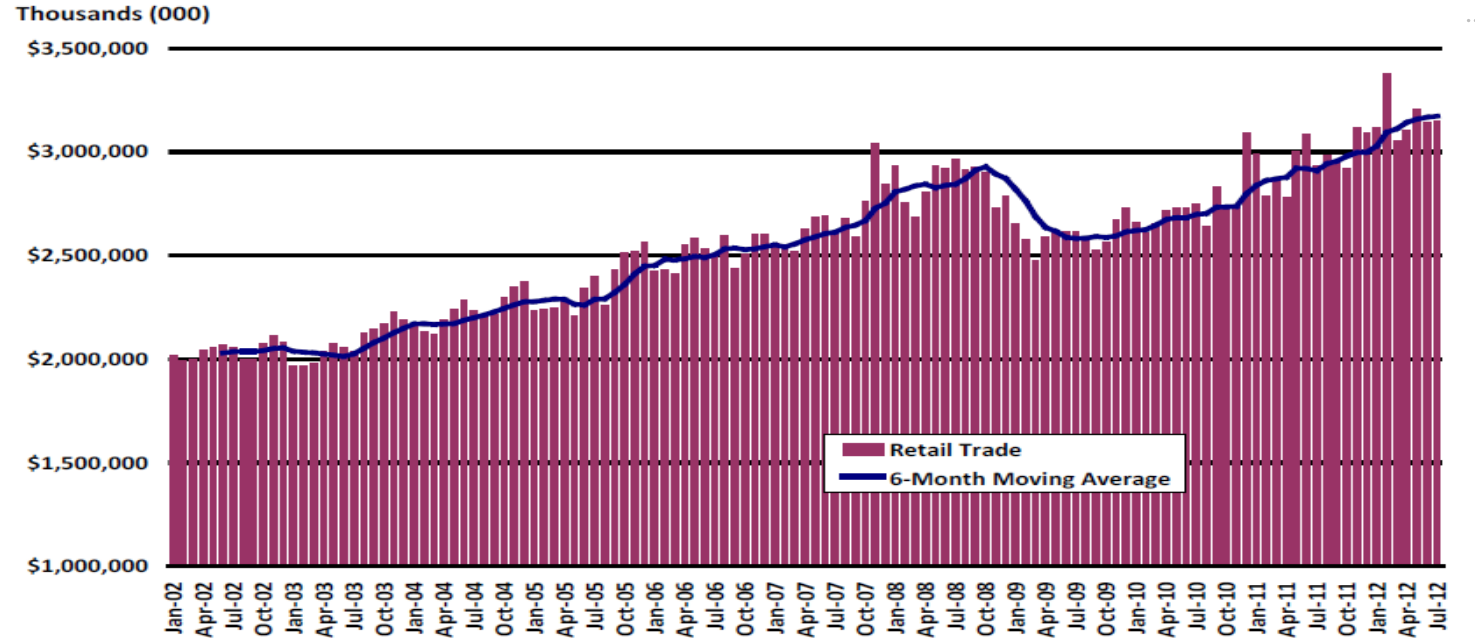
Northeastern State University
Campus Master Plan





Oklahoma Total Adjusted Retail Trade

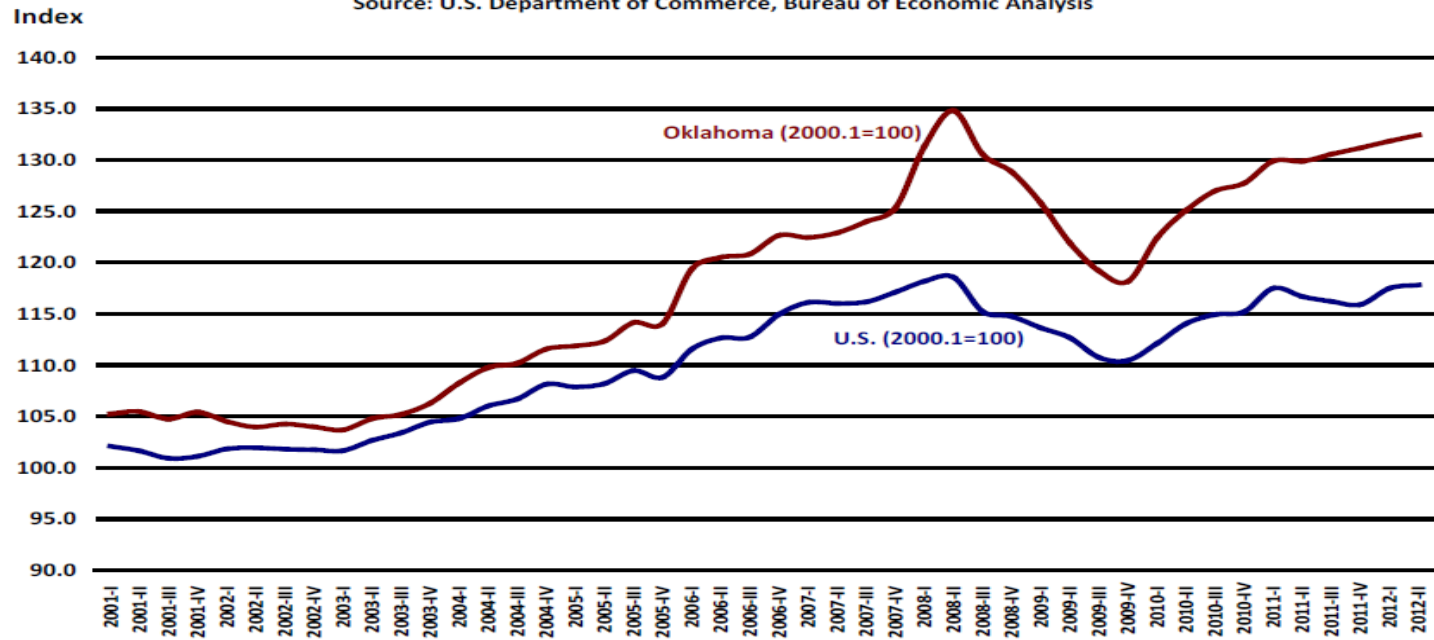
Source: Center for Economic & Management Research, University of Oklahoma



U.S. and Oklahoma Real Personal Income

Index: 1st Quarter 2000 = 100

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



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			

72%

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.

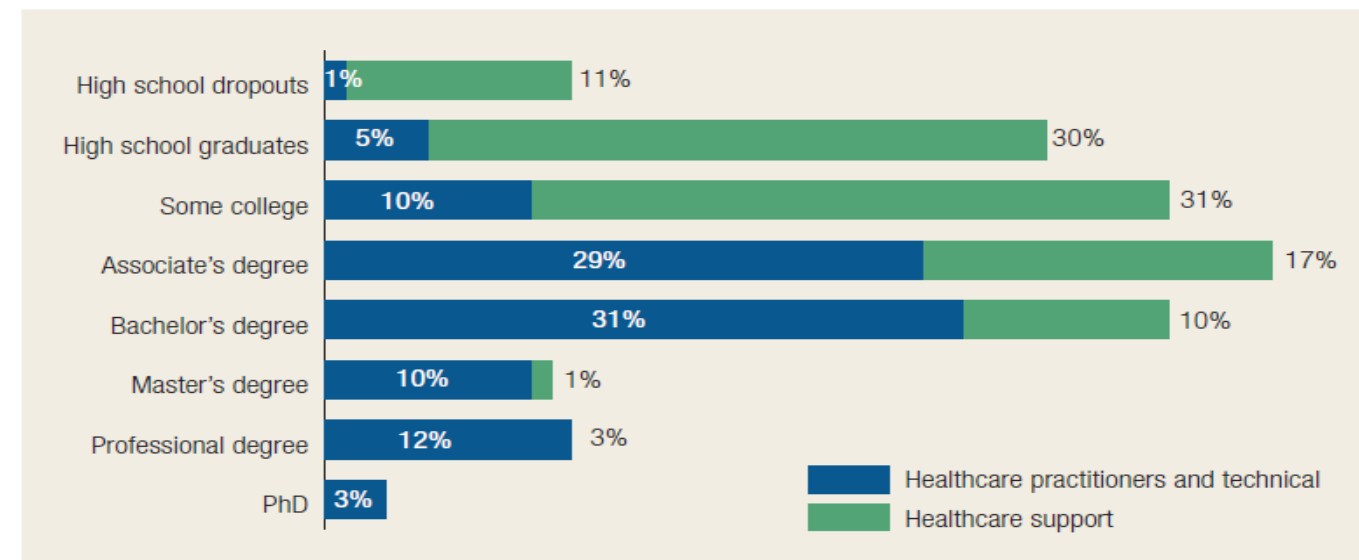
Nationally, Seventy-two percent of all jobs for college degree holders will be in nine career clusters

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

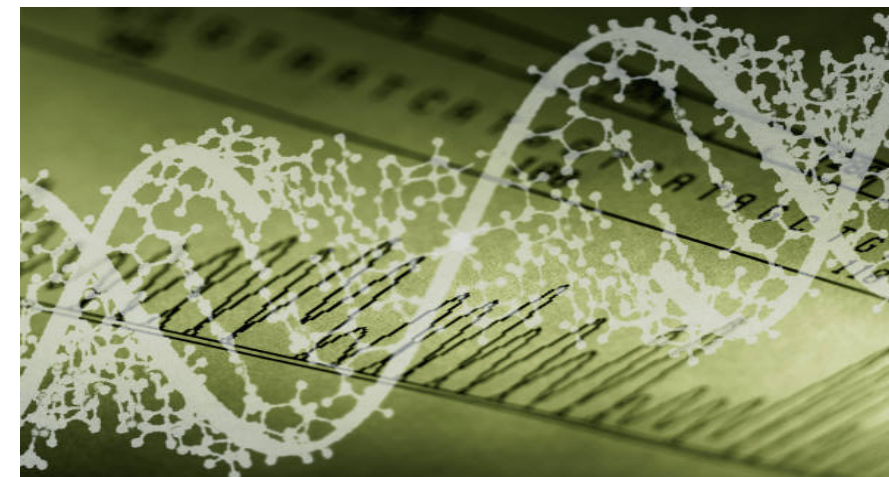
(Alex Knapp, Forbes, May 9, 2012)

- **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

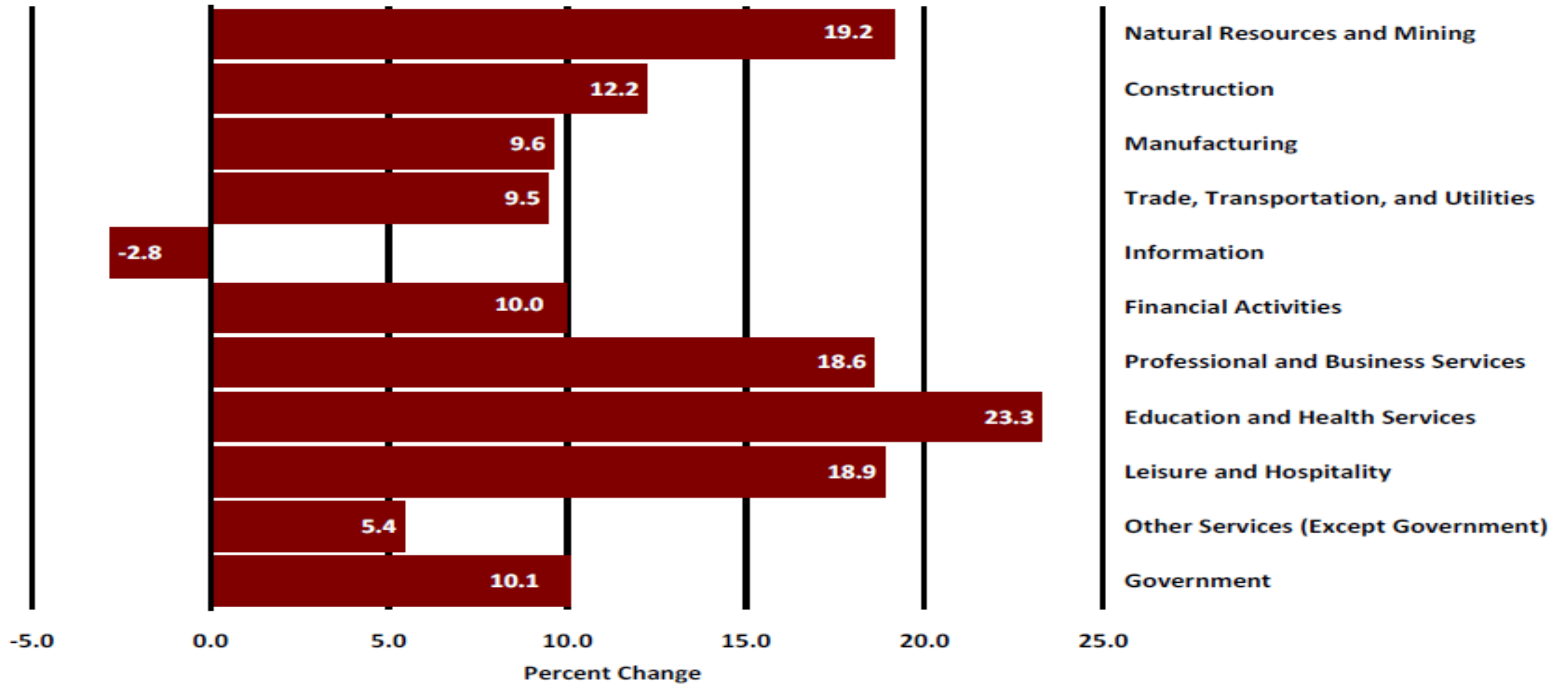
Education	Employment Distribution		Change 2010-2020		Average Annual Openings 2010-2020	
	2010	2020	Number	Percent	Number	Distribution
Typical entry-level education						
Total, all occupations	100.0%	100.0%	234,550	14.1%	63,280	100.0%
Doctoral or professional degree	2.6%	2.6%	6,520	15.3%	1,480	2.3%
Master's 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



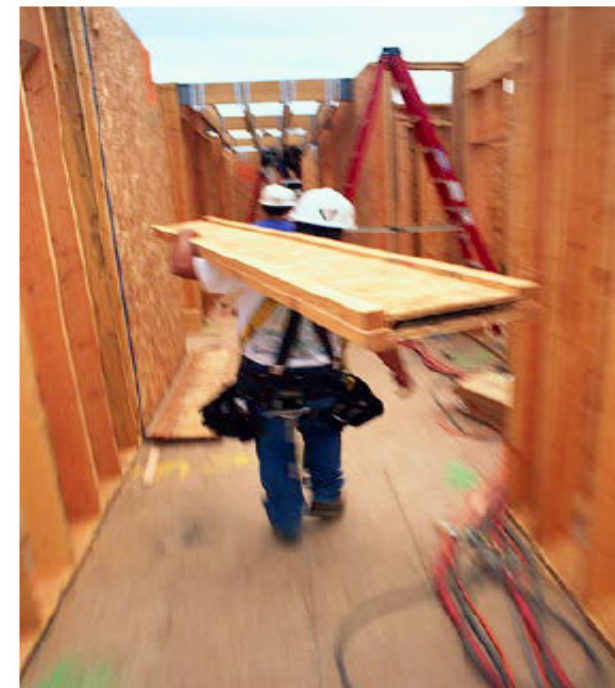
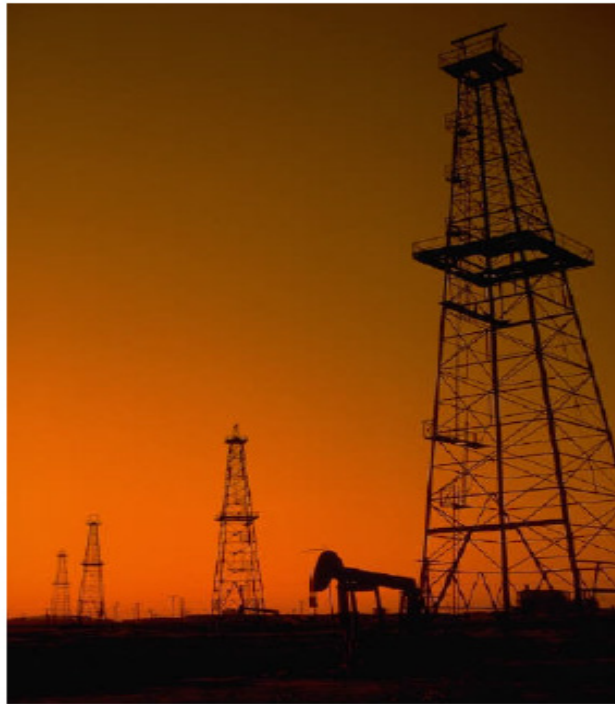
Oklahoma Long-Term Industry Employment Projections, 2010-2020

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



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

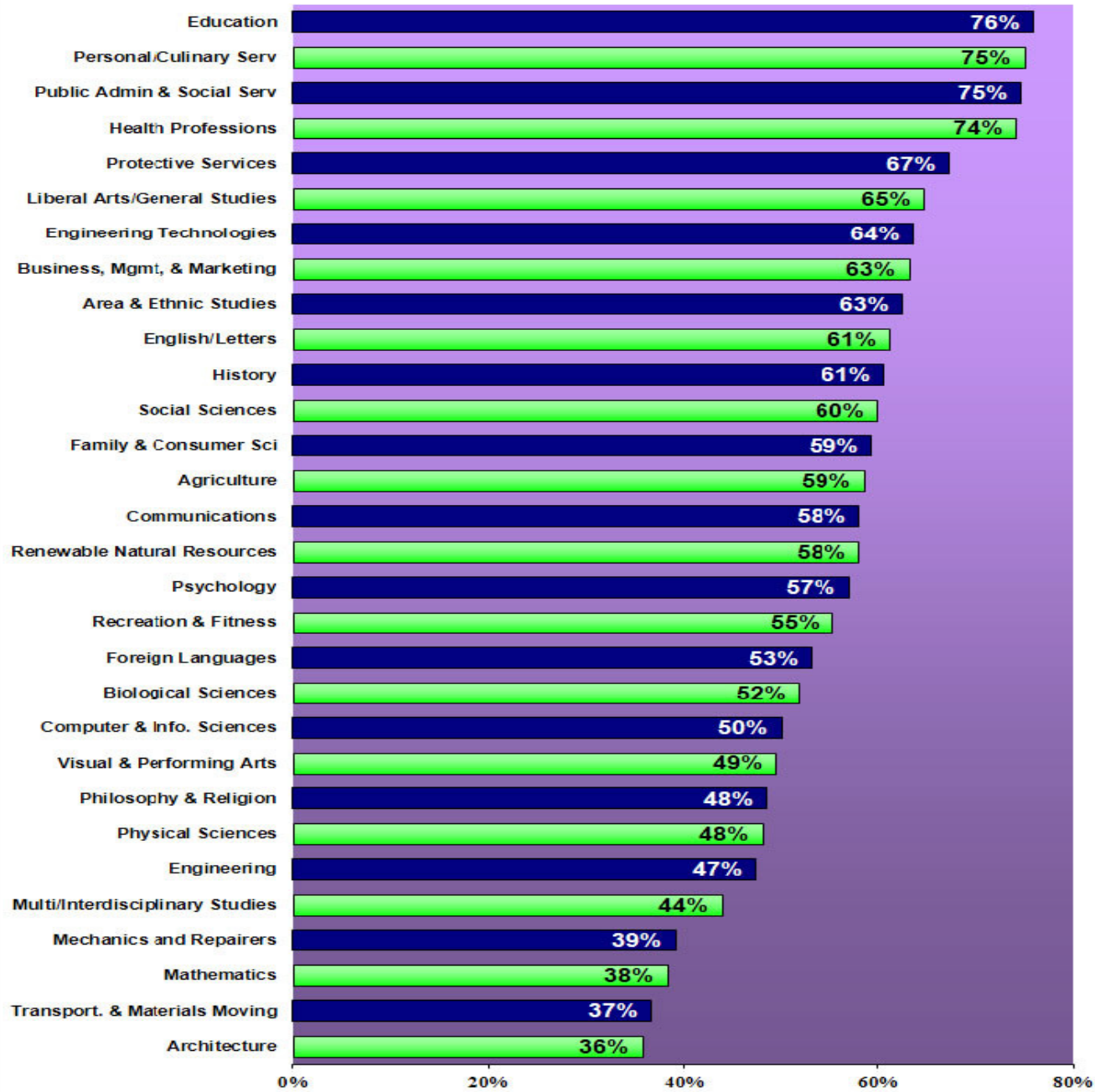
Occupations Needing Bachelors Degree - 100 or More Annual Openings

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.



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

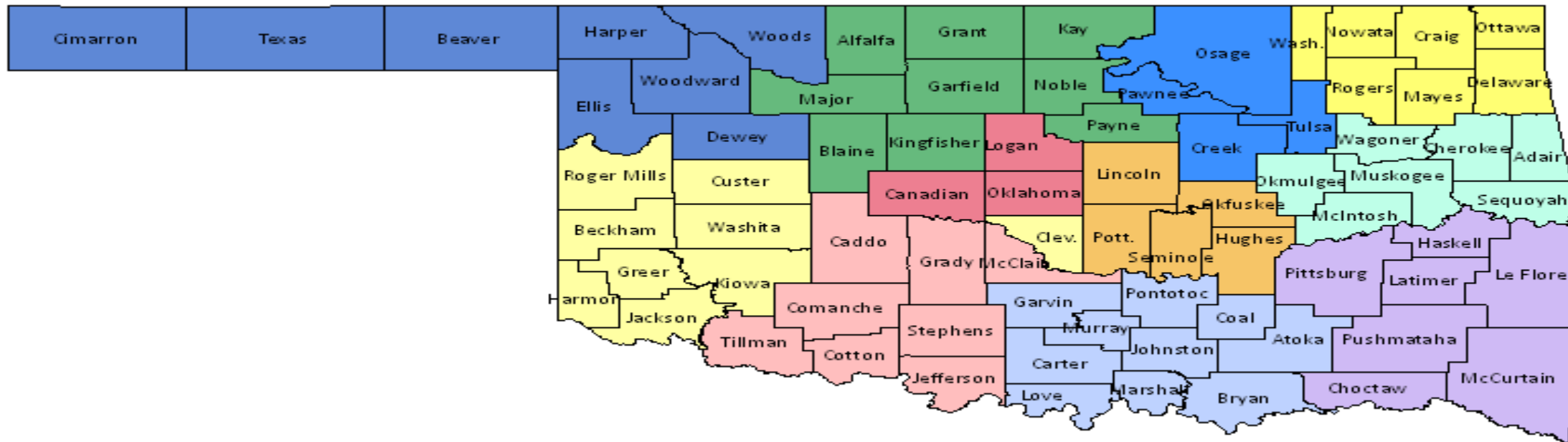


Degree recipients with employment after five years



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

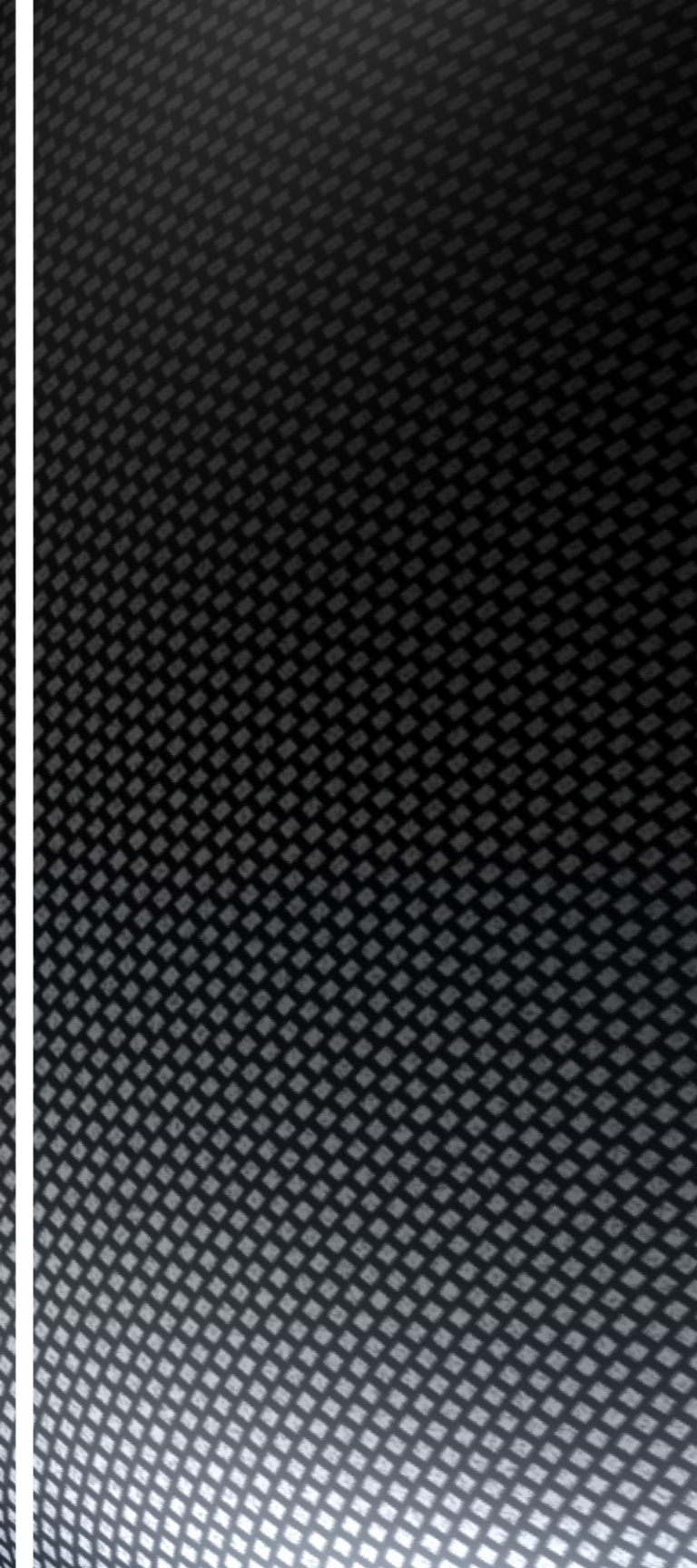
Source: Oklahoma Employment Security Commission

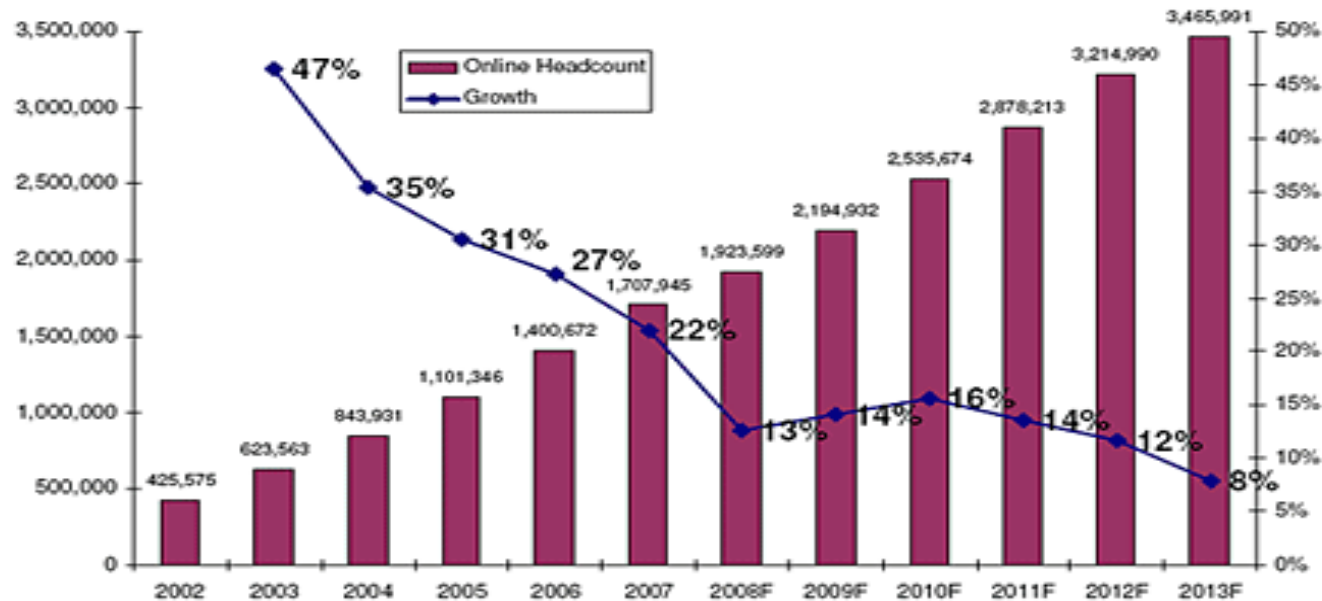
Occupational Outlook Data available for all WIA's in Oklahoma



Technology and Physical Space Trends

Northeastern State University
Campus Master Plan





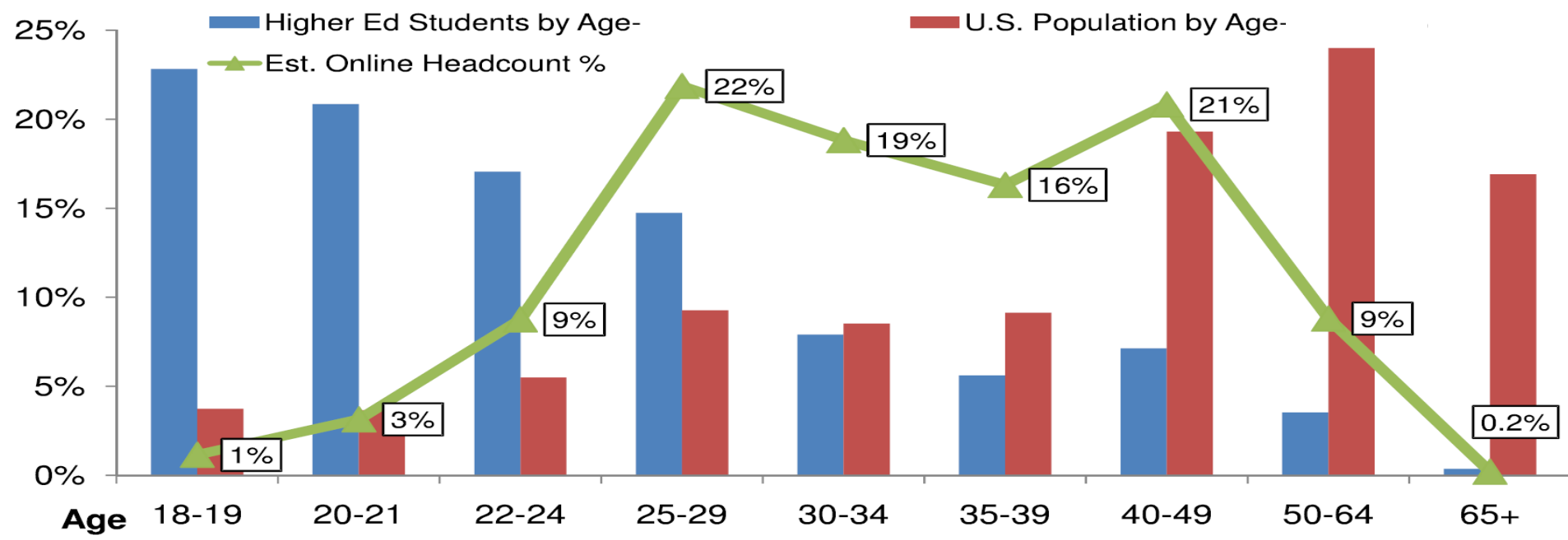
Assumes major recession from Q4 2008 through 2009- where cyclicality (weakness in some non-military tuition assistance, corporate training, consumer confidence) may offset conventional counter-cyclicality

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

Massive
Open
Online
Course

POGIL™

Coursera

UNIVERSITY of WASHINGTON

Georgia Institute of Technology

JOHNS HOPKINS UNIVERSITY

EPFL
ÉCOLE POLYTECHNIQUE FÉDÉRALE DE LAUSANNE

RICE

PRINCETON UNIVERSITY

Duke UNIVERSITY

Penn
UNIVERSITY of PENNSYLVANIA

UCSF
University of California San Francisco

STANFORD UNIVERSITY

M
UNIVERSITY of MICHIGAN

UNIVERSITY of VIRGINIA

Caltech

THE UNIVERSITY of EDINBURGH

ILLINOIS

UNIVERSITY of TORONTO

eduTube
.org

You Tube

155,306,048 lessons delivered
KHANACADEMY

TED Ed Beta
Lessons Worth Sharing

Udacity!

edX

MIT, Harvard, UC Berkeley

SOPHIA

SPONGELAB
A GLOBAL SCIENCE COMMUNITY
v5.0



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



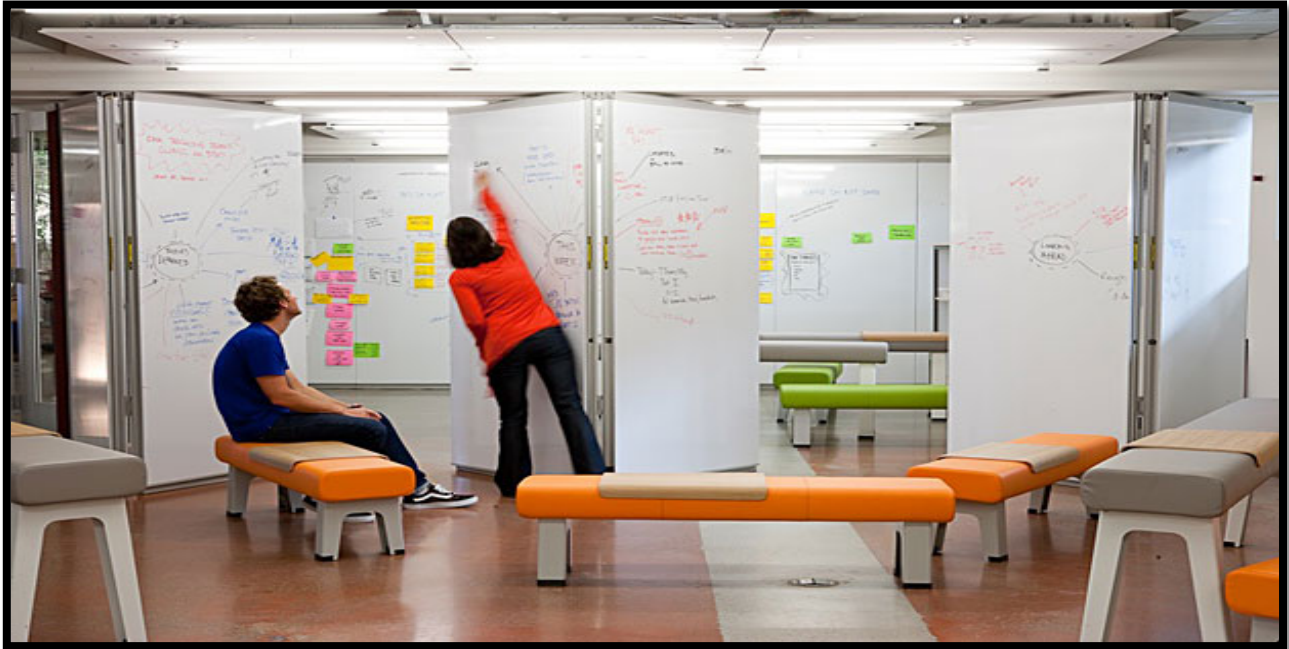
University of Minnesota



Libraries / Learning Commons



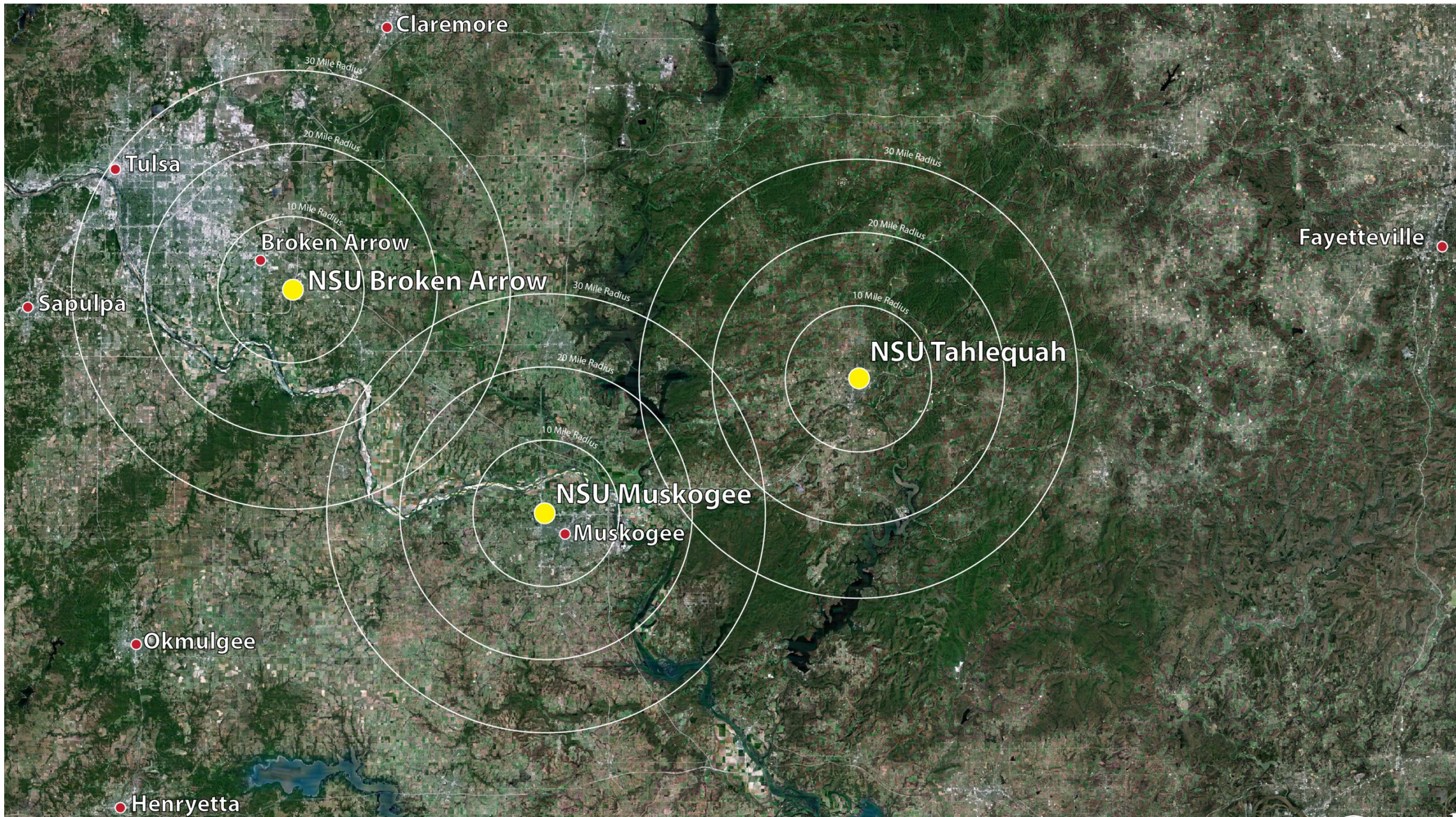
Collaborative Learning Areas





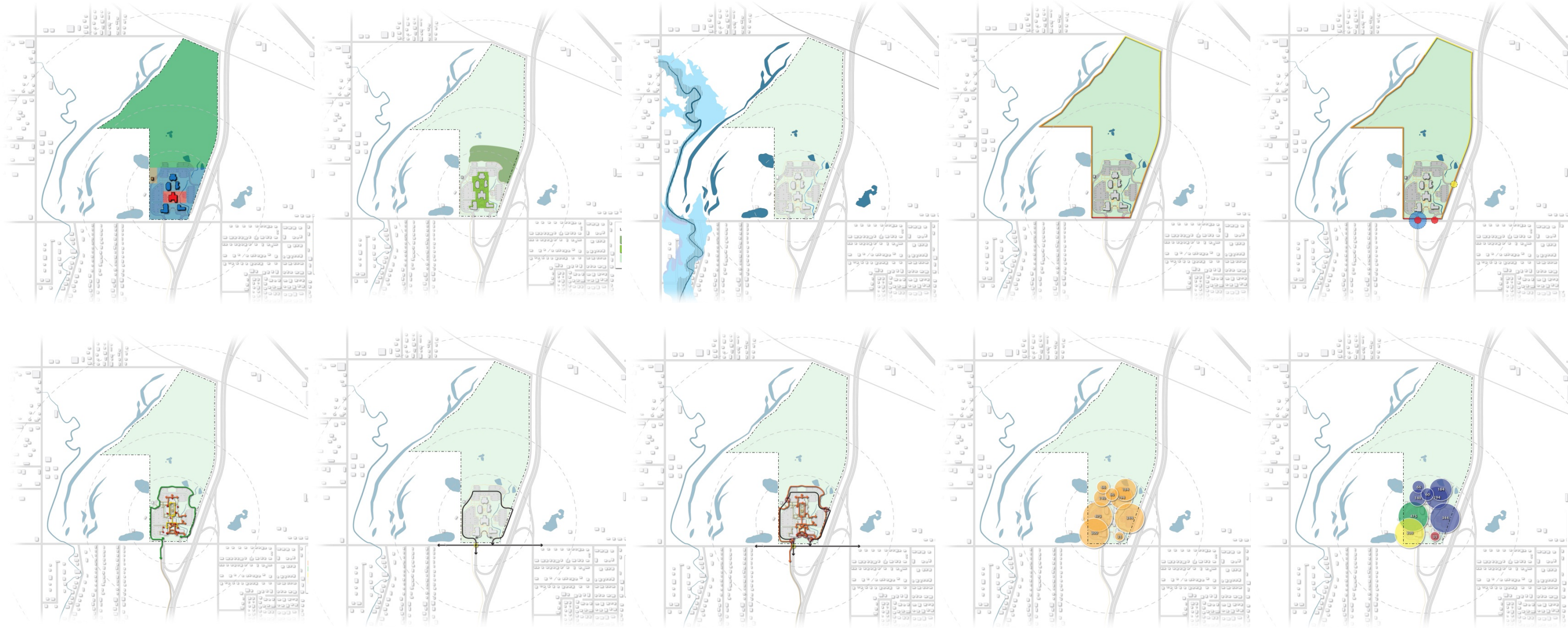
Campus Site Analysis

One University. *Four* Access Points.



Campus Site Analysis

Broken Arrow



Campus Site Analysis

Campus Within the Community



Campus Site Analysis

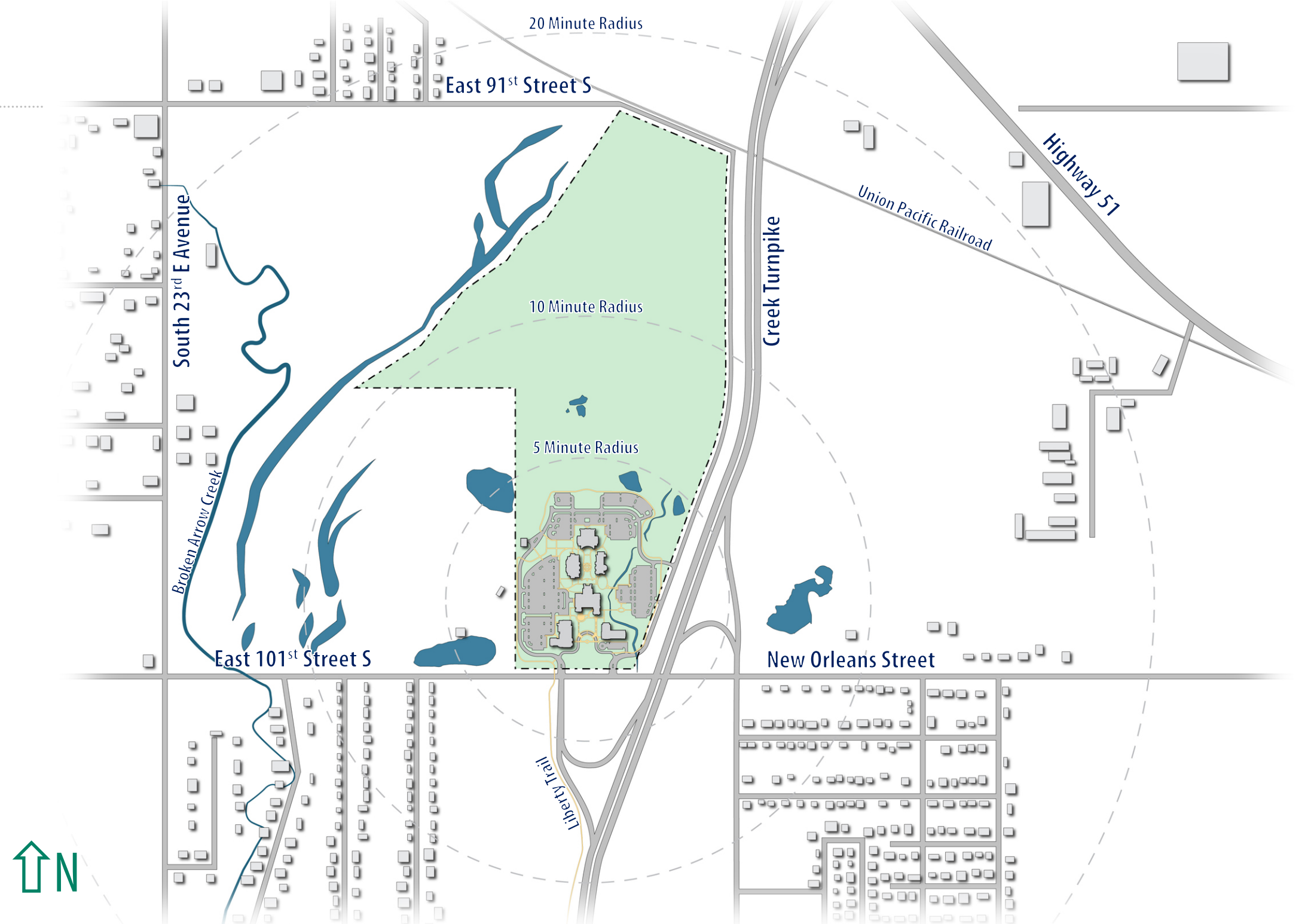
Campus Structure

Assessment:

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

Opportunities:

- Undeveloped land to north presents expansion and recreation possibilities



Campus Site Analysis

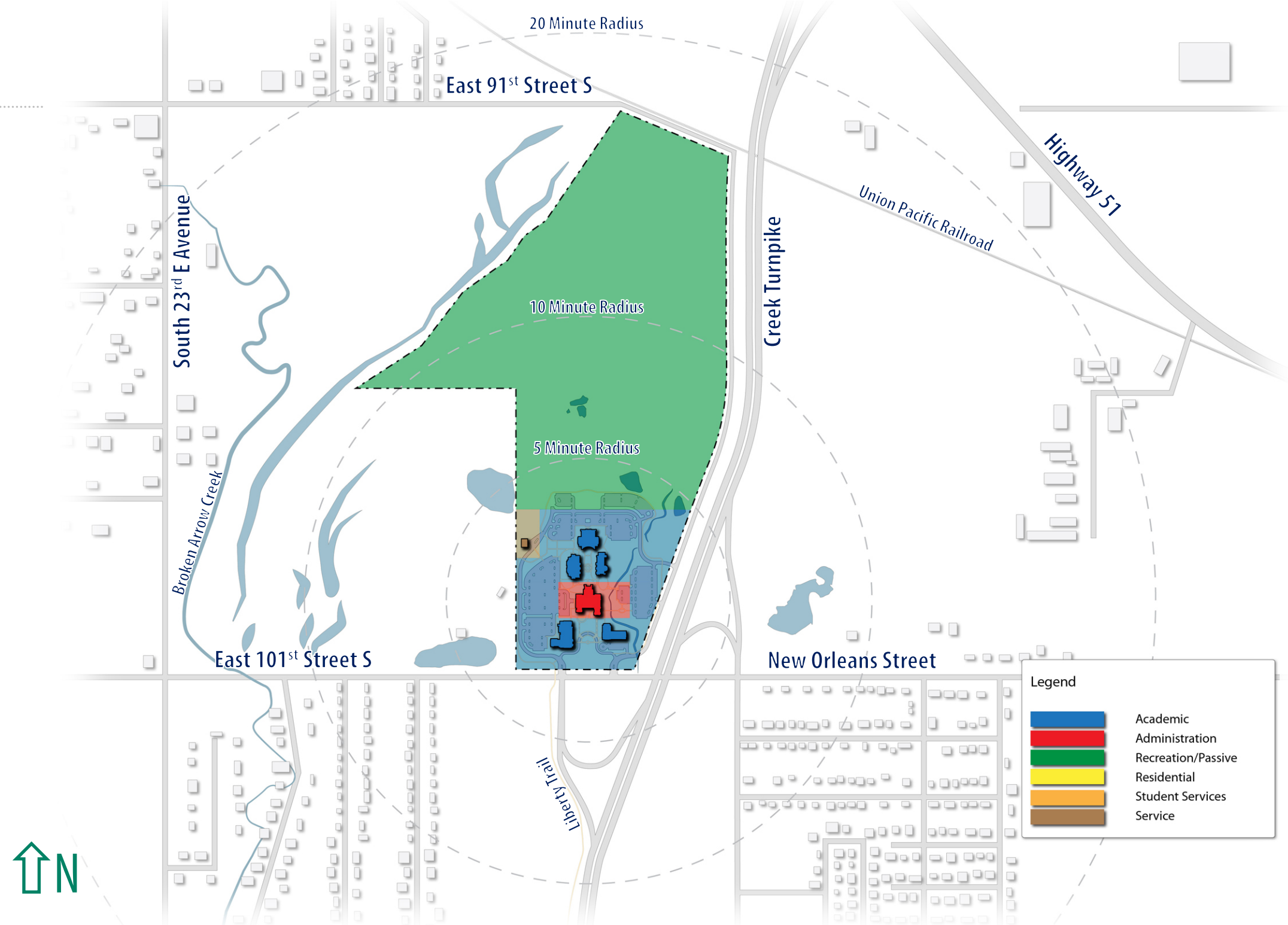
Campus Land Use

Assessment:

- Well-organized campus
- Centrally located administration services

Opportunities:

- Diversify land uses on campus



Campus Site Analysis

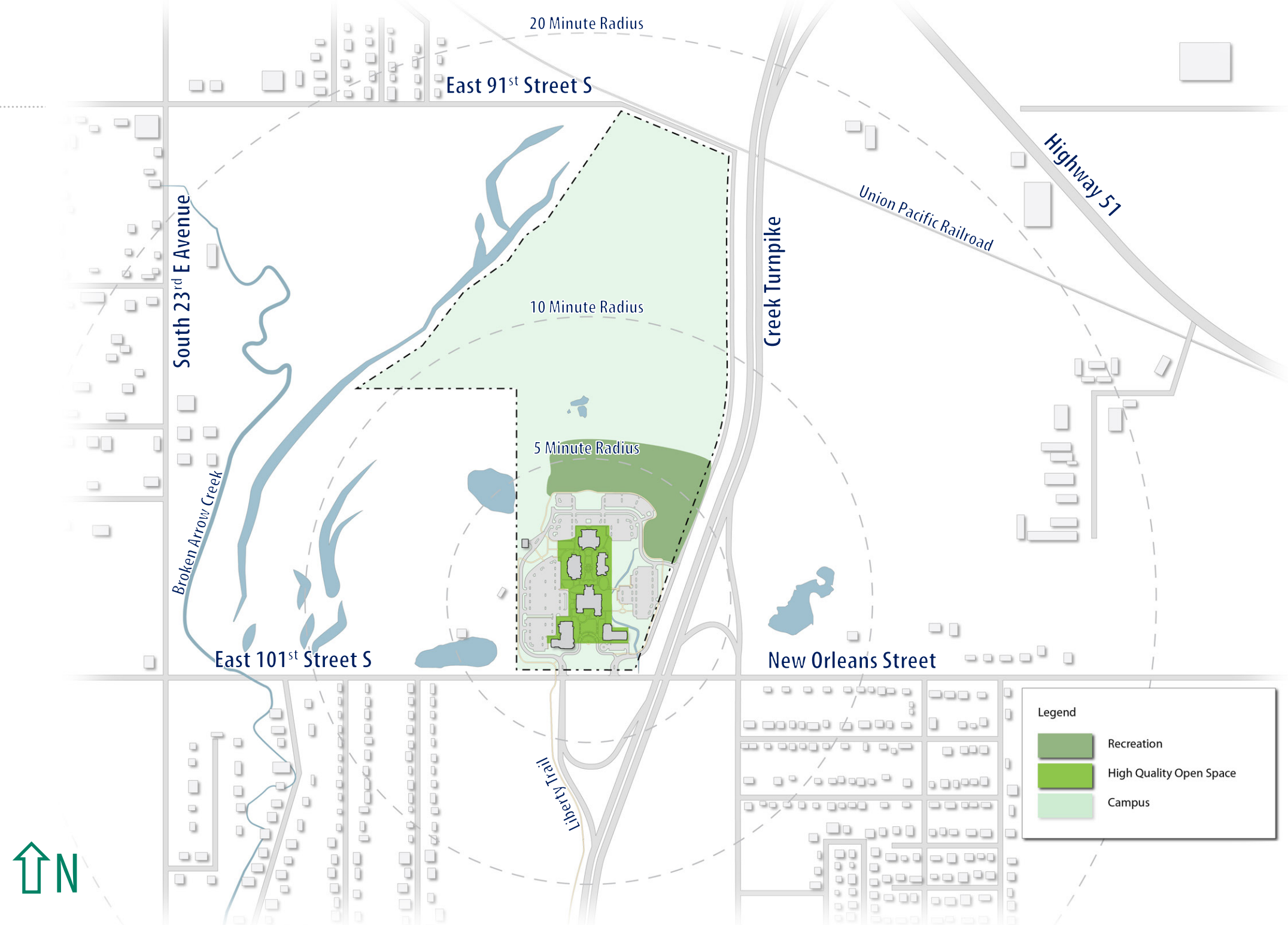
Open Space

Assessment:

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

Opportunities:

- Activate central open space
- Provide additional recreation space



Campus Site Analysis

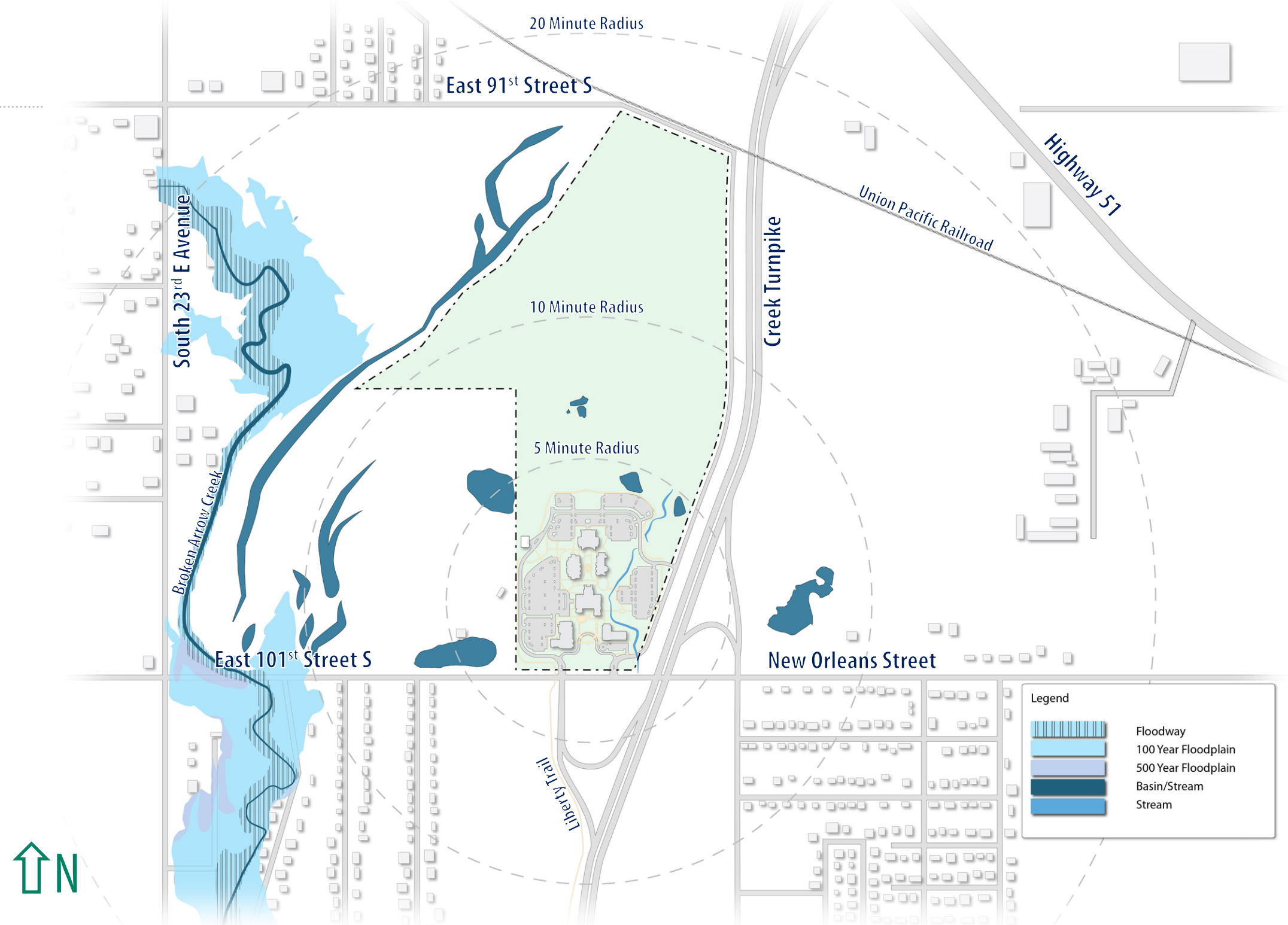
Hydrology

Assessment:

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

Opportunities:

- Increase stormwater management throughout campus



Campus Site Analysis

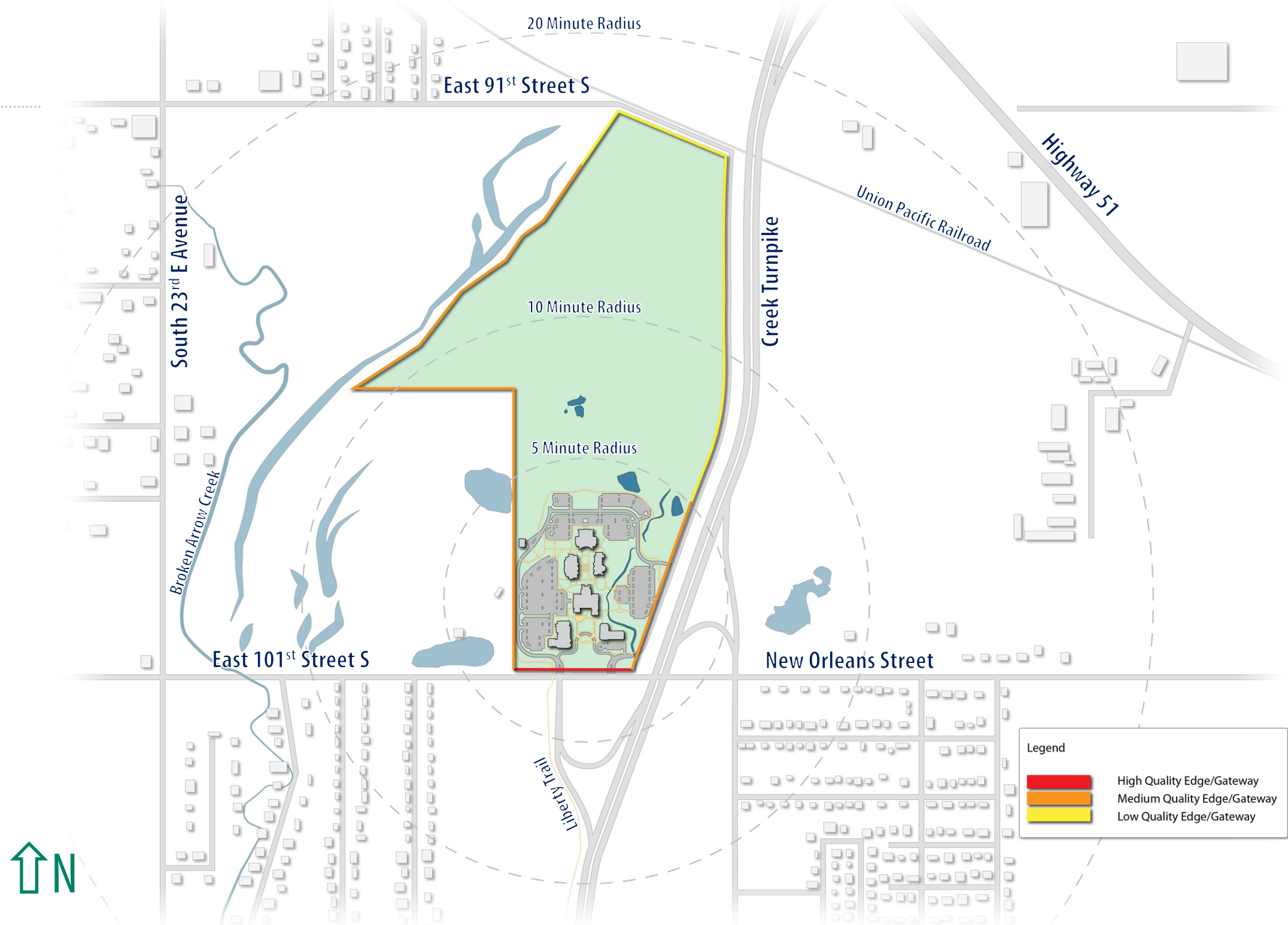
Campus Edges

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

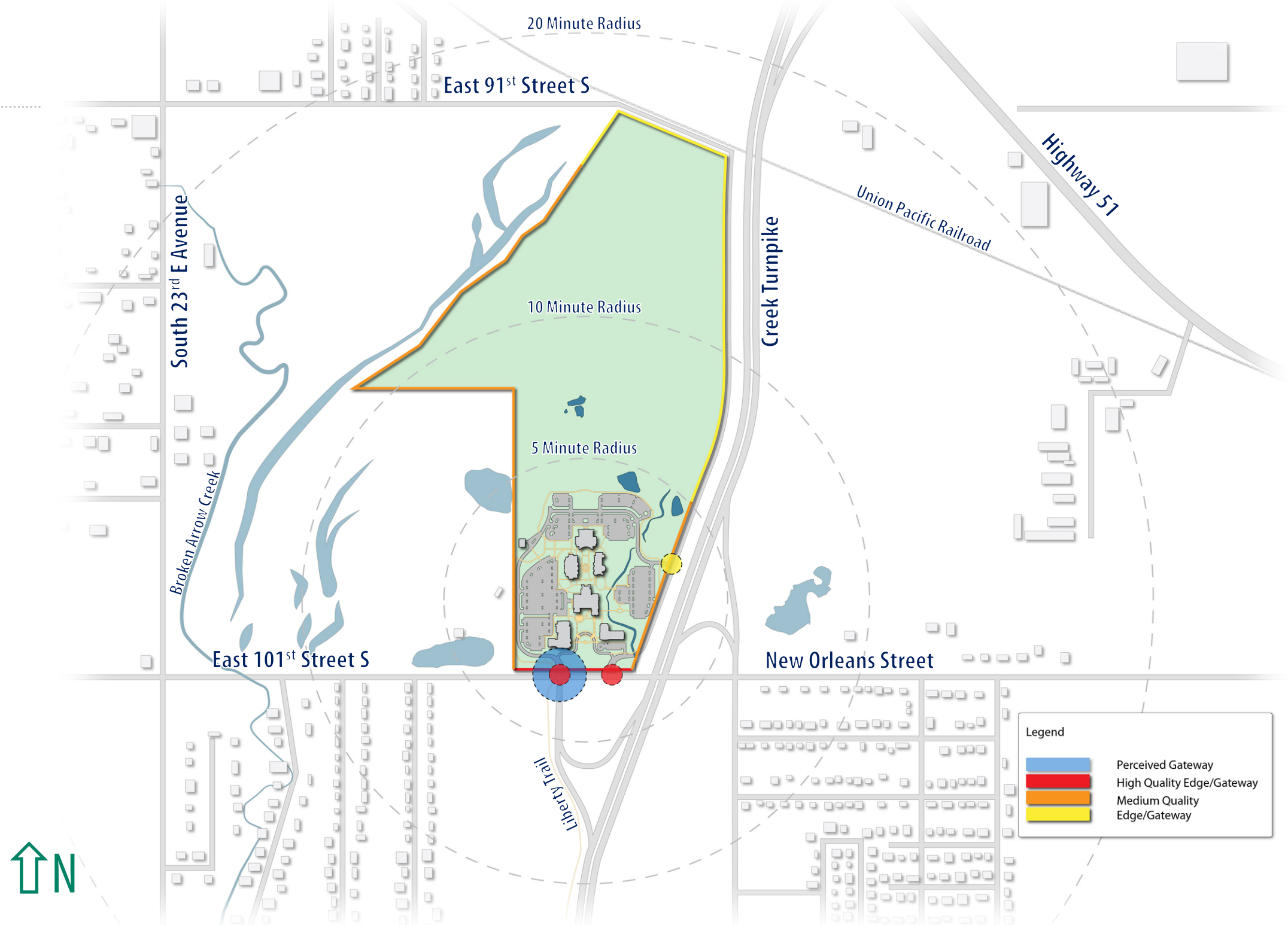
Campus Gateways

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

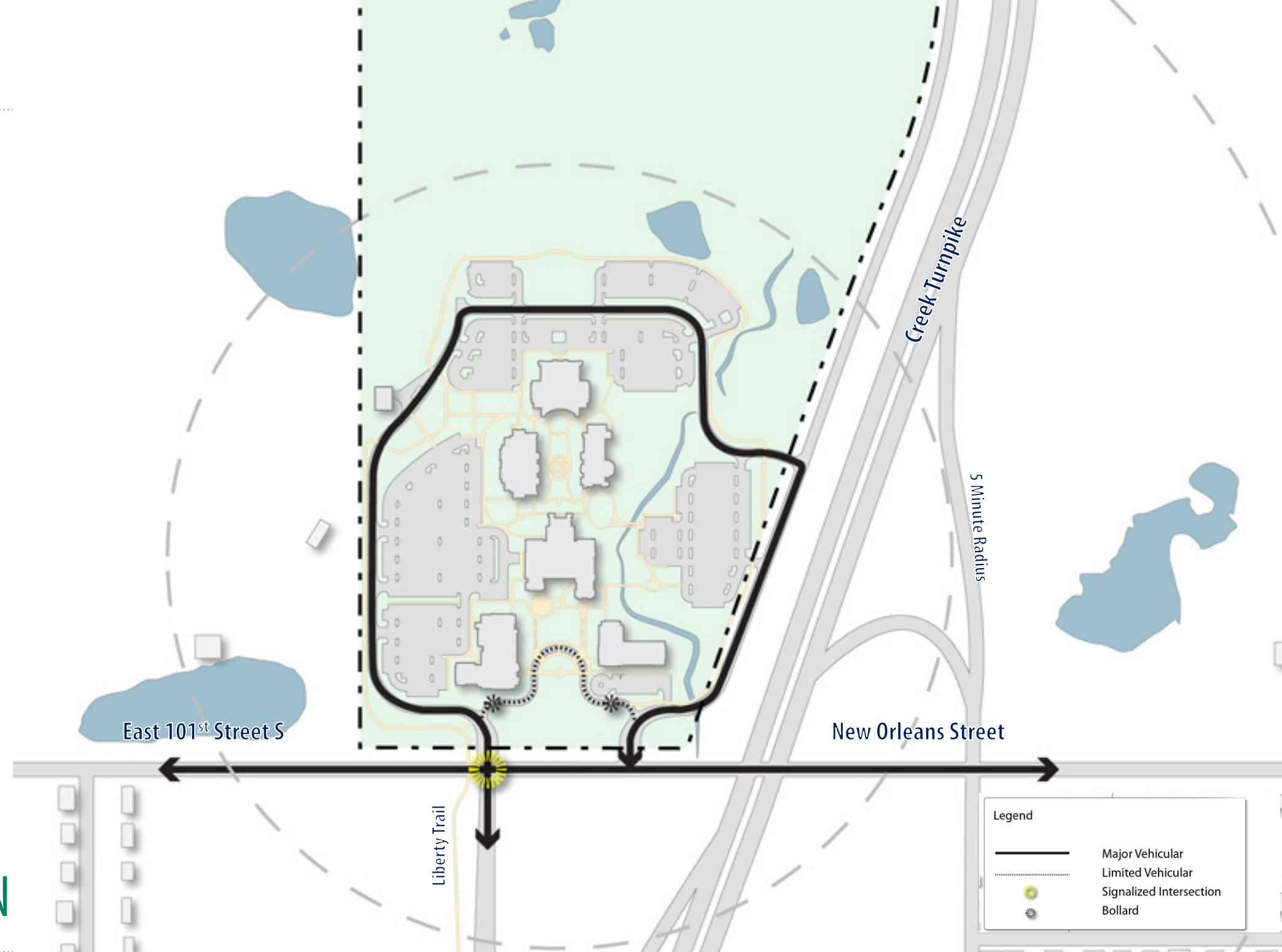
Vehicular Circulation

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

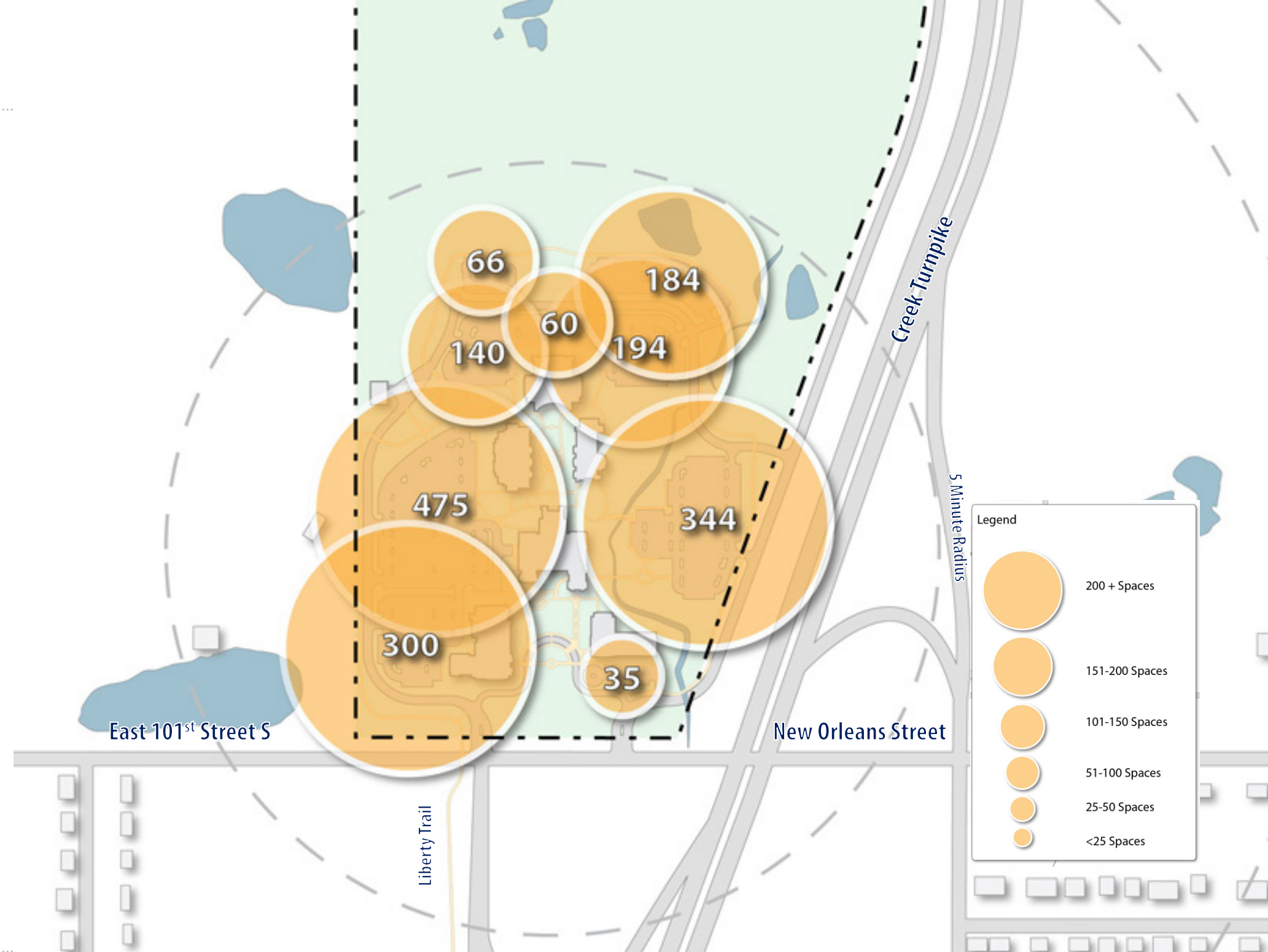
Vehicular Parking

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

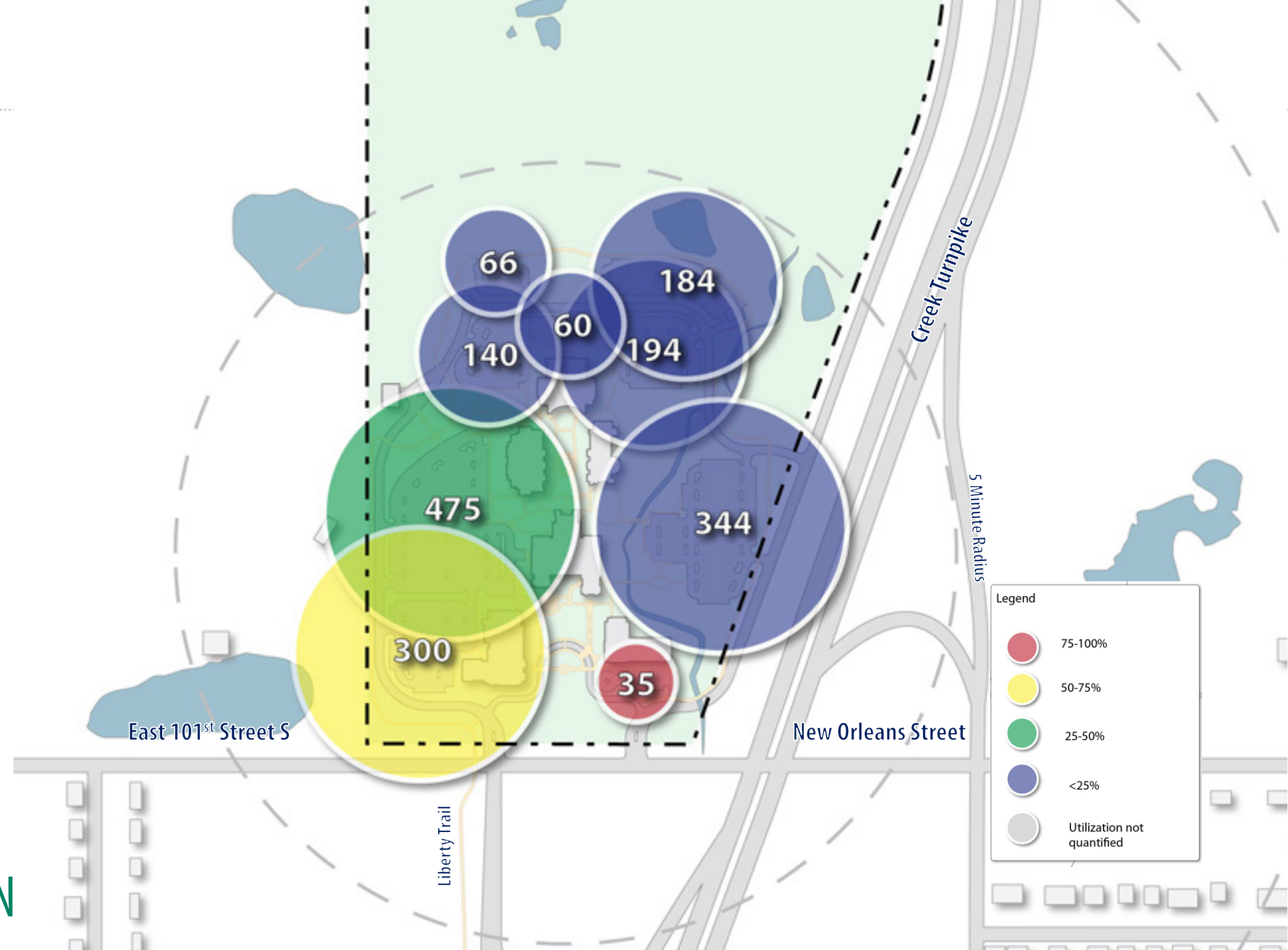
Vehicular Parking Utilization

Assessment:

- Western parking lots experience significant usage

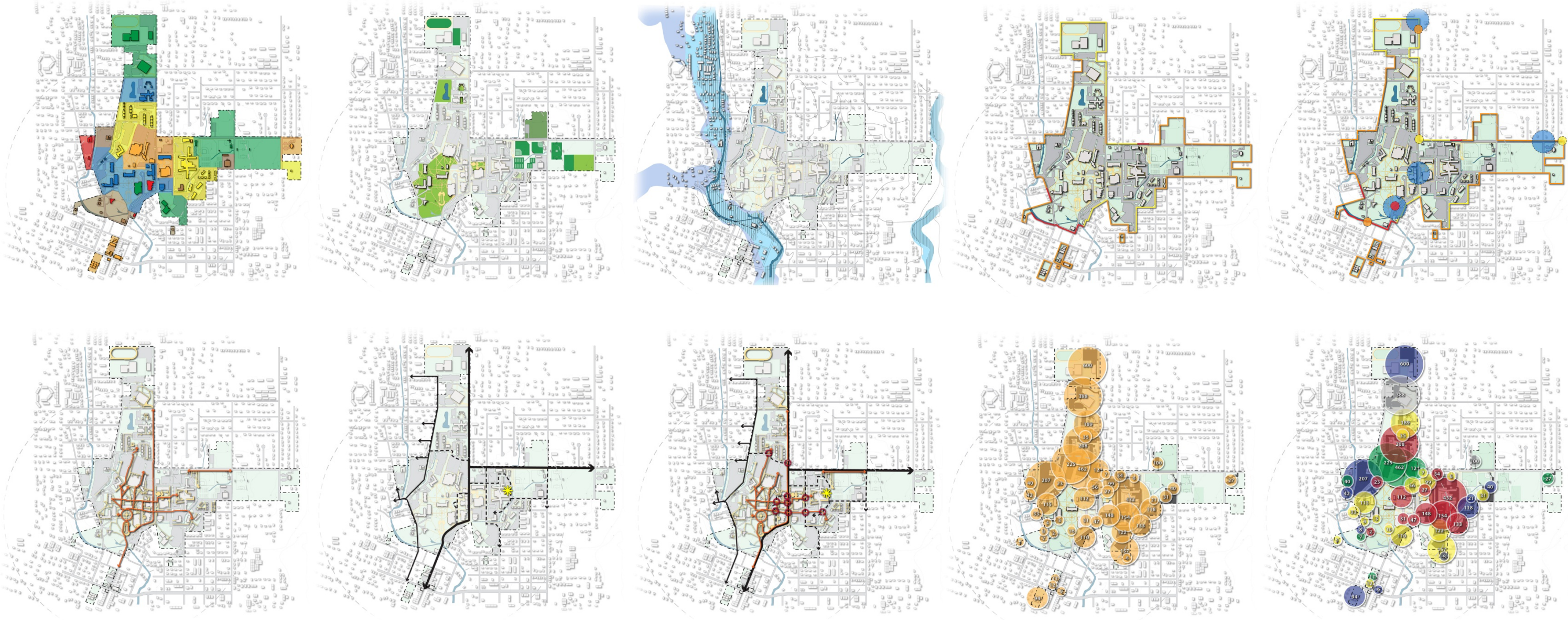
Opportunities:

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



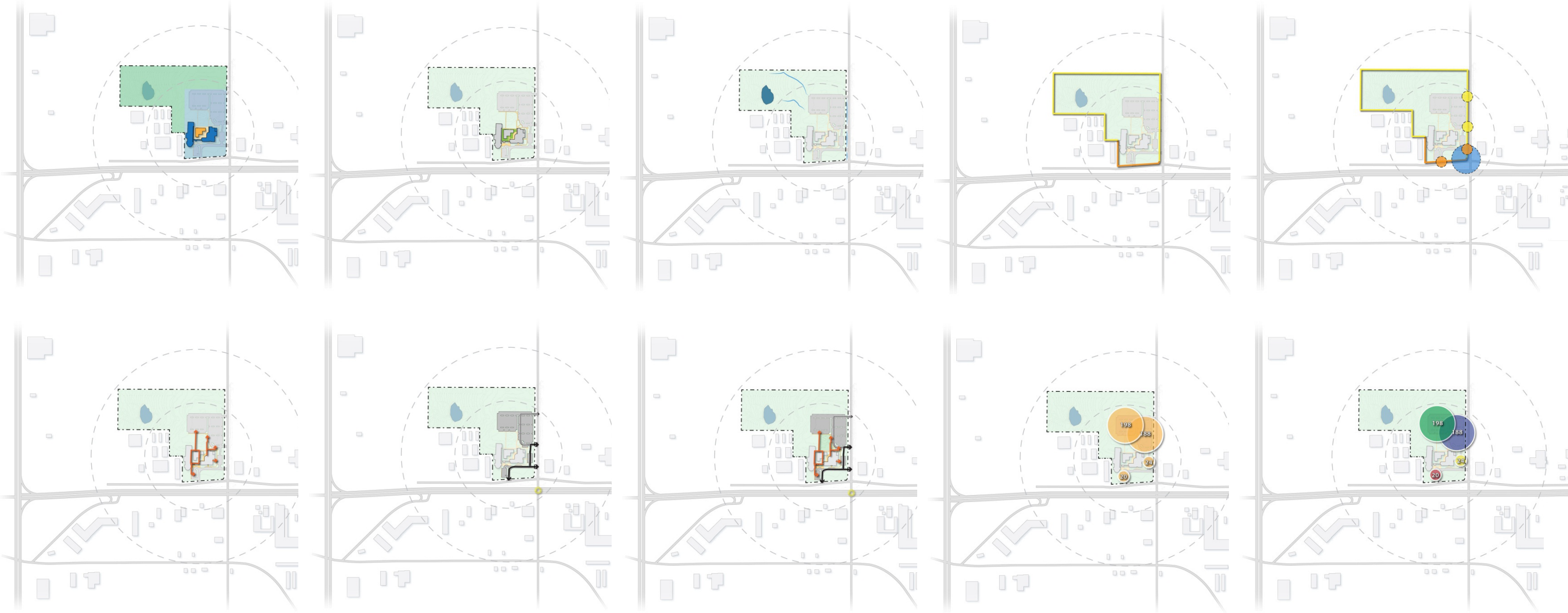
Campus Site Analysis

Tahlequah Campus



Campus Site Analysis

Muskogee Campus





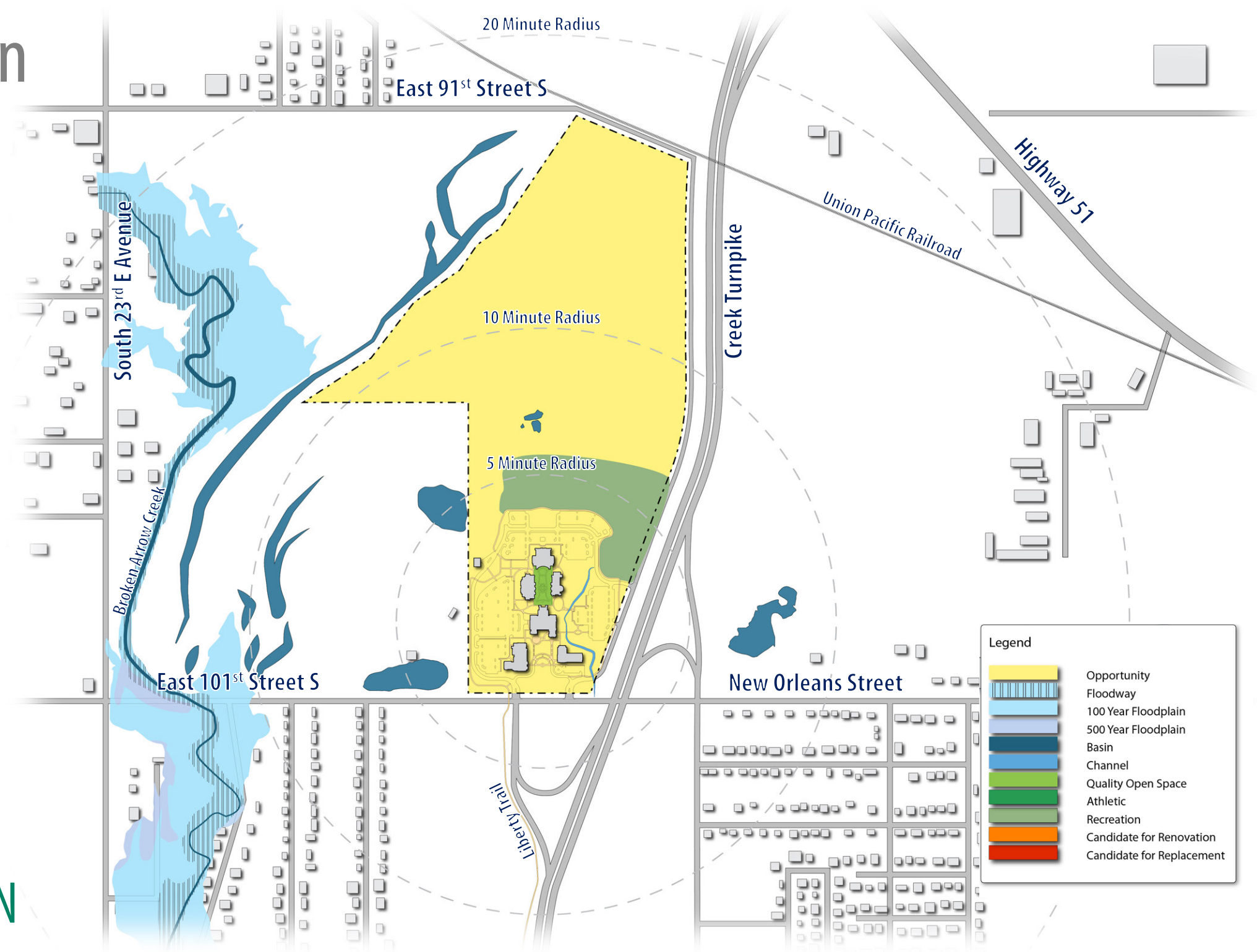
Framework Plan

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

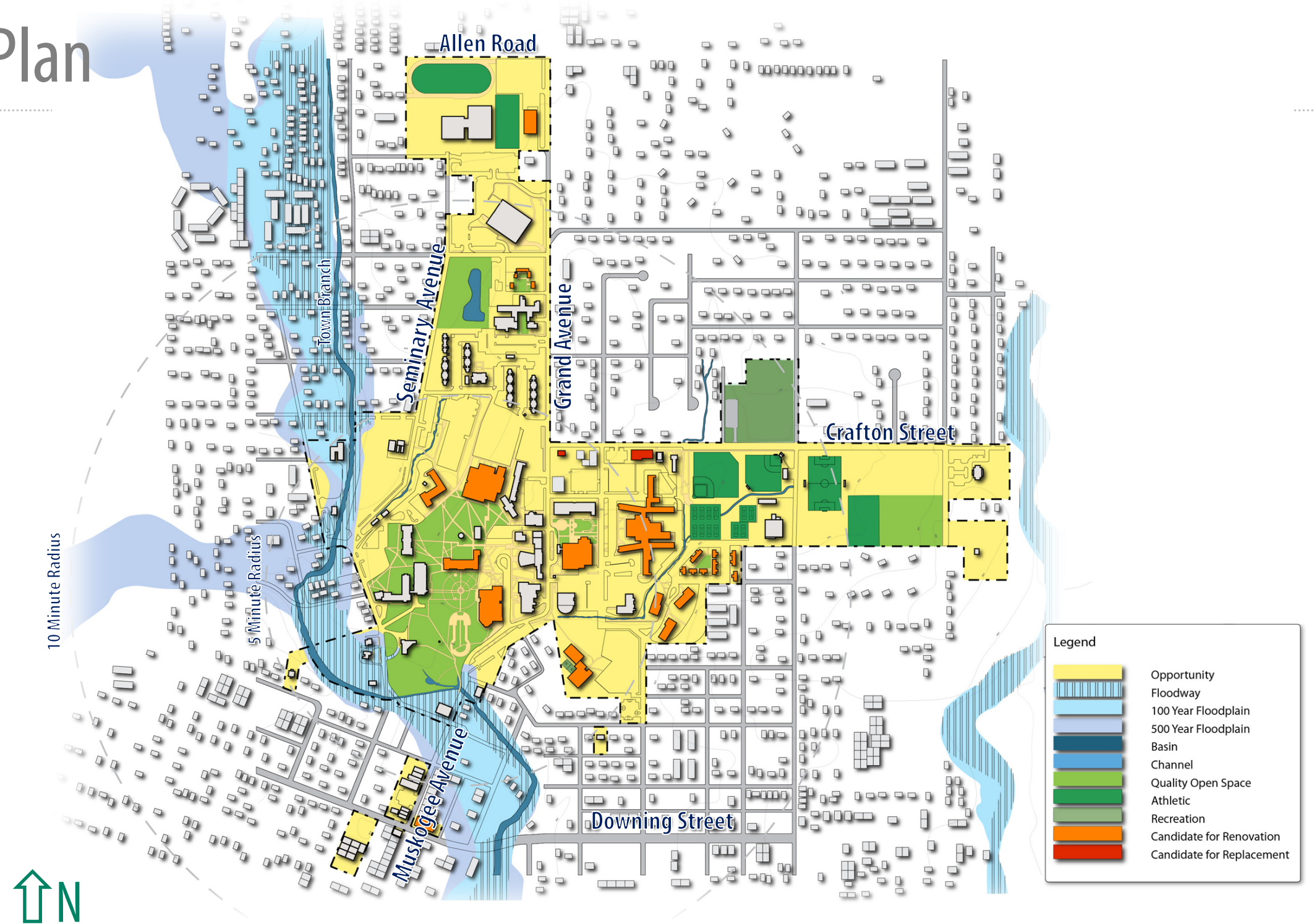


Campus Framework Plan

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

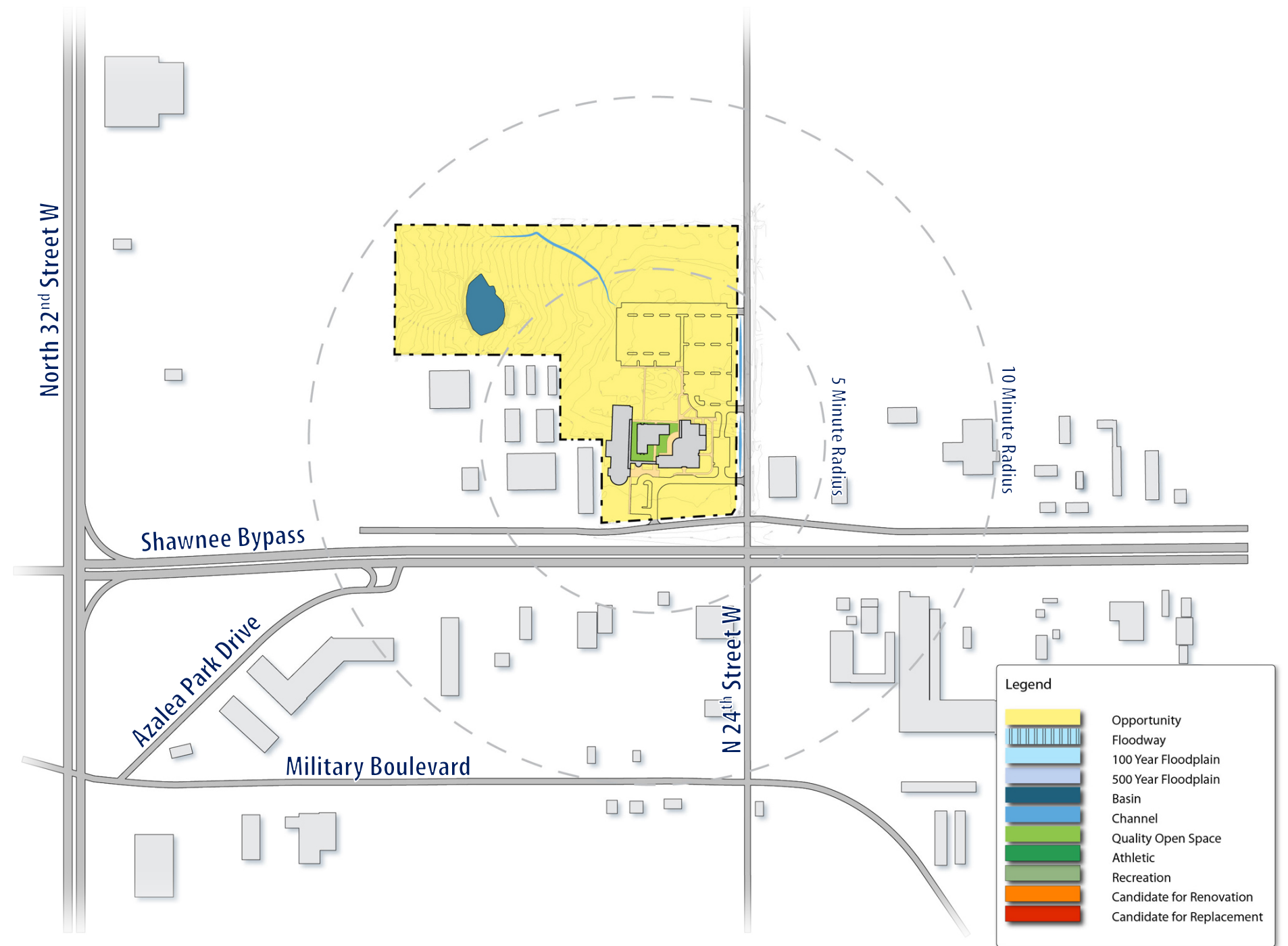


Campus Framework Plan

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

Yesterday

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

Today

- Muskogee Advisory Committee
- Broken Arrow Advisory Committee

Next Phase - Master Plan Alternatives & Space Needs Analysis

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

