

# 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

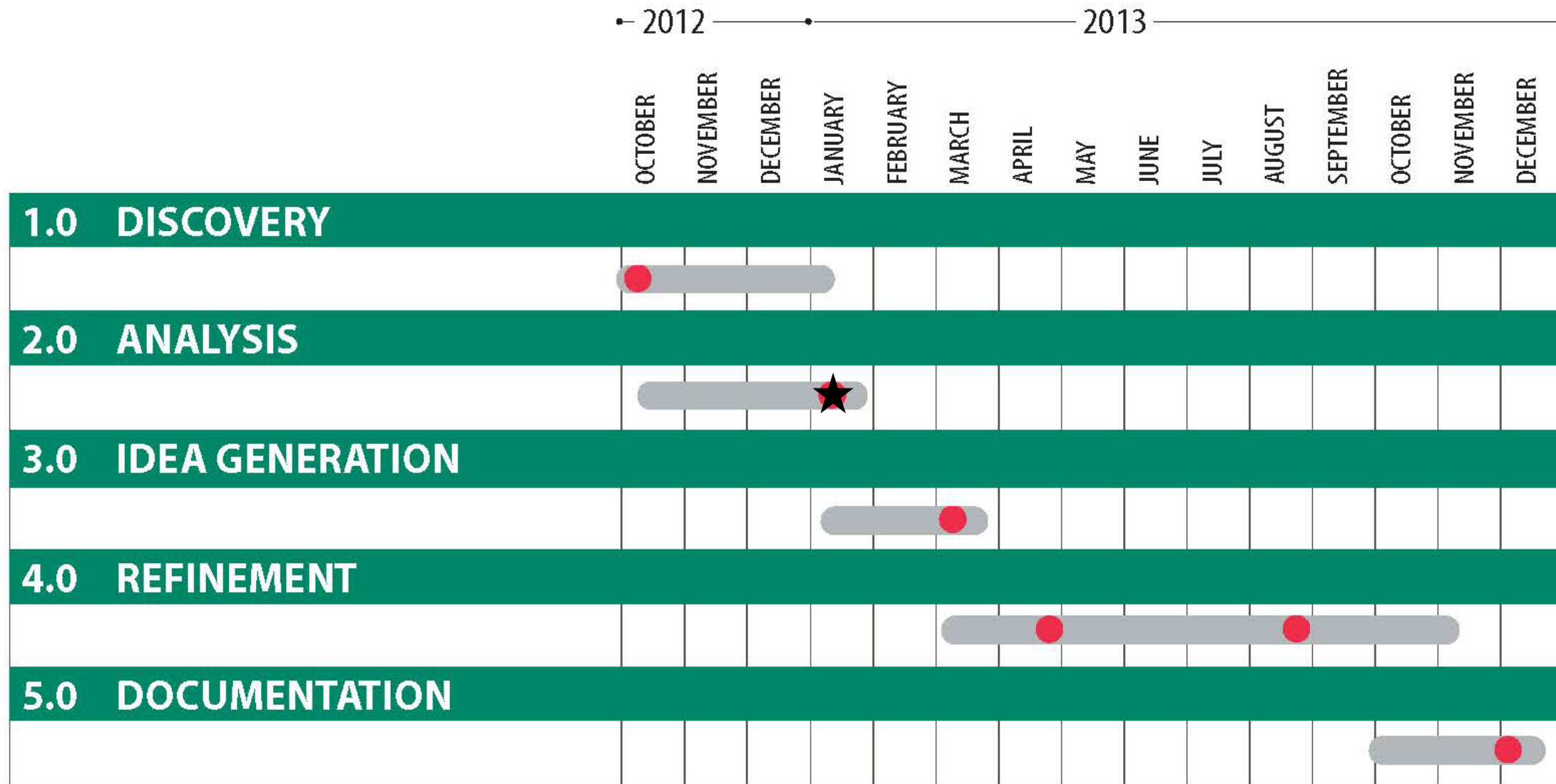




# Master Planning Process

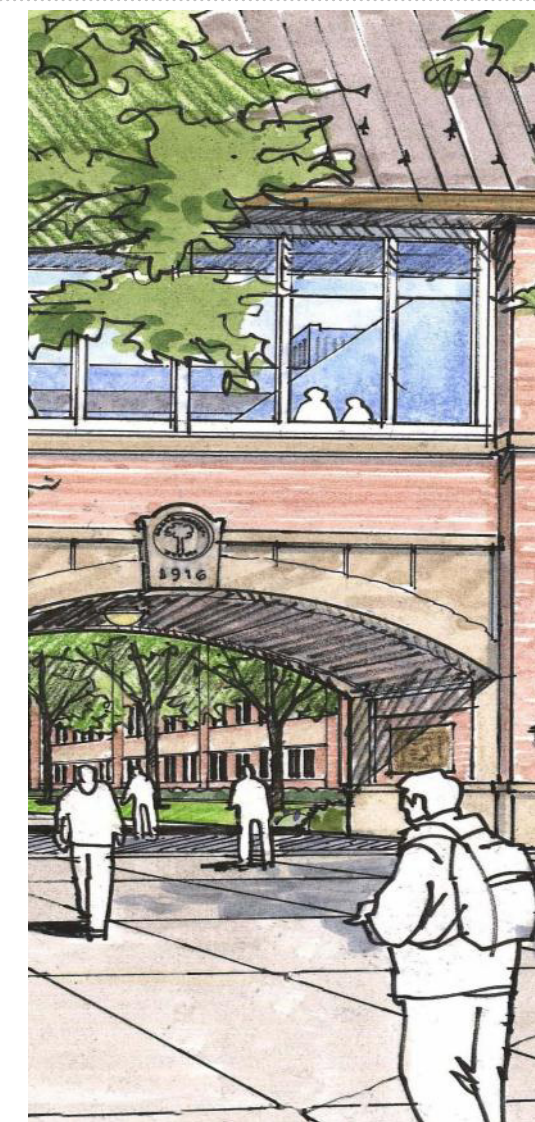
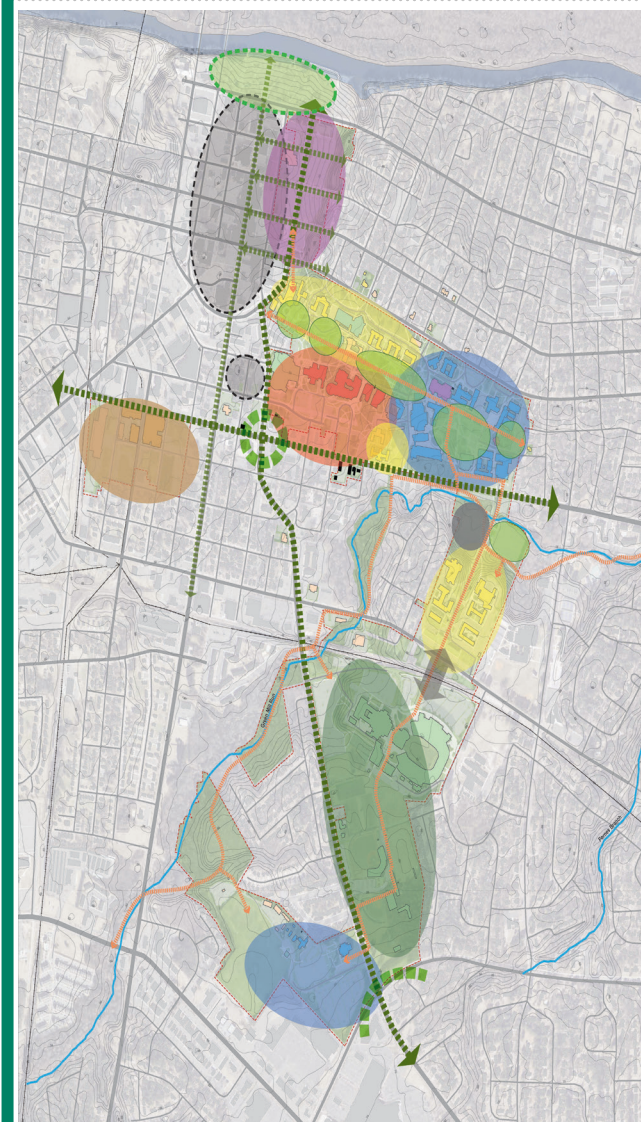
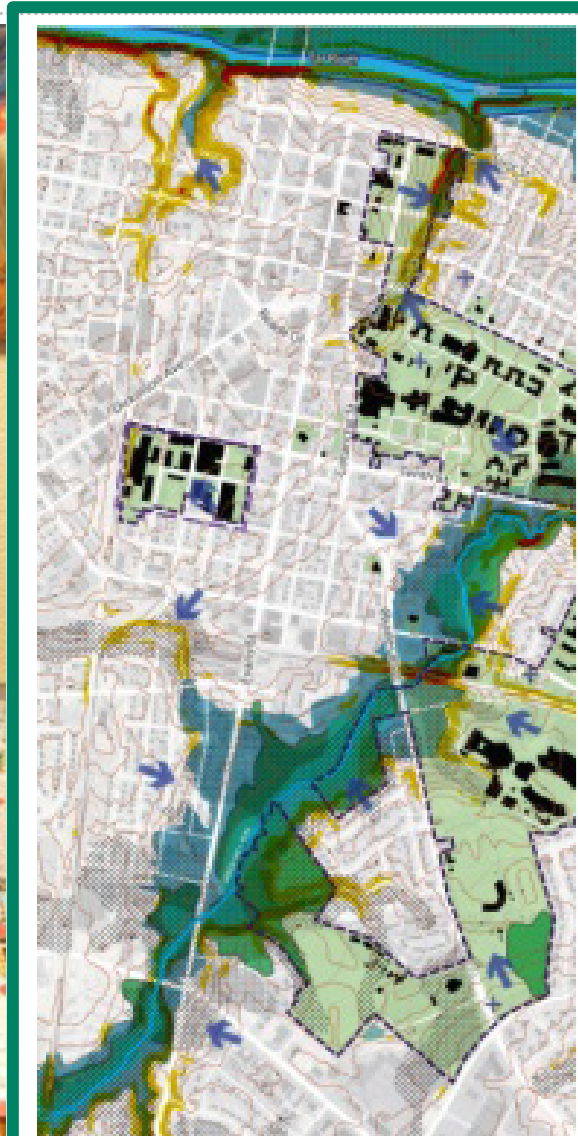


# Master Plan Schedule





# 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*

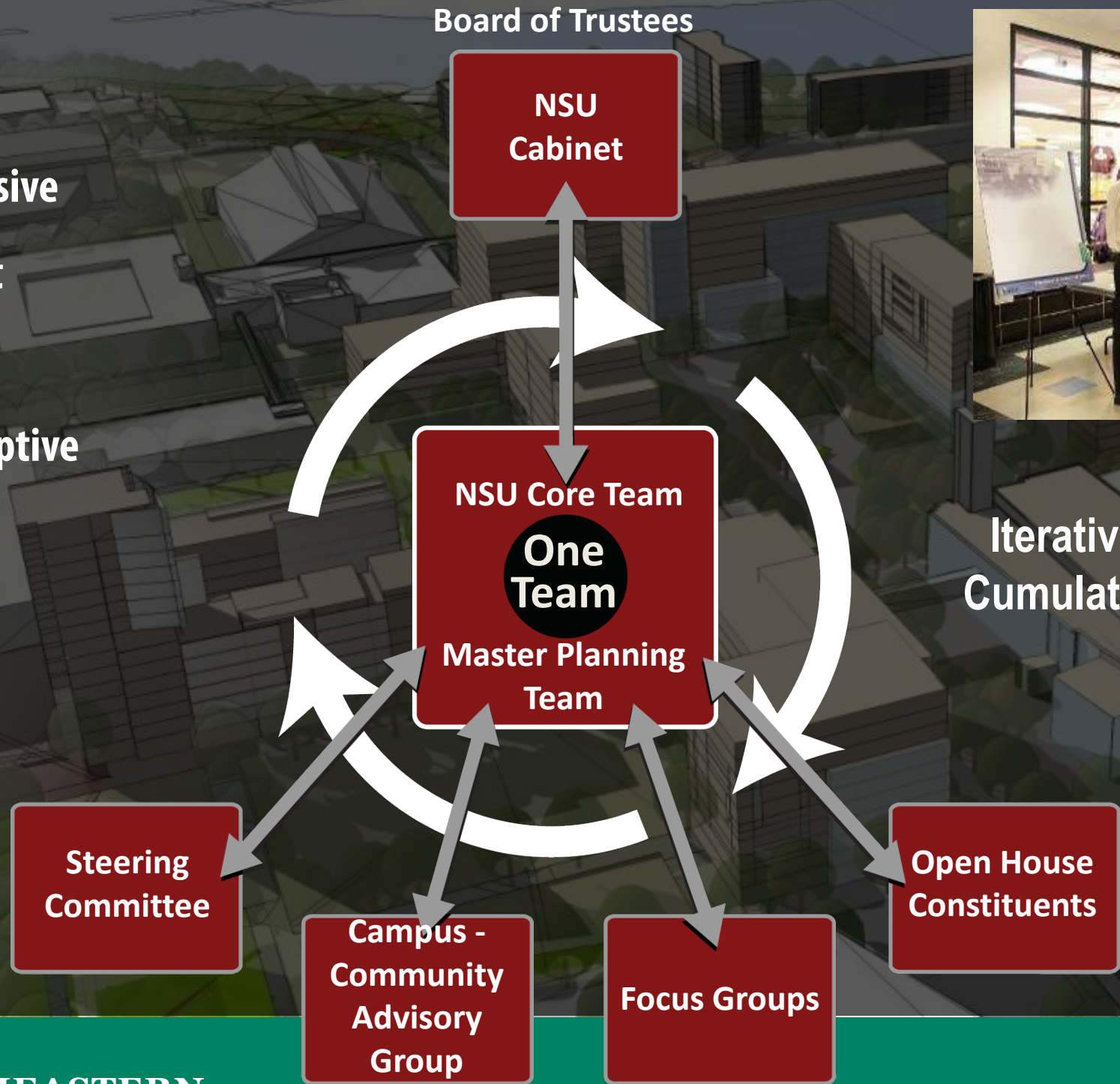
**Task Four**  
Refinement  
*Preliminary Campus Master Plan*

**Task Five**  
Documentation  
*Report & Final Presentation*



# An Inclusive Approach

**Inclusive**  
**Comprehensive**  
**Transparent**  
**Sustainable**  
**Non-Prescriptive**  
**Actionable**




**Iterative Design Based on  
Cumulative Decision-Making**




# 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 

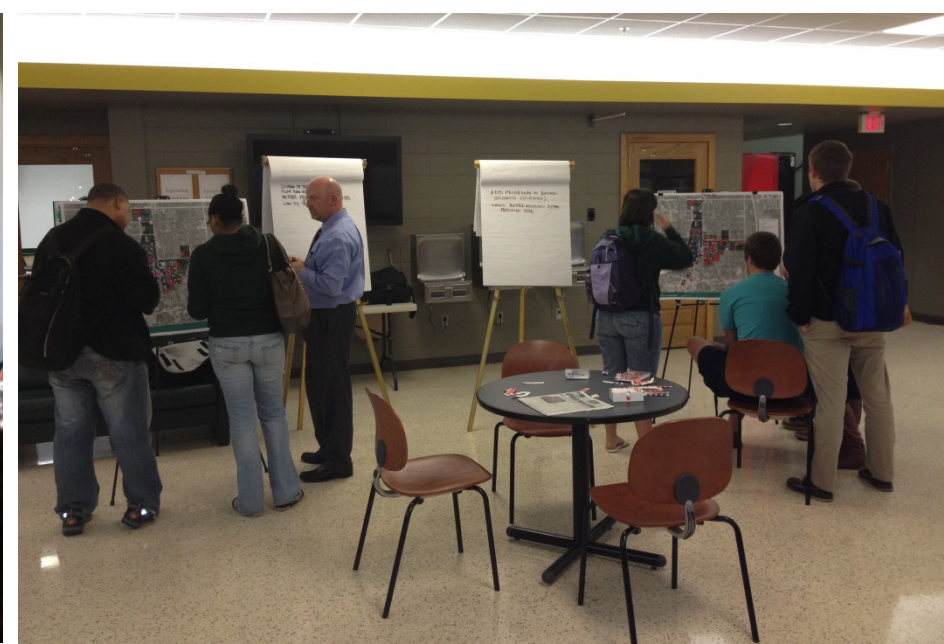
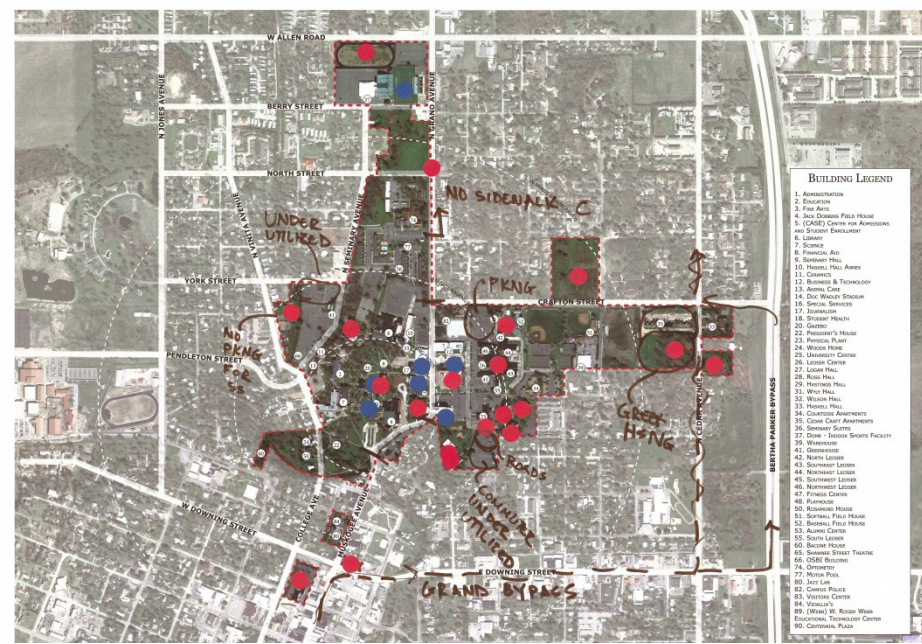
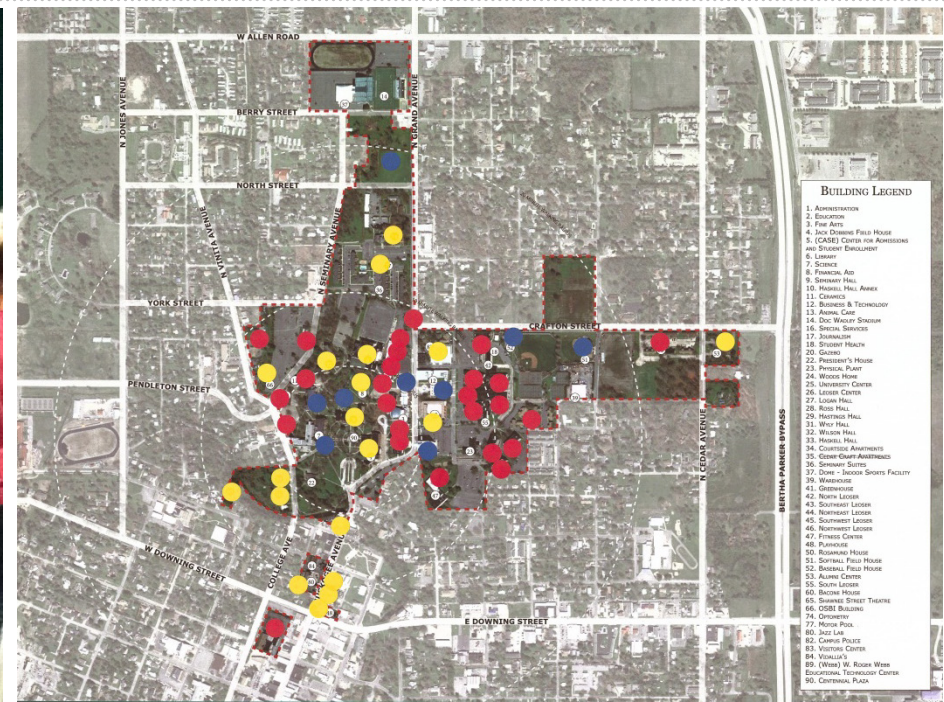
[www.nsuok.edu/masterplan](http://www.nsuok.edu/masterplan)



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 non-traditional students
- 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

## *Muskogee Campus*

- New, modern facilities are meeting needs of students, faculty, and staff – but potential to outgrow space in near future
- Desire to continue relationship with Connors State College, but future somewhat uncertain – strategic role in funneling students to Tahlequah
- Muskogee campus feels somewhat disconnected from Tahlequah
- Focus on online education - existing land allows for sufficient growth
- What future pursuits will help Muskogee establish a distinct identity?





# Stakeholder Summary

## *Community Relationship*

- City of Muskogee views NSU presence in community as a vital stimulant to the regional economy, elevates social environment
- NSU values relationship with Jack C. Montgomery VA Medical Center
- Community space is limited on campus, but need is present
- Relationship with Connors State College has bolstered NSU's image within the Muskogee community
- How can NSU balance its long-term needs with those of the Muskogee community and Connors State?



# Stakeholder Summary

## *Academic Goals*

- General education curriculum is expected to grow
- Desire to transition to a Health Sciences Campus
- Currently pursuing OT and PA degree programs
- Interested in healthcare administration programs, medical device manufacturing training, and physical therapy program
- Consider providing business incubator space on campus
- How will Muskogee transition to a Health Sciences Campus?





# Stakeholder Summary

## *Student Life*

- With campus expansion, consider student center and food service offerings
- Library will need to be enhanced to support new health science programs – resources currently in Tahlequah
- What student amenities will be needed to support expanded enrollment?

## *Open Space*

- Existing gathering space is important to students
- Desire to enhance presence along Shawnee Bypass
- What efforts can Muskogee undertake to elevate the campus experience?





# Stakeholder Summary

## *Circulation*

- Shawnee Bypass is primary vehicular route in Muskogee
- Campus is easy to access
- Muskogee Transit currently serves campus
- Desire to link to future Muskogee trail system
- Encourage bicycle network to campus

## *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



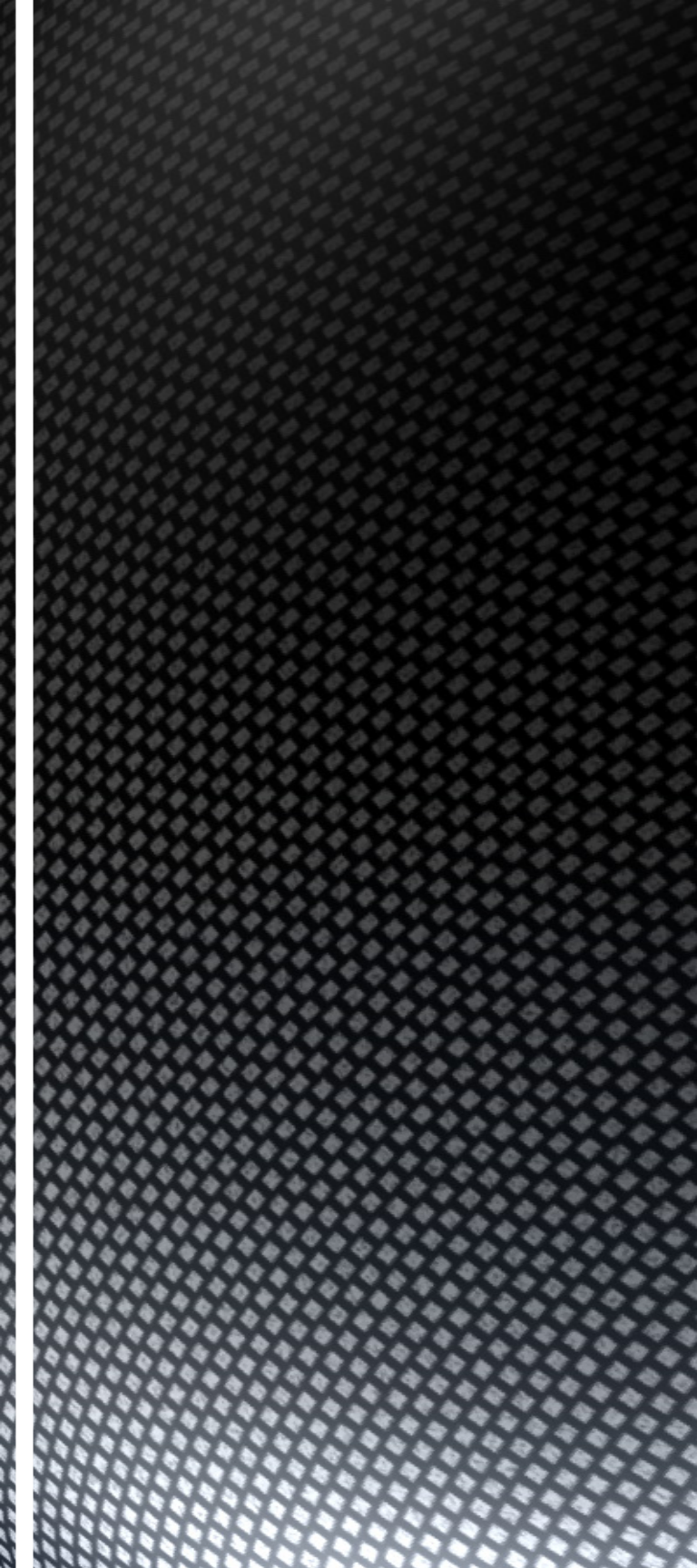


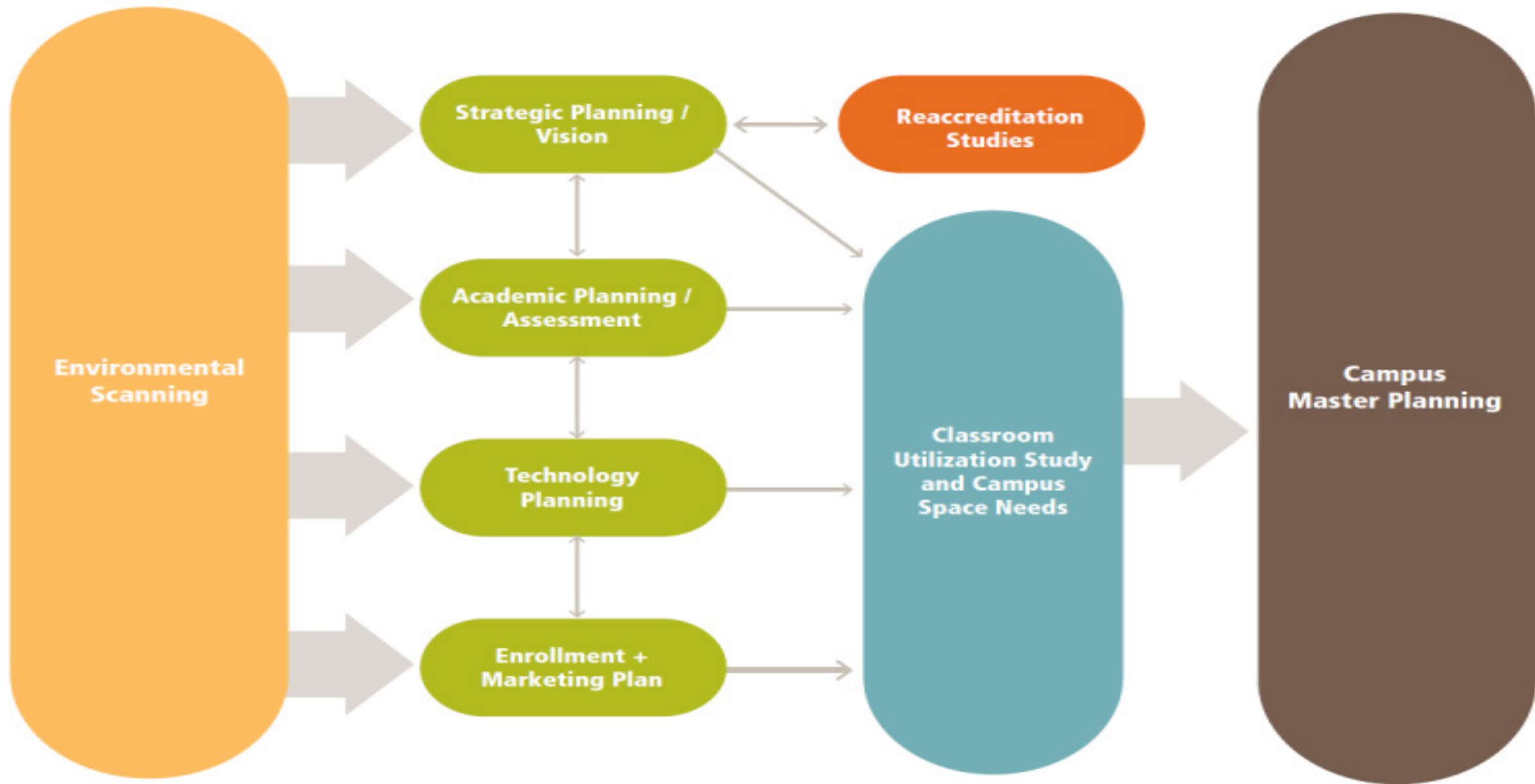
Environmental Scan



# Environmental Scanning Overview

Northeastern State University  
Campus Master Plan



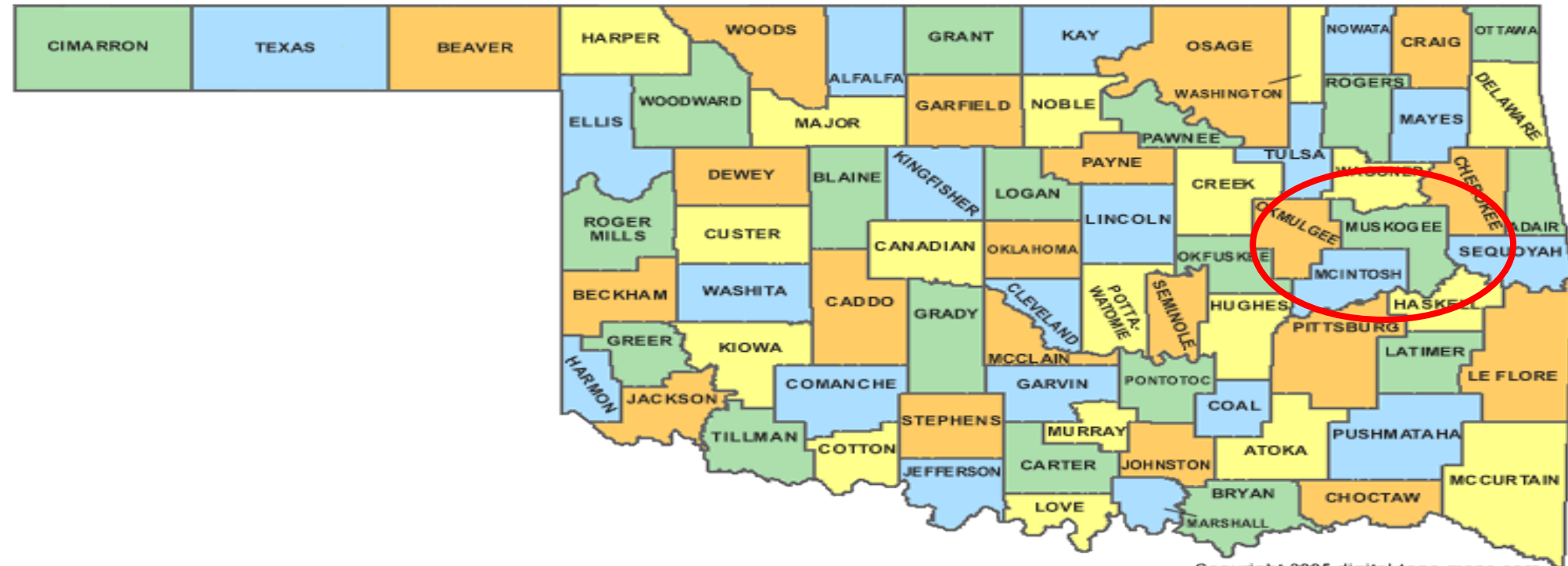






## Levels of Analysis:

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



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

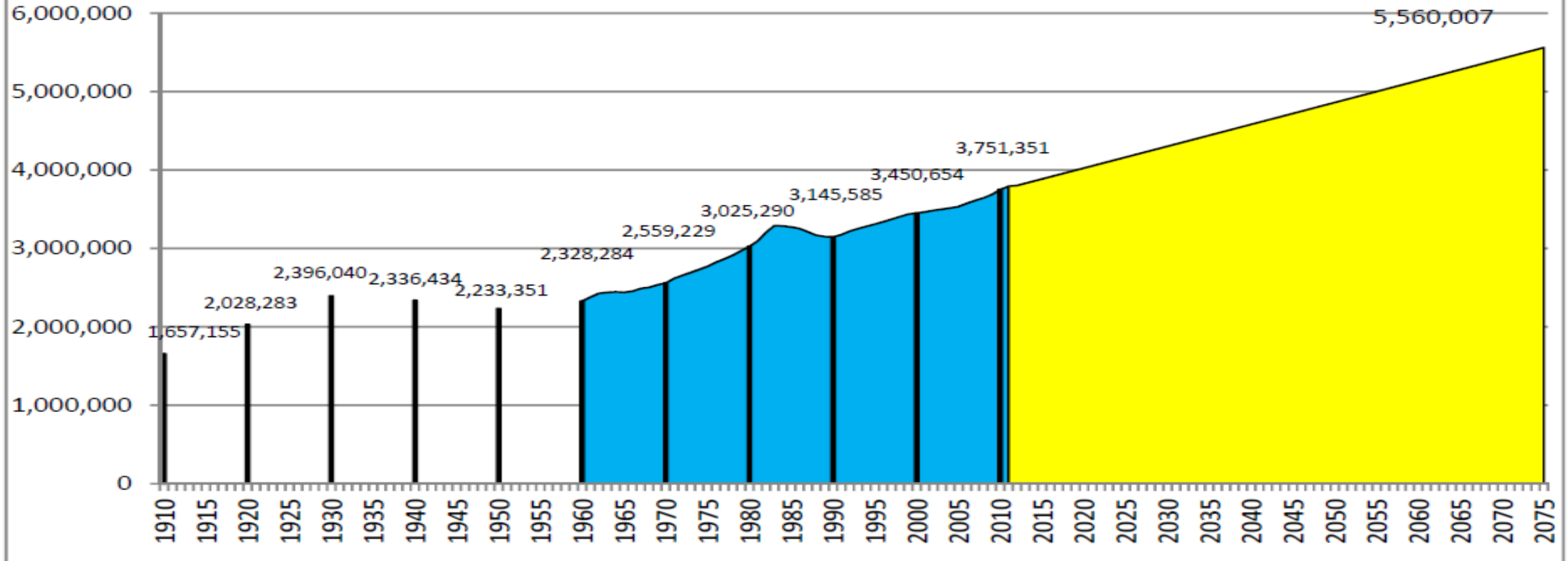
**Headcount by Level**

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**

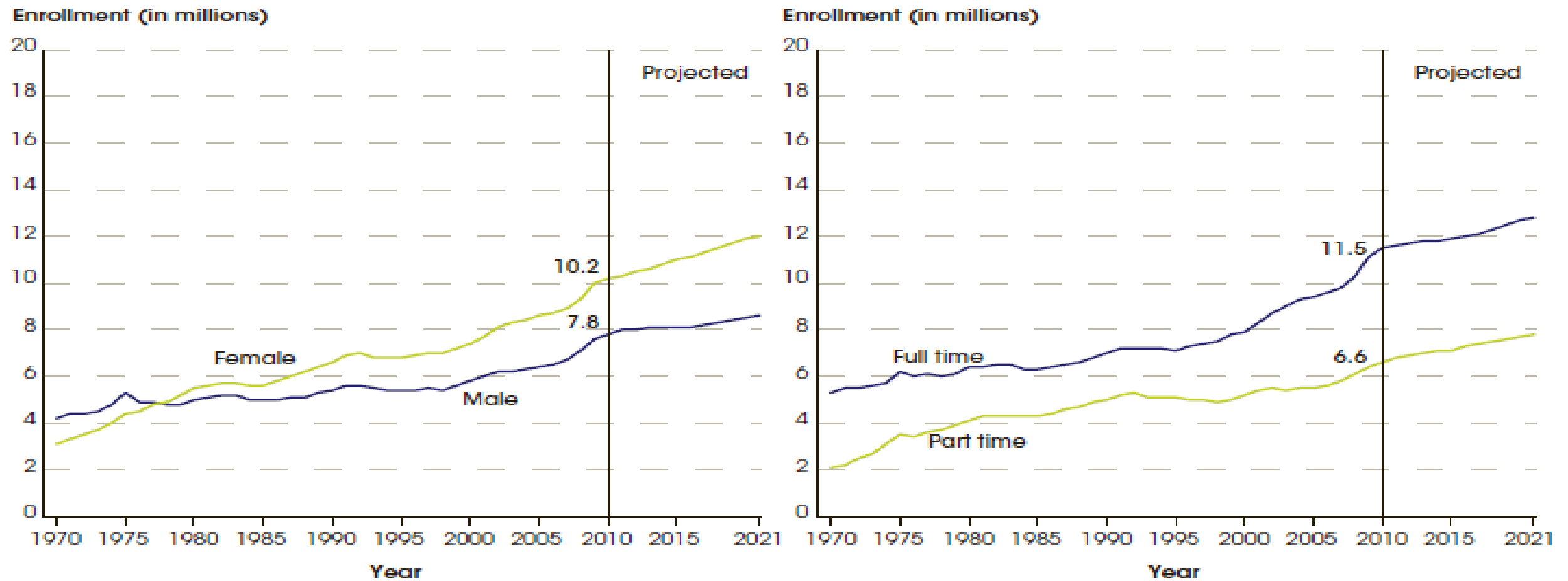


Source: 2012 Demographic State of the State Report  
Oklahoma Department of Commerce



# National Higher Education Demand

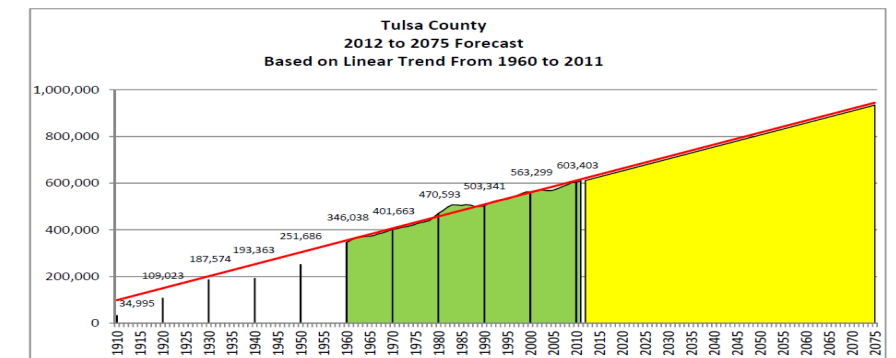
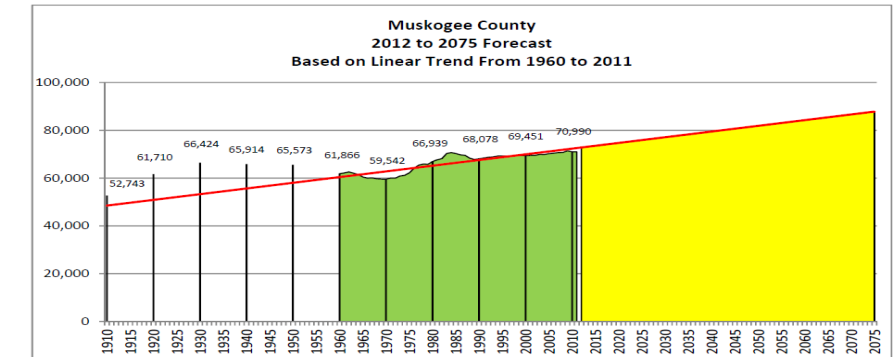
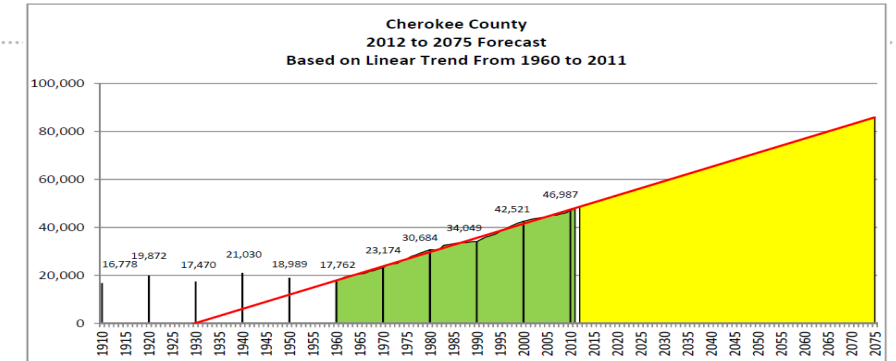
**Figure 10-1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2021**





## 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%
<b>Subtotal</b>	<b>7,904</b>	<b>84.4</b>	<b>2,059,629</b>	<b>2,194,877</b>	<b>2,330,123</b>	<b>6.6%</b>	<b>13.1%</b>
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					
<b>State TOTAL</b>	<b>9,361</b>	<b>100.0</b>	<b>3,802,027</b>	<b>4,024,202</b>	<b>4,246,796</b>		



## Northeastern State College

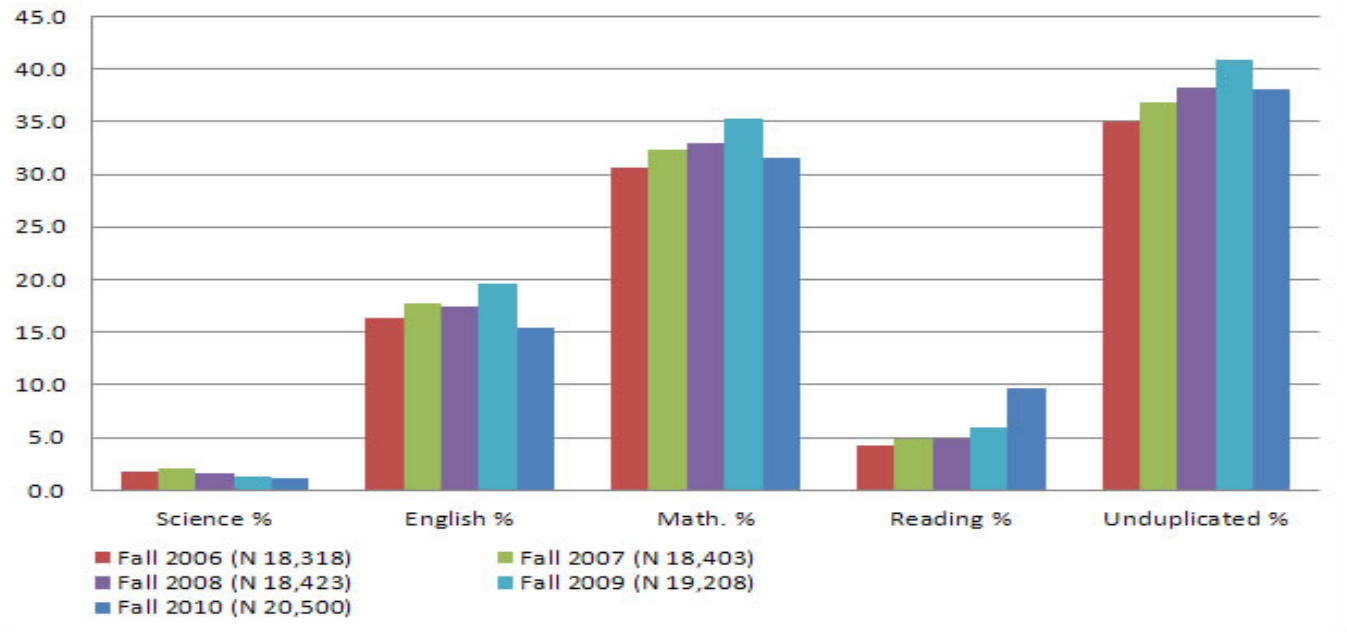
### NSU Transfer Enrollment Analysis - Fall 2011

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
<b>Total</b>	<b>110,357</b>	<b>3,525</b>	<b>3.2%</b>	<b>4,629</b>

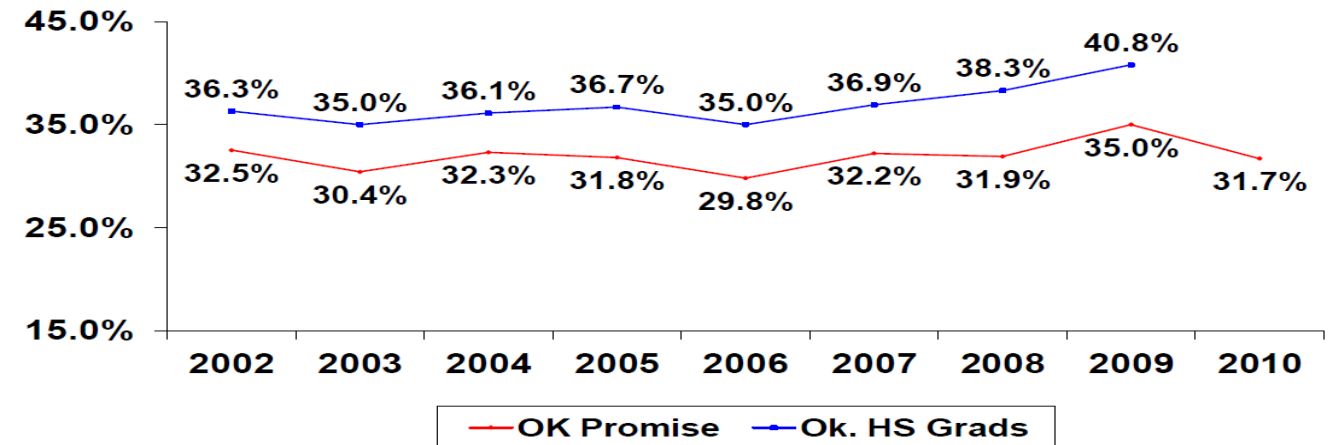
Source: Oklahoma State Regents for Higher Education & NSU Fall 2012 Enrollment Report



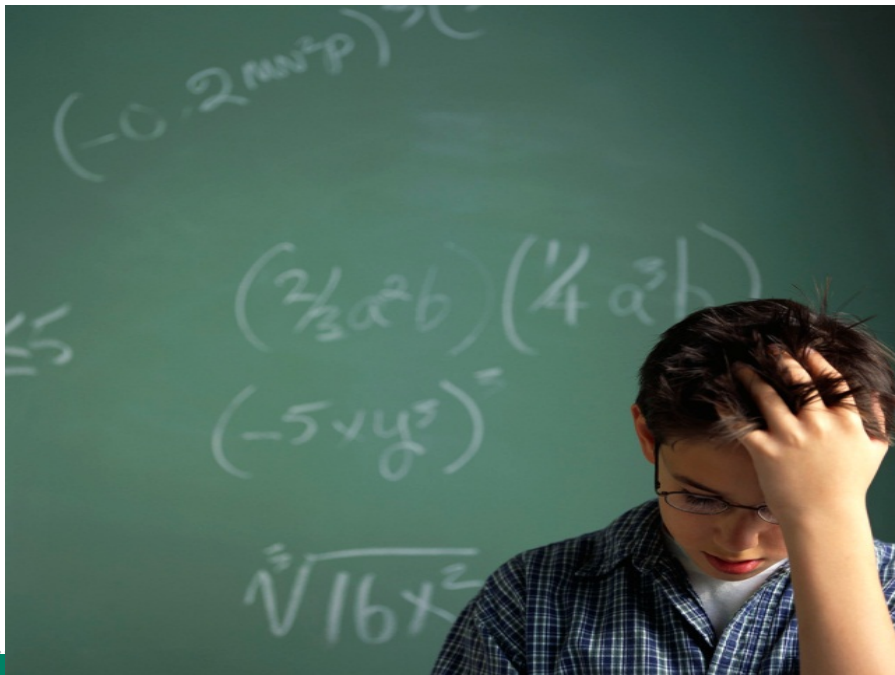
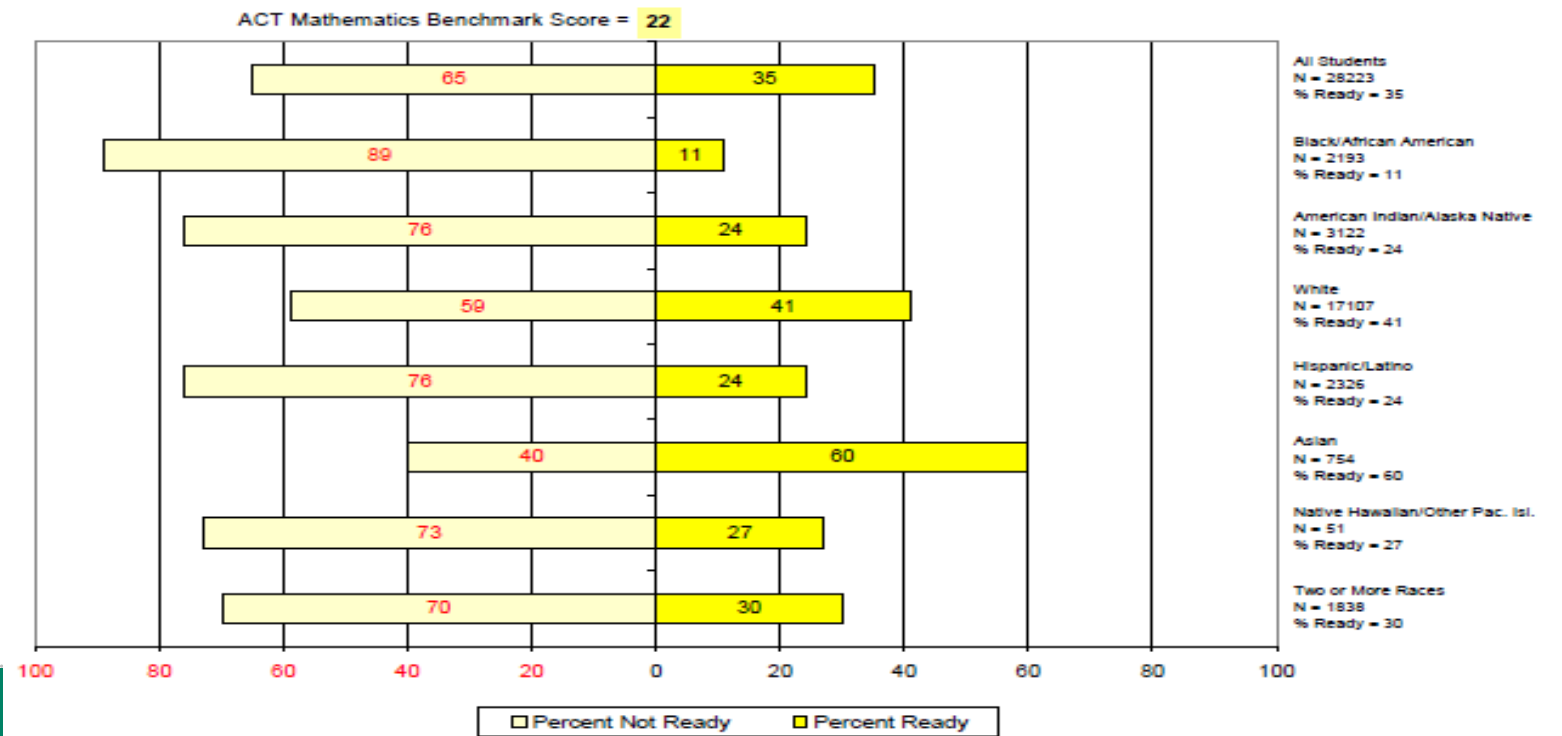
**Remediation Rates of Oklahoma High School Graduates in Oklahoma Public Higher Education (2006-2010)**



# College Remediation Rates



**Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity<sup>1</sup>: 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
<b>Subtotal</b>	<b>7,904</b>		<b>2,194,877</b>		<b>9,328</b>	
<b>Other OK Counties</b>	<b>770</b>	<b>0.044%</b>	<b>1,829,325</b>		<b>823</b>	
<b>Unknown</b>	<b>10</b>				<b>-</b>	
<b>Other States</b>	<b>444</b>				<b>524</b>	
<b>Foreign Countries</b>	<b>233</b>				<b>275</b>	
<b>TOTAL</b>	<b>9,361</b>				<b>10,950</b>	

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

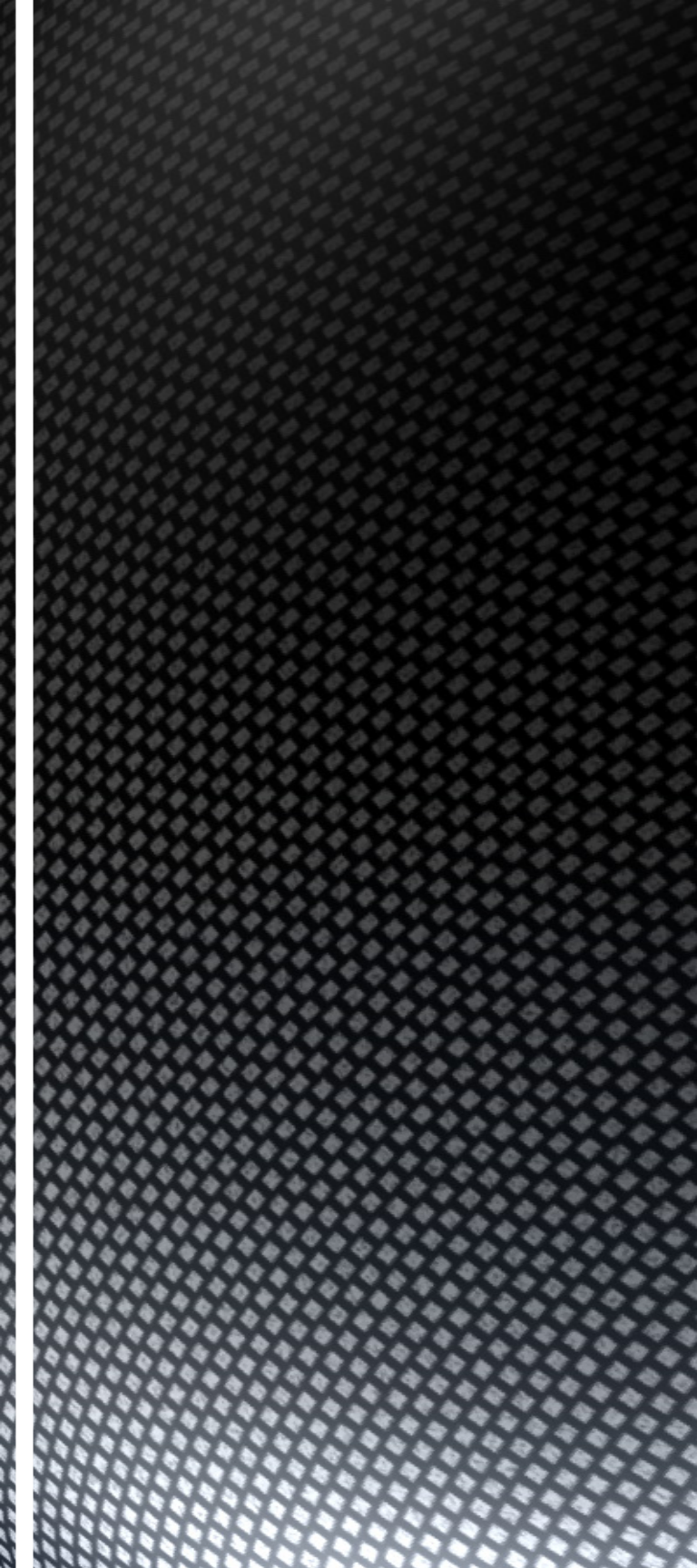
## Mid-Level Projection

- 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

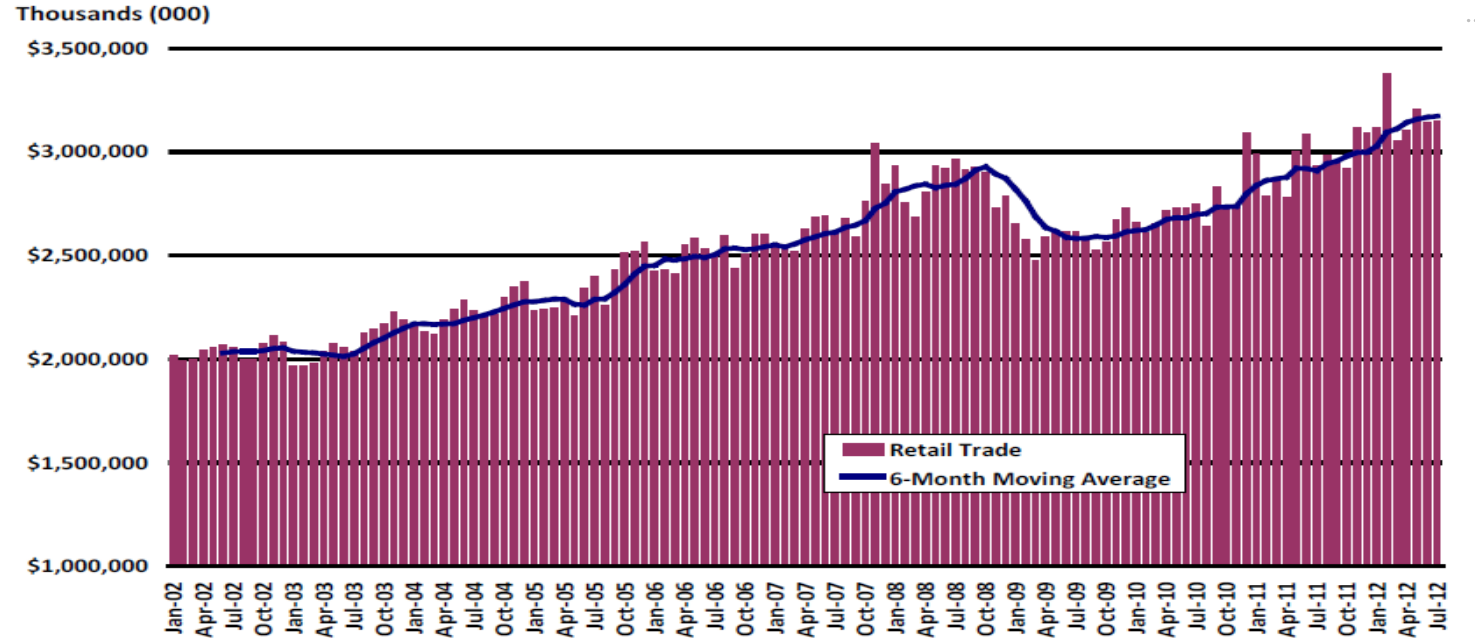
Northeastern State University  
Campus Master Plan





### Oklahoma Total Adjusted Retail Trade

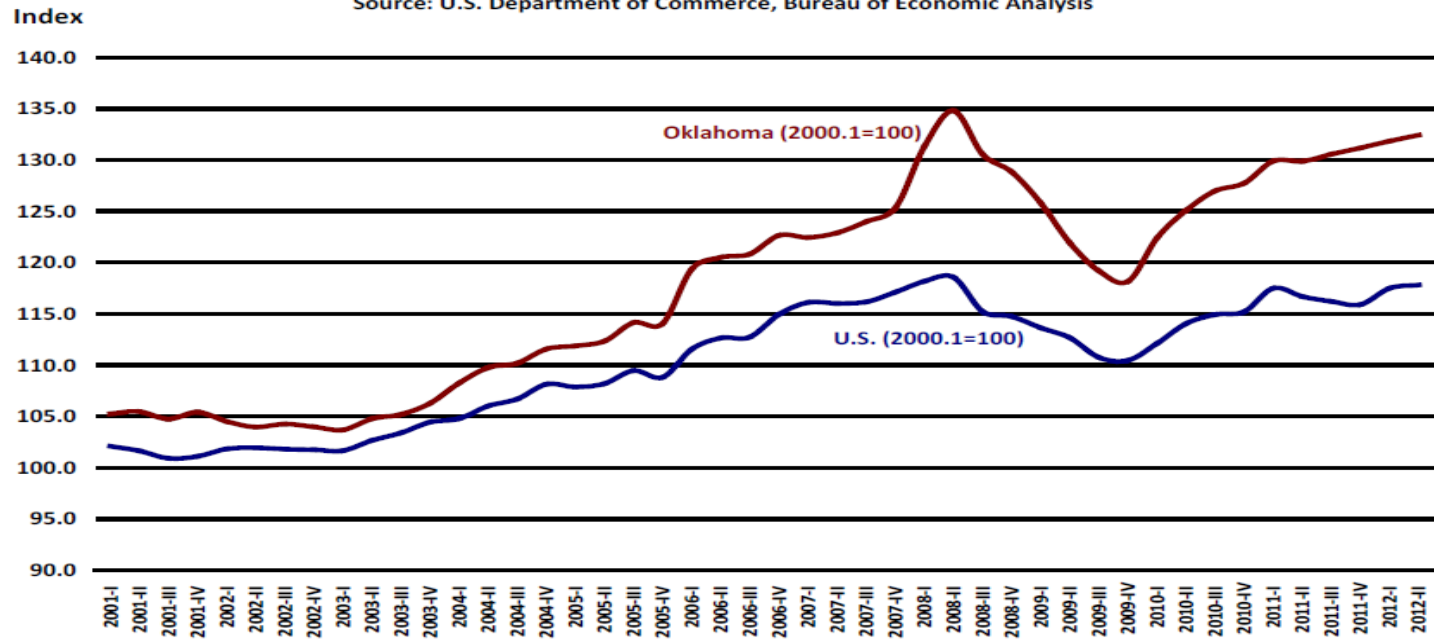
Source: Center for Economic & Management Research, University of Oklahoma



### 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			
<b>TOTALS</b>	<b>11,104</b>	<b>4,789</b>	<b>100</b>			

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.

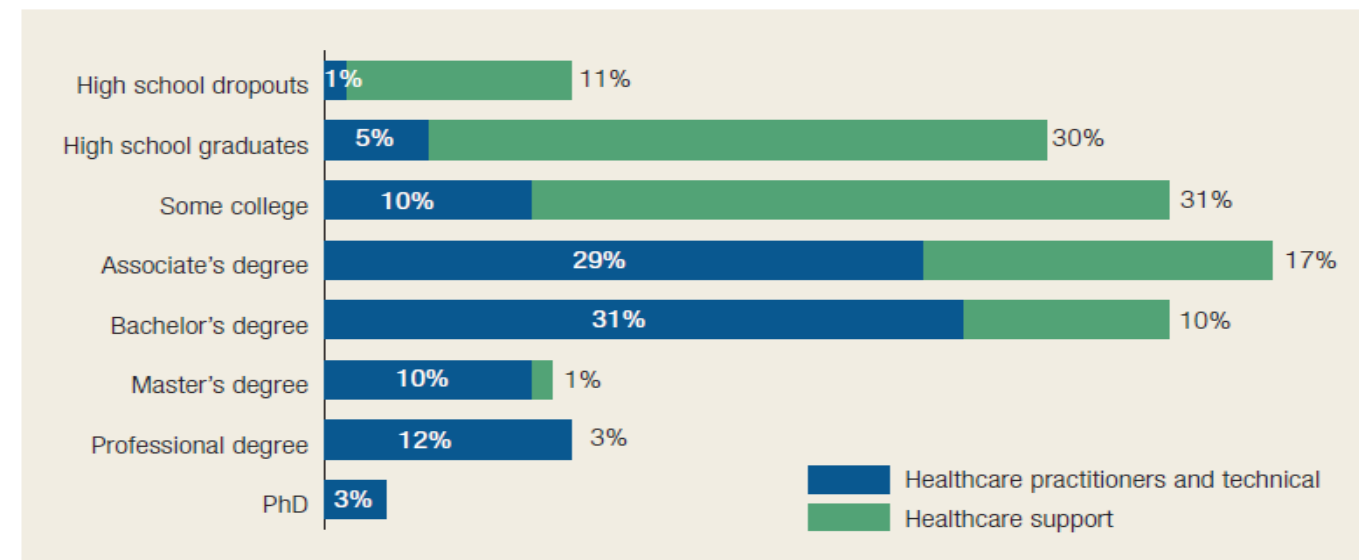
**Nationally, Seventy-two percent of all jobs for college degree holders will be in nine career clusters**

**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%
<b>Healthcare jobs</b>	<b>10,140</b>	<b>13,100</b>	<b>2,960</b>	<b>2,670</b>	<b>5,630</b>	<b>29%</b>

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

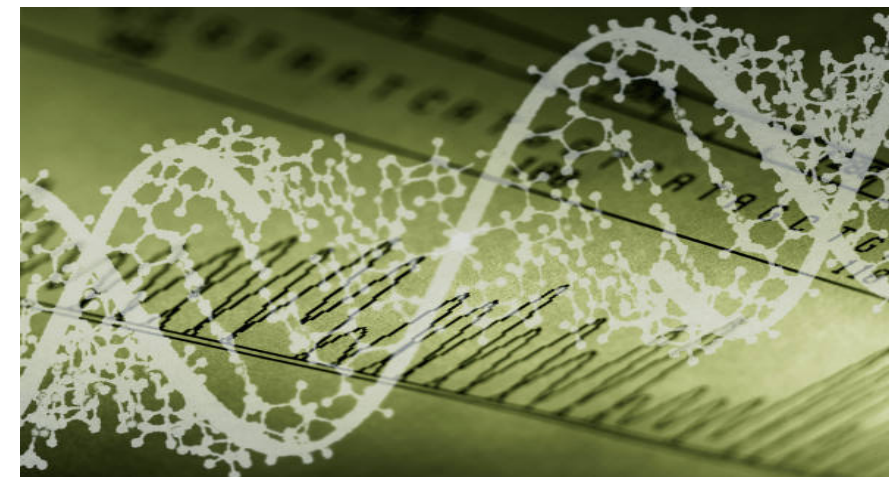
*(Alex Knapp, Forbes, May 9, 2012)*

- **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

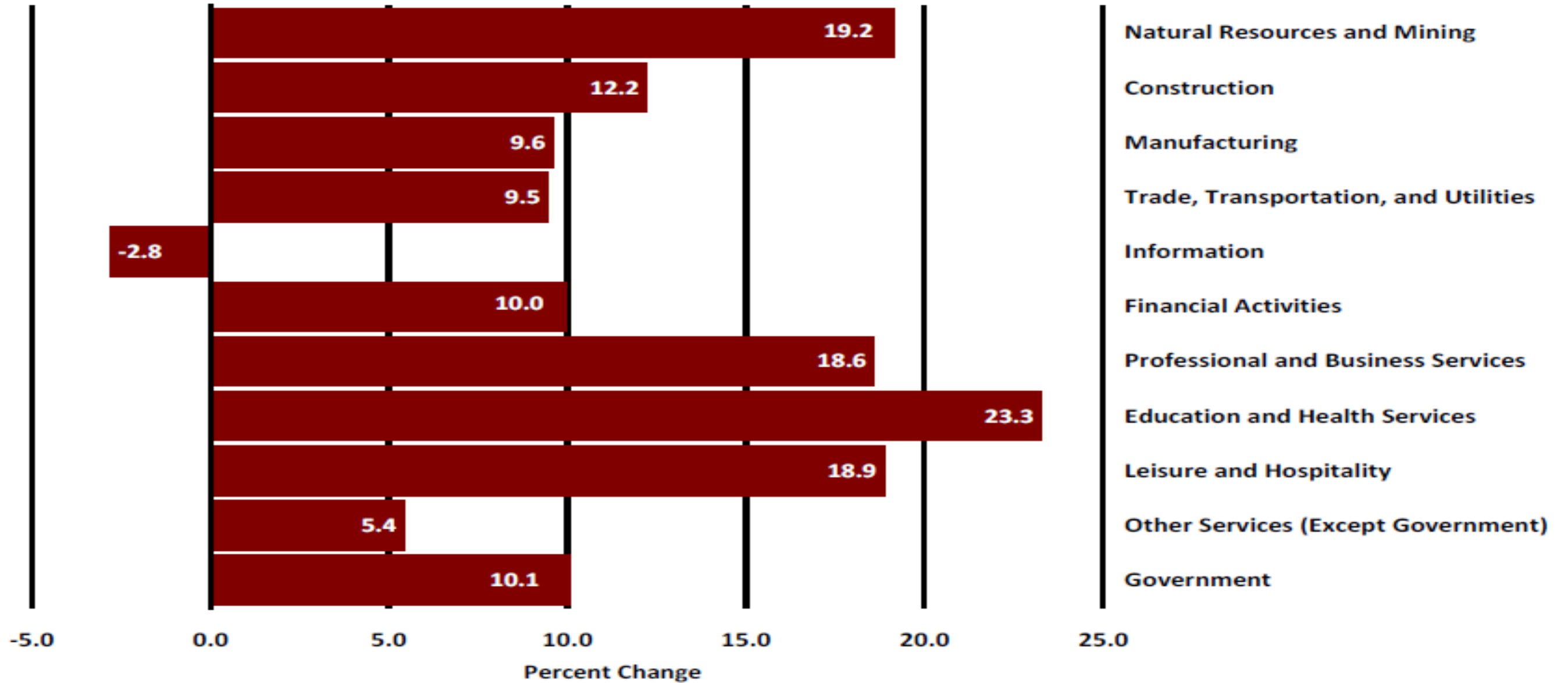
Education	Employment Distribution		Change 2010-2020		Average Annual Openings 2010-2020	
	2010	2020	Number	Percent	Number	Distribution
<b>Typical entry-level education</b>						
Total, all occupations	100.0%	100.0%	234,550	14.1%	63,280	100.0%
Doctoral or professional degree	2.6%	2.6%	6,520	15.3%	1,480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



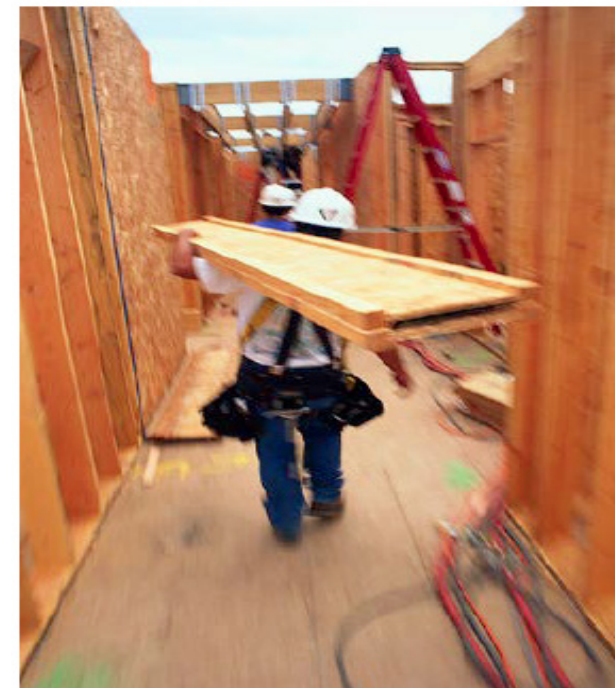
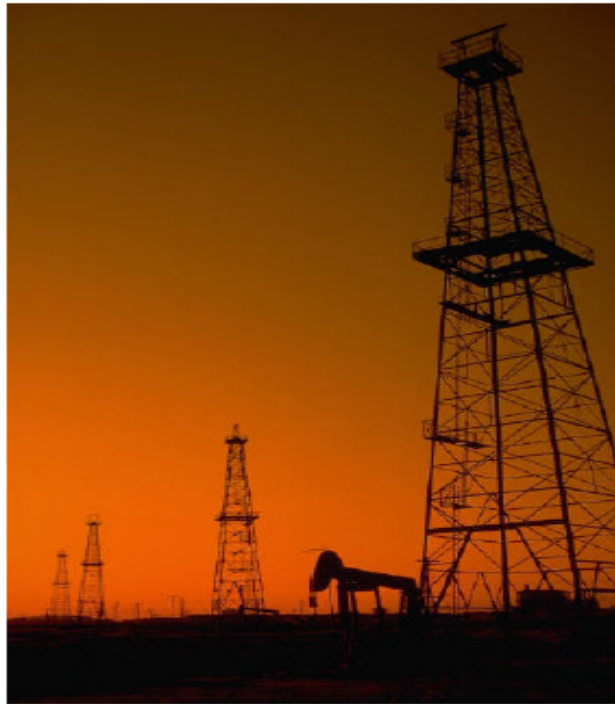
# Oklahoma Long-Term Industry Employment Projections, 2010-2020

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		
<b>Doctoral/Professional Degrees with Greater than 40 Openings Per Year</b>			
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
<b>Master's Degrees with Greater than 40 Openings Per Year</b>			
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

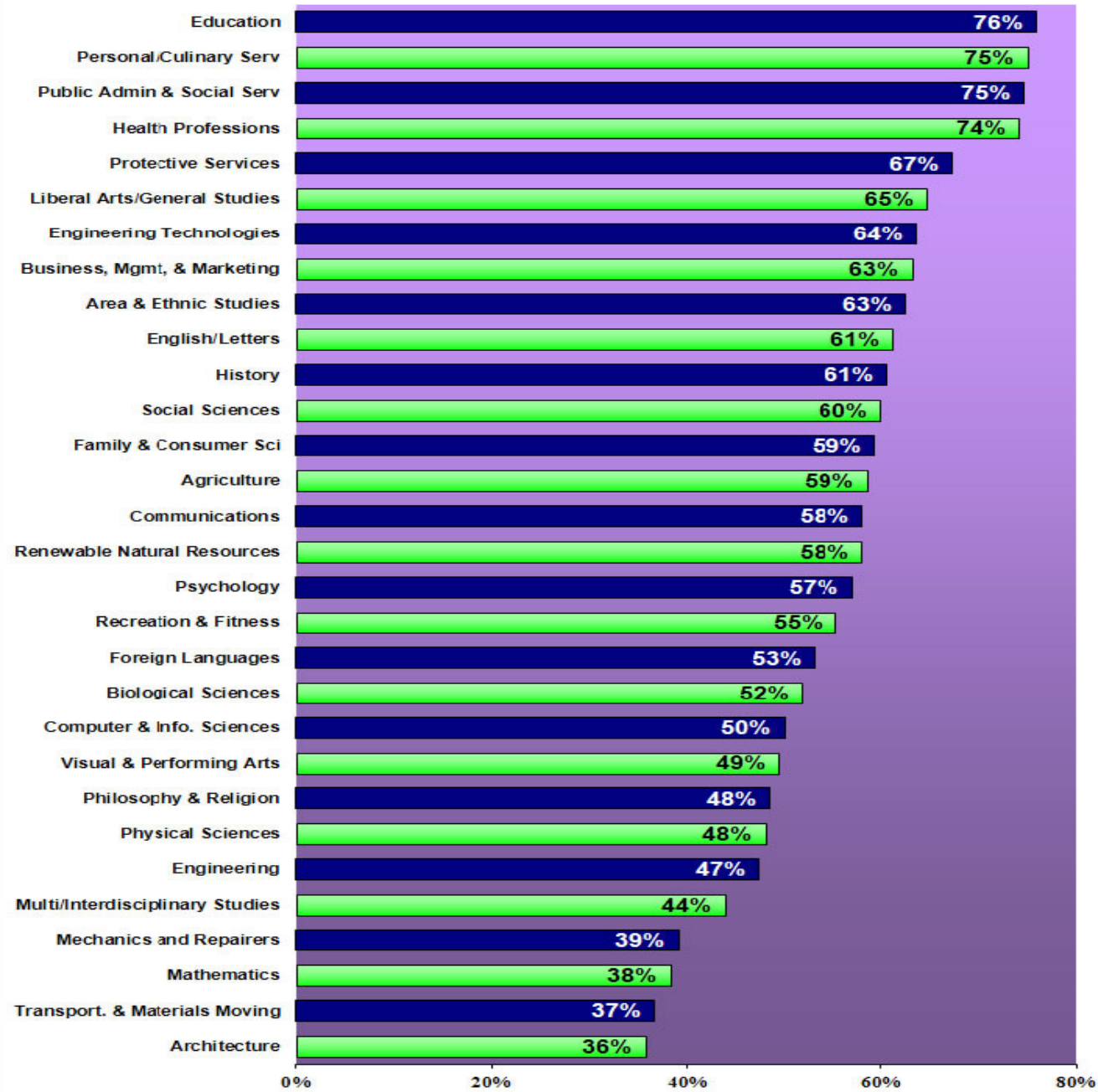
### Occupations Needing Bachelors Degree - 100 or More Annual Openings

Occupation		Percent Growth	Average Annual Openings 2010-2020
Code	Title		
<b>Management</b>			
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
<b>Business and Financial</b>			
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
<b>Computer and Mathematical</b>			
15-1121	Computer Systems Analysts	14.90	100
15-1142	Network and Computer Systems Administrators	23.79	110
<b>Architecture and Engineering</b>			
17-2171	Petroleum Engineers	24.62	140
<b>Community and Social Service</b>			
21-1021	Child, Family, and School Social Workers	12.73	180
<b>Education, Training &amp; Library</b>			
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
<b>Arts, Design, Entertainment</b>			
27-3031	Public Relations Specialists	15.92	120
<b>Personal Care and Services</b>			
39-9032	Recreation Workers	16.55	100
<b>Sales and Related Occupations</b>			
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**

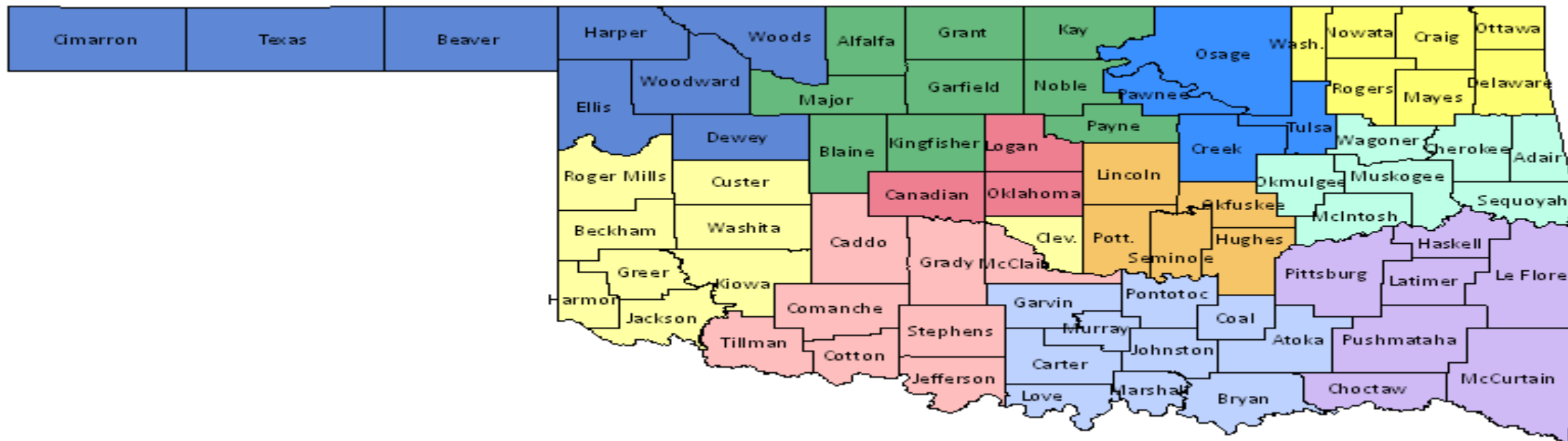


Degree recipients with employment after five years



# 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

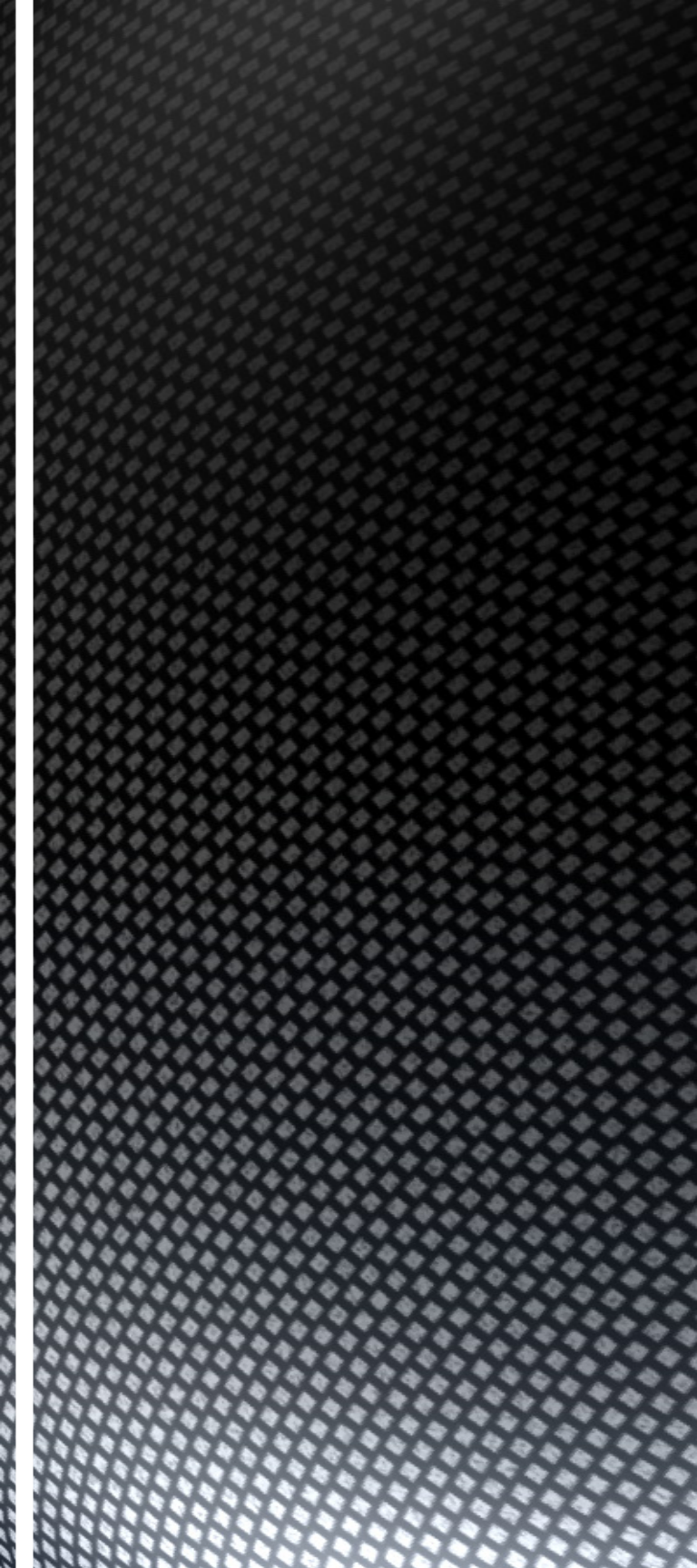
*Occupational Outlook Data available for all WIA's in Oklahoma*



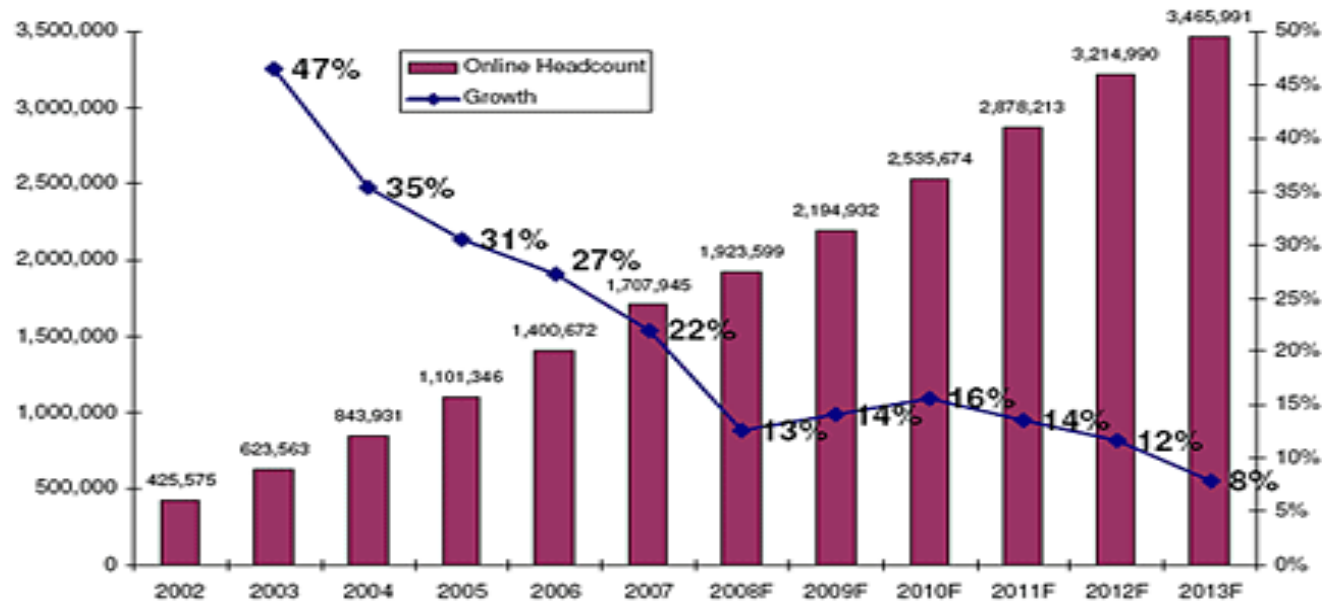
# Technology and Physical Space Trends

**Northeastern State University**

**Campus Master Plan**







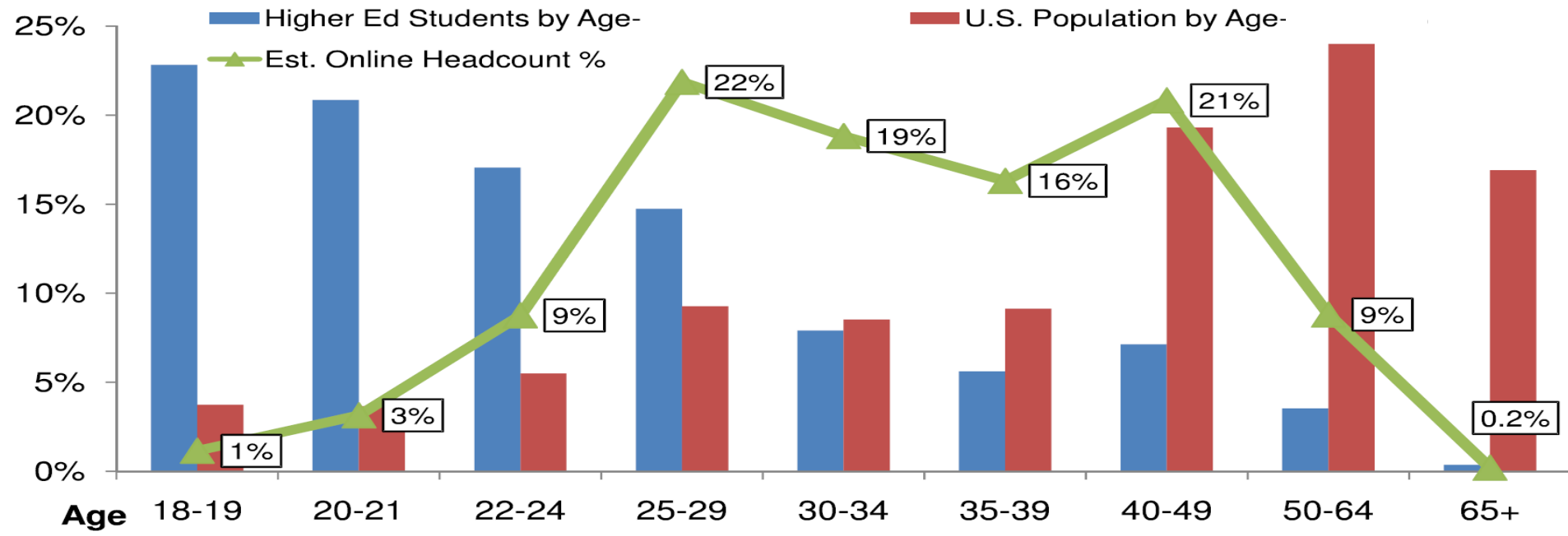
Assumes major recession from Q4 2008 through 2009- where cyclicality (weakness in some non-military tuition assistance, corporate training, consumer confidence) may offset conventional counter-cyclicality

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

Copyright © 2008 Eduventures, Inc.

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

### 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



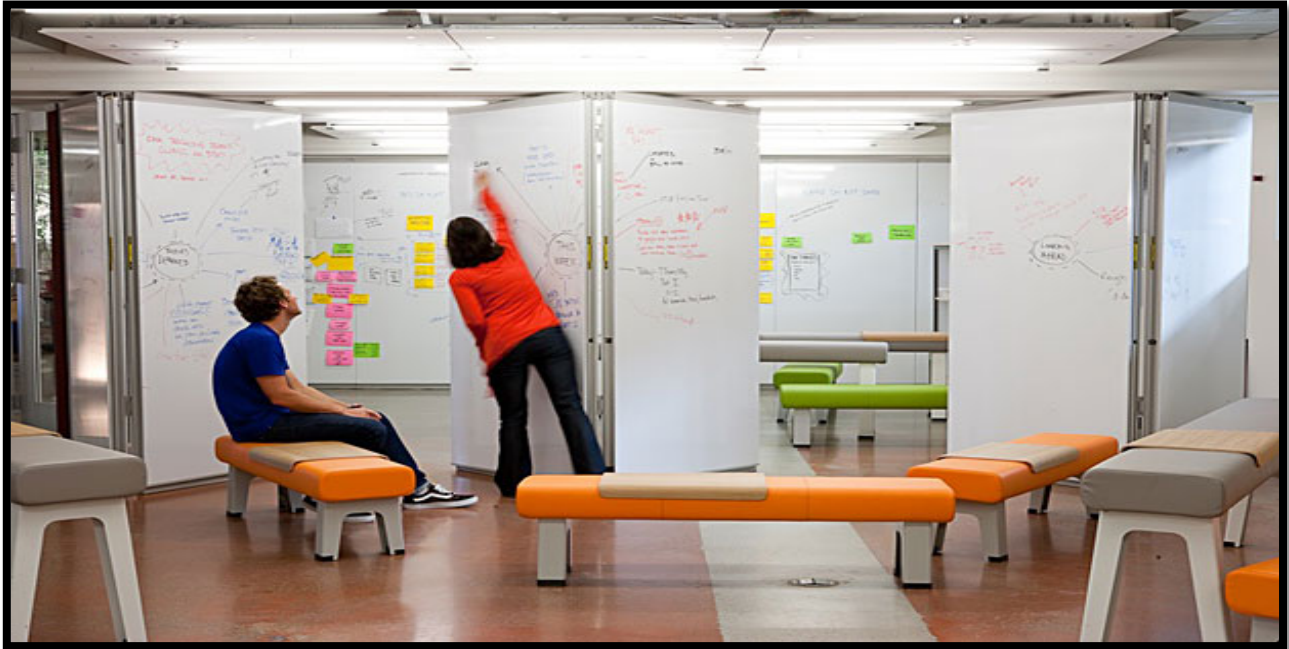


# Libraries / Learning Commons





# Collaborative Learning Areas

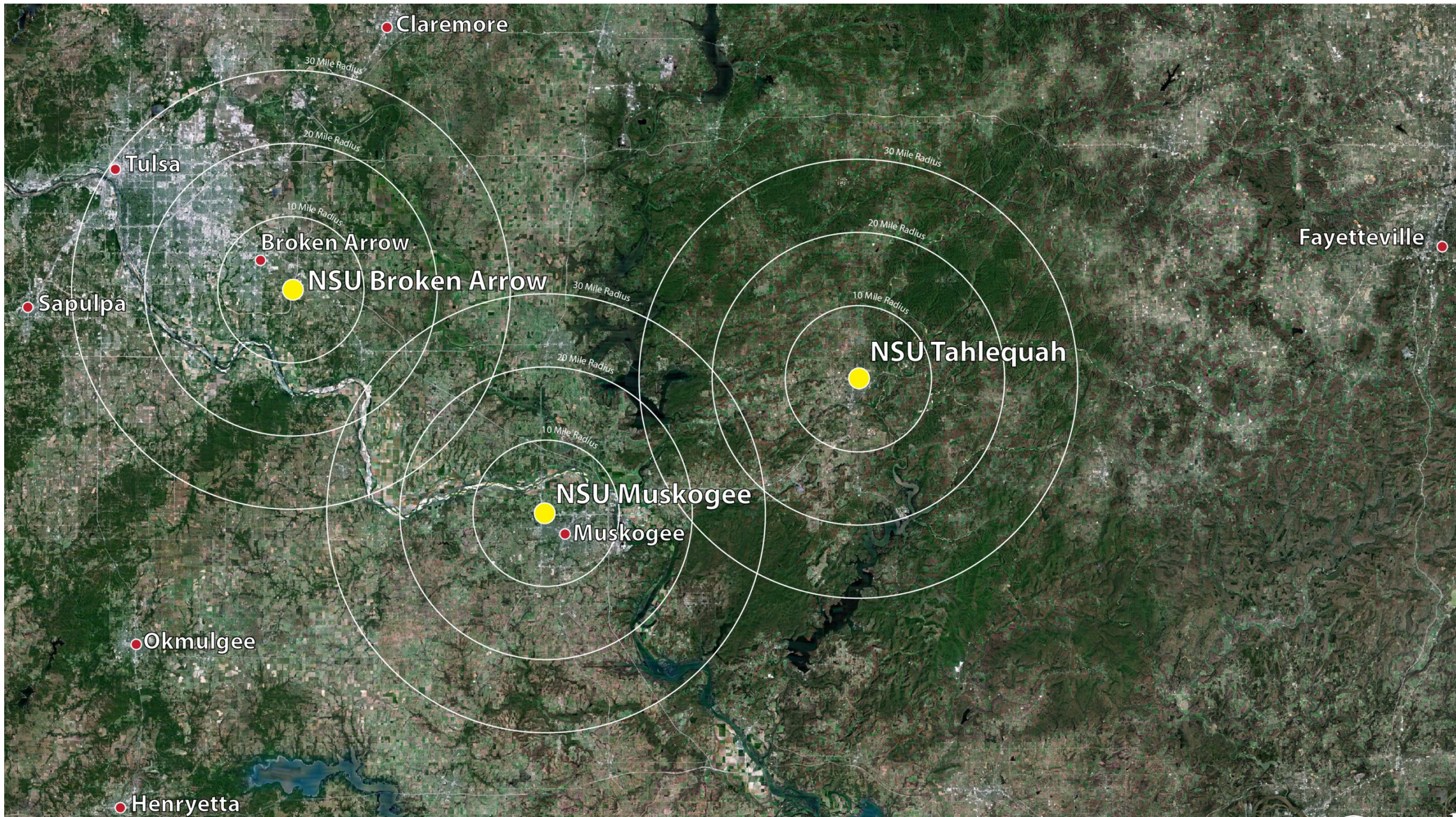




Campus Site Analysis



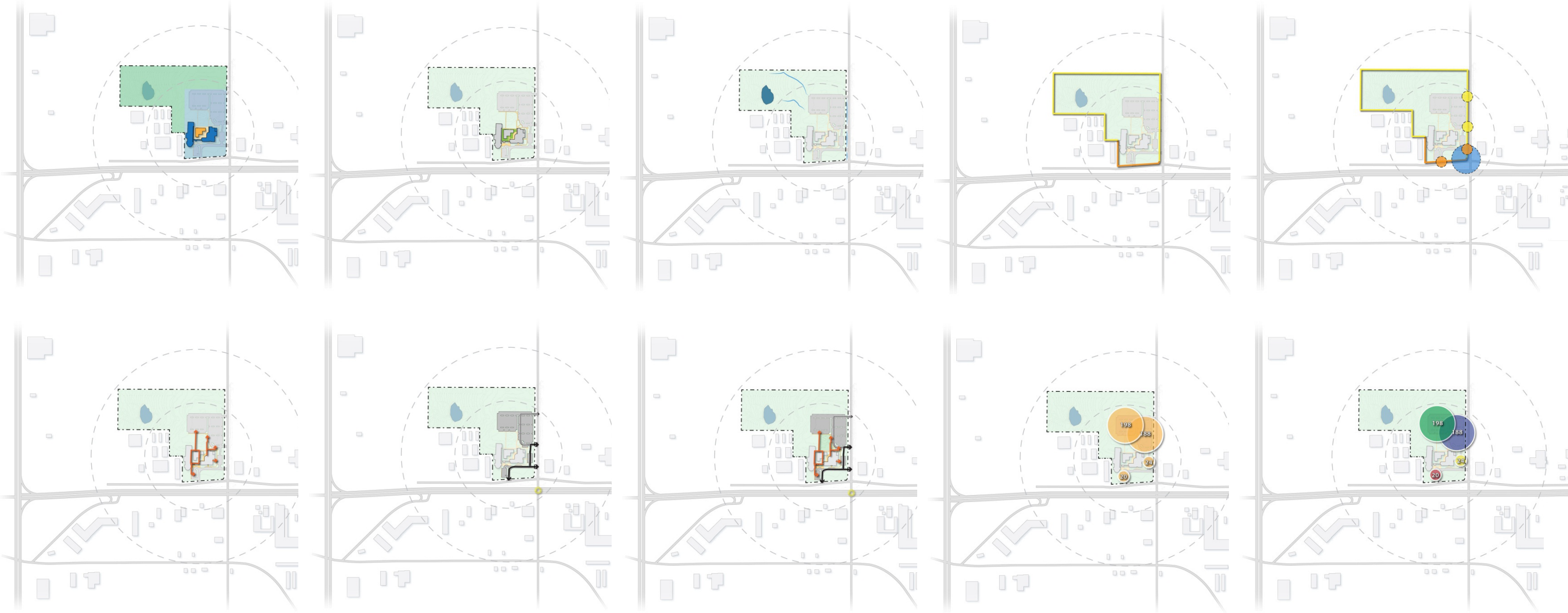
# One University. *Four* Access Points.





# Campus Site Analysis

## *Muskogee Campus*





# Campus Site Analysis

## *Campus Within the Community*





# Campus Site Analysis

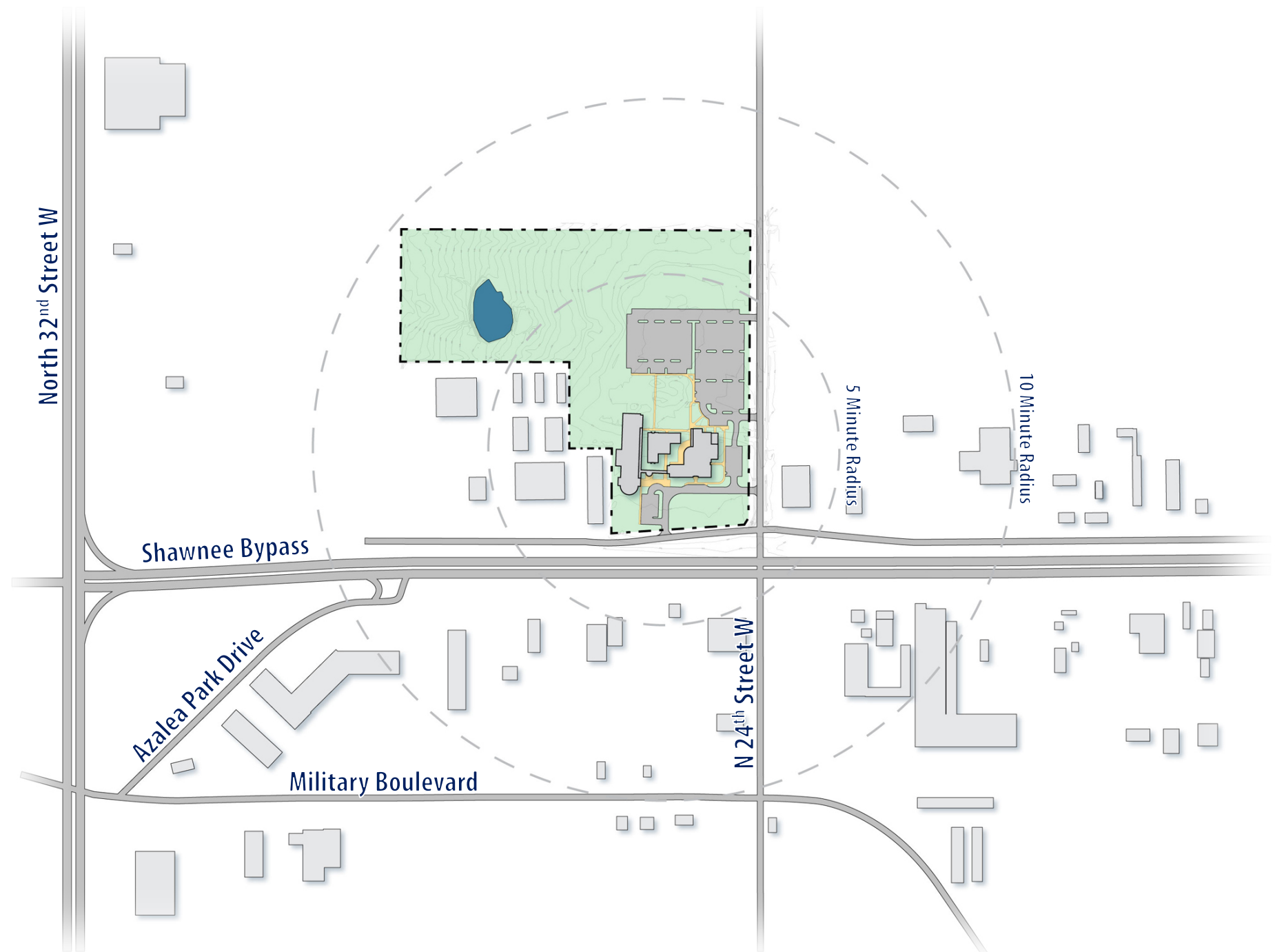
## Campus Structure

### Assessment:

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

### Opportunities:

- Land available for expansion
- Strengthen relationship to Shawnee Bypass



# Campus Site Analysis

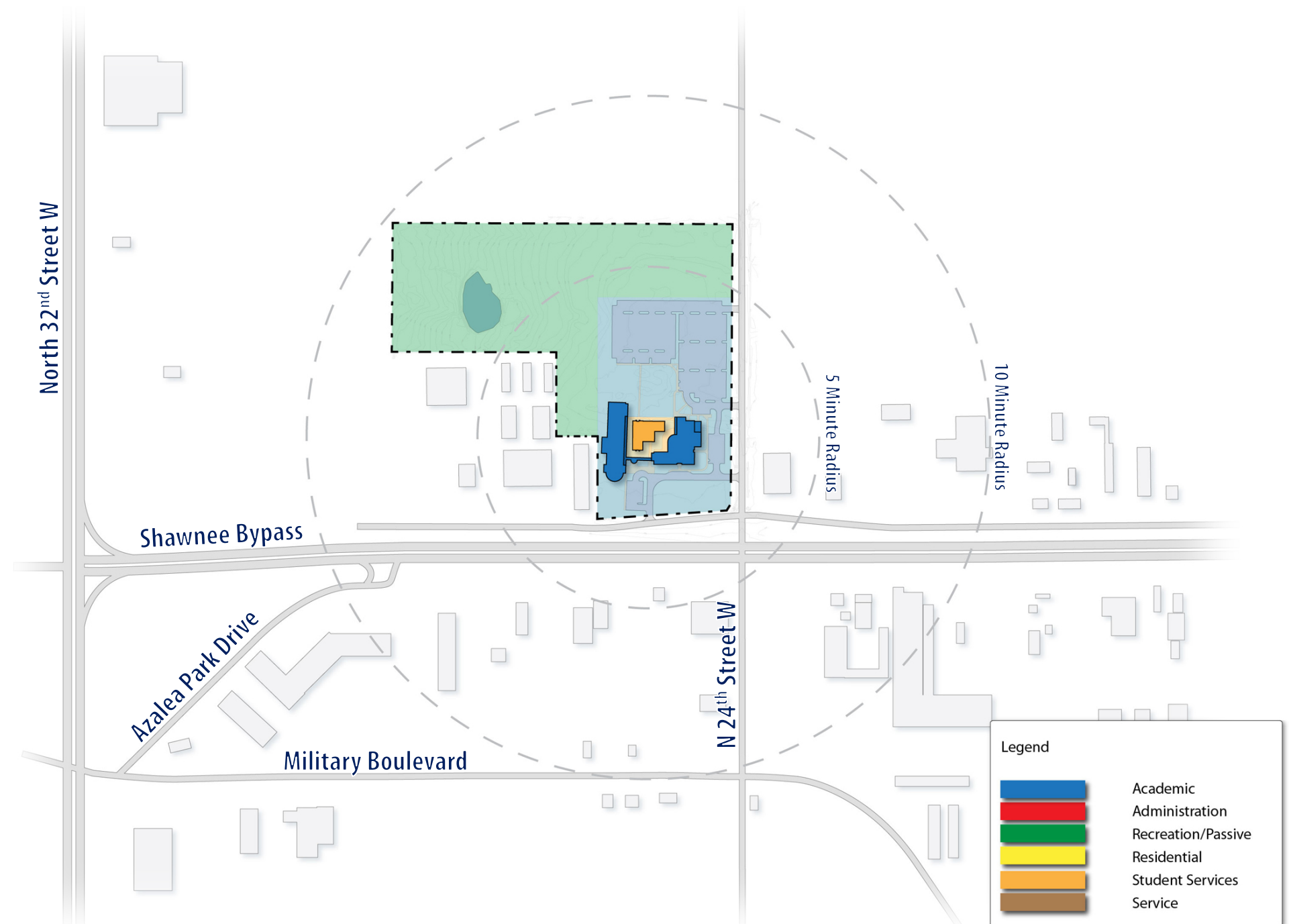
## Campus Land Use

### 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 that connects to future City trail system



# Campus Site Analysis

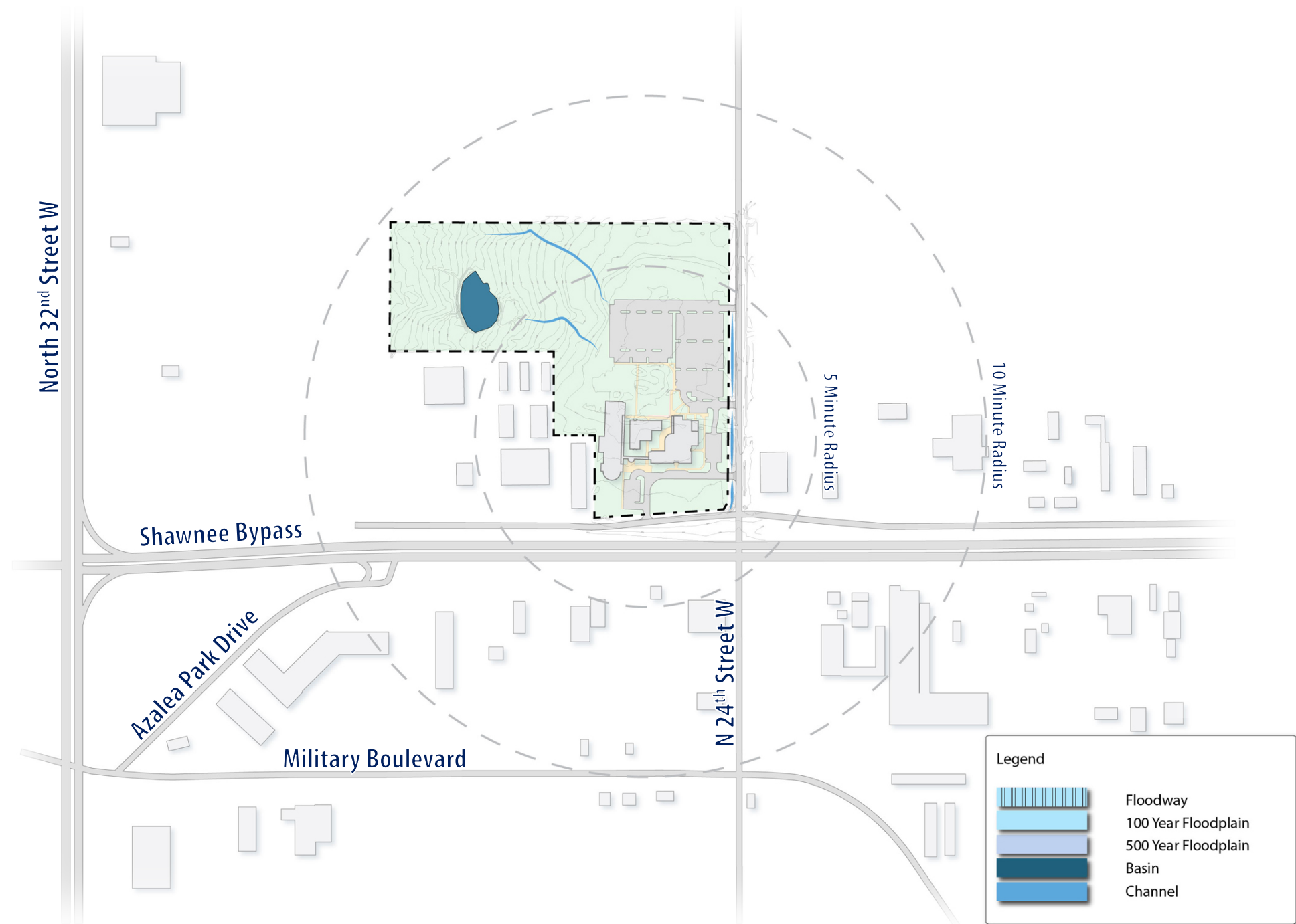
## Hydrology

### Assessment:

- No floodplain in close proximity to campus
- Steep topography in northwest corner
- Existing retention basin

### Opportunities:

- Increase stormwater management in southern portion of campus



# Campus Site Analysis

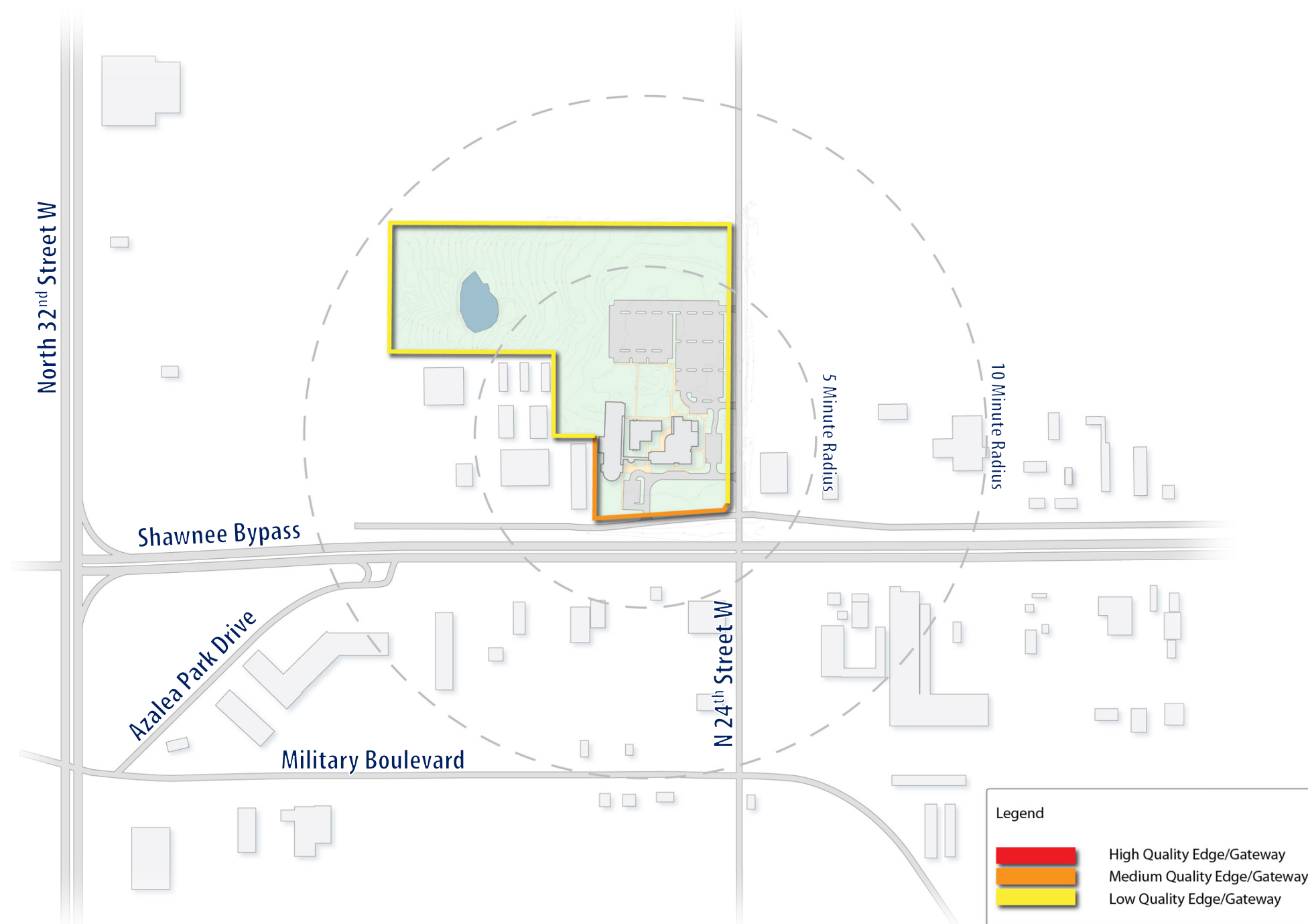
## Campus Edges

### Assessment:

- Medium quality edge adjacent to Shawnee Bypass
- Low quality edge along 24<sup>th</sup> Street

### Opportunities:

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





# Campus Site Analysis

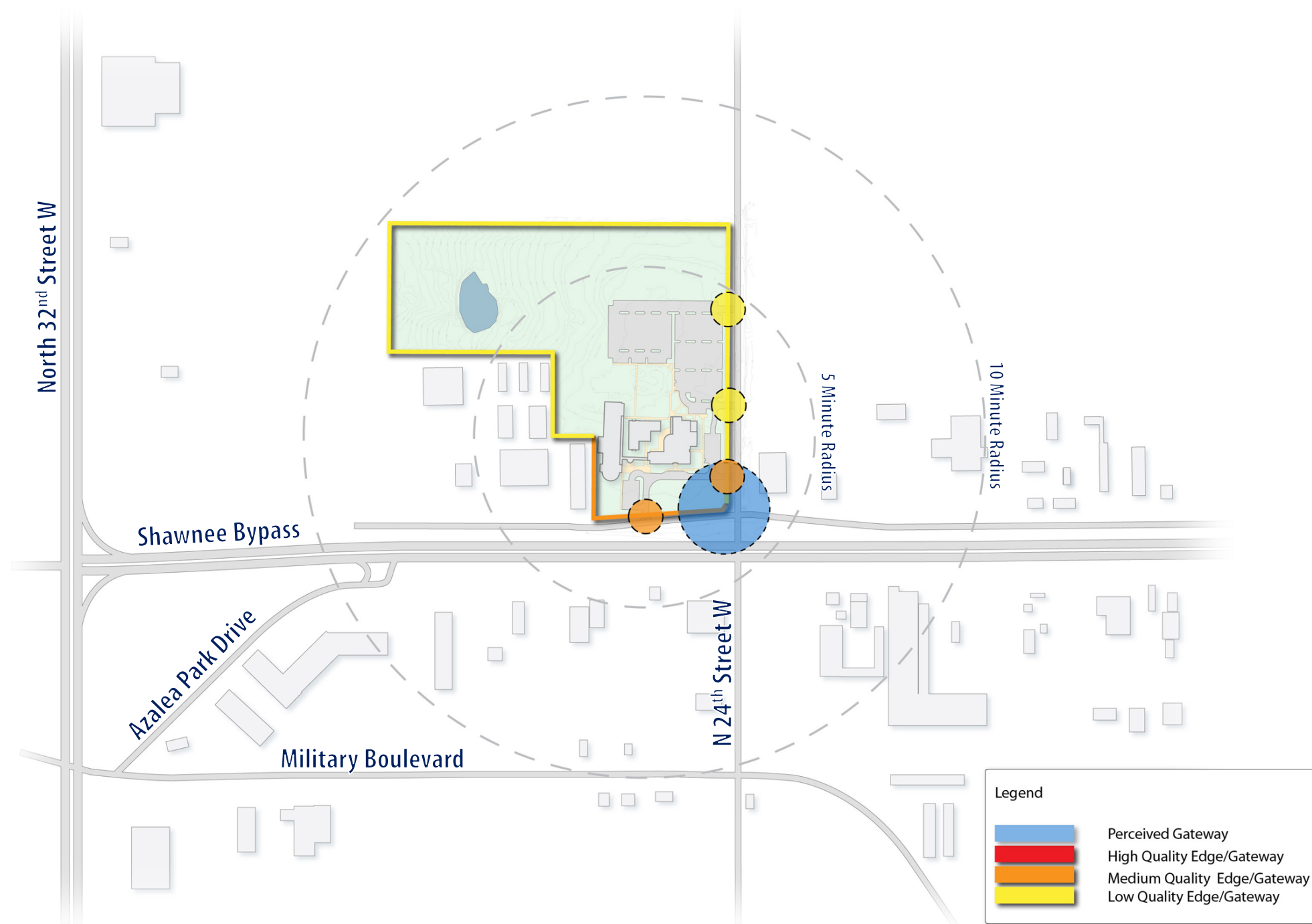
## Campus Gateways

### Assessment:

- Medium quality gateways visible from Shawnee Bypass
- Scale of signage does not capture attention of motorists

### Opportunities:

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



# Campus Site Analysis

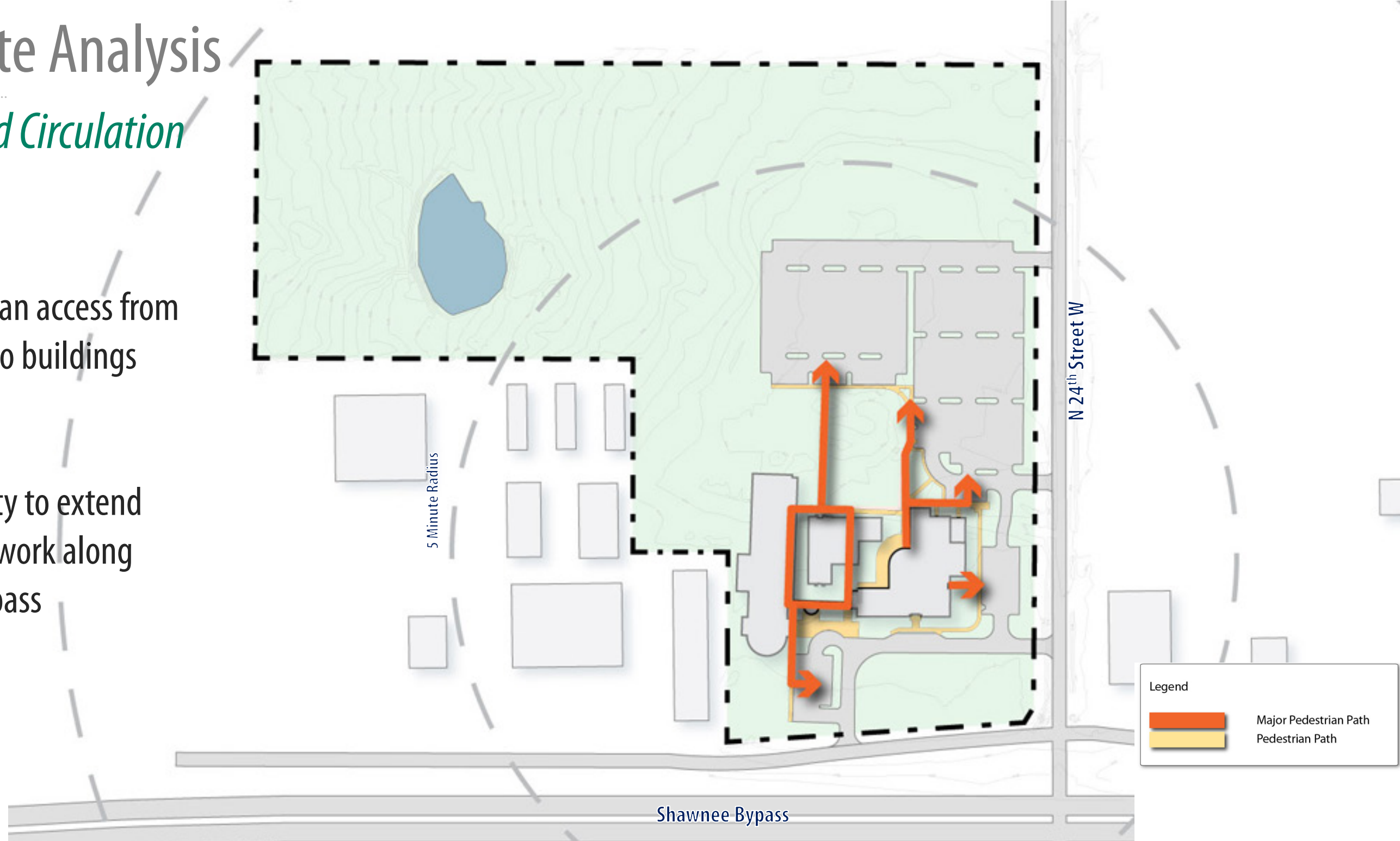
## *Non-Motorized Circulation*

### Assessment:

- Easy pedestrian access from parking lots to buildings

### Opportunities:

- Work with City to extend sidewalk network along Shawnee Bypass





# Campus Site Analysis

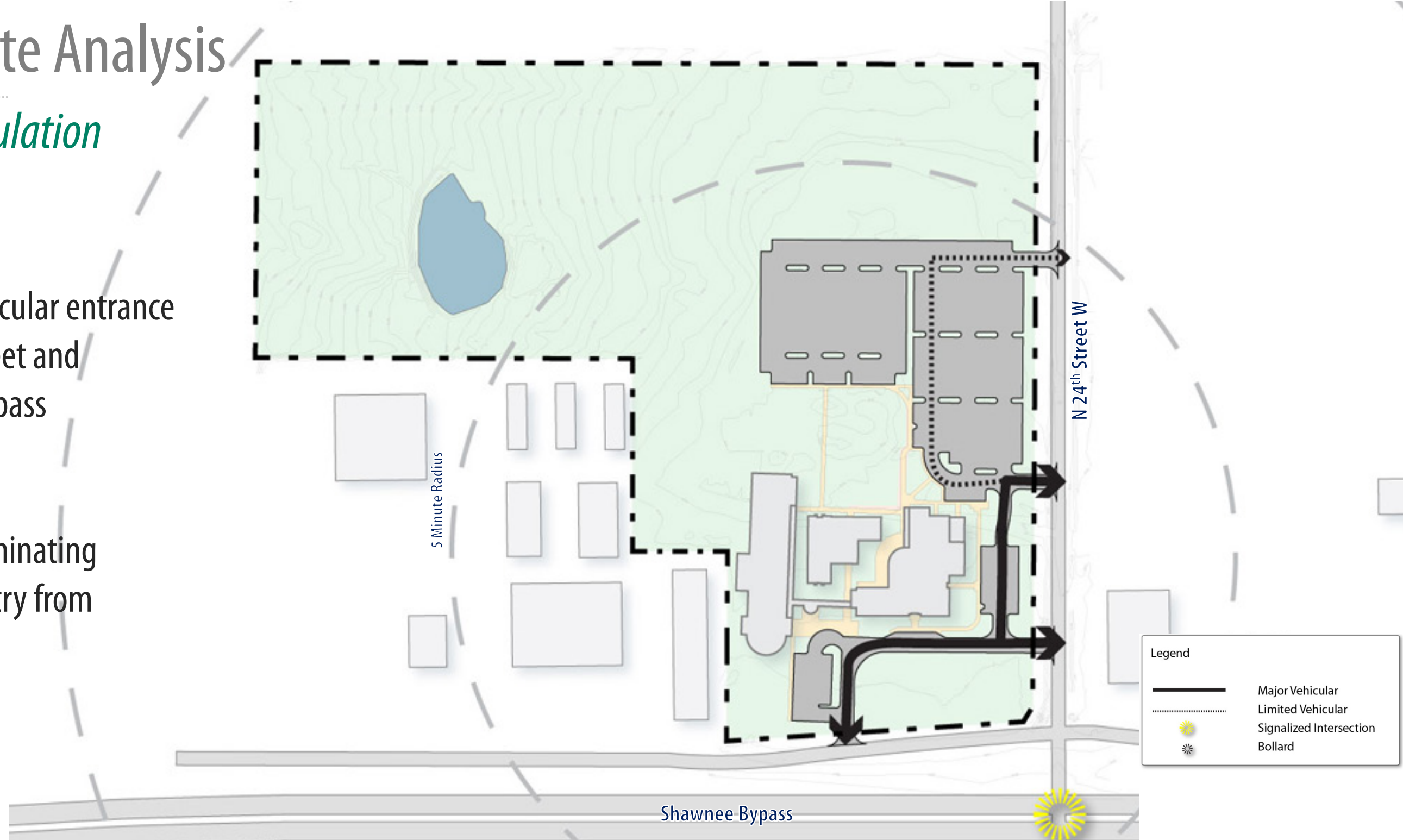
## *Vehicular Circulation*

### Assessment:

- Primary vehicular entrance at N 24<sup>th</sup> Street and Shawnee Bypass

### Opportunities:

- Consider eliminating vehicular entry from frontage



# Campus Site Analysis

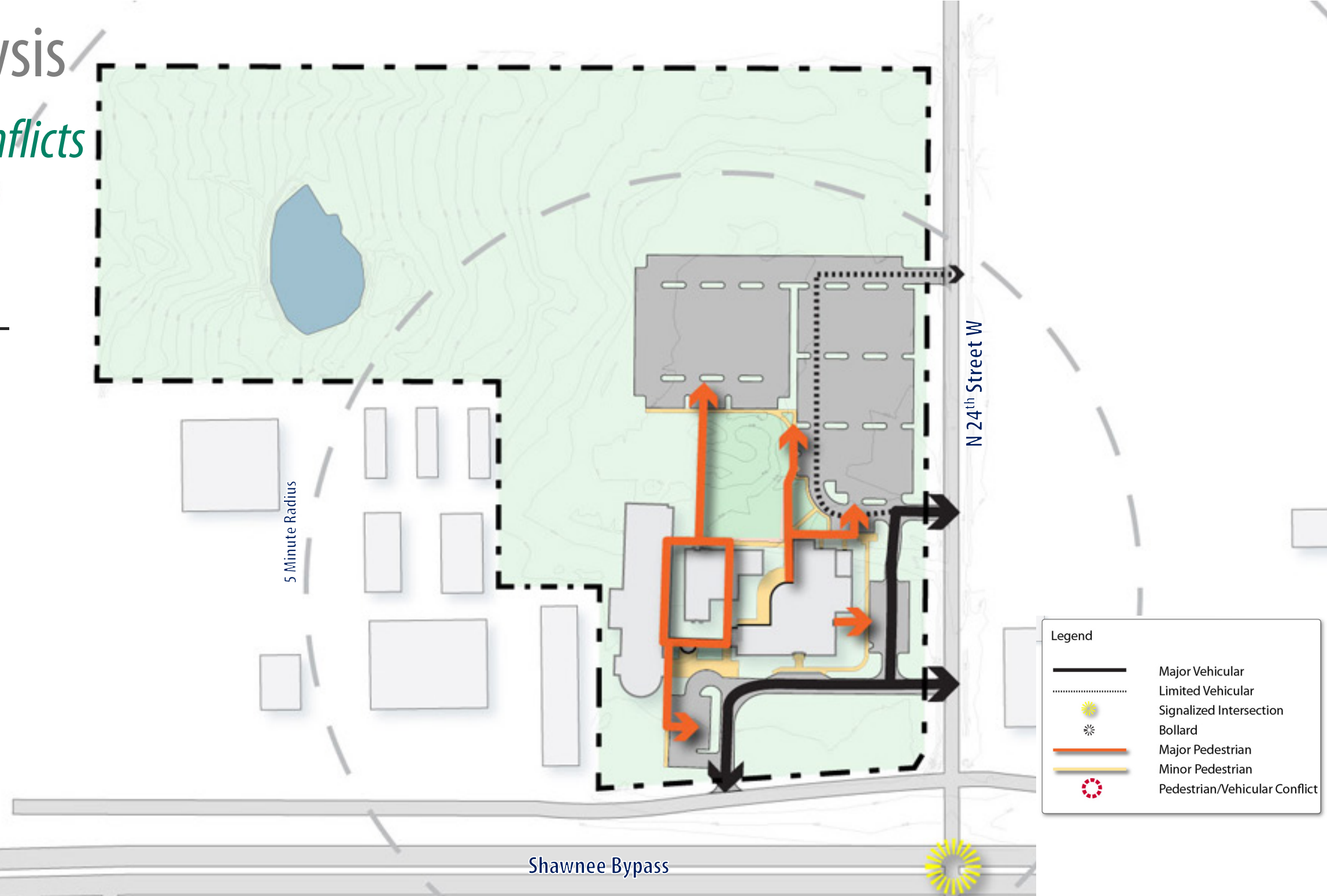
## *Pedestrian-Vehicular Conflicts*

### Assessment:

- No identifiable pedestrian-vehicular conflicts

### Opportunities:

- Future expansion should maintain this approach





# Campus Site Analysis

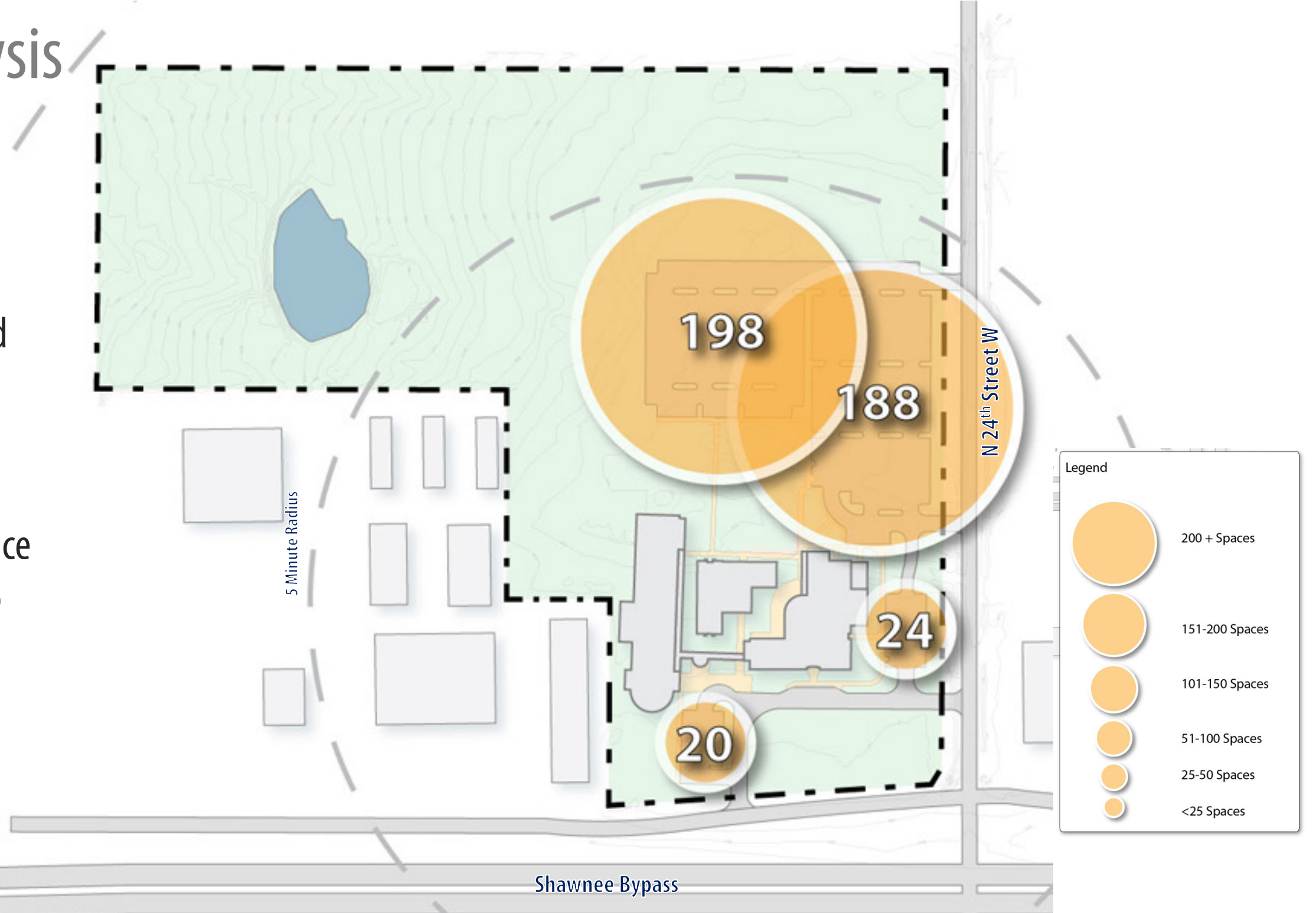
## *Vehicular Parking*

### 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

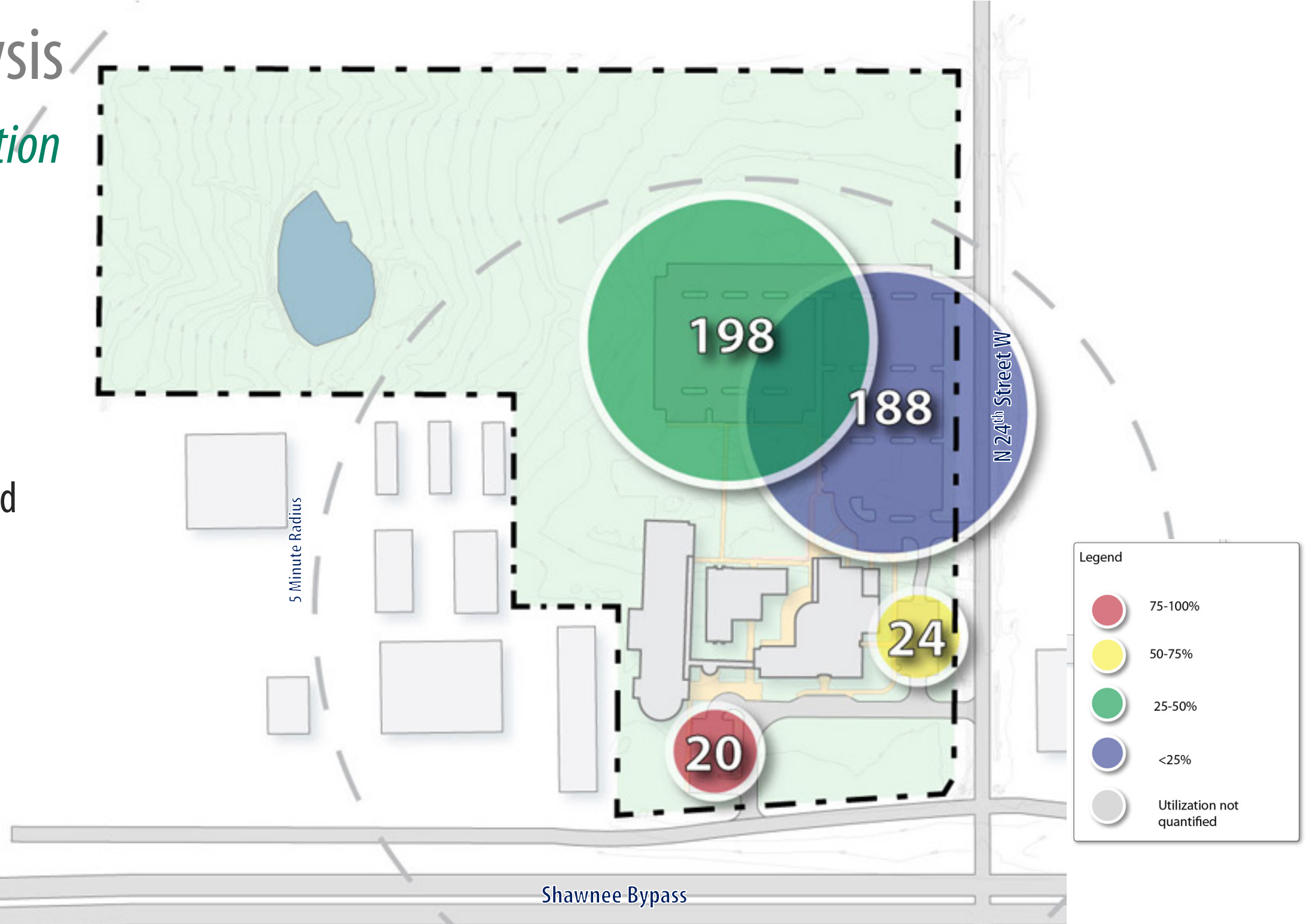
## *Vehicular Parking Utilization*

### Assessment:

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

### Opportunities:

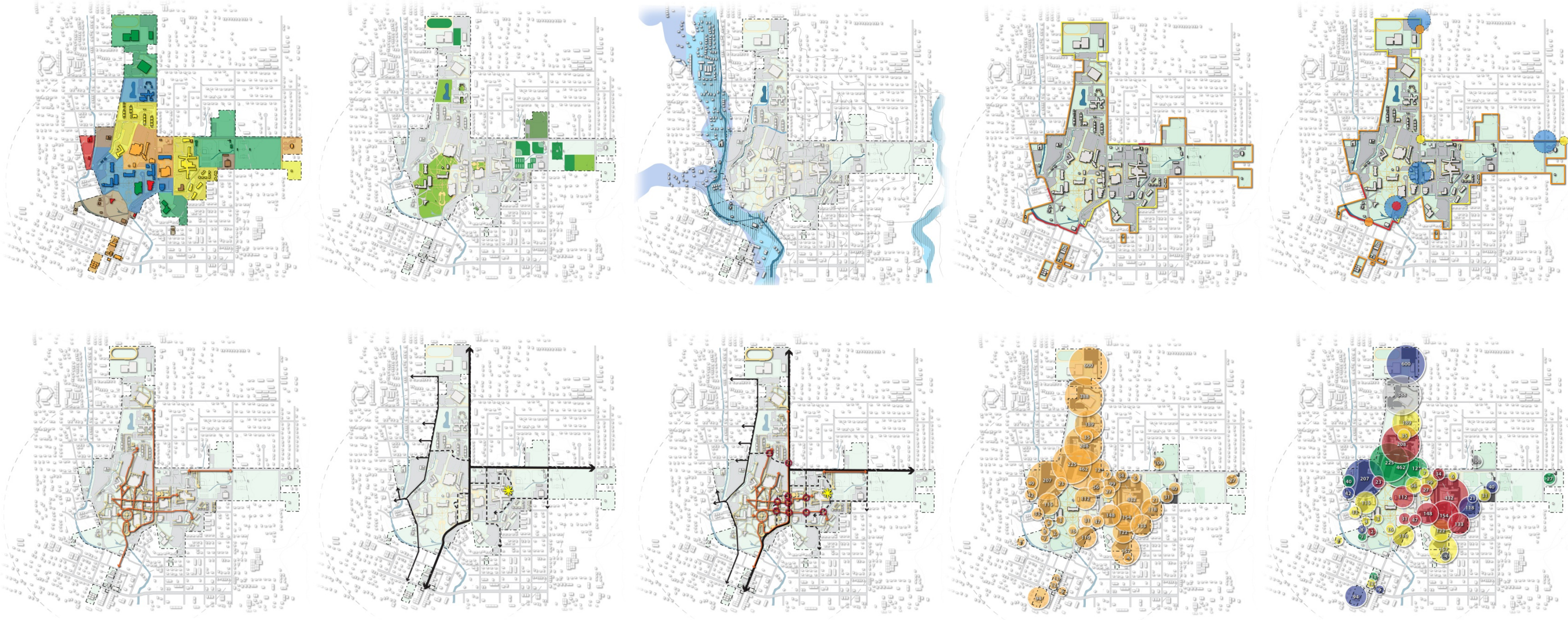
- Parking lot land presents opportunity for future development





# Campus Site Analysis

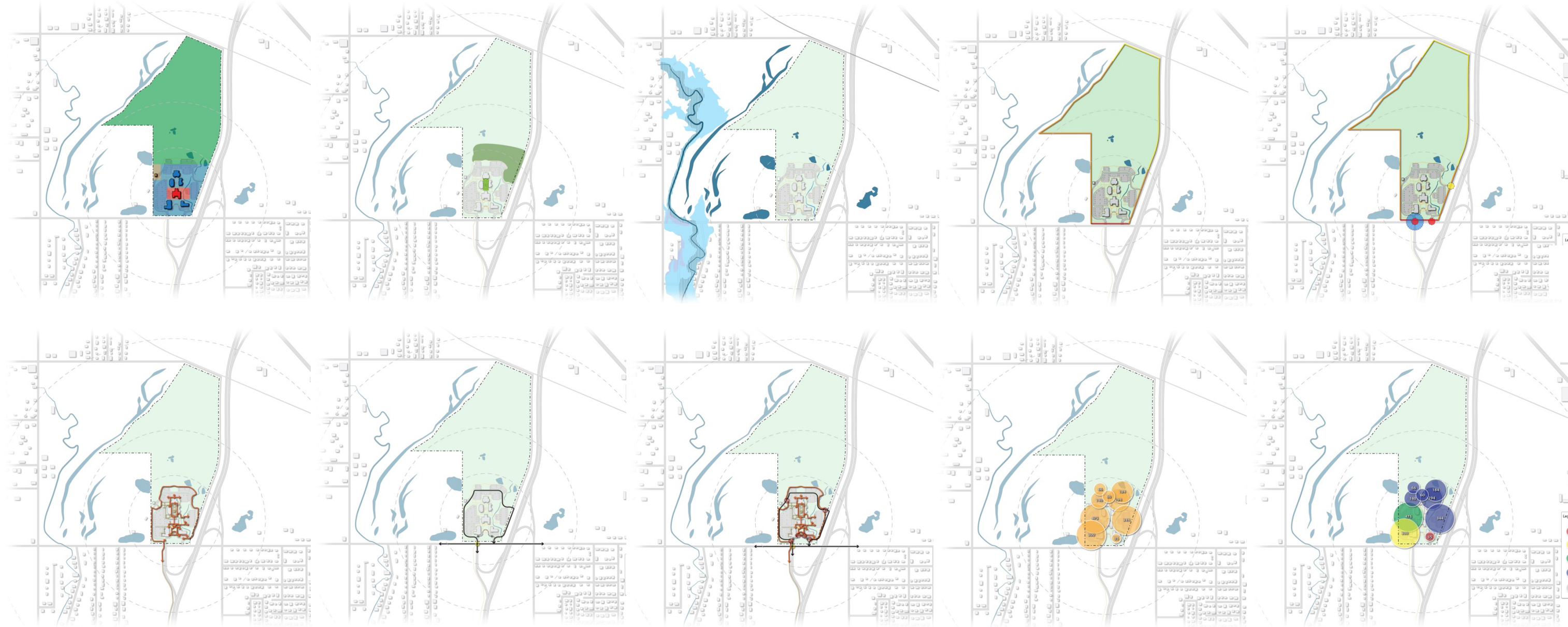
## Tahlequah Campus





# Campus Site Analysis

## *Broken Arrow Campus*







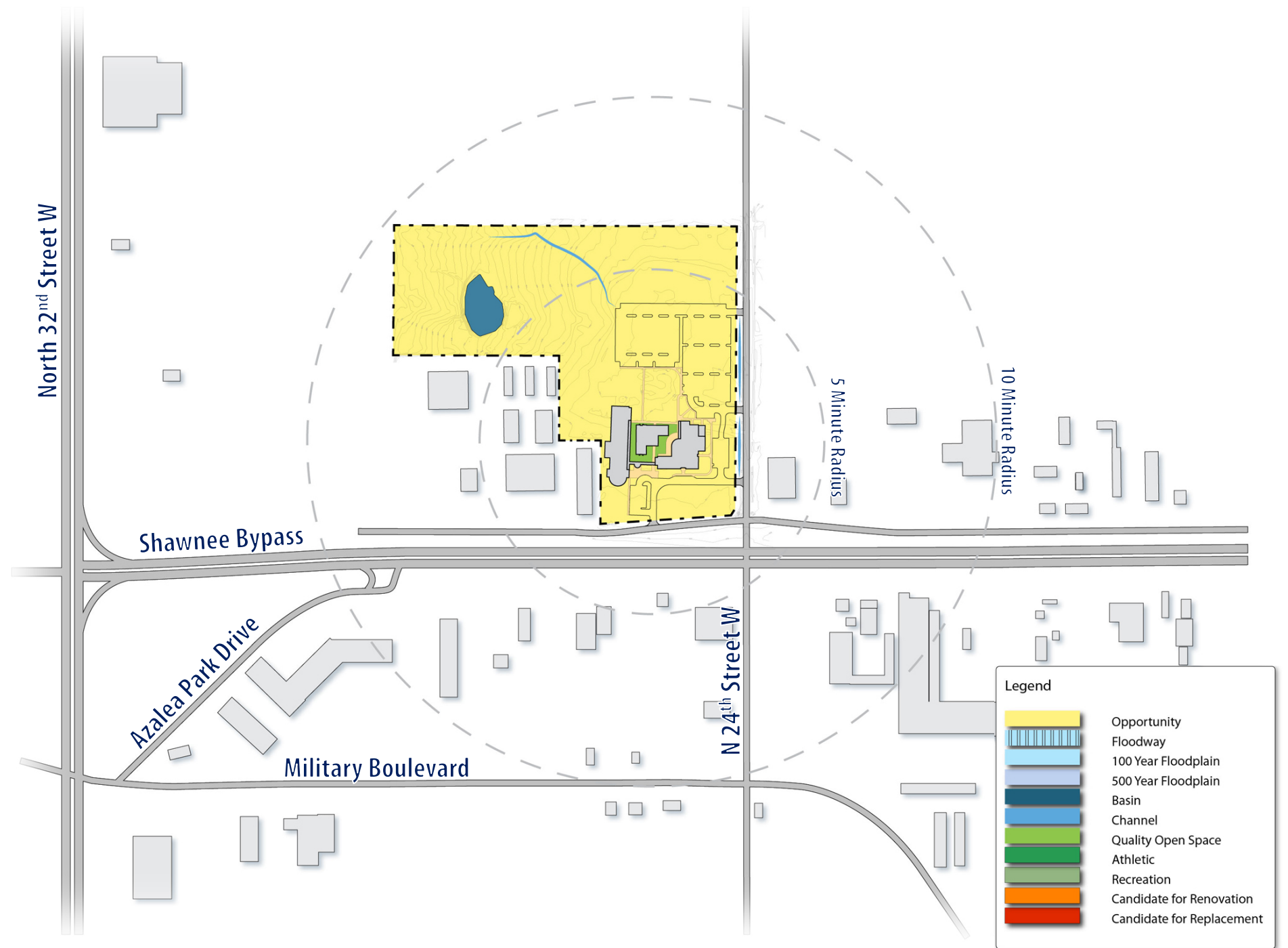
Framework Plan

# 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



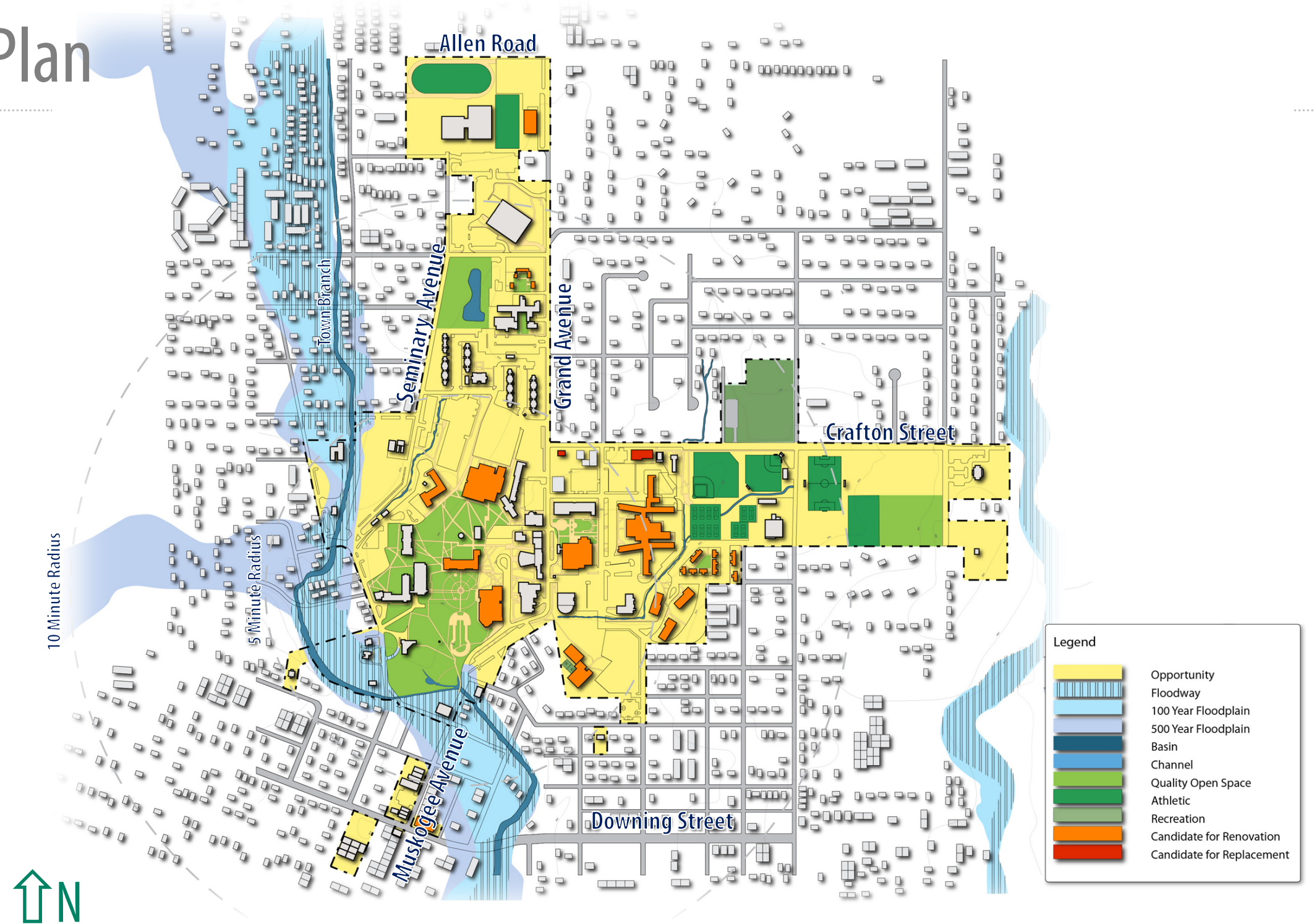


# Campus Framework Plan

## 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

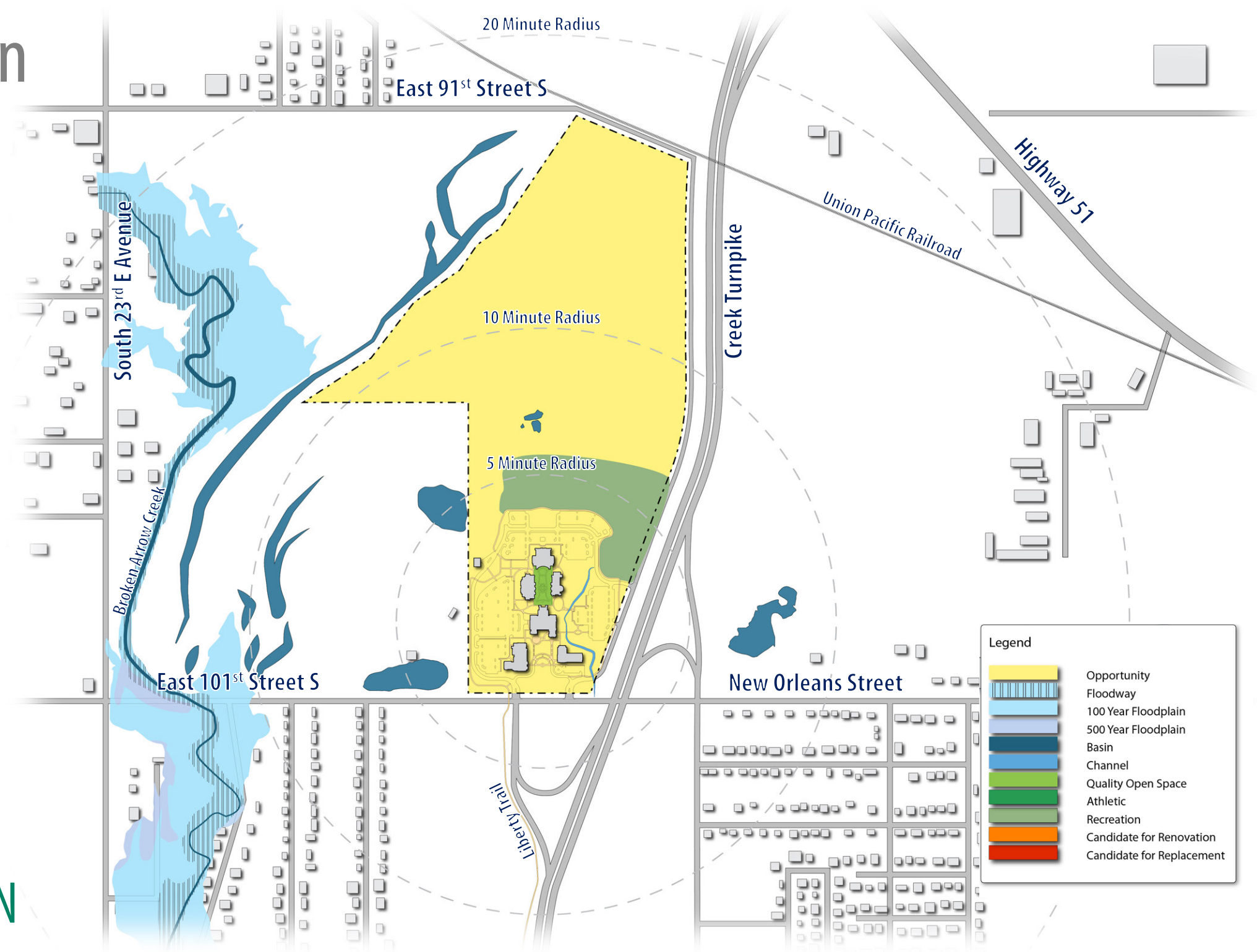


# Campus Framework Plan

## 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







Next Steps

# Next Steps

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## *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

