

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION



Agenda

April 27, 2006

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 27, 2006 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 27, 2006.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Thursday, April 27, 2006--9 a.m.
655 Research Parkway, Oklahoma City
Chairman Cheryl Hunter Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of the Chancellor.** (No Action, No Discussion).
6. **Introduction of New President.** Introduction of President Paul Sechrist, Oklahoma City Community College.

PRESENTATIONS

7. **Early Childhood Education Institute.** Update on Institute by representatives of the University of Oklahoma. Page 1.

ACADEMIC

8. **New Programs.**
 - a. University of Oklahoma. Approval of request to offer the Master of Arts in Applied Linguistic Anthropology. Page 3.
 - b. Rose State College. Approval of request to offer the Certificate in Realtime Voicewriting. Page 7.
9. **Program Deletion.** Approval of institutional request for program deletions. Page 11.
10. **American Diploma Project.** Report on Statewide Curriculum Alignment Initiatives. Page 13.
11. **Cooperative Alliances.** Approval with an exception to policy of four cooperative alliance agreements. Page 27.
12. **Academic Plans.** Acknowledgement of academic plans submitted by institutions. Page 31.

13. **EPAS.** Presentation of pilot project designed to infuse EPAS understanding and usage into low performing school districts in Oklahoma. Page 35.

FISCAL

14. **Tuition and Fees.**
 - a. Posting of FY07 Institutional Changes to Academic Service Fees. Page 39.
 - b. Approval of FY07 Tuition and Fee Guidelines. Page 45.
- 14.1 **Supplemental Allocation.** Page
 - a. Approval of FY-06 supplemental appropriation request for debt service. Page 46.1.
 - b. Approval supplemental allocation of appropriations to the Oklahoma Higher Learning Access Program. Page 46.3.
15. **Policy.** Approval of changes to State Regents' endowment asset allocation policy. Page 47.
16. **Investments.** Approval of investment managers. Page 49.
17. **EPSCoR.**
 - a. Approval of Contract and allocation of matching funds for NSF Grant. Page 53.
 - b. Approval of EPSCoR Grant Allocation of the OSU Nano Grant Renewal. Page 57.

EXECUTIVE

18. **Cimarron Broadband Projects.** Authorization to fulfill the directive from the U.S. Department of Education. Page 59.
19. **Employment Outcomes Report.** Acceptance of report on Oklahoma college graduates retained in the Oklahoma workforce. Page 63.
20. **Executive Session.** Page 67.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment, hiring, appointment, promotion, demotion, disciplining or resignation of any individual salaried public officer or employee, and pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions

Vote to return to open session.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs. Program Modifications. Approval of institutional requests. Page 69.
 - b. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 73.
 - c. Degree Program Inventory Reconciliation. Approval of Cameron University's (CU) request for degree program inventory reconciliation. Page 75.
 - d. GEAR UP. Ratification of GEAR UP College Access Subgrants to Oklahoma School Districts and School Sites. Page 77.
 - e. Capital. Ratification of capital allotments. Page 81.
 - f. Agency Operations.
 - (1) Ratification of purchases of \$25,000 and above. Page 83.
 - (2) Acceptance of Program Specific Audit on Cimarron Broadband Project, Year-ended 6/30/05. Page 85.
 - g. Non-academic Degrees.
 - (1) Ratification of posthumous degree for Rose State College. Page 87.
 - (2) Ratification of posthumous degree for Oklahoma Panhandle State University. Page 89.
 - (3) Ratification of posthumous degree for University of Oklahoma Health Sciences Center. Page 91.
 - (4) Ratification of honorary degree for Oklahoma State University. Page 93.
 - (5) Ratification of posthumous degree for Oklahoma State University. Page 94.1.
22. **Reports.** Acceptance of reports listed on Attachment "A."
23. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee.

- d. Technology Committee.
 - e. Investment Committee
24. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
25. **Announcement of Next Regular Meeting at 1 p.m. on Friday, May 26, 2006 at the State Regents' Office.**
26. **Adjournment.**

******There will be a Reception and Award Ceremony at 4:30 p.m. Wednesday, April 26 at the Presbyterian Health Foundation Conference Center followed by dinner at Trattoria il Centro Restaurant in Oklahoma City. No action will be taken at either event.***

ATTACHMENT "A"

22. **Reports.**

- a. Programs. Status report on program requests. Page 95.
- b. Annual Reports.
 - (1) Federal Teacher Education Report. Page 105.
 - (2) Policy Reporting Survey. Page 109.

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AGENDA ITEM #7:

Early Childhood Education Institute.

Oral Presentation.

Meeting of the
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AGENDA ITEM #8-a:

New Programs.

SUBJECT: University of Oklahoma (OU). Approval of request to offer the Master of Arts in Applied Linguistic Anthropology.

RECOMMENDATION:

It is recommended that the State Regents approve OU's request to offer the Master of Arts in Applied Linguistic Anthropology with the stipulation that continuation of the program beyond fall 2008 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 10 students in fall 2007 and graduate a minimum of five students in 2007-2008.

BACKGROUND:

Academic Plan

OU's 2005 Academic Plan lists the following institutional priorities:

- Improve graduation rates;
- Strategically select/grow research areas wherein Norman Campus has unique national niche; targeted areas allocated additional faculty lines/other support to insure growth;
- Recruit/retain/selectively grow faculty resources;
- Continue/stabilize capabilities to provide training for region/country, and alternative avenues for nontraditional students to obtain college degrees through College of Continuing Education (CCE); maintain level of research expenditures being generated through CCE; and
- Streamline centralized services through updated technology and continue embedding best practices of technology within curriculum across all academic disciplines.

APRA Implementation

Since 1991-92, OU has deleted 73 degree and/or certificate programs while adding 33 degree and/or certificate programs.

Program Review

OU offers 239 degree programs (105 baccalaureates, 79 masters, 51 doctorates, and four certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OU aligns its program review schedule with the accreditation cycles, so that programs are reviewed

when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

OU faculty developed the proposal, which was reviewed and approved by institutional officials and OU's governing board.

POLICY ISSUES:

This action is consistent with the State Regents' "*Policy Statement on Program Approval.*"

ANALYSIS:

Master of Arts in Applied Linguistic Anthropology

Program purpose. The proposed program will prepare students for original research on endangered languages, especially Native American languages in Oklahoma. Students will be prepared to document and analyze endangered languages through collecting narrative texts, recording vocabularies, and compiling grammatical descriptions of native languages.

Program rationale/background. Safeguarding the world's indigenous languages is the mission of the Applied Linguistic Anthropology program proposed by OU. Anthropologists and linguists unanimously agree that the world's languages are in crisis. With the rise of global colonialism over the past five hundred years, the total number of languages spoken throughout the world has been declining at an alarming rate. In North America, about 80 percent of our Native languages are currently considered "moribund," meaning that they survive only in the memory of a few elderly speakers who have not been able to pass them on to the next generation. The goal of this program will be to train a new generation of scholars to continue to document endangered languages around the world, but especially Native languages in Oklahoma. OU's Native American Language Program currently offers five native languages with nine instructors representing the Kiowa, Creek, Cherokee, Cheyenne, and Choctaw Tribes.

Employment opportunities. As international concerns grow about the future of the world's endangered languages, the demand for linguistic expertise has grown. OU reports that several tribes in Oklahoma have established revitalization programs for native languages which is driving a demand for trained personnel with strong backgrounds in applied linguistics and anthropology. Many tribes are searching for full-time specialists to work for their tribal education programs to ensure the language documentation and community-based education about tribal languages can continue on a daily basis. The need is particularly great for native scholars who can return to their home communities to start educational programs aimed at preserving their local linguistic heritage. Grant agencies, such as the National Science Foundation, the National Institute for the Humanities, and the Endangered Language Fund at Yale are looking to fund grants across the nation and provide employment for those with advanced degrees in linguistics. OU is confident graduates of the proposed program will have ample employment and research opportunities following graduation.

Student demand. The program is expected to enroll a minimum of 10 majors in fall 2007 and graduate a minimum of five students in 2007-08.

Duplication/Impact on existing programs. No other institution in the state offers a degree in this specific field of mass communications, so there is no duplication of other programs.

Curriculum. The proposed program will consist of 30 total credit hours from the following areas (Attachment A): core content courses (21 credit hours), guided electives (five credit hours), and thesis work (four credit hours). The program will require proficiency in a language other than English for admission to the program. Three new courses will be added and are asterisked.

Faculty and staff. Existing faculty in linguistics will teach the proposed curriculum, so no additional faculty resources are requested.

Support services. Facilities, library resources, and equipment are adequate. No additional support services are requested.

Financing. OU will utilize existing funding from the department. No additional funds are requested to support the proposed program.

Attachment

ATTACHMENT A

UNIVERSITY OF OKLAHOMA
 MASTER OF ART IN APPLIED LINGUISTIC ANTHROPOLOGY

<i>Core Coursework</i>		<i>21 Credit Hours</i>
ANTH 5013	Phonetics and Phonemics	3
*ANTH 5623	Descriptive Linguistic Methods I	3
*ANTH 5633	Descriptive Linguistic Methods II	3
ANTH 5363	Linguistic Anthropology	3
ANTH 5613	Morphosyntax	3
ANTH 6590	Fieldwork in American Indian Languages	3
ANTH 5223	Theories of Culture I	3
<i>Guided Electives (selected with advisor from the following courses)</i>		<i>5 Credit Hours</i>
ANTH 5043	Folklore, Folklife and Expressive Culture	3
ANTH 5123	Introduction to Sociocultural Anthropology II	3
ANTH 5153	Ethnography of Communication	3
ANTH 5212	Ethnographic Methods	3
ANTH 5330	Topics in Linguistic Anthropology	1-4
*ANTH 5483	Introduction to native American Languages	3
ANTH 6590	Fieldwork in American Indian Languages	3-6
LING 5023	Second Language Acquisition Theory	3
MLL 4813	Techniques of Teaching a Foreign Language	3
<i>Thesis Hours</i>		<i>4 Credit Hours</i>
DEGREE PROGRAM TOTAL		30 Credit Hours

*Asterisk denotes new courses.

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AGENDA ITEM #8-b:

New Programs.

SUBJECT: Rose State College (Rose). Approval of request to offer the Certificate in Realtime Voicewriting.

RECOMMENDATION:

It is recommended that the State Regents approve Rose's request to offer the Certificate in Realtime Voicewriting with the stipulation that continuation of the programs beyond fall 2009 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of seven students in fall 2008 and graduate a minimum of seven students in 2008-2009.

BACKGROUND:

Academic Plan

Rose's 2005 Academic Plan lists the following institutional priorities:

- Provide quality programs to maintain optimum enrollments, develop/aggressively market programs/services that effectively meet students/community needs;
- Improve the success rate of students so that they can progress toward academic goals, accelerate progress toward a learning-centered institution wherein student assessment/support services/teaching methodologies/institutional policies/course delivery are focused on improved student success/learning outcomes/goal attainment/degree completion;
- Acquire/effectively use state-of-the-art equipment/information technologies, support acquisition of and training in modern technology to allow for innovative development/revision of instructional/administrative/student support programs that keep pace with a modern technology-intensive workplace/competitive arena of educational service delivery;
- Enhance financial/physical resources, identify/secure new sources of funds/protect financial resources/create mutually beneficial cooperative ventures with external groups/organizations; and
- Improve institutional effectiveness/efficiency; engage in scenario analysis/ environmental scanning/identification of best practices/ongoing assessment of College operations/student outcomes/extensive staff development/internal communication initiatives/ constant improvement of College operations/procedures/other techniques to keep the College moving toward realization of its vision/mission.

APRA Implementation

Since 1991-92, Rose has deleted 41 degree and/or certificate programs while adding 23 degree and/or certificate programs.

Program Review

Rose offers 64 degree programs (29 associates, 26 associate in applied science, and nine certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, Rose aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

Rose faculty developed the proposal, which was reviewed and approved by institutional officials and Rose's governing board.

POLICY ISSUES:

This action is consistent with the State Regents' "*Policy Statement on Program Approval.*"

ANALYSIS:

Certificate in Realtime Voicewriting

Program purpose. The proposed program will prepare students for entry-level positions in the field of television broadcast captioning. Upon graduation, students will be able to produce realtime text from words spoken up to 200 words per minute or above in a variety of subject matters.

Program rationale/background. Communication Access Realtime Translator services, webcasting, and general transcription enables graduates to convert spoken words into readable text in realtime by means of advanced voice recognition technology developed especially for these careers. Important applications in this field enable millions of people with hearing loss to follow and understand live television programming, sports events, convention/stockholder meetings, or various other public meetings thus complying with the mandates of the Americans with Disabilities Act (ADA). Students not only learn behind-the-scene technicalities, but also learn the importance of having an extensive vocabulary, English skills, and an awareness of current events in order to effectively caption national and international events involving politics and government, science and medicine, news and sports, music and art, comedy and entertainment.

Rose met with its advisory committee for the Associate in Applied Science in Court Reporting and was advised that realtime voicewriting was needed to meet ADA requirements for broadcast captioning and the committee recommended that faculty at Rose pursue development of the certificate program to augment the credential in Court Reporting. Rose's request for the certificate in realtime voicewriting is its response to the recommendations of its advisory committee and local industry demands.

Employment opportunities. Graduates from this certificate program will be qualified to seek employment with captioning companies, universities or colleges, deaf/hard-of-hearing agencies, working with those facilities or out on their own with remote technical connections. As the only program in the state to offer the Associate in Applied Science in Court Reporting, Rose has over 50 students in this program and has found interest among these students for the added credential, as well as interest from practicing court reporters. Rose is confident graduates of the proposed certificate program will have ample employment and the certificate will enhance the development of incumbent workers as well.

Student demand. The program is expected to enroll a minimum of seven majors in fall 2008 and graduate a minimum of seven students in 2008-09.

Duplication/Impact on existing programs. No other institution in the state offers a certificate in this area, so there is no duplication of other programs.

Curriculum. The proposed certificate program will consist of 32 total credit hours (Attachment A) in the following areas: 23 credit hours in content and nine credit hours in electives. No new courses will be added.

Faculty and staff. Existing faculty will teach the proposed curriculum, so no additional faculty resources are requested.

Support services. Facilities, library resources, and equipment are adequate. No additional support services are requested.

Financing. Rose will utilize existing funding. No additional funds are requested to support the proposed program.

Attachment

ATTACHMENT A

**ROSE STATE COLLEGE
CERTIFICATE IN REALTIME VOICEWRTING**

<i>Core Coursework</i>		<i>23 Credit Hours</i>
CR 2602	Voicewriting Software	2
CR 2611	General Knowledge I	1
CR 2612	Realtme Voicewriting I+	2
CR 2621	General Knowledge II+	1
CR 2622	Realtme Voicewriting II+	2
CR 2631	General Knowledge III	1
CR 2632	Realtme Voicewriting III+	2
CR 2643	Realtme Voicewriting IV+	3
CR 2653	Realtme Voicewriting Internship+	3
BA 1403	Business English	3
BA 2413	Business Ethics	3
<i>Guided Electives (selected with advisor from the following courses)</i>		<i>9 Credit Hours</i>
Must be selected from courses within the Business and Information Technology Division that have not already been taken (ACCT, BA, CIT, CR, EC, ECON, LS, MGMT, MKTG, WEB)		
CERTIFICATE PROGRAM TOTAL		32 Credit Hours

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AGENDA ITEM #9:

Program Deletion.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve the institutional request for program deletions, as listed below.

BACKGROUND:

Connors State College (CSC) requests authorization to delete the Associate in Science in Chemistry (010) and the Associate in Science in Pre-Medical/Dental/Pharmacy (033).

POLICY ISSUES:

This action is consistent with the State Regents' "*Policy Statement on Program Approval*" and "*Policy Statement on Program Review*."

ANALYSIS:

CSC requests deletion of the Associate in Science in Chemistry (010). CSC reports this to be a low productivity program with little student demand. One student remains in the program and will graduate in May 2006. There are no funds available for reallocation.

CSC also requests deletion of the Associate in Science in Pre-Medical/Dental/Pharmacy (033). This also is a low productivity program with little student demand. There is one student in the program and will graduate in May 2006. Students will be advised into the Pre-Medical Professional option added to the Associate in Science in Biological Sciences. There are no funds for reallocation.

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AGENDA ITEM #10:

American Diploma Project.

SUBJECT: Report on activities related to the American Diploma Project (ADP) statewide alignment initiatives.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 2001, Achieve launched the American Diploma Project (ADP), in partnership with The Education Trust and the Thomas B. Fordham Foundation, to restore value to the high school diploma. In 2004, ADP published *Ready or Not: Creating a High School Diploma that Counts*, the result of two years of research conducted in colleges, universities and workplaces across the country. The report includes English and mathematics benchmarks that describe the specific content and skills that high school graduates need if they expect to succeed in postsecondary education or in high-performance, high-growth jobs. Subsequent ADP reports have assessed the rigor of state high school exit exams and high school course-taking requirements. The research shows that the real-world ADP expectations are significantly more rigorous than current high school standards.

At the close of the 2005 National Education Summit on High Schools, Achieve and 13 states formed the American Diploma Project (ADP) Network — an action-oriented coalition committed to improving America's high schools. Since the 2005 summit, the Network has grown to include 22 states, including Oklahoma. To participate in the ADP Network, each state must secure the commitment of the governor, the chief state school officer, the head of the state postsecondary system, and key business leaders to carry out the policy agenda. Each state is required to develop an action plan to significantly raise the rigor of the high school standards, assessments and curriculum and better align these expectations with the demands of postsecondary education and work.

Each participating state has committed to the following four actions:

- Aligning high school standards and assessments with the knowledge and skills required for success after high school.
- Requiring all high school graduates to take challenging courses that actually prepare them for life after high school.
- Streamlining the assessment system so that the tests students take in high school also can serve as readiness tests for college and work.

- Holding high schools accountable for graduating students who are ready for college or careers, and holding postsecondary institutions accountable for students' success once enrolled.

In Oklahoma, Governor Brad Henry, State Superintendent Sandy Garrett, Stan Lybarger (representing the Oklahoma Business and Education Coalition), and Chancellor Paul Risser have agreed to be a part of the ADP Network and to work together toward these four goals.

POLICY ISSUES:

The State Regents' *Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System* requires high school students seeking admission to college to have completed 15 units of core high school courses. Oklahoma's Promise - Oklahoma Higher Learning Access Program (OHLAP) requires a 17-unit core curriculum. The OHLAP requirements have been adopted as the default high school graduation curriculum beginning with the 2010 graduating class.

Additionally, the State Regents' *Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability* requires that institutions assess each student for entry level skills in mathematics, science, English, and reading. Students who do not meet minimum requirements must remediate those skills with a zero-level course before taking a college-level course in the subject area.

ANALYSIS:

Some foundational policies and activities already exist in Oklahoma that promote the ADP policy agenda:

- A 15-unit high school curricular requirement for college admission to Oklahoma's public institutions has been in place since 1994.
- The State Regents support the Oklahoma Educational Planning and Assessment System (OK-EPAS), a student assessment system that provides data to schools to help their students prepare for college-level work.
- The *Priority Academic Student Skills (PASS)* approved by the State Board of Education provides a statewide standard for Oklahoma high school course content.
- Oklahoma's Promise - OHLAP, implemented in 1996, provides free college tuition to students who meet income and GPA requirements, stay out of trouble, and complete a rigorous high school curriculum.
- High school end-of-instruction assessments in Algebra I, English II, Biology I, and U.S. History have been implemented.
- The Oklahoma legislature passed the *Achieving Classroom Excellent (ACE) Act of 2005*, establishing a default college preparatory curriculum for all high school students beginning with 2006-07 ninth graders and providing a college tuition waiver for concurrently enrolled high school seniors.
- Legislation introduced in 2006 would implement recommendations from the ACE Task Force including requiring students to pass four of seven end-of-instruction examinations to graduate from high school, developing a credential that would be recognized by postsecondary institutions and employers.

In order to promote the changes in policy and practice necessary to improve the preparation of high school students, an ADP Action Team has been formed consisting of two higher education faculty in English, two higher education faculty in mathematics, four K-12 representatives, and one representative from the business sector. In February 2006, this team of representatives attended an institute sponsored by the ADP to begin a state plan for improving alignment. The attached plan was drafted by the Team and approved by the State Board of Education in March 2006.

On April 10, 2006 a larger working group of six higher education and six K-12 faculty from the English and mathematics disciplines met with the ADP Action Team to provide feedback to the Team and to validate the PASS alignment with national college and work-readiness standards: ADP benchmarks and the ACT standards in English and mathematics. This working group will continue to meet and discuss these benchmarks throughout the summer. The ADP Action Team will attend two additional Achieve sponsored alignment institutes in May and July 2006 to continue the alignment process.

The expected outcomes from this project include:

- Implementing of statewide standards for the high school curriculum that align with the expectations of faculty in higher education institutions and employers across the state.
- Recommending future efforts in standards and assessments to state leaders.
- Using the information from the alignment process to inform decisions related to assessment for high school graduation and college placement.
- Distributing information on the importance of rigorous preparation for life after high school.

The State Regents have long advocated early and rigorous high school preparation for college. Participation in this project is consistent with Brain Gain goals of producing more college graduates, and with the State Regents' Public Agenda.

Attachment



Oklahoma State Action Plan American Diploma Project Network (ADP)

The Challenge

Nationally, high schools are not preparing enough students for success in college and the workplace. Nearly a quarter of students drop out of high school without graduating, and large numbers of those who do earn a diploma often find they are not adequately prepared for the next step. Nearly one-third of high school graduates who go to college are immediately enrolled in remedial courses due to gaps in their preparation. Employers also report that a significant number of those they hire right out of high school have serious deficiencies in mathematics, reading and writing skills.

In Oklahoma, education, business, legislative and other state leaders joined together in 1990 to begin a journey ensuring high standards and focusing on success for all students. The state of Oklahoma's long history of serious education reform has resulted in a standards-based curriculum, multiple-aligned assessments, and a strong accountability system for public schools. The state has continued to build on this foundation and was recognized by the Education Commission of the States in 2004 as one of the top states in implementation of the *No Child Left Behind Act* (NCLB).

However, in Oklahoma, for every 100 ninth-grade students:

- 73 graduate from high school four years later (which ranks the state 22nd nationally);
- 36 students immediately enter college (34th nationally);
- 23 students are still enrolled in their second year of college, (ranking falls to 38th); and
- 13 students graduate with either an associate's degree in three years or a bachelor's degree in six years (drops Oklahoma to a 40th national ranking).

This is particularly problematic at a time when experts say that roughly two-thirds of new jobs will require some education beyond high school (college, work, apprenticeships or military).

Enrollment, Completion and Test Data

- Of the fall 2003 first-time freshmen direct from Oklahoma high schools 35% enrolled in remedial courses down from 36.3 % in 1997.
- The percent of Oklahoma's population 25 years or older with a bachelor's degree or higher is 26.5%.
- Six-year graduation rates of entering freshmen at the research universities was 60.2 % in 2003; regional universities was 38.3 % and three-year graduation rates at the community colleges was 32.8 % during the same period.

- In 2005, 68% of high school students did not attain proficiency on the Algebra I End-of - Instruction exam.
- In 2005, 31% of high school students did not attain proficiency on the English II End-of-Instruction exam.

As Thomas Friedman (*The World is Flat*), Bill Gates and many others have observed, nations such as China and India have recognized that educational excellence is the key to future economic prosperity and have organized accordingly. Unfortunately, too few of our graduates are academically competitive and the education gap is widening. Without significant improvements to our educational system, the future well-being of our economy and communities are at risk.

Employers know it. They estimate that about half of high school graduates do not have the skills to advance beyond low-paying, entry-level jobs. College professors know it. They estimate that more than four in ten entering freshmen are not prepared for college courses. The American public knows it. Strong majorities favor sweeping improvements to high schools. And students know it. Less than one-quarter say they were significantly challenged in high school and more than two-thirds wish they had worked harder. Now it is up to Oklahoma to act quickly and decisively to ensure that all Oklahoma students graduate well prepared.

Oklahoma's Response

Oklahoma has joined with 21 other states in the American Diploma Project (ADP), an effort to raise expectations and achievement in our high schools so that all students graduate with the knowledge and skills they need to be successful in college and work. Oklahoma has established foundational policies to ensure all students are prepared for college and career. Effective July 1, 2005, the *Achieving Classroom Excellence Act of 2005* established a default college preparatory curriculum for all students beginning with the 2006-2007 school year. The college preparatory curriculum is aligned with the demands of college and work, providing students with the academic foundation necessary for success in a global economy.

These significant steps position Oklahoma for improved student preparation. Additional work remains as Oklahoma continues to determine strategies and programs to ensure all students graduate from high school well prepared for 21st century demands.

In order to promote the changes in policy and practice necessary to improve the preparation of our high school students, Oklahoma has formed an American Diploma Project Action Team which is a growing group of key supporters that will be instrumental in shaping and implementing Oklahoma's ADP agenda. Over the next two years, Governor Brad Henry, State Superintendent of Public Instruction Sandy Garrett, and the Chancellor of Higher Education Paul Risser, will work with the ADP Action Team, including leaders from the PK-12 and postsecondary education communities, the business community, and the civic community to realize the imperatives of the American Diploma Project.

The American Diploma Project includes four areas of focus:

- **Standards**
Align academic standards in high school with the expectations for college and workplace success, so that all students who meet the standards are prepared for their next steps in life.
- **Course Requirements**
Upgrade high school course requirements so that all students are required to complete a college- and work-ready curriculum in order to earn a high school diploma.

- **Assessment**
Design selected high school tests in English and mathematics so that the tests students take in high school can also serve as readiness tests for college and work.
- **Accountability**
Provide an accountability system that holds high schools accountable for the success of their students.
Develop an accountability system to hold colleges accountable for the success of their students.

Oklahoma American Diploma Project Action Plan 2006-2008

Part 1: Standards

Alignment of High School Expectations with Demands of College and Work

Oklahoma has a long history of focusing on alignment. Oklahoma will take the following actions to align high school standards and course requirements with what students need to know and be able to do to succeed in college and the workplace. The American Diploma Project Alignment Team plans to gather high school teachers and administrators, postsecondary faculty and employers from across the state to work together to verify the alignment of Oklahoma standards with demands of college and work.

Academic Standards for College and Work

Action 1 (complete):

Develop rigorous high school academic content standards, the *Priority Academic Student Skills (PASS)*.

Action 2 (complete):

Benchmark the *PASS* against national college and work-readiness standards: The American Diploma Project staff benchmarked the *PASS* in secondary English and mathematics with the American Diploma Project (ADP) benchmarks and the ACT college readiness standards.

Action 3 (February – June 2006):

Solicit feedback on the college and work readiness standards in English and mathematics, established in Oklahoma's *Priority Academic Student Skills (PASS)*, from postsecondary and business communities.

Action 4 (March – September 2006):

Meet with American Diploma Project Alignment Institute Team to create a document that aligns ADP Benchmarks and state academic content standards in mathematics and language arts with Oklahoma workplace tasks and college course tasks.

Action 5 (May – September 2006):

Convene postsecondary and business communities to validate that if students meet the state's academic content standards, the *Priority Academic Student Skills (PASS)*, they will be ready for success in college and careers.

Part 2: Course Requirements

Oklahoma requires a rigorous college- and work-preparation curriculum which becomes the default high school course and credit requirements for all students.

Action 1 (2006-2007 School Year)

Achieving Classroom Excellence Act of 2005 states that beginning with students entering the ninth grade in the 2006-2007 school year, all students shall complete a college preparatory curriculum. A student may enroll in a curriculum that does not meet the college preparatory requirements upon approval of the parent or legal guardian of the student.

Action 2 (2005-2007)

Identify programs needed to support the implementation of the new testing and course requirements as established in the *Achieving Classroom Excellence Act of 2005* and recommended by the ACE Task Force, including intervention strategies and remediation options for students, and recommend ways to provide information to teachers, parents, and students that will emphasize the ACE initiative as a tool to improve student success.

Action 3 (2006-2008)

Legislation introduced in the 2006 legislative session provides that the State Board of Education shall be authorized to contract with an entity to develop and advise on the implementation of a communications campaign to build public understanding of and support for high school testing requirements.

Action 4 (2005-2008)

Increase the number of high school students participating in proven, credit-based transition programs (Advanced Placement, International Baccalaureate, Concurrent Enrollment) and the number of students earning college credit while in high school. *The Achieving Classroom Excellence Act of 2005* provides that each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six (6) credit hours per semester. Enrollment in Advanced Placement, International Baccalaureate and Concurrent Enrollment courses will reflect the diversity of the student population at the state, school, and institutional levels.

Action 5 (Current)

Continue the Oklahoma Higher Learning Access Program (OHLAP) which requires college preparatory curriculum be completed to be eligible to receive college tuition waiver.

Part 3: Assessment

August 2005 – August 2008

Oklahoma plans to maintain and expand its system for holding high schools accountable for graduating students who are prepared for college and work. *The Achieving Classroom Excellence Act of 2005* establishes that students demonstrate mastery of four out of six end-of-instruction assessments to receive a high school diploma.

Action 1 (2006)

Continue with the operational administration of Algebra I, English II, Biology I, and United States History end-of-instruction assessments.

Action 2 (2008-2009 School Year)

The *Achieving Classroom Excellence Act of 2005* requires the following:

Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in a minimum of four out of six selected subject areas in order to receive a high school diploma from a public school in Oklahoma.

2006 proposed legislation requires students demonstrate mastery in a minimum of four out of seven end-of-instruction tests to include: Algebra I, English II, Biology I, United States History, Geometry, Algebra II, and English III.

Action 3 (2006 Proposed Legislation)

State Board of Education shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-2007 school year. Implement the tests during the 2007-2008 school year and administer them each year thereafter.

Action 4 (2006 Proposed Legislation)

Proposed legislation indicates that subject to the availability of funds, the State Board of Education shall annually release end-of-instruction test items and make them available to the public. Currently end-of-instruction test items are publicly available for Algebra I, English II, Biology I, and United States History.

Action 5 (2006-2008)

The State Board of Education shall seek to implement an electronic delivery system for all tests administered pursuant to the Oklahoma School Testing Program Act that will allow students to participate in computer-based assessments in order to expedite the delivery and use of the test results.

Action 6 (2006-2008)

Develop strategic plan for ensuring all high schools have the technology capacity necessary for online test administration and scoring.

Action 7 (2006-2008)

Continue to participate with other states in the ADP Network Algebra II collaborative test development project.

Action 8 (2007-2008)

Develop plan for postsecondary institutions to use new high school exams (Algebra II and English III) for college placement purposes.

Action 9 (2008-2009)

Develop an Achieving Classroom Excellence (ACE) credential or portfolio to be branded and recognized by institutions of higher education, career technology centers, and business and industry which should include but not be limited to each student's:

1. High school transcript/end-of-instruction test scores/diploma
2. Work samples
3. College-entrance exam scores
4. Advanced Placement scores
5. ACT WorkKeys scores
6. Documentation of internship or apprenticeship work

Additional items may be suggested by ADP Team

Action 10 (Current)

Continue the statewide Educational Planning and Assessment System (EPAS). This voluntary assessment system provides the EXPLORE assessment in the eighth grade and the PLAN assessment in the 10th grade. EPAS assessments provide data to schools to help them help their students prepare for the ACT assessment used for admittance and placement within the Oklahoma institutions of higher education.

Action 11 (2008-2009)

Encourage employers to use ACE credential which includes high school transcripts and end-of-instruction tests in hiring decisions.

Action 12 (2006-2008)

Inform and engage stakeholders throughout the process. Communicate policy changes widely and consistently.

Action 13 (2006-2008):

Explore best practices for institutional incentives and sanctions aligned to improvements in degree completion. Currently, the Oklahoma State Regents for Higher Education provide Improvement Grants to assist higher education institutions with strategies to increase degree production, retention rates and/or graduation rates institution wide or within targeted subpopulations.

Part 4: Accountability

Oklahoma state and district report cards are available to the public on the Oklahoma State Department of Education Web site. The state's accountability system, the Oklahoma Academic Performance Index (API), has seven indicators mandated by state law which are divided into three categories or components: Oklahoma School Testing Program (utilizes reading and mathematics results from all state-mandated tests); School Completion which includes attendance, dropout and graduation rates; and Academic Excellence which utilizes ACT scores and participation, Advanced Placement credit, and college remediation rates in reading and mathematics.

Action 1 (2006-2007)

Seek approval of Oklahoma's American Diploma Project Action Plan by state education boards.

Action 2 (2006-2007)

Solicit feedback from all stakeholders on Oklahoma's American Diploma Action Plan with a stakeholder meeting.

Action 3 (2006-2007)

Post Oklahoma's ADP Action Plan on stakeholder Web sites.

Action 4 (2007-2008)

Link and report data across the K-12 and postsecondary systems in ways that can foster improved student achievement. Establish longitudinal data system to track student progress from elementary through middle and high school and into postsecondary. Share college persistence and success data with high schools to inform instructional practice and curriculum alignment.

The Wave, Oklahoma's state student information system, a secure data system, is a valid, uniform, comprehensive and reliable education information system providing a basis for effective decisions regarding public schools and individual students. This technology enables all 540 districts in the state to participate in the benefits and outcomes of the development of a Student Locator system. Unique student identifiers allow the tracking of progress of individual students throughout their education careers in Oklahoma, including through career technology and postsecondary education.

The Wave brings together unconnected software applications using platform-independent technology for better decision making and statistical reporting purposes. Annual test scores, attendance, graduation rates and other indicators used to measure student progress are brought together in an interoperability framework. Teachers, administrators and local and state leaders can now make data driven decisions regarding the progress of all students. Included in the development of this system are the new requirements for the NCLB determination of adequate yearly progress for schools and districts. In the expansion phase of this system over the next few years, the Wave will include such components as a decision support system, electronic transcripts, and highly qualified teacher status.

Action 5 (Current)

Continue to provide data for the Standard and Poor's School Matters Web site - <http://schoolmatters.com>. This Web site includes data elements available to the public for two consecutive years including:

- State test reading proficiency rates and number of students tested.
- State test mathematics proficiency rates and number of students tested.
- Proportion of students enrolled that have economic disadvantages.

Standard and Poor's highlights the state's outperforming school districts to highlight effective strategies and best practices that can help lower-performing peers make needed improvements necessary to impact student achievement.

Oklahoma plans to consider additional strategies at the college level to develop a system to hold colleges and universities accountable for the success of students they have enrolled.

Action 6 (2006-2008):

Determine ways to improve the experiences students have after they enroll in college, including the full range of institutional policies and practices that support achievement, persistence, and success.

Action 7 (2006-2008):

Begin discussions about developing a college report card, which includes persistence data, to place greater public emphasis on the importance of seeing students through to degree completion.

Action 8 (2006-2008)

Develop communications plan to inform and engage key stakeholders throughout the process. Communicate policy changes widely and consistently.

Oklahoma American Diploma Project Action Team

Members

Governor Brad Henry
State Superintendent of Public Instruction Sandy Garrett
Chancellor of State Regents for Higher Education Paul Risser
Chair of the Senate Education Committee, Senator Susan Paddock
Ranking Minority member of the Senate Education Committee
Chair of the House Education Committee, Representative Odilia Dank
Ranking Minority member of the House Education Committee
Oklahoma Business Education Coalition Chair, Stan Lybarger

Key Representatives from the following:

Oklahoma Chamber of Commerce
Oklahoma Business Education Coalition
Economic Development
Key Businesses/Industries
Oklahoma Curriculum Consortia
Oklahoma Department of Career and Technology Education
Oklahoma K-12 State Board of Education
Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
State Universities/Colleges
Private Universities/Colleges
Cooperative Council for Oklahoma School Administration (CCOSA)
Oklahoma Elementary Principals Association
Oklahoma Secondary Principals Association
Oklahoma Education Association (OEA)
American Federation of Teachers (AFT)
Association of Professional Oklahoma Educators Association (APOE)
Oklahoma State School Boards Association
School Counseling Association
Exceptional Learners – (Gifted and Talented and Special Education)
Oklahoma Parent Teacher Association
Civic Organizations
Community Based Organizations

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AGENDA ITEM #11:

Cooperative Alliances.

SUBJECT: Approval of Cooperative Alliance Agreements between State System institutions and technology centers and accompanying exceptions to State Regents' policies.

Report on technical course equivalency and academic service fees.

RECOMMENDATION:

It is recommended that the State Regents approve with an exception to policy cooperative alliance agreements between

Rose State College and Mid-Del Technology Center,

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM)/Northern Oklahoma College and Meridian Technology Center,

OSUTB-OKM/Rogers State University/Northeastern Oklahoma A&M College and Northeast Technology Center, and

OSUTB-OKM/Seminole State College and Wes Watkins Technology Center.

BACKGROUND:

In 1988, the State Regents approved the "*Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.*" The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreements are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college-level certificate and subsequent employment in occupational and technical fields. Currently, 350 cooperative agreements involving 125 AAS programs are offered through 18 colleges and 29 technology centers within Oklahoma and two out-of-state technology centers.

In October 2000, survey data reported to the State Regents from colleges, universities and technology centers indicated an increasing number of cooperative agreements and increasing numbers of credit hours awarded through these agreements since implementation of the policy in 1988. However, the number of degrees conferred through these agreements remains very low. State Regents' staff studied these data and began development of a more effective model for partnerships with the Oklahoma Department of Career and Technology Education (ODCTE).

The cooperative agreements tend to be institution-centered and based on individual agreements between one higher education institution and one technology center for one specific AAS

program. There are limitations and inconsistencies across the system for students involved in these cooperative agreement programs, student tracking is difficult, college credit is not transferable, academic quality control is inconsistent, opportunities for efficiencies are limited, student services are limited, and completion rates are low.

The purpose of the Cooperative Alliances is to create a more student-centered collaboration between higher education institutions and technology centers. The goals of this collaboration are (1) increase the number of high school students going to college, (2) increase the number of adults continuing or beginning college, (3) expand access to postsecondary education, and (4) efficiently use federal, state and local resources. Cooperative Alliances are voluntary partnerships between a higher education institution and a technology center that align academic, business, and administrative practices for postsecondary educational purposes. Partners create a relationship and develop a business plan with operational procedures and report annually on outcomes.

Beginning in spring 2004, State Regents’ staff met with the Council on Instruction, the Council of Presidents, and other stakeholders to discuss development of a Cooperative Alliance model. Based on these discussions and meetings with ODCTE administrators, three colleges (Northern Oklahoma College, Oklahoma City Community College, and Western Oklahoma State College) and three technology centers (Autry Technology Center, Francis Tuttle Technology Center, and Southwest Technology Center) volunteered to serve as pilot sites. These pilot sites are representative of the diversity of the system, including rural and metropolitan sites, and those with extensive and limited existing cooperative agreement programs.

In March 2005, the State Regents approved the three pilot sites to begin enrolling students in Fall 2005 and approved an exception for concurrent enrollment in the “*Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System*” for high school students enrolling in technical programs and courses. The policy exception allows an eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school may, if s/he meets the requirements set forth below, be admitted to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

<u>Regional Universities and Community Colleges</u>	<u>ACT/SAT at the 42nd percentile or an ACT PLAN score that predicts such student performance</u>	<u>OR</u>	<u>High School GPA 2.5</u>
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For Fall 2005, the ACT score requirement was 19 and the ACT PLAN score requirement was 15. In addition to meeting the requirements above, students must provide a letter of support from the high school counselor and written permission from a parent or legal guardian. All other concurrent admission policy requirements remain in effect for technical students, including retention standards.

At the December 2005, February 2006, and March 2006 meetings, the State Regents approved 15 more cooperative alliance agreements. The same policy exception for concurrent enrollment was approved also. The following table lists the technology centers that have approved agreements with higher education institutions.

Technology Center	Higher Education Partner
Autry Technology Center	Northern Oklahoma College
Caddo Kiowa Technology Center	Redlands Community College
Canadian Valley Technology Center	Redlands Community College
Central Tech, Drumright	OSUTB-OKM
Chisholm Trail Technology Center	Northern Oklahoma College
Francis Tuttle Technology Center	Oklahoma City Community College
Gordon Cooper Technology Center	Seminole State College
Great Plains Technology Center	Western Oklahoma State College
Green Country Technology Center	OSUTB-OKM
Indian Capital Technology Center	Connors State College
Metro Technology Center	OSU-OKC
Mid-America Technology Center	Oklahoma City Community College
Moore-Norman Technology Center	Oklahoma City Community College
Pioneer Technology Center	Northern Oklahoma College
Pontotoc Technology Center	Murray State College
Southern Technology Center	Murray State College
Southwest Technology Center	Western Oklahoma State College
Tulsa Technology Center	Tulsa Community College

POLICY ISSUES:

These actions are consistent with the intent of the State Regents’ *“Guidelines for Approval of Cooperative Agreements,”* but will require an exception to the concurrent student admission standards found in the *“Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System.”* Institutions will be required to adhere to these policies and the exception approved by the State Regents.

ANALYSIS:

The four new cooperative alliance agreements that are recommend for approval are Rose State College and Mid-Del Technology Center, Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM)/Northern Oklahoma College and Meridian Technology Center, OSUTB-OKM/Rogers State University/Northeastern Oklahoma A&M College and Northeast Technology Center, and OSUTB-OKM/Seminole State College and Wes Watkins Technology Center. Of note is the collaboration among the institutions with OSUTB-OKM in developing agreements that specifically recognize the roles of institutions beyond the principal partner responsibilities. Students taught at the partnering technology centers will begin enrolling in Fall 2006.

These agreements acknowledge that students will not be charged tuition for the courses taught by the technology center; however, historically adult students have been charged at the time they take the courses and high school students charged a fee when they transcript the courses after completing 12 credit hours at the college. The services offered by the colleges within the Cooperative Alliance are student support services including advising and counseling, admission and enrollment processes, financial aid, career advisement and job placement assistance. Based on information regarding the operation of the pilot sites and discussions at statewide meetings, a standard approach to setting and collecting an academic service fee is recommended. The

colleges will collect the fees from the high school students or make arrangements with the technology centers. For adult students, the technology center can add the fee to the fees collected and transfer the funds to the college. It was further recommended that the amount of the fee and the collection method will be evaluated annually and that funds be identified for high school students with financial need.

The courses taught by the technology centers are now transferable; therefore, in March 2006, a statewide technical courses equivalency project was started. This builds on the State Regents Course Equivalency Project which has the following goals: 1) creating working faculty transfer curriculum committees, 2) proposing the development of a system-wide electronic course transfer guide, 3) emphasizing academic advising, and 4) organizing an evaluation process to monitor transfer students' success. The process has begun with four disciplines (automotive technology, health technology, information technology and business technology) which will be expanded annually.

Cooperative Alliance Agreements and Cooperative Program Agreements increase access to technical college-level programs for high school and adult students in Oklahoma. Through increased access to these programs, more Oklahoma students will pursue AAS degree programs and expand employment opportunities over a lifetime. These partnerships will utilize the resources of the two systems, higher education and career technology education, in ways that will efficiently and effectively strengthen both while improving services and opportunities for students. State Regents' approval of the requested Cooperative Alliance Agreements and the accompanying policy exception for Fall 2006 is requested. With approval of these Cooperative Alliance Agreements, 22 of 29 technology centers will be participating with 13 higher education institutions in this initiative.

Supplement

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AGENDA ITEM #12:

Academic Plans.

SUBJECT: Disposition of institutional academic plans.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2005-2006 academic plans:

- ◆ Oklahoma State University System
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Rogers State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
- ◆ Eastern Oklahoma State College
- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Redlands Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans outlined below represent the tenth cycle of

the system's academic planning and reflect institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents' staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report and Part II. Academic Plans for the Coming Year. The Annual Report summarizes current academic programs and services in technology and academic efficiencies, and reports Learning Site activities. The Academic Plan for the Coming Year includes a copy of the institution's strategic plan, if available; the institution's three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

Institutions are provided an outline for the next academic year (see Attachment A). Plans were due in the State Regents' office on October 14, 2005. The 2006 Academic Plan Outline is provided below.

PART I (Report)		PART II (Future Plans)	
A.	Summarize current academic programs and services in the following areas: <ul style="list-style-type: none"> • Technology • Academic Efficiencies 	A.	List the institution's three to five academic priorities for the coming year.
B.	Learning Site Activity Report.	B.	Summarize the institution's future plans with respect to the following areas: <ul style="list-style-type: none"> • Technology • Academic Efficiencies

POLICY ISSUES:

These actions support and further the goals of the APRA initiative.

ANALYSIS:

With this action, the State Regents acknowledge the academic plans submitted by public institutions. Summaries of the submissions are available upon request.

Attachment

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Institutional Academic Plan
2006 Outline



PART I. ANNUAL REPORT

The academic plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into two parts: 1) informing the State Regents about current issues; and 2) informing the State Regents of plans for the future. Information from past academic plans accessible from other resources, specifically the Unitized Data System (UDS), will no longer be required for inclusion in the academic plan submission for the institution. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the academic plan can be expected to vary, it is anticipated a concise academic plan should be possible within ten or fewer pages. A template format is provided, but not required. The 2006 Academic Plan is due **October 14, 2005**.

- A. Summarize current academic programs and services in the following areas:
1. **Technology** (use in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc.)
 2. **Academic Efficiencies** (faculty sharing, partnership collaboration, course redesign, etc.)

B. Learning Site Activity Report:

Please respond to the following questions as a learning site (your institution is hosting the courses offered by another institution):

1. Include a list of the courses and programs received from other institutions.
2. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.
3. Describe in detail how the learning site spent the receive site funding.

PART II. ACADEMIC PLAN FOR COMING YEAR

Please provide a copy of the institution's strategic plan, or URL if available online. If no strategic plan is available, please respond to the following items regarding academic plans for the coming year.

- A. List the institution’s three to five academic priorities for the coming year and the objectives that will be used as benchmarks to achieve the priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs.
- B. Provide the institution’s three-year projections for headcount enrollment and FTE by undergraduate and graduate separately.
- C. Summarize the institution’s future plans with respect to the following (for examples, see Part I):
 - 1. **Technology**
 - 2. **Academic Efficiencies**

Institution Name
<i>Part I: Report</i>
Technology
•
Academic Efficiencies
•
Learning Site Report
•
<i>Part II: Future Plans</i>
Strategic Plan & URL
• Available at http://
•
Academic Priorities
•
Enrollment Projections
• Undergraduate:
• Graduate:
Technology
•
Academic Efficiencies
•
Other
•

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AGENDA ITEM #13:

EPAS.

SUBJECT: Project EPAS – A focused effort to improve ACT scores and remediation rates of school districts in counties which have consistently ranked in the lowest quartile in Oklahoma.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. EPAS was created as a social justice initiative to strengthen student academic preparation following State Regents' action to raise admissions standards in the 1990's. The Office of Student Preparation was created through reallocation of social justice resources in 2000. Intensive professional development is provided by Student Preparation staff members for more than 3000 Oklahoma educators each year.

POLICY ISSUES:

At the December 9, 2004 meeting, the State Regents approved the *2005 Policy Agenda for Higher Education*. Among the three factors that served as the basis for the public agenda was "Better prepared high school students are better prepared for college success." EPAS has proven to be an important tool in the State Regents' efforts to improve student success.

ANALYSIS:

Fourteen counties have ranked in the lowest quartile of Oklahoma's counties on the ACT for at least four of the last five years. Three of these counties have been selected for more focused attention by the Student Preparation staff. This effort is designed to improve ACT scores, improve the college-going rate and improve their students' readiness for postsecondary education and reduce remediation. Currently, thirty-seven percent of freshmen from Oklahoma high schools require remediation. Students who require remediation courses are less likely to graduate from college than those who do not require remediation.

The research on professional development indicates that training must be focused on curriculum, must be ongoing and must be designed specifically around the needs of the participating teachers' students. Although all Oklahoma teachers are required by statute to attend some professional development each year, many districts do not have the expertise or funds needed to provide research-based professional development.

The OSRHE Student Preparation Team, using best practices learned from a similar project by the Louisiana Board of Regents called EPAS Professional Development Initiative, will lead Project EPAS. The goal is to focus and facilitate educators' understanding of EPAS data as a tool to improve ACT scores, the college-going rate, students' readiness for postsecondary education and reduce remediation

rates of students from these schools. The attachment, “Advancing EPAS Implementation” outlines the professional development model for Project EPAS.

To get Project EPAS underway, a meeting will be held with the school district superintendents in each county to explain the benefits and responsibilities of participating in Project EPAS. Upon the superintendent’s approval, a meeting will be scheduled with the school staff of each participating district to acquaint them with the benefits and responsibilities required of each participating teacher and administrator. Middle school and high school teachers will be invited to join their district team which will include at least one administrator and teachers from the core curriculum areas. Counselors will also be invited to participate.

As a part of school district responsibilities, district teams will be required to attend a four-day summer institute with a broad goal of developing professional learning communities as a means of institutionalizing the usage of EPAS resources and assessment data. At these institutes, the Student Preparation staff will assist teams with interpretation of their schools’ test data as a way to improve teaching and learning in the classroom. Higher education faculty and other experts will be involved to facilitate collaborative groups in developing specific strategies and refining teaching practices.

Throughout the next year Student Preparation staff will assist participating districts through continuing professional development, site visitation, and other strategies as need is determined through continuing collaboration with the professional learning community.

As a way to encourage maximum participation, participants will be paid a stipend for their involvement in the summer event and other training activities not held during school contract hours. Necessary travel expenses and substitute pay during the school year will also be provided for all participants.

Advancing EPAS Implementation

Professional Development

Strands & Strategies	Initial Implementation	Intermediate Implementation	Advanced Implementation	Full Implementation
Curriculum/ Instruction Characteristics	School EXPLORE & PLAN Profile Summary Reports are distributed to faculty and administrators ----- Strengths and weaknesses of curriculum as revealed by EPAS results are acknowledged	Sample test questions from <i>Connecting Test Results to Classroom Practice</i> are used by individual faculty members ----- <i>Pathways for Transition</i> are considered by individual faculty members in planning instruction	Components of Standards for Transition Service Package are used by content-area-vertical-teams ----- - PLAN Item Analysis Reports and Linkage Reports are used by faculty to review curriculum/instruction	All appropriate EPAS materials and reports are in full use ----- Both EPAS & non- EPAS resources are used to make curriculum/instruction decisions
Strategies for Advancing Curriculum/ Instruction	Implement Professional Development for Initial Stage	Implement Professional Development for Intermediate Stage	Create content-area-vertical-teams ----- - Implement Professional Development for Advanced Stage	Continuously evaluate curriculum/instruction ----- - Incorporate non- EPAS resources to refine curriculum/instruction decisions
Guidance Characteristics	Individual EXPLORE & PLAN Student Reports raise questions and comments	<i>Early Intervention Rosters</i> are distributed to faculty ----- Individual <i>Student Reports</i> are routinely used in educational and career planning ----- DISCOVER program used by middle and high school students	Faculty is increasing effective use of Early Intervention Rosters ----- Teachers, parents and students are using individual Student Reports for educational and career planning	EPAS results are consistently linked to student academic progress, career planning and student equity for all student subgroups
Strategies for Advancing Guidance	Distribute individual EXPLORE & PLAN Student Reports to students	Conduct guidance meetings with students and parents individually or in small groups using Student Reports ----- Make individual student four-year plans based on EXPLORE results and update four-year plans based on PLAN results ----- Use PLAN results to be more inclusive in rigorous courses	Expand use of Early Intervention Rosters ----- - Encourage the use of ACTIVE Prep ----- Participate in EPAS Tools for Guidance & Placement Workshop	Conduct meetings for postsecondary education planning with students and parents ----- ----- Determine course offerings based on student needs as identified by EPAS results ----- ----- Evaluate equity for student sub-groups

Professional Development

Professional Development

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AGENDA ITEM #14-a:

Tuition and Fees.

SUBJECT: Posting of additional requests for changes to FY07 academic services fees.

RECOMMENDATION:

It is recommended that the State Regents make an exception to the February 1 deadline for submission of requests for changes to academic services fees and approve the posting of additional institutional requests for Fiscal Year 2007 as reported on the attached schedule.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and for community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. February 1 of each calendar year is the deadline for submission of requests for changes to academic services fees for the next academic year. The institutional requests for FY07 were posted at the March 23, 2006 State Regents' meeting for discussion purposes. Subsequently, it was decided that every cooperative alliance will assess a standard service fee of \$8.00 per credit hour. The revenue from this fee will be for services including registration, transcription, academic advising, career advising, assessment, and remediation. The attached schedule lists the institutions participating in cooperative alliances which will charge the cooperative alliance service fee. These requests will be added to the requests for changes to academic services fees which were posted in March. All requests are being posted on the State

Regents' web site at <http://www.okhighered.org> and a comprehensive list of all requests is available upon request.

A public hearing will be held on Thursday, April 27, 2006 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees as well as the legislative peer limits for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and for professional programs. The additional requests for changes to academic services fees for Fiscal Year 2007 are recommended for posting at this time. The State Regents will act on proposals at their regular meeting scheduled to be held on June 29, 2006. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the State Regents' Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

Eighteen additional changes to Other Special Fees to be effective beginning the fall 2006 semester are being posted. Staff recommends the posting of a new standard systemwide Academic Service Fee of \$8 per credit hour to be charged for services provided by institutions related to Cooperative Alliances. The services offered by the colleges within the Cooperative Alliance are student support services including advising and counseling, admission and enrollment processes, financial aid, career advisement and job placement assistance. Based on information regarding the operation of the pilot sites and discussions at statewide meetings, a standard approach to setting and collecting an academic service fee is recommended. The colleges will collect the fees from the high school students or make arrangements with the technology centers. For adult students, the technology center can add the fee to the fees collected and transfer the funds to the college. Staff envisions that the amount of the fee and the collection method will be evaluated annually and that funds will be identified for high school students with financial need. Attached is a listing of these additional fee requests.

Of the twenty-five public institutions and Ardmore Higher Education Center in The State System, a total of twenty-five requested changes in academic services fees for Fiscal Year 2006; one institution had no requests for changes in these fees. Sixteen institutions have requested 207 changes in Special Instruction Fees, four institutions have requested 50 changes in Facility/Equipment Utilization Fees, Three institutions have requested 13 changes in Testing/Clinical Services Fees, eleven institutions have requested changes in 310 Classroom/Laboratory Supply and Material Fees, and nineteen institutions have requested 39 changes in various Other Special Fees. A total of 619 changes have been requested to academic services fees for Fiscal Year 2007.

This information is being posted for State Regents' review and public comment.

Cameron University			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Oklahoma Panhandle State University			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Rogers State University			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Southwestern Oklahoma State University			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Carl Albert State College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Murray State College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Northeastern Oklahoma A&M College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Northern Oklahoma College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Oklahoma City Community College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Redlands Community College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Seminole State College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Tulsa Community College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Western Oklahoma State College			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Oklahoma State University -- Oklahoma City			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

Oklahoma State University -- Okmulgee			
Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
<i>Other Special Fees</i>			
Cooperative Alliance Service Fee	0.00 per credit hour	8.00 per credit hour	direct cost of service

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AGENDA ITEM #14-b:

Tuition and Fees.

SUBJECT: Approval of FY07 Tuition and Fee Guidelines

RECOMMENDATION:

It is recommended that the State Regents approve FY07 Tuition and Fee Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. 2004 Supp., Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY07 Tuition and Fee Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY07 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address five issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) State Regents' communication of pertinent information to students; 4) documentation required of institutions; and 5) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous three years with the exception that an additional requirement was added in FY06 requiring documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of nine percent (9%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to keep tuition and fee increases as low as possible, to ensure access to higher education, and to minimize the financial burden on students and their families.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2007

Responsibility to Establish Tuition. The Oklahoma Constitution, statutes, and State Regents' policy confer responsibility for establishment of tuition at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents; 3) the State Regents review governing boards' recommendations and approve tuition and mandatory fees and report to the Legislature their actions; and 4) the Legislature reviews State Regents' actions within prescribed statutory limits.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. 2004 Supp., Section 3218.8, tuition at public higher education institutions in Oklahoma will be compared to tuition at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma and the maximum possible increase for the next academic year.

Communication between State Regents and Students. State Regents will assist in preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents. State Regents will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2006 fall semester, the hearing will take place in Oklahoma City on Thursday, April 27, 2006 at 11:30 a.m., or immediately following the conclusion of the State Regents meeting that morning. State Regents will maintain and publish a record of student testimony.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 4) Detailed justification for all tuition and mandatory fee increases in excess of nine percent (9%); and
- 5) Dedication to cost-effectiveness in operations.

Use of Revenue from Dedicated Fees. Institutions that charge students special fees for library materials and services, classroom and laboratory materials, technology, etc. must ensure that the revenues are spent for the approved purpose of the fee. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure that the fees are required to meet specific costs and not requested to obscure, in essence, a tuition increase. According to existing State Regents' policy, institutions submit requests related to academic services fees to the State Regents by February 1 of the year prior to the effective date of the fee request.

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AGENDA ITEM #14.1-a:

Request for Supplemental Appropriation

SUBJECT: Approval of FY-06 supplemental appropriation request for debt service.

RECOMMENDATION:

It is recommended that the State Regents approve a request for a FY-06 supplemental appropriation in an amount not to exceed \$18,506,161. The supplemental appropriation would be used only in the event lottery revenues are unavailable for funding debt service requirements.

BACKGROUND:

As part of the \$889.4 million appropriated for Higher Education for FY-06, the Legislature appropriated \$15,002,139 for debt service on bond obligations. This amount was part of \$28,022,139 appropriated to Higher Education from Lottery proceeds. The balance of the appropriation was allocated to OHLAP, Scholarships, and Endowed Chairs

As of April 14, 2006, the State Regents have received \$18,735,635 or 67 percent of the total appropriations, leaving a balance due of \$9,286,513. Of the balance due, Regents had allocated \$4,758,460 to debt service and \$4,528,053 for endowed chairs. Despite informal communications from the Lottery Commission that revenues will be adequate to meet obligations, enough uncertainty over collections and their impact on cash flow into FY-07 remains to warrant a request for a conditional supplemental appropriation to insure debt service and endowed chair matching obligations are met.

On April 18, 2006, staff met with the Lottery Commission to discuss the Chancellor's request for monthly lottery deposits. The Commission declined to act upon this request, suggesting staff to return if a problem arose. Sufficient lottery funds are on hand for the May debt service payment only.

The next scheduled distribution from the Lottery Commission is July 15. In light of

- 1) the uncertain nature of lottery revenues;
- 2) the reluctance of the Lottery Commission to make monthly transfers;
- 3) the OCIA requirements to make monthly debt service payments for both the \$475 million capital bonds and the \$7.5 million endowed chairs bonds; and
- 4) the May 26 legislative adjournment date

it appears prudent to request supplemental appropriations to ensure that obligations are met in a timely manner both for FY06 and for the first quarter of FY07.

The following is the basis of the supplemental appropriation request. The calculation assumes a very small July 15 lottery transfer, again based on informal communications with lottery commission personnel, and no further receipt until October 15, 2006.

Remaining lottery appropriation, FY06	\$9,286,513
First four months' FY07 Capital Bond Issue Debt Service (\$2,619,368 for July – October)	10,477,471
<i>Less Amount not needed for FY06 debt service</i>	
<i>Available for cash flow</i>	<u>-3,801,595</u>
Net July – October Capital Bond Issue Debt Service	6,675,876
Endowed Chairs Debt Service, July-October	2,499,926
OCIA Administrative Fee	<u>43,846</u>
Supplemental Request	\$18,506,161

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AGENDA ITEM #14.1-b:

Allocation

SUBJECT: Approval supplemental allocation of appropriations to the Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents allocate \$4,600,000 for student scholarship awards to the Oklahoma Higher Learning Access Program from the receipt of supplemental appropriations requested for this purpose.

BACKGROUND:

In January 2006, the State Regents approved a supplemental appropriation request in the amount of \$4.6 million for the *OHLAP-Oklahoma's Promise*. This request represented the estimated shortfall from the gaming revenues included in the total of \$27.1 million allocated to this program in May 2005.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANAYLIS:

Senate Bill No. 1267 authorizes the State Regents to expend an additional \$4.6 million from a supplemental appropriation for the OHLAP program. The 2005 Legislature envisioned that \$7.2 million would be available from gaming revenues in FY06 to support OHLAP. As that projection was unrealized, the 2006 Legislature authorized additional expenditures from the special cash fund in the amount of \$4.6 million to meet OHLAP commitments for the current year.

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AGENDA ITEM #15:

Policy.

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #16:

Investments.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #17-a:

EPSCoR.

SUBJECT: Approval of Contract and Allocation of Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve the May 2006 through April 2007 agreement with Oklahoma State University to serve as the fiscal agent for the National Science Foundation EPSCoR Research Infrastructure Improvement Plan and an allocation of \$1 million for this program.

BACKGROUND:

In 2005, the National Science Foundation notified the Oklahoma EPSCoR Committee that the three-year Research Infrastructure Improvement Plan proposal had been approved for funding. The Oklahoma State Regents for Higher Education act as the funding agent for state matching funds and support the EPSCoR programs through the Research Matching Fund. The EPSCoR allocation of \$1 million for FY06/FY07 supports this commitment.

POLICY ISSUES:

This section is consistent with State Regents' policy and actions.

ANALYSIS:

In 1985 the National Science Foundation launched an initiative to improve research competitiveness in states that historically had received relatively little external support. The Experimental Program to Stimulate Competitive Research in Oklahoma has served as a major stimulus to improvements in the research infrastructure and in the competitiveness of Oklahoma researchers. The 1985 EPSCoR planning document identified a lack of research-oriented faculty, of graduate students and of research spirit as limitations to Oklahoma's research competitiveness. The first two Oklahoma EPSCoR programs (1986-91 and 1992-95) stimulated individual researchers and research clusters, building research infrastructure and proving the value of targeted research initiative programs. The three Oklahoma research universities (the University of Oklahoma and the Health Sciences Center, Oklahoma State University and The University of Tulsa) now have a collective research spirit and culture. Further support is provided by the State Regents for research enhancement, endowed chairs, and summer academy science and mathematics programs.

The 1996-98 Systemic Improvement Plan not only supported individual investigators, but established research collaborations and programs that transcend individual campuses and institutions to build statewide inter-institutional Science and Technology Centers in

biotechnology, materials science and environmental research. These centers bring together existing individual and group research strengths in the state and provide the critical mass of researchers and facilities to achieve competitiveness with first-rank programs.

The cooperative agreement through FY2001 continued infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and establishes advisory committees to promote university-private sector partnerships.

Other areas of special focus include

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty;
- enhancement of the public visibility of the state's research and graduate programs; and
- establishment of a uniform database of quantitative indicators of activity and progress to assess its impact upon the state's R&D competitiveness.

The Research Infrastructure Improvement Plan (FY2002-2005) focused on the fields of nanotechnology and functional genomics. Nanotechnology is a continued theme in the Plan for FY2005-2008. The theme will emphasize fuel cells and the interface between nanotechnology and biomaterials. The second theme will connect plant virus biodiversity to ecology utilizing the genomics infrastructure developed through the last three years and will use the Tallgrass Prairie as a sample collection.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent.

**Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 27th day of April 2006.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation and the University of Tulsa, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal, the grant being conditioned on the availability of matching funds;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to meet the matching obligation; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$1,000,000 for the period of May 2006 through April 2007. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.
- 2) OSU will act as the fiscal agent for this program for the fiscal year 2007 and shall distribute monies as appropriate to the other program participants including the University of Oklahoma, the Samuel Roberts Noble Foundation and The University of Tulsa, subject to the following provisions:
 - a. The Principal Investigator (PI), Frank Waxman, shall have final budget authority for all expenditures of State Regents matching funds.

- b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.
 - c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
 - d. Any unspent monies remaining at the end of the fiscal year may be spent in the next fiscal year.
 - e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.
- 4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant as set forth in grant number 0447262.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University

Oklahoma State Regents for Higher Education

By: _____
President

By: _____
Chancellor

Date: _____

Date: _____

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AGENDA ITEM #17-b:

EPSCoR.

SUBJECT: Approval of EPSCoR Grant Allocation

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$500,000 for the second year of a three-year grant, “Research and Education in Nanotechnology,” to Oklahoma State University.

BACKGROUND:

In 1985 the National Science Foundation launched an initiative to improve research competitiveness in states that historically had received relatively little external support. The Experimental Program to Stimulate Competitive Research in Oklahoma has served as a major stimulus to improvements in the research infrastructure and in the competitiveness of Oklahoma researchers. The State Regents have made significant commitment of resources to support EPSCoR programs in Oklahoma through matching funds provided for a series of NSF EPSCoR grants.

In 2005, the National Science Foundation notified the Oklahoma EPSCoR Committee that the three-year Research Infrastructure Improvement (RII) proposal had been approved for funding for FY2005-2008. Nanotechnology is a continued theme in the new award, continuing support for this discipline in the RII awarded for FY2002-2005.

The RII was awarded to Oklahoma at a level of \$6 million over a three-year period. In addition, the State Regents have committed matching funds in the amount of \$1 million per year, for a total award of \$9 million. This, however, represents a reduced level of funding than submitted in the Oklahoma proposal, committing the State Regents to a match amount of \$3 million as opposed to a previously anticipated \$4.5 million over a three-year period. The budget reduction primarily impacts the nanotechnology theme of the grant. Oklahoma State University thereafter submitted a proposal entitled “Research and Education in Nanotechnology” to the State Regents which was approved by the State Regents in May 2005. Unencumbered matching funds were utilized to provide partial support for the hiring of four new faculty positions in nanotechnology at OU and OSU, to support research in nanotechnology by postdoctoral fellows and graduate students, and to enhance educational opportunities for graduate students in nanotechnology. The State Regents funds leveraged substantial financial investments on the part of OU and OSU, as both institutions have made commitments to provide start up packages and sustaining support for the new faculty hires. The grant is subject to renewal for two additional years contingent upon review by an oversight committee.

POLICY ISSUES:

This section is consistent with State Regents' policy and actions.

ANALYSIS:

Oklahoma State University has submitted a progress report for year one of the award, which was reviewed by the oversight committee. The report received satisfactory reviews. Therefore, a request for a second year of funding is now being made at a level of \$500,000. With the State Regents funding, Oklahoma scientists will be poised to launch major, nationally competitive nanotechnology research and education programs. Funding for a third and final year would be contingent on adequate progress and the availability of funds. The award will be made to Oklahoma State University, with support provided to OU and to the University of Tulsa via subcontracts.

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AGENDA ITEM #18:

Cimarron Broadband Project.

SUBJECT: Divestiture of physical network and telecommunications assets of the Cimarron Broadband Project (Cimarron).

RECOMMENDATION:

It is recommended that the State Regents authorize staff to fulfill the directive from the U.S. Department of Education to divest excess fiber optic cable, conduits, equipment, and related assets used or useful as part of a fiber optic communications network and telecommunications system made possible through a directed grant from the Fund for Improvement in Post Secondary Education (FIPSE). It is further recommended that Regents' approve, as presented, the final Asset Purchase Agreement between the Oklahoma State Regents and K-PowerNet and authorize staff to submit the proceeds from the sale, \$172,458.33, to the U.S. Department of Education. The Asset Purchase Agreement contains requirements for K-PowerNet to provide OSHRE, as part of the sale, a twenty-year, no-cost Indefeasible Right of Use (IRU) for specific fiber assets within the CBP network.

BACKGROUND:

In 2001, the Fund for Improvement in Post Secondary Education (FIPSE) was directed to provide a Grant to the Oklahoma State Regents for Higher Education (OSRHE) by Congressional Decision. The original purpose of the Grant was to promote increased availability of higher education opportunities in North-Central Oklahoma – ultimately enhancing workforce knowledge capabilities and the promotion of economic investment in the area. Shortly after the award was made, a non-profit 501-3C corporation named Cimarron Broadband Project (Cimarron) was established to complete the goals and objectives of the Grant. Cimarron contracted with Northern Oklahoma College to receive and disburse the Grant funds.

In total, Cimarron received four (4) targeted Congressional grants. The specific awards are as follows:

Grant Award Number	Amount	Performance Period	Purpose of Grant
P116Z010027	\$4,564,400	04/01/01 – 06/30/04	To develop an educational telecommunications and information network utilizing facilities being made available in Ponca City, OK.
P116Z020119	\$1,000,000	04/26/02 – 06/30/04	Distance Learning Expansion

P116Z030272	\$1,490,250	09/15/03 – 09/14/05	To complete Ponca City’s Internet Hub
<u>P116Z040155</u>	<u>\$49,705</u>	<u>04/01/04 – 06/30/05</u>	<u>To support Ponca City’s Internet Hub</u>

Total Awards \$7,103,955

During the 2001-2004 award years, Cimarron constructed a fiber optic network of 93 miles running from the Conoco Building (North Tower Building) and included the cities of Ponca City, Blackwell, Newkirk, Perry and Tonkawa. Further, fiber infrastructure was extended to Oklahoma State University’s fiber facilities located in Stillwater. In all the cities except Blackwell, aerial fiber was extended from the land-based infrastructure with the intent to distribute the network to all of the municipal buildings, schools and various industrial concerns in the area.

In June 2004, OSRHE requested a non-federal audit of Cimarron for the 2001-2004 award years. This was a requirement of the awards, but it had not been completed during this period. In addition, on February 14-18, 2005, representatives of U.S. Department of Education conducted an on-site review of the federally funded FIPSE project administered by the Oklahoma State Regents for Higher Education. The focus of the review was to determine the institution's compliance with program statutes and regulations and provide technical assistance. The review consisted of, but was not limited to, and examination of the institutions' FIPSE policies and procedures, participant files, program objectives and financial reports.

The OSRHE responded in detail to the findings resulting from the U.S. Department of Education’s on-site review and the individual responses have been approved by FIPSE as part of the program realignment process. The finding specific to the “Lack of Need” requires that the OSRHE divest of excess capacity within the network infrastructure.

In accordance with 74 O.S., Sections 62 et. seq, and Department of Central Services (DCS) promulgated rules, approval for this divestiture was obtained June 6, 2005 from the Director of DCS. Subsequently, an RFP was developed and distributed to potential bidders in an effort to proceed with addressing the U.S. Department of Education’s “Lack of Need” finding. Proposals were due on October 31, 2005 and a review team consisting of both OSRHE staff and external members reviewed and scored all proposals. K-PowerNet was the highest ranked, responsive bidder with a bid of \$182,458.33 for the network assets, including the aerial fiber in the communities of Newkirk, Tonkawa and Perry. In addition, K-PowerNet agreed to provide the OSRHE a 20-year, no-cost IRU on 8 strands of fiber throughout the Cimarron network. In March, 2006 the OSRHE was notified that a fiber relocation was required within the Cimarron network. The relocation will occur after the proposed sale and is estimated to cost approximately \$27,000.00, if not shared with other fiber owners in the area affected. To resolve this pending liability, OSRHE negotiated a final price with K-PowerNet of \$172,458.33 (\$10,000 reduction) that mutually accommodates this additional, unforeseen liability.

All funds generated from this sale will be returned to the U.S. Department of Education per the findings in the on-site review. In turn, title to all assets part of the sale agreement will be turned over to K-PowerNet.

POLICY ISSUES:

The State Regents are authorized (70:3206) to “accept Federal grants and use the same in accordance with Federal requirements; and accept and disburse grants, gifts, devises, bequests and other monies and property from foundations, corporations and individuals...”

Reference: Education Department General Administrative Regulations (EDGAR): 34CFR 75.702, 34CFR 75.210 (a), 34CFR 80.31 (b & c), 80.32 (e); November 26, 2003.

74 O.S., Sections 62.1 et. seq., authorize the Director of the Department of Central Services to promulgate rules for use by state agencies and the Department of Central Services to dispose of surplus property.

This action is consistent with State Regents’ leadership and compliance with federal initiatives. Further, it fulfils the State Regents’ role in coordinating federal, state, and local resources.

ANALYSIS:

The U.S. Department of Education’s on-site review resulted in specific findings and directives for compliance. Specific to the divestiture of excess capacity is Finding 9 – Lack of Need. The required action is that the OSRHE must provide documentation of a plan to divest itself of the excess capacity of the network in a reasonable time. The grantee may put any excess capacity out for bid as long as the divestiture follows the applicable regulations. The grantee must retain only the capacity needed to carry out the goals and objectives of the grants. The grantee may include in any bid contract language relating to access, operation, repair, replacement and maintenance of the retained portion of the network. Once the sale of the assets is finalized, the net amount of the sale less any fees the grantee occurs must be submitted to the Department of Education.

Through the process of the RFP and the award, the OSRHE will fulfill the required action set forth by the U.S. Department of Education. The OSRHE will retain 8 strands throughout the Cimarron infrastructure and receive a 20-year, no-cost IRU for all operations and maintenance on this fiber.

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AGENDA ITEM #19:

Employment Outcomes Report.

RECOMMENDATION:

It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.

BACKGROUND:

Findings from the employment data collection and analysis have been used in degree program reviews and in a May 1998 document, *The General Degree Productivity and Retention of Oklahoma Graduates*. This is the fifth *Employment Outcomes Report* designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?
- What percentage of Oklahoma graduates not found to be employed in Oklahoma are still enrolled in the public State System?
- How does level of education impact salary?
- What is the average salary by field of study and level of degree of Oklahoma graduates?

This report examines the employment outcomes of all graduates of Oklahoma public higher education institutions, as well as Oklahoma residents separately.

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board's accountability priorities and performance reporting are reflected in recommendations of the Citizens' Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents' Public Agenda for Higher Education, and the Oklahoma State System report cards/Key Indicators of Accountability issued in 2000, 2001, 2002, and 2004.

ANALYSIS:

This report analyzes employment data for graduates of Oklahoma public colleges and universities one year and five years after graduation for various graduating classes of the past decade. A snapshot of employment status five years after graduation is shown for the graduating classes of 1997-98, 1998-99, and 1999-00, and the employment status of the 2001-02, 2002-03, and 2003-04 classes is shown after one year.

The current study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher degrees students earn, the higher the salaries they earn.

- Five years after graduation, 1999-00 bachelor's degree recipients employed in Oklahoma were earning \$35,615 on average.
- Average earnings for 1999-00 certificate and associate in arts/associate in science degree holders five years after graduation were 24 percent and 32 percent less than bachelor's degree recipients, although associate in applied science degree holders earned salaries that were much closer to (6 percent less than) the bachelor's degree holders after five years. Master's, doctoral, and professional degree recipients earned more (24 percent, 37 percent, and 111 percent, respectively) than bachelor's degree recipients.
- Graduates with computer science, engineering, and other technical degrees consistently earn higher average salaries, although health professions, specialized marketing, and transportation graduates also command strong salaries on average.

Considering the contributions that college graduates make to the new knowledge-based economy, it is also important to examine the percentages of State System graduates who remain in the state after graduation. Following are highlights of Oklahoma employment data for the state's higher education graduates:

- Five years after graduation, 58 percent of the 1999-00 bachelor's degree recipients were employed in Oklahoma. More certificate (80 percent) and associate degree (73 percent) recipients remained in Oklahoma and fewer master's (50 percent), professional (54 percent), and doctoral (44 percent) graduates remained.
- One year after graduation, 81 percent of the 2003-04 bachelor's degree recipients were employed in Oklahoma. More certificate (92 percent) and associate degree (88 percent) recipients remained in Oklahoma, and fewer master's (68 percent), professional (78 percent), and doctoral (61 percent) graduates remained.
- Oklahoma retained a large percentage of bachelor's degree recipients who were Oklahoma residents: 88 percent of the 2003-04 graduates after one year and 65 percent of the 1999-00 graduates after five years. Additionally, some Oklahoma State System bachelor's degree recipients who were not Oklahoma residents remained after graduation: 48 percent after one year and 22 percent after five years.
- Oklahoma is retaining a majority of its graduates, even after five years. The current data (for 1999-00 graduates after five years and for 2003-04 graduates after one year) reflect increased employment rates for both residents and non-residents compared to previous studies (for 1997-98 and 1998-99 graduates after five years and 2001-02 and 2002-03 graduates after one year). Particularly promising are the increases in Oklahoma employment of professional and doctoral degree graduates.
- Although the vast majority of graduates of Oklahoma public higher education institutions remains in Oklahoma, the "out" migration is evident in technical fields of study such as engineering, computer science, and physical sciences.

- Continued higher education enrollment in State System institutions was not found to be significant for graduates after five years; however, 2.7 percent of the 2003-04 graduates were still enrolled after one year. The highest percentage of continued enrollment was found among the associate in arts/associate in science degree holders at 6.3 percent.

The State Regents' *Brain Gain 2010* initiative efforts to improve student preparation and awareness of college, encouraging strategic scholarship programs, and accountability measures that promote retention and timely graduation are critical to the production of higher education graduates. Partnerships between higher education institutions and business, including internships and apprenticeships in high-growth industries, not only affect graduates' decisions to stay in-state, they also stimulate the high technology businesses needed in the new economy. Even broader in scope is the governor's Economic Development Generating Excellence (EDGE) project. Challenged with the task of identifying key initiatives that will significantly improve Oklahoma's economy and quality of life, expert teams developed recommendations that fall into three categories (research and education, health and quality of life, and keeping and creating jobs), all of which should increase the number of college graduates who remain in Oklahoma.

This report is available in the Studies and Reports section of the State Regents' website at <http://www.okhighered.org/studies-reports/> or upon request.

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AGENDA ITEM #20:

Executive Session.

Not Available Electronically.

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AGENDA ITEM #21-a:

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve modifications to existing programs, as described below.

BACKGROUND:

University of Central Oklahoma (UCO)

- 1 option addition
- 3 option name changes

Southwestern Oklahoma State University (SWOSU)

- 1 option addition
- 1 options name change
- 1 degree program course requirement change

East Central University (ECU)

- 1 program requirement change
- 1 option addition

Connors State College (CSC)

- 1 degree program course requirement change
- 1 degree program name change

POLICY ISSUES:

These actions are consistent with the State Regents' "*Policy Statement on Program Approval.*"

ANALYSIS:

UCO – Master of Arts in English (099)

Option name change:

- change the “English-Composition Literature” option name to “English-20th & 21st Century Studies;”
- revision will better reflect the courses and content available to students in this program;
- no courses will be added or deleted; and
- no new funds required.

UCO – Master of Arts in Political Science (136)

Option name change:

- change the “Public Affairs” option name to “Public Administration;”
- revision will better reflect the courses and content available to students in this program;
- no courses will be added or deleted; and
- no new funds required.

UCO – Master of Science in Family and Child Studies (181)

Option additions and option name change:

- add an option in “Family and Child Studies-Family Support Specialist” and “Family and Child Studies-LMFT;”
- the new options are in response to federal legislation and state initiatives to prepare service providers with more expertise in working with young children and families, leading to eligibility to complete the Infant Mental Health Certification or to meet requirements for licensing as Marriage and Family Therapists;
- change the “Family and Child Studies-Family” option name to “Family and Child Studies-Family Life Education;”
- Revision will better reflect the courses and content available to students in this program and be consistent with those students seeking the Child & Family Life Education national certification;
- Three courses will be added; and
- no new funds required.

SWOSU – Bachelor of Music (037)

Option addition, option name change, degree program requirement change:

- add a “music therapy (vocal/keyboard)” option to prepare students to work as music therapists in psychiatric hospitals, mental retardation center, physical disability hospitals and schools;
- change the “music therapy” option name to “music therapy (instrumental)” to differentiate the options within the program;
- total number of credit hours for the degree will change from 139 hours to 136;
- three new courses will be added; and
- no new funds required.

ECU – Bachelor of Science in Physics (035)

Degree program requirement change, option addition:

- restructure curriculum to include courses in thermodynamics, optics, and nuclear physics, as well as clarify mathematics requirements;
- the changes will make ECU graduates more marketable to employers and professional schools;
- add option in “medical physics” to provide an avenue for students interested in diagnostic radiology and nuclear medicine, but may not pursue traditional medical school;
- the total number of credit hours required for the degree will not change;
- no new courses will be added; and

- the new option will require approximately \$15,000 in new equipment to be funded through internal reallocation, so no new funds requested.

CSC – Associate in Science in Mathematics (020)

Degree program requirement change:

- restructure curriculum to serve students interested in mathematics, engineering, secondary mathematics teaching, or other mathematics related degree paths;
- increase the required credit hours in physics and statistics, and reconfigure elective courses, while removing MATH 1813 Analytical Geometry from the programs requirements;
- total number of credit hours for the degree will not change;
- no new courses will be added or deleted; and
- no new funds required.

CSC – Associate in Science in Physical Science/Physics/Pre-Engineering (042)

Degree program name change:

- change the program name to Associate in Science in Physical Science;
- the current name is cumbersome, while the proposed name is more simple and inclusive of any option within the physical science discipline a student may pursue;
- eight credit hours of physics will be added;
- total number of credit hours for the degree will not change;
- no new courses will be added or deleted; and
- no new funds required.

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AGENDA ITEM #21-b:

Post Audit.

SUBJECT: Approval of institutional request for final approval of existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve the institutional request for final approval of an existing degree program, as detailed below.

BACKGROUND:

The State Regents approve new programs provisionally with institutionally established and State Regents' approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTEs); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profiles; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendation is provided below. The accompanying table outlines the criteria, productivity, and recommendation for each degree program.

POLICY ISSUES:

This action is consistent with the State Regents' "*Policy Statement on Program Approval.*"

ANALYSIS:

As noted above, the following recommendation is included in the table (Attachment A), which lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, status of other criteria, and recommendation for the program.

Recommendation: Final Approval

University of Oklahoma (OU)

- Master of Science in Management Information Systems (341)

This program met productivity criteria (achieved 12 enrolled over the 10 required and achieved 13 graduates over the 10 required). OU has demonstrated student demand for the program. Final approval is recommended.

Attachment

ATTACHMENT A

Productivity Criteria

Program Name	Date Approved	Graduates		Headcount Enrollment		FTE/Other		Program Reviews		Recommendation
		Criteria	Achieved	Criteria	Achieved	Criteria	Achieved	Last Review	Next Review	
OU – MS Management Information Systems (341)	12/02/00	10 03-04	13	10 F03	12	N/A	N/A		2011	Final Approval

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AGENDA ITEM #21-c:

Degree Program Inventory Reconciliation.

SUBJECT: Approval of Cameron University's (CU) request for degree program inventory reconciliation.

RECOMMENDATION:

It is recommended that the State Regents approve CU's request for degree program reconciliation, as described below.

BACKGROUND:

Since 1989, CU has offered the appropriate coursework for the Bachelor of Science degree with areas of specialization in Computer Information Systems, Engineering Design Technology, and Electronic Engineering Technology. The programs have been listed under the above titles in the institutional catalog and the titles have also appeared on the academic transcript of graduates. Diplomas awarded by CU indicate the Bachelor of Science degree designation, and the transcripts issued by CU have indicated these areas of specialization.

At the May 27, 2005 meeting, the State Regents approved a request from CU to move these historic content areas from specializations to the following new degree programs: the Bachelor of Science in Computer Information Systems (411), the Bachelor of Science in Engineering Design Technology (412), and the Bachelor of Science in Electronic Engineering Technology (413). CU's objective was to better serve students' career goals, and appropriately reflect the content of the students' programs as distinct degree programs.

POLICY ISSUES:

The State Regents' "*Policy Statement on Program Approval*" outlines the processes for new program approvals. In cases where programs predate the policy (prior to 1995) and in other cases, institutions may request an action to reconcile the institutional program listings with the State Regents' inventory of approved programs.

ANALYSIS:

In order to establish an accurate record of historical practices, maintain consistency with the degree programs before and after the State Regents' most recent action regarding CU, and to eliminate confusion on the part of past graduates of these courses of study, CU requests reconciliation of the State Regents' Degree Program Inventory to retroactively reflect CU's historical degree program listings for the Bachelor of Science in Computer Information Systems (411), the Bachelor of Science in Engineering Design Technology (412), and the Bachelor of Science in Electronic Engineering Technology (413).

CU has considered these courses of study as independent degree programs, and according to CU officials, the fundamental programs have not been significantly changed since their first appearance in the CU course catalog in 1989. While programs have been updated to include new technology, delete obsolete technology, and have experienced minor changes in course titles, they each retain the core characteristics of the original programs. The State Regents' professional staff has reviewed the historical coursework for these programs and confirms that the courses of study were and are appropriate for the more specialized degrees.

The requested reconciliation action will supplement the action of May 27, 2005, and will clarify the student transcripts that indicate the awarding of the Bachelor of Science degree in these three areas as accurate reflections of approved programs of study offered by CU. This action will acknowledge the specified three degree programs as having been among CU's approved offerings since 1989.

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AGENDA ITEM #21-d:

GEAR UP.

SUBJECT: Ratification of GEAR UP College Access Subgrants for Oklahoma School Districts and School Sites

RECOMMENDATION:

It is recommended that the State Regents ratify one-time incentive grants to support program activities designed to increase college access for Oklahoma middle and high school students. Grantees are required to implement and sustain professional development/educational programs and may also incorporate unique college access activities that meet local needs.

BACKGROUND:

While some public high schools have seen five-year composite score gains on the ACT assessment, for most students significant achievement gaps remain, with mathematics showing the greatest academic weakness; 30.5 percent of students attending college directly after high school still require a mathematics remedial course before entering credit-bearing math courses. In addition, in rural Oklahoma, academic weaknesses are evident earlier than middle school, as these students are below the national average at the fourth grade level for National Assessment of Educational Progress (NAEP) reading scores. In 2005 the percentage of Oklahoma students who performed below the NAEP *Basic* level was 40%.

Another weakness in Oklahoma involves teacher credentials. As in most of the nation, Oklahoma has many courses in grades 7-12 taught by teachers without a major in the subject area. This is particularly true for high poverty schools where 47% of core academic classes are taught by teachers without a major in the subject they teach. Student achievement mirrors this; therefore, upgrading teacher content knowledge and pedagogical practice through high quality professional development are critical to preventing educational failure.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education is implementing its second GEAR UP project (Phase II) through federal grant funding that will provide \$20.6 million over a six-year period.

GEAR UP Phase II (2005-2011) proposes the provision of subgrants to Oklahoma middle and high schools to implement and sustain professional development/educational programs designed to address the student academic and teacher weaknesses described in the paragraphs above and to incorporate “college access” activities that meet local needs. The goal is to ultimately increase college access for participating Oklahoma middle and high school students. The provision of

subgrants to school districts and school sites was a very successful component of GEAR UP Phase I (1999-2005) and will therefore be continued in GEAR UP Phase II.

In GEAR UP Phase II the Oklahoma State Regents for Higher Education have partnered with four exemplary professional development/educational programs that support the mission of GEAR UP. School districts and school sites must select a minimum of two of these programs for implementation with subgrant funds. These programs include:

- Dr. Ruby Payne's *A Framework for Understanding Poverty* – This program is designed to train school faculty in strategies for recognizing and supporting children and parents who live in poverty. The strategies are utilized in classroom settings and are meant to enhance student academic achievement.
- *Thinking Maps* – This program is designed to train school faculty in the implementation of “visual thinking tools” in the classroom. The eight *Thinking Maps* can be used across subject areas and grades. They serve as strategies students can use to process, recall and utilize information in a demanding curriculum.
- *USA Today Education* – This program brings the *USA Today* newspaper to the classroom. *USA Today* trains faculty in reading strategies to utilize across the curriculum while using a current-events tool.
- LOGIC Professional Development – This sequence of workshops is designed to provide 12 days of intensive professional development that focuses on educational leadership, guidance and curriculum. The training is designed for school leadership teams (site leaders in administration, teachers and counselors) committed to creating a culture of high expectations. The LOGIC workshops integrate elements from ACT's Educational Planning and Assessment System; the College Board's training for Advanced Placement teachers; and the Southern Regional Leadership Board's (SREB) Leadership Initiative modules.

In addition, school districts and school sites may initiate or enhance other professional development/educational programs with GEAR UP subgrant funds; but must provide evidence that the program is “scientifically research based” as required by the No Child Left Behind Act (NCLB) of 2001. Generally, scientifically based research refers to research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to improving student academic achievement.

Other college access activities may be incorporated into the school district's overall plan including: promotion of Oklahoma's Promise - the Oklahoma Higher Learning Access Program (OHLAP) scholarship, tutoring, mentoring, after-school and Saturday programs, summer programs, college awareness counseling, financial aid counseling, and activities that promote effective communication with parents and/or the development of skills that help parents support their child's education.

Oklahoma public school districts or sites that provide services to students in grades 7-12 are eligible to apply for the subgrant funds if (1) fifty percent or more of enrolled students are eligible for free or reduced lunches and (2) the school district participates in ACT's Educational Planning and Assessment System (EPAS). The school district or school site must partner with one or more community-based organizations and one or more Oklahoma colleges or universities.

School districts or school sites that received subgrant funds in Phase I of the Oklahoma State Regents' GEAR UP project (1999-2005) are not eligible to apply under the request for proposals.

POLICY ISSUES:

The creation of early intervention services is a required component of the U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Early intervention services is defined as "comprehensive mentoring, counseling, outreach, and supportive services" for students. The subgrants for school districts and school sites proposed by the Oklahoma State Regents'

GEAR UP Phase II project provides opportunities for eligible school districts and school sites to take advantage of available "supportive services" such as professional development/educational programs provided by GEAR UP staff and by grant partner organizations, as well as opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district or site. The federal GEAR UP program also endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of early intervention strategies for college readiness.

ANALYSIS:

In response to a GEAR UP request for proposal, twenty-four (24) eligible school districts and school sites submitted acceptable proposals to participate in the "College Access Subgrants for Local Education Agencies" project. The proposals were evaluated by GEAR UP staff. The attached table lists the twenty-four (24) school districts and school sites that are receiving project funding, the amount of grant funding, their higher education partners and community-based partners. The timeline for the project is for the upcoming summer and school year (May 2006 through June 2007). The projects will be evaluated using criteria linked to measurable outcomes identified in each of the school district or school site project proposals. The outcomes are consistent with the GEAR UP overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

The twenty-four school districts and school sites that will receive subgrant funding are fairly well distributed throughout the state of Oklahoma including Oklahoma City and Tulsa, which contain the highest concentration of public school students. Total funding for the grants is \$595,752 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

School District/School Site	City or Community	Higher Education Partner	Community-Based Organization Partner	Grant Amount
Achille Public Schools	Achille	SOSU, Durant	Choctaw Nation	\$24,639
Altus Junior High School	Altus	WOSC, Altus	Altus Lions Club	\$25,000
Altus High School	Altus	WOSC, Altus	Altus Ministerial Alliance	\$25,000
Booker T. Washington High School	Tulsa	University of Tulsa	American State Bank	\$25,000
Carver Middle School	Tulsa	OSU/Tulsa	Tulsa Urban League & Tulsa Technology Center	\$25,000
Chouteau-Mazie Public Schools	Chouteau	University of Tulsa	Boys and Girls Club of Green Country	\$25,000
Crescent Public Schools	Crescent	NOC, Tonkawa	Farmers Merchant Bank	\$25,000
Daniel Webster High School	Tulsa	Tulsa Community College	Southwest Tulsa Education Initiative	\$25,000
East Central High School	Tulsa	Tulsa Community College	East Tulsa Prevention Coalition	\$25,000
El Reno Public Schools	El Reno	Redlands Community College, El Reno	Ministerial Alliance/OSU Extension	\$25,000
Fargo Public Schools	Fargo	NWOSU, Alva	Fargo Community Association	\$25,000
Fort Towson Public Schools	Fort Towson	SOSU, Durant	Choctaw Nation	\$25,000
Grove High School	Grove	Northeastern Oklahoma A&M College, Miami	Grove Education Foundation for Excellence	\$25,000
Hammon Public Schools	Hammon	SWOSU, Weatherford	Western Oklahoma Coalition for Community Strengthening	\$25,000
Heavener Public Schools	Heavener	Carl Albert State College, Poteau	Heavener First Baptist Church	\$25,000
Pawhuska Public Schools	Pawhuska	Rogers State University, Claremore	Pawhuska Chamber of Commerce	\$25,000
Poteau Public Schools	Poteau	Carl Albert State College, Poteau	Poteau Chamber of Commerce	\$25,000
Ryan Public Schools	Ryan	Cameron University, Lawton	Ryan Lion Club	\$25,000
Sand Springs Public Schools	Sand Springs	OSU/Tulsa	Maxine and Jack Zarrow Family Foundation	\$25,000
Sentinel Public Schools	Sentinel	SWOSU, Weatherford	Sentinel Ministerial Alliance	\$25,000
Tushka Public Schools	Tushka	SOSU, Durant	Choctaw Nation	\$25,000
Valliant Public Schools	Valliant	SOSU, Durant	Valliant Chamber of Commerce and Agriculture	\$21,536
Vici Public Schools	Vici	OU, Norman	Vici Chamber of Commerce	\$25,000
Warner Public Schools	Warner	Connors State College, Warner	First Baptist Church of Warner	\$24,577
TOTAL				\$595,752

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AGENDA ITEM #21-e:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2006.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 4, 2006, through April 10, 2006.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period March 4, 2006, through April 10, 2006, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents' Delegation of Authority Policy (II-1-25.1) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is \$14,715,000. This total is represented by \$100,000 in Section13/New College allotments and \$14,615,000 in State Fund allotments.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
 (For the Period of March 4, 2006, through April 10, 2006)
 Section 13, New College, and State Funding Sources

Institution	Resolution No.	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Oklahoma State University	4631	295-State	General University-Maintenance, Repair & Remodel	3/ 23/ 2006		1,500,000	
			Total		0	1,500,000	1,500,000
OSU Veterinary Medicine	4629	295-State	Diagnostic (OADDL) Laboratory Expansion	3/ 13/ 2006		12,700,000	
			Total		0	12,700,000	12,700,000
Northeastern State University	4630	295-State	University Signage - Phase I	3/ 20/ 2006		100,000	
			Repairs & Renovations to Campus Buildings	3/ 20/ 2006		200,000	
	Not Require 600-Section		Parking & Street Development	3/ 20/ 2006	100,000		
	Total		100,000	300,000	400,000		
Rogers State University	4627	295-State	Technology & Equipment Enhancements	3/ 10/ 2006		15,000	
			Total		0	15,000	15,000
Southeastern OK State University	4628	295-State	Student Union	3/ 10/ 2006		100,000	
			Total		0	100,000	100,000
System Totals					\$100,000	\$14,615,000	\$14,715,000

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AGENDA ITEM #21-f (1):

Agency Operations.

Not Available Electronically

Not Available Electronically

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AGENDA ITEM #21-f (2):

Cimarron Broadband Project.

Not Available Electronically

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AGENDA ITEM #21-g (1):

Non-Academic Degrees.

Not Available Electronically

Not Available Electronically

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AGENDA ITEM #21-g (2):

Non-Academic Degrees.

Not Available Electronically.

Not Available Electronically

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AGENDA ITEM #21-g (3):

Non-Academic Degrees.

Not Available Electronically

Not Available Electronically

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AGENDA ITEM #21-g (4):

Non-Academic Degrees.

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #21-g (5):

Posthumous Degrees

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #22-a:

Programs.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2005, as well as requests pending from the previous year.

POLICY ISSUES:

This report lists pending requests regarding degree programs as required by the State Regents' *"Policy Statement on Program Approval."*

ANALYSIS:

The following pages contain the Current Degree Program Inventory and the following schedules:

- I. Letters of Intent
- II. Degree Program Requests Under Review
- III. Approved New Program Requests
- IV. Requested Degree Program Deletions
- V. Approved Degree Program Deletions
- VI. Requested Degree Program Name Changes
- VII. Approved Degree Program Name Changes
- VIII. Requested Degree Designation Changes
- IX. Approved Degree Designation Changes
- X. Completed Cooperative Agreements
- XI. Suspended Programs
- XII. Reinstated Programs
- XIII. Requested Inventory Reconciliations
- XIV. Approved Inventory Reconciliations
- XV. Net Deletion Table

April 27, 2006

(Table reflects actions taken at the March 23, 2006 State Regents' meeting)

Institution	No. of Programs	Associate in Arts/ Associate in Science	Associate in Applied Science	Baccalaureate	Master's	Doctoral	First Professional	Total	Certificates
OU	239	0	0	105	79	51	0	235	4
OUHSC	61	0	0	8	25	15	9	57	4
OU-LAW	1	0	0	0	0	0	1	1	0
OSU	217	0	0	88	68	43	0	199	18
OSUTB-OKC	44	7	32	0	0	0	0	39	5
OSUTB-OKM	23	2	18	3	0	0	0	23	0
OSU Vet Med	1	0	0	0	0	0	1	1	0
OSU-COM	3	0	0	-1	2	1	1	3	0
ECU	40	0	0	32	8	0	0	40	0
NSU	90	0	0	60	20	0	1	81	9
NWOSU	43	0	0	37	5	0	0	42	1
RSU	27	14	4	9	0	0	0	27	0
SEOSU	52	0	0	44	8	0	0	52	0
SWOSU	60	4	4	39	12	0	1	60	0
UCO	88	0	0	60	27	0	0	87	1
CU	48	2	8	31	6	0	0	47	1
LU	39	8	0	27	3	0	1	39	0
OPSU	32	4	2	26	0	0	0	32	0
USAO	25	0	0	25	0	0	0	25	0
CASC	34	23	8	0	0	0	0	31	3
CSC	27	20	4	0	0	0	0	24	3
EOSC	34	22	9	0	0	0	0	31	3
MSC	31	18	9	0	0	0	0	27	4
NEOAMC	55	20	10	0	0	0	0	30	25
NOC	40	21	19	0	0	0	0	40	0
OCCC	68	23	25	0	0	0	0	48	20
RCC	32	16	10	0	0	0	0	26	6
Rose	64	29	26	0	0	0	0	55	9
SSC	24	18	4	0	0	0	0	22	2
TCC	99	25	43	0	0	0	0	68	31
WOSC	14	2	11	0	0	0	0	13	1

System Total	1,655	278	246	593	263	110	15	1,505	150
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I. Letters of Intent

Institution	Degree Program	Date Received
CASC	Associate in Arts in English	10/15/2004
OSU-OKC	Associate in Applied Science in Montessori Education	12/21/2004
RCC	Certificate in Emergency Preparedness/Homeland Security	02/11/2005
OSU-OKC	Associate in Applied Science in Biomedical Engineering Technology	05/03/2005
NSU	Undergraduate Certificate in English as a Second Language	05/16/2005
NSU	Graduate Certificate in English as a Second Language	05/16/2005
UCO	Master of Music in Jazz Studies	07/19/2005
TCC	Associate in Applied Science in Cardiovascular Technology	07/21/2005
NSU	Bachelor of Arts in Visual Communication	08/03/2005
TCC	Associate in Science in Biotechnology	08/11/2005
TCC	Associate in Applied Science in Biotechnology	08/11/2005
TCC	Associate in Science in Homeland Security	08/11/2005
TCC	Associate in Applied Science in Homeland Security	08/11/2005
TCC	Certificate in Homeland Security	08/11/2005
TCC	Associate in Science in Information Reporting Technology	08/11/2005
TCC	Associate in Applied Science in Information Reporting Technology	08/11/2005
TCC	Certificate in Information Reporting Technology	08/11/2005
TCC	Certificate in Biotechnology	08/11/2005
NSU	Bachelor of Business Administration in Logistics Management	08/11/2005
OCCC	Associate in Applied Science in Nanotechnology	08/15/2005
OCCC	Associate in Applied Science in Sonography	08/15/2005
OCCC	Certificate in Leadership	08/15/2005
OCCC	Certificate in Bioinformatics	08/15/2005
OCCC	Associate in Applied Science in Emergency Management and Planning	08/15/2005
OCCC	Associate in Applied Science in Automotive Management	08/15/2005
OCCC	Associate in Science in Business (Automotive Management option)	08/15/2005
OCCC	Associate in Arts in Leisure Service Management	08/15/2005
OSU-OKC	Associate in Applied Science in Technical Spanish/Translation & Interpretation	08/22/2005
Rose	Associate in Science in Computer Information Technology	08/24/2005
OSU	Master of Science in Business Geographics	09/12/2005
OSU	Bachelor of Science in Food Science	09/12/2005
TCC	Associate in Applied Science in Nanotechnology	10/28/2005
OUHSC	Doctor of Philosophy in Nursing	11/17/2005
NEOAMC	Associate in Applied Science in Applied Manufacturing & Technology	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Manufacturing & Technology (two-year)	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Manufacturing & Technology (one-year)	12/16/2005
NEOAMC	Associate in Applied Science in Applied Business & Technology	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Business & Technology (two-year)	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Business & Technology (one-year)	12/16/2005
NSU	Master of Social Work in Social Work	01/03/2006
Rose	Certificate in Phlebotomy	02/08/2006
Rose	Associate in Applied Science in Computer Gaming & Simulation	02/16/2006
OSUTB-OKM	Associate in Applied Science in Casino Resort Operations	02/27/2006 (renewed)
CASC	Certificate in Dietary Management	03/10/2006

CASC	Associate in Applied Science in Culinary Arts	03/10/2006
CASC	Certificate in Office Sciences with options in Information Management & Medical Office	03/10/2006

II. Degree Program Requests Under Review

July 1, 2005 to present

Institution	Degree Program	Date Rec'd	Status
CASC	Associate in Arts in Fine Arts	02/15/2005	withdrawn
OSU-OKC	Associate in Applied Science in Culinary Arts as a cooperative agreement with Metro Technology Centers	05/06/2005	undergoing review
OU	Bachelor of Science in Aviation	05/17/2005	withdrawn
CASC	Certificate of Mastery in Child Development	06/14/2005	withdrawn
OU	Master of Arts in Applied Linguistic Anthropology	01/06/2006	April 27, 2006
CASC	Associate in Arts in Information Systems	02/06/2006	undergoing review
OPSU	Bachelor of Arts in Liberal Arts Studies	02/14/2006	undergoing review
SWOSU	Bachelor of Arts in Spanish	02/24/2006	undergoing review
Rose	Certificate in Realtime Voice Writing	03/10/2006	April 27, 2006

III. Approved New Program Requests

July 1, 2005 to present

Institution	Degree Program	Date Rec'd	Date Approved
OSU-OKC	Associate in Applied Science in Radiography as a cooperative agreement with Metro Technology Centers	05/06/2005	September 15, 2005
OU	Bachelor of Arts in Chinese	05/17/2005	September 15, 2005
RSU	Associate in Arts in Legal Assisting	06/09/2005	September 15, 2005
OSU	Associate in Applied Science in Enterprise Communications	05/17/2005	October 27, 2005
TCC	Certificate in Hospitality & Gaming Operations	08/18/2005	October 27, 2005
OSUTB-OKM	Associate in Applied Science in Emergent Science Technologies	11/17/2005	January 12, 2006
OSU	Certificate in Engineering & Technology Management	11/17/2005	February 16, 2006
OU	Doctor of Philosophy in Mass Communication	04/08/2005	March 23, 2006
RSU	Bachelor of Science in Game Development	01/11/2006	March 23, 2006
RCC	Associate in Applied Science in Sustainable Agriculture – Viticulture and Enology	02/07/2006	March 23, 2006
RCC	Certificate in Viticulture and Enology	03/10/2006	March 23, 2006

IV. Requested Degree Program Deletions

July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Status
CASC	Associate in Arts in Speech/Theatre (035)	02/15/2005	undergoing review
CASC	Associate in Arts in Music (026)	02/15/2005	undergoing review
CASC	Associate in Arts in Art (002)	02/15/2005	undergoing review
OUHSC	Master of Science in Prosthodontics (051)	02/15/2005	undergoing review
CSC	Associate in Science in Chemistry (010)	03/10/2006	April 27, 2006
CSC	Associate in Science in Pre-Medical/Dental/Pharmacy (033)	03/10/2006	April 27, 2006

V. Approved Degree Program Deletions

July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Date Approved
OSUTB-OKM	Associate in Applied Science in Shoe-Boot-Saddle (037)	02/09/2005	September 15, 2005
TCC	Associate in Applied Science in Surveying Technology (218)	05/19/2005	September 15, 2005
RSU	Certificate in EMS Paramedic (102)	06/09/2005	September 15, 2005
RSU	Certificate in EMT Intermediate (103)	06/09/2005	September 15, 2005
RSU	Associate in Applied Science in Legal Assistant (049)	06/09/2005	September 15, 2005
OCCC	Associate in Applied Science in Telecommunications Technology (134)	06/10/2005	September 15, 2005
NEOAMC	Associate in Applied Science in Electronics (019)	06/29/2005	September 15, 2005
UCO	Certificate in Emerging Technologies (187)	08/29/2005	October 27, 2005
TCC	Certificate in Management Leadership (253)	08/29/2005	October 27, 2005
OCCC	Certificate in Accounting Technician (133)	09/07/2005	October 27, 2005
OCCC	Certificate in Accounting Office Assistant (132)	09/07/2005	October 27, 2005
OSU	Bachelor of Science in Professional Studies (426)	10/13/2005	December 1, 2005
RCC	Associate in Applied Science in Laboratory Animal Science (075)	11/01/2005	December 1, 2005
CASC	Certificate in Food handling/Management (053)	11/03/2005	December 1, 2005
ECU	Bachelor of Science in Business Education and Office Technology (009)	11/10/2005	February 16, 2005
SWOSU	Associate in Applied Science in Childhood Development and Education (144)	09/02/2005	March 23, 2006

VI. Requested Degree Program Name Changes

July 1, 2005 to present

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Status
SWOSU	Bachelor of Arts in Graphic Design (007)	Bachelor of Fine Arts in Art	02/15/2005	undergoing review
CSC	Associate in Science in Physical Science/Physics/Pre-Engineering (042)	Associate in Science in Physical Science	03/10/06	April 27, 2006

VII. Approved Degree Program Name Changes

July 1, 2005 to present

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
TCC	Associate in Applied Science in Civil Engineering Technology (099)	Associate in Applied Science in Civil Engineering/Surveying Technology	05/19/2005	September 15, 2005
SWOSU	Bachelor of Science in Medical Technology (034)	Bachelor of Science in Clinical Laboratory Science	08/03/2005	September 15, 2005
NOC	Associate in Arts in Native American Leadership (072)	Associate in Arts in American Indian Studies	09/13/2005	October 27, 2005
OSU	Bachelor of Science in Medical Technology (148)	Bachelor of Science in Clinical Laboratory Science	10/13/2005	December 1, 2005
UCO	Bachelor of Arts in Journalism (118)	Bachelor of Arts in Mass Communication	11/07/2005	January 12, 2006
UCO	Bachelor of Arts in Communication (130)	Bachelor of Arts in Mass Communication	11/07/2005	January 12, 2006
NSU	Bachelor of Science in Family & Consumer Sciences (045)	Bachelor of Science in Human & Family Sciences	01/03/2006	February 16, 2006
NSU	Master of Arts in Communication Arts (106)	Master of Arts in Communication	01/03/2006	February 16, 2006
OSU-OKC	Associate in Applied Science in Echocardiology Technology (097)	Associate in Applied Science in Echocardiography Technology	12/15/2005	February 16, 2006
CASC	Associate in Arts in Pre-Law (030)	Associate in Arts in Pre-Law Criminal Justice	02/06/2006	March 23, 2006
OSU-OKC	Associate in Applied Science in Public Safety (095)	Associate in Applied Science in Emergency Management	02/10/2006	March 23, 2006
OSU-OKC	Associate in Applied Science in Radiography Technology (099)	Associate in Applied Science in Radiologic Technology	02/10/2005	March 23, 2006

VIII. Requested Degree Designation Changes

July 1, 2005 to present

Date Rec'd	Institution	Current Degree Program	Proposed Degree Designation	Status

IX. Approved Degree Designation Changes

July 1, 2005 to present

Date Rec'd	Institution	Current Degree Program	Proposed Degree Designation	Approved
06/30/2005	OU	Bachelor of Liberal Studies in Liberal Studies (231)	Bachelor of Arts in Liberal Studies	October 27, 2005
11/07/2005	UCO	Bachelor of Arts in Education in Communication Education (131)	Bachelor of Fine Arts in Education in Theatre/ Communication Education	January 12, 2006

X. Completed Cooperative Agreements

July 1, 2005 to present

Date Rec'd	Institution	Area Career Technology Center	Degree Program (program code)	Date Approved	Date Ratified
05/06/2005	OSU-OKC	Metro Technology Center	Associate in Applied Science in Radiography (new)	n/a	September 15, 2005
05/06/2005	OSU-OKC	Metro Technology Center	Associate in Applied Science in Culinary Arts (new)		undergoing review
06/15/2005	RCC	Autry Technology Center	Associate in Applied Science in Emergency Medical Technology Paramedic (076)	11/15/05	December 1, 2005
08/03/2005	OSU-OKC	Francis Tuttle Technology Center	Associate in Applied Science in Computer Information Systems (005) [accounting option]		undergoing review
08/03/2005	OSU-OKC	Francis Tuttle Technology Center	Associate in Applied Science in Engineering Technology in Technical Communications (064) [illustration/multimedia option]		undergoing review
08/03/2005	OSU-OKC	Eastern Oklahoma County Technology Center	Associate in Applied Science in Municipal Fire Protection (088)	11/15/05	December 1, 2005
08/08/2005	NOC	Meridian Technology Center	Associate in Applied Science in Engineering Technology (070) [drafting & design option]	11/15/05	December 1, 2005
08/12/2005	OCCC	Francis Tuttle Technology Center	Associate in Applied Science in Enterprise Communication Systems (new)	n/a	September 15, 2005
09/21/2005	RCC	Central Technology Center	Associate in Applied Science in Sustainable Agriculture, Viticulture, & Enology (027), Technology option		undergoing review

XI. Suspended Programs

July 1, 2005 to present

Institution	Degree Program (program code)	Date Suspended	Date Suspension Ratified	Date by which program must be reinstated or deleted
NOC	Associate in Applied Science in Computer Information Systems (075)	09/23/2005	10/27/2005	September 22, 2005

XII. Reinstated Programs

July 1, 2005 to present

Date Rec'd	Institution	Program (program code)	Original Suspension Date	Date Reinstatement Ratified
09/13/2005	NOC	Associate in Arts in Native American Leadership (072)	08/15/2002	October 27, 2005

XIII. Requested Inventory Reconciliations

July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Status
CU	Bachelor of Science in Computer Information Systems (411)	N/A	April 27, 2006
CU	Bachelor of Science in Engineering Design Technology (412)	N/A	April 27, 2006
CU	Bachelor of Science in Electronic Engineering Technology (413)	N/A	April 27, 2006

XIV. Approved Inventory Reconciliations

July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Date Approved
UCO	Bachelor of Science in Food Management & Nutrition Didactics (113) [program name change to Bachelor of Science in Nutrition, Dietetics, and Food Management]	06/22/2005	September 15, 2005
NSU	Bachelor of Science in Family & Consumer Science (045), add option Family & Consumer Science	08/24/2005	October 27, 2005
NSU	Bachelor of Business Administration in Finance (030), add option Finance	08/24/2005	October 27, 2005
NSU	Master of Business Administration (056), add option Master of Business Administration	08/24/2005	October 27, 2005

XV. Net Reduction Table

1991-92 through March 23, 2006

Institution	1991	Current			
	Academic Year 1991-92	Current as of March 2006			
	No. of Programs	No. of Programs	No. Deleted	No. Added	Net Reduction
OU	278	239	73	33	40
OUHSC	62	61	15	14	1
OU-LAW	1	1	0	0	0
OSU	230	217	62	48	14
OSU-OKC	50	44	41	35	6
OSUTB-OKM	47	23	39	15	24
OSU Vet Med	1	1	0	0	0
OSU-CHS	1	3	0	3	-3
ECU	43	40	5	2	3
NSU	97	90	27	20	7
NWOSU	56	43	16	3	13
RSU	78	27	71	21	50
SEOSU	61	52	23	14	9
SWOSU	94	60	52	18	34
UCO	135	88	54	7	47
CU	36	48	3	15	-12
LU	41	39	12	10	2
OPSU	42	32	19	9	10
USAO	34	25	10	1	9
CASC	37	34	12	9	3

CSC	61	27	40	6	34
EOSC	56	34	27	5	22
MSC	32	31	10	9	1
NEOAMC	87	55	46	14	32
NOC	54	40	31	17	14
OSCC	68	68	38	38	0
RCC	62	32	42	12	30
Rose	82	64	41	23	18
SSC	31	24	12	5	7
TCC	107	99	63	55	8
WOSC	50	14	41	5	36
System Total	2,114	1,655	925	466	459

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 27, 2006

AGENDA ITEM #22-b (1):

Annual Report.

SUBJECT: Federal Teacher Education Report Card

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In October 1998, the U.S. Congress enacted Title II of the Higher Education Act (HEA) authorizing (1) new federal grant programs to improve recruitment, preparation, and support of new teachers, and (2) new teacher preparation and licensing accountability measures and reporting requirements for higher education institutions and states. The HEA Title II accountability measures were developed by the U.S. Department of Education's (USDE) National Center for Education Statistics (NCES) based on feedback from various organizations, focus groups, and a consultative committee. Dr. Debra Stuart, Vice Chancellor for Administration and Board Relations, served as a member.

In a three-stage annual process, higher education institutions with teacher preparation programs submit program completion data to the state; the state compiles a report to the USDE; and the USDE compiles a national report for Congress. Each of these three reports is made public. As the agency in Oklahoma that licenses teachers, the State Department of Education (SDE) is responsible for compiling the state report.

POLICY ISSUES:

Section 207 in Title II of the HEA requires those states that receive HEA funds to prepare an annual report on teacher preparation and licensing. Involvement with the HEA Title II report card and use of these data are consistent with the State Regents' teacher education initiatives to ensure accountability for quality teacher education programs.

ANALYSIS:

Title II requires each institution to report annually on:

- basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching;
- how well individuals who complete its teacher preparation program, program completers, perform on initial state licensing and certification assessments in their areas of specialization;

- whether it is classified by the state as “low-performing;”
- licensing and certification requirements (including cut scores on required examinations);
- descriptions of alternative routes through which individuals may become teachers;
- the percentage of teaching candidates who passed certification or licensure assessments statewide, for each institution, and for each alternative route to certification;
- information on the use of waivers of certification or licensure requirements, and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas; and
- criteria for assessing the performance of an institution’s teacher preparation program.

The annual state report must include adjusted quartile rankings for each reporting institution in the state, based on (1) its pass rate on all assessments (i.e., general knowledge, subject area, and professional knowledge), and (2) its summary pass rate. Each quartile must have institutions listed, but since tied scores fall in the same adjusted quartile, some quartiles will be larger than 25 percent in size, and some will be smaller.

Of the eight institutions with a 100 percent pass rate, one less than last year, four are State System institutions. Of the 22 Oklahoma colleges of education, the lowest percentage reported is 82 percent, up from 65 percent in 2005. Two private institutions had fewer than ten program completers. The “rule of ten” refers to institutions with fewer than ten students taking an examination. Privacy rules restrict the posting of those numbers.

Oklahoma State University had the largest number of completers passing all three components of the Oklahoma licensure/certification test. Cameron University and Oklahoma State University had 100 percent for the third consecutive year. The number of program completers increased by 36 or 2.1 percent. Langston University had the largest percent increase, from 65 percent to 82 percent.

In addition to the required accountability measures, the institutions are encouraged to provide information to further describe their teacher preparation programs, which might account for the pass rates. As required, the universities submitted reports to the SDE in April. These reports are due to the USDE in October 2006. To date, the SDE has not provided the reports to the State Regents’ office for review.

Attachment

Title II Institution Status Report 2006
2004-2005 Program Completers*

	Institution	Number of Students Tested	Number of Passing Students	Pass Rate
FIRST QUARTILE	Bacone College	13	13	100%
	Cameron University	81	81	100%
	Oklahoma Christian University	37	37	100%
	Oklahoma State University	294	294	100%
	Oklahoma Wesleyan University	15	15	100%
	University of Science and Arts of Oklahoma	36	36	100%
	University of Oklahoma	152	152	100%
	University of Tulsa	27	27	100%
SECOND QUARTILE	Northeastern Oklahoma State University	378	372	98%
	University of Central Oklahoma	223	219	98%
	Northwestern Oklahoma State University	69	66	96%
	Southeastern Oklahoma State University	138	132	96%
	Oral Roberts University	47	45	96%
THIRD QUARTILE	Oklahoma Baptist University	65	62	95%
	Oklahoma Panhandle State University	39	37	95%
	Southern Nazarene University	35	33	94%
	Southwestern Oklahoma State University	191	180	94%
FOURTH QUARTILE	Oklahoma City University	15	14	93%
	East Central University	130	120	92%
	Langston University	17	14	82%

*2004-05 completers have taken at least one component of the Oklahoma licensure/certification test - the Oklahoma General Education Test, Oklahoma Subject Area Test, and/or Oklahoma Professional Teaching Examination.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 27, 2006

AGENDA ITEM #22-b (2):

Annual Report.

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

- Policy Statement on Grading
- Special Non-Degree Seeking Student Admission (Admission Policy, Part I, C.1.)
- Academic Suspension Appeals (Admission Policy, Part II, D.2.)
- Policy Statement on Admission of Students for Whom English is a Second Language
- Policy on Remediation and Removal of High School Curricular Deficiencies

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the eighth year of data collection.

POLICY ISSUES:

Policy Statement on Grading

A student may request an academic reprieve or academic renewal from public State System institutions consistent with State Regents' guidelines. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Non-Degree Seeking Student Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain at 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated the ability to succeed academically by raising their GPA to the retention standards at another institution.

Policy Statement on Admission of Students for Whom English is a Second Language (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. Exceptions may be made if the applicant demonstrates proficiency in English prior to admission. Such exceptions must be documented and reported.

Policy on Remediation and Removal of High School Curricular Deficiencies

The State Regents' policy requires students to successfully remediate basic skills course requirements within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier (research, regional, and community college). Information was gathered for the academic year from all State System institutions.

Policy Statement on Grading

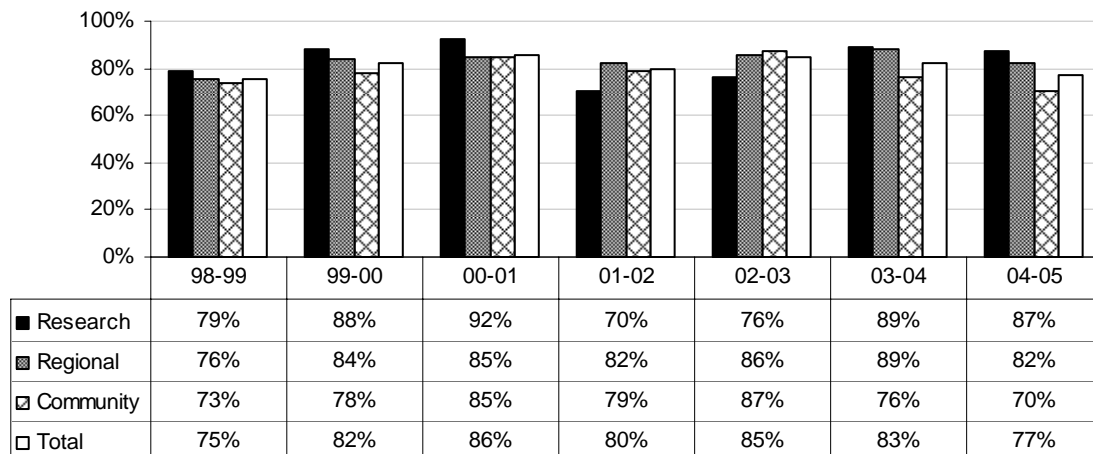
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes *there may be extraordinary situations in which a student has done poorly in an entire enrollment due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrant excluding those grades in calculating the student's retention and graduation GPAs.* Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

A new provision, adopted in December 2003, allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the

student's graduation/retention GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's retention/graduation GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career.

Approval Rate of Academic Reprieves Granted by Tier 1998-99 to 2004-05



Number of Grade Reprieves by Tier 1998-99 to 2004-05

	98-99		99-00		00-01		01-02		02-03		03-04		04-05	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	48	38	58	51	38	35	50	35	68	52	44	39	55	48
Regional	240	182	229	192	195	166	264	217	242	207	166	147	211	174
Community	132	97	166	130	111	94	149	117	175	153	191	145	233	163
Total	420	317	453	373	344	295	463	369	485	412	401	331	499	385

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the community college totals.

- The number of requests for academic reprieves systemwide averaged 438 per year for the past seven years. In 2004-05, there were 499 requests.
- Sixty-four percent of all requests for academic reprieves were for one semester rather than two.

- In 2004-05, the greatest numbers of requests (47 percent) were at the community colleges; 42 percent were at the regional universities; and 11 percent were at the research universities.
- Systemwide in 2004-05, 77 percent of reprieve requests were granted. From 1998-99 to 2004-05 reprieve requests granted averaged 81 percent.
- Community colleges granted the lowest percentage of academic reprieves in 2004-05, 70 percent, down from 76 percent in 2003-04. Regional universities granted 82 percent of requested reprieves in 2004-05, down from 89 percent in 2003-04. Research universities granted 87 percent of requested reprieves in 2004-05, down from 89 percent in 2003-04.

**Number of Academic Renewals
Requested and Granted
2004-05**

	03-04		04-05	
	Requested	Granted	Requested	Granted
Research	0	0	1	1
Regional	0	0	5	5
Community	6	4	2	1
Total	6	4	8	7

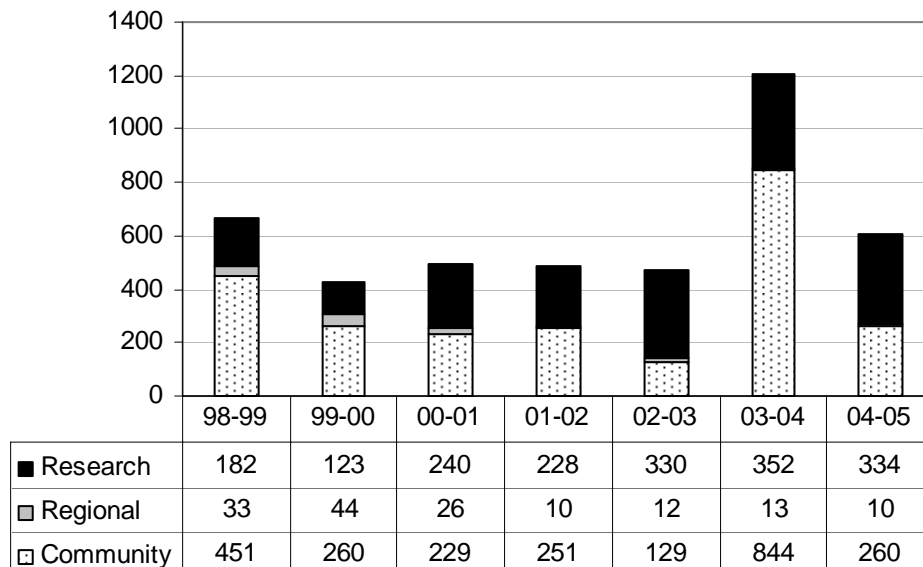
- Eight renewals were requested in 2004-05 with seven granted.

The high percentage of granted reprieves appears appropriate. The number of reprieves requested has decreased at the same time enrollments have increased. Students requesting reprieves must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves would be granted.

Special Non-Degree Seeking Student Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job related courses with appropriate academic control.

**Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
1998-99 to 2004-05**



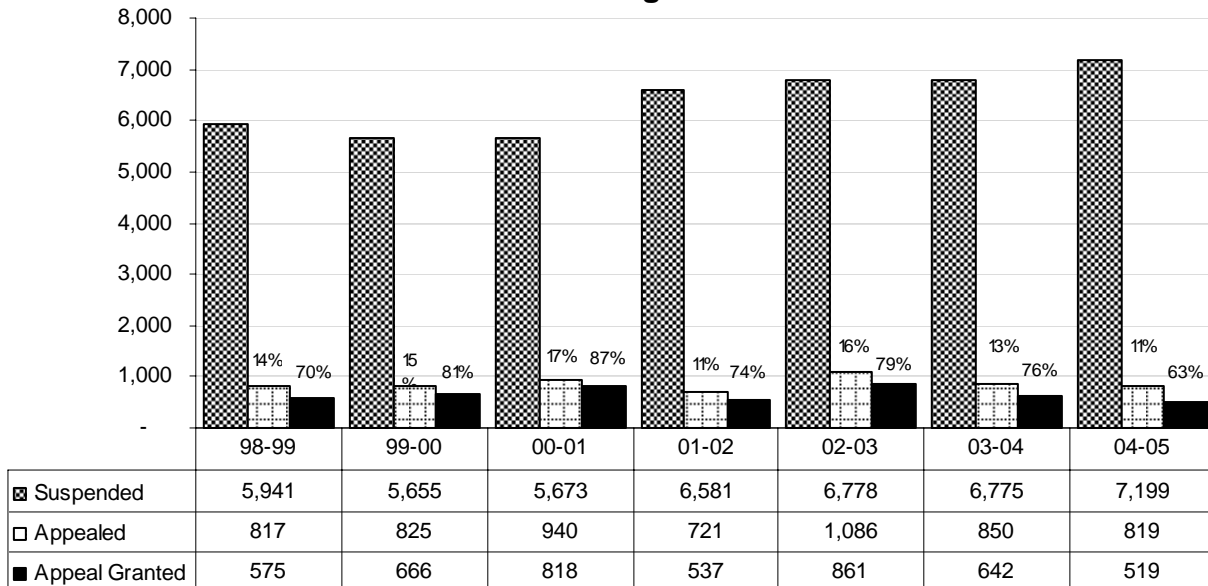
Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the community college totals.

- In 2004-05, 13 institutions reported a total of 604 students enrolled as non-degree seeking students with more than nine credits, down from 1,209 students in 2003-04. Community colleges reported 43 percent of the exceptions; research universities, 55 percent; and regional universities, 2 percent.
- Since 1998-99, the number of non-degree seeking students enrolled in more than nine hours has decreased 50 percent, from 1,209 to 604. The number enrolled at research universities decreased five percent, from 352 to 334. At the regional universities the number dropped from 13 to 10, a decrease of 23 percent. At the community colleges the number decreased 69 percent, from 844 to 260.
- Explanations for exceptions included courses for personal enrichment, courses for specific certifications, continuing education courses. Exchange students and those seeking degrees at other institutions were also granted exceptions.

Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents’ policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

**Total Suspensions
1998-99 through 2004-05**



- From 2003-04 to 2004-05, the number of suspension appeals decreased 4 percent from 850 to 819, while the number of suspensions increased, from 6,775 to 7,199. The number of appeals that were granted decreased 25 percent from 642 to 519.

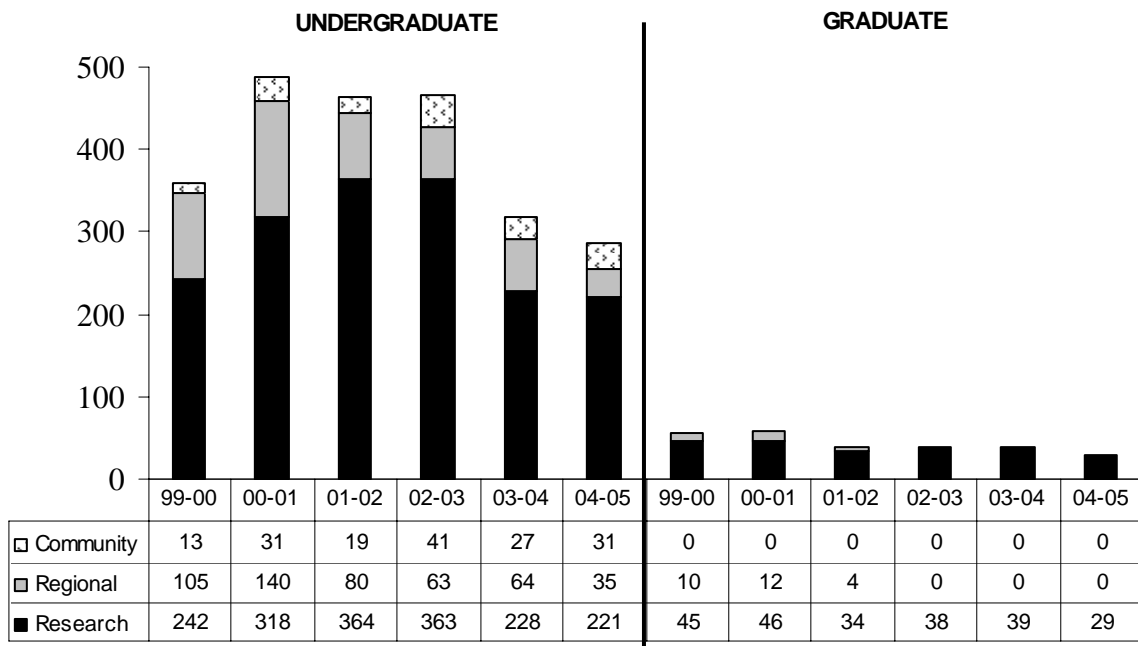
- Over the past seven years the percentage of suspension appeals have ranged between 721 (11 percent) in 2001-02 to 940 (17 percent) in 2000-01.
- Generally, the highest appeals percentages were found at the regional tier (20 percent in 2004-05). In 2004-05, the research universities reported an appeal rate of 16 percent, and the community colleges reported a rate of 6 percent.
- Over the past seven years granted appeals systemwide have averaged 76 percent. In 2004-05, 63 percent of appeals were granted.
- Community colleges granted the highest percentage of appeals at 77 percent in 2004-05, up from 70 percent in 2003-04; regional universities granted 62 percent of appeals in 2004-05, down from 82 percent in 2003-04; and research universities granted 37 percent in 2004-05, up from 30 percent in 2003-04.

As previously noted, students must document extraordinary circumstances that lead to suspension. Thus, a high percentage of granted appeals is appropriate to give a second chance opportunity for deserving students documenting circumstances beyond their control which contributed to or caused academic difficulties.

Policy Statement on Admission of Students for Whom English is a Second Language (ESL)

The majority of exceptions to the minimum TOEFL score admission requirement was granted for ESL students who were military personnel or dependents, had alternative testing or examination, or were participating in exchange programs with foreign institutions which certified the students' proficiency.

**Number of ESL Exceptions by Tier
1999-00 through 2004-05**



Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the community college totals.

- The number of undergraduate ESL exceptions decreased systemwide from 319 in 2003-04 to

287 in 2004-05. From 2003-04 to 2004-05, research universities reported an decrease of 3 percent (228 to 221); regional universities decreased 45 percent (64 to 35); and community colleges increased 15 percent (27 to 31).

- Graduate exceptions at research universities decreased by 26 percent, from 39 in 2003-04 to 29 in 2004-05. Regional universities reported no graduate exceptions for 2004-05.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last six years. Research institutions granted between 65 and 79 percent of the undergraduate exceptions; and research universities granted between 79 and 100 percent of graduate exceptions in each of the past six years.
- In 2004-05, the research universities, two regional universities, and four community colleges granted undergraduate exceptions.
- In 2004-05, only research universities granted exceptions for graduate students.

Among the reasons cited for granting ESL exceptions were graduation from English-speaking high schools, active military duty, satisfactory COMPASS scores, and previous successful work at other colleges or universities.

Policy on Remediation and Removal of High School Curricular Deficiencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, were a transfer student, or were given a second-chance opportunity.

**Remediation and Removal of High School Curricular Deficiencies -
Exceptions from Credit Hour Limit
1998-99 to 2004-05**

	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Research	540	548	66	62	32	16	19
Regional	454	469	512	495	454	366	476
Community	525	1,058	815	1,472	1,534	1,066	1,092
Total	1,519	2,075	1,393	2,029	2,020	1,448	1,587

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the community college totals.

- From 1998-99 to 2004-05, the number of exceptions ranged from about 1,400 to about 2,100. In 2004-05, the number of exceptions was 1,587.
- At the research universities, the number of exceptions granted has decreased since 1999-00, from a high of 548 to 19 in 2004-05.
- The number of time limit exceptions granted at regional universities increased from 454 in 1998-99 to 512 in 2000-01, then decreased to 476 in 2004-05.
- The number of exceptions granted at community colleges has been variable over the last six years, but increased in the last year from 1,066 in 2003-04 to 1,092 in 2004-05.
- In 2004-05, the research universities, 9 of 11 regional universities, and 7 of 14 community colleges reported exceptions.
- From 2003-04 to 2004-05, the number of students granted exceptions to remediation time limits increased by 30 percent (366 to 476) at the regional universities, by 19 percent (16 to 19) at the research universities and by 2 percent (1,066 to 1,092) at the community colleges.

Among the reasons given for exceptions were: satisfactory progress in other college level work, transferred with deficiencies, advisor or clerical errors, multiple remediation needs, multiple failed attempts at remediation, schedule conflicts, exchange agreements, having only a History deficiency, and enrollment in AAS programs.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

MINUTES

Six Hundred Ninetieth Meeting



March 23, 2006

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City, Oklahoma

Minutes of the Six Hundred Ninetieth Meeting
March 23, 2006

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Six Hundred Ninetieth Meeting
of the
Oklahoma State Regents for Higher Education
March 23, 2006**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, March 23, 2006, at Redlands Community College in El Reno, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 7, 2005, and amended on March 10, 2006. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Hunter called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Ronald White, Stuart Price, Joseph Parker, Marlin “Ike” Glass, Carl Renfro, James Harrel, Cheryl Hunter and John Massey.
3. **MINUTES OF THE PREVIOUS MEETING.** Regent Massey made a motion, seconded by Regent Harrel, to approve the minutes of the State Regents’ Regular Meeting on February 17, 2006. Voting for the motion were Regents Burgess, White, Price, Parker, Glass, Renfro, Harrel, Hunter and Massey. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Hunter discussed the Regents' Retreat and thanked President Devane for his hospitality.
5. **REPORT OF THE CHANCELLOR.** Chancellor Risser discussed academic efficiencies, the student portal and the adult degree completion program. He also noted that final allocations from the motor fuel assessments would be made to OU and to OSU and that Dr. Stephen McKeever of Oklahoma State University, and Dr. Kelvin Droegemeier of the University of Oklahoma, would provide updates on the sensor research program and the weather research program, respectively.
6. **TRIBUTE TO CHANCELLOR EMERITUS HANS BRISCH.** Dr. Kermit McMurry paid tribute to Chancellor Emeritus Hans Brisch who recently passed away. Dr. McMurry noted that Chancellor Emeritus Brisch was a visionary leader who inspired generations of students to educational excellence.
7. **HOST.** President Larry Devane, students and members of staff outlined their educational goals and discussed Redlands Community College's commitment to its students and to the community.
8. **UPDATE ON SENSOR RESEARCH.** Dr. Stephen McKeever of Oklahoma State University provided an update on Sensor Research. Dr. McKeever summarized project expenditures which included bio-safety and science/engineering labs; real-time PCR and other major equipment. In addition, Dr. McKeever noted that by using start-up from OSRHE funds, the program had filled 10 new positions in physics, microbiology, electrical engineering and chemical engineering. Also, Dr. McKeever outlined the program's future plans and goals.

9. **UPDATE ON WEATHER RESEARCH.** Dr. Kelvin Droegemeier of Oklahoma University provided an update on Weather Research. Dr. Droegemeier discussed OU's Research Campus, its architecture and vision. He also discussed Oklahoma's unique environment connecting academe, government and industry. Dr. Droegemeier thanked the Regents for their support in the weather research program.
10. **NEW PROGRAMS.** Regent Glass made a motion, seconded by Regent Massey, to approve the following requests for new programs:
 - a. University of Oklahoma requested to offer the Doctor of Philosophy in Mass Communications;
 - b. Rogers State University requested to offer the Bachelor of Science in Game Development;
 - c. Redlands Community College requested to offer the Associate in Applied Science in Sustainable Agriculture and the Certificate in Viticulture and Enology.

Voting for the motion were Regents Massey, White, Parker, Renfro, Harrel, Hunter and Glass. Voting against the motion were none.
11. **PROGRAM DELETION.** Regent Glass made a motion, seconded by Regent Massey, to approve the following institutional request for program deletions: Southwestern Oklahoma State University requested authorization to delete the Associate in Applied Science in Childhood

Development and Education (144). Voting for the motion were Regents White, Parker, Glass, Renfro, Harrel, Hunter, and Massey. Voting against the motion were none.

12. **COOPERATIVE ALLIANCES.** Regent Glass made a motion, seconded by Regent Massey to approve the cooperative alliance agreements between Northern Oklahoma College and Chisholm Trail Technology Center and between Northern Oklahoma College and Pioneer Technology Center, including accompanying exceptions to State Regents' policies. Voting for the motion were Regents Parker, Glass, Renfro, Harrel, Hunter, Massey, and White. Voting against the motion were none.
13. **STUDENT TRANSFER.** Regent Glass made a motion, seconded by Regent Massey to accept the course equivalency matrix. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Massey, Burgess, White and Parker. Voting against the motion were none.
14. **ACADEMIC EFFICIENCIES.** Dr. Phil Moss and Gerry Hanley, Executive Director of MERLOT, presented a report on academic efficiencies. Regent Burgess made a motion, seconded by Regent Harrel, to accept the academic efficiencies report on projects and efforts related to the academic efficiencies initiative. Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Parker, Glass and Renfro. Voting against the motion were none.
15. **EPAS.** This item was omitted and will be reviewed at the April Regents' meeting.
- 15.1. **OKLAHOMA TUITION EQUALIZATION GRANT PROGRAM.** Bryce Fair outlined the process for reallocation of unused Oklahoma Tuition Equalization Grant funds. Three institutions

applied for additional funds totaling \$89,000. Regent Parker made a motion, seconded by Regent Massey to approve the reallocation of OTEG funds. Voting for the motion were Regents Hunter, Massey, Burgess, White, Parker, Glass, Renfro and Harrel. Voting against the motion were none.

16. **E & G BUDGET.**

- a. Approval of the allocation of \$777,231.73 to Oklahoma State University Center for Health Sciences and \$777,231.73 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.
- b. Approval of the final allocation of \$370,667.67 to Oklahoma State University and \$370,667.67 to the University of Oklahoma from revenue collected through the Higher Education Facilities Revolving Fund.

Regent White made a motion, seconded by Regent Massey, to approve the allocations. Voting for the motion were Regents Hunter, White, Massey, Burgess, Parker, Glass, Renfro and Harrel. Voting against the motion were none.

17. **TUITION AND FEES.** Regent White made a motion, seconded by Regent Burgess, to approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2007; and 2) institutional requests for changes to academic services fees for Fiscal Year 2007. Voting for the motion were Regents White, Massey, Burgess, Parker, Glass, Renfro, Harrel and Hunter. Voting against the motion were none.

18. **ENDOWED CHAIRS.** Regent White made a motion, seconded by Regent Burgess, to approve the matching funds for endowments at 18 institutions. Voting for the motion were Regents Massey, Burgess, Parker, Glass, Renfro, Harrel, Hunter and White. Voting against the motion were none.
19. **EPSCoR.** Regent White made a motion, seconded by Regent Burgess, to approve EPSCoR matching funds in the amount of \$175,000 to Oklahoma State University for the third year of a three-year Department of Energy project. Voting for the motion were Regents Burgess, Parker, Glass, Renfro, Harrel, Hunter, White and Massey. Voting against the motion were none.
20. **POLICY.** Regent White made a motion, seconded by Regent Burgess, to adopt the permanent rule changes for (a) Administrative Operations – Purchasing and (b) to redefine the operating guidelines concerning the amount awarded in the Chancellor’s Scholarship Program and renaming the program to the *Chancellor Hans Brisch Scholarship Program*. Voting for the motion were Regents Harrel, Hunter, White, Massey, Burgess, Parker, Glass and Renfro. Voting against the motion were none.
21. **CONCURRENT TUITION WAIVERS.** Regent White made a motion, seconded by Regent Burgess, to approve the revisions to the tuition policy regarding tuition waivers for concurrently enrolled high school seniors. Voting for the motion were Regents Hunter, White, Massey, Burgess, Parker, Glass, Renfro and Harrel. Voting against the motion were none.
22. Item 22 was omitted.

- 22.1. **RESOLUTION.** Regent Massey made a motion, seconded by Regent Parker, to approve the resolution concerning the TABOR initiative. Voting for the motion were Regents White, Massey, Burgess, Parker, Glass, Renfro, Harrel and Hunter. Voting against the motion were none.
23. **COMMENDATIONS.** Regent Harrel made a motion, seconded by Regent White, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Regents Parker, Glass, Renfro, Harrel, Hunter, White, Massey and Burgess. Voting against the motion were none.
24. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Burgess, for the State Regents to go into executive session for confidential discussion of personnel. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Burgess, White, Massey and Parker. Voting against the motion were none. Voting to return to open session were Regents Renfro, Harrel, Hunter, Burgess, White, Massey, Parker and Glass.
25. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Massey, to approve the following consent docket items:
- a. Approval of institutional requests for program modifications.
 - b. Ratification of institutional request for modification of academic nomenclature.
 - c. Ratification of capital allotments.
 - d. Ratification of purchases of \$25,000 and above.
 - e. Ratification of a posthumous degree request from the University of Oklahoma.

Voting for the motion were Regents Parker, Glass, Renfro, Harrel, Hunter, White, Massey, and Burgess. Voting against the motion were none.

26. **REPORTS.** Regent Massey made a motion, seconded by Regent Parker, to accept the following reports:

- a. Status Report on Program Requests.
- b. Annual Reports.
 - (1) Eighth Annual Teacher Education Report.
 - (2) Teacher Education Program Admission Study 2004-05.
 - (3) Resident and Nonresident Tuition Waiver Report, 2004-2005.

Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, White, Massey, Burgess, and Parker. Voting against the motion were none.

27. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. Regent Glass stated that all of the Committee's items had been acted on and that the Committee also received an update on the progress of the student portal and discussed regional university baccalaureate scholarships.
- b. Budget and Audit Committee. Regent White reported that all of the Committee's items had been acted on.

- c. Strategic Planning and Personnel Committee. Regent Renfro reported that all of the Committee's items had been acted on and that, in addition, the Committee discussed the Retreat agenda.
 - d. Technology Committee. Regent Burgess reported that the Committee received updates on the completion of the Cimarron Broadband project, the progress of the National LamdaRail project, the operational impact of SBC's acquisition of AT&T and several OneNet projects.
 - e. Investment Committee. Regent Parker reported that the Committee met with staff from Hammond and Associates to discuss hedge funds and asset allocations.
28. **NEW BUSINESS.** No new business was brought before the Regents.
29. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Hunter announced that the next regular meeting of the State Regents would be held at 9:00 a.m. on Thursday, April 27, 2006, at the State Regents' offices in Oklahoma City.
30. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

Cheryl Hunter, Chairman

Bill Burgess, Secretary