



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

October 22, 2015

NOTE

This document contains recommendations and reports to the State Regents regarding items on the October 22, 2015 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 October 22, 2015.

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

A G E N D A

Thursday, October 22, 2015 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Toney Stricklin, 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 Chancellor.** (No Action, No Discussion). Page 1.

ACADEMIC

6. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Master of Science in Applied Statistics. Page 5.
 - b. Oklahoma Panhandle State University. Approval to offer the Certificate in Fire Protection, the Certificate in Emergency Medical Services, and the Certificate in Advanced Medical Technician. Page 11.
 - c. Northeastern State University. Approval to offer the Bachelor of Science in Legal Studies. Page 21.
7. **Program Deletions.** Approval of institutional requests for program deletions. Page 29.
8. **Policy.**
 - a. Approval of revisions to the Assessment and Remediation policies. Page 31.
 - b. Approval of TCC's request to use ASPIRE in place of the ACT PLAN as part of its EXCELeRate Pilot Project. Page 49.
9. **Oklahoma's Promise.** Approval of FY2017 official funding estimate. Page 51.

FISCAL

10. **Endowment.** Approval of June 30, 2015 market values, distribution schedules and reports. Page 59.
11. **Policy.** Approval of Amendments to the Chapter 4 – Budget and Fiscal Affairs Tuition and Fee Policy. Page 79.
12. **Contracts and Purchases.** Approval of purchases over \$100,000. Page 81.
13. **Investments.** Page 83.

EXECUTIVE

14. **College Student Developmental Education/Remediation Report.** Acceptance of the Annual Report. Page 85.
15. **Preliminary Enrollment Report.** Acceptance of the Fall Preliminary Enrollment Report. Page 93.
16. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 95.
17. **Executive Session.** Page 97.
 - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
 - b. Enter into executive session.
 - c. Open session resumes.
 - d. Vote to exit executive session.

CONSENT DOCKET

18. **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 99.
 - b. State Authorization Reciprocity Agreement (SARA). Ratification of institutional requests to participate in the SARA. Page 103.
 - c. Academic Nomenclature. Ratification of institutional requests. Page 105.

- d. Agency Operations.
 - (1) Ratification of purchases over \$25,000. Page 107.
 - (2) Deleted Item. Page 109.
 - (3) Acceptance of Career Tech Carl Perkins Contract. 2015-2016. Page 111.
 - e. Non-Academic Degree. Approval of a request from University of Oklahoma to award a posthumous degree. Page 117.
19. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. Page 119. (Supplement)
 - b. Annual Reports.
 - (1) Math Success Initiative Status Report. Page 121.
 - (2) 2014-2015 Accreditation Report. Page 123.
 - (3) FY2015 Financial Operations Report, June 30, 2015. Page 129.
 - (4) Policy Reporting Requirements Survey. Page 131.
20. **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 and Technology Committee.
 - d. Investment Committee.
21. **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."
22. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Thursday, November 5, at 10:30 a.m., Wednesday, December 2, 2015 at 10:30 a.m. and Thursday, December 3, 2015 at 9 a.m. at the State Regents Office in Oklahoma City.
23. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of August 21, 2015 through October 8, 2015.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of August 21, 2015 through October 8, 2015:

- Met with First Assistant Attorney General Mike Hunter and Doug Allen in Oklahoma City to discuss higher education issues;
- Attended Oklahoma Academy Salute at the Marriott Hotel at Southern Hills in Tulsa;
- Met with Senator Dan Newberry in Tulsa to discuss higher education issues;
- Attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City;
- Attended Regional Key Economic Network Meeting with Governor Fallin at Oklahoma State University – Oklahoma City;
- Attended Oklahoma Center for Community and Justice awards dinner honoring University of Central Oklahoma (UCO) President Don Betz at the Skirvin Hotel in Oklahoma City;
- Attended State Fair Board meeting;
- Participated in conference call with Glenn Coffee to discuss higher education issues;
- Met with Oklahoma Historical Society Executive Director Bob Blackburn to discuss higher education issues;
- Participated conference call with Northeastern Oklahoma A&M College (NEO) President Jeff Hale to discuss higher education issues;
- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues;
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues;
- Participated in conference call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues;
- Met with State Superintendent Joy Hofmeister in Oklahoma City to discuss higher education and K-12 issues;
- Met with Oklahoma City Community College (OCCC) President Jerry Steward in Oklahoma City to discuss higher education issues;
- Met with Oklahoma EPSCoR State Director Jerry Malayer and University of Oklahoma Vice President for Research Kelvin Droegemeier to discuss EPSCoR;

- Participated in conference call with University of Central Oklahoma (UCO) President Don Betz to discuss higher education issues;
- Participated in conference call with Cameron University (CU) President John McArthur to discuss higher education issues;
- Met with Representative Jason Nelson in Oklahoma City to discuss higher education issues;
- Met with Governor Fallin in Oklahoma City to discuss K-12, higher education and CareerTech issues;
- Attended Oklahoma Foundation for Excellence Board of Trustees meeting in Oklahoma City;
- Met with Senator Clark Jolley in Oklahoma City to discuss higher education issues;
- Met with College Board representative Jason Langdon in Oklahoma City to discuss higher education issues;
- Met with Senator David Holt and University of Oklahoma (OU) President David Boren in Norman to meet with a delegation from the People's Republic of China;
- Met with Online Education Task Force consultant Ken Parker in Oklahoma City to discuss higher education issues;
- Chaired Campus Safety and Security Task Force meeting in Oklahoma City;
- Participated in conference call with U.S. Business Roundtable Vice President Dane Linn to discuss higher education issues;
- Attended STEM Summit Planning Committee meeting in Oklahoma City;
- Attended Oklahoma Educational Television Authority's (OETA) Fall President's Luncheon in Oklahoma City;
- Participated in conference call with i2E Executive Director Scott Meacham to discuss higher education issues;
- Attended State Fair Chairman's Event in Oklahoma City;
- Met with Oklahoma Historical Society Executive Director Bob Blackburn in Oklahoma City to discuss higher education issues;
- Participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues;
- Attended State Fair Board of Directors meeting in Oklahoma City;
- Participated in conference call with Northwestern Oklahoma State University (NWOSU) President Janet Cunningham to discuss higher education issues;
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues;
- Attended Innovision Award Dinner honoring Governor George Nigh at Francis Tuttle Technology Center in Oklahoma City;
- Met with Regional University System of Oklahoma (RUSO) Regent Susan Winchester in Oklahoma City to discuss higher education issues;
- Attended Standards Setting Steering Committee meeting in Oklahoma City;
- Attended and chaired Oklahoma EPSCoR Advisory Committee meeting in Oklahoma City;
- Participated in conference call with Murray State College (MSC) President Joy McDaniel to discuss higher education issues;
- Attended Jasmine Moran Children's Museum Awards Banquet in Oklahoma City;
- Met with Civitas President Mark Milliron and two-year college presidents at the annual Oklahoma Association of Community Colleges General Conference in Oklahoma City;
- Met with Tulsa Community College (TCC) President Leigh Goodson in Oklahoma City to discuss higher education issues;
- Participated in conference call with University of Oklahoma (OU) President David Boren to discuss higher education issues;

- Attended and participated in Homecoming activities for Southeastern Oklahoma State University (SEOSU) in Durant;
- Met with Oklahoma Agricultural & Mechanical Colleges Regent Andy Lester in Oklahoma City to discuss higher education issues;
- Participated in conference call with Oklahoma State University (OSU) President Burns Hargis to discuss higher education issues;
- Attended Oklahoma Business Roundtable membership meeting and reception at Oklahoma City Golf and Country Club in Oklahoma City

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #6-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Master of Science in Applied Statistics.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Science in Applied Statistics through traditional and distance education, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Applied Statistics.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2019; and
 - Graduates: a minimum of 3 students in 2019-2020.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Online courses are being considered in several departments in order to provide greater enrollment flexibility.
- A degree option, the Masters in International Agriculture, which has attracted significant numbers of students, will be adjusted to a separate degree with no additional resource investment.
- Online instruction culminating in both degrees and certificates, particularly in graduate programs, will continue to be emphasized.
- An online Master of Agriculture in Agricultural Sciences and Natural Resources will be developed to serve new audiences who are primarily practicing professionals desiring to achieve career advancement and professional development. There are sufficient online courses offered by various departments in DASNR and other OSU colleges for students to be able to complete this proposed degree. Further academic efficiencies and initiatives will be identified and implemented with new administrative leadership in the college.
- An increase in the number of interdisciplinary graduate certificates to meet an unaddressed need for short-term, specialized graduate training is under consideration. The Graduate College is specifically well positioned to offer such programs.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSU has taken the following program actions in response to APRA:

30	Degree and/or certificate programs deleted
88	Degree and/or certificate programs added

Program Review

OSU offers 229 degree and/or certificate programs as follows:

24	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
86	Baccalaureate Degrees
74	Master's Degrees
45	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU's program review schedule as appropriate. 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

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Science in Applied Statistics at the June 19, 2015 meeting. OSU requests authorization to offer the program as outlined below.

OSU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Science in Electrical Engineering Technology (077);
- Graduate Certificate in Biobased Products and Bioenergy (484);
- Graduate Certificate in Business Data Mining (464);
- Graduate Certificate in Business Sustainability (490);
- Graduate Certificate in Entrepreneurship (492);
- Graduate Certificate in Family Financial Planning (441);
- Graduate Certificate in Grassland Management (488);
- Graduate Certificate in Marketing Analytics (494);
- Graduate Certificate in Non-Profit Management (491);
- Graduate Certificate in Public Health (499);
- Master of Business Administration (035);
- Master of General Agriculture (302);
- Master of Public Health in Public Health (500);
- Master of Science in Agriculture Education (008);

- Master of Science in Biosystems Engineering (011);
- Master of Science in Business Analytics (505);
- Master of Science in Chemical Engineering (042);
- Master of Science in Computer Science (053);
- Master of Science in Electrical Engineering (072);
- Master of Science in Engineering and Technology Management (411);
- Master of Science in Entrepreneurship (474);
- Master of Science in Fire and Emergency Management Administration (414);
- Master of Science in Human Environmental Science (427);
- Master of Science in Industrial Engineering and Management (135);
- Master of Science in Management Information Systems (412);
- Master of Science in Mechanical and Aerospace Engineering (145); and
- Master of Science in Telecommunications Management (403).

POLICY ISSUES:

This action is consistent with the Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Science in Applied Statistics

Program purpose. The proposed program will provide graduate-level practical statistical training to students with the goal of becoming a statistician in industry or government.

Program rationale and background. OSU currently offers a Master of Science in Statistics (192) program. However, the primary difference between the existing program and the proposed program is the theoretical curriculum that is necessary to continue into a doctoral program. The proposed program is a professional master’s degree intended for those students not wishing to pursue further graduate training at the doctoral level. Similar programs at other land grant institutions, such as Texas A&M, Penn State, and the University of Missouri, have been very successful. The proposed program will further OSU’s land grant mission by providing practical and useful training for a growing and in-demand discipline.

Employment opportunities. Employers of master’s level statisticians typically do not require the theoretical knowledge found in a traditional master’s level statistics program. Therefore, graduates of the proposed program will be attractive candidates for business, industry, and government agencies seeking to hire individuals with the knowledge and skills needed to be a successful statistician. According to the Oklahoma Employment Security Commission, job opportunities for Statisticians are expected to increase nearly 30 percent through 2022. OSU is confident that graduates of the proposed program will find employment within the field.

Student demand. The proposed program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2019
Minimum Graduates from the program	3	2019-2020

Duplication and impact on existing programs. There are no Master of Science in Applied Statistics programs offered in Oklahoma. A system wide letter of intent was communicated by email June 16, 2015. The University of Oklahoma (OU) requested a copy of the proposal, which was sent August 5, 2015. Neither OU nor any other State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 36 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Requirements	21
Guided Electives	15
Total	36

Faculty and staff. Existing faculty will teach the proposed program.

Delivery method and support services. The Master of Science in Applied Statistics program will be offered through distance education using the Desire2Learn learning management system and OSU will meet the required academic standards outlined in policy to ensure the quality of the degree program. Academic standards include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites necessary to support the program.

Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Applied Statistics are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$15,528	\$20,704	\$25,880	\$31,056	\$31,056
<i>Narrative/Explanation: Tuition was calculated based on enrollment of 3, 4, 5, 6, and 6 students in years 1 through 5 and total tuition per student of \$2,588. OSU anticipates students to complete 9 credit hours per semester.</i>					
TOTAL	\$15,528	\$20,704	\$25,880	\$31,056	\$31,056

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$5,000	\$10,000	\$15,000	\$15,000
<i>Narrative/Explanation: The salaries above are based on a percentage of \$75,000 for a 9 month appointment. OSU calculated 6 percent FTE in year 2, 13 percent FTE in year 3 and 20 percent FTE in years 4 and 5.</i>					
Graduate Assistants	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>Narrative/Explanation: The amounts above reflect 50 percent FTE stipend plus benefits for a master's level graduate assistant.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,000	\$20,000	\$25,000	\$30,000	\$30,000

Attachment

**OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN APPLIED STATISTICS**

Degree Requirements		Credit Hours
Studio Requirements		21
STAT 4203	Mathematical Statistics I	3
STAT 4213	Mathematical Statistics II	3
STAT 5013	Statistics for Experimenters I	3
STAT 5023	Statistics for Experimenters II	3
STAT 5063	Multivariate Methods	3
STAT 5091	SAS	1
STAT 5303	Experimental Design	3
*STAT 5xx2	Applied Master's Creative Component	2
Guided Electives		15
Students must select 15 credit hours from the following:		
STAT 4043	Applied Regression Analysis	3
STAT 5033	Nonparametric Methods	3
STAT 5043	Sample Survey Designs	3
STAT 5053	Time Series Analysis	3
STAT 5073	Categorical Data Analysis	3
Students may select other courses with the approval of the student's committee and the graduate coordinator		
Total		36

*Denotes new course

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #6-b:

New Programs.

SUBJECT: Oklahoma Panhandle State University. Approval to offer the Certificate in Fire Protection, the Certificate in Emergency Medical Services, and the Certificate in Advanced Emergency Medical Technician.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma Panhandle State University's requests to offer the Certificate in Fire Protection, the Certificate in Emergency Medical Services, and the Certificate in Advanced Emergency Medical Technician, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Certificate in Fire Protection. The certificate is embedded within the Associate in Applied Science in Technology (050) and will be included in the regular 5-year program review due in 2017.
- Certificate in Emergency Medical Services. The certificate is embedded within the Associate in Applied Science in Technology (050) and will be included in the regular 5-year program review due in 2017.
- Certificate in Advanced Emergency Medical Technician. The certificate is embedded within the Associate in Applied Science in Technology (050) and will be included in the regular 5-year program review due in 2017.

BACKGROUND:

Academic Plan

Oklahoma Panhandle State University's (OPSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

Education

- The HPE Teaching Option was placed on hiatus with the Oklahoma State Regents and the Commission for Teacher Preparation until such time as we are able to hire a full-time instructor and can successfully submit a program review to the SPA.

School of Science, Mathematics, & Nursing

- We are in the process of changing the name of School of Science, Mathematics, & Nursing to School of Science, Mathematics, Nursing, & Emergency Services to reflect the addition of Fire Protection and Emergency Medicine programs within the school.

- Working with OSU-Fire Service Training to provide additional training for local fire departments so that their professional staff and volunteers are sufficiently trained to reduced risk of injury and death.
- ITV agreement with Kiamichi Technology Center to bring theory portion of the Paramedic curriculum to OPSU. Skills continue to be taught by qualified and licensed Paramedic instructors.

University College

- Increases in student enrollment and the changes resulting from ACA, necessitate the need to hire an additional full-time faculty member to reduce reliance on adjunct faculty and resulting in consistency and cohesion within the instruction for the students in the bridge program. This addition would also allow faculty members more time to individually work with students requiring additional, one-on-one instruction and remediation.
- Increases in student requests for tutoring and increases in student/athlete usage require increasing the number of tutors and hours of availability to provide necessary services to all students at OPSU.

School of Business and Technology

- Completed the addition of on-line degree delivery for the BBA/BADM Management option. The department will continue to develop online sections of additional business classes in order to add other options to on-line delivery. School will continue to enhance classroom computer labs to include new technology for CIS, Accounting, Business, and Industrial Technology graduates.
- Planning and design and regent approval of the new Energy Certificate in Industrial Technology has been completed. Plans are to offer in the near future.

School of Agriculture

- We are in the process of having some upper-level Agribusiness classes cross-referenced with business to allow both Agribusiness and Business students the ability to take either Agribusiness and/or Business classes as electives and still graduate on time.
- We have modified the options under the Animal Science degree to allow more specialization. This will allow our students to be more marketable in the work place, be it graduate programs or agricultural employment.
- All academic program modifications are based upon the finding within our school's assessment plans.
- We are in the process of developing online courses in Animal Science, Agronomy, and Agribusiness to better fulfill the need of educating people within our region and the State of Oklahoma.
- Continue to recruit Agricultural students from the five state area.

School of Liberal Arts

- The Department of Music has with the spring 2015 semester installed "Make Music" in all practice rooms so that music majors have no excuse to rehearse with their accompaniment as "Make Music" allows students to download and play and then rehearse with the appropriate music. In addition, this computer program monitors each student's rehearsal time and allows professors to see exactly who has rehearsed what and for how long.
- The School will continue to push recruiting to the history, music, and English programs.
- The Department of Music will begin directing and mounting musicals in 2015.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OPSU has taken the following program actions in response to APRA:

27	Degree and/or certificate programs deleted
12	Degree and/or certificate programs added

Program Review

OPSU offers 30 degree and/or certificate programs as follows:

1	Certificate
4	Associate in Arts or Science Degrees
2	Associate in Applied Science Degrees
23	Baccalaureate Degrees
0	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OPSU’s program review schedule as appropriate. 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

OPSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OPSU’s governing board approved delivery of the Certificate in Fire Protection, the Certificate in Emergency Medical Services, and the Certificate in Advanced Emergency Medical Technician at the June 16, 2015 meeting. OPSU requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Fire Protection

Program purpose. The proposed program will provide students with preparation for careers in fire protection.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, career opportunities for Firefighters, Firefighter Supervisors, and Fire Inspectors and Investigators are expected to increase approximately 17 percent through 2022. Fire departments prefer to hire staff that already have their certification or require personnel to obtain certification within 6 months

of hire. The proposed certificate would allow students the opportunity to begin working while finishing their degree. Additionally, although volunteer fire departments do not require a degree for employment, they would benefit from having certified firefighters. OPSU reports the Fire Protection Technology option available under the Associate in Applied Science in Technology (050) program currently has 12-15 students who would be eligible and are interested in the proposed certificate.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Technology (050) program.

Duplication and impact on existing programs. The proposed certificate may duplicate or share some similar content the following certificates:

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Firefighter I (029)
Tulsa Community College	Certificate in Fire and Emergency Medical Services (252)

A system wide letter of intent was communicated by email June 24, 2015. Oklahoma State University (OSU) requested a copy of the proposal, which was sent July 21, 2015. Neither OSU nor other State System institutions notified the State Regents' office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	30
Total	30

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science (050) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Certificate in Emergency Medical Services

Program purpose. The proposed program will provide students with preparation for careers as Emergency Medical Technicians.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, career opportunities for Emergency Medical Technicians and Paramedics are expected to increase approximately 24 percent through 2022. The proposed certificate would provide students the knowledge and skills needed to work in the field while finishing their degree. Additionally, OPSU reports the Emergency Medical Services option available under the Associate in Applied Science in

Technology (050) program currently has 12-15 students who would be eligible and are interested in the proposed certificate.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Technology (050) program.

Duplication and impact on existing programs. The proposed certificate would duplicate the following certificates:

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Emergency Medical Technician Basic (113)
Tulsa Community College	Certificate in Fire and Emergency Medical Services (252)

A system wide letter of intent was communicated by email June 24, 2015. None of the State System institutions notified the State Regents’ office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	30
Total	30

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science (050) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Certificate in Advanced Emergency Medical Technician

Program purpose. The proposed program will provide students with preparation for careers as Advanced Emergency Medical Technicians.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, career opportunities for Emergency Medical Technicians and Paramedics are expected to increase approximately 24 percent through 2022. The proposed certificate would provide students the knowledge and skills needed to work in the field while finishing their degree. Additionally, OPSU reports the Emergency Medical Services option available under the Associate in Applied Science in Technology (050) program currently has 12-15 students who would be eligible and are interested in the proposed certificate.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Technology (050) program.

Duplication and impact on existing programs. The proposed certificate may duplicate or share similar content with the following certificates:

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Emergency Medical Technician Basic (113)
Tulsa Community College	Certificate in Fire and Emergency Medical Services (252)

A system wide letter of intent was communicated by email June 24, 2015. None of the State System institutions notified the State Regents’ office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 31 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Required Courses	31
Total	31

Faculty and staff. Existing faculty will teach the proposed program.

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science (050) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

**OKLAHOMA PANHANDLE STATE UNIVERSITY
CERTIFICATE IN FIRE PROTECTION**

Certificate Requirements		Credit Hours
Required Courses		30
ENGL 1113	Freshman Composition I	3
ENGL 1123	Freshman Composition II	3
MATH 1513	College Algebra	3
HIST 1313 or HIST 1323	Early U.S. History 1492-1877 Late U.S. History 1877-Present	3
POLS 1013	American Government	3
FPST 1113	Fire Fighter I	3
FPST 1213	Introduction to Fire Protection	3
FPST 1313	Building Construction	3
FPST 2111	Incident Management Systems	1
FPST 1411	Emergency Vehicle Driver Training	1
FPST 1111	HazMat Awareness	1
FPST 2323	HazMat Operation	3
Total		30

ATTACHMENT B

**OKLAHOMA PANHANDLE STATE UNIVERSITY
CERTIFICATE IN EMERGENCY MEDICAL TECHNICIAN**

Certificate Requirements	Credit Hours
Required Courses	30
ENGL 1113 Freshman Composition I	3
ENGL 1123 Freshman Composition II	3
MATH 1513 College Algebra	3
HIST 1313 or Early U.S. History 1492-1877 HIST 1323 Late U.S. History 1877-Present	3
POLS 1013 American Government	3
CHEM 1135 General Chemistry I	5
BIOL 1304 Principles of Biology I	4
EMS 1145 Emergency Medical Technician	5
EMS 1141 Emergency Vehicle Driver Technician	1
Total	30

**OKLAHOMA PANHANDLE STATE UNIVERSITY
CERTIFICATE IN ADVANCED EMERGENCY MEDICAL TECHNICIAN**

Certificate Requirements		Credit Hours
Required Courses		31
ENGL 1113	Freshman Composition I	3
ENGL 1123	Freshman Composition II	3
MATH 1513	College Algebra	3
HIST 1313 or HIST 1323	Early U.S. History 1492-1877 Late U.S. History 1877-Present	3
POLS 1013	American Government	3
CHEM 1135	General Chemistry I	5
EMS 1145	Emergency Medical Technician	5
EMS 1141	Emergency Vehicle Driver Technician	1
EMS 1245	Advanced Emergency Medical Technician	5
Total		30

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #6-c:

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Bachelor of Science in Legal Studies.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's request to offer the Bachelor of Science in Legal Studies on the Tahlequah and Broken Arrow campuses, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Legal Studies.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 88 students in Fall 2020; and
 - Graduates: a minimum of 18 students in 2020-2021.

BACKGROUND:

Academic Plan

Northeastern State University's (NSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Under the leadership of a new Provost, NSU's academic priorities for 2014-15 are summarized by 3Rs – recruitment, retention, and relevancy for all programs. Each college has been tasked with a review of its programs using the lenses of the 2010 academic prioritization process, enrollment and degree production data, and current studies of market area and employment needs. This work in ensuring programs are relevant to current needs should draw more students and increase retention. Data analysis for this prioritization process will be supported through a new position in the unit's Assessment and Institutional Research office. Program revisions will be supported through re-allocation of existing budgets.
- In 2013-14, the College of Education successfully planned programming for Early Childhood Education courses taught at the Creek Nation complex to begin Fall 2014. The progress and success of this cohort will be monitored during the 2014-15 year to determine efficacy of the model with tribal partners. The expansion of the Spanish and Spanish Education programs into the Broken Arrow area began in 2013-14, and those programs should continue to serve constituents in the metropolitan area. Within the health care professions department in the College of Science and Health Professions, the Occupational Therapy program admitted its first cohort in January 2014. Efforts to submit certificate programs in financial planning and supply

chain management were postponed by the College of Business and Technology for further review internally.

- Program requests that are planned for the 2014-15 year include a revision of the MBA program to include areas of emphases such as American Indian Entrepreneurship, and International Business. The Organizational Leadership program (Reach Higher) plans to submit a letter of intent and request for a completely online learning experience to offer even more flexibility for working adults. The College of Education submitted a request to offer a master’s of education in Special Education – Autism Spectrum Disorders in June, and that proposal is currently under review.
- Accreditation work anticipated for 2014-15 includes a self-study completed by the College of Business and Technology for its anticipated site visit in 2015. The Counseling program anticipates an initial accreditation visit in late Spring 2015 for CACREP accreditation.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, NSU has taken the following program actions in response to APRA:

42	Degree and/or certificate programs deleted
33	Degree and/or certificate programs added

Program Review

NSU offers 88 degree and/or certificate programs as follows:

6	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
55	Baccalaureate Degrees
26	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with NSU’s program review schedule as appropriate. 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

NSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. NSU’s governing board approved delivery of the Bachelor of Science in Legal Studies at the June 19, 2015 meeting. NSU requests authorization to offer this degree program, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Legal Studies

Program purpose. The purpose of the proposed program is to prepare students for a variety of careers in the legal system.

Program rationale and background. NSU currently offers a Bachelor of Science in Criminal Justice (020) with an option in Legal Studies. The mission and goals of this option have evolved over time and academic and community leaders have identified a need for a stand-alone Bachelor of Science in Legal Studies degree that demonstrates graduates have adequately satisfied curricular requirements to prepare them for employment within the legal system or to pursue law school studies. Additionally, enrollment growth in the Legal Studies has averaged 60 students and demonstrates evidence of student demand for a stand-alone program. The curriculum for the proposed program was vetted by the NSU Legal Studies Advisory Board and is structured with the intention of eventually seeking specialized paralegal school accreditation by the American Bar Association. These efforts will ensure graduates of the program will have the most favorable placement options upon graduation.

Employment opportunities. Upon completion of their education students interested in careers within the legal system can find employment in corporate America and private law firms, or have the knowledge and skills needed to apply for law school. According to the Oklahoma Employment Security Commission careers in these areas are expected to increase 10 to 18 percent through 2022. The Tulsa Workforce Investment Area projected an 8 percent growth for Paralegals and Legal Assistants. NSU is confident that students completing the proposed program will find employment within the industry.

Student demand. The proposed degree program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	88	Fall 2020
Minimum Graduates from the program	18	2020-2021

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this degree program has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the program, employer demand for the program, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether or not it is a new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

There are no Bachelor of Science in Legal Studies programs offered in Oklahoma. A system wide letter of intent was communicated via email on March 25, 2015. Rogers State University (RSU) requested a copy of the proposal, which was sent on July 6, 2015. Neither RSU nor other State System institutions notified State Regents' staff of a protest to the proposed program. Due to demand demonstrated by NSU and no other duplicate programs, approval of this program to be offered at the Broken Arrow campus will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as part of the annual Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

Curriculum. The proposed degree program will consist of 124 total credit hours each as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	49-51
Degree Program Core	24
Guided Electives	18
Free Electives	31-33
Total	124

Faculty and staff. Existing faculty will teach the proposed program.

Support services. The library, facilities, and equipment are adequate for this degree program.

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the degree program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Legal Studies are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$126	\$126	\$126	\$126	\$126
<i>Narrative/Explanation: The amounts above reflect a portion of funds from federal work study that will be allocated to the proposed program.</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$74,270	\$74,270	\$74,270	\$74,270	\$74,270
<i>Narrative/Explanation: The amounts above are existing Educational & General funds allocated to the proposed program.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$212,789	\$227,876	\$248,163	\$274,091	\$306,098

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>Narrative/Explanation: The amounts shown above are based on students continuing under the Legal Studies option available through the Bachelor of Science in Criminal Justice (020) program and new students enrolling in the proposed program. Calculations include an anticipated 3 percent annual tuition and fee increase.</i>					
TOTAL	\$287,185	\$302,272	\$322,559	\$348,487	\$380,494

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$3,862	\$3,862	\$3,862	\$3,862	\$3,862
<i>Narrative/Explanation: The amounts shown above reflect a portion of staff salary expenses for the proposed program.</i>					
Faculty	\$148,833	\$148,833	\$148,833	\$148,833	\$148,833
<i>Narrative/Explanation: The amounts above are a percentage of the faculty salary and benefits for the proposed program.</i>					
Graduate Assistants	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164
<i>Narrative/Explanation: The amounts above are a percentage of the salary for graduate assistants for the proposed program.</i>					
Student Employees	\$126	\$126	\$126	\$126	\$126
<i>Narrative/Explanation: The amounts above are a percentage of work student funds for the proposed program.</i>					
Equipment and Instructional Materials	\$555	\$555	\$555	\$555	\$555
<i>Narrative/Explanation: These funds will be used for annual equipment needs.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$258	\$258	\$258	\$258	\$258
<i>Narrative/Explanation: The amounts shown are budgeted for associated telecommunication expenses.</i>					
Travel	\$1,014	\$1,014	\$1,014	\$1,014	\$1,014
<i>Narrative/Explanation: The amounts shown are budgeted for travel costs.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$155,812	\$155,812	\$155,812	\$155,812	\$155,812

Attachment

**NORTHEASTERN STATE UNIVERSITY
BACHELOR OF SCIENCE IN LEGAL STUDIES**

Degree Requirements		Credit Hours
General Education Courses		49-51
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
COMM 1113 or COMM 2213 or COMM 3233 or COMM 3303	Fundamentals of Oral Communication Public Speaking Business and Professional Communication Group Dynamics	3
POLS 1113	American Federal Government	3
HIST 1483 or HIST 1493	American History 1492-1876 American History Since 1876	3
GEOG 2243 or SOC 1113 or PSYC 1113 or ECON 2213 or ECON 2313	Fundamentals of Geography Introduction to Sociology Introduction to Psychology Principles of Microeconomics Principles of Macroeconomics	3
	Global Perspectives Select 1 course from 2 of the following 5 categories for a total of 6 credit hours. See current catalog for a list of approved courses within each category. Second Language American Indian Studies Geography Political Science Literature, Customs, and Society	6
HED 1113 or NUTR 1653 and	Personal Health Basic Nutrition Students must also select 3 credit hours from a list of Life Skills courses. See current catalog for a list of approved courses.	6
	Humanities Select 1 course from the following 2 categories: Culture and Ideas (See current catalog for a list of approved courses.) Fine Arts Appreciation (See current catalog for a list of approved courses.)	6
	Natural Sciences (one course must include a lab) Physical Sciences (See current catalog for a list of approved courses.) Biological Sciences (See current catalog for a list of approved courses.)	7-9
MATH 1473 or MATH 1513	Applied Mathematics College Algebra	3

	Advance course in mathematics, statistics, or computer programming	
UNIV 1002	University Strategies	2
UNIV 2091	General Education Capstone	1
Degree Program Core		24
CRJ 3013	Criminal Law I	3
CRJ 3223	Evidence	3
CRJ 3413	Electronic Legal Research and Writing	3
CRJ 3553	Technology Applications in the Legal Environment	3
CRJ 4113	Introduction to Law and the American Court Systems	3
CRJ 4433	Civil Litigation, Procedure and Pleadings I	3
CRJ 4513	Legal Analysis	3
CRJ 4593	Capstone: Law Office Operations and Ethics	3
Guided Electives		18
Select 6 credit hours from the following courses:		
CRJ 4463	Torts and Litigation	3
CRJ 4543	Civil Litigation, Procedure and Pleading II	3
CRJ 4553	Criminal Litigation	3
Select 3 credit hours from the following courses:		
BLAW 3003	Business Law I	3
CRJ 4533	Business Organizations	3
Select 3 credit hours from the following courses:		
CRJ 4453	Family Law	3
CRJ 4493	Wills, Trust, and Probate	3
CRJ 4523	Property Law	3
Select 6 credit hours from the following courses:		
BLAW 3003	Business Law I	3
CRJ 1513	Introduction to Paralegalism	3
CRJ 3000	Mock Trial	1-6
CRJ 3023	Criminal Law II	3
CRJ 3083	Criminal Procedure	3
CRJ 3313	Native American Criminal Justice	3
CRJ 3823	Health Care Law	3
CRJ 4041	Independent Study	1-3
CRJ 4253	Juvenile Justice System	3

CRJ 4323	Current Issues in Native American Law	3
CRJ 4443	Professional Ethics	3
CRJ 4453	Family Law	3
CRJ 4463	Torts and Litigation	3
CRJ 4483	Bankruptcy and Creditors' Remedies	3
CRJ 4493	Wills, Trust, and Probate	3
CRJ 4503	Environmental and Wildlife Law	3
CRJ 4523	Property Law	3
CRJ 4533	Business Organizations	3
CRJ 4543	Civil Litigation, Procedure and Pleading II	3
CRJ 4553	Criminal Litigation	3
CRJ 4683	Legal Aspects of Terrorism and Disaster Response	3
POLS 4663	Administrative Law	3
COMM 3903	Interviewing	3
General Electives		31-33
Select courses so that credit hours completed total 124.		
Total		124

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #7:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve the following requests for program deletions as described below.

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the program listed below:

- Bachelor of Arts in Russian Language and Literature (246)

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the program listed below:

- Bachelor of Social Work in Social Work (134)

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

OSU requests authorization to delete the Bachelor of Arts in Russian Language and Literature (246). This program was approved prior to 1990. Reasons for requesting the deletion include:

- OSU reports low enrollment and graduation rates in the program.
- OSU also reports the number of faculty in Russian has been reduced from two to one.
- There are currently 7 students enrolled in the program with an expected graduation date of Spring 2019.
- Three courses will be deleted.
- Funds will be reallocated to other language programs in the Foreign Languages and Literature department.

SWOSU requests authorization to delete the Bachelor of Social Work in Social Work (134). This program was approved prior to 1995. Reasons for requesting the deletion include:

- SWOSU reports low enrollment and graduation rates in the program and a request to suspend to suspend the program was ratified at the June 21, 2012 State Regents' meeting.
- There are currently no students enrolled in the program.
- Fourteen courses will be deleted.
- Funds will be reallocated to various departments across campus to offset budget cuts.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #8-a:

Policy.

SUBJECT: Approval of revisions to the State Regents' Assessment and Remediation policies.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Assessment and Remediation policies, as described below.

BACKGROUND:

In the late 1980s and early 1990s the State Regents implemented the Assessment and Remediation policies in effort to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning; and (2) accountability and institutional effectiveness. Student remediation is designed to address students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Revisions to the Assessment policy adopted by the State Regents in recent years are summarized below:

- April 15, 1994 – revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.
- June 28, 1995 – revisions defined graduate student assessment and removed the option for secondary assessments for concurrent students.
- June 28, 1996 – revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and students receiving home-school instruction.
- June 29, 2006 – revisions included changing the term “mid-level” assessment to “general education” assessment and moving specific reporting requirements to the Academic Affairs Procedures Handbook.

Revisions to the Remediation policy adopted by the State Regents in recent years are summarized below:

- August 16, 1994 – revisions included allowing exceptions by the president or the president's designee to the 24 hour limit regarding remedial coursework.
- June 28, 1995 – revisions included outlining the procedures for removing a history curricular deficiency.
- June 28, 1996 – revisions included prohibiting institutional secondary assessments for concurrently enrolled high school students.

- June 29, 2006 – revisions included reorganizing the policy, updating the language referring to the four guided electives, and updating the language to reflect the required 15 high school units.

POLICY ISSUES:

The proposed revisions to the State Regents’ Assessment and Remediation policies combine the two policies into one and incorporate changes to align with current terms used nationally regarding student assessment and remediation. The Remediation policy will be deleted due to its incorporation into the Assessment policy to create a single policy document addressing both assessment and remediation of student learning.

ANALYSIS:

In June 2009, the Council on Instruction Assessment Committee began work on revising and combining the Assessment and Remediation policies into a single policy. Through several iterations, the policy revisions provide increased guidance to institutions relative to student assessment of student learning outcomes and a process for appropriate course placement of students who demonstrate the need for developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated state system effort of assessment that will facilitate a model of continuous improvement for institutions.

Below is a summary of the substantive changes to the Assessment and Remediation policies:

3.19 – Title

The title of the policy was changed to reflect the combined Assessment and Remediation policies.

3.19.1 – Purpose

The policy revision adds a clear statement regarding the purpose of student assessment and remediation and includes a statement how to address students who have curricular and basic academic skills deficiencies.

3.19.2 – Definitions

The revisions update existing definitions to provide better guidance to institutions regarding policy language and add definitions to the policy for the following terms: Accountability and Institutional Effectiveness; and Concurrent Enrollment.

3.19.3 – Principles

The revisions delineate the policy for improvement of teaching and learning, accountability for institutional effectiveness, and developmental education.

3.19.4.B – Basic Academic Skills Requirements

The revision in this section includes updating policy language and adds “high school assessments predictive of college course success” as an option for students to demonstrate competency in addition to use of ACT scores in the four subject areas of science, English, mathematics, and reading.

3.19.4.D – Adult Students

New section added to provide a policy statement regarding assessment and remediation of adult students.

3.19.8 – Assessment Plan and Reporting

The section was restructured to provide guidance regarding institutional assessment plans and annual student assessment reports.

It is recommended that the State Regents approve the amendments to policy as outlined above. The revisions to policy will be effective Fall 2016.

Attachment

[Excerpt]

3.19 STUDENT ASSESSMENT AND REMEDIATION

3.19.1 Purpose

Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate them within the State System.

3.19.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Academic Program Learning Outcomes Assessment” (or major field of study assessment) measures students learning in the major based on stated program goals and objectives.

“Accountability and Institutional Effectiveness” refer to evaluating and demonstrating an institution’s capacity to fulfill its mission and improve the quality of education.

“Assessment of Student Learning” is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.

“Basic Academic Skills” are minimum required skills for college success in English, mathematics, science, and reading.

“Basic Academic Skills Deficiencies” refer to assessment results below required level to enroll in college-level courses in the subject area.

“Concurrent Enrollment” refers to a high school student enrolled in college-level course work.

“Curricular Deficiencies” refer to high school curricular requirements for college admission that have not been met by the student in high school.”

“Curricular Requirements” are the 15-units of high school coursework required for admission to public colleges and universities in the State System found in *3.9 Institutional Admission and Retention*.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions course placement.

“General Education Assessment” measures competencies gained through the general education program as described in *3.14 Undergraduate Degree Requirements* and HLC standards indicating a student’s breadth of knowledge, skill and intellectual inquiry.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

“Student Engagement and Satisfaction” are measures of current and former students’ perceptions of programs and services.

3.19.3 Principles

A. Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with *3.7 Academic Program Review*.

B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents

annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of teaching and learning. Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Developmental Education

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students not enroll in college-level courses in these fields when lacking that knowledge.

Students should not enroll in college-level courses, such as history or other elective courses, without a necessary foundation in reading and writing.

Students who can demonstrate competency in an academic field, even though they did not take the required course(s) in high school, will have the curricular deficiency waived. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for developmental education. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this developmental education responsibility, such institutions may also offer developmental education.

Developmental education at all state system institutions shall be fully supported through student fees.

3.19.4 Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention Policy* lists high school curricular requirements for admission to programs leading to associate in arts, associate in science,

associate in applied science, and baccalaureate degrees. The policy requires institutions admitting students with one or more curricular deficiencies ~~in the special admission categories~~ to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

Students with curricular deficiencies in English, mathematics, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to ~~enroll-participate in remedial/developmental courses~~ education or participate in remedial activities designed to remedy the deficiency. Students must ~~receive a grade~~ achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument, may be admitted as regular admission students. These students will be required to complete an additional three-hour ~~collegiate~~ college-level history or citizenship skills course to make up the high school deficiency.

Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention Policy* ~~policy~~, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

These ~~minimum subject test score~~ course placement requirements will be communicated regularly to ~~college-bound~~ high school students, parents, and ~~common~~ schools teachers, counselors, and administrators for the purpose of informing them of the ~~levels of proficiency~~ levels in the basic academic skills areas needed to be adequately prepared for college-level work.

B. ~~Minimum~~ Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills ~~courses~~—English, mathematics, reading and science—through the use of State sSystem ACT scores in the ~~three~~ four subject areas of science ~~reasoning~~, English, and mathematics and reading, respectively or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT subject scores are ~~set~~ reviewed by the State Regents and communicated annually. Each institution will use ~~established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are~~

evaluated by the State Regents on an annual basis measures for course placement as approved by the State Regents.

~~Students scoring below the ACT subject score minimum level will be required to undergo additional testing reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work consistent with the institution's approved assessment plan, or successfully complete remedial/developmental course work education in the subject area. Students must begin remediate remediation of basic academic skills deficiencies at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24-hour limit during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents. Provided the student has demonstrated success in college-level course work, the president or the president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in college-level courses work in addition to course work beyond the 24-hour limit, providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.~~

~~More information concerning removing curricular deficiencies may be found in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement.~~

~~Students admitted under the special adult admission provision may be exempt from entry level assessment requirements consistent with the institution's approved assessment plan.~~

C. Concurrently Enrolled High School Students

~~For High school students wishing to enroll concurrently in college courses must the established ACT score in the four subject areas will apply as follows: A high school student not meeting meet the designated score in English, mathematics, and science reasoning, mathematics, and English or they will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any ~~other~~ collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are not~~

eligible for Secondary institutional assessments and remediation may not enroll in developmental education courses, are not allowed for concurrent enrollment high school students.

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. Institutional Programs Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems for evaluation of institutional assessment programs should be implemented must be in place. to ensure The purpose is to validate that information from assessment and course completion of course work is used to evaluate, innovate and strengthen programs in order to further accelerate enhance student achievement and development. The data collection activities should must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate college-level courses work in addition to remedial-developmental course work beyond the 24 college-level credit hour limit, provided the student has demonstrated success in collegiate the college-level courses work to date. Such exceptions must be appropriately documented and a report made available upon request.

3.19.5 General Education Assessment

The results of general education assessment ~~should~~ will be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning

competencies in the areas of such as communication, critical thinking, mathematics, reading, and writing and other areas of general education.

Depending on specific degree requirements and mission of the institution, General education assessments will normally occur after the student has completed 45 semester hours, and prior to the end of the degree program for associate degree programs and prior to the completion of 70 semester hours for students in baccalaureate programs measures include those chosen by faculty to improve teaching and learning in the general education core and in broad areas such as communications, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

3.19.6 Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution, subject to State Regents' approval. Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, Preference should be given to nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). Examples of nationally standardized measures are the Graduate Record Exam (GRE) subject test, National Teacher Exam (NTE), and various licensing examinations. Results from standardized measures will be collected and reported annually to the State Regents. The following criteria are guidelines for the selection of assessment methodologies:

- A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.
- B. Instrument(s) should assess higher level thinking skills in applying learned information.
- C. Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the Graduate Record Exam (GRE), National Teacher Exam (NTE), and various licensing examinations.

3.19.7 Assessment of Student Engagement and Satisfaction

~~Perceptions of s~~Students' and alumni perceptions are important in the evaluation of ~~and the enhancement of~~ academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data ~~are to~~ will be used to ~~provide feedback~~ for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

~~For E~~Examples of programs/activities to be included in this level of assessment ~~refer to the *Academic Affairs Procedures Handbook*, are~~ student engagement and satisfaction measures include National Survey of Student Engagement (NSSE), Community College Survey of Student Engagement (CCSSE), and surveys of with academic and student services satisfaction, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

3.19.8 Graduate Student Assessment Plan and Reporting

~~Higher education institutions that charge graduate students the student assessment fee must perform graduate student assessment. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.~~

~~The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, GRE scores, course grades, and comprehensive exams). Departmental pretests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.~~

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the

institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; 2015.

[Excerpt]

3.20 — REMEDIATION

3.20.1 — Purpose

This policy specifies how students who lack the 15 required high school curricular units for college admission or competency in the basic academic skills areas of English, mathematics, science, and reading may satisfy them within the State System.

3.20.2 — Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Basic Academic Skills: Minimum required skills for college success in English, mathematics, science, and reading.”

“Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college level courses in the subject area.”

“Curricular Deficiencies” are high school curricular requirements required for college admission that have not been met by the student in high school.”

“Curricular Requirements” are the 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science.

“Elective Courses” are those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission.

“Entry Level Assessment and Placement: An evaluation conducted prior to enrollment which assists institutional facilities and counselors in making decisions that give students the best possible chance of success in attaining academic goals.”

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ knowledge competency in the subject area to the collegiate level.”

“Remediation: Process for removing curricular or basic academic skills

deficiencies through remedial/developmental course work or supplemental instruction or other interventions that lead to demonstration of competency.”

3.20.3 Principles

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention Policy* lists 15 units of high school curricular requirements for

admission to programs leading to associate in arts, associate in science, and baccalaureate degrees. As defined in the policy, students must meet all high school curricular requirements to be admitted to the research or regional institutions. The only exceptions are noted in the special admission and summer provisional admission options. The policy requires institutions admitting students with one or more curricular deficiencies in the special admission categories to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

The high school curricular admission requirements were adopted by the State Regents to help ensure adequate high school academic preparation. It is the expectation of the State Regents that students applying for college entry will have successfully completed, at a minimum, the required high school course work. Research indicates that the academic preparation a student receives in high school correlates with success in college. Specifically, students who take more high school core subjects generally score higher on the ACT and earn better grades in college than students who take a minimum number of core courses. High school students should consider the prescribed 15 unit high school core curriculum a minimum standard. Students are encouraged to take additional core courses.

Some students will lack these requirements upon entering Oklahoma colleges and universities; others will have taken the required courses but will remain unskilled in the disciplines. The following principles are the foundation for this policy:

B. Basic Academic Skills Requirements

The State Regents' *Assessment Policy* requires that each college and university assess individual students at college entry to determine academic preparation and course placement. Each institution uses established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are evaluated by the State Regents on an annual basis. Students scoring below the minimum level are required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved assessment plan, or successfully remediate in the subject area.

C. The following principles are the foundation for this policy:

1. Certain disciplines, most notably mathematics, English, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge

base gained in high school or other previous academic experiences. It is therefore imperative that students not enter collegiate courses in these fields lacking that knowledge.

2. Students should not enroll in collegiate courses in history or other elective courses without a necessary foundation in reading and writing.
3. Students who can demonstrate competency in an academic field even though they did not take the required course(s) in high school will have the curricular deficiency waived for purposes of remediation. Such students will be allowed to enter the respective discipline's collegiate courses.
4. Within the State System, the community college tier is officially designated as responsible for the remedial/developmental education function. While institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this remedial/developmental responsibility, such schools may offer remedial courses if fully supported through student fees.

3.20.4 Student Demonstration of Competencies

A. Systemwide Procedures

Student competency may be demonstrated and deficiencies removed in basic academic skills courses—science, English, and mathematics—through the use of system ACT scores in the three subject areas of science reasoning, English, and mathematics respectively. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT subscores are set by the State Regents and communicated annually. Students who are successful in demonstrating competency in all deficiency areas and who meet the required institutional performance criteria may be regularly admitted and will not count against the Alternative Admission Category's enrollment limit (see the State Regents' *Institutional Admission and Retention Policy*).

B. Institutional Procedures

Student competencies may be demonstrated and deficiencies removed by an entry level, institutionally developed or adopted assessment procedure in the appropriate discipline area consistent with the institution's approved assessment plan. Such an assessment procedure/instrument must be uniformly applied, have demonstrated content validity, and be a reliable measure of student competence. Students are required to score at a level

which equates to the systemwide ACT score requirement for the basic skills subjects.

Institutional procedures for demonstration of student competencies and for removing curricular deficiencies do not apply to concurrently enrolled high school students.

Concurrently enrolled high school students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents' *Assessment Policy*. A high school student not meeting the designated ACT score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Secondary institutional assessments and remediation are not allowed for concurrent high school students. Additionally, concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or skills deficiencies.

C. — Student Remediation in Basic Academic Skills

Students with deficiencies in mathematics, English, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to enroll in remedial/developmental courses or participate in remedial activities designed to remedy the deficiency. Students must receive a grade equivalent to a "C" or better to remove the deficiency.

D. — Student Procedures for Removal of Curricular Deficiencies in History, Citizenship Skills, and/or Elective (Additional) Courses

Students with a curricular deficiency in history or citizenship skills who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as regular admission students. These students will be required to complete an additional three-hour collegiate history or citizenship skills course to make up the high school deficiency. Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention Policy*, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

E. — Reading Competency

To successfully complete college courses, students must be able to read at a minimum level. While high school reading courses are not specifically required, student reading competency is

expected and assessed. (See the State Regents' *Assessment Policy* for assessment requirements in the area of reading.)

F.——Limits

Students with basic academic skills deficiencies or lacking curricular requirements must remove the basic academic skills deficiencies at the earliest possible time but within the first 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. Students must also remove deficiencies in a discipline area before taking collegiate level work in that discipline. Students admitted to AAS programs must remove deficiencies prior to taking collegiate level work in that discipline.

The president or the president's designee may allow a deserving student who failed to remediate a basic academic 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.

Approved November 15, 1991. Revised August 16, 1994; June 28, 1995; June 28, 1996.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #8-b:

Policy.

SUBJECT: Approval of Tulsa Community College's EXCErate Concurrent Enrollment Pilot Project.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to replace use of ACT Plan with ACT Aspire as a part of EXCErate Pilot Project.

BACKGROUND:

In September 2010, Tulsa Community College (TCC) received approval for exceptions to sections of Oklahoma State Regents for Higher Education's (OSRHE) policy to implement the EXCErate Concurrent Enrollment Pilot Project between TCC and nine high schools in the Tulsa Public School (TPS) system and Union High School (UHS) to increase accessibility to higher education for all students including concurrent and dual enrollment programs. The initial pilot project dates extended from Fall 2010 to Spring 2012. However, TCC received two one semester extensions due to implementing the pilot project Spring 2011 and to accommodate and mitigate the stranding of students midway through the academic year.

On April 9, 2012, TCC received an additional policy exception, which was a non-substantive change and within the context of the pilot project and policy exceptions. This additional policy exception allowed use of the ACT Plan test with a minimum ACT Plan score of 19 [equivalent to an ACT composite score range of 19-23] for juniors and seniors.

POLICY ISSUES:

Use of ACT Aspire in place of Plan is consistent with the exceptions applicable to sections of the following policies: 3.9 Institutional Admission and Retention policy, 3.9.6.I. Special Admissions – Concurrent Enrollment, 3.19 Assessment, and 3.20 Remediation.

ANALYSIS:

In 2014, ACT introduced ACT Aspire, the first digital, longitudinal assessment system that allows for tracking of student progress from elementary school to early high school. The purpose of the assessment is to assist states, districts, schools, and parents in determining whether students are achieving college and career readiness skills and to prepare students to take the ACT in high school.

Following the introduction of Aspire, ACT began phasing out Plan, which is no longer available for purchase; therefore, it is necessary for TCC to move to use of Aspire for eligible students under TCC's

EXCELerate pilot project. Using research data provided by ACT, TCC will establish a minimum cut score for admission that is equivalent to an ACT Plan score of 19.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #9:

Oklahoma's Promise.

SUBJECT: FY2017 Official Funding Estimate for the Oklahoma's Promise Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents provide to the State Board of Equalization a funding estimate of \$67.8 million for the Oklahoma's Promise scholarship program for fiscal year 2017.

BACKGROUND:

During the 2007 session, the Oklahoma Legislature passed SB 820 providing a dedicated funding source to ensure full and stable financial support for the program. The implementation of a dedicated funding source for the Oklahoma's Promise program was a long-standing legislative goal of the State Regents.

By statute, the State Regents must provide a funding estimate to the State Board of Equalization no later than November 1 of each year. The funding estimate is for the fiscal year that begins the following July 1. The seven-member State Board of Equalization is comprised of the Governor, Lieutenant Governor, State Auditor and Inspector, State Treasurer, Attorney General, Superintendent of Public Instruction, and the President of the Board of Agriculture. The Board is responsible for certifying the total amount of funds that the Legislature can appropriate from the state's General Revenue Fund. The Board also has the responsibility to determine the amount of revenue necessary to fund the Oklahoma's Promise scholarships and subtract that amount from the total funds available for appropriation from the General Revenue Fund.

POLICY ISSUES:

The Oklahoma's Promise program plays an important role in the State Regents' objective to increase the proportion of Oklahoma's population earning a college degree. The funding process helps ensure that the scholarships promised to students completing the program requirements are fully funded each year.

ANALYSIS:

2016-17 Estimate

Based on current data and projections, the funding estimate for the Oklahoma's Promise program in 2016-17 is \$67.8 million. The number of students expected to receive an Oklahoma's Promise award in 2016-17 is about 18,000.

Factors taken into consideration to calculate the estimate include: (1) the enrollment rates of 8th, 9th, and 10th grade students in the program; (2) the rate at which Oklahoma's Promise students complete the high school requirements to be eligible for the scholarship; (3) their high school-to-college going rates; (4) their enrollment patterns at colleges in Oklahoma; (5) their persistence/award-retention rates in college;

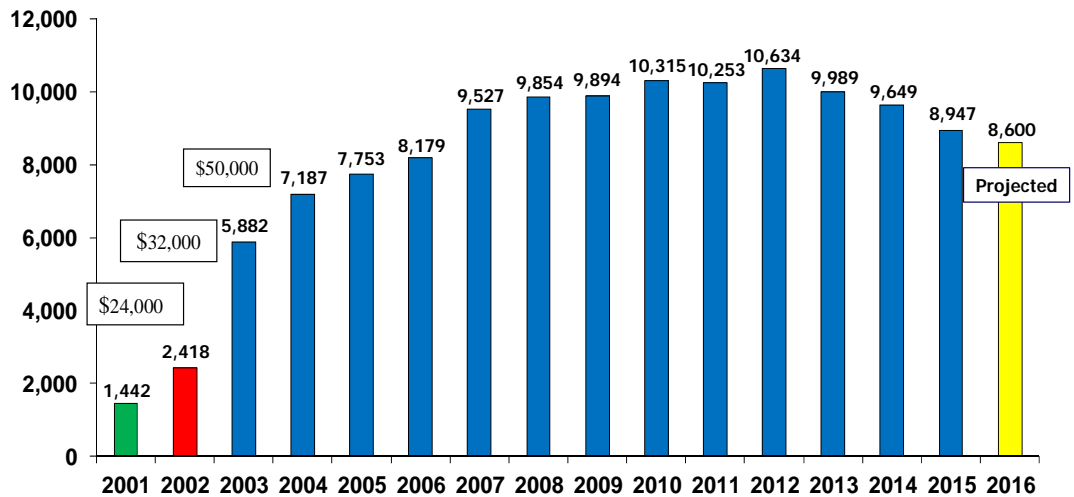
(6) the number of college semester credit hours in which students enroll; (7) the tuition rates at each institution; (8) estimated tuition increases; and (9) changes in institutional tuition policy such as flat-rate tuition structures.

The cost projections incorporate the following specific assumptions:

- The number of Oklahoma’s Promise students enrolled in the 2016 high school graduating class is projected to decline by about 350 students or 4 percent compared to the 2015 graduating class (from about 8,947 to 8,600). Because the \$50,000 family income eligibility limit is not inflation-adjusted, the number of students enrolling in the program in future years is expected to continue to decline.



OKPromise High School Enrollment (By High School Graduation Year)

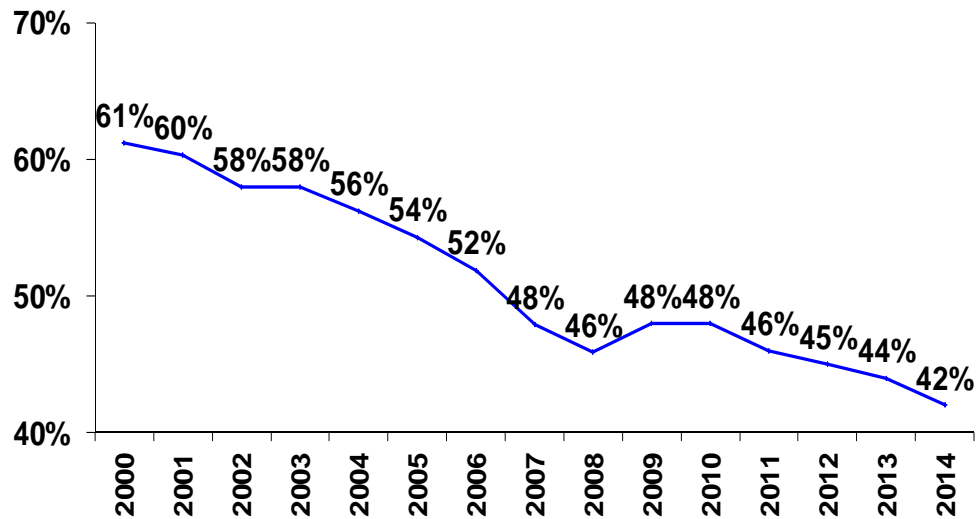


As of 9/30/15

Since 2000, when the Legislature set the family income limit at \$50,000, the percentage of Oklahoma families with incomes under \$50,000 has declined from 61 percent to 42 percent in 2014.



Estimated Percent of Oklahoma Families with Total Income Under \$50,000

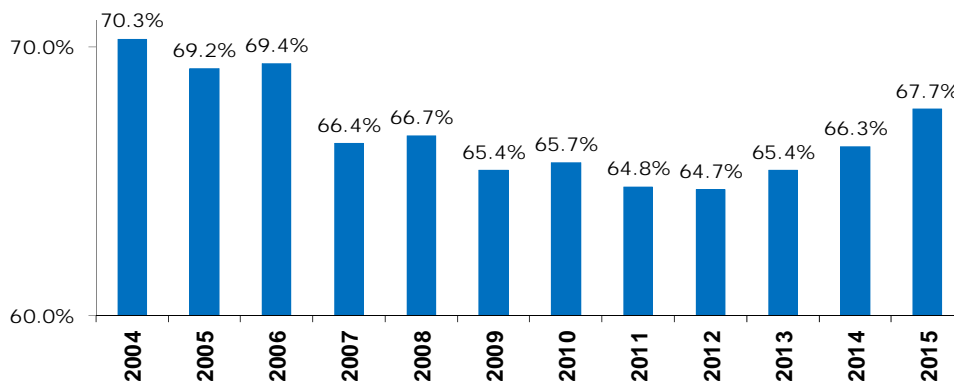


Source: US Census Bureau, 2000 Census, American Community Survey-2001-2014

- About sixty-eight percent (68.0%) of Oklahoma’s Promise students in the high school graduating class of 2016 are projected to complete the program’s high school requirements to be potentially eligible for the scholarship. After trending down for several years, the percentage of students completing the program’s high school requirements has increased from less than 65 percent in 2012 to nearly 68 percent in 2015 (as of 10-6-15). Each 1 percent increase represents about 70 additional college freshmen scholarship recipients.



High School Requirement Completion Rates (by grad year)



As of 10-6-15

- About 77 percent of the 2016 high school graduates qualifying for the scholarship are projected to enroll in an Oklahoma college and receive the scholarship in 2016-17. In fall 2012, a statutory second family income check was implemented that disqualifies students whose family income is more than \$100,000 at the time the student begins college. Approximately 60-90 students in each entering college freshmen class have been permanently disqualified by this provision.
- Overall, students receiving the award in college are projected to enroll in an average of about 26 semester credit hours. The average credit hour enrollment per student at the University of Oklahoma increased in 2013-14 due to the implementation of a flat-rate tuition policy (charging a flat tuition rate for 12-21 credit hours per fall/spring semester) which provides an incentive for students to take at least 30 semester credit hours per year. Three other universities – Oklahoma

State University, the University of Science and Arts of Oklahoma, and Langston University implemented flat-rate tuition policies in 2014-15 and experienced similar increases in per student credit hour enrollment.

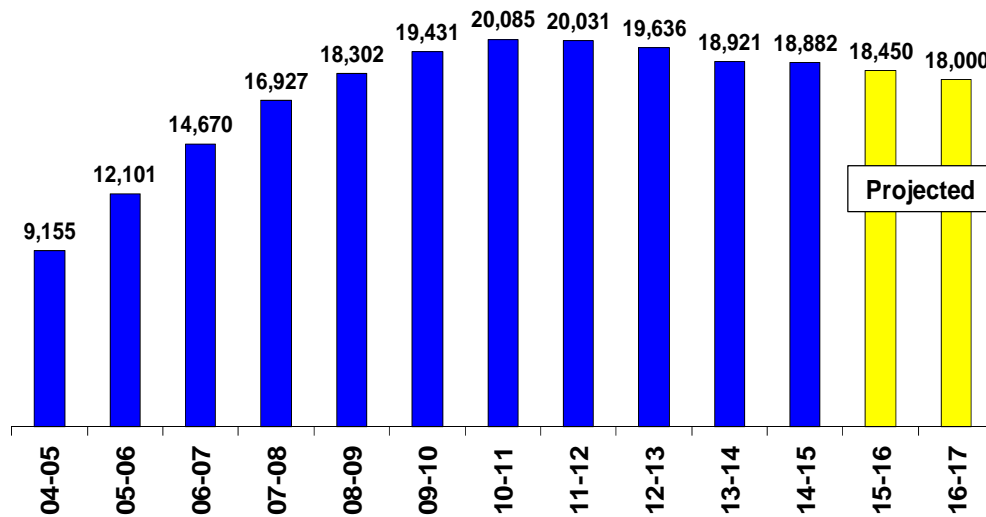
- The award-retention/persistence rates of Oklahoma’s Promise students in college are projected to be higher in 2016-17 based on 2014-15 actual student performance. Compared to 2013-14, the award-retention rate in 2014-15 for 1st year to 2nd year increased from 83 percent to 87 percent and the retention rate for 3rd year to 4th year increased from 85 percent to 88 percent.

Projected Scholarship Recipients

The number of Oklahoma’s Promise award recipients in college peaked at nearly 20,100 in 2010-11. Since then, the number has gradually declined each year and is expected to continue to decline in future years. The original estimate for 2014-15 projected a decline in scholarship recipients of about 600 students compared to 2013-14. However, due to improved student performance and persistence, the number of scholarship recipients declined by only about 40 students. The projected number of recipients in 2015-16 and 2016-17 reflect the improved student performance and persistence.



Scholarship Recipients



As of 9/16/15

Sources of Funding and Year End Trust Fund Balances

As shown below, for the four fiscal years from FY2013 through FY2016, amounts totaling \$18.4 million have been budgeted from the program’s trust fund balance for scholarship expenditures. Due to improved student performance and tuition increases that were slightly higher than those initially estimated in the projected scholarship funding calculation, actual scholarship expenditures in 2014-15 exceeded original estimates by 4 percent. Based on actual expenditures through FY2015 and potential expenditures for FY2016, no monies are expected to be available in the program’s trust fund balance at the end of FY2016 for expenditure in FY2017.

**Oklahoma's Promise
Funding Sources / Year End Trust Fund Balances**

	Funding Estimate	From General Revenue	Budgeted From Trust Fund	June 30 Trust Fund Balance
FY'2011	\$57,000,000	\$57,000,000		\$15,626,849
FY'2012	\$63,200,000	\$63,200,000		\$20,121,256
FY'2013	\$63,000,000	\$57,000,000	\$6,000,000	\$19,852,259
FY'2014	\$62,700,000	\$57,000,000	\$5,700,000	\$12,400,074
FY'2015	\$61,000,000	\$57,000,000	\$4,000,000	\$4,910,968
FY'2016 estimate	\$61,700,000	\$59,000,000	\$2,700,000	---
FY'2017 estimate	\$67,800,000	\$67,800,000	\$0	---

Academic Year Expenditure History: The following table shows the program's history of academic year expenditures since scholarships were first paid in 1996-97.

<u>Academic Year</u>	<u>Award Recipients</u>	<u>Percent Change</u>	<u>Academic Year Award Expenditures</u>	<u>Percent Change</u>
1996-97	470		\$537,318	
1997-98	619	31.7%	\$758,685	41.2%
1998-99	850	37.3%	\$1,077,036	42.0%
1999-00	1,245	46.5%	\$1,699,893	57.8%
2000-01	1,717	37.9%	\$2,311,004	35.9%
2001-02	2,004	16.7%	\$2,913,845	26.1%
2002-03	2,982	48.8%	\$4,589,334	57.5%
2003-04	5,889	97.5%	\$10,433,086	127.3%
2004-05	9,155	55.5%	\$17,755,071	70.2%
2005-06	12,101	32.2%	\$25,860,675	45.7%
2006-07	14,670	21.2%	\$33,769,645	30.6%
2007-08	16,927	15.4%	\$43,008,963	27.4%
2008-09	18,302	8.1%	\$50,843,941	18.2%
2009-10	19,431	6.2%	\$53,154,855	4.5%
2010-11	20,085	3.4%	\$57,174,993	7.6%
2011-12	20,031	-0.3%	\$59,515,478	4.1%
2012-13	19,636	-2.0%	\$60,801,690	2.2%
2013-14	18,921	-3.6%	\$61,193,124	0.6%
2014-15	18,882	-0.2%	\$63,451,994	3.7%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #10:

Endowment.

SUBJECT: Approval of the Endowment Trust Fund Investment Performance Report and Annual Distribution Schedule

RECOMMENDATION:

It is recommended that the State Regents approve a distribution of 4.5 percent of the June 30 market value totaling to the amount of \$24.1 million for fiscal year 2015, and \$36.9 for prior years' carryover-- totaling approximately \$61.0 million-- for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ended June 30, 2015.

BACKGROUND:

With the allocation at the May 29, 2015 meeting, the State Regents have allocated a total of approximately \$396.1 million to the Endowment Trust Fund for chairs, professorships and lectureships and from state appropriations since inception of the program in 1988. The last several years' allocations are dedicated to bond debt service with the exception of the one-time transfer in FY2012 of 146.9 million from the EDGE Trust. The 2008 legislature increased the debt service for endowed chairs bonding authority by \$4,899,645, for a current total allocation of \$11.6 million.

These allocations are to support the establishment of faculty chairs and professorships and for related activities to improve the quality of instruction and research at colleges and universities in the State System. State Regents have also allocated \$30 million for the Langston University Endowment since 1999 and have completed the commitment with the FY2015 allocation. In addition to state funding, the fund contains private matching funds and unrestricted gifts.

In September 2003, the endowment distribution policy was revised to allow for 4.5 percent of the three-year average market value at June 30 to be available for distribution. This revision became effective with the FY04 distribution. Also, included for the sixteenth year is the available distribution for the Langston University Endowment.

POLICY ISSUES:

Investments for the Endowment Trust Fund have been made in compliance with the State Regents' investment policy and relevant State Statutes.

STAFF ANALYSIS:

The market value of the trust fund was \$666.8 million, as of June 30, 2015. In FY15, the fund posted a loss of approximately 0.7 percent, net of fees.

The State Regents' current investment policy provides that "the investment committee shall determine the distribution...The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate 4.5 percent of the asset values based on an average of the past three years for the endowment trust fund." The attached distribution schedule reflects the distribution available for each eligible Endowment Trust Fund account and is presented for approval.

OKLAHOMA STATE REGENTS' ENDOWMENT TRUST FUND--2015 DISTRIBUTION SCHEDULE

Account	Account Balance 6/30/15	Account Balance, 6/30/14	Account Balance, 6/30/13	Three-year Average Mkkt. Value	# Qtrs	FY15 Available Distribution	FY14 Carryover	Total Available Distribution	Distribution Requested
TOTAL ECU:	3,326,793.24	4,063,358.56	3,890,687.11	3,760,942.97		189,342.43	173,987.21	363,329.64	
Northeastern State University									
485001 Endowed Chair of Teaching Excellence (Public)	399,511.32	682,055.39	636,484.97	606,687.23	4	22,755.93	122,387.92	145,143.85	
485002 Endowed Chair of Teaching Excellence (Private)	389,308.49	670,176.34	624,647.39	494,677.40	4	22,260.48	122,219.84	144,480.32	
485003 Southwestern Hall Distinguished Lectureship	81,223.86	141,264.32	129,959.49	117,484.22	4	6,288.79	10,654.98	16,941.77	
485004 William Frank Tolbert Chair in Business	189,031.56	338,769.71	309,646.56	278,659.41	4	12,636.17	24,726.81	37,363.68	
485005 L.P. Woods Endowed Lectureship for Math	33,824.72	68,646.67	69,061.14	66,144.18	4	2,481.49	3,481.70	5,963.19	
485008 Endowed Chair in College of Education	191,506.86	362,969.49	333,940.86	296,146.74	4	13,326.66	17,721.91	31,048.47	
485007 Jesse and Marilyn Galey Professorship in the College of Business	124,971.05	157,277.63	144,691.36	142,313.36	4	6,404.10	11,780.85	18,186.06	
485009 Dr. Susan Braxton Endowed Chair in Reading in College of Education	235,462.95	274,377.84	232,420.45	264,087.08	4	11,433.92	20,372.15	31,806.07	
485009 Dr. Erik Boatright Endowed Professorship in College of Optometry	107,731.48	137,188.92	126,210.23	123,710.21	4	6,666.96	186.08	6,753.04	
485010 Entrepreneurial Lectureship Series in the College of Business	29,197.41	34,022.85	31,300.14	31,606.80	4	1,417.81	2,526.15	3,943.96	
TOTAL NSU:	1,781,774.69	2,664,709.20	2,451,462.96	2,399,316.62		103,469.20	336,053.49	439,522.69	

OKLAHOMA STATE REGENTS' ENDOWMENT TRUST FUND--2015 DISTRIBUTION SCHEDULE

Account	Account Balance 6/30/15	Account Balance, 6/30/14	Account Balance, 6/30/13	Three-year Average Mkt. Value	# Qtrs	FY15 Available Distribution	FY14 Carryover	Total Available Distribution	Distribution Requested
665018 The Nelson Sims Endowed Chair in Pharmacy	235,462.95	274,377.84	252,420.45	254,067.08	4	11,433.92	20,372.15	31,806.07	
665019 The H.F. Timmons Endowed Chair in Pharmacy	117,731.48	137,188.92	126,210.23	127,043.54	4	5,716.96	10,186.08	15,903.04	
665020 The Homer Ryan Professorship in Accounting	94,185.18	109,791.13	100,968.18	101,634.63	4	4,573.67	8,146.86	12,720.53	
665021 The Don Weska Professorship in Accounting	117,731.48	137,188.92	126,210.23	127,043.54	4	5,716.96	10,186.08	15,903.04	
665022 The Mike Jones Professorship in Accounting	47,092.29	54,875.57	50,484.09	50,817.42	4	2,296.78	4,074.43	6,361.21	
665073 Ed & Winnie Cla Berrong Chair in Engineering Technology	235,462.95	274,377.84	252,420.45	254,067.08	4	11,433.92	20,372.15	31,806.07	
TOTAL SWOSU:	8,256,683.04	8,829,648.71	8,625,163.44	8,680,866.08		161,159.96	518,191.62	679,351.69	

OKLAHOMA STATE REGENTS' ENDOWMENT TRUST FUND--2015 DISTRIBUTION SCHEDULE

Account	Account Balance 6/30/15	Account Balance, 6/30/14	Account Balance, 6/30/13	Three-year Average Mkt. Value	# Qrts	FY15 Available Distribution	FY14 Carryover	Total Available Distribution	Distribution Requested
420004 Southwestern Bell Endowed Lectureship	156,076.29	168,666.07	145,676.19	146,839.35	4	8,607.77	71,071.07	77,678.84	
420005 William Henry Hale Lectureship	71,523.78	53,960.32	78,660.12	77,166.40	4	3,473.39	48,164.61	51,638.00	
420006 J. C. Penney Professorship of Business	126,390.51	147,279.03	136,492.85	136,587.47	4	6,137.44	69,668.88	75,706.32	
420007 T. M. Crisp Professorship in Recreation & Good Sportsmanship	402,940.19	469,633.98	431,959.01	434,811.06	4	19,696.60	224,733.46	244,259.98	
420008 James A. Close Endowed Chair	387,500.88	461,643.03	415,407.81	418,160.67	4	18,816.78	191,960.01	210,766.79	
420009 Lilian Johnson Hemmitt Endowed Chair	981,590.40	1,145,817.53	1,052,282.29	1,069,230.07	4	47,666.36	189,843.42	237,608.77	
420010 Delta Sigma Theta Sorority Distinguished Professorship	189,370.36	219,302.77	201,936.36	203,269.66	4	9,147.15	16,937.72	26,444.88	
TOTAL, Langston:	35,256,466.38	41,350,279.36	37,344,137.92	38,535,627.89		1,724,146.25	9,655,040.49	11,280,188.76	

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #11:

Policy.

SUBJECT: Approval of Amendments to the Chapter 4 –Budget and Fiscal Affairs Tuition and Fee Policy.

RECOMMENDATION:

It is recommended that the State Regents approve amendments to the Chapter 4 – Budget and Fiscal Affairs Tuition and Fee Policy to include updates to incorporate new policy language to address current institutional practices.

BACKGROUND:

The State Regents Chapter 4- Budget and Fiscal Affairs Policy provides guidances on all aspects of the fiscal administration of the State Sytem of Higher Education. In 2006, a comprehensive review and update of the State Regents’ entire policy manual was undertaken. Since that time, various components of the Chapter 4 – Fiscal Policy have been updated as necessary. This proposed change is intended to incorporate current institutional practices into the policy of eligible tuition waivers for dependents of eligible employees.

POLICY ISSUES:

The proposed policy amendments are provided and require State Regents’ approval.

ANALYSIS:

The proposed policy updates are summarized below:

4.18.5 Wavier of Tuition

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget – Part I in the form of resident tuition waivers, the total amount of which shall not exceed three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year. Nothing in this policy shall disqualify a student from receiving a tuition waiver scholarship on the basis of immigration status if the student qualifies for resident tuition under the provisions of Title 70, O. S. ~~2005 Supp.~~, §3242 and §3242.2.
 - a. Reduced Tuition Benefit for Eligible Employees and Dependents. Subject to all applicable federal tax laws and regulations ~~Eligible~~ employees at constituent institutions in The State System and their dependents may enroll in courses at the

institution where the employee is employed and be charged tuition at the rate of one-half the amount regularly charged to students. The term “~~benefit for~~ eligible employees” means full-time and permanent employees of the institution who are eligible under the institutions benefit eligibility criteria. It should be assumed that an employee’s enrollment in a course of study is for the benefit of both the employee and the institution. Procedures including appropriate limitation as to the number of credit hours in a given term for which the benefit will apply shall be determined by the institution. Upon the institution’s determination that the employee’s enrollment in a course of study is primarily for the benefit of the institution, the institution may waive or reimburse the employee for the remaining one-half of the tuition that was charged to the employee.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #12:

Contracts and Purchases.

SUBJECT: Approval of FY-2016 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY16 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of \$100,000.

ANALYSIS:

The items below are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

Core

- 1) Staplegun Design Incorporated in the amount of \$100,000.00 for the fiscal year 2016 Oklahoma Promise media campaign aimed at increasing awareness of an affinity for the Oklahoma Promise scholarship program. Staplegun will implement a media campaign targeted at the parents of children who qualify for the program. (Funded from 210-Core).

OneNet:

- 1) Chickasaw Telecom in the amount of \$162,000.00 for the purchase of Cisco optical equipment. This equipment is required to support portions of the OneNet optical transport network. With this purchase, OneNet will be allowed to eliminate portions of the ongoing cost associated with the annual Cisco maintenance contract, resulting in a savings of \$459,138.61 over the next five years. The purchase also includes replacement of ancillary devices which support the optical system as a whole. (Funded from 718-OneNet).

Change Order's to Previously Ratified Purchase Orders

- 2) Vyve Broadband was previously ratified for the amount of \$85,000.00 at the September 3, 2015 Oklahoma State Regents for Higher Education meeting as a new fiscal year 2016 purchase. The purchase was for fast Ethernet circuits to provide services to OneNet customers. Since this time period, an additional amount of \$41,550.00 is needed to provide an upgrade for the Kiamichi Technology Center – McAlester Campus from fast Ethernet to Gigabit Ethernet and to add Grove Public schools as a new customer. The new total of this purchase order will be \$126,550.00. (Funded from 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #13:

Investments.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #14:

College Student Developmental Education/Remediation Report.

SUBJECT: Acceptance of the 2013-2014 Annual Student Developmental Education Report.

RECOMMENDATION:

It is recommended that the State Regents accept the College Student Developmental Education/Remediation Report.

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-third annual student developmental education report.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education.
- The widespread need for college developmental education has brought about efforts to prepare students while still in high school. National and regional studies report approximately 40 percent of new freshmen enroll in developmental courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher developmental education rates.
- Nationally, little change in the number of students enrolled in developmental education courses has taken place in the last few years. Community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.
- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs are less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated \$2.89 million in 2013-14.

OKLAHOMA INITIATIVES:

- The State Regents approved the adoption of a College Completion agenda at its October 20, 2011 meeting which includes reform in developmental education as a key component. The agenda incorporates the Complete College America and National Governors Association Complete to Compete metrics, recommits to a revised Brain Gain performance program, and

makes college completion a top priority with commitments to state and campus goals, action plans and measures of progress. The State Regents have committed the Oklahoma State System of Higher Education to statewide reform and redesign of developmental education through redesign projects and a common framework established by the OSRHE and implemented by all colleges and universities.

- The State Regents Council of Presidents and the Council on Instruction are currently guiding institutions through reviews of existing developmental education programs to work toward a reform that advances the student's time of completion and learning outcomes. All campuses are involved in redesign projects with several piloting academic assessment, placement, and delivery reforms with a common evaluation framework. Policy and program redesign efforts will continue through 2014-2015.
- Prior measures which the State Regents have taken to reduce developmental education include: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.
- Educational Planning and Assessment System (EPAS)—a voluntary student assessment and instructional support program that provides feedback to middle and high schools about their performance in preparing students for college is funded and supported by the State Regents. Currently, 98 percent of all K-12 public school districts, more than 80 private schools and two Bureau of Indian Affairs schools participate in EPAS, reaching more than 98 percent of the state's eighth and 99.5 percent of tenth graders. ACT reports that, from 1993 to 2013, the percent of Oklahoma students taking the ACT has increased by fourteen percent and the mean score for Oklahoma's students has increased from 20.1 to 20.8.
- Oklahoma GEAR UP helps prepare middle and high school students for college through academic preparation programs for students, professional learning opportunities for educators that strengthen classroom instruction, and college access information for families. Specifically, GEAR UP serves more than 18,400 students in 24 school districts across Oklahoma with early intervention strategies that enhance learning and achievement. Many of these students have service, infrastructure and opportunity needs. GEAR UP specifically provides programs and services that help educators better understand the contributions of a district, school and individual teachers on a student's academic gains so adjustments can be made to help students achieve more academically. GEAR UP also helps students identify their academic strengths and weaknesses and set goals to take the right courses and prepare early for college. In 2012-13, 9,705 GEAR UP students in grades 7-12 participated in college and university tours. A total of 678 students from GEAR UP school districts participated in concurrent enrollment for 2012-13. Approximately 960 teachers, counselors and administrators completed GEAR UP professional development training and 60 students participated in week-long, residential, summer STEM institutes on college campuses. A total of 2,145 high school juniors at the 24 GEAR UP high schools took an ACT exam in 2013 and 1,719 high school seniors started 2,719 college applications during Oklahoma College App Week with the assistance of on-site, knowledgeable volunteers. Additionally, GEAR UP staff has provided 1,071 students in seventh through 11th grade with college and career information and 1,277 high school seniors have received individualized instruction on scholarships, college enrollment and college entrance information.
- Legislation passed in 2005 established a college preparatory track with strengthened graduation requirements and made it the default curriculum. The new high school graduation standard requiring satisfactory completion of end-of-instruction tests became effective for the spring 2012 graduating class.

FINDINGS:

- 31,419 students enrolled in at least one developmental education course in 2013-14: 0.5 percent (148 students) at the research universities, 21.9 percent (6,866 students) at the regional universities, .03 percent (90 students), and 77.4 percent (24,315 students) at the community colleges. (Figure 1)
- Of fall 2013 first-time freshmen, 39.3 percent enrolled in developmental education courses. (Figure 2)
- Of fall 2013 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 39.6 percent enrolled in developmental education courses, compared to 23.9 percent of freshmen who completed the high school core curriculum. (Figure 3)
- Developmental education by subject for fall 2013 first-time freshmen was as follows: 34.8 percent mathematics, 17.3 percent English, 8.1 percent reading, and 1.5 percent science. (Figure 4)
- From 2004-05 to 2013-14, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 36.2 to 39.1 percent. The 2013-14 rate of 39.1 percent is slightly lower than the 39.3 percent for all first-time freshmen. (Figure 5)
- Older freshmen require more developmental education. During the 2013-14 academic year, a higher percentage of first-time freshmen 21 years of age and older (51.0 percent) enrolled in developmental education courses than freshmen less than 21 years of age (36.4 percent). (Figure 6)
- In 2013-14, Oklahoma State System institutions generated \$2.89 million from student-paid developmental education course fees.
- Several changes to the methodology of this report have occurred over the past several years, which limits the comparability of data from year to year. In 2010-11, improvements were made to the method of identifying developmental courses, and in 2013-14, changes were made in the methodology for several sub-sections of this report, namely: 1) the determination of the prior year's Oklahoma high school graduates who were first-time freshmen in 2013-14 was revised to track individual public high school graduates, and 2) the identification of those students taking the 15-unit high school core curriculum was refined to follow the State Regents' admission policy requirements more closely.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.
- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.
- Shifts in the enrollment patterns among colleges and universities in the state over the last two year may account for decreases in overall developmental rates. Enrollment at research universities (where remediation is minimal) has increased, while enrollment at regional universities and community colleges (where remediation is most concentrated) has decreased.
- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities

are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.

- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (36.4 and 51.0 percent, respectively).
- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1

Tier Distribution of Oklahoma Students Taking Developmental Education Courses

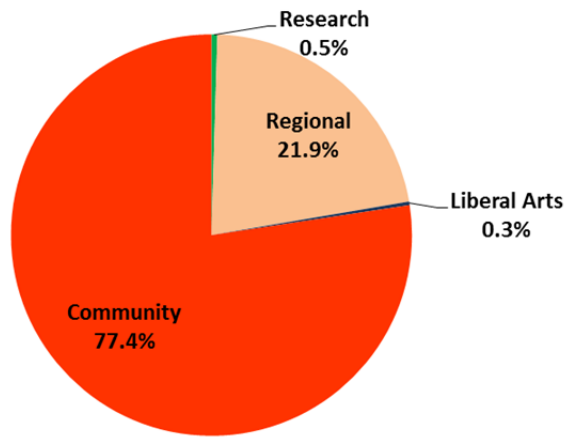
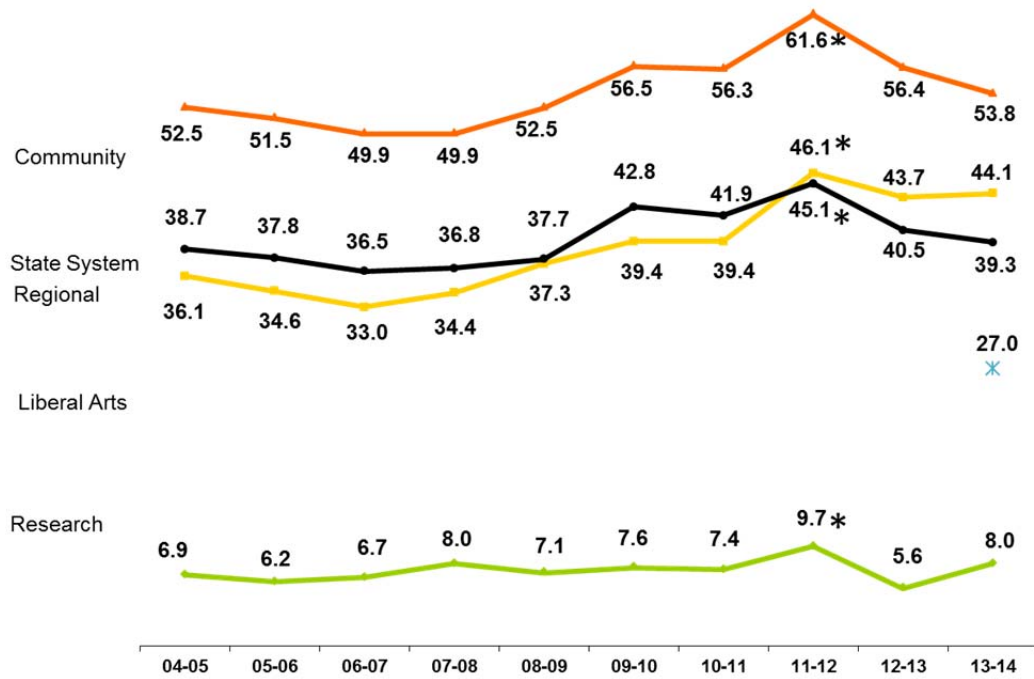


FIGURE 2

Percent of First-Time Freshmen Enrolled in Developmental Education Courses



* - Data format changes necessitated a revision in methodology so that a comparison of data after 2010-2011 to prior years is limited.

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

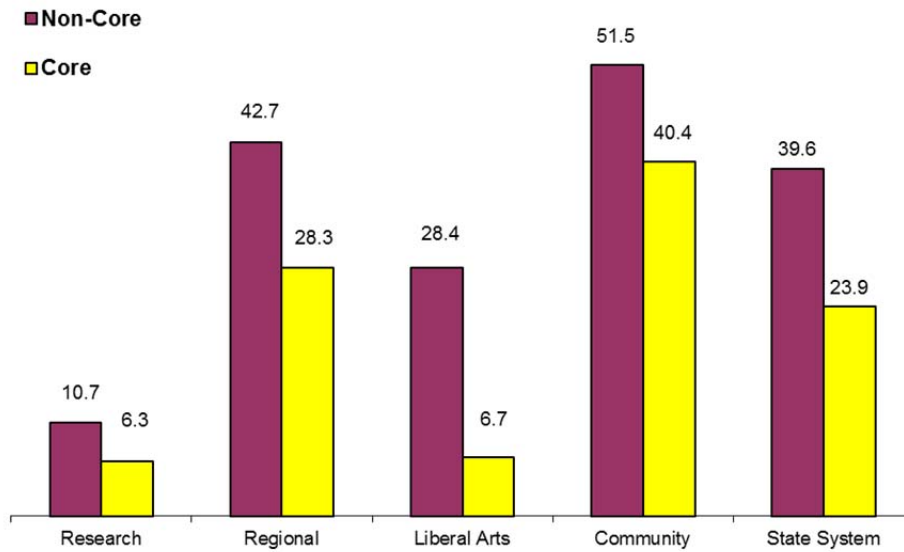


FIGURE 4

Percent of First-Time Freshmen Enrolled in Developmental Courses by Subject

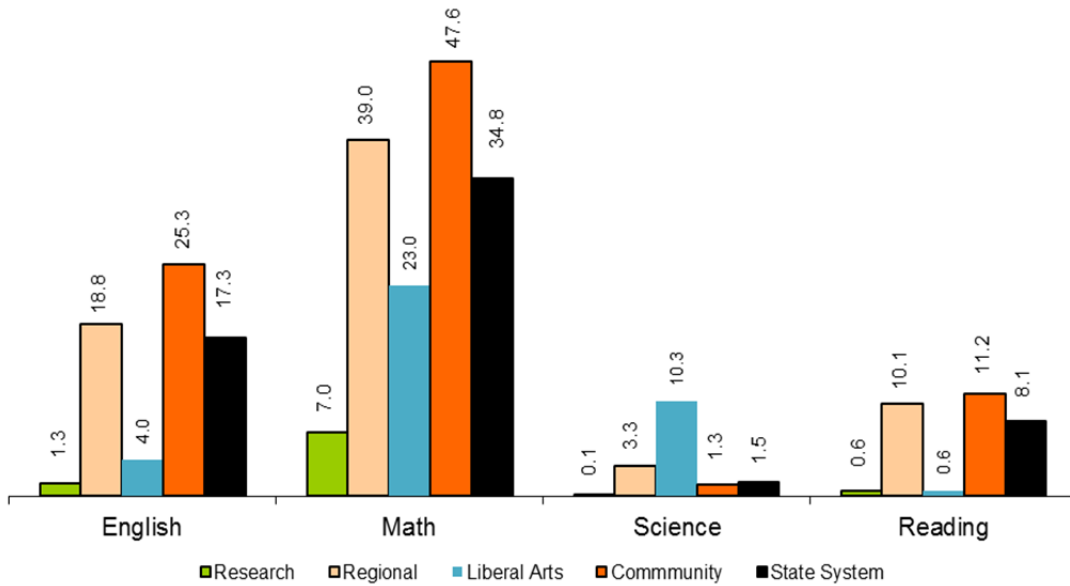
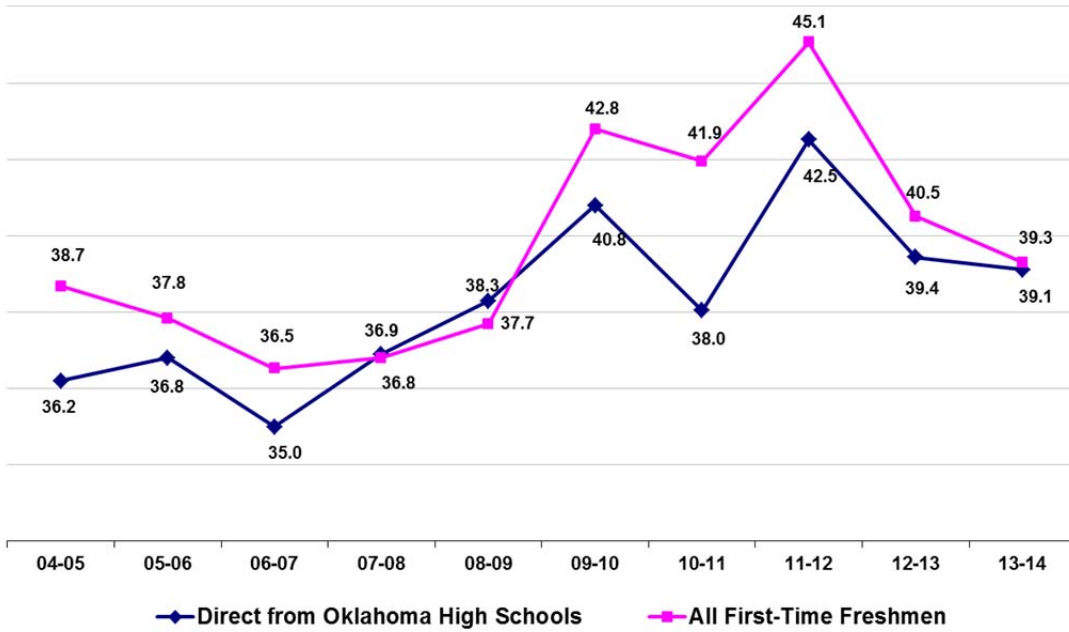


FIGURE 5

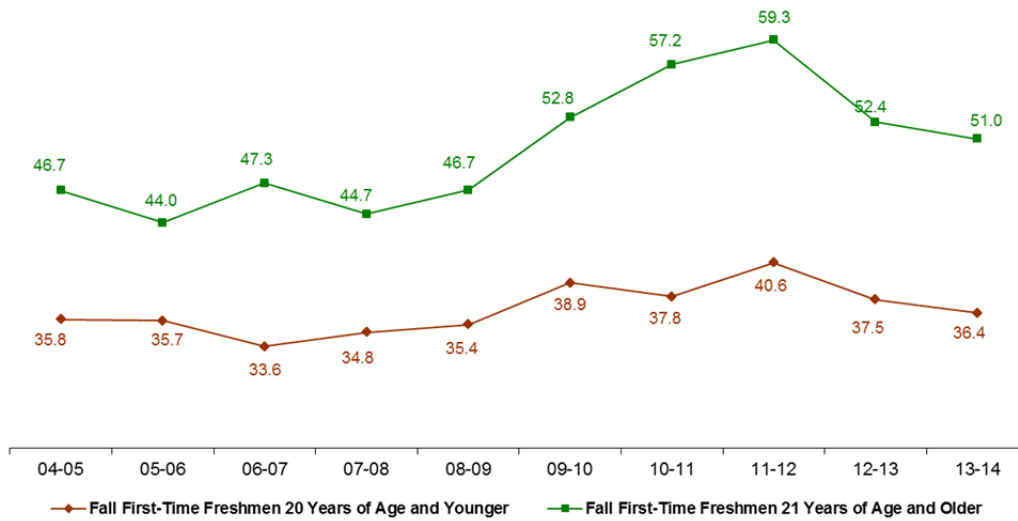
Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools Enrolled in Developmental Education Fall 2004 to Fall 2013



Notes: Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited. Beginning in 2013-14, the methodology for determining "Direct from Oklahoma High Schools" changed, allowing for tracking individual Oklahoma public high school graduates.

FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age Fall 2004 to Fall 2013



* - Data format changes necessitated a revision in methodology so that a comparison of data after 2010-2011 to prior years is limited.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #15:

Preliminary Enrollment Report.

SUBJECT: Fall 2015 Preliminary Enrollment Survey.

RECOMMENDATION:

It is recommended that the State Regents accept the Fall 2015 Preliminary Enrollment Report.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester. The purpose of this report is to summarize the fall 2015 preliminary enrollments and to compare fall 2015 preliminary enrollments to the previous year.

POLICY ISSUES:

This activity is consistent with the State Regents' reporting responsibilities.

ANALYSIS:

- The headcount enrollment at Oklahoma public colleges and universities decreased by 2.4 percent from 181,925 in fall 2014 to 180,402 in fall 2015. Research universities increased 0.6 percent from 57,215 to 57,546; liberal arts universities decreased 1.8 percent from 904 to 888; regional universities decreased 0.4 percent from 53,913 to 53,720 and community colleges decreased 2.4 percent from 69,893 to 68,248 (Table 1).
- The headcount enrollment at private institutions increased 0.7 percent from 24,545 in fall 2014 to 24,718 in fall 2015 (Table 1).
- The semester FTE enrollment at public institutions decreased 0.6 percent from 134,715 in fall 2014 to 133,859 in fall 2015 (Table 2).
- The semester FTE enrollment at private institutions decreased 0.1 percent from 21,809 in fall 2014 to 21,790 in fall 2015 (Table 2).

- The number of first-time entering students increased 1.2 percent from 31,312 in fall 2014 to 31,703 in fall 2015 at Oklahoma public institutions. The research universities increased 1.7 percent from 8,233, to 8,377. The liberal arts universities increased 24.1 percent from 170 to 211. Public regional universities increased 6.4 percent from 7,682 to 8,170. The community colleges decreased 1.9 percent from 12,227 in fall 2014 to 14,945 in fall 2015 (Table 3).
- The number of first-time entering increased 0.9 percent from 3,757 to 3,790 at the private institutions (Table 3).
- Concurrent headcount enrollment at Oklahoma public institutions increased 13.4 percent from 7,628 in fall 2014 to 8,648 in fall 2015 (Table 4).
- The number of concurrent semester credit hours increased 12.6 percent from 38,524 in fall 2014 to 43,373 in fall 2015. The average number of credit hours **per** student remained steady at 5.1 (Table 4).

The full report is provided as a supplement to the agenda.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #16:

Commendations.

RECOMMENDATION:

It is recommended that the State Regents accept this report and commend staff for state and national recognitions.

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

- **Jeff Anderson**, assistant director of business services, served as the guest speaker for the American Records Management Association (ARMA) OKC Chapter monthly meeting.
- **Chancellor Glen D. Johnson** attended Oklahoma Academy Salute at the Marriott Hotel at Southern Hills in Tulsa; attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City; attended Regional Key Economic Network Meeting with Governor Fallin at Oklahoma State University – Oklahoma City; attended Oklahoma Center for Community and Justice awards dinner honoring University of Central Oklahoma (UCO) President Don Betz at the Skirvin Hotel in Oklahoma City; attended Oklahoma Foundation for Excellence Board of Trustees meeting in Oklahoma City; met with Senator David Holt and University of Oklahoma (OU) President David Boren in Norman to meet with a delegation from the People's Republic of China; attended Oklahoma Educational Television Authority's (OETA) Fall President's Luncheon in Oklahoma City; attended State Fair Chairman's Event in Oklahoma City; attended Innovision Award Dinner honoring Governor George Nigh at Francis Tuttle Technology Center in Oklahoma City; attended and chaired Oklahoma EPSCoR Advisory Committee meeting in Oklahoma City; attended Jasmine Moran Children's Museum Awards Banquet in Oklahoma City; met with Civitas President Mark Milliron and two-year college presidents at the annual Oklahoma Association of Community Colleges General Conference in Oklahoma City; attended and participated in Homecoming activities for Southeastern Oklahoma State University in Durant; provided remarks at Rose State College's ribbon cutting ceremony for the Village at Rose student housing complex in Midwest City; provided remarks at topping out ceremony for University Center of Southern Oklahoma's Health, Science + Math Center building in Ardmore; provided remarks at the grand opening and ribbon cutting of the University of Central Oklahoma's new Downtown Learning Space in Oklahoma City; provided opening remarks for the Oklahoma State Regents for Higher Education's 8th Annual Reading Conference at Moore-Norman Technology Center in Oklahoma City; provided remarks and presented Spotlight Award at the 6th Annual Promoting Undergraduate Research Conference in Oklahoma City; chaired Southern Regional Education Board's (SREB) Commission on College Affordability meeting in Atlanta, Georgia; presented and served as emcee for the Oklahoma State Regents for Higher Education's annual Regents Education Program in Oklahoma City; provided remarks at the annual Student Leadership Retreat luncheon at the NCED Conference Center and Hotel in Norman; made presentation to the Student Advisory Board in Oklahoma City; provided

welcoming remarks at Oklahoma Association of Community Colleges General Conference in Oklahoma City; provided remarks and introduced State Regent John Massey for the Lifetime Achievement Award at Southeastern Oklahoma State University's Distinguished Awards Banquet in Durant; received Oklahoma City/County Historical Society's 2015 Pathmaker Award at luncheon at the Jim Thorpe Museum in Oklahoma City; provided welcoming remarks at the Reach Higher Fall Conference at the University of Central Oklahoma (UCO) in Edmond.

- **Regent John Massey**, was honored with a Lifetime Achievement Award from the Southeastern Oklahoma State University Foundation in Durant.
- **Dr. Kermit R. McMurry**, vice chancellor for student services, was the keynote speaker for Langston University's Formal Opening Convocation on September 24, 2015 and also serve as a peer reviewer for the US Office of Post-Secondary Education's 2015 Native American-Serving Nontribal Institutions (NASNTI) grant competition.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #17:

Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-a:

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

- Oklahoma State University (OSU)
 - 1 degree program name change
 - 1 degree program option name change
- Cameron University (CU)
 - 1 degree program requirement change
- Northeastern State University (NSU)
 - 1 degree program requirement change
 - 2 degree program option deletions
- Southwestern Oklahoma State University (SWOSU)
 - 2 degree program requirement changes
- Connors State College (CSC)
 - 1 degree program option addition
- Murray State College (MSC)
 - 2 degree program option additions
- Seminole State College (SSC)
 - 1 degree program requirement change

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Approval policy.

ANALYSIS:

OSU – Bachelor of Science in Recreation Management and Therapeutic Recreation (180)

- Change program name to “Recreation Management and Recreational Therapy.”
- For the “Therapeutic Recreation” option:

- o Change option name to “Recreational Therapy.”
- The proposed changes update the program and option names to reflect current terminology used in the profession.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Associate in Applied Science in Engineering (545)

Degree program requirement change

- For the “Civil Engineering” option:
 - o Add ENGR 2002.
- The proposed change aligns the option with the other options to ensure all students in the program complete a professional development/capstone course.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Criminal Justice (020)

Degree program requirement changes and degree program option deletions

- Delete options “Legal Studies” and “Homeland Security.”
 - o The proposed deletions are the result of the options being developed into stand-alone degree programs.
 - o There are currently 43 students enrolled in the “Homeland Security” option and 68 students enrolled in the “Legal Studies” option.
 - o Students will be allowed to finish their degree requirements under the existing structure or change to one of the new programs.
- Remove CRJ 3023, CRJ 3223, and CRJ 4113 from “Required Courses” and add CRJ 3033, CRJ 3443, and CRJ 4003.
- Add CRJ 4223 as an alternative course to SOC 4223.
- Change credit hours required for “Electives” from 9 to 12.
- Change credit hours required for the major from 39 to 42.
- The proposed changes update the curriculum to better prepare students for employment or graduate school.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Applied Science in Medical Laboratory Technician (123)

Degree program requirement changes

- Remove MATH 1103 as an alternative course to MATH 1513 and add MATH 1143.
- The proposed changes update the curriculum to eliminate a course that is being phased out of the inventory.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in General Studies (121)

Degree program requirement changes

- Allow students to complete MATH 1153 as an alternative to MATH 1513 and MATH 1143.

- Remove COMSC 1023 and require 0-3 credit hours of “Computer Proficiency.”
- Remove HIST 1063 and require students to complete HIST 1043 or HIST 1053.
- Add BIOL 1054 and BIOL 1013 as alternative courses to BIOL 1004.
- Require 3-4 credit hours of “Physical Science” to be selected from one of the following courses: ASTRO 1904, CHEM 1004, GEOL 1934, SCI 1513, SCI 1501, PHY 1044, PHY 1063 or a higher numbered chemistry or physics course.
- Require HUM 1103 or HIST 1033 and one of the following: ART 1223, COMM 1263, LIT 2333, LIT 2413, MUSIC 1013, MUSIC 1103 or PHILO 1453 to fulfill part of the 6 credit hours of “Humanities” requirement.
- Remove 6 credit hours of “Economic and International Studies” and 6-7 credit hours of “Behavioral, Social, and Cultural Studies.”
- Add 3-4 credit hours of “Human, Cultural, and Social Diversity.”
- Change credit hours required for “General Education” from 44-45 to 40.
- The proposed changes are the result of an institution-wide effort to update the General Education requirements to allow students to select courses that will better meet their needs while also meeting State Regents’ policy requirements.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CSC – Associate in Science in Biological Science (053)

Degree program option addition

- Add option “Fisheries and Wildlife.”
- The proposed option provides a more seamless transfer for students interested in pursuing similar programs at a four-year institution.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

MSC – Associate in Science in Agriculture (001)

Degree program option additions

- Add options “Agriculture Communications” and “Biochemistry and Molecular Biology.”
- The proposed options facilitate a seamless transfer for students interested in pursuing similar programs at a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SSC – Associate in Applied Science in Nursing (110)

Degree program requirement changes

- Remove “PSY/SOC Elective” from “General Education Requirements.”
- Add BIOL 1214 or CHEM 1114 and SOC 1101.
- Change credit hours required for “General Education Requirements” from 18 to 20.
- Remove BIOL 1214 or CHEM 1114 from “Technical Occupational Support Requirements.”
- Change credit hours required for “Technical Occupational Support Requirements” from 14-16 to 10-12.
- The proposed changes aim to reduce the number of credit hours required for the degree to improve retention and graduation rates without negatively impacting program rigor and career preparation.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 72-74 to 70-72.
- No funds are requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-b:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to participate in State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests to participate in the State Authorization Reciprocity Agreement.

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). Additionally, on June 29, 2015, the Southern Regional Education Board approved Oklahoma as a SARA State.

As the state portal agency, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutions are approved. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

Policy section 3.16.9 in the Distance Education and Traditional Off-Campus Courses and Programs policy states the eligibility requirements for SARA as follows:

“To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC- SARA permits states to grant provisional acceptance, may seek conditional approval.”

STAFF ANALYSIS:

Prior to October 2015, State Regents' staff received SARA applications from the following public and private institutions:

- Carl Albert State College;
- Cameron University;
- East Central University;
- Eastern Oklahoma State College;
- Mid-America Christian University;
- Murray State College;
- Northern Oklahoma College;
- Northwestern Oklahoma State University;
- Oklahoma City Community College;
- Oklahoma Panhandle State University;
- Oklahoma State University;
- Oklahoma State University-Institute of Technology;
- Redlands Community College;
- Rogers State University;
- Southwestern Oklahoma State University;
- Tulsa Community College;
- University of Central Oklahoma;
- University of Oklahoma;
- University of Tulsa; and
- Western Oklahoma State College.

As a result of meeting the SARA eligibility requirements, all of the aforementioned public and private institutions were approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-c:

Academic Nomenclature.

SUBJECT: Ratification of Oklahoma State University Institute of Technology's institutional request to create the School of Energy Technologies.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature changes as described below.

BACKGROUND:

Oklahoma State University Institute of Technology (OSUIT) requested authorization to create the School of Energy Technologies. OSUIT's governing board approved the request on September 5, 2014.

POLICY ISSUES:

This action is consistent with the State Regents' Approval of Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

OSUIT requested approval to create the School of Energy Technologies. The new school will offer three existing energy-related programs: the Associate in Applied Science in Pipeline Integrity Technology (101), the Associate in Applied Science in Power Plant Technology (100), and the Associate in Applied Science in Energy Technologies/Natural Gas Compression (112). The new school will facilitate greater synergy between the institution's energy-focused programs, allowing OSUIT to better respond to the needs of its energy-sector partners. The resources necessary to fund the start-up and ongoing operational costs will come from three sources: 1) the transfer of the existing, energy-focused programs and their budgets to the School of Energy Technologies, 2) intra-institutional fund reallocation, and 3) income from the George Kaiser Family Fund. No additional funding is requested from the State Regents for this change.

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-d (1):

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between August 4, 2015 and September 25, 2015.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

ANALYSIS:

For the time period between August 4, 2015 and September 25, 2015 there are 11 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) University of Oklahoma Printing Services, in the amount of \$25,780.00 for the printing of Prepare for College brochures. Prepare for College brochures are designed to encourage students in grades 8th-12th to begin early preparing and planning for college. The brochures are mailed to Oklahoma public schools as well as home school associations. (Funded from 210-Core).
- 2) NextThought, LLC in the amount of \$29,750.00 for consulting services to advance the Oklahoma State Regent's Online Education Task Force's goals for online education. (Funded from 210-CORE).

OneNet

- 3) Bixby Telephone Company Broadband in the amount of \$46,000.00 for circuits to provide services to the following OneNet customers: the Tagnet network, which services the state's tag agencies, and Tri-County Technology Center located in Bartlesville. The cost for this project will be recovered through user fees. (Funded from 718-OneNet).
- 4) Oklatel Communication Incorporated in the amount of \$71,230.01 for installation of Ethernet circuits and fast Ethernet circuits for new OneNet customers, including Hanna Public Schools and Indianola Public Schools. The cost for this project will be recovered through user fees. (Funded from 718-OneNet).

- 5) Dobson Technology Transport and Telecom Solutions, in the amount of \$62,149.20 for fiber construction to provide a non-collapsed route from the Oklahoma Community Anchor Network (OCAN) fiber route. The route will run from Orienta to Enid. (Funded from 718-OneNet).

OCAN

- 6) Dobson Technology Transport and Telecom Solutions in the amount of \$27,442.35 to create a fiber access point and place conduit to upsize fiber from 24 to 48 so that additional customers can be brought to the OCAN Network. (Funded from 720-OCAN).
- 7) Copper River Information Technology in the amount of \$99,428.68 for the purchase of a dense wavelength division multiplexing (DWDM) node to provide additional bandwidth for the router and provide direct delivery of wavelength products to customers at their points of presence. (Funded from 720-OCAN).

GEAR UP

- 8) Solution Tree in the amount of \$38,940.00 for registrations for 60 staff members from GEAR UP and partnership schools to attend Solution Tree's three-day training on Professional Learning Communities at the Work Institute. (Funded from 730-GEAR UP).

Multiple Funds

- 9) Bank of America in the amount of \$75,000.00 for FY16 P-Card charges for various department. This amount represents encumbered funds for possible purchases and is not the amount actually spent. (Funded from 210-Core, 430-College Access, 701-OCAP, 718-OneNet, 720-OCAN and 730-GEAR UP).
- 10) Stanfield & O'Dell in the amount of \$45,000.00 for fiscal year 2015 general purpose financial audit, which includes a financial and compliance audit for the Oklahoma State Regents for Higher Education and the Oklahoma College Assistance Program. (Funded from 210-Core and 701-OCAN).
- 11) Software House International in the amount of \$36,898.80 for FY16 Software Assurance maintenance and licenses for our Microsoft licensed products. (Funded from 210-Core, 701-OCAP, 718-OneNet, and 730-GEAR UP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-d (2):

Deleted Item.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-d (3):

Contracts and Purchases.

SUBJECT: Ratification of the FY2015 agreement with the Oklahoma Board of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2016.

BACKGROUND:

For many years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical education nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the State Regents for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The State Regents assume responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately \$1.96 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for CareerTech teachers. Programs coordinated by the State Regents include data/information sharing.

Attachment

Agreement Between
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION
and
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
2015-2016 Programs and Services

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2015 and will terminate no later than the 30th day of June 2016.

IT IS HEREBY STIPULATED AND AGREED by and between the State Board and the State Regents as follows:

1. *Funds in the amount of \$1,849,791 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

a. Cameron University	\$59,357
b. Connors State College	\$157,039
c. Murray State College	\$79,548
d. Northern Oklahoma College	\$96,748
e. Oklahoma City Community College	\$201,347
f. OSU Institute of Technology	\$141,896

g. OSU – OKC	\$407,180
h. Redlands Community College	\$66,928
i. Rogers State College	\$82,820
j. Rose State College	\$121,892
k. Tulsa Community College	\$383,344
l. Western Oklahoma State College	\$51,692

2. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers enrolled in the New Teacher Induction Program, as outlined below.

The parties agree that:

New Teacher Induction coordinators from UCO and OSU must provide their ODCTE contact with appropriate documentation related to the services they provide to teachers enrolled in the program. Documentation will include: date of visit, number of hours spent observing and advising teacher, reimbursable mileage itemized by visit, and synopsis of visit including observation notes and general topics covered. The documentation will be submitted electronically to ODCTE via the template provided to the University Coordinator.

All UCO and OSU representatives providing instructional coaching/mentoring services to teachers enrolled in the New Teacher Induction Program must participate in the required Coaching/Mentor training provided by the ODCTE. ODCTE will be involved in the selection of instructional coaches. All instructional coaches will have a background in Career and Technical Education.

Coordinators will also provide ODCTE an itemized outline of the instructional coach visits including the following information: date of visit, time of visit, name of the technology center and campus, new teacher's name, instructional coach's name, and reimbursable mileage. In addition, the university coordinators will secure all required signatures on the team agreement forms, local school mentor reimbursement forms, and the instructional coach reimbursement forms for each of their respective teachers.

Funding will consist of both fixed and variable amounts equaling \$50,000. The fixed amount of \$40,000 will be divided between UCO and OSU, with each school receiving \$20,000. The variable amount of \$10,000 is utilized for University travel. Universities will be reimbursed \$2,100 for each teacher served. Instructional coaches will conduct a minimum of six visits with the new teacher. If unforeseen circumstances cause fewer than five visits to be made, the university will be compensated at a rate of \$300 per visit in lieu of the \$2,100 per teacher served amount.

If the universities do not have teachers enrolled in the program, no funding will be paid by ODCTE under this section of the contract.

3. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY 2016 school year. The amount is not to exceed \$5,000.
4. The State Board will pay the State Regents \$50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.
5. The State Board will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDH certifications as Paramedics, Advanced EMTs, and Intermediate – 85 EMTs. The amount is not to exceed \$6,000.
6. The State Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.
7. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.
8. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.
9. Any additional services that the State Board wishes to have provided by the State Regents during FY 2016 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

IN WITNESS WHEREOF, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.

State Board of Career and Technology Education:

Marcie Mack 9/2/15
Marcie Mack, State Director Date
Approved as to form: GAT

Oklahoma State Regents for Higher Education:

Glen Johnson 9-14-15
Glen Johnson, Chancellor Date

Approved
As To Form
Initials GAT

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #18-e:

Non-Academic Degree.

SUBJECT: Approval of posthumous degree from The University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to award a posthumous degree.

BACKGROUND:

A request has been made from the University of Oklahoma (OU) to award a Bachelor of Science in Petroleum Engineering degree posthumously to Mr. Maxwell Toronto Callard. At the time of his death, Mr. Callard was entering the last two semesters of completing his degree program and had maintained a 3.20 overall grade point average.

POLICY ISSUES:

The request for a posthumous degree is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study.

The proposed diploma for the posthumous degree is attached for State Regents' approval.

*The Oklahoma State Regents for Higher Education
acting through*

The University of Oklahoma

make known that

Maxwell Toronto Callard

*having completed the requirements for the posthumous award of
the degree of*

Bachelor of Science in Petroleum Engineering

*has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.*

*Issued at the University of Oklahoma at Norman, Oklahoma on the
eighteenth day of December two thousand and fifteen.*

For the State Regents



James S. Stricklin
Chairman

Ronald H. White
Secretary

Blair Johnson
Chancellor

For the University

J. R. Swat
Chairman, Board of Regents

David L. Brown
President of the University

Abby R. Gullett
Academic Dean



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #19-a:

Programs.

SUBJECT: Approval of the Current Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2015 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2015-2016).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #19-b (1):

Annual Reports.

SUBJECT: Approval of the Mathematics Success Initiative Status Report.

RECOMMENDATION:

It is recommended that the State Regents approve the Mathematics Success Initiative Status Report.

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates Complete College America (CCA) and National Governors Association (NGA) Complete to Compete and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress. Since the State Regents have identified college completion as their number one goal, campuses have exceeded the goal to increase the number of degrees and certificates earned by an average of 1,700 per year to 50,900 by 2023.

However, based on the latest data submitted to CCA, lack of success in mathematics has been identified as a significant barrier. Of the 28.7 percent of community college students enrolled in mathematics remediation only, 63.9 percent complete mathematics remediation and 9.8 percent complete the college-level mathematics course in one year. Of the 18.3 percent of university students enrolled in mathematics remediation only, 66.1 percent complete mathematics remediation and 16.7 percent complete the college-level mathematics course in one year.

In 2013, the Mathematics Success Group was established with recommendations from the Council on Instruction. The Mathematics Success Group consists of 35 mathematics faculty, department chairs, and teacher educators with 7 from research universities, 11 from comprehensive universities, and 17 from community colleges. Also included is the Secondary Mathematics Director from the State Department of Education. To improve retention and graduation rates of all students, the Mathematics Success Group was charged with developing a sustainable strategic plan with the following goals:

- Goal 1: Improve mathematics preparation of students entering college;
- Goal 2: Reform mathematics remediation to be more effective; and
- Goal 3: Strengthen mathematics preparation for all majors.

POLICY ISSUES:

As higher education institutions in Oklahoma experience national trends and challenges brought on by the recession – increased enrollment demands, significant calls for higher education to drive economic development, and declining and inelastic public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, the Governor and other elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response

to this call requires a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what is proposed under the CCA and NGA Complete to Compete action plan is an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding all of these efforts will be a revised Brain Gain accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects these new priorities by measuring and rewarding these state priorities.

ANALYSIS:

In 2013, the Mathematics Success Group held a strategic planning meeting resulting in a list of strategies for each of the three goals:

Goal 1: Improve mathematics preparation of students entering college

Strategy 1: Offer 12th grade courses for various levels and in multiple formats

Strategy 2: Improve science education in middle school, better prepare elementary teachers

Strategy 3: Bring more physical, digital and teacher resources to mathematics classrooms, address teacher shortages and upgrade materials

Strategy 4: Hold regular local conversations between high school teachers and college faculty with common agenda including curriculum alignment in mathematics, mathematics and science crossovers, teaching persistence, include business community

Goal 2: Reform mathematics remediation to be more effective

Strategy 1: Improve vertical alignment within college

Strategy 2: Offer co-requisite and modules

Strategy 3: Use multiple assessments

Goal 3: Strengthen mathematics preparation for all majors

Strategy 1: Create multiple pathways that are standardized by discipline

Strategy 2: Provide professional development targeting STEM crossover

Strategy 3: Use internships to foster relevance

In 2014, the Mathematics Success Group held a Strategic Plan Implementation meeting to identify priorities and an implementation process using the feedback collected from outside groups. They began work in 2015 on each of the priorities:

1. Hold regular local conversations between high school teachers and college faculty with common agenda including curriculum alignment in mathematics, mathematics and science crossovers, teaching persistence, include business community,
2. Offer 12th grade courses for various levels and in multiple formats,
3. Reform remediation to be more effective by improving vertical alignment within college and offering co-requisites and modules,
4. Improve course placement by using multiple assessments, and
5. Create multiple pathways that are standardized by discipline (see attached document).

The attached document describes the background leading to the Math Success Initiative and the current status of the strategic plan. It is recommended that the State Regents approve the Mathematics Success Initiative Status Report.

Attachment

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #19-b (2):

Annual Reports.

SUBJECT: Approval of the Postsecondary Institutions Operating in Oklahoma: Summary of Accreditation Status Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Out-of-state regionally or nationally accredited institutions that operate a physical site in Oklahoma annually report information to the State Regents regarding their accreditation status and education activity to the Chancellor. A summary of accredited institutions is provided annually to the State Regents.

It is not possible to monitor out-of-state institutions delivering courses and programs electronically to Oklahoma when no in-state physical site is used. Out-of-state institutions operating at a physical site in Oklahoma through distance education are expected to follow the standards of "best practices" in distance learning as detailed in the Institutional Accreditation policy and procedures.

POLICY ISSUES:

Pursuant to 70 O.S. §4103, private educational institutions shall operate under rules promulgated and adopted by the Oklahoma State Regents for Higher Education (OSRHE) unless such institution is accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education.

For purposes of accountability and consumer protection, the State Regents request that nationally and regionally accredited private institutions operating in Oklahoma report information regarding enrollment, credentials offered and awarded, number of students receiving federal financial aid in addition to complying with consumer protection provisions by explicitly disclosing: 1) their accreditation status and 2) the transferability of courses in publications (transfer allowed on a course-by-course basis at the discretion of the receiving institution).

ANALYSIS:

A matrix outlining the accreditation status of higher education institutions operating in Oklahoma is attached. Currently, no institutions are accredited by the OSRHE. A summary for 2014-2015 of the institutions operating in Oklahoma and the respective accreditation affiliation is provided below.

Institutional Data

Public and private/independent institutions report enrollment, degrees conferred and other data through the Unitized Data System; however, proprietary institution data is collected through a separate mechanism. The 2014-2015 report of degree programs, productivity, enrollment, and number of students receiving federal financial aid is summarized below.

Programs Offered

Credentials or Degrees Conferred

	2013-2014						2014-2015					
	Certificate	Diploma	Associate	Baccalaureate	Master	Total	Certificate	Diploma	Associate	Baccalaureate	Master	Total
Private For-profit	62*	2,436	1,260	224	53	4,035	24*	2,168	1,190	199	39	3,620
Private Independent Not-for-profit	4	136	180	75	45	440	1	154	110	93	39	397
Out-of-State Public	0	0	0	0	0	0	0	0	0	0	0	0
						4,475						4,017

*Number includes both non-college level and college level certificates.
The University of Arkansas at Little Rock did not report 2013-2014 data .

Enrollment and Federal Financial Aid

	2013-2014			2014-2015		
	Unduplicated Headcount	Unduplicated Headcount of Students Receiving Federal Financial Aid	Percent of Students Receiving Federal Financial Aid	Unduplicated Headcount	Unduplicated Headcount of Students Receiving Federal Financial Aid	Percent of Students Receiving Federal Financial Aid
Private For-profit	13,004	10,917	83.95	10,364	9,161	88.39
Private Independent Not-for-profit	2,390	1,727	72.26	2,119	1,512	71.35
Out-of-State Public	0	0	0	5	0	0
Total	15,394	12,644		12,483	10,673	

**The University of Arkansas at Little Rock did not report 2013-2014 data .

Institutions/Accreditation

The tables and information below summarize the private independent and for-profit institutions operating in Oklahoma with their respective regional or national accreditation.

IN-STATE PRIVATE INDEPENDENT INSTITUTIONS ACCREDITED BY HLC	LOCATION
Bacone College	Muskogee
Mid-America Christian University	Oklahoma City
Oklahoma Baptist University	Shawnee
Oklahoma Christian University	Oklahoma City
Oklahoma City University	Oklahoma City
Oklahoma Wesleyan University	Bartlesville
Oral Roberts University	Tulsa

IN-STATE PRIVATE INDEPENDENT INSTITUTIONS ACCREDITED BY HLC	LOCATION
Phillips Theological Seminary	Tulsa

Oklahoma City University	Oklahoma City
Oklahoma Wesleyan University	Bartlesville
Oral Roberts University	Tulsa
Phillips Theological Seminary	Tulsa
Southern Nazarene University	Bethany
Southwestern Christian University	Oklahoma City
The University of Tulsa	Tulsa
St. Gregory's University	Shawnee

OUT-OF-STATE ACCREDITED Institutions WITH PHYSICAL LOCATIONS IN OKLAHOMA
Brown Mackie College (Kansas) Accreditation: HLC and ACICS Location: Oklahoma City and Tulsa
Career Point Institute (Texas) Accreditation: ACICS Location: Tulsa
DeVry University (Illinois) Accreditation: HLC Location: Oklahoma City
Embry-Riddle Aeronautical University (Florida) Accreditation: SACS Location: Oklahoma City
Franklin University (Ohio) Accreditation: HLC Location: Poteau
Heritage College (Colorado) Accreditation: ABHES Location: Oklahoma City
ITT Technical Institute (Indiana) Accreditation: ACICS Locations: Oklahoma City and Tulsa
National American University (South Dakota) Accreditation: HLC Location: Tulsa
Newman University (Kansas) Accreditation: HLC Location: Oklahoma City
Southwestern Baptist Theological Seminary (Texas) Accreditation: ATS Location: Shawnee
Southwestern College (Kansas) Accreditation: HLC Location: Midwest City
University of Arkansas at Little Rock (Arkansas) Accreditation: HLC Location: Tulsa Community College, Tulsa
University of Phoenix (Arizona) Accreditation: HLC Locations: Oklahoma City and Tulsa
Vatterott College (Missouri) Accreditation: ACCSC Location: Oklahoma City and Tulsa
Virginia College (Virginia) Accreditation: ACICS Location: Tulsa
Wright Career College (Kansas) Accreditation: ACICS Location: Oklahoma City and Tulsa

INSTITUTIONS ACCREDITED BY NATIONAL ACCREDITING AGENCIES RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION
Clary Sage College Accreditation: ACICS Location: Tulsa
Community Care College Accreditation: ACICS Location: Tulsa
Family of Faith Bible College Accreditation: ABHE Location: Shawnee
Hillsdale Free Will Baptist College Accreditation: TRACS Location: Moore
Oklahoma Technical College Accreditation: ABHES Location: Tulsa
Platt College Accreditation: ACCSC Locations: Lawton, Norman, Oklahoma City and Tulsa
Spartan College of Aeronautics and Technology Accreditation: ACCSC Location: Tulsa
Tulsa Welding School Accreditation: ACCSC Location: Tulsa

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #19-b (3):

Annual Reports.

SUBJECT: FY 2015 Financial Report for State Regents' Operations.

RECOMMENDATION:

This item is for information only.

ANALYSIS:

There are currently 73 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2015, was \$785,227,749. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2015, 81.8% (\$642.3 million) of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Supplemental Retirement Fund. Of the total \$642.3 million in investments, \$28,629,680 is invested with the Common Fund, \$21,890,481 is invested with TIAA-CREF, \$308,314,634 is invested in Equities and Fixed Income, \$6,081,912 is invested in Real Assets, \$13,570,073 in Private Equities, and \$263,841,820 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core administrative operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including the Oklahoma College Assistance Program, the Oklahoma Tuition Aid Grant Program, the Oklahoma Teacher Connection Program, the Oklahoma Higher Learning Access Program and the State's telecommunications network, OneNet. These programs contain personnel related expenses, while all other special program operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was over \$8 billion of which approximately \$1.6 billion remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 22, 2015

AGENDA ITEM #19-b (4):

Annual Reports.

SUBJECT: Approval of the State Regents' Policy Reporting Requirements Survey Report.

RECOMMENDATION:

This item is for information only.

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:

- Academic Forgiveness Provisions (3.11.6)
- Special Admission (3.9.6)
- Retention Standards (3.9.8)
- International Student Admission and Admission of Non-native Speakers of English (3.9.5)
- Student Demonstration of Competencies (3.20.4)

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 fifteenth year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions

A student may request an academic reprieve or academic renewal from public State System institutions consistent with State Regents' policy. 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 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.

Retention Standards

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 a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated, by attending another institution, the ability to succeed academically by raising their GPA to the retention standards.

International Student Admission and Admission of Non-native Speakers of English (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. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.10.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level 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 academic 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, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

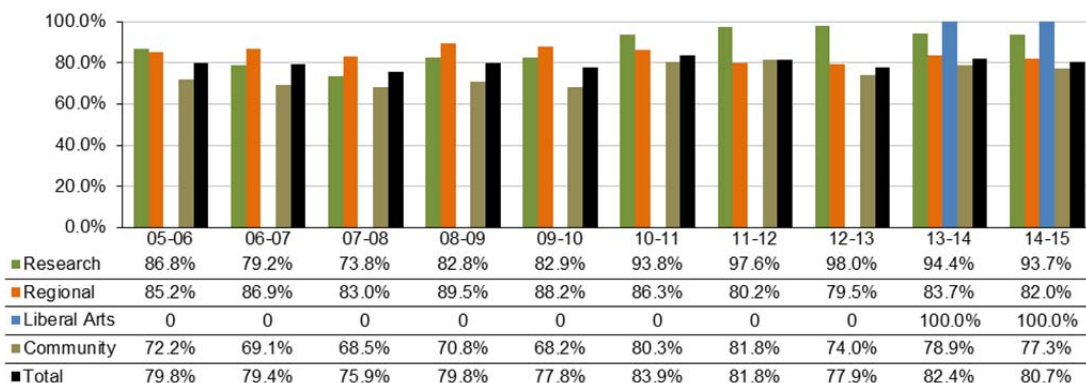
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes *there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA.* 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.

An additional provision 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 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 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, and only one option (reprieve or renewal) can be used.

Approval Rate of Academic Reprieves Granted by Tier 2004-05 to 2013-14



Number of Grade Reprieves by Tier 2004-05 to 2013-14

	05-06		06-07		07-08		08-09		09-10		10-11		11-12		12-13		13-14		14-15	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	53	46	48	38	65	48	29	24	41	34	48	45	41	40	50	49	54	51	63	59
Regional	257	219	267	232	224	186	229	205	245	216	333	286	243	195	239	190	239	200	172	141
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5	5	5	5
Community	234	169	191	132	200	137	253	179	286	195	320	257	396	321	350	259	298	235	321	248
Total	499	385	544	434	506	402	489	371	511	408	701	588	680	556	639	498	596	491	561	453

* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- The number of requests for academic reprieves system wide averaged 573 per year for the past ten years. In 2014-15, there were 561 requests.
- Approximately 57 percent of all 2014-15 requests for academic reprieves were for one semester rather than two.
- In 2014-15, the greatest numbers of requests (57.2 percent) were at the community colleges; 30.7 percent at the regional universities; 11.2 percent were at the research universities; and 0.9 percent were at the liberal arts tier.
- System wide in 2014-15, 80.7 percent of reprieve requests were granted. From 2005-06 to 2014-15 reprieve requests granted averaged 79.9 percent.
- Community colleges granted the lowest percentage of academic reprieves in 2014-15, 77.3 percent, down from 78.9 percent in 2013-14. Regional universities granted 82.0 percent of requested reprieves, down from 83.7 percent. Research universities granted 93.7 percent of requested reprieves, down from 94.5 percent. The liberal arts tier granted 100 percent of the requested reprieves in 2014-15, which is the same as 2013-14.

**Number of Academic Renewals
Requested and Granted
2007-08 to 2014-15**

	07-08		08-09		09-10		10-11		11-12		12-13		13-14		14-15	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	0	0	1	1	4	4	2	1	2	2	6	6	4	2	3	3
Regional	11	9	9	9	9	7	5	5	3	2	10	6	6	5	5	4
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0
Community	19	10	10	9	25	16	39	27	50	38	58	43	54	39	48	39
Total	30	19	20	19	38	27	46	33	55	42	74	55	64	46	56	46

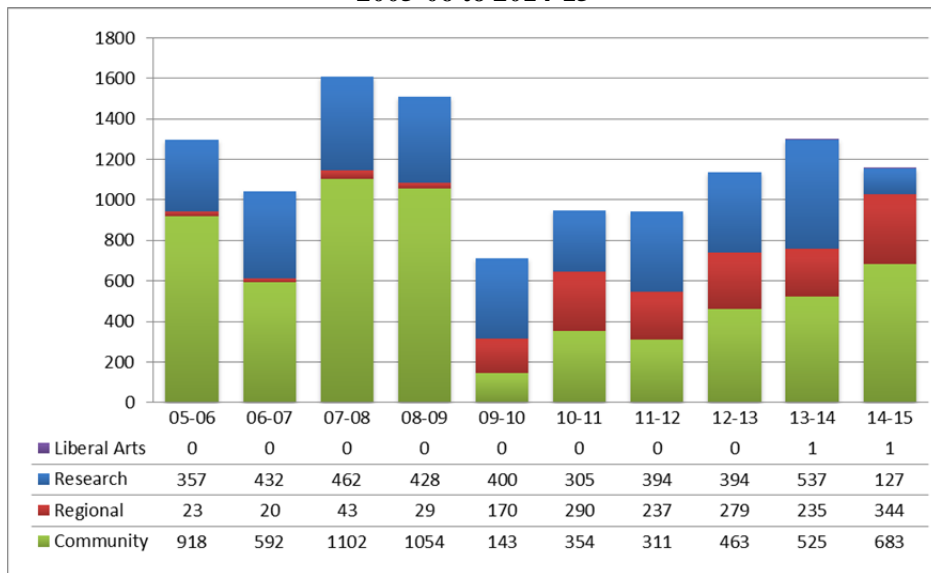
- Fifty-six renewals were requested in 2014-15 with 46 (82.1 percent) granted.
- Since 2007-08 the average rate of renewals granted is 75.7 percent.

Students requesting reprieves and renewals must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves would be granted.

Special 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
2005-06 to 2014-15**



* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

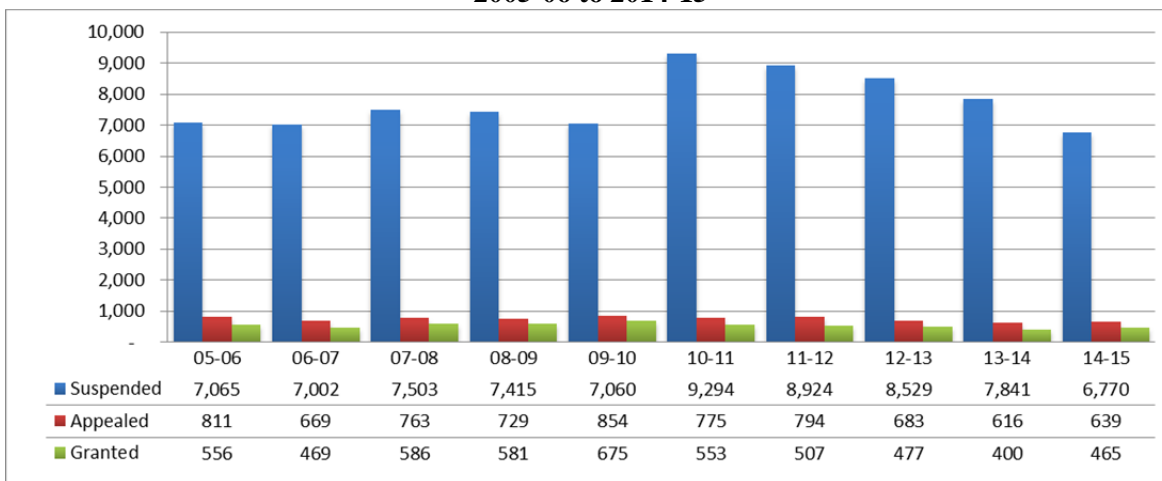
- In 2014-15, 16 institutions reported a total of 1,155 students enrolled as non-degree seeking students with more than nine credits, down from 1,298 students in 2013-14. Research universities reported 11.0 percent of the exceptions; regional universities, 29.8 percent; liberal arts, 0.1 percent; and community colleges, 59.1 percent.
- Since 2005-06 the number of non-degree seeking students enrolled in more than nine hours has averaged 1,165. The number enrolled at research universities averaged 384. At the regional universities the number averaged 167, and at the community colleges, 615. The liberal arts tier is in its second year, and therefore does not have a ten year average.
- Explanations for exceptions included courses for personal enrichment, courses needed for a job,

clerical and advisor errors, special arrangements with administrators, and continuing education courses. Exchange and Cooperative Alliance students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

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, Appeals, and Granted Appeals
2005-06 to 2014-15**



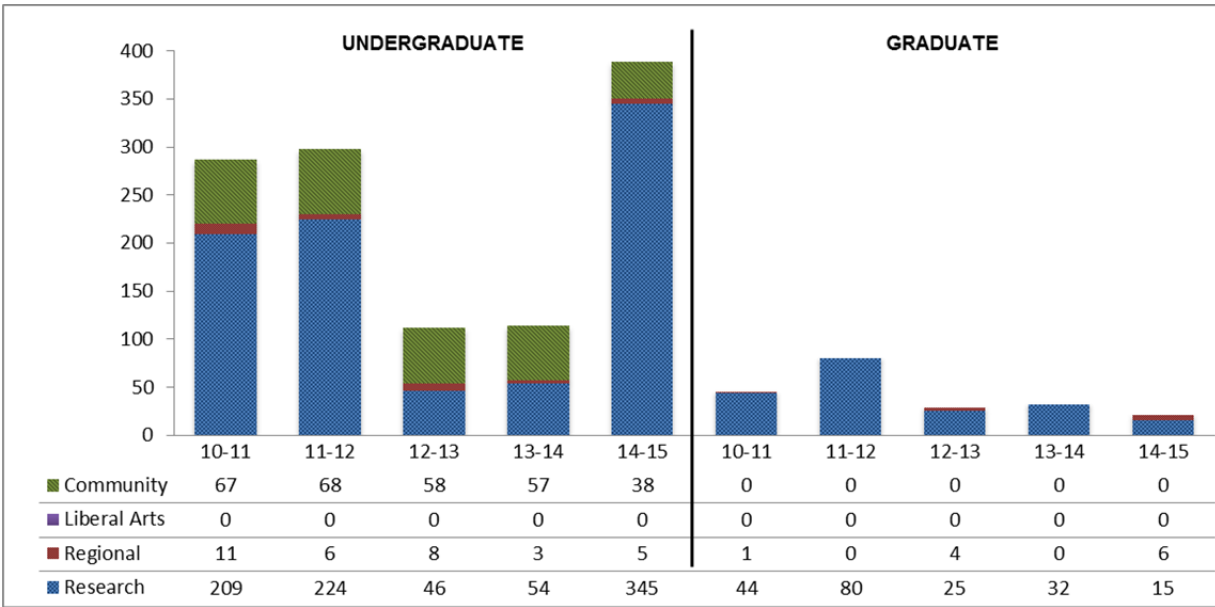
- From 2013-14 to 2014-15, the number of suspensions decreased 13.7 percent, from 7,841 to 6,770. The number of suspensions appealed increased 3.7 percent from 616 to 639. The number of appeals that were granted increased 16.3 percent from 400 to 465.
- Over the past ten years the percentage of suspensions appealed ranged between 7.9 percent in 2013-14 to 12.1 percent in 2009-10.
- Generally, the highest appeals percentages were found at the regional tier (11.8 percent in 2014-15). The research tier reported a rate of 8.7 percent; community colleges, 8.2 percent; and liberal arts, 8.0 percent in 2014-15.
- Over the past ten years granted appeals system wide have averaged 1.7 percent. In 2014-15, 72.8 percent of appeals were granted.
- Community colleges granted the highest percentage of appeals at 81.0 percent in 2014-15, up from 74.4 percent in 2013-14; regional universities granted 70.8 percent of appeals, up from 58.1 percent; research universities granted 43.8 percent, down from 70.5 percent and the liberal arts university granted 25.0 percent in 2014-5, down from 69.2 percent in the prior year.

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

International Student Admission and Admission of Non-native Speakers of English

The majority of exceptions to the minimum standardized test (Test of English as a Foreign Language, TOEFL, or International English Language Testing System Examination, IELTS) score admission requirement were granted for students who passed the COMPASS test or alternative testing, presented evidence of proficiency through interviews or other examination, graduated from English-speaking high schools, were participating in exchange programs with foreign institutions which certified the students’ proficiency, or had previous successful work at other colleges or universities.

**Number of ESL Exceptions by Tier
2010-11 through 2014-15**

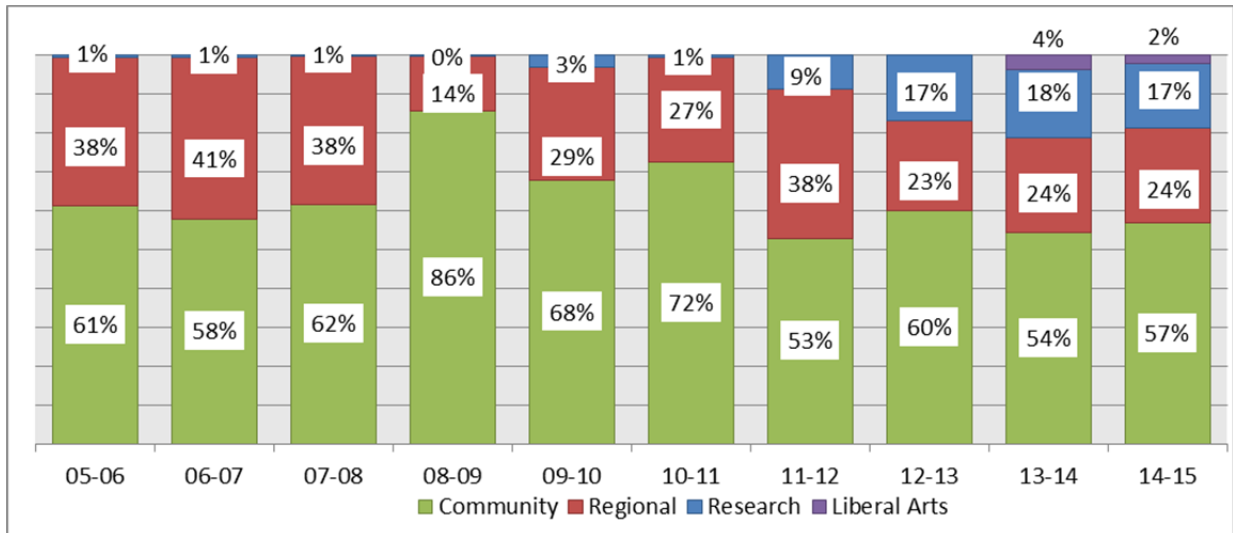


- The number of system wide undergraduate ESL exceptions increased 240 percent from 114 in 2013-14 to 388 in 2014-15. From 2013-14 to 2014-15, research universities reported an increase of 539 percent (54 to 345); regional universities increased 67 percent (3 to 5); liberal arts tier remained constant at 0; and community colleges decreased 33 percent (57 to 38). The increase at the research tier is the result of increased reciprocal exchanges through university agreements.
- Graduate exceptions at research universities decreased by 53 percent, from 32 in 2013-14 to 15 in 2014-15.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last ten years. Research institutions granted between 41 and 89 percent of the undergraduate exceptions and granted between 71 and 100 percent of graduate exceptions in each of the past ten years.
- In 2014-15, both research universities, two regional universities, and nine community colleges granted undergraduate exceptions.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, having only a History deficiency, and enrollment in AAS programs.

**Remediation and Removal of High School Curricular Deficiencies –
Exceptions from Credit Hour Limit
2005-06 to 2014-15**



* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- From 2005-06 to 2014-15, the number of exceptions has averaged 2,197. In 2014-15, the number of exceptions was 2,516, an increase of 103.2 percent over 2005-06 (1,238) and an increase of 13.6 percent over the prior year (2,215).
- The number of time limit exceptions granted at research universities increased from 10 in 2005-06 to 419 in 2014-15, with an average of 157 over the ten-year period. From 2013-14 to 2014-15, the research universities experienced an increase of time limit exceptions of 6.6 percent, from 393 to 419.
- At the regional universities, a 29.6 percent increase was found in the number of exceptions granted in the ten-year span; from 470 in 2005-06 to 609 in 2014-15, with an average of 602. The one-year change was an increase of 13.2 percent, up from 538 in 2013-14.
- The number of exceptions granted at the liberal arts tier decreased 30.1 percent from the prior year, down from 83 in 2013-14 to 58 in 2014-15.
- The number of exceptions granted at community colleges has been variable over the last ten years, averaging 1,424 per year. The one-year change was an increase of 19.1 percent, from 1,201 in 2013-14 to 1,430 in 2014-15.
- In 2013-14, both research universities, eight regional universities, the liberal arts university, and nine community colleges reported exceptions.

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

MINUTES

Seven Hundred Sixty-Eighth Meeting



September 3, 2015

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

Minutes of the Seven Hundred Sixty- Eighth Meeting
September 3, 2015

CONTENTS

	Page
Announcement of filing of meeting and posting of the agenda	19481
Call to order.....	19481
Minutes of the previous meeting	19481
Report of the Chairman	19481
Report of the Chancellor	19482
GEAR UP.....	19483
New Programs	19483
Program Deletions.....	19485
Policy.....	19486
Grants	19486
Student Transfer	19487
ACT Annual Report	19487
E&G Budget.....	19487
Revenue Bonds.....	19488
Endowment	19488
Policy.....	19488
Contracts and Purchases	19488
Deleted Item	19488
State Regents' Meetings.....	19489
Commendations.....	19489
Executive Session.....	19489
Consent Docket	19489
Reports	19489
Report of the Committees	19490
New Business	19490
Announcement of next regular meeting	19490
Adjournment	19490

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Sixty-Eighth Meeting
of the
Oklahoma State Regents for Higher Education
September 3, 2015**

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, September 3, 2015, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Friday, October 10, 2014. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Toney Stricklin called the meeting to order and presided. Present for the meeting were State Regents Ron White, Jody Parker, Ann Holloway, Mike Turpen and John Massey. Regent Jay Helm joined the meeting at 9:13 a.m.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' regular meeting on June 25, 2015. Voting for the motion were Regents Parker, Holloway, Turpen, Massey, Stricklin and White. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Stricklin stated that he was very pleased to assume the role of Chairman and would work to be mindful of the Regents personal time and to conduct the State Regents meetings in a timely manner without sacrificing content. He also thanked Chancellor Glen Johnson for his leadership and the Oklahoma State Regents for Higher Education's staff for their dedication and hard work.

Chairman Stricklin briefly discussed five topics to focus on in the coming year:

- Complete College America: As one of Governor Mary Fallin’s top state priorities, we must continue to strongly support CCA to increase the number of college degree holders over the duration of the program.
- Tuition: As Oklahoma currently ranks fifth nationally in college affordability, the State Regents’ long term goal should be to improve this ranking and strive to see Oklahoma ranked first in affordability.
- Student Debt: Although student debt isn’t desirable, Oklahoma is ranked fifth lowest in the nation and that is a positive story for Oklahoma. We should continue to support policies that reduce the amount of student debt.
- Strong Campus Safety: As leaders in the state’s education system we owe it to the students of Oklahoma to implement and support policies that make our campuses the safest in the nation. The State Regents Campus Safety and Security Task Force continues to work diligently with all of our institutions to improve the safety and security of our campuses.
- The State System: Although we don’t reflect on this topic frequently, we should recognize the great merit of our constitutional system. It is a highly recognized national model for higher education and it gives us the authority and strength to coordinate the higher education efforts across our state. This system is what enables Oklahoma to achieve high national rankings and the prime benefactor to this form of organization is the students. The State Regents must always remain cognizant of the constitutional system and every ounce of authority that we derive from our system to benefit all of our students.

5. REPORT OF THE CHANCELLOR. Chancellor Johnson thanked Chairman Stricklin for his comments and stated that the agency will continue to strive to provide a quality higher education at an affordable cost.

Chancellor Johnson distributed an article from *The Oklahoman* focusing on Western Oklahoma State College's positive report from the Higher Learning Commission. He also distributed an article from the *Tulsa World* regarding the Complete College America initiative. Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. Chancellor Johnson distributed a schedule of events for this coming fall with the following dates:

- Regents Education Program – September 22, 2015
- Council of Presidents Retreat – September 9, 2015
- STEM Summit – October 13, 2015
- Joint Reception with the Regional University System of Oklahoma Board – October 24, 2015
- Fall Legislative Forum – November 12, 2015

6. **GEAR UP.** Ms. JoLynn Horn, Assistant Vice Chancellor for GEAR UP, gave a brief report on two Oklahoma students' participation at First Lady Michelle Obama's Beating the Odds Summit. Ms. Horn stated that two students, Averie Hinchey of Guymon and Viktoria Smith of Ardmore, were chosen to participate in the Summit which focused on students who have overcome great odds to attend college many of which are first generation students.

7. **NEW PROGRAMS.**

a. Regent Massey made a motion, seconded by Regent Turpen, to approve the request from the University of Oklahoma to offer the Master of Education in 21st Century Teaching, the Bachelor of Science in Biomedical Engineering, the Graduate Certificate in Professional Applications of Interior Design, the Graduate Certificate in Human Resource Management, and the Graduate Certificate in Project Management. Voting for the motion were Regents Helm, Parker, Holloway, Turpen, Massey, Stricklin and White. Voting against the motion were none.

- b. Regent Turpen made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Master of Fine Arts in Graphic Design, the Master of Science in Business Analytics, and the Master of Science in Petroleum Engineering. Voting for the motion were Regents Parker, Holloway, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.
- c. Regent Massey made a motion, seconded by Regent Holloway, to approve the request from Northeastern State University to offer the Bachelor of Science in Homeland Security and the Master of Business Administration in Professional Business Administration. Voting for the motion were Regents Holloway, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.
- d. Regent Massey made a motion, seconded by Regent Parker, to approve the request from Carl Albert State College to offer the Certificate in Physical Therapist Aide. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- e. Regent Helm made a motion, seconded by Regent Massey, to approve the request from Carl Albert State College to offer the Certificate in Computer Coding. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway and Turpen. Voting against the motion were none.
- f. Regent Massey made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University Institute of Technology to offer the Associate in Applied Science in Energy Technologies/Natural Gas Compression, the Associate in Applied Science in Construction Technologies/High Voltage Lineman, the Associate in Applied Science in Diesel and Heavy Equipment/Aggreko SelecTech, the Associate in Applied Science in Diesel and Heavy Equipment/CAT Dealer Prep, the Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT, the Associate in Applied Science in Diesel and Heavy Equipment/WEDA Technician, the Associate in Applied Science in

Diesel and Heavy Equipment/Truck Technician, the Associate in Applied Science in Automotive Service Technologies/Ford ASSET, the Associate in Applied Science in Automotive Service Technologies/General Motors ASEP, the Associate in Applied Science in Automotive Service Technologies/Chrysler MOPAR CAP, and the Associate in Applied Science in Automotive Service Technologies/Toyota T-TEN. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Turpen and Massey. Voting against the motion were none.

g. Regent Parker made a motion, seconded by Regent Helm, to approve the request from Rose State College to offer the Certificate in Music Engineering and Industry. Voting for the motion were Regents White, Helm, Parker, Holloway, Turpen, Massey and Stricklin. Voting against the motion were none.

h. Regent Parker made a motion, seconded by Regent Massey, to approve the request from Connors State College to offer the Associate in Applied Science in Occupational Therapy Assistant. Voting for the motion were Regents Helm, Parker, Holloway, Turpen, Massey, Stricklin and White. Voting against the motion were none.

8. PROGRAM DELETIONS. Regent Holloway made a motion, seconded by Regent Parker, to approve the following request for program deletions:

a. Eastern Oklahoma State College requested to delete the Associate in Applied Science in Medical Laboratory Technology.

b. Carl Albert State College requested to delete the Associate in Arts in Hotel, Restaurant, and Tourism Management, the Associate in Arts in Telecommunications, the Associate in Science in Mathematics, the Associate in Science in Physical Sciences and the Associate in Science in Biological Science.

c. Langston University requested to delete the Post Professional Doctor of Physical Therapy.

Voting for the motion were Regents Parker, Holloway, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

9. POLICY.

- a. Regents reviewed proposed permanent rule revisions to the Oklahoma's Promise – Oklahoma Higher Learning Access Program. This item was for posting only and did not require State Regents' action.
- b. Regents reviewed proposed permanent rule revisions to the Oklahoma Tuition Equalization Grant. This item was for posting only and did not require State Regents' action.
- c. Regents reviewed proposed revisions to the *Assessment* and *Remediation* policies. This item was for posting only and did not require State Regents' action.
- d. Regent Holloway made a motion, seconded by Regent Helm to approve revisions to the *Brad Henry International Scholarship Program* policy. Voting for the motion were Regents Holloway, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.
- e. Regent Holloway made a motion, seconded by Regent Massey to approve revisions to the State Regent's *Administrative Operations* policy. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

10. GRANTS.

- a. Regent Holloway made a motion, seconded by Regent Turpen, to approve the grant of \$72,585 to support the Single Mothers Academic Resource Team. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway and Turpen. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Massey, to approve the proposed Oklahoma Teacher Connection budget of \$177,884 to fund Pre-Collegiate and Collegiate

grant programs. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Turpen and Massey. Voting against the motion were none.

11. **STUDENT TRANSFER.** Regent Holloway made a motion, seconded by Regent Helm, to approve the articulation agreement with Viet Nam University – Ho Chi Minh City. Voting for the motion were Regents White, Helm, Parker, Holloway, Turpen, Massey and Stricklin. Voting against the motion were none.
12. **ACT ANNUAL REPORT.** Regent Holloway made a motion, seconded by Regent Turpen, to approve the 2015 ACT Annual Report. Dr. Cindy Brown, Director of Student Preparation, provided Regents with an overview of the annual report on the ACT scores for the 2015 graduating class. She noted that mathematics continues to be Oklahoma’s lowest score decreasing to 19.8 in 2015 from 20.1 in 2013. However, Oklahoma’s Reading scores increased from 20.7 to 21.5 which is one point above the national score. Voting for the motion were Regents Helm, Parker, Holloway, Turpen, Massey, Stricklin and White. Voting against the motion were none.
13. **E&G BUDGET.**
 - a. Regent Helm, made a motion, seconded by Regent Turpen, to approve the allocation of \$989,601.80 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes places on the sale of cigarettes and tobacco products. Voting for the motion were Regents Parker, Holloway, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.
 - b. Regent Helm made a motion, seconded by Regent Parker, to approve a renewal grant allocation for \$60,000 for year two of a renewable five-year commitment through 2019 to the Oklahoma Historical Society for support of the Higher Education Archives project. Voting for the motion were Regents Holloway, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

- 14. REVENUE BONDS.** Regent Helm made a motion, seconded by Regent Turpen, to certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma's General Obligation Refunding Revenue Bonds, Series 2015C in an amount of approximately \$196,920,000 and Series 2015D (taxable) in an amount of approximately \$42,155,000, is substantially accurate. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- 15. ENDOWMENT.** Regent Helm made a motion, seconded by Regent Turpen, to approve new endowment accounts with EDGE Transfer residual funds. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway and Turpen. Voting against the motion were none.
- 16. POLICY.** Regents reviewed proposed amendments to the Chapter 4 – Budget and Fiscal Affairs Tuition and Fee policy. This item was for posting only and did not require State Regents' action.
- 17. CONTRACTS AND PURCHASES.** Regent Helm made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of \$100,000:
- (1) Telco Supply in the amount of \$180,000 to construct a fiber optic cable route in Tulsa.
 - (2) Telco Supply in the amount of \$150,000 to construct a fiber optic cable spur in Tulsa.
 - (3) Telco Supply in the amount of \$188,000 to construct a strand fiber optic cable in Norman.
 - (4) Dobson Technologies in the amount of \$390,000 to relocate the OCAN fiber optic cable in Woodward.
 - (5) Copper River in the amount of \$130,000 for the purchase and installation of a new Adva Optical Reconfigurable Optical Add Drop Multiplexer node in Vinita.
- Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Turpen and Massey. Voting against the motion were none.

- 18. DELETED ITEM.**
- 19. STATE REGENTS' MEETINGS.** Regent Turpen made a motion, seconded by Regent Parker, to approve the 2016 schedule of regular meetings for filing with the Office of the Secretary of State. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Stricklin. Voting against the motion were none.
- 20. COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Massey, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Harrel, Turpen, Stricklin and White. Voting against the motion were none.
- 21. EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.
- 22. CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Parker, to approve the following consent docket items.
- a. Programs. Program Modifications. Approval of institutional requests.
 - b. Reconciliation. Approval of institutional request for program reconciliation.
 - c. Electronic Delivery. Approval of the University of Oklahoma's request to offer the existing Master of Education in Special Education through online delivery.
 - d. Academic Nomenclature. Ratification of institutional requests.
 - e. Agency Operations. Ratification of purchases over \$25,000.
 - f. Resolution. Approval of a resolution honoring retiring staff for service.
- Voting for the motion were Regents Parker, Holloway, Glass, Harrel, Turpen, Stricklin, White and Helm. Voting against the motion were none.

23. REPORTS. Regent Massey made a motion, seconded by Regent Helm, to approve the following reports:

- a. Programs.
 - (1) Status report on program requests.
 - (2) Annual Report of Program Requests.
- b. Annual Reports.
 - (1) Tuition and Fees Rate Book, FY2016.
 - (2) Student Cost Survey, FY2016.
 - (3) Cash Reserve Report for FY2016.
 - (4) Faculty Salary Report FY2015.
 - (5) Policy Exception Quarterly Report.

Voting for the motion were Regents Holloway, Glass, Harrel, Turpen, Stricklin, White, Helm and Parker. Voting against the motion were none.

24. REPORT OF THE COMMITTEES.

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

25. **NEW BUSINESS.** No other business was brought before the State Regents.
26. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Stricklin announced that the next regular meetings are scheduled to be held on Wednesday, October 21, 2015 at 10:30 a.m. and Thursday, October 22, 2015 at 9:00 a.m. at the State Regents Office in Oklahoma City.
27. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Toney Stricklin, Chairman

Ron White, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, September 2, 2015

- 1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 11:00 a.m. on Wednesday, September 2, 2015, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on August 28, 2015. A copy of the agenda had been posted as required by the Open Meeting Act.
- 2. CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Ann Holloway, Ike Glass, Mike Turpen and John Massey. Regent Jay Helm joined the meeting at 11:20 a.m. Regent Stricklin called the meeting to order and presided.
- 3. EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education (OSRHE), advised Regents that there was not a need to go into executive session.
- 4. WESTERN OKLAHOMA STATE COLLEGE.** President Phil Birdine gave a brief update on Western Oklahoma State College's (WOSC) work to restore their status with the Higher Learning Commission (HLC) and reintegrate their condensed online courses. President Birdine started by thanking Chancellor Glen Johnson and the OSRHE Academic Affairs staff for their assistance during this process. He stated that once WOSC received an HLC action letter advising them of sanctions, it began a long process of reviewing their procedures, building new standards and rebuilding trust.

Ms. Lisa Greenlee, Vice President for Academic and Student Support Services, stated that WOSC reviewed their online course interaction, standards for course integrity, state authorization, strengthened their course assessments, and started a required online training program for instructors.

Ms. Greenlee also stated that WOSC tackled their loan default rate, bringing it from 29.8 percent in 2010 to 20 percent in 2012. WOSC also focused on retention, remedial re-design, processes to ensure online course quality by adopting Quality Matters, and updated their online course review process.

President Birdine finished by stating that WOSC has come a long way in the last two years and he is very proud of the institution and staff.

- 5. COMPLETE COLLEGE AMERICA.** Former Tulsa Community College President Tom McKeon gave a brief update on the Complete College America (CCA) Program. Dr. McKeon started by stating that the Math Success Group has been working on reforming math remediation and strengthening math preparation for majors. Additionally, the OSRHE has applied to The Dana Center's Mathematics Pathways to Completion which opens an opportunity for a public-private partnership. Dr. McKeon stated that OSRHE staff will be attending the CCA Annual Convening of the States on October 12-13, 2015.

- 6. COMPLETE COLLEGE AMERICA.** Chancellor Johnson stated that all institutions have been asked to give a brief presentation on their Institutional Degree Completion plans at the upcoming Committee-of-the-Whole meetings. The institutions presenting at the September meeting were: Connors State College, Rose State College, the University of Science and Arts of Oklahoma and Northwestern Oklahoma State University.
- a. Connors State College (CSC). President Tim Faltyn gave a brief presentation on CSC's CCA initiatives. President Faltyn began by giving a brief CSC campus profile stating that CSC is 107 years old and 55 percent of students are first generation college students. Additionally, 63 percent need developmental education and CSC is starting to adapt their degree programs to students needs using data analytics.
 - b. Rose State College (RSC). President Jeanie Webb gave a brief presentation on RSC's CCA initiatives. President Webb began by stating that RSC has been working to enhance access, increase the number of graduates, and better prepare students with the Ticket to Rose program, case management, requiring students to take an educational planning course and an early alert system for advisors. President Webb also stated that RSC has some big challenges, such as being an open door institution with mostly first generation students and many single parents.
 - c. University of Science and Arts of Oklahoma (USAO). President John Feaver gave a brief presentation on USAO's CCA initiatives. President Feaver began by stating that USAO installed a new portal for online student services, moved to a trimester system and a flat rate tuition model. He also stated that USAO's challenges are lack of funding and recruiting statewide. President Feaver said that 57 percent of USAO students are first generation students, 40 percent are minority and 11 percent are Oklahoma's Promise students.
 - d. Northwestern Oklahoma State University (NWOSU). President Janet Cunningham and Dr. Steve Lohmann, Executive Vice President, gave a brief presentation on NWOSU's CCA initiatives. Dr. Lohmann stated that NWOSU's graduation rates have increased and NWOSU is focusing on Math course redesign, corequisite remediation and concurrent enrollment. President Cunningham stated that NWOSU has been focusing on one student at a time, intrusive advising, and ITV courses which work well for NWOSU.
- 7. OKLAHOMA COLLEGE ASSISTANCE PROGRAM.** Ms. Mary Heid gave a brief update on the Oklahoma College Assistance Program (OCAP). Ms. Heid started by reviewing the OCAP loan portfolio and stating that OCAP services Oklahoma's remaining \$1.9 billion Federal Family Education Loan Program portfolio. They provide critical student and campus support services such as college access, financial literacy and default prevention. The total OCAP budget is approximately \$18.8 million and OCAP does not receive any state funding. With the reduction of rehabilitation collection costs in 2014 due to the Federal Budget Bill, it resulted in a 50 percent drop in revenues for OCAP. With that reduction, OCAP has reduced their employees to 34 and modified their services to concentrate on outreach efforts, direct services on higher education campuses and student loan management. Ms. Heid stated that OCAP hosts campus and community workshop, freshman orientation, gateway and life skills courses and training for financial aid professionals and administrators.

Ms. Heid finished by stating that Oklahoma has the fifth lowest student debt of all states with 47 percent of 2013 graduates having no student loan debt.

8. BUDGET. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that the July monthly collections needed to fund August's allocations for state agencies was not enough and the legislature dipped into the general savings to meet that difference. She stated that the OSRHE will be monitoring how much and how often they will use savings to meet their monthly allocations through the fiscal year.

9. LEGISLATIVE UPDATE.

- a. Higher Education Act Reauthorization. Ms. Holly Hunt, Vice Chancellor for Governmental Relations, distributed an article reviewing the Higher Education Act reauthorization. Ms. Hunt stated that it will focus on four areas: 1) affordability; 2) accountability; 3) accreditation; and 4) sexual assault and campus safety.
- b. Interim Studies. Ms. Hunt distributed a list of the 2015 Senate and House proposed interim studies of interest.
- c. Distinguished Service Award Presentations. Ms. Hunt also distributed a schedule of remaining 2015 Distinguished Service Award presentations.

10. TASKFORCE REPORTS.

- a. **Online Education Task Force.** Dr. Blake Sonobe gave a brief update on the work of the State Regents' Online Education Task Force. Dr. Sonobe stated that OSRHE staff have met with NextThought to discuss the next steps in creating a quality online education program in Oklahoma. Dr. Sonobe stated that Mr. Rob Reynolds with NextThought will present at the September Online Education Task Force meeting.
- b. **State Regents' Campus Safety and Security Task Force.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, stated that in July, the OSRHE sponsored a mental health first aid instructor training resulting in a national certification. The training as sponsored by the Oklahoma Department of Mental Health and Substance Abuse Services at no cost. Ms. Caddell stated that this training was so successful that this training will be expanded in the future.

Additionally, Ms. Caddell stated that the task force is in the initial planning stages for the 2016 Campus Safety and Security Summit.

11. "BEST OF HIGHER EDUCATION" REPORT. Regents received the September 2015 update on institutional activities.

12. CALENDAR OF EVENTS. Chancellor Johnson discussed several upcoming events:

September 22, 2015 – Regents Education Program Annual Conference – 8 a.m. Presbyterian Health Foundation Conference Center in Oklahoma City.

October 13, 2015 – Governor's STEM Conference - 8 a.m. at the Cox Convention Center in Oklahoma City.

October 21, 2015 – State Regents Fall Retreat/Committee-of-the-Whole Meeting – 10:30 a.m. at the State Regent's Office in Oklahoma City.

October 22, 2015 – State Regents Regular Meeting – 9 a.m. at the State Regent’s Office in Oklahoma City.

October 22, 2015 – Online Education Task Force – 10:30 a.m. at the State Regent’s Office in Oklahoma City.

November 5, 2015 – Regents Special Budget Meeting – 10:30 a.m. at the State Regent’s Office in Oklahoma City.

November 12, 2015 – Fall Legislative Forum – 8:30 a.m. – Jim Thorpe Museum in Oklahoma City.

13. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

Toney Stricklin, Chairman

Ron White, Secretary