

NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 5, 2024 special 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 December 5, 2024.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

AGENDA

Thursday, December 5, 2024 at 9 a.m. 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma Chair Dennis Casey, Presiding

- 1. Announce 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 from the previous meetings.
- 4. **Chancellor**. Swearing in of Chancellor Sean Burrage as the tenth Chancellor of The Oklahoma State System of Higher Education.
- 5. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
- 6. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

ACADEMIC

7. New Programs.

- a. University of Oklahoma Health Sciences Center. Possible action on request to offer the Executive Master of Healthcare Administration. Page 1.
- b. Southeastern Oklahoma State University.
 - (1) Possible action on request to offer the Doctor of Business Administration. Page 5.
 - (2) Possible action on request to offer the Bachelor of Science in Nursing, RN-BSN. Page 9.
- c. Oklahoma City Community College. Possible action on request to offer the Associate in Applied Science in Behavioral Health Sciences. Page 13.
- d. Tulsa Community College. Possible action on request to offer the Associate in Science in Healthcare Administration. Page 17.
- 8. **Program Deletions.** Possible action on institutional requests for program deletions. Page 21.

9. Academic Policy.

- a. Possible action on proposed revisions to the Institutional Accreditation and State Authorization policy. Page 25.
- b. Possible action on proposed revisions to the Cooperative Agreements between Higher Education Institutions and Other Entities policy. Page 31.
- c. Possible action on proposed revisions to the Academic Program Review policy. Page 35.
- d. Possible action on proposed revisions to the Grading policy. Page 41.
- e. Possible action on proposed revisions to the Undergraduate Degree Requirements policy. Page 47.
- f. Possible action on proposed revisions to the Credit for Prior Learning policy. Page 53.
- g. Possible action on proposed revisions to the In-State/Out-of-State Status of Enrolled Students policy. Page 59.
- h. Posting of revisions to the Academic Program Approval policy. Page 67.
- i. Posting of revisions to the Institutional Admission and Retention policy. Page 75.
- j. Posting of revisions to the Academic Calendars policy. Page 89.

10. **Teacher Education.**

- a. Teacher Shortage Employment Incentive Program. Possible action on proposed incentives to increase graduation and retention of secondary mathematics and science teachers. Page 93.
- b. Inspired to Teach Advisory Committee. Possible action on proposed appointment of Inspired to Teach Advisory Committee member. Page 95.
- 11. **Grants.** Possible action on proposed 2025 Summer Academy Grants and Full STEM Ahead Grants. Page 97.
- 12. **Scholars for Excellence in Child Care.** Possible action on contract renewal between Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education. Page 103.

FISCAL

13. **E&G Budget.** Possible action on allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 107.

- 14. **GEAR UP.** Possible action to accept the GEAR UP Grant Phase V from the U.S. Department of Education. Page 109. (Supplement)
- 15. **Contracts and Purchases**. Possible action on contracts over \$100,000 for FY2025. Page 111.
- 16. **Investments.** Possible action on new Investment Managers. Page 113.

EXECUTIVE

17. **Degrees Conferred.** Possible action to acknowledge receipt of the 2023-24 Degrees Conferred Report. Page 115.

18. **Administrative Rules**.

- a. Possible action on proposed permanent rules for the Oklahoma Access and Achievement Program. Page 123.
- b. Possible action on proposed permanent rules for the Oklahoma's Promise scholarship program. Page 131.
- c. Possible action on proposed permanent rules for the Oklahoma Tuition Aid Grant program. Page 141.

CONSENT DOCKET

- 19. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Post Audit. Possible action on institutional requests for final approval and review schedule extensions for existing programs. Page 147.
 - b. State Authorization Reciprocity Agreement. Possible action on ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 157.
 - c. Agency Operations.
 - (1) Possible action on purchases exceeding \$25,000. Page 159.
 - (2) Possible action to acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2024. Page 161. (Supplement)
 - d. Resolution. Possible action on resolution honoring a retiring staff member. Page 163.

REPORTS

20. **Reports.**

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on program requests. Page 165.
- b. Annual Reports.
 - (1) ACT Annual Report. Possible action to acknowledge receipt of the 2024 ACT Annual Report. Page 167.
 - (2) Oklahoma's Promise. Possible action to acknowledge receipt of report required by Senate Bill 639 of the 2021 legislative session. Page 171.
 - (3) Academic Scholars Program. Possible action to acknowledge receipt of the 2023-2024 Academic Scholars Program Year-End Report. Page 179. (Supplement)
 - (4) Oklahoma Tuition Aid Grant. Possible action to acknowledge receipt of the 2023-2024 Oklahoma Tuition Aid Grant Year-End Report. Page 183.
 - (5) Oklahoma Tuition Equalization Grant. Possible action to acknowledge receipt of the 2023-2024 Oklahoma Tuition Equalization Grant Year-End Report. Page 193.
 - (6) Regional University Baccalaureate Scholarship. Possible action to acknowledge receipt of the 2023-2024 Regional University Baccalaureate Scholarship Year-End Report. Page 199.
 - (7) FY25 Tuition and Analysis Report. Possible action to acknowledge receipt of FY25 Tuition and Analysis Report. Page 203. (Supplement)
 - (8) Financial Operations Report. Possible action to acknowledge receipt of the Financial Operations Report, June 30, 2024. Page 205. (Supplement)

21. **Report of the Committees.** (No Action, No Discussion.)

- a. Academic Affairs and Student Services Committee.
- b. Budget and Audit Committee.
- c. Strategic Planning, Personnel and Technology Committee.
- d. Investment Committee.

22. **Proposed Executive Session.** Page 207.

a. Possible discussion and vote to enter into executive session pursuant to:

- (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma, if the board, with the advice of its 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; and,
- (2) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.
- b. Enter into executive session.
- c. Exit executive session and vote to re-enter open session.
- d. Possible discussion and vote on items discussed in executive session.
- 23. Announcement of Next Regular Meeting The next regular meetings are scheduled to be held on Wednesday, February 5, 2025 at 10:30 a.m. and Thursday, February 6, 2025 at 9 a.m. at the State Regents office in Oklahoma City, Oklahoma.
- 24. Adjourn.

NOTE: "Possible action" includes, but is not limited to, approval, authorization, adoption, rejection, denial, amendment, taking no action, or tabling the item for disposition at a later date or time.

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings. If you will need specialized assistance for an upcoming State Regents' meeting, please e-mail your request to <u>accessibility@osrhe.edu</u> or call 405.225.9116 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma Health Sciences Center. Possible action on request to offer the Executive Master of Healthcare Administration.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma Health Sciences Center's request to offer the Executive Master of Healthcare Administration, via traditional and electronic delivery, 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.

• Executive Master of Healthcare Administration. Continuation beyond Fall 2028 will depend upon meeting the following criteria: Majors enrolled: a minimum of 40 students in Fall 2027; and Graduates: a minimum of 20 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma Health Sciences Center's (OUHSC) 2024-2025 Academic Plan is available at: <u>tinyurl.com/mw8797f6</u>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

Program Review

OUHSC offers 64 degree and/or certificate programs as follows:

8	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
7	Baccalaureate Degrees
27	Master's Degrees

16	Doctoral Degrees
6	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 OUHSC'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

OUHSC's faculty developed the proposal, which was reviewed and approved by institutional officials. OUHSC's governing board approved delivery of the Executive Master of Healthcare Administration at their June 21, 2024 meeting. OUHSC is currently approved to offer 18 degree and certificate programs through electronic delivery. OUHSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies

ANALYSIS:

Executive Master of Healthcare Administration

Program purpose. The proposed Executive Master of Healthcare Administration (eMHA) program consists of a combination of leadership, policy, and strategic management within a healthcare context that will make the program uniquely suited to the needs of mid-to-senior level professionals seeking to lead in the evolving healthcare landscape.

Program rationale and background. The eMHA program combines the only accredited Master in Healthcare Administration program in Oklahoma with an executive program for working professionals who aim to further their careers. The proposed program's curriculum will focus on executive-level skills requiring three or more years of work experience for admission, and incorporating oral presentations into the program utilizing a competency-based curriculum. This proposed program is unique as it would be the only online eMHA program offered by a Council on Education for Public Health accredited public health college in Oklahoma, and a standout program in the region. It will be affiliated with Oklahoma's only Commission on Accreditation of Healthcare Management accredited MHA program. The program is distinct from existing offerings due to its executive focus targeting professionals with substantial experience in healthcare. It addresses a gap in advanced, executive-level education in health administration, which is currently underserved in the region.

Employment opportunities. This program provides opportunities that make it unique for the region and supplies needed workforce expertise in the healthcare arena. There is clear demand for healthcare administration graduate programs in the state and region, as well as a need for a greater opportunity for rural healthcare providers to access the highest quality education possible. A limited number of colleges/universities in Oklahoma offer graduate-level training in healthcare administration while there are general and critical access hospitals in most of Oklahoma's 77 counties. The demand for an online Executive Master of Healthcare Administration program is driven by several key factors, including a substantial number of job postings across the country and high projected growth of 29.03 percent over the next decade. Employer demand was captured through Oklahoma Works data noting that the occupation of "Medical and Health Services Managers" is one of the top 100 critical occupations in the state. This occupation is also

the 3rd largest position with the most job growth and the 7th fastest-growing occupation in the state with 900 new openings annually. The US Bureau of Labor Statistics (BLS) reports the common majors for medical and health services managers include healthcare and related fields, such as health administration or nursing, or other relevant fields, such as business. Based on the BLS, the job outlook is very positive as employment of medical and health services managers is projected to grow 28 percent from 2022 to 2032.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	40	Fall 2027
Minimum Graduates from the program	20	2027-2028

Duplication and impact on existing programs. The proposed Executive Master of Healthcare Administration program may share similar content with the following programs:

Institution	Existing Program
Southeastern Oklahoma State University	Master of Science in Healthcare Administration
Southeastern Oktanoma State University	(123)
	Master of Business Administration in Business
Northeastern State University	Administration option in Healthcare Administration
	(056)

A system wide letter of intent was communicated by email on September 16, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Executive Master of Healthcare Administration program will consist of 42 total credit hours as shown in the following table.

Content Area	Credit Hours
Program Requirements	42
Total	42

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

Delivery method and support services. The proposed Executive Master of Healthcare Administration program will be offered via traditional and electronic delivery. OUHSC utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will use existing funding. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #7-b (1):

New Programs.

SUBJECT: Southeastern Oklahoma State University. Possible action on request to offer the Doctor of Business Administration.

RECOMMENDATION:

It is recommended that the State Regents approve the Southeastern Oklahoma State University's request to offer the Doctor of Business Administration in Business, with options in Strategic Management and Organizational Leadership, via electronic delivery, 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.

 Doctor of Business Administration in Business. Continuation beyond Fall 2029 will depend upon meeting the following criteria: Majors enrolled: a minimum of 15 students in Fall 2028; and Graduates: a minimum of 5 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University's (SEOSU) 2024-2025 Academic Plan is available at: <u>tinyurl.com/mw8797f6</u>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

Program Review

SEOSU offers 64 degree and/or certificate programs as follows:

11	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees

17	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 SEOSU'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

SEOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Doctor of Business Administration in Business at their October 8, 2024 meeting. SEOSU is currently approved to offer 44 degree and certificate programs through electronic delivery. SEOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies

ANALYSIS:

Doctor of Business Administration in Business

Program purpose. The proposed Doctor of Business Administration in Business is designed for professionals seeking to elevate their expertise in business leadership, research, and strategic decision-making.

Program rationale and background. In Oklahoma, business administration and management concentrations account for almost half of all business doctoral program enrollments. The second largest program area is organizational leadership. According to the Gray Associates Program Evaluation System, these student trends also are being observed at the national level. This indicates that in Oklahoma, the Doctor of Business Administration (DBA) in Business is a strong potential area of interest. The national trends also give insight into potential unmet or growing DBA opportunities. According to Lightcast, the total number of completions of DBA programs nationwide is up by 165 percent (2018-2022). As businesses have grown more complex, the need for talent with specialized training has increased, leading to an increased need in educational preparation beyond the traditional Master of Business Administration (MBA) and toward the DBA. Unlike the MBA, which provides a broad range of practical courses across a standard range of business functions, the DBA program is designed to develop deep expertise in a specific domain. This shift is driven by the demand for individuals who can analyze data and generate innovative insights for better decision making.

Employment opportunities. The proposed program is geared toward business leaders of the future. A DBA is a terminal business administration degree that offers immersive training in business analytics and applied research methods. According to Research.com, there is an increasingly competitive job market and a DBA can give experienced managers a distinct edge over other candidates. In 2023, there were 1,113 positions available on Indeed.com that indicated future employers would prefer candidates to hold a DBA degree or similar. Lightcast indicates that target occupations for a doctoral or professional degree are projected to grow 15.3 percent from 2023-2033 for the states of Oklahoma, Arkansas, Kansas, Missouri, Louisiana, and Texas compared to 11.5 percent growth nationally. With a DBA degree, individuals can

pursue a variety of high-level roles such as Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, Management Consultant, Director of Operations, Business Development Manager, Policy Analyst, Corporate Trainer, Leadership Coach, Professor, Researcher, Entrepreneur, Non-Profit Executive Director, and Chief Strategy Officer.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	15	Fall 2028
Minimum Graduates from the program	5	2028-2029

Duplication and impact on existing programs. The proposed Doctor of Business Administration in Business program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Business Administration
	(026)
Oklahoma State University	Doctor of Business Administration in Business
	Administration (336)
Oklahoma State University	Doctor of Philosophy in Business Administration
Okianoma State Oniversity	(036)

A system wide letter of intent was communicated by email on April 23, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the expected industry growth, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Business Administration in Business program will consist of 54 total credit hours as shown in the following table.

Content Area	Credit Hours
Program Core	24
Program Option	12
Thesis/Dissertation/Project	18
Total	54

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

Delivery method and support services. The proposed Doctor of Business Administration in Business program will be offered via electronic delivery. SEOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will use existing funding while also seeking to become self-sustaining through enrollment funding. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #7-b (2):

New Programs.

SUBJECT: Southeastern Oklahoma State University. Possible action on request to offer the Bachelor of Science in Nursing, RN-BSN.

RECOMMENDATION:

It is recommended that the State Regents approve the Southeastern Oklahoma State University's request to offer the Bachelor of Science in Nursing: RN-BSN, via electronic delivery, 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 Nursing: RN-BSN. Continuation beyond Fall 2030 will depend upon meeting the following criteria: Majors enrolled: a minimum of 17 students in Fall 2029; and Graduates: a minimum of 5 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University's (SEOSU) 2024-2025 Academic Plan is available at <u>tinyurl.com/mw8797f6</u>.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

Program Review

SEOSU offers 64 degree and/or certificate programs as follows:

11	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
17	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 SEOSU'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

SEOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Bachelor of Science in Nursing: RN-BSN at their October 8, 2024 meeting. SEOSU is currently approved to offer 44 degree and certificate programs through electronic delivery. SEOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies

ANALYSIS:

Bachelor of Science in Nursing: RN-BSN

Program purpose. The proposed Bachelor of Science in Nursing: RN-BSN program will prepare nurses for the dynamic and ever-changing healthcare environment.

Program rationale and background. According to the Campaign for Action (2021) 46 percent of all Bachelor of Science in Nursing degrees in the United States in 2020 were granted for RN-BSN students. That is a total of 69,048 graduates. In 2022, 98,734 nurses enrolled in RN-BSN programs in the US (American Association of Colleges of Nursing, 2023). According to AACN's report on 2021-2022, Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, U.S. nursing schools turned away 91,938 qualified applications (not applicants) from baccalaureate and graduate nursing programs in 2021 due to an insufficient number of faculty, clinical sites, classroom spaces, and clinical preceptors, as well as budget constraints. No BSN exists in the Choctaw nation or Southeast Oklahoma. SEOSU is in a prime position to serve this rural area and bring a higher level of nursing education to this population. Additionally, in 2023 alone, SEOSU had 203 inquiries for an online nursing program.

Employment opportunities. The Bureau of Labor Statistics' (BLS) Employment Projections for 2021-2031, expect the Registered Nursing (RN) workforce to grow by 6 percent over the next ten years. The RN workforce is expected to grow from 3.1 million in 2021 to 3.3 million in 2031, which is an increase of 195,400 nurses. The BLS also projects 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. According to the Health Resources & Services Administration's and the Bureau of Health Workforce, a national shortage of 78,610 full-time RNs will exist in 2025 and a shortage of 63,720 nurses will exist in 2030. Close to 100,000 registered nurses left the workforce during the last two years because of stress, burnout, or retirement. An additional 610,388 nurses plan to leave the profession by 2027, according to the National Council of State Boards of Nursing (NCSBN). In April 2022, Dr. David Auerbach and colleagues published a nursing workforce analysis in Health Affairs, which found that the total supply of RNs decreased by more than 100,000 from 2020 to 2021 – the largest drop ever observed over the past four decades. A significant number of nurses leaving the workforce were under the age of 35, and most were employed in hospitals.

The Institute of Medicine in its landmark report on The Future of Nursing called for increasing the number of baccalaureate-prepared nurses in the workforce to at least 80 percent to enhance patient safety. The current nursing workforce falls short of these recommendations with only 65.2 percent of RNs prepared at the baccalaureate or graduate degree level according to the latest workforce survey conducted by the NCSBN. There are only 7.5 nurses per 1,000 Oklahoma residents, ranking the state 46th in the nation for nurses per capita, according to data compiled by the BLS. This program will help to produce more nurses to meet the demands of the aging population in Oklahoma.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	17	Fall 2029
Minimum Graduates from the program	5	2029-2030

Duplication and impact on existing programs. The proposed Bachelor of Science in Nursing, RN-BSN program may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Nursing: RN to BSN (515)
University of Oklahoma Health Science Center	Bachelor of Science in Nursing (026)
East Central University	Bachelor of Science in Nursing (034)
Northwestern Oklahoma State University	Bachelor of Science in Nursing (047)
Oklahoma Panhandle State University	Bachelor of Science in Nursing (053)
Rogers State University	Bachelor of Science in Nursing (128)
University of Central Oklahoma	Bachelor of Science in Nursing (129)

A system wide letter of intent was communicated by email on June 14, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Nursing: RN-BSN program will consist of 125 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	44
Major Requirements	30
Guided Electives	21
Associate in Nursing Advanced Standing Credit	30
Total	125

Faculty and staff. Existing and new faculty will teach the courses in the proposed program.

Delivery method and support services. The proposed Bachelor of Science in Nursing: RN-BSN program will be offered via electronic delivery. SEOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will use existing funds that are dedicated to current faculty and staff combined with resources to fund new faculty lines. This will ensure adequate coverage of course curriculum. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Oklahoma City Community College. Possible action on request to offer the Associate in Applied Science in Behavioral Health Sciences.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's request to offer the Associate in Applied Science in Behavioral Health Sciences, via traditional and electronic delivery, 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.

• Associate in Applied Science in Behavioral Health Sciences. Continuation beyond Fall 2028 will depend upon meeting the following criteria: Majors enrolled: a minimum of 17 students in Fall 2027; and Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma City Community College's (OCCC) 2024-2025 Academic Plan is available at: tinyurl.com/mw8797f6.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

Program Review

OCCC offers 62 degree and/or certificate programs as follows:

19	Certificates
26	Associate in Arts or Science Degrees
17	Associate in Applied Science Degrees
0	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 OCCC'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

OCCC's faculty developed the proposal, which was reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Associate in Applied Science in Behavioral Health Sciences at their September 16, 2024 meeting. OCCC is currently approved to offer 23 degree and certificate programs through electronic delivery. OCCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies

ANALYSIS:

Associate in Applied Science in Behavioral Health Sciences

Program purpose. The proposed Associate in Applied Science in Behavioral Health Sciences is a comprehensive program with a strong focus on theoretical knowledge combined with practical skills to prepare students to pursue entry-level positions in behavioral health agencies, community organizations, hospitals, rehabilitation centers, and other related settings.

Program rationale and background. The proposed program offers a dynamic and supportive learning environment, with experienced faculty who are dedicated to the success of their students. In the everevolving landscape of higher education, the need for innovative degree programs that align with the current and future demands of the job market is paramount. The rationale for introducing a new degree program in Behavioral Health Sciences stems from a profound recognition of the growing need to expand the behavioral health workforce in Oklahoma (Oklahoma Health Professionals Program Inc., 2023). In Oklahoma, the field of behavioral health has gained increasing importance as the state recognizes the significant impact of mental health and substance abuse on individuals, communities, and the healthcare system. The prevalence of these issues has quickly become a major concern in Oklahoma, with the state ranking among the top in the nation for the prevalence of serious mental illness and substance use disorders (Substance Abuse and Mental Health Services Administration, 2019). These alarming statistics highlight the pressing need for comprehensive behavioral health services and interventions specifically designed to tackle the state's distinct challenges. The heightened awareness and emphasis on mental health issues have ignited a demand for professionals who possess an integrated understanding of behavioral sciences, mental health promotion, and intervention strategies. By offering a comprehensive and specialized degree program in Behavioral Health Sciences, the proposed program aims to bridge the gap between theoretical knowledge and practical application, equipping students with the workforce-ready skills and knowledge needed to move directly into entry-level positions, while also providing an opportunity to continue their education. The alignment of the proposed program with the emerging trends in healthcare and the growing emphasis on holistic well-being will empower graduates to proactively engage with the challenges of the modern world. By offering an associate's degree in behavioral health sciences, OCCC will provide students from

rural communities, first generation students, and lower socioeconomic backgrounds access to a highquality, accessible, and affordable program. This program will open doors to workforce employment opportunities, regardless of whether students choose to pursue a bachelor's degree or not.

Employment opportunities. As the field of behavioral health sciences continues to expand, so do the career opportunities. Clinical roles include positions such as licensed professional counselors, social workers, marriage and family therapists, and psychiatric nurses which require a minimum of a master's degree. In these roles, graduates can work directly with individuals and families to provide counseling, therapy, and support through evidence-based practices. However, non-clinical career opportunities are numerous, including roles in program administration, case management, advocacy, and policy development within government agencies, community organizations, and nonprofit entities. While some of these jobs may require a bachelor's degree, many opportunities exist for individuals with an associate's degree. According to the U.S. Bureau of Labor Statistics (BLS) there is a projected 14 percent growth rate for community health workers and a 9 percent growth rate for social and human service assistances between 2022 and 2032. Additionally, there is a projected growth rate of 18 percent for Substance Abuse, Behavioral Disorder, and Mental Health Counselors. According to Onet, in Oklahoma, the projected growth rate for Mental Health Counselors is 25 percent by 2030. Behavioral health case management has been identified as an area with significant growth potential within Oklahoma. The diverse nature of career options available to behavioral health science graduates offers tremendous flexibility and room for professional growth. Whether pursuing a clinical or non-clinical path, individuals with an Associate in Applied Science in Behavioral Health Sciences degree can make a meaningful impact within their communities while also enjoying a fulfilling and purpose-driven career. The combination of practical skills, theoretical knowledge, and a deep understanding of human behavior will prepare graduates to thrive in a variety of roles, making it an excellent investment in one's future educational and career prospects.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	17	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs There are currently no Associate in Applied Science in Behavioral Health Sciences programs in Oklahoma. A system wide letter of intent was communicated by email on July 18, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Behavioral Health Sciences program will consist of 61 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	18
Life Skills Courses	3
Support Courses	0-13
Major Courses	27

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Humanities	6
Electives	0-7
Total	61

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

Delivery method and support services. The proposed Associate in Applied Science in Behavioral Health Sciences program will be offered via traditional and electronic delivery. OCCC utilizes Moodle to deliver online instruction and writing labs for student support. The libraries, classrooms, and equipment are adequate for the proposed program.

Financing. The program will use existing funding. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Tulsa Community College. Possible action on request to offer the Associate in Science in Healthcare Administration.

RECOMMENDATION:

It is recommended that the State Regents approve the Tulsa Community College's request to offer the Associate in Science in Healthcare Administration, via traditional and electronic delivery, 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.

 Associate in Science in Healthcare Administration. Continuation beyond Fall 2030 will depend upon meeting the following criteria: Majors enrolled: a minimum of 25 students in Fall 2029; and Graduates: a minimum of 5 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Tulsa Community College's (TCC) 2024-2025 Academic Plan is available at: tinyurl.com/mw8797f6.

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. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

Program Review

TCC offers 90 degree and/or certificate programs as follows:

32	Certificates
30	Associate in Arts or Science Degrees
28	Associate in Applied Science Degrees
0	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 TCC'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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Science in Healthcare Administration at their October 17, 2024 meeting. TCC is currently approved to offer 30 degree and certificate programs through electronic delivery. TCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies

ANALYSIS:

Associate in Science in Healthcare Administration

Program purpose. The proposed Associate of Science in Healthcare Administration is a comprehensive program designed to prepare students for entry-level positions in the dynamic and fast-growing healthcare industry.

Program rationale and background. The proposed program combines foundational coursework in healthcare management, business principles, and essential communication skills to equip graduates with the knowledge and abilities needed to succeed in various healthcare settings, including hospitals, clinics, long-term care facilities, and insurance companies. The associate degree in healthcare administration offers a dynamic and supportive learning environment, with experience and diverse faculty from multiple healthcare disciplines to allow for a robust delivery of curriculum dedicated to the student's success.

Employment opportunities. The healthcare administration field is experiencing robust growth, with rising demand for entry-level professionals who are eager to contribute to the efficient management of healthcare facilities. This growth is driven by an aging population, the increasing complexity of healthcare services, and a heightened focus on improving patient outcomes and operational efficiency. This degree is designed to prepare graduates to be skilled administrators to manage day-to-day operations, support clinical staff, and ensure compliance with regulations. Integration of new technologies in healthcare requires adept administrators to manage electronic health records, data security, and digital patient engagement. Medical and Health Services Managers, Medical Secretaries, and Administrative Assistants are listed on Oklahoma's 100 Critical Occupations list and have a significant anticipated growth over the next 10 years. Positions such as front office assistants, case manager assistants, physician office coordinators, health unit clerks, credential assessment clerks, quality improvement and outcomes analysts, and medical records specialists are all roles that fit within the broader scope of medical and health service managers and secretaries and are an area of unmet need and a potential source of student recruitment.

Student demand. The proposed program is expected to meet the enrollment and graduation 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	25	Fall 2029
Minimum Graduates from the program	5	2029-2030

Duplication and impact on existing programs. There are currently no Associate in Science in Healthcare Administration programs within the state of Oklahoma. A system wide letter of intent was communicated by email on August 22, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Healthcare Administration program will consist of 60-62 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education Requirements	37-39
Major Requirements	23
Total	60-62

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

Delivery method and support services. The proposed Associate in Science in Healthcare Administration program will be offered via traditional and electronic delivery. TCC utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will use existing funding. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Possible action on institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Rogers State University (RSU) requests authorization to delete the program listed below:

• Associate in Applied Science in Applied Technology (111)

Carl Albert State College (CASC) requests authorization to delete the programs listed below:

- Associate in Arts in Exercise Science and Personal Training (074)
- Associate in Applied Science in Computer Technology (040)
- Certificate in Law Enforcement Procedures (073)
- Certificate in Hospitality and Event Management (070)
- Certificate in Occupational Skills (072)

Seminole State College (SSC) requests authorization to delete the program listed below:

• Associate in Art in Art (201)

Tulsa Community College (TCC) requests authorization to delete the programs listed below:

- Certificate in Business Computer User (355)
- Certificate in Project Management (285)

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

RSU requests authorization to delete the Associate in Applied Science in Applied Technology (111), effective immediately. This program was approved prior to the May 28, 2010 State Regents' meeting. RSU reports:

- Deletion of the degree program is due to moving it under the Associate in Applied Science in Applied Technology (875) program as part of the applied technology statewide initiative.
- There are currently no students enrolled in the program.
- No courses will be deleted.

• No funds are available for reallocation.

CASC requests authorization to delete the Associate in Arts in Exercise Science and Personal Training (074), effective immediately. This program was approved at the March 28, 2019 State Regents' meeting. CASC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Applied Science in Computer Technology (040), effective immediately. This program was approved at the June 28, 2007 State Regents' meeting. CASC reports:

- Deletion of the degree program is due to it being duplicative of the more modern Associate in Applied Science in Cybersecurity (015). Faculty resources are better spent on the more modern program.
- There is currently 1 student enrolled in the program with the expected graduation of Spring 2025.
- The teach-out plan will include courses being offered in the Associate in Applied Science in Cybersecurity (015) program.
- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Law Enforcement Procedures (073), effective immediately. This program was approved at the June 28, 2018 State Regents' meeting. CASC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Hospitality and Event Management (070), effective immediately. This program was approved at the June 28, 2018 State Regent's meeting. CASC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Occupational Skills (072), effective immediately. This program was approved at the June 28, 2018 State Regent's meeting. CASC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

SSC requests authorization to delete the Associate in Art in Art (201), effective immediately. This program was approved prior to the March 5, 2015 State Regent's meeting. SSC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Business Computer User (355), effective immediately. This program was approved at the March 10, 2011 State Regent's meeting. TCC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Project Management (285), effective immediately. This program was approved at the April 9, 2015 State Regent's meeting. TCC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #9-a:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Institutional Accreditation and State Authorization policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed policy revisions to the Institutional Accreditation and State Authorization policy.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations that required higher education institutions to obtain authorization in each state in which they maintain a physical location in order to be eligible for federal financial aid. In response, Oklahoma Senate Bill 1157, enacted as 70 O.S. § 4103 and effective November 1, 2016, established that non-exempt private and out-of-state public degree granting institutions must be authorized by the Oklahoma State Regents for Higher Education (OSRHE) to operate in Oklahoma, limiting the scope of OSRHE policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements. To meet these new requirements, on October 20, 2016, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization).

Additional federal regulations became effective in 2016 requiring institutions that offer postsecondary education through distance education to students located in a state in which the institution has no physical location to meet any of that state's requirements to legally offer postsecondary education in that state; however, at the time the State Regents took no action to require authorization for fully online programs offered by out-of-state institutions.

In Spring 2023, Senator Ally Seifried introduced Senate Bill (SB) 550 (Attachment A) to the 2023 Oklahoma legislative session to add additional safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions. Signed by the Governor on April 28, 2023, the legislation revised 70 O.S. § 4103 to require all non-exempt private and out-of-state public institutions to be authorized by the OSRHE to offer degree courses and programs to students in Oklahoma by distance education as well as through a physical location. The bill also requires all non-exempt private and out-of-state public institutions pay an annual authorization fee to offset the administrative costs of authorization, and to make payments into a student tuition recovery fund to protect students from financial loss in the event of a sudden closure. Additionally, the legislation expands the scope of OSRHE responsibilities and authority to ensure that all non-exempt private and out-of-state public institutions operating in Oklahoma meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, and to deny, not renew, or revoke the authorization of institutions that do not. Finally, SB 550 directs the State Regents to promulgate rules to implement the new requirements. The administrative rules were promulgated in spring 2024 and became effective July 25 as OAC 610:10-1 (Attachment B).

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 (Attachment C) to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further requires each degree title offered through the provisions of the bill to include a religious modifier which shall be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. The bill was signed by the Governor on April 23, 2024 and enacted as 70 O.S. §4104, effective July 1, 2024.

At their September 5, 2024 meeting, the State Regents posted proposed revisions to OSRHE policy 3.1, Institutional Accreditation and State Authorization, to align policy with the legislation and start charging the fees for authorization starting in 2025. These proposed revisions posted at the September 5, 2024 meeting made changes only to policy section 3.1.3, Private Institutions and Out-of-State Public Institutions, and added a new section, 3.1.7, Religious Degree-Granting Institutions. Both of these sections have no effect on State System institutions.

However, portions of the policy sections that do affect state system institutions, sections 3.1.2, State System Institutions, 3.4, Publications/Marketing, 3.5, Student Complaints, and 3.1.6, Loss of Institutional Accreditation or Closure, also require revising, to remain consistent both with revisions posted at the September 5, 2024 meeting and to update outdated and obsolete language so the policy affecting the state system better reflects current nationally recognized standards and best practices for student consumer protection. Review and approval of proposed revisions to these sections by the COI and COP was not completed until after the September 5, 2024 meeting, and therefore posting the proposed revisions to these sections was not accomplished until the State Regents' November 7, 2024 meeting.

This item combines the proposed revisions to the Institutional Accreditation and State Authorization policy posted at both the September 5, 2024 and November 7, 2024 meetings into a single item presented to the State Regents now for their consideration with a recommendation for approval.

POLICY ISSUES:

The proposed policy revisions (Attachment D) align policy with 70 O.S. § 4103 (SB 550) and 70 O.S. § 4104 (HB 4050) by revising OSRHE Institutional Accreditation and State Authorization policy to assess and administer authorization fees and payments, establish requirements so that non-exempt private and out-of-state institutions operating in Oklahoma by any modality meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, provide policy guidance for religious degree-granting institutions, and better reflect nationally recognized standards and best practices for student consumer protection.

A summary of all proposed revisions to the OSRHE Institutional Accreditation and State Authorization policy is in the table that begins on the next page.

Summary of Proposed Revisions

Policy	Recommendation
3.1.1. Basis of Authority and Purpose	
A. Basis of Authorization	Changed name of section to Basis of Authority.
	• Revised quote from 70 O.S. § 4103 to include provisions of SB 550.
	• Clarified that non-degree granting institutions licensed by the Oklahoma Board of Private Vocational Schools must also be authorized by the OSRHE in order to offer a degree program in Oklahoma.
B. Purpose	Minimally reworded for clarity.
3.1.2. State System Institutions	·
A. Accreditation	• Updated language to reflect current terminology used by HLC in its review and approval of institutional reaccreditation applications.
B. Loss of Accreditation	• Added section to detail requirements for state system institutions that lose HLC accreditation.
3.1.3. Private Institutions and Public	Out-of-State Public Institutions
A. Authorization to Operate	• Reworded previous authorization eligibility requirements for clarity and added the requirement that an out-of-state institution must be authorized or licensed by its federally- recognized home state authorizing entity or the appropriate federal or tribal agency.
 B. Institutions that Require Authorization to Operate in Oklahoma, and C. Institutions that are Exempt from Authorization 	• Replaced the previous physical presence criteria with a list of the types of institutions that must be authorized by the OSRHE (3.1.3 B) and a list of those that are exempt (3.1.3.C).
 D. Activities that Require Authorization, and E. Activities that do not Require Authorization 	• Added a list of activities that require authorization (3.1.3.D.) and a list of those that do not (3.1.3.E).
F. Activities that are Eligible for a Religious Exemption from Authorization	• Added a list of activities conducted by an accredited private or out-of-state degree-granting institution that are exempt from accreditation and authorization by 70 O.S. §4104. This is to avoid penalizing accredited institutions that conduct only these activities in Oklahoma for their accreditation.
G. Revocation of Authorization	• New section describing the circumstances under which an institution's authorization is subject to revocation.
H. Application and Authorization Fees	• New section explaining the fees established in the administrative rules and exempting applications for religious exemptions from fee requirements.

Policy	Recommendation
I. Tuition Recovery Revolving Fund	• New section explaining the payments into the tuition recovery revolving fund established in the administrative rules and exempting institutions from payments for activities conducted in Oklahoma under an approved religious exemption.
J. Standards for Authorization	• Revised standards of authorization to remove requirements that repeat those of institutional accreditors, and added new requirements to enhance student protections.
K. Institutional Catalog	 Updated language to reflect that most student catalogues are now provided electronically. Referred to application form for list of information the catalog must contain.
L. Enrollment Agreement	Re-worded for clarity.
	• Referred to application form for list of information the student enrollment agreement must contain.
M. Reporting Requirements	 Added requirements to report circumstances that typically destabilize an institution and have been seen to presage closure. Added a requirement for out-of-state institutions to report placing students in supervised field experiences when the
	experience is required for completion of the student's degree.
	Re-worded for clarity.
N. Procedures for Authorization	• Removed all procedures from policy and referred instead to the Academic Affairs Procedures.
3.1.4 Publications/Marketing	• Revised to strengthen student protection requirements for institutional marketing and recruiting practices in Oklahoma.
3.1.5 Student Complaints	• Revised to establish minimum standards for institutional student complaint procedures for Oklahoma students.
3.1.6 Loss of Institutional Accreditation and Closure	• Section deleted and revised content moved to section 3.1.2.B described above.
3.1.6. Religious Degree-Granting Institutions	• New section (reusing the number 3.1.6 of the deleted section just above) to align with 70 O.S. §4104 exempting of religious degrees and religious institutions from accreditation and OSRHE authorization.

ANALYSIS:

The proposed policy revisions are necessary to align OSRHE policy with 70 O.S. § 4104 and 70 O.S. § 4103 and the new Oklahoma administrative rules effective July 25, 2024, and to better reflect nationally recognized standards and best practices for student consumer protection.

Attachments

Attachment A

An Act

ENROLLED SENATE BILL NO. 550

By: Seifried of the Senate

and

Moore and Deck of the House

An Act relating to higher education; amending 70 0.S. 2021, Section 4103, which relates to accreditation of certain institutions; directing certain policies and procedures to include certain provisions; providing for promulgation of rules; creating the Tuition Recovery Revolving Fund; specifying source of fund; providing for expenditures; providing purpose of fund; providing for codification; providing an effective date; and declaring an emergency.

SUBJECT: Higher education

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 4103, is amended to read as follows:

Section 4103. A. As used in this section:

1. "Degree-granting institution" means an institution that offers education leading to an associate's degree or higher;

2. "Non-degree-granting activity" means offering education or training that does not lead to an associate's degree or higher; and

3. "State authorization reciprocity agreement" means an agreement among states, districts, and territories that establishes

comparable standards for providing distance education from their postsecondary educational institutions to out-of-state students.

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B. All private and out-of-state public degree-granting institutions shall be accredited by a national or regional an accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student and reporting requirements the minimum necessary to ensure that private and outof-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education. Beginning with the 2023-2024 academic year, the State Regents shall:

1. Establish and collect fees annually from applicants for authorization as necessary to cover the costs of authorization;

2. Require applicants for authorization to submit payment in an amount established by the State Regents into the Tuition Recovery Revolving Fund created in Section 2 of this act, which shall be used to offset student tuition losses in the event an authorized institution closes or ceases operations; and

3. Be authorized to deny, not renew, or revoke an institution's authorization if it is found to be in violation of the Oklahoma statutes, it fails to meet the minimum authorization standards established by the State Regents, or an accrediting agency or other government entity revokes its approval, which is material to the continuity of the institution. An institution subject to the provisions of this paragraph shall be given reasonable notice and an opportunity to be heard prior to a decision to deny, not renew, or revoke authorization.

ENR. S. B. NO. 550

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AGENDA ITEM #9-b:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Cooperative Agreements between Higher Education Institutions and Other Entities policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Cooperative Agreements between Higher Education and Other Entities policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Cooperative Agreements between Higher Education Institutions and Other Entities policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation	
3.6.3 Methods of Cooperative Agreements	 Updated language to expand the types of articulation agreements allowed to include opportunities between one or more institutions and between an institution and one or more career technology centers. Updated language to clarify the list of requirements for articulation agreements is not exhaustive and may include other elements. 	

Attachment

3.6 COOPERATIVE AGREEMENTS BETWEEN HIGHER EDUCATION INSTITUTIONS AND OTHER ENTITIES

3.6.1 Purpose

The purpose of Cooperative Agreements between Higher Education Institutions and Other Entities policy is to ensure that appropriate assurances and sufficient information are received to document institutional compliance with the standards and requirements within State Regents' policy when the agreement results in the awarding of academic credit toward an academic credential.

3.6.2 Requirements of a Cooperative Agreement

A State System institution may engage in a cooperative agreement when the agreement:

- A. Is executed by the president or designee and their counterparts in the related entity;
- B Establishes the responsibilities of the institution and the related entity regarding elements of the agreement;
- C. Includes courses or programs consistent with the institution's mission and approved function; and
- D. Identifies courses by source and method on the transcript.

Executed cooperative agreements should be sent to OSRHE staff for record keeping.

3.6.3 Methods of Cooperative Agreements

Institutions may award credit toward academic credential requirements through one of the following approved pathways.

A. Contractual Arrangements

A Contractual Arrangement is a partnership between higher education institutions and other entities. The elements of the contract shall include, but are not limited to, the following:

- 1. The institution shall employ appropriately qualified full-time faculty to provide direct control over the academic credit offered in a contractual arrangement. The institution will also designate a full-time staff member to act as a liaison and provide oversight of the contractual arrangement.
- 2. A Memorandum of Understanding between the two parties in the agreement shall be created. The MOU shall detail the expectations, obligations, and responsibilities of both the parties. A senior level administrator with the appropriate signing authority from each party will sign the MOU and each party shall retain a copy of the MOU for record keeping purposes.
- B. Articulation Agreement

An articulation agreement between two or more institutions, <u>or between one or</u> <u>more institutions and one or more Career Technology Centers should may</u> include, but is not limited to, the following elements:

- 1. Identification of participating institutions <u>entities</u>: The agreement should clearly identify the participating <u>institutions entities</u>, including the names of the <u>institutions entities</u> and their respective academic departments.
- 2. Admission requirements: The agreement should outline the admission requirements for students who wish to transfer from one <u>university entity</u> to the other. This may include specific course requirements, GPA requirements, and other criteria.
- 3. Transfer policies: The agreement should specify which courses, programs, or credentials of value will transfer between the participating institutions <u>entities</u> and how those courses, programs or credentials will be credited towards the student's academic credential program at the receiving institution.
- 4. Academic program requirements: The agreement should outline the specific requirements for completing an academic program at the receiving institution, including any prerequisite courses, required coursework, and minimum GPA requirements.
- 5. Timeline for transfer: The agreement should provide a clear timeline for when students may transfer between the participating institutions entities and any specific deadlines for submitting applications and supporting documents.
- 6. Financial aid and scholarships: The agreement should address any financial aid or scholarship opportunities that may be available to transfer students and provide information about the application process and eligibility requirements.
- C. Statewide Agreements

State Regents reserve the right to create state-wide articulation agreements.

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AGENDA ITEM #9-c:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Academic Program Review policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Academic Program Review policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Academic Program Approval policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy		Substantive Recommendation	
3.7.3	Program Review Criteria	٠	Changed terminology from "vitality" to "viability".
3.7.4.A	Exceptions for Low Productivity Review Process	• • •	Removed exception for New Programs as they are already eliminated from the report. Defined "Restructured Program." Defined "Data Discrepancies or Data Interpretations." Added an exception for "Collaborative Programs."
3.7.4.B	Reporting	•	New section to outline the process for low producing programs to "Grow, Collaborate, or Sunset."

Attachment

ATTACHMENT

3.7 ACADEMIC PROGRAM REVIEW

3.7.1 Purpose

OSRHE will systematically review all academic programs and determine the extent to which those programs are achieving their intended outcomes.

The results of institutions' review of educational programs in connection with this policy will be used at the campus level to make determinations about the quality and efficiency of instructional programs. The program reviews may also be used to assist the State Regents in decision making.

Program reviews may be consolidated up to their major fields of study.

3.7.2 Program Review Standards

The review will encompass all levels of degree programs. All degree programs in the State System are scheduled for review on a five-year cycle unless the institution's Chief Academic Officer requests an alternative cycle based on the unique needs of a program.

Programs that are independently accredited may submit their program accreditation documents to fulfill the policy requirement for program review. These documents should be electronically sent to OSRHE staff in a timely manner.

At the core of the review process is the selection of criteria to be used in the evaluation. Both qualitative and quantitative criteria must be included in the review process. Careful collection and analysis of data is essential to the review process. The various criteria may be weighted differently for each program depending upon its objectives; the evaluation should make clear the relative weight given to the criteria by the institution.

3.7.3 Program Review Criteria

Analysis and assessment of program reviews should be determined from an institutional perspective using the Program Review Criteria or external accreditation standard criteria. The outcome of the qualitative and quantitative program review analysis shall be used to improve program quality and student learning as outlined in this policy. This section is designed to provide sufficient flexibility to accommodate the differences existing among Oklahoma's public institutions while ensuring their program review processes meet consistent measures. Recommendations may include: modifying, suspending, or deleting programs, as set forth in this policy.

These reviews should support but not duplicate HLC standards. Reviews created for the HLC may be submitted as supplemental material.

The minimum criteria listed below are designed to facilitate the analytical evaluation of the present goals and objectives, activities, outcomes, strengths and identify areas of improvement for the program.

A. Vitality of the Program Viability

Vitality of the program Program viability refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality viability and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past

and present initiatives to insure ensure the vitality viability of the faculty, students, and program.

1. Program Objectives and Goals

Objectives should be written so that the need they address is clear; program outcomes can be assessed; and program clientele are specified. Program objectives and goals are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, academic resources, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services. As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. The documentation should include programs outcomes assessment data consistent with the State Regents' Student Assessment Plan policy. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

If the program is delivered in an online modality, the documentation should include distance education quality standards listed in State Regents' Policy 3.17.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Degrees conferred:

Associate in Arts and	
Associate in Science	5
Associate in Applied Science	5
Baccalaureate Level	5
Master's Level	3
Doctoral Level	2

b. Majors Enrolled:

Associate in Arts and

Associate in Science	
Associate in Applied Science	
Baccalaureate Level	
Master's Level	
Doctoral Level	

25 head count 17 head count 12 head count 6 head count 4 head count

- 4. Other Quantitative Measures
 - a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Associate in Arts and Associate in Science Associate in Applied Science Baccalaureate Level Master's Level Doctoral Level

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.
- c. Direct instructional cost for the program for the review period.
- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.
- e. If available, information about employment or advanced studies of graduates of the program over the past five years.
- f. If available, information about the success of students from this program who have transferred to another institution.

The comprehensive support function of the courses supporting the degree program may be used to determine whether an early program review is warranted.

- 5. The State Regents hold the authority to assess current programs with the aim of evaluating their pertinence, caliber, and necessity at any time.
- 3.7.4 Low Productivity Review Process

Annual reports on low producing <u>Academic programs</u> (excluding the exceptions above) that do not meet the minimum productivity standards listed in this policy will be identified and reported to the institutions for further analysis by the institution. Institutions may ask for exceptions under the conditions listed below. Programs identified for low productivity must be reviewed within one year of State Regents' notification of the required review.

A. Exceptions for Low Producing Programs

Continuation of low producing programs may be justified because of the subject matter, the students served, the educational methods employed, and the effect of the program's achievements on other institutions or agencies. These programs may be maintained at an institution if acceptable justifications are made. Exceptions for low productivity will be considered on the basis of adequate data and narrative to support the rationale to allow an exception to productivity requirements and other exceptions as noted below:

1. New Programs. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

- <u>12</u>. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, (e.g., Math, English, etc.).
- <u>23</u>. Offline Programs. Programs scheduled for deletion or suspension.
- <u>34</u>. Restructured Programs. These programs have undergone or are expected to undergo significant modifications to the curriculum that will increase the programs' viability and are expected to meet minimum productivity within a given time period.
- <u>45</u>. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Native American Studies, grant-funded programs).
- <u>56.</u> Data Discrepancies or Data Interpretations. These programs appear on the low productivity report due to verifiable factual errors and can be verified by the submission of accurate data.
- 67. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in this policy.
- 7. Collaborative Programs. Programs offered collaboratively by more than one institution, where the combined productivity for both institutions meets the minimum productivity standards.

B. Reporting

<u>Programs identified for low productivity that are not granted an exception as allowed by 3.7.4.A must identify one of three plans of action as outlined below to increase productivity.</u>

- I.
 Grow the program. Institutions must provide a plan that outlines strategies

 for enhancing program productivity.
 - a. Institutions shall provide an annual status report on the strategies outlined in the plan.
 - b. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.
- 2. Collaborate. Institutions must develop and submit plans to collaborate in innovative ways with other State System institutions.
 - a. Institutions shall provide an annual status report on the strategies outlined in the plan.
 - b. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.
- 3. Sunset the program. Institutions must provide documentation of a plan to suspend or delete the program.
- 3.7.5 Program Review Reports

Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive analysis and assessment should be possible within ten or fewer pages. Each program review report must be submitted to the institutional governing board prior to submission to the State Regents and use the Program Review Form available of the OSRHE website. Programs with external accreditation can submit their self-assessments digitally instead of using the Program Review Form. If there's a significant risk of losing the accreditation, the institution must provide the site team's report, any notices from the accrediting organization, and proof that the governing board has been informed.

A. State Regents' Review and Action

Upon review of the self-study or other program materials the staff may request additional information and will provide an annual summary of low producing programs to the State Regents.

B. Conducting the Review Process

Each institution will conduct program review processes and modify internal view process effectiveness.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-d:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Grading policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Grading policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Grading policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.12.2 Grading Terms	• Updated language to clarify requirements.
3.12.4 Remedial/Developmental Courses	Renamed section.
3.12.5 Academic Forgiveness Provisions	 Updated language for repeated courses to be more student-centered and allow for better implementation. Rearranged paragraphs for better readability.
3.12.6 Reporting and Academic Standing	Eliminated duplicative language.

Attachment

ATTACHMENT

3.12 GRADING

3.12.1 Purpose

This policy establishes a uniform system of grading for State System institutions. To provide for a more effective and efficient system of transfer of students' credits between and among public State System institutions, as well as to assist the institutions in managing academic records more effectively, all institutions shall conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer academic reprieve or academic renewal under the guidelines specified in this policy.

Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

Grade	Note	Grade Point Per Hour
А	Excellent	4
В	Good	3
С	Average	2
D	Below Average	1
F	Failure	0

Grades Used in the Calculation of GPA

A. Other Symbols

I An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

For students who are members of the active uniformed military service, refer to policy section 3.12.3.B below.

AU Audit status is used for a student who is not interested in obtaining a course grade, but who is enrolled to get course content knowledge. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period, which is defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students who change their enrollment status from audit to credit must meet institutional admission/retention standards, as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution, but will not exceed the institution's last date for withdrawal from classes. An AU is GPA neutral.

W An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's

withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term. (These are maximum limits. The State Regents encourage institutions to establish shorter limits.) For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

AW Administrative Withdrawal may be assigned by the Office of Academic or Student Affairs to indicate that a student has been "involuntarily" withdrawn from class(es) after the institution's drop-and-add period for disciplinary or financial reasons or inadequate attendance. Withdrawals must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

S-U/P-NP An institution may use the grades "S" or "U" and "P" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" are grade neutral indicating indicate minimum course requirements have been met and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades "S, U, P, N/P" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.

P-F An institution may use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.

N An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

X An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

B. Leave of Absence

Pursuant to Title <u>70 O.S. § 3248</u>, State System institutions shall grant a leave of absence, which shall not exceed a cumulative five (5) years, to a student who is a member of the active uniformed military services of the United States and called to active duty. The student shall be eligible to:

- 1. Withdraw from any or all courses for the period of active duty service without penalty to admission status or GPA and without loss of institutional financial aid (for refund of tuition and fees refer to Budget and Fiscal policy 4.1518.34.I(H); or
- 2. Receive an "I" for any or all courses for the period of active duty status irrespective of the student's grade at the time the "I" is awarded; provided, however, that the student has completed a minimum of fifty percent (50%) of all coursework prior to being called to active duty and the student

completes all courses upon return from active duty. The student's admission status and GPA shall not be penalized and the student shall not experience loss of institutional financial aid.

3.12.3 Grade Point Averages

The GPA is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

The CGPA includes grades for all course work, including activity courses and forgiven course work. The use of the CGPA on transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

Developmental <u>Remedial</u> education <u>courses</u>, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the GPA or CGPAs. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, etc.

3.12.4 Remedial/Developmental Courses

Remedial/developmental courses shall be coded as zero-level and collegiate-level credit may not be awarded for the completion of these courses. Remedial/developmental courses may be graded "S-U" or "P-NP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the GPA or CGPAs.

3.12.5 Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize the student's academic standing.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

A. Repeated Courses

All State System institutions are required to offer the repeated courses provision.

A student shall have the prerogative to repeat <u>any</u> courses <u>up to 4 attempts</u>, <u>including the initial attempt</u>, to achieve a higher grade. Only the highest grade earned of the 4 attempts will be used in the calculation of the GPA. Any attempt after the first 4 attempts will be used in the calculation of the GPA. All attempts shall be recorded on the transcript with the earned grade for each <u>course</u> listed in the semester earned. <u>Exceptions to the limit to the number of attempts may be</u> approved at the discretion of the Chief Academic Officer or their designee. The Explanation of Grades section of the GPA. If most recent repeated course was graded as pass fail, then the pass fail grade is used and none of the previous letter grades apply.

B. Academic Reprieve

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her GPA.

Offering academic reprieve for students is optional for all State System institutions.

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her GPA.

A student may request an academic reprieve from State System institutions with academic reprieve policies consistent with these guidelines:

- 1. Prior to requesting academic reprieve, 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;
- 2. The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollments. If the reprieve is awarded, all grades and hours are included during the semester(s) for which a reprieve has been requested. If the student's request is for two consecutive semesters, the institution may choose to reprieve only one semester;
- 3. The student must petition for consideration of academic reprieve according to institutional policy; and
- 4. All courses remain on the student's transcript, but are not calculated in the student's GPA. Course work with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.
- C. Academic Renewal

Academic renewal is a provision allowing 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, course work taken prior to a date specified by the institution is not counted in the student's <u>GPA</u>.

Offering academic renewal for students is optional for all State System institutions.

Academic renewal is a provision allowing 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, course work taken prior to a date specified by the institution is not counted in the student's GPA.

A student may request academic renewal from State System institutions with academic renewal policies consistent with these guidelines:

- 1. At least three years must have elapsed between the last semester being renewed and the renewal request or shorter time period as approved by the institution's Chief Academic Officer;
- 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 will 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.
- 3.12.6 Reporting Academic Standing
 - A. Retention Standards and Requirements

Each student's transcript will list the student's current GPA and may also include the CGPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

B. Transcription Notations

The student's academic transcript should be a full and accurate reflection of student's academic career. Therefore, in situations that warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected and how the GPA is calculated. Specifically, for those students who receive academic forgiveness by repeating courses or through academic reprieve or renewal, the transcript will reflect the GPA excluding forgiven courses/semesters. The transcript may also note the CGPA which includes all attempted regularly graded course work.

The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which procedures to improve program review process effectiveness.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-e:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Undergraduate Degree Requirements policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Undergraduate Degree Requirements policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Undergraduate Degree Requirements policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

	Policy		Substantive Recommendation
3.15.2	Standards of Education for Completion of the AA and AS Degrees	•	Added clarifying language.
3.15.4	Standards for Awarding Baccalaureate Degrees	•	Added clarifying language acknowledging not all baccalaureate degrees require electives. Added language to strengthen course transfer.

Attachment

ATTACHMENT

3.15 UNDERGRADUATE DEGREE REQUIREMENTS

3.15.1 Purpose

This policy establishes guidelines, criteria, and standards for use by State System institutions in developing degree programs for which degrees will be conferred upon students satisfactorily completing prescribed courses of study.

3.15.2 Standards of Education for Completion of the AA and AS Degrees

The minimum requirements for the AA or the AS degree at any institution in the State System shall include the following:

- A. Achieve a GPA of 2.0 as a minimum on all course work attempted (a minimum of 60 hours) excluding any courses repeated or reprieved as detailed in the State Regents' Grading policy and excluding physical education activity courses.
- B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core, or a minimum of 37 semester-credit-hours, which shall include the following:
 - 1. English Composition 6 hours
 - 2. U.S. History and U.S. Government 6 hours

(Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.)

3. Science 6 hours

(one course must be a laboratory science)

4. Humanities 6 hours

(Chosen from non-performance courses.)

- 5. Mathematics 3 hours
- 6. Guided elective 3 hours

(Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art music drama)

- 7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy.
- C. The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for the anticipated upper-division program.
- D. Demonstrate <u>computer proficiency through one of the following options:</u>
 - 1. successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design, cybersecurity, <u>artificial intelligence</u>, or information systems; or
 - 2. <u>satisfy an institution's computer proficiency assessment.</u>

- E. A minimum of 15 credit hours of coursework applied toward the associate degree shall be taken from the awarding institution.
- 3.15.3 Standards of Education for Completion of the AAS Degrees

The minimum requirements for the AAS degree at any institution in the State System shall include the following:

- A. The completion of 60 semester-credit-hours, excluding physical education activity courses, with an overall GPA of 2.0.
- B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core of a minimum of 18 semester-credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty and which shall include the following:
 - 1. Communications 6 hours.

This must include two courses from one or more of the following three areas:

- a. a college-level communications course in general, applied technical writing or
- b. a course in English grammar and composition or
- c. a college-level oral communication course.
- 2. U.S. History and U.S. Government 6 hours.

(Fulfilled by a U.S. History and a U.S. Government course, each of which is general in nature. Specialized courses do not satisfy the intent of the general education.)

- 3. General Education Electives 6 hours
- C. The completion of a minimum of 27 hours in a technical-occupational specialty.
- D. The completion of support and related courses if needed to total a minimum of 60 hours.
- E. The completion of 15 credit hours in residence at the awarding institution.
- 3.15.4 Standards for Awarding Baccalaureate Degrees
 - A. The baccalaureate degree includes three components: general education which consolidates learning from broad fields of study, a major which includes specialized knowledge and skills of particular fields of study, and, if needed, elective elements which allow students to explore various fields and ideas. The portion each component contributes to the whole degree varies by field of study.
 - B. The minimum requirements for the baccalaureate degree at any institution in the State System shall include the following:

The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following:

1.	English Composition	6 hours

2. U.S. History and U.S. Government 6 hours.

(Fulfilled by a U.S. History and a U.S. Government course, each of which is general in nature. Specialized courses do not satisfy the intent of the general education.)

6 hours.

3. Science

(One course must be a laboratory science)

4. Humanities 6 hours.

(Chosen from non-performance courses. Courses defined as humanities by the institution granting the degree at which the course was completed.)

- 5. Mathematics 3 hours.
- 6. Guided Electives 3 hours

(Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama)

- 7. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.
- C. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degree designations: the BA degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the BS degree is awarded for successful completion of a program of study designed to lead to graduate study or to entry into a particular profession; the Bachelor of (Specialty) degree is awarded for successful completion of a program of study of a conservatory or studio nature, or that is designed primarily for entry into a professional or occupational field. It is conceivable that an institution might offer more than one type of degree in a discipline.

Undergraduate degrees are to be distinguished as follows by the minimum amount of liberal arts and sciences required for each degree type described below.

D. Requirements and Standards

Following is a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of baccalaureate degree programs.

- 1. Traditional baccalaureate degrees with the exception of professional or conservatory-type degrees should be attainable in four years of full-time academic study. Baccalaureate degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.
- 2. A minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution.
- 3. Each baccalaureate degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses.
- 4. Students recommended for the baccalaureate degree must achieve a GPA of 2.0 as a minimum on all course work attempted, excluding any courses repeated, reprieved or renewed as detailed in the State Regents' Grading policy, and excluding physical education activity courses.

- 5. The requirements and standards set forth in this policy statement should be considered minimum.
- 6. Demonstrate successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design or cybersecurity.
- 7. Each baccalaureate degree granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-granting institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should must be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower division prerequisites and all degree requirements, provided that the student has had continuous enrollment as defined in the official college or university publications.
- E. Summary of Minimum Standards for a Baccalaureate Degree

	Number of Hours
	Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	80
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper- division)	30

BS Degree

	Number of Hours
Total semester credit hours required	Required 120
General education	40
Liberal arts and sciences course work	55
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper- division)	30

Bachelor of (Specialty) Degree

	Number of Hours
	Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	40
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper- division)	30

3.15.5 General Education Framework

A. General Education Outcomes

The following framework should be followed by each institution when developing or reviewing its general education program.

- 1. All institutions in the State System will require a general education component in each undergraduate degree program.
- 2. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program.
- 3. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.
- 4. An institution's general education program should impart common knowledge and intellectual concepts that every educated person should possess.
- 5. Effective general education should help students gain competence in independent intellectual inquiry and stimulate the examination and understanding of personal, social, and civic engagement.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-f:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Credit for Prior Learning policy.

RECOMMENDATION:

It is recommended that the State Regents approval the proposed revisions to the Credit for Prior Learning policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Credit for Prior Learning policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy		Substantive Recommendation
3.16.2	Credit for Prior Learning Standards	
	Section H	• Updated language to better express the intent of the policy that validation of credit for prior learning is objective.
	Section I	• Eliminated requirement that credit for prior learning be transcripted by method.

Attachment

ATTACHMENT

3.16 CREDIT FOR PRIOR LEARNING

3.16.1. Purpose

This policy sets standards to award credit earned outside an institution of higher education, usually through life experiences or other non-credit education.

- 3.16.2 Credit for Prior Learning Standards
 - A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution awarding the credit.
 - B. Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be approved by the institution's President or their designee.
 - C. State System institutions awarding credit for prior learning shall review and validate the learning on an individual basis using State Regents' recognized or approved methods. The following publications and methods for awarding credit for prior learning include, but are not limited to:
 - 1. ACE Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.
 - 2. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with a Military MOS/Navy Rating/Air Force Specialty Code that have been evaluated for college credit. Evaluation of the student's military service school transcripts or training documents.
 - 3. The University of the State of New York's National College Credit Recommendation Service .
 - 4. Standardized examinations (e.g., AP, CLEP, DANTES, etc.).
 - 5. Degree-relevant credit for prior learning awarded and transcripted by other institutions accredited as degree-granting institutions.
 - 6. Assessment of individual student portfolios using CAEL or other standardized guidelines.
 - 7. Courses delivered on the main campus and transcripted by the OSSM. OSSM offers a high-level curriculum delivered by faculty possessing graduate degrees in the content area of instruction and has highly competitive admission criteria. OSSM has a legislatively mandated statewide mission, and a legislatively prescribed board of trustees which requires scientists, mathematicians, and those who hold graduate degrees as members. Institutional faculty shall annually review and approve OSSM credit for prior learning. Each institution shall provide information on its website specifying which courses have been reviewed for college credit. All other Oklahoma public and private high schools may use AP

and concurrent enrollment opportunities, similar to the OSSM satellite campuses connected to a school district.

- 8. Higher-Level courses in the International Baccalaureate Organization Diploma Program.
- 9. Institutionally prepared assessments developed by qualified faculty with content expertise.
- 10. Use of the systemwide credit for prior learning technical assessment inventory of evaluated industry recognized, non-collegiate instruction programs, such as those for apprenticeships, certification, or professional licensure.
 - a. Apprenticeship: Apprenticeship is a combination of on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations.
 - b. Certification: Certification (usually by a third-party industry group) is a designation that is obtained once the student is qualified to perform a particular task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession.
 - c. Professional Licensure: "Permission to practice" granted by a governmental entity. Licensure is a legal status. Professional licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.
- D. Neither the ACT nor the SAT shall be used by State System institutions for awarding credit.
- E. Credit awarded for prior learning may be applied to a degree program meeting the requirements of the institution conferring the degree.
- F. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards and ACE recommendations.
- G. Examination scores, used to validate prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher-Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally developed and administered advanced standing examinations shall be established by means of standard setting examinations.
- H. The institutional procedures used to validate prior learning should <u>must</u> be objective to the extent that external evaluators would reach the same conclusion.
- I. Institutions shall only award credit for prior learning in programs for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and the neutral grades of pass (P) or satisfactory (S) shall be used to designate credit awarded for prior learning.

Conventional letter grades shall not be used. All awarded credit for prior learning shall be appropriately identified by source and method on the transcript.

- J. Institutional charges for evaluating prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No other charges shall be made for the administration or recording of this credit.
- K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.
- 3.16.3 Credit for Military Service

Each institution granting credit for military service pursuant to the OMTI for military service members shall follow the additional guidelines below.

- A. Institutions shall establish an internal approval process at all appropriate levels for evaluation of military training courses and/or military occupational specialties and skill levels.
- B. Institutions shall designate an appropriate person to submit articulations for specific military training courses and/or occupations and skill leveling into the OMTI using the following guidelines:
 - Only those articulations that have been approved by the appropriate entities on campus should be submitted.
 - Articulations entered for an institution should adhere to all institutional policies on CPL and Military CPL.
 - Articulations should be reviewed on a regular schedule as determined by the institution.
- 3.16.4 Oversight and Evaluation
 - A. As required by 70 O.S. § 3207.1(C), "institutions of higher education within The Oklahoma State System of Higher Education shall not require an Advanced Placement Exam score of more than three, except the requirement of an Advanced Placement Exam score of more than three shall be permitted for granting additional course credit for a lower division course or courses sequenced with the initial lower division course. Credit policy regarding all Advanced Placement Exams shall be posted on campus websites effective for the 2021-22 fall academic term and for each academic term thereafter. The institutions of higher education within The Oklahoma State System of Higher Education shall conduct biennial reviews of their Advanced Placement credit policy. The Oklahoma State System of Higher Education shall report noncompliance by December1 each year."
 - B. It is the intent of the Legislature that in establishing the minimum required score on a CLEP examination for granting course credit for a particular lower division course, institutions of higher education within The Oklahoma State System of Higher Education shall not require a score higher than the minimum score recommended by a nonprofit higher education association that makes recommendations on college-level equivalencies. Provided, however, the President of the institution may determine, based on evidence, that a higher score

on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the lower division course is a prerequisite. Institutions shall post on campus websites their CLEP examination policy effective for the 2023-2024 academic year and for each academic year thereafter.

- C. State Regent System institutions may not require a CLEP score higher than the minimum score recommended by the ACE. The President or designee of the institution may determine that a higher score on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the course is a prerequisite. Institutions must post their CLEP policies on their websites.
- D. Institutions will report all credit awarded for prior learning using the unitized data system.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-g:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the In-State/Out-of-State Status of Enrolled Students policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the In-State/Out-of-State Status of Enrolled Students policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Based on recent federal regulations requiring institutions to provide citizens from the three Freely Associated States in-state tuition waivers, a revision to current policy is required.

POLICY ISSUES:

The In-State/Out-of-State Status of Enrolled Students policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes.

POLICY ANALYSIS:

The proposed revisions align the policy with federal regulations. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.18.10 Citizens of Freely Associated States	• Added new section in compliance with federal regulation to provide out-of-state tuition waivers to citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

Attachment

ATTACHMENT

IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

3.18.1. Purpose

This policy establishes criteria and guidelines to assist institutional officials in the classification of postsecondary students as in-state or out-of-state students in accordance with <u>70 O.S. § 3218.2</u>, which authorizes the State Regents to set tuition and fees charged at public institutions.

3.18.2. Determination of Residency

As part of the admissions process, institutions are responsible for determining students' instate or out-of-state status consistent with this policy.

AThe burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy.

- A. Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by attendance.
- B. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary or voluntary (i.e. registering to vote, obtaining a driver's license). These acts and declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.
- C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.
- D. An individual is not deemed to have acquired in-state status until they have been in the state for at least a year primarily as a permanent resident and not primarily as a student and have established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.
- E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status, and as provided in this policy.
- F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12-month domiciliary waiting period, and as provided in this policy.
- G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that they establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

- H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees* policy that allows any institution in the State System to waive a portion of the out-of-state tuition, which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.
- I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state or out-of-state classification previously determined and may request documentation to determine the student's in-state or out-of-state status.
- 3.18.3. Dependent and Independent Persons
 - A. The legal residence of a dependent person is the postsecondary student's parents, or the residence of the parent who has legal custody, or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
 - B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the *Procedures Handbook*.
 - C. A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that the separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.
 - D. If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.
- 3.18.4. Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as provided in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.18.5. Students Impacted by War

Students who meet the criteria for SSR established by the <u>US Department of Homeland</u> <u>Security</u>, or have been given TPS by <u>US Citizenship and Immigration Services</u>, are eligible for in-state tuition. The university DSO must provide a letter of verification to support SSR or TPS eligibility.

- 3.18.6. Undocumented Students
 - A. Pursuant to <u>70 O.S. § 3242</u> an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

Graduated from a public or private Oklahoma high school;

- B. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school for at least two (2) years prior to graduation; and
- C. Satisfies admission standards for the institution, is eligible for enrollment and outof-state tuition waivers if that individual:
 - 1. Provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status; or
 - 2. Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:
 - a. One (1) year after the date on which the student enrolls for study at the institution; or
 - b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides the formal process; and
 - 3. If the student files an affidavit pursuant to subsection 2.b. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:
 - a. One (1) year after the date on which the student enrolls for study at the institution; or
 - b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides the formal process, which copy shall be maintained in the institution's records for that student.
 - 4. Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets all of the following:
 - a. Graduated from a public or private Oklahoma high school;
 - b. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

- c. Satisfies admission standards for the institution.
- 3.18.7 Foreign Service Officers and Members of the Intelligence Community

Foreign service officers (22 U.S.C. § 3903) employed by the United States Department of State and members of the intelligence community (50 U.S.C. § 3003) enrolled in a State System institution are entitled to pay in-state tuition and fees if their home residency is Oklahoma, even if they permanently work abroad to fulfill their duties. Spouses and dependent children of foreign service officers and members of the intelligence community are also eligible for in-state tuition. *See* 20 U.S.C. § 1015d.

3.18.8 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C. § 3679(c) and 70 O.S. § 3247.

A. Active Uniformed Services

The following shall be eligible for in-state status:

- 1. Members of the uniformed services, along with their dependent children and spouses, who provide evidence that they are on full-time active duty status of more than thirty (30) calendar days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.
- 2. Regardless of the residency of the student, the dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) calendar days for whom Oklahoma is the home of record.
- 3. A person who files with a State System institution at which they intend to register a letter of intent to establish residence in the state and who:
 - a. Is entitled to educational or training assistance under 38 U.S.C. § 3319 by virtue of a relationship to a person who is currently serving on active duty; and
 - b. Resides in the state while enrolled in the institution, regardless of the student's formal state of residence or the active service member's home of record.
- 4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12-month requirement if they establish domicile as provided in this policy.
- B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with a State System institution at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

- 1. Is a person who:
 - a. Was discharged or released from a period of not fewer than ninety

(90) calendar days of active duty uniformed service; and

- b. Is pursuing a course of education with educational assistance under Chapters 30, 33 or 35 of Title 38 of the United States Code.
- 2. Is a person who is entitled to assistance under 38 U.S.C. § 3319 by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) calendar days of active duty uniformed services.
- 3. Is a person who is pursuing a course of education with educational assistance under Chapter 31 of Title 38 of the United States Code.
- 4. Is a member of the uniformed services, or the spouse or dependent of a member of the uniformed services, who has been stationed for more than one (1) year in Oklahoma at any time in the previous ten (10) years before the date of enrollment in the course(s) concerned.
- C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) calendar days of active uniformed service and for whom Oklahoma is the home of record shall be eligible for in-state status.

D. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, the dependent children or spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) calendar days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E. Reserve Officer Training Corps

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status, even if the scholarship has ended.

F. Oklahoma National Guard

A person who is a current member of the Oklahoma National Guard shall be eligible for in-state status.

G. To be eligible for in-state status as provided in this policy and to maintain eligibility, the student shall:

1. Have secured admission to and enroll full-time or part-time in a program of study; and

- 2. Satisfy admission and retention standards.
- H. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:
 - 1. Is discharged or released from active duty service;
 - 2. Exhausts education assistance provided under Chapter 30, 31, 33 or 35 of Title 38 of the United States Code; or
 - 3. Exhausts education assistance provided under 38 U.S.C. § 3319.

3.18.9 Full-Time Professional Practitioner or Worker

A U.S. citizen or lawful permanent resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12-month domiciliary requirement so long as they continue in full-time employment capacity or until they independently establish instate status as provided in this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

3.18.10 Citizens of Freely Associated States

In accordance with 48 U.S.C. § 1988(b)(1)(E), citizens of the three Freely Associated States, which are the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau, are eligible for out-of-state tuition waivers. Effective on July 1, 2024, for the 2024-25 award year and each award year thereafter, an institution shall not charge more than its in-state tuition rate to citizens of the three Freely Associated States.

Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22, 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015, April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021, April 28, 2022, June 23, 2022, and December 9, 2022. Revised September 7, 2023 as part of the 2023 Academic Policy Audit.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-h:

Academic Policy.

SUBJECT: Posting of revisions to the Academic Program Approval policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed policy revisions to the Academic Program Approval policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Academic Program Approval policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.4.2.C Deletion, Suspension, and Reinstatement of Programs	 Removed the requirement for institutions to seek State Regents' approval to delete certificates. Certificate deletions must be reported to State Regents' staff to maintain the official program inventory.

Attachment

ATTACHMENT

3.4 ACADEMIC PROGRAM APPROVAL

3.4.1 Purpose

The State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. Institutional faculty are discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's resources and priorities. The State Regents provide the system perspective and consider the need for each new program request. The State Regents ensure that requests and mandates are applied consistently.

3.4.2 Instructional Programs and Courses

Instructional programs that result in the awarding of a degree require State Regents' approval. Minors, micro-credentials, stand-alone certificates, and embedded certificates are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. For clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

- A. Levels of Instructional Programs
 - 1. Level I is the aggregation of courses that culminate in the awarding of an academic degree and defines the overarching degree designation. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.
 - 2. Level II is the aggregation of courses that appear in the institutional catalog or on the student's diploma that specifically defines the academic degree designation. These may vary greatly from institution to institution and include, but are not limited to: Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Education, Associate in Applied Science and Doctor of Engineering.
 - 3. Level III is the aggregation of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature defines the discipline area and may be referred to as the major. Examples include: Horticulture, English, Physical Science, Cybersecurity Technology, Secondary Education, and Engineering.
 - 4. Level IV is the aggregation of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, and may be listed on the student's diploma. These courses will usually share a common core of related required courses or credit hours (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Bachelor of Business Administration in Business might have the

following Level IV options: Finance, Management, Accounting, Information Systems, and General Business; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

Levels I, II, and III, excluding all certificates, require approval from the institutional governing board and the State Regents. Substantive modifications to existing program requirements require approval from the institutional governing board and notification to the State Regents.

B. Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions.

C. Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires institutional governing board and State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students. Any request for an exception to this policy must be made in writing to the Chancellor. Deletion of certificates may require institutional governing board approval. However, the State Regents shall be notified of deletions using the Academic Program Request form provided on the State Regents' website so that they may be removed from the institution's official program inventory.

The institution's President must notify OSRHE staff when a program is being suspended. While suspended, the program may not be advertised, no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. Suspended programs will be noted in the State Regents Program Inventory and not displayed on the website. The institution's President must notify OSRHE staff prior to reinstating a suspended program, so that the State Regents;' Pprogram Inventory can be updated.

D. Uniform Course Numbering

Pursuant to 70 O.S. § 3206.1, in order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System. A course number will consist of four digits as follows:

- 1. The first digit will denote the course level.
- 2. The second and third digits will be used to identify the course within a department.
- 3. The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.3 Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A. Letter of Intent

1. New Program Requests

The institutional President or designee must submit a Letter of Intent ("LOI") to initiate a new program to OSRHE staff, using the approved submission form.

OSRHE staff will then distribute the LOI as a notice to the other institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or protest.

- 2. Letter of Intent Protests
 - a. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
 - b. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will mediate in good faith. Mediation must take place within 30 days, or longer if mutually agreed and approved by OSRHE staff, of the receipt of the protest. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution should develop a full proposal, collaborate with another institution, or discontinue efforts toward that program.
 - c. Protests cannot be made from an institution within the same governing board system as the institution submitting the program. Protests from the same governing board system should be resolved before submitting the LOI to the State Regents.
 - d. Protests will only be considered based on:
 - i. Unnecessary duplication; or
 - ii. Workforce demand; or
 - iii. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

The LOI does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program.

- 3. Contents of the Letter of Intent:
 - a. Official degree designation and name of the program as it will appear on the transcript.
 - b. A short description of the program.
 - c. A summary of the market demand.
 - d. A short narrative on how the program addresses an unmet need in the

state.

- e. Indication of the locations or campuses where the program will be offered and the delivery method.
- B. Governing Board Approval

The institutional governing board does not need to approve the LOI prior to submission to the State Regents. The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.

C. Submission of a New Program Proposal

A New Program Proposal ("NPP") must be submitted to OSRHE staff, using the approved submission form. The NPP does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program.

OSRHE staff will then distribute the NPP as a notice to all State System institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions or protest.

Program requests must be completed using the provided Academic Program Request form on the State Regents' website, which contains the following required sections:

- 1. Description of the Program
- 2. Demand for the Program
- 3. Unnecessary Duplication
- 4. Program Review and Assessment Plan
- 5. Indication of Modalities
- 6. Location
- D. Program Proposal Protests:
 - 1. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
 - 2. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will mediate in good faith. Mediation must take place within 30 days of the receipt of the protest, or longer if mutually agreed and approved by OSRHE staff. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution, or discontinue efforts toward that program.
 - 3. Protests may not be made by an institution within the same governing board

system as the institution submitting the program. Protests in these cases should be resolved at the governing board level before being submitted to the State Regents.

- 4. Protests will only be considered based on:
 - a. Unnecessary duplication; or
 - b. Workforce demand; or
 - c. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

- e. State Regents' Staff Review of the Program Request
 - 1. OSRHE staff will review the institution's program request and submit a recommendation for State Regents' action. The State Regents may take one of four actions:
 - a. Disapprove the program;
 - b. Defer the program request until the institution meets specified criteria or provides additional information;
 - c. Provisionally approve the program subject to specific criteria that must be met in order for the program to continue beyond a specified date; or
 - d. Approve the program without qualification.

If the State Regents defer or disapprove the program, the institution may resubmit a program proposal for reconsideration at a future date.

- 2. Institutions must notify OSRHE staff of new certificates, in a timely manner, so they may be added to the official degree inventory.
- 3.4.4 New Programs Request Criteria
 - A. Demand for the Program

The institution should demonstrate demand for the program.

1. Student Demand

Evidence of student demand should be adequate to expect a reasonable level of enrollments and degree production.

2. Employer Demand

Evidence of employer demand shall be provided. Such evidence may include employer surveys, labor market analyses, and future workforce projections.

B. Unnecessary Duplication

Preventing and eliminating unnecessary program duplication is a priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and use existing resources more efficiently.

Normally, proposed programs in undergraduate core areas would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request shall provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is necessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

a. Student Demand

Present evidence demonstrating how the new program will meet student demand not being served by existing programs.

b. Employer Demand

Present evidence demonstrating how the new program will meet employer demand not being served by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

The new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means.

C. Program Review and Assessment

The institution must provide program evaluation procedures, which may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate, and review of enrollment data and graduation data.

3.4.5 Micro-credential

Institutions may create and issue micro-credentials for completing a specific set of activities and/or courses. Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A. Micro-Credential Authorization

Institutions seeking to participate in the micro-credentials statewide inventory must first be authorized as having met the State Regent quality criteria listed in the Academic Affairs Procedures Handbook.

B. New Micro-Credential Process

An institution that has been authorized to participate in the State Regent microcredential inventory will notify OSRHE staff of new micro-credentials or digital badges to be added to the inventory using the approved online form. Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019; April 15, 2021. Revised October 21, 2021. Revised April 28, 2022. Revised June 29, 2023 as part of the 2023 Academic Policy Audit. Revised for language clarification September 5, 2024.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-i:

Academic Policy.

SUBJECT: Posting of revisions to the Institutional Admission and Retention policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed policy revisions to the Institutional Admission and Retention policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Institutional Admission and Retention policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.9.3 Admission of First-Time Freshman: Performance Requirements	 Added clarifying language to explain how students using a GED score can be admitted. Corrected the number of units for State Regents' required core. Removed language that was intended to be deleted during policy audit. Updated language to accurately reflect that four universities have approval to offer associate degrees.
3.9.5 Special Admission	Removed duplicative language.

3.9.6	Retention Standards	 Removed table and added language describic criteria for freshman academic notice, probation, as suspension 			
		suspension.Removed parenthetical reference to fall and spring to			
		accommodate institutions on a trimester schedule.			
		• Added language to allow presidents to grant and			
		exception to the readmission of suspended students.			

Attachment

ATTACHMENT

INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

Admission to all associate and baccalaureate programs must conform to the following standards.

Each institution's governing board should approve any change in institutional admission standards prior to seeking State Regents' approval.

3.9.2 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A. High School Curricular Requirements for Admission to Programs Leading to AA, AS, and Baccalaureate Degrees.

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course (as defined in the <i>Undergraduate Degree Requirements</i> policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* policy).

In addition to the above requirements, the following subjects are recommended for college preparation:

2 additional units: Fine arts - music, art, drama, and speech

- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)
- 4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

<u>70 O.S. § 11-103.6</u> outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. High school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement that fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, State Regents' approval shall be required. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

B. Curricular Deficiencies

Institutions may admit students with curricular deficiencies utilizing the alternative admission category. Institutions must provide the means to satisfy curricular deficiencies within 24 college level hours attempted and are strongly encouraged to use supplemental instruction strategies.

3.9.3 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. ACT or SAT assessments may be used as described in the option 1 standards listed below.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED score may be used for the purposes of admissions. <u>Students admitted using a GED</u> <u>score must be admitted under the Alternative Admissions category</u>. The University of Oklahoma and Oklahoma State University are authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is calculated as detailed in the State Regents' *Grading* policy. Honors courses and other more rigorous coursework may be used in the admission evaluation. The procedure for using this course work should be documented and approved by the institution's President or designee. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used.

First-time entering students must also meet entry-level requirements before enrolling in college-level courses.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma Oklahoma State University

May use a holistic admissions process or grant admission to any individual who:

- 1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
- 2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
- 3. meets one of the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Option 1: Standardized Tests	ACT or SAT	Top 33.3%
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
Option 3: High School Performance B	High School GPA in State Regents' Required 17 <u>15</u> -Unit Core	Top 33.3%

B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students for Statewide Universities.

Langston University

University of Science and Arts of Oklahoma

May grant admission to any individual who:

- 1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
- 2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
- 3. is eligible for admission to any of the Statewide institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent <u>1715</u>-Unit core), and/or class rank. Statewide Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's President or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

Langston University may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University East Central University Northeastern State University Northwestern Oklahoma State University Oklahoma Panhandle State University Rogers State University Southeastern Oklahoma State University Southwestern Oklahoma State University University of Central Oklahoma

May grant admission to any individual who:

- 1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
- 2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
- 3. is eligible for admission to any of the regional institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent <u>1715</u>-Unit core), and/or class rank. Regional Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's President or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

The five four regional universities offering approved to offer associate degrees are: OPSU, CU, RSU, and SWOSU. and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

D. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College Connors State College Eastern Oklahoma State College Murray State College Northeastern Oklahoma A&M College Northern Oklahoma College Oklahoma City Community College Redlands Community College Rose State College Seminole State College Tulsa Community College Western Oklahoma State College) OSU Oklahoma City OSU Institute of Technology

4. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

May grant admission to any individual who:

- a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and
- b. has met the curricular requirements as set forth in part 3.9.2 of this policy.
- 5. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED.

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

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.3 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language 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 college or university.

A. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in this policy, dependent upon their educational background, or have attended a college or university where English is the primary teaching language <u>located</u> in a country where English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades, and also meet other transfer requirements.

B. Students with less than 24 hours from a college or university where English is the primary teaching language <u>located</u> in a country where English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students as defined in State Regents policy 3.5.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

- C. First-Time Undergraduate and Graduate Students
 - 1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the TOEFL, the IELTS, the PTE Academic, or the iTEP Academic Examinations.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2. Intensive English Program. Students must meet a minimum score set by the

State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

- 3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language of instruction.
- 4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary language of instruction.
- 5. Institutional Discretion. In extraordinary and deserving cases, the President designee may admit a student in lieu of the above requirements. In those situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Exceptions must be appropriately documented and reported to the State Regents annually.

Institutions may set higher minimum scores on the TOEFL, IELTS, the PTE Academic, or the iTEP Academic Examinations for both undergraduate and graduate students.

D. Undergraduate Transfer Students

*See 3.9.9 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.5 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.2 and must meet the high school performance criteria as defined in section 3.9.3. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than 12 credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards as defined in section 3.6.6 will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time entering students.)

The President or designee may allow non-degree-seeking students to exceed this initial 12 credit-hour limit on an individual student basis. Exceptions may be made only for non-degree-seeking students who meet the retention standards as defined in section 3.6.6 and must be appropriately documented.

B. Alternative Admission

Institutions may admit students who have not met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria oriented to identifying those students who:

- 1. have a reasonable chance for academic success;
- 2. have unusual talent or ability in art, drama, music, sports, etc.; or
- 3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

The alternative admission opportunities should be equitably used and represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion to scholarship athletes. Waivers shall be at the discretion of the institutions President or their designee.

C. Adult Admission

Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by an accrediting agency recognized by the USDE is eligible for admission to an institution in the State System as follows:

- 1. The student must have participated in the ACT or SAT program and achieved the requisite final composite score for admission to the institution the student wishes to attend as set forth in section 3.9.3 above. Institutions are authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite final composite score.
- 2. The President or designee may allow exceptions for GED recipients on an individual student basis. Any exceptions will be appropriately documented.
- 3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school, or, for home study, the parent.
- E. Opportunity Admission Category

Students who have not graduated from high school whose final composite standard score on the ACT demonstrate the probability of success in college level work may apply for full enrollment at a college or university in the State System. The college or university President or designee will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

- F. Bridge Program
 - 1. Student Admission Requirements

The primary purpose of the program is to provide an opportunity for recent high school graduates who are not college ready to show they can complete college level courses. Applicants for the Bridge Program must meet the following criteria to be considered for admission:

- a. Be a first-time-entering student.
- b. Graduate from an accredited high school or achieve a high school

equivalency certificate based on the GED.

- c. Participate in assessment for placement purposes.
- 2. The admission decision will be made by the appropriate institutional officials based on the applicant's academic performance, potential for success, and/or the unique mission of the program. Institutions may limit enrollment into their Provisional Programs to Oklahoma residents only.
- G. The admission and retention standards for transfer students are detailed within the State Regents' *Undergraduate Transfer and Articulation* policy.
- 3.9.6 Retention Standards

Students on academic notice shall be required as a condition for continued enrollment to participate in special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success. Students on academic notice may have additional limits on their academic load, as defined in policy 3.13.3

A. GPA Requirements

The GPA is calculated as detailed in the State Regents' Grading policy.

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on freshman academic notice. Students with fewer than 30 credit hours, with a GPA of 1.7 to less than 2.0 will be placed on freshman academic notice. Students on freshman academic notice shall remain on freshman academic notice until their overall GPA is at least a 2.0 or the student earns more than 29 credit hours. A Sstudents with more than 29 credit hours, with a GPA of less than 2.0 will be placed on academic probation. if the following requirements are not met:

Credit Hours Attempted	GPA Requirements
0 through 29 semester credit hours	1.7
Greater than 29 semester credit hours	2.0

The GPA is calculated as detailed in the State Regents' Grading policy.

Any student not maintaining satisfactory progress toward the academic objective above will be placed on academic notice for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in order to continue as a student. Students not meeting the criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. While enrolled in these 15-credit hours of course work, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student. The institution's president or designee may make exceptions on a case by case basis.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Procedures should allow appropriate discretion in deserving cases.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions Presidents or their designee may grant an exception to this policy in accordance with institutionally should developed policies and procedures to guide the readmission of suspended students.

E. Reinstatement of Suspended Students at System Institutions

Institutions may develop a special admission procedure for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and admission would be provisional. Institutions admitting these students should provide the appropriate academic services to facilitate their success.

- 3.9.7 Non-Academic Criteria for Admission
 - A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider, but are not required to limit, granting admission based on the following non-academic criteria:
 - 1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.
 - 2. Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.
 - 3. Whether an applicant's conduct has been such, that if at the time of the conduct in question the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.
 - B. If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:
 - 1. Be advised of the ground of the denial.
 - 2. Be informed of the facts which form a basis of the denial.
 - 3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.8 Additional Program Admission Standards

Additional standards exist for the following professional programs, see the State Regents' *Professional Programs* policy.

There are additional admission standards for teacher education programs, see the State Regents' *Teacher Education* policy.

- 3.9.9 Admission of Transfer Students from Degree-granting Institutions
 - A. Admission by Transfer within the State System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

- 1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy.
- 2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
- 3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy and must also complete the curricular requirements before transferring.
- 4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.
- B. Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' *Institutional Admission and Retention* policy; and also meet the following:

Transcripts of record from colleges and universities accredited by the HLC will be given full value.

- a. Each undergraduate applicant must be in good standing at the institution from which the applicant plans to transfer.
- b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current

retention standards, whichever is higher) at the institution from which the applicant plans to transfer.

2. Transcripts of record from degree-granting institutions accredited by organizations other than the HLC and recognized by the USDE for the purpose of accrediting institutions of higher education are subject to review according to published policies and procedures developed by the institution and may transfer on a course-by-course basis.

Each applicant must meet the conditions of 1.a and 1.b above.

- 3. Transcripts of record from degree-granting institutions not accredited by organizations recognized by the USDE for the purpose of accrediting institutions of higher education may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each undergraduate applicant who meets 1.a and l.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.
- C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Students with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Students on Academic Notice

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer provisional students. Institutions may develop policies and procedures, subject to State Regents' approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted provisionally and must maintain a 2.0 GPA average each semester while on academic notice or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer student on academic notice with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

3.9.10 Higher Standards

Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; June 24, 2010; March 3, 2016; June 30, 2016, May 26, 2017 to remove Concurrent Enrollment to its own policy, May 29, 2020 to define "Final Composite Score," May 28, 2021 to update the High School Additional Units category, and October 19, 2023 as part of the 2023 Academic Policy Audit.

IEP Policy: Revised August 16, 1994, April 11, 1997, May 30, 2003, and March 23, 2023 to include iTEP and PTE Academic.

Non-Academic Criteria Policy: Approved October 26, 1971.

OU Admission Standards: Revised June 21, 2012.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #9-j:

Academic Policy.

SUBJECT: Posting of revisions to the Academic Calendars policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed policy revisions to the Academic Calendars policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Academic Calendar policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.19.3 Submission of Academic Calendars	• Added a specific date for the deadline to submit the academic calendar to provide institutions more concrete guidance.

Attachment

3.19 ACADEMIC CALENDARS

3.19.1. Purpose

This policy establishes a uniform academic calendar for the State System.

3.19.2. Academic Calendar Standards

The traditional academic calendar for institutions in the State System consists of the fall, spring, and summer terms. Additional sessions like winter and summer mini sessions are also encouraged; however, reporting on these alternative sessions should roll into a traditional term.

- A. If semester-credit-hour is used by institutions in evaluating a student's educational attainment and progress it should be calculated as follows:
 - One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, reference clock hours and credit hours 34 CFR 600.2 (i.e., 50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
 - 2. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (i.e., 100 minutes per week for sixteen weeks).
 - 3. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- B. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.
- C. The drop period is during the first one-eighth of the duration of the course. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply.
- D. There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. It is the responsibility of the faculty of each institution to translate student demonstrated competencies to academic credit-hours earned.
- 3.19.3. Submission of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar

shall describe any alternative schedules. Submission is due to the Regents <u>6 monthsby</u> <u>December 31</u> prior to the start of the academic year to which the proposed calendar applies.

3.19.4. Spring Break

In accordance with <u>70 O.S. § 24-151</u>, it is the intent of the Legislature that the State Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education shall coordinate spring break dates for the public schools, area vocational-technical schools, and institutions within The Oklahoma State System of Higher Education.

A. Spring Break will be the week that encompasses the third Wednesday of March, unless another week is mutually agreed to by the Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education.

Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 28, 2021; June 29, 2023 as part of the 2023 Academic Policy Audit, and December 5, 2024.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #10-a:

Teacher Education.

SUBJECT: Teacher Shortage Employment Incentive Program. Possible action on proposed incentives to increase graduation and retention of secondary mathematics and science teachers.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed Teacher Shortage Employment Incentive Program benefit of \$20,850.00 for each teacher eligible in 2025.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive amount.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that "teachers should be paid salary supplements in high demand subject areas." The 2015, 2018 and 2021 Teacher Supply and Demand Studies continue to identify major shortages in secondary mathematics and science.

ANALYSIS:

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 517 teachers have received cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Since its inception, 1,167 teachers have enrolled in the Teacher Shortage Employment Incentive Program, with on average, less than half meeting the requirements, including teaching in Oklahoma for the five years.

The total disbursement amount to the school district for each eligible participant will be \$22,445. The award amount of \$20,850 will be distributed to the teacher with a FICA reimbursement to the school district in the amount of \$1,595.

The FY25 budget allowed for this year's program incentive amount to increase from FY24 to more closely align with the obligation intended in the law. As stated in legislation, the incentive award should not exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

TOPID	Tot	al Eligible		* T ()	T	Employer	T ()	
TSEIP Year	Mathematics	Science	Math/Sci	* Total Payout		Share of FICA	Total Incentive	
2006	18	24	0	42	\$10,347.00		\$434,574.00	
2007	10	19	0	29	\$11,148.00		\$323,292.00	
2008	5	16	0	21	\$12,168.00		\$255,528.00	
2009	9	14	0	23	\$13,602.00		\$312,846.00	
2010	8	12	1	21	\$13,602.00		\$285,642.00	
2011	22	20	0	42	\$14,362.00		\$603,204.00	
2012	26	13	0	39	\$15,267.00		\$595,413.00	
2013	28	18	0	46	\$16,227.00		\$746,442.00	
2014	15	11	0	26	\$16,936.00		\$440,336.00	
2015	19	13	0	32	\$17,868.00		\$571,776.00	
2016	15	12	0	27	\$14,362.00	\$1,098.69	\$417,438.63	
2017	13	11	0	24	\$9,220.00	\$705.33	\$238,207.92	
2018	14	8	0	22	\$7,379.13	\$564.60	\$174,762.06	
2019	15	10	0	25	\$7,617.28	\$582.72	\$205,000.00	
2020	21	11	0	32	\$7,617.28	\$582.72	\$262,400.00	
2021	15	14	0	29	\$7,617.28	\$582.72	\$237,800.00	
2022	10	11	0	21	\$7,617.28	\$582.72	\$172,200.00	
2023	7	4	0	11	\$7,617.28	\$582.72	\$90,200.00	
2024*	4	2	0	6	\$7,617.28	\$582.72	\$49,200.00	
2025**				22	\$20,850.00	\$1,595.00	\$493,790.00	
Total	273	243	1	517			\$6,416,261.61	

 Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated data and yearly distribution.

* Year not complete

**Projected total possible awards/payout

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #10-b:

Teacher Education.

SUBJECT: Inspired to Teach Advisory Committee. Possible action on proposed appointment of Inspired to Teach Advisory Committee member.

RECOMMENDATION:

It is recommended that the State Regents appoint Toni Ivey, Ph.D. to the Inspired to Teach Program Advisory Committee.

BACKGROUND:

The Inspired to Teach Program was created during the 2022 legislative session, with the passage of HB 3564. The purpose of the program is to address the teacher shortage in the state of Oklahoma and provide a pipeline of quality and effective teachers for the public schools of this state. The Oklahoma State Regents for Higher Education was charged with administering and maintaining this scholarship and incentive program to encourage the preparation of public-school teachers (Pre-K through 12th grade) at all accredited state public and private higher education institutions.

Inspired to Teach allows students who have graduated from high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation as long as they maintain satisfactory academic progress (SAP), a 2.5 GPA and full-time enrollment. Participants can receive awards up to \$5,500, and if they remain and teach in an Oklahoma (Pre-K through 12th grade) public school for five consecutive years, they will receive a \$4,000 award each year of service up to five years - not to exceed a total of \$20,000. This program provides an effective, comprehensively prepared teacher for Oklahoma public school students.

POLICY ISSUES:

Oklahoma Statute (70 O.S. § 698.1 (B)) mandates that State Regents' teacher education staff establish an advisory committee comprised of educators, teacher education faculty, public school representatives, and a representative of the Oklahoma State Department of Education. The purpose of the committee is to provide recommendations and help to improve the effectiveness of the Inspired to Teach Program. This advisory committee will prepare and deliver a report on the Inspired to Teach Program to the Oklahoma State Legislature on or before July 1 each year.

ANALYSIS:

The Inspired to Teach Program became effective July 1, 2022. The Inspired to Teach advisory committee commenced in Spring 2023, after the appointment of the original nine committee members was approved by the State Regents at their February 9, 2023 meeting. The committee meets twice a year – once during the fall semester and once during the spring semester – and provides valuable recommendations to the Oklahoma Teacher Connection division in the drafting of the inaugural annual report. The Inspired to Teach advisory committee is scheduled to convene again during the spring semester.

The former Oklahoma State University Advisory Committee Member and Director of Teacher Education, Dr. Shelbie Witte, has transitioned into a new role at the University of North Dakota. The following individual is recommended to serve as her replacement on the Advisory Committee:

Committee Member	Title	Institution	Representation
Toni Ivey, Ph.D.	Director of Educator	Oklahoma State	Required Educator
	Support and P12	University	Preparation Representative
	Outreach		(Research IHE)

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AGENDA ITEM #11:

Grants.

SUBJECT: Possible action on proposed 2025 Summer Academy Grants and Full STEM Ahead Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2025 Summer Academy and Full STEM Ahead grant proposals recommended for funding as described below.

BACKGROUND:

Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on Science, Technology, Engineering and Mathematics (STEM) topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

State Regents' staff receive many appreciative messages regarding the Summer Academy program. This is a small but representative sample from students and parents/guardians:

- "So, my 13-year-old took the ACT and he got a 23 in Science. He contributes this 100% to [your] camp this summer. He said there were so many questions that he learned in Camp Biomed. [He] has only attended a small rural school with very little science education (mostly IXL with a teacher that wasn't science certified)."
- "Thank you for giving money to camps like this so that kids like me can come for free."
- "Thank you for making math and science learning so exciting for the students and making it a priority each summer to provide these camps."
- "My granddaughter was so excited to attend and came home every day just spilling over with enthusiasm and delight learning all she could about a most important subject: water."
- "Thank you for funding this camp! I've had a great time designing and building my museum expansion! I also made a lot of new friends and I enjoyed getting to experience college life."
- "Having the perspective of a participant in my memories and now as a parent it was awesome to see my kid- very intelligent but typically disengaged in much of classroom work droning on about the pH of ponds at a Nature Center and telling me all about the impact on the environment."
- "My daughter had an incredible experience and keeps bringing up things she learned. To have my 13-year-old doing chemistry experiments in a college classroom is pretty phenomenal so THANK YOU for allowing the program to continue."
- "[My son] truly enjoyed this week and was genuinely excited to wake up early on his summer break to attend."

Prior to 2004, the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to a significant cut in grant funding, academies are now limited to one or two weeks.

In response to Blueprint 2030, the Full STEM Ahead program was created in Fall 2023 as a pilot initiative, with the first programs implemented in Spring 2024. OSRHE was able to fund twelve programs throughout Oklahoma that served over 500 students. Full STEM Ahead provides STEM exploration opportunities for late elementary and middle school students during the school year with the goal of increasing student interest in and preparedness for STEM fields.

POLICY ISSUES:

No State Regents' policies are impacted by this item.

ANALYSIS:

The Summer Academy program is a three-year grant program funded on a year to year basis. Funding for successive years is contingent upon continued funding of the program through the legislative appropriation and on program efficacy as demonstrated through internal and external evaluation of the grant recipients. The response to the call for proposals for Summer Academy 2024 through 2026 resulted in forty-five submissions. All proposals were reviewed by independent reviewers using a standard rubric. The funding recommendations are based on reviewer feedback and budgetary, geographic, and field of study considerations of academies. The 17 academies being recommended are in their second year of a three-year grant.

The Full STEM Ahead pilot is an annual grant program. \$128,505 from the Summer Academy budget has been set aside to fund the FY25 Full STEM Ahead initiative. Programs will begin in January 2025. The response to the call for proposals resulted in 11 submissions. All proposals were reviewed using a standard rubric. The funding recommendations are based on reviewer feedback and budgetary, geographic and field of study considerations. Four programs are being recommended for funding.

Attachment.

Institution	Summer Academy Title	Grades Served	Student Capacity	2025 Recommended Funding
Cameron University	NanoExplorers: A High School Summer STEM Academy	9-12	26	\$44,000.00
East Central University	Human Water Cycle	8-12	60	\$42,000.00
East Central University	Molecules of Nature	8-9	20	\$24,000.00
Murray State College	Murray State STEM Deep Dive '25	8-9	20	\$14,725.00
Northeastern State University	DroneXperience Summer Academy	8-12	25	\$21,875.00
Northeastern State University	Robotics for Young Scientists and Engineers	8-12	15	\$8,750.00
Northeastern State University – Broken Arrow	Camp Biomed: A Glowing Overview	8-10	24	\$21,000.00
Northeastern State University – Broken Arrow	Get Green for Blue: Outdoor STEM Investigations Connecting Water to You	8-10	24	\$21,000.00
Northwestern Oklahoma State University	Renewable Energy – The Future is Here – Learning & Exploring Today	9-12	25	\$24,672.00
Oklahoma City Community College	CHAMPS - Careers in Health and Medical Professions	8-12	40	\$28,000.00

2025 Summer Academy Grant Recommendations

Institution	Summer Academy Title	Grades Served	Student Capacity	2025 Recommended Funding
Oklahoma City Community College	Lights, Camera, Action! OCCC Digital Cinema Production Summer Academy	10-12	20	\$14,000.00
Oklahoma State University Institute of Technology	Emerging and Converging Technologies Summer Academy	8-10	34	\$26,900.00
Oral Roberts University	A Hands-On Program in Mathematics and Science	8-9	40	\$35,400.00
Southeastern Oklahoma State University	PI-STEM Summer Academy	8-9	18	\$15,000.00
Tulsa Community College	TCC Summer STEM Academy: Building Your Sustainable Future	9-12	34	\$40,600.00
University of Central Oklahoma	UCO Explore Engineering Summer Academy	8-10	30	\$20,752.00
University of Tulsa	2025 Cryptography Summer Academy	8-9	35	\$33,144.00
Total of 17 Summer Academies		8-12	490	\$435,818.00

Institution	Full STEM Ahead Title	Grades Served	Student Capacity	2025 Recommended Funding
Cameron University	Full STEM Ahead	6-8	30	\$29,175.00
Northeastern State University	Inspiring Young Minds: Enhancing STEM Interests Through Exploration and Innovation	5	30	\$18,650.00
Rose State College	Rose State Aviation Academy	8	25	\$50,000.00
Southwestern Oklahoma State University	SWOSU Dawg HOUSE Academy	6-8	20	\$30,680.00
Total of 4 Full STEM Ahead Projects		5-8	105	\$128,505.00

2025 Full STEM Ahead Grant Recommendations

2025 Total STEM Academy Allocations

Type of Academy	Grades served	Student Capacity	2025 Recommended Funding
17 Summer Academies	8-12	490	\$435,818.00
4 Full STEM Ahead Projects	5-8	105	\$128,505.00
Totals	5-12	595	\$564,323.00

AGENDA ITEM #12:

Scholars for Excellence in Child Care.

SUBJECT: Possible action on contract renewal between Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education.

RECOMMENDATION:

It is recommended that the State Regents approve a contract renewal between the Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education in the amount of \$132,000 for the Scholars for Excellence in Child Care Program.

BACKGROUND:

Beginning May 1, 2024, the percentage of financial support for child care providers who are approved for the Scholars for Excellence in Child Care scholarship, and enrolled in a Certificate of Mastery at a participating community college, or in the Pathway to Your National Credential program at a participating technology center is being reduced from 100 percent to 90 percent of tuition and fees. The percentage of financial support for the scholarship recipients who are applying for the National Child Development Associate (CDA) Credential is also being reduced from 100 percent to 90 percent. The Oklahoma Partnership for School Readiness (OPSR) agrees to pay the 10 percent gap funding for scholarship participants through December 30, 2024 with the opportunity to renew the contract for two additional grant cycles of December 31, 2024 through December 30, 2025 and December 31, 2025 through December 30, 2026. Through this partnership, the cost for education to increase child care credentials for the scholarship participants will be free.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

The Scholars for Excellence in Childcare program (Scholars Program) has achieved success since its inception. Through summer 2023, approximately 444 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential and approximately 4,530 have earned a certificate of mastery and 1,379 an associate degree through the Scholars Program initiative. Additionally, 735 directors/assistant directors have obtained a Director's Certificate of Completion awarded through the Scholars Program. Forty-five scholars have received a bachelor's degree through the bachelor's Scholars Program

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential, and the Scholars Program has provided a scholarship to assist with the cost. Since June 2023, approximately 591 child care providers in the state have obtained a national CDA Credential.

THE OKLAHOMA PARTNERSHIP FOR SCHOOL READINESS FOUNDATION, INC. MODIFICATION OF

Subcontractor Agreement With "Oklahoma State Regents for Higher Education" ALN# 93.434

This Agreement, made and entered into on November 19, 2024 by and between The Oklahoma Partnership for School Readiness Foundation, Inc. (OPSRF) and Oklahoma State Regents for Higher Education (OSRHE) constitutes a modification of the agreement executed and effective May 1, 2024 through December 30, 2024 by and between the above-named parties.

IT IS AGREED AND UNDERSTOOD THAT:

- 1. The Oklahoma Partnership for School Readiness Foundation (OPSRF) is modifying the contract for a new period of December 31, 2024, to December 30, 2025.
- 2. The total funds available under this contract are \$132,000 (budget attached).
- 3. OPSRF may allow up to a 10% variance in a single budgeted line item without prior approval.
- 4. Budgeted adjustments must be submitted in writing by OSRHE to OPSRF and are subject to exception upon review for reasonableness by OPSRF.
- 5. On September 30, 2025, OSRHE must provide OPSRF projected expenditures for the contract period based upon current expenditure levels, obligations and anticipated levels of activity through the contract period ending December 30, 2025.
- 6. Payments will be made on a cost reimbursement basis.
- 7. In all other respects the original contract and scope of work shall remain in effect.

Signatures

For the faithful performance of the terms of this agreement, the parties hereto, in their capacities as stated, affix their signatures.

OPSRF

Contractor/OSRHE



Oklahoma State Regents for Higher Education Scholars for Excellence in Child Care OPSR Contract December 31, 2024-December 30, 2025

Project Total

Scholarships		
Technology Center Scholarship	33,000	
CDA Assessment Scholarship	7,000	
Community College- CoM	80,000	
Total Scholarship Costs		120,000
Indirect Costs (10%)	12,000	
TOTAL		132,000

AGENDA ITEM #13:

E&G Budget.

SUBJECT: Possible action on allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,142,134.09 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,142,134.09 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the "Comprehensive Cancer Center Debt Service Revolving Fund," at the Health Sciences Center and the "Oklahoma State University College of Osteopathic Medicine Revolving Fund," at OSU CHS. The bill stated that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. In 2007, the Oklahoma Legislature updated the purpose for use of the "Comprehensive Cancer Center Debt Service Revolving Fund" to include Cancer Center operations. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit \$2,284,268.18 This amount is sufficient for a transfer of \$1,142,134.09 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$114,026,328.99.

A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to transferred out
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Total	\$4,589,909.61
FY 2025 YTD	\$3,712,872.64

AGENDA ITEM #14:

GEAR UP.

SUBJECT: Possible action to accept the GEAR UP Grant Phase V from the U.S. Department of Education.

RECOMMENDATION:

It is recommended that the State Regents accept a 7-year grant for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal discretionary grant project through the United States Department of Education in the amount of \$34.7 million.

BACKGROUND:

The State Regents have been awarded a fifth consecutive, seven-year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. The Oklahoma GEAR UP Phase V (2024-2031) will provide \$34.7 million to address the factors that place students in 13 public school districts at risk for post-secondary failure due to lack of academic preparation, lack of family and individual knowledge about college access and financial aid opportunities. This program will support the transition from high school to post-secondary options.

Oklahoma received its first state GEAR UP grant totaling \$20.5 million in 1999. The grant was supplemented with a one-year extension of \$4.4 million in 2004. OSHRE received additional seven-year GEAR UP grants totaling \$20.6 million in 2005, \$34.9 million in 2011 and \$24 million in 2017.

The combination of federal funding from GEAR UP's 25-year project (Phases I - V) totals more than \$144 million in federal dollars directly awarded to the State Regents to aid in student preparation and success in college. Because each grant is matched through partner-contributed resources, the state GEAR UP program alone will provide more than \$210 million in support for college access and success by 3031.

POLICY ISSUES:

The GEAR UP state initiative is built on two important State of Oklahoma programs: the state scholarship program, Oklahoma's Promise and the concurrent enrollment tuition payment program, both administered by the State Regents'. Additionally, Oklahoma GEAR UP will play a key role in advancing the State Regents' goal to increase the number of college graduates.

ANALYSIS:

The guidelines for the USDE GEAR UP grants consist of three major goals: (1) increase academic performance and preparation for postsecondary education; (2) increase high school graduation and postsecondary enrollment; and (3) educate students and families regarding options, preparation and

financing for postsecondary education. The USDE views the GEAR UP program as a critical component in the effort to improve secondary schools so that more students are prepared for postsecondary education opportunities. The 2024 grant competition emphasized three priority areas: (1) successful completion of GEAR UP projects prior to 2008; (2) increasing postsecondary education access, affordability, completion, and post-enrollment success, and (3) developing college-going identity in students along with a familyneighborhood school connection.

The Oklahoma GEAR UP Phase V grant will continue increased focus on direct student services, high school preparation, and data collection. Building on the successes the previous GEAR UP grants, researchbased strategies will be implemented to increase student participation in postsecondary education. Oklahoma GEAR UP Phase V will target services locally to 13 school districts and 15,600 students in 7th through 12th grade. The grant will also promote existing statewide information tools and college preparation services such as concurrent enrollment, the OKcollegestart website and Oklahoma's Promise.

Oklahoma GEAR UP will provide services to 13 Local Education Agencies (LEA) throughout the state who predominately serve first generation students. The grant will provide specific intervention services to teachers, parents and students enrolled in these districts. Services will be funded through partnership grants to the school and campus sites.

- **Direct Student Services**. To create a college-going culture in public schools and communities, Oklahoma GEAR UP will provide opportunities for students and parents to receive *individual* and *specific* instruction on financial aid. Students in middle school will receive intense career counseling and support for academic improvement in mathematics. There will also be counseling and direct student services provided for students as they transition from high school to college. Oklahoma GEAR UP will pay for any student from a GEAR UP school to attend the summer orientation camp at any higher education institution in Oklahoma. Five regional universities will house nine GEAR UP transition coaches to work with students during the first year of college.
- **Professional Development**. Oklahoma GEAR UP will provide multiple professional development opportunities for public school district administrators, counselors and teachers throughout the school year and summer. The professional development will include training and curriculum review for middle school mathematics, supporting the counseling departments by providing a robust middle school career exploration model, and providing an intense induction program for emergency and alternatively certified classroom teachers.
- **Communications**. Oklahoma GEAR UP will continue a concentrated communications effort consisting of further development and use of social media platforms and website development to reach students in the modes they most utilize regarding planning, applying and paying for college. Additionally, communication efforts toward school administrators, faculty and parents will be continued with monthly digital campaigns, local media outreach, community organization partnerships, meetings and strategic online communication efforts.
- **Parent Services**. Oklahoma GEAR UP will continue to involve communities in creating a collegegoing culture by providing individual FAFSA and Oklahoma's Promise support. Each district will house a GEAR UP site director to address specific needs of minority and first-generation parents and students.

It is recommended that the State Regents for Higher Education accept this new GEAR UP grant award and direct staff to carry out the program as approved by the USDE. (Supplement)

AGENDA ITEM #15:

Contracts and Purchases.

SUBJECT: Possible action on contracts over \$100,000 for FY2025.

RECOMMENDATION:

It is recommended that the State Regents approve FY2025 purchases for amounts exceeding \$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 exceeding \$100,000.

ANALYSIS:

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

Purchases Over \$100,000

OneNet

1) Midcon Recovery Solutions LLC in the amount of \$133,380.00 for the lease of co-location equipment space to access and employ fiber for OneNet subscribers. Costs recovered through OneNet subscriber fees (Funded from 718-OneNet).

<u>Core</u>

- 2) SAS in the amount of \$1,557,091 to continue development of SAS data management and integration strategy, including data governance and data visualization and dashboards. This "Phase III," lasting 18-24 months, will include cloud migration processes; incorporate additional data sources, including but not limited to OTEG, ACT, STEM, CEP, Reach Higher, and Facilities Inventory Report; and additional enhancements for further automation. (Funded from 210-Core).
- 3) SAS in the amount of \$845,270 for year 1 of 5-year contract extension that will migrate the agency's on-premise SAS data warehouse system to the cloud management system with SAS VIYA Cloud. This will allow our agency a more robust, efficient, and secure environment for data management and dashboard solutions. (Funded from 210-Core).

Multiple Funds

4) OMES in the amount of \$154,388.06 for FY25 risk management property insurance coverage for all OSRHE locations. This represents a slight decrease in cost compared to FY24 due to a reduction in total value of fixed assets an no increase in the coverage rate. (Funded from 210-CORE, 701-Admin, and 718-OneNet).

AGENDA ITEM #16:

Investments.

SUBJECT: Possible action on new Investment Managers.

This item will be available at the meeting.

AGENDA ITEM #17:

Degrees Conferred.

SUBJECT: Possible action to acknowledge receipt of the 2023-24 Degrees Conferred Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023-24 Degrees and Certificates Conferred in Oklahoma Higher Education Report.

BACKGROUND:

Article XIII-A of the Oklahoma Constitution reads that the State Regents "shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions."

POLICY ISSUES:

None.

ANALYSIS:

During the 2023-24 academic year, Oklahoma's state system of higher education conferred 38,077 degrees and certificates – an increase of 2.2 percent (827 awards) compared to the previous year and 4.0 percent (1,451 awards) over the past five years. In alignment with high-demand fields and critical occupations, state system institutions have seen a decade-long growth in degree and certificate production, with a 22.0 percent increase in STEM fields and an 11.5 percent increase in the health professions. Oklahoma's higher education system remains a key partner in supplying the workforce with graduates to meet the state's current and future demands.

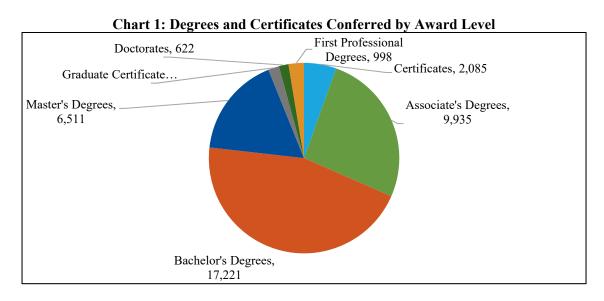
This report provides detailed information on degree and certificate production by award level, demographics, field of study, and alignment with critical occupations.

Degrees and Certificates Conferred by Award Level

The following is a breakdown of the degrees and certificates conferred by award level in the 2023-24 academic year:

- 2,085 certificates
- 9,935 associate's degrees
- 17,221 bachelor's degrees
- 705 graduate certificates
- 6,511 master's degrees
- 998 first professional degrees
- 622 doctoral degrees

Chart 1 illustrates the distribution of degrees and certificates conferred by Oklahoma state system institutions during the 2023-24 academic year.



Certificates and associate's degrees together accounted for 31.6 percent of all degrees and certificates awarded in 2023-24. Bachelor's degrees remained the largest category, representing 45.2 percent of the total awards conferred by state system institutions. Graduate-level awards, including both degrees and certificates, made up 23.2 percent of all awards, with master's degrees constituting the majority at 73.7 percent within the graduate category.

Degrees and Certificates Conferred by Demographics

Chart 2 provides a comprehensive demographic breakdown of degrees and certificates conferred by race and ethnicity for the 2023-24 academic year. These patterns align closely with the racial and ethnic composition of undergraduate, degree-seeking enrollments in state system institutions, demonstrating a consistent relationship between enrollment trends and degree attainment across diverse populations.

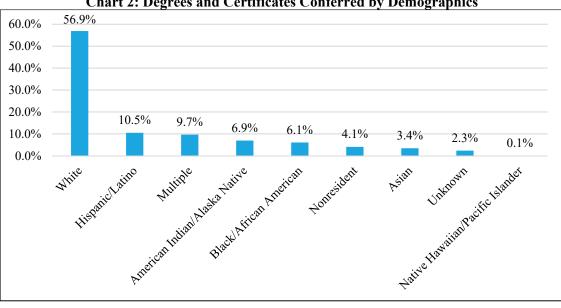


Chart 2: Degrees and Certificates Conferred by Demographics

Hispanic/Latino students were the largest racial/ethnic group outside the White category in 2023-24, reflecting significant growth in degree and certificates attainment. Awards to Hispanic/Latino students increased by 30.9 percent over the last five years, rising from 8.2 percent (3,005 awards) in 2019-20 to 10.5 percent (3.933 awards) in 2023-24. Degrees and certificates conferred to students of Multiple races/ethnicities grew by 10.8 percent during this period, from 9.1 percent (3,321 awards) to 9.7 percent (3,680 awards), while awards to Black/African American students also rose by 10.7 percent, from 5.7 percent (2,090 awards) to 6.1 percent (2,313 awards). These increases reflect progress in the representation of these groups among degree and certificate recipients.

In 2023-24, women earned 60.6 percent of all degrees and certificates conferred, while men accounted for 39.4 percent. Chart 3 illustrates gender differences across academic levels, providing insight into trends in certificate, associate's, bachelor's, and graduate degree attainment.

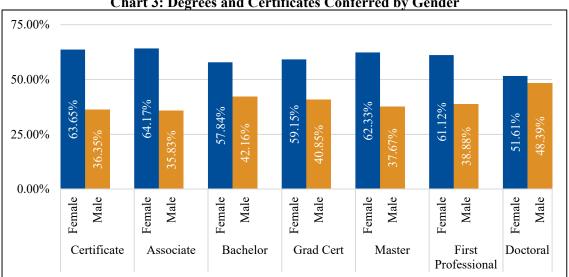


Chart 3: Degrees and Certificates Conferred by Gender

Compared to 2022-23, degrees and certificates awarded to men increased by 3.2 percent (462 awards), while those to women rose by 1.6 percent (365 awards). Over the last five years, graduate-level awards grew by 26.6 percent for women (1,137 awards) and 14.2 percent for men (426 awards). Doctoral degrees saw a 2.0 percent rise or men (six awards) and a 41.4 percent increase for women (94 awards).

Historical Trends

Oklahoma's public institutions have maintained steady annual totals in degrees and certificates awarded, as shown in Table 1, which details production by level over the past five years.

Table 1. Degrees and Certificates Conterred, 5-1 car Average							
Award Level	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Average	
Certificates	1,243	1,263	1,376	1,664	2,085	1,526.2	
Associate's Degrees	10,352	10,384	9,865	9,914	9,935	10,090.0	
Bachelor's Degrees	17,758	17,938	17,570	17,069	17,221	17,511.2	
Graduate Certificates	370	402	545	510	705	506.4	
Master's Degrees	5,507	5,762	6,224	6,639	6,511	6,128.6	

Table 1 Degrees and Certificates Conferred 5-Vear Average

First Professional Degrees	915	898	906	932	998	929.8
Doctoral Degrees	481	476	461	522	622	512.4
Total	36,626	37,123	36,947	37,250	38,077	37,204.6

Table 2 shows 5- and 10-year trends in degree and certificate production. Over the last five years, certificates rose by 67.7 percent and graduate certificates by 90.5 percent, while associate's and bachelor's degrees declined by 4.0 percent and 3.0 percent. Over the last 10 years, certificates grew by 74.9 percent and graduate certificates by 192.5 percent, while associate's degrees fell by 12.9 percent.

Award Level	2014-15	2019-20	2023-24	5-Year Change	10-Year Change
Certificates	1,192	1,243	2,085	67.7%	74.9%
Associate's Degrees	11,407	10,352	9,935	-4.0%	-12.9%
Bachelor's Degrees	16,604	17,758	17,221	-3.0%	3.7%
Graduate Certificates	241	370	705	90.5%	192.5%
Master's Degrees	4,944	5,507	6,511	18.2%	31.7%
First Professional	950	950 915		9.1%	5.1%
Degrees	930	915	998	9.170	5.170
Doctoral Degrees	491	481	622	29.3%	26.7%
Total	35,829	36,626	38,077	4.0%	6.3%

Table 2. 5-Year and 10-Year Changes in Degrees and Certificates Conferred

Degrees and Certificates Conferred by Field of Study

Of degrees and certificates conferred in the 2023-24 academic year, the top fields of study were Business and Management, Health Professions, and Education. Leading fields by degree level are as follows:

- Certificates: Family and Consumer Science (26.8%)
- Associate's Degrees: Health Professions (23.8%)
- **Bachelor's Degrees:** Business and Management (21.4%)
- Graduate Certificates: Business and Management (29.8%)
- Master's Degrees: Education (22.5%)
- First Professional Degrees: Health Professions (70.1%)
- **Doctoral Degrees:** Health Professions (18.5%)

Chart 4 illustrates degrees and certificates awarded by state system institutions in 2023-24, broken down by field of study and award level.

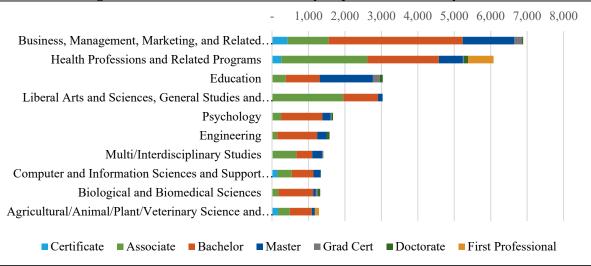


Chart 4: Degrees and Certificates Conferred by Top 10 Field of Study and Award Level

Degrees and Certificates Conferred in Critical Occupations

Education. In the 2023-24 academic year, state system institutions awarded 3,038 degrees and certificates in education, reflecting a 7.0 percent increase compared to the previous academic year (2022-23) and a 9.2 percent rise relative to 2019-20, as shown in Table 3. While associate's and bachelor's degrees in education experienced declines over the past five years (29.5% and 8.2%, respectively) and even larger declines over the past decade (41.6% and 29.2%, respectively), recent data indicates a notable positive shift. When compared to the prior year, associate's degrees showed a significant increase of 12.9 percent, while bachelor's degrees demonstrated a 5.7 percent growth. These increases, while modest in the context of longer-term declines, highlight a potential recovery in education-related degree production. This rebound could signal a renewed interest and focus on careers in education, an area of critical importance for workforce readiness and societal impact.

Award Level	2014-15	2019-20	2022-23	2023-24	1-Year Change	5-Year Change	10-Year Change
Certificates		5	10	14	40.0%	180.0%	
Associate's Degrees	616	511	319	360	12.9%	-29.5%	-41.6%
Bachelor's Degrees	1,317	1,015	882	932	5.7%	-8.2%	-29.2%
Graduate Certificates	19	71	129	187	45.0%	163.4%	884.2%
Master's Degrees	987	1,121	1,447	1,462	1.0%	30.4%	48.1%
Doctoral Degrees	52	59	51	83	62.7%	40.7%	59.6%
Total	2,991	2,782	2,838	3,038	7.0%	9.2%	1.6%

Table 3. Degrees and Certificates Conferred by Award Level – Education

Over the past decade, the annual production of bachelor's degrees and credentials leading to teacher licensure at state system institutions saw a 14.3 percent decline. However, this trend has begun to reverse over the last five years, with an overall increase of 2.3 percent, as shown in Table 4. Importantly, growth was particularly evident in the 2023-24 academic year, where bachelor's degrees rose by 6.1 percent and

other licensure credentials increased by 8.9 percent, culminating in a 7.1 percent overall rise in educator preparation credentials. This recent uptick suggests a potential turning point, indicating growing momentum in the production of qualified educators, which is essential for addressing workforce demands in the eduction sector.

Award Level	2014-15	2019-20	2022-23	2023-24	1-Year Change	5-Year Change	10-Year Change
Bachelor's Degrees	1,267	994	871	924	6.1%	-7.0%	-27.1%
Other Credentials	465	457	514	560	8.9%	22.5%	20.4%
Total	1,732	1,451	1,385	1,484	7.1%	2.3%	-14.3%

Table 4. Bachelor's Degrees/Other Credentials Conferred in Education Preparation Programs

Science, Technology, Engineering, and Mathematics (STEM). In the 2023-24 academic year, state system institutions awarded 8,162 degrees and certificates in STEM fields, reflecting a significant 22.0 percent growth over the past decade. This steady increase underscores the expanding emphasis on STEM education, which is critical for supporting innovation and addressing workforce needs in high-demand fields. Among the growth areas, bachelor's degrees in STEM rose by 21.4 percent, while master's degrees increased by 23.0 percent. Furthermore, certificates and graduate certificates in STEM fields experienced an extraordinary surge, with increases of 181.8 percent and 690.0 percent, respectively, over the past decade. These figures highlight the dynamic expansion of STEM credentials at all academic levels, as illustrated in Table 5, which present detailed 1-year, 5-year, and 10-year trends.

Table 5. Degrees and Certificates Conterred by Award Ecver – 51 Em							
Award Level	2014-15	2019-20	2022-23	2023-24	1-Year Change	5-Year Change	10-Year Change
Certificates	143	123	270	403	49.3%	227.6%	181.8%
Associate's Degrees	1,569	1,410	1,545	1,572	1.7%	11.5%	0.2%
Bachelor's Degrees	3,722	4,821	4,559	4,520	-0.9%	-6.2%	21.4%
Graduate Certificates	20	102	180	158	-12.2%	54.9%	690.0%
Master's Degrees	1,002	934	1,199	1,232	2.8%	31.9%	23.0%
Doctoral Degrees	233	240	280	277	-1.1%	15.4%	18.9%
Total	6,689	7,630	8,033	8,162	1.6%	7.0%	22.0%

Table 5. Degrees and Certificates Conferred by Award Level – STEM

Health Professions. In 2023-24, Oklahoma state system institutions awarded 6,079 degrees and certificates in health professions, marking a 5.2 percent increase from the previous year, a 1.2 percent rise since 2019-20, and an 11.5 percent increase since 2014-15, as shown in Table 6.

	sy mouth level meanin motossions						
Award Level	2014-15	2019-20	2022-23	2023-24	1-Year Change	5-Year Change	10-Year Change
Certificates	437	289	336	252	-25.0%	-1.3%	-42.3%
Associate's Degrees	2,345	2,608	2,307	2,365	2.5%	-9.3%	0.9%
Bachelor's Degrees	1,409	1,761	1,920	1,960	2.1%	11.3%	39.1%
Graduate Certificates	69	32	18	25	38.9%	-21.9%	-63.8%
Master's Degrees	468	621	614	662	7.8%	6.6%	41.5%
First Professional Degrees	715	677	554	700	26.4%	3.4%	-2.1%
Doctoral Degrees	10	21	27	115	325.9%	447.6%	1,050.0%
Total	5,453	6,009	5,776	6,079	5.2%	1.2%	11.5%

Table 6. Degrees and Certificates Conferred by Award Level – Health Professions

Degree and certificate production in nursing rose by 6.8 percent in 2023-24 compared to the prior year, 0.5 percent since 2019-20, and 22.0 percent since 2014-15, as shown in Table 7.

Table 7. Degrees an	d Certificates	Conferred – Nursing
14010 10 2001000 41		

Health Professions Field	2014-15	2019-20	2022-23	2023-24	1-Year Change	5-Year Change	10-Year Change
Nursing	2,251	2,732	2,572	2,746	6.8%	0.5%	22.0%

Critical Occupations Toward 2030 Workfoce Readiness Goal. Under Blueprint 2030, OSRHE aims to produce 100,000 degrees and certificates in critical occupations by 2030. State system institutions have awarded 96,900 since 2021-22, achieving 96.9 percent of the target, as shown in Chart 5. Annual totals include 31,573 in 2021-22, 31,791 in 2022-23, and 33,012 in 2023-24.

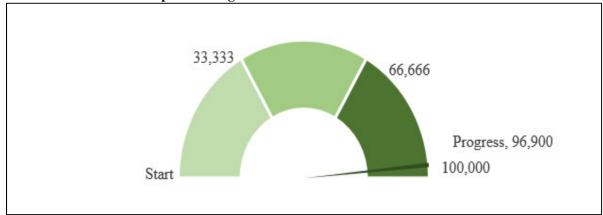


Chart 5: Critical Occupations Degrees Conferred Toward 2030 Workforce Readiness Goal

Additional Information

Further details on degrees and certificates conferred in 2023-24 is available on the Degrees and Certificates Conferred Dashboard at <u>https://www.okhighered.org/dashboards.</u>

AGENDA ITEM #18-a:

Administrative Rules

SUBJECT: Possible action on proposed permanent rules for the Oklahoma Access and Achievement Program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed permanent rules for the Oklahoma Access and Achievement Program.

BACKGROUND:

During the 2024 session, the Oklahoma Legislature approved HB 3792 (now 70 O.S. § 2501) creating the Oklahoma Access and Achievement Program (a copy of HB 3792 is attached). The bill authorizes educational benefits to Oklahoma residents with intellectual disabilities enrolled in comprehensive transition and postsecondary (CTP) programs approved by the U.S. Department of Education in the amount equivalent to resident tuition at institutions in the Oklahoma State System of Higher Education and Oklahoma Career Technology Education institutions. Funding for the program will come from the Oklahoma Higher Learning Access Trust Fund funds.

HB 3792 also outlines eligibility requirements for the program which include family income limits for students applying to the program, creating levels of income eligibility based on whether the student was adopted while in permanent custody of Oklahoma Human Services (OKDHS), court-ordered custody of a licensed private child-placing agency, or federally recognized Indian tribe and based on the age of the student if adopted. Students are eligible for the scholarship if they are within six (6) years of high school graduation, are enrolled in a state-system or career technology CTP program, and the student's parent(s) federal adjusted gross income does not exceed:

- \$100,000 per year for parents who did not adopt;
- \$150,000 per year for parents who adopted the student between the ages of birth and twelve (12) years old while in the permanent custody of OKDHS, court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe.
- \$200,000 per year for parents who adopted the student between the ages of thirteen (13) and seventeen (17) years old while in the permanent custody of OKDHS, court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe.

To maintain eligibility in the program students must maintain satisfactory academic progress and they have five (5) years of eligibility beginning their first semester at a postsecondary institution.

POLICY ISSUES:

The goal of the Oklahoma Access and Achievement Program is to increase the recruitment and retention of Oklahoma students with intellectual disabilities to postsecondary opportunities.

ANALYSIS:

The following table shows the 2024-2025 estimated average annual costs of undergraduate resident tuition by type of institution within the State System of Higher Education. CTP program design includes a combination of both credit-bearing and non-credit-bearing courses as part of their curriculum. The amount of credit hours per program may vary, the figures below reflect one of the three CTP programs in the state that require the most credit hours annually.

The total estimated benefit for 25 semester credit hours of tuition is:

- Research Universities \$4,493.33
- Regional Universities \$5,721.77
- Community Colleges \$3,290.60
- Technical Branches \$4,776.58
- Career Technology Centers \$3.93 per program clock hour, no CTP programs in the state currently.

The proposed emergency rules are necessary to comply with HB 3792 (now 70 O.S. § 2501). In the absence of emergency rules, the earliest the permanent rule process could be complete is September 2025. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Section 2501 states that "The State Regents shall promulgate relating to the establishment and maintenance of eligibility under the scholarship program." Therefore, Section 2501 requires OSRHE to establish this program. Allowing a delay in establishing this program until September 2025 could create a "violation of...state law" or create "serious prejudice to the public interest." 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS SUBCHAPTER 43. OKLAHOMA ACCESS AND ACHIEVEMENT PROGRAM

610:25-43-1. Purpose

The Oklahoma Access and Achievement Program, created by the Oklahoma Access and Achievement Act passed in 2024 (70 O.S. § 2501 et seq.), is designed to provide an award to eligible students with intellectual disabilities who are pursuing studies in Oklahoma at a comprehensive transition and postsecondary (CTP) program.

610:25-43-2. Definitions

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

"CTP program" means a degree, certificate, or nondegree program that:

(A) is offered by an institution of higher education or a technology center school;
 (B) is delivered to students physically attending the institution of higher education or technology center school;

(C) is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education or technology center school to prepare for gainful employment;

(D) includes an advising and curriculum structure;

(E) requires students with intellectual disabilities to participate on not less than a halftime basis as determined by the institution of higher education or technology center school, with participation focusing on academic components and occurring through one or more of the following activities:

 (1) regular enrollment in credit-bearing courses with nondisabled students offered by the institution of higher education or technology center school,
 (2) auditing or participating in courses with nondisabled students offered by the institution of higher education or technology center school for which the student does not receive regular academic credit,

(3) enrollment in noncredit-bearing, nondegree courses with nondisabled students, or

(4) participation in internships or work-based training in settings with nondisabled persons;

(F) requires students with intellectual disabilities to be socially and academically integrated with nondisabled students to the maximum extent possible; and

(G) is approved by the United States Department of Education pursuant to Public Law 110-315, the Higher Education Opportunity Act, as amended.

"Eligible student" means a student with an intellectual disability who is eligible for the scholarship program.

"FAFSA" means Free Application for Federal Student Aid.

"OSRHE" means the Oklahoma State Regents for Higher Education.

"SAP" means satisfactory academic progress.

"State educational institution" means an institution of higher education or technology center school in Oklahoma supported wholly or in part by direct legislative appropriations that provides a CTP program.

"Student with an intellectual disability" means a student:

(A) with a cognitive impairment, characterized by significant limitations in intellectual and cognitive functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills, and

(B) who is currently or was formerly eligible for a free appropriate public education under the Individuals with Disabilities Education Act (IDEA), including a student who was determined eligible for special education or related services under IDEA but attended a private school or was educated pursuant to the other means of education exception provided for in 70 O.S. § 10-105(A).

610:25-43-3. Eligibility requirements

(a) A student with an intellectual disability shall be eligible to participate in the Oklahoma Access and Achievement Program if the student:

(1) Is a resident of the State of Oklahoma or enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in 70 O.S. § 5-117.1;

(2) Is a United States citizen or lawfully present in the United States;

(3) Has graduated within the previous six (6) years from a public high school accredited by the State Board of Education or a private school, or has satisfactorily completed, within the previous six (6) years, an educational program that was provided through means other than a public or private school;

(4) Has secured admission to and enrolled in a CTP program at a state educational institution that meets the requirements to be eligible for federal student financial aid; and

(5) Has established financial need according to 610:25-43-4.

(b) A student with an intellectual disability and the student's parent(s), custodial parent(s), or guardian(s) shall:

(1) Provide information requested by OSRHE and the institution in which the student is enrolled; and

(2) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships.

610:25-43-4. Financial need

(a) Prior to receiving any Oklahoma Access and Achievement Program benefit award for any year during which the student with an intellectual disability is enrolled in a state educational institution, the federal adjusted gross income of the student's parent(s) or legal guardian(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this subsection shall be based on the income of the student, not the income of the parent(s) or legal

guardian(s), if the student is determined to be independent of the student's parent(s) or legal guardian(s) for federal financial aid purposes.

(b) A student with an intellectual disability who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualifications prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year;

(2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year; or

(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

(c) Eligible students shall apply for financial aid at the state educational institution in which they enroll.

(d) Eligible students must complete the FAFSA each year the student is enrolled in postsecondary education. Eligible students not eligible to complete the FAFSA may be provided an alternate method by OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in this section. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program;

610:25-43-5. Criteria for Continued Eligibility

To retain eligibility in the Oklahoma Access and Achievement Program, the student with an intellectual disability shall:

(1) Meet the requirements for retention and completion as established by the state educational institution where the student is enrolled;

(2) Meet SAP standards as required by the CTP program criteria. This requirement will apply to all Oklahoma Access and Achievement Program participants whether or not they are receiving federal student financial aid. Any Oklahoma Access and Achievement Program participant that is ineligible to receive federal financial aid due to failure to meet SAP standards will also be ineligible to receive the Oklahoma Access and Achievement Program award; and

(3) Refrain from conduct that leads to expulsion or suspension of more than one semester from a state educational institution. A student who violates the provisions of this paragraph shall permanently lose eligibility for scholarship program benefits.

610:25-43-6. Payment of awards; policies and limitations

(a) Subject to the availability of funds, eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund.

(b) Subject to the availability of funds, eligible students enrolled in a technology center school CTP program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education shall have an award equivalent to tuition paid, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund.

(c) Funds shall be transferred by OSRHE from the Oklahoma Higher Learning Access Trust Fund to the state educational institution in which the eligible student is enrolled. No funds shall be paid directly to the student.

(d) Payment will not be allowed for courses or other postsecondary units taken more than five (5) years after the eligible student's first semester of postsecondary enrollment.

(e) Students will be eligible for the benefits outlined in this policy for five (5) years after the eligible student's first semester of postsecondary enrollment. OSRHE may award the Oklahoma Access and Achievement Program benefits for courses or other postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Access and Achievement Program participant may receive benefits beyond a cumulative time period of five (5) years. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions.

(f) There will be no limit to the number of awards in any year other than the amount of funds available for the scholarship program and the number of eligible student applicants. If sufficient funds are not available to provide awards for all eligible applicants, OSRHE shall make awards on the basis of need. Provided, OSRHE may take into consideration other grants and scholarships received by an eligible student applicant when making awards.

(g) Students who have previously received Oklahoma Access and Achievement Program awards and who have continued at all times to fulfill the requirements for eligibility to receive such awards shall have priority for continued financial support by this program over students applying for an initial award.

610:25-43-7. Applications

(a) Students and their parent(s), custodial parent(s), or legal guardian(s) must complete fully an application form provided by the state educational institution in which they plan to enroll. If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or legal guardian(s).

(b) State educational institutions shall develop, maintain, and provide an Oklahoma Access and Achievement Program application for eligible students and submit information for new students each semester. The institution's application process must minimally determine the student's financial eligibility, including indication of adoption status, as determined pursuant to 610:25-43-4.

(c) Any falsified or incomplete information on the application forms may result in the student's disqualification from the Oklahoma Access and Achievement Program.

(d) Applications may be accepted throughout the year.

610:25-43-8. Authorized institutional representative and administrative responsibilities

(a) Each state educational institution's financial aid officer will work with the program administrator to certify the eligibility of Oklahoma Access and Achievement Program applicants, verify enrollment, receive and disburse funds, and perform such other duties as may be necessary for the proper administration of Oklahoma Access and Achievement Program scholarships.

(b) OSRHE shall:

(1) work with the state educational institution's representatives to coordinate tracking of program records for students participating in the program;

(2) coordinate and develop policies and procedures to implement the Oklahoma Access and Achievement Act; and

(3) administer the Oklahoma Higher Learning Access Trust Fund.

AGENDA ITEM #18-b:

Administrative Rules.

SUBJECT: Possible action on proposed permanent rules for the Oklahoma's Promise scholarship program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed permanent rules for the Oklahoma's Promise scholarship program.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th or 11th grade. The program requires students to complete a college preparatory curriculum, achieve at least a 2.50 GPA in the required curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 9th or 10th grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to \$50,000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a further increase of the income limit to \$60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11th grade, effective beginning in 2021-2022. The 2022 Legislature again modified the income limit by establishing three income eligibility levels based on the number of dependent children in the family that became effective in the 2022-2023 school year.

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit of \$100,000 checked once at the time the student started college. Beginning in 2018-2019, the second income limit is checked each year the student is enrolled in college.

POLICY ISSUES:

The proposed Oklahoma's Promise changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma and to comply with changes in law. These proposed emergency and permanent rules are necessary to comply with the changes to 70 O.S. §§ 2603 and 2605 made by Senate Bills 1302 and 1328. Both bills became effective July 1, 2024.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2025. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Allowing a delay in modifying the rules for Oklahoma's Promise until Summer 2025 could create a "violation of federal law or regulation or other state law" or create "serious prejudice to the public interest." 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

ANALYSIS:

The proposed emergency and permanent rule revisions address the following issues: changing the high school curriculum requirements, expanding the application window for students placed in the Department of Human Services (DHS) custody, adding a Core Diploma track for Career Technology students and clarifying application submission requirements. Additionally, outdated language was removed.

Changing High School Curriculum Requirements

In the 2024 legislative session Senate Bill 1302 passed unanimously from the House and almost unanimously out of the Senate and was signed into law on May 3, 2024. The bill changes the Oklahoma's Promise high school curriculum requirements to align with the OSRHE high school courses that satisfy the college admission requirements. The curricular college admission requirements are outlined in Chapter 3 of the OSRHE Policy and Procedures Manual. This change will remove the requirements that an Oklahoma's Promise student must take two years of non-English language or computer science to be eligible, reduce the total number of required units for eligibility from 17 total units to 15, and expand additional unit options.

Former 17-Unit Curriculum	New 15-Unit Curriculum		
<u>Subject</u>	Units	<u>Subject</u>	Units
English	4	Language Arts	4
Math	3	Math	3
Lab Science	3	Lab Science	3
History & Citizenship Skills	3	History & Citizenship Skills	3
World Language/Computer Technology	2	World Language/Computer Technology	0
Fine Arts/Speech	1	Fine Arts/Speech	0
Additional Units ¹	1	Additional Units ²	2
Total Required Units	17	Total Required Units	15

¹Additional unit can come from any of the subjects listed above or psychology, sociology, or any concurrent liberal arts and science course at a State System institution.

² Additional unit can come from any of the subjects listed above, computer science, foreign language, any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.

Expanding Application Window for Students Placed in DHS Custody

Senate Bill 1302 also expanded the application window for students placed in the custody of DHS at any time during the eighth, ninth, tenth, or eleventh grades. These students can apply for Oklahoma's Promise until the official date of their high school graduation. All other students must apply for the program in their eighth, ninth, tenth, or eleventh-grade years.

Adding a Core Diploma Track for Career Technology Students

In the 2024 legislative session Senate Bill 1328 passed unanimously from the House and almost unanimously out of the Senate and was signed into law on June 14, 2024. This bill creates a second academic eligibility track for students to use their Oklahoma's Promise scholarship only at a Oklahoma Career Technology Education approved technology centers. These students must complete the requirements for the Oklahoma State Department of Education's Core Diploma. They must still meet all other eligibility requirements, including financial eligibility, to qualify for Oklahoma's Promise.

Submission requirements

Updates to OSRHE's online system for submission of Oklahoma's Promise applications requires clearer language surrounding application and supporting document submission. These changes will prevent serious prejudice to the public interest by providing notice to students of what submission entails and which documents can be submitted after the June 30 deadline.

SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and sixteen (16) are eligible to apply to become a program participant. <u>A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades may be eligible to enroll in the program until no later than the student's official date of high school graduation. Eligibility requirements to participate in the program include the following:</u>

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and
(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) Beginning in the 2022-2023 school year, the federal adjusted gross income of the student's parent(s) shall not exceed the following amounts at the time the student applies for participation in the program:

(i) \$60,000 per year for parents who have one or two dependent children,

(ii) \$70,000 per year for parents who have three or four dependent children, or (iii) \$80,000 per year for parents who have five or more dependent children.

(B) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit childplacing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(C) A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades who enrolls in the program no later than the student's official date of high school graduation shall not be found to be in financial need for purposes of the Oklahoma Higher Learning Access Program if the federal adjusted gross income of the student exceeds Sixty Thousand Dollars (\$60,000.00) per year at the time the student applies for participation in the program. (C)(D) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline; or

(ii) Documentation of current yearly income from an officially approved application for free or reduced-price school meals or other state or federal meanstested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received

from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(7)]

 $(\underline{D})(\underline{E})$ For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications

(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.
(b) The application shall include either:

(1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or (2) an agreement form submitted directly to the OSRHE by the student and their parent(s),

custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE. (c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes. (d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.

(e) Applications will be accepted throughout the school year.

(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.

(g) Persons applying directly to the OSRHE <u>must complete all fields of the application</u>, <u>submit sign</u> <u>virtual or physical</u> agreement forms, <u>and submit the finished application</u> to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.

(h) Applicants submitting incomplete applications shall be provided an opportunity to provide the required supporting and verifying income documentation to complete their application. Applicants must submit this the required documentation no later than December 31 immediately prior to the student's graduation from high school. Exceptions to the December 31 submission date may be approved by the Chancellor for extraordinary circumstances. An application that remains incomplete after the student's official date of high school graduation will not be accepted.

610:25-23-4. Program requirements

(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:

(1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;

(2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);

(3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;

(4) Have school work and school records reviewed by mentors designated pursuant to the program;

(5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and

(6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

(1) Assist the student in achieving compliance with the agreements;

(2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;

(3) Provide information requested by the OSRHE or the State Board of Education; and

(4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) Students must complete the curricular requirements for admission to an institution within The Oklahoma State System of Higher Education, herein referred to as the "college admissions curriculum", following 17-unit core curriculum with and attained a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale in that this curriculum, by the time they graduate from high school. The courses required for college admission shall be provided for in the Oklahoma State Regents for Higher Education Policy and Procedures Manual. Any change by the OSRHE to the college admissions curriculum shall also apply to the Oklahoma's Promise curricular requirements. For the purpose of calculating the required core curriculum college admissions curriculum GPA, core courses in English, lab science, mathematics, and history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation. The Chancellor may approve exceptions to the grading policy for pass/fail courses for extraordinary circumstances.

(1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

(2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

(4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture): (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6) One additional unit, or year, of subjects listed above, or any Advanced Placement course, psychology, sociology, or any concurrent liberal arts and sciences course at a State System institution that is not being used to fulfill any curricular requirement previously listed.;

(7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular

requirements. Students seeking admission to a technology center school overseen by the State Board of Career and Technology Education located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes must complete either:

(1) the college admissions curriculum; or

(2) all requirements of the high school "core curriculum" adopted by the State Board of Education. However, if the core curriculum does not fulfill the requirements of the college admissions curriculum, then the scholarship shall not be transferable to an institution within The Oklahoma State System of Higher Education.

(e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program. <u>Such courses must be awarded high school</u> <u>credit and appear on the high school transcript.</u>

(f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).

(g)(f) Exceptions to the <u>Oklahoma's Promise</u> required core <u>high school</u> curriculum will be considered according to the following:

(1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core Oklahoma's Promise required high school curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) <u>Core Curriculum</u> requirements which are also required for <u>regular college</u> admission to an institution within <u>The Oklahoma State System of Higher Education</u> (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other core <u>Oklahoma's Promise high school</u> curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

(2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

(3)(2) Any other requests for exceptions to the <u>college admissions</u> core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any <u>college admissions</u> core curriculum requirements omitted in high school or other educational program.

(h)(g) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

(i)(h) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT scores reported by ACT for tests administered prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits

(a) To qualify for the program benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

(1) Be a resident of this state both at the time of application to the program and at the time the student graduates from high school, or have been enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(2) Have graduated within the previous three (3) calendar years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) calendar years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty. (3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be submitted by the local contact person with the student's final high school transcript shall be submitted by the local contact person with the student's verification form.

(4) Have satisfied admission standards as established by the OSRHE for first-time-entering students for the appropriate type of institution (OSRHE policy on Institutional Admission and Retention) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.

(5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.

(6) Be a United States citizen or lawfully present in the United States. This provision shall not apply to any student that was enrolled in the program prior to the end of 2006-2007 school year.

(b) For students receiving the program benefit award for the first time in 2012-2013 through 2017-2018, at the time the student begins postsecondary education and prior to receiving any program benefit award, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. Beginning with the 2018-2019 academic year, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student; not the income of the student:

(1) is determined to be independent of the student's parents for federal financial aid purposes,
 (2) was in the permanent custody of the Department of Human Services at the time the student enrolled in the program, or

(3) was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades and enrolled in the program no later than the student's official date of high school graduation, or

(4) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.

(c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year.

(2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year.
(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

(d) Award recipients shall apply for financial aid at the institution in which they enroll.
(e) Beginning in 2018-2019 and thereafter, all students eligible to receive the program benefit award must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) each year the student is enrolled in postsecondary education. Students not eligible to complete the FAFSA may be provided an alternate method by the OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in sections (b) and (c) above. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program.

(f) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

AGENDA ITEM #18-c:

Administrative Rules.

SUBJECT: Possible action on proposed permanent rules for the Oklahoma Tuition Aid Grant program.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed permanent rules for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. During the 2024 legislative session two bills were introduced that would expand the OTAG eligibility requirements to include additional populations of students. SB 1624 and SB 11 both passed with near unanimous votes in both the House and Senate.

The State Regents requested amendments to the OTAG statutes in SB 1624 to expand the eligibility criteria to include students with intellectual disabilities enrolled in comprehensive transition and postsecondary (CTP) programs approved by the U.S. Department of Education. SB 11 expands eligibility criteria to allow incarcerated students within five (5) years of being released to be eligible for OTAG. Both bills took effect on July 1, 2024, and these changes will be implemented for the 2024-2025 academic year.

The federal FAFSA Simplification Act (Title VII, Division FF of P.L. 116-260) makes significant changes to the underlying processes and methodologies for determining federal student aid eligibility. As originally enacted, the FAFSA Simplification Act had a general effective date of July 1, 2023. In March 2022, the FAFSA Simplification Act Technical Corrections Act (FSATCA) was enacted as Division R of the Consolidated Appropriations Act, 2022 (P.L. 117-103). The law pushed the general effective date for the FSA back one year, to July 1, 2024, coinciding with the beginning of the 2024-2025 award year.

POLICY ISSUES:

The proposed OTAG changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma and to comply with changes in law. These proposed emergency rules are necessary to comply with the changes to 70 O.S. § 626.6 made by SB 11 and changes to 70 O.S. § 626.7 made by SB 1624. Both bills became effective July 1, 2024. These rules also address the federal FAFSA Simplification Act requirements for the 2024-25 award year.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2025. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Allowing a delay in modifying the rules for OTAG until Summer 2025 could create a "violation of federal law or regulation or other state law" or create "serious prejudice to the public interest." 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

ANALYSIS:

The proposed permanent rule revisions address the following three issues: adjusting to match the new Free Application for Federal Student Aid (FAFSA) reporting language for student income verification, expanding eligibility to incarcerated students to align with Senate Bill 11, and to expand eligibility to students with intellectual disabilities enrolled in a Comprehensive Transition Program (CTP) approved by the United States Department of Education.

Language Alignment with the FAFSA Simplification Act

To align with the FAFSA Simplification Act requirements for the 2024-25 award year, income will be verified using the Student Aid Index (SAI) instead of Expected Family Contribution (EFC). The SAI continues to use the same financial information from the FAFSA as the EFC did but calculates a different index number. The index was created to more accurately reflect a family's financial situation and need for financial aid.

Expanding Eligibility to Incarcerated Students

In the 2024 legislative session Senate Bill 11 passed almost unanimously out of both the House and the Senate and was signed into law on May 23, 2024. The bill allows an incarcerated individual who is enrolled in a Prison Education Program (PEP) and is within five (5) years of being released to be eligible for OTAG. However, incarcerated individuals enrolled in virtual learning programs are ineligible.

Expanding Eligibility to Individuals with Intellectual Disabilities Enrolled in CTP Programs

In the 2024 legislative session Senate Bill 1624 passed almost unanimously out of both the House and the Senate and was signed into law on April 30, 2024. The bill allows a student with an intellectual disability who is enrolled in a CTP program approved by the United States Department of Education to be eligible for OTAG.

SUBCHAPTER 7. OKLAHOMA TUITION AID GRANT PROGRAM

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds

(a) A college tuition aid grant may be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency. Eligible programs of training shall include comprehensive transition and postsecondary programs approved by the United States Department of Education. College tuition aid grants shall be awarded in accordance with the following [70 O.S. § 626.7]:

(1) Eligibility.

(A) Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) Student Aid Index (SAI) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education.

(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants.* [70 O.S. § 626.7] An otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.

(C) No student shall be eligible for grants unless he the student maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled. [70 O.S. § 626.7] The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.

(D) Students who are incarcerated <u>in a state</u>, federal, or private correctional facility and <u>enrolled in a Prison Education Program (PEP) structured primarily for virtual learning</u> are not eligible to receive tuition aid grants. <u>However</u>, students who are incarcerated that are <u>enrolled in programs with primarily traditional learning environments may be eligible if</u> <u>the individual is within five (5) years from being released from incarceration</u>. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.

(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid. [70 O.S. § 626.7]

(2) Amount of grant.

(A) The amount of tuition aid grant to any student under this act [70 O.S. § 626.1 et seq.] the Oklahoma Higher Education Tuition Aid Act for any semester shall represent a percentage not greater than seventy-five percent (75%) of the tuition and enrollment fees normally charged to residents of the State of Oklahoma this state by the institution of attendance. [70 O.S. § 626.7]

(B) *The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.* [70 O.S. § 626.7]

(C)(B) The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. [70 O.S. § 626.7]

(D)(C) The minimum amount of grant to be awarded is \$200 per academic year or \$100 per semester or other enrollment period.

(E)(D) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the over-award in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the over-award.

(E) The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.

(3) Application procedures and deadlines. The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act. [70 O.S. § 626.7 626.8]

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state financial aid under 70 O.S. § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) If necessary, the application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) Disbursement of funds.

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each semester or other enrollment period.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program based on factors including, but not limited to, full-time or part-time enrollment status, undergraduate or graduate enrollment status, unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, eligibility for other state or institutional student financial aid and available state funding. [70 O.S. § 626.8]

AGENDA ITEM #19-a:

Post Audit.

SUBJECT: Possible action on institutional requests for final approval and review schedule extensions for existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval and extension of the review schedule of existing degree programs, as described below.

BACKGROUND:

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

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

University of Oklahoma (OU) 2 final approvals 1 review schedule extension

University of Oklahoma Law Center (OULAW) 1 review schedule extension

Oklahoma State University (OSU) 1 final approval 4 review schedule extensions

Carl Albert State College (CASC) 1 review schedule extension

Northeastern State University (NSU) 1 review schedule extension

Northern Oklahoma College (NOC) 1 review schedule extension

Southwestern Oklahoma State University (SWOSU)

final approval
 review schedule extension

University of Central Oklahoma (UCO) 4 final approvals

POLICY ISSUES:

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

ANALYSIS:

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

Recommendation: Final Approval

OU – Master of Construction Business in Construction Management (469)

This program exceeded the productivity criteria for enrollment (achieved 66 of the 59 required) and for graduates (achieved 37 of the 34 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Master of Arts in Art and Technology (474)

This program exceeded the productivity criteria for enrollment (achieved 68 of the 48 required) and for graduates (achieved 29 of the 24 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Doctor of Philosophy in Curriculum Studies (553)

The program exceeded the productivity criteria for enrollment (achieved 33 of the 8 required) and for graduates (achieved 3 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SWOSU – Bachelor of Science in Sports Management (065)

This program exceeded the productivity criteria for enrollment (achieved 72 of the 25 required) and for graduates (achieved 18 of the 7 required). SWOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Bachelor of Arts in Women, Gender and Sexuality Studies (238)

This program exceeded the productivity criteria for enrollment (achieved 23 of the 20 required) and for graduates (achieved 6 of the 5 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Bachelor of Science in Data Science (235)

This program exceeded the productivity criteria for enrollment (achieved 15 of the 14 required) and for graduates (achieved 6 of the 5 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Bachelor of Applied Technology in Commercial Music (236)

This program exceeded the productivity criteria for enrollment (achieved 27 of the 25 required) and for

graduates (achieved 16 of the 15 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Bachelor of Applied Technology in Audio Production (237)

This program exceeded the productivity criteria for enrollment (achieved 73 of the 15 required) and for graduates (achieved 11 of the 10 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Recommendation: Review Schedule Extension

OU – Master of Arts in Teaching English to Speakers of Other Languages (136)

This program received provisional approval at the June 27, 2019 State Regents' meeting with continuation of the program beyond Fall 2024 dependent upon enrolling 10 students in Fall 2023 and graduating 8 students in 2023-2024. This program did not meet the productivity criterion for enrollment (achieved 5 of the 10 required) but did meet the productivity criterion for graduates (achieved 8 of the 8 required). OU reports an increase in applications and enrollment for Fall 2024. OU's Teaching English to Speakers of Other Languages Steering Committee has also extensively discussed recruitment plans, which will start in 2025. The program currently has 4 students already admitted for the 2025 academic year.

Based on efforts to improve program recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2026; and
- Graduates: 8 in 2026-2027.

OULAW – Master of Legal Studies in International Business Law (161)

This program received provisional approval at the April 25, 2019 State Regents' meeting with continuation of the program beyond Fall 2024 dependent upon enrolling 20 students in Fall 2023 and graduating 16 students in 2023-2024. This program did not meet the productivity criterion for enrollment (achieved 17 of the 20 required) and did not meet the productivity criterion for graduates (achieved 7 of the 16 required).

OU reports their plan to suspend this program effective immediately.

OSU – Specialist in Education in School Psychology (291)

This program received provisional approval at the March 4, 2021 State Regents' meeting with continuation of the program beyond Fall 2024 dependent upon enrolling 10 students in Fall 2023 and graduating 4 students in 2023-2024. This program did not meet the productivity criteria for enrollment (achieved 6 of the 10 required) or for graduates (achieved 0 of the 4 required). OSU reports a decrease in enrollment due to COVID-19 and low cohort enrollments. OSU has invested resources into recruitment and retention efforts for this program in hopes that enrollment and graduation numbers will return to pre-COVID levels.

Based on an anticipated increase in enrollment and new focused efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2026; and
- Graduates: 4 in 2026-2027.

OSU – Master of Science in Family and Community Services (304)

This program received provisional approval at the April 15, 2021 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 6 students in Fall 2023 and graduating 4 students in 2023-2024. This program met the productivity criteria for enrollment (achieved 15 of the 6 required) but did not meet the productivity criteria for graduates (achieved 2 of the 4 required). OSU reports they are experiencing an increase in enrollments which should translate to more graduates over the next few years. They plan to continue to refine their recruitment strategies and improve their outreach efforts.

Based on planned recruitment and outreach efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2026; and
- Graduates: 4 in 2026-2027.

OSU – Bachelor of Arts in Arts Administration (536)

This program received provisional approval at the June 28, 2018 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 13 students in Fall 2023 and graduating 5 students in 2023-2024. This program met the productivity criteria for enrollment (achieved 27 of the 13 required) but did not meet the productivity criteria for graduates (achieved 4 of the 5 required). OSU reports this program was impacted by the COVID-19 pandemic but has experienced a rebound in enrollment over the past couple of years. They plan to continue to refine their recruitment strategies and improvements to their curriculum.

Based on planned recruitment efforts and curriculum changes, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 13 in Fall 2026; and
- Graduates: 5 in 2026-2027.

OSU – Bachelor of Science in Early Child Care and Development (537)

This program received provisional approval at the September 6, 2018 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 12 students in Fall 2023 and graduating 5 students in 2023-2024. This program met the productivity criteria for enrollment (achieved 76 of the 12 required) but did not meet the productivity criteria for graduates (achieved 3 of the 5 required). OSU reports this program is part of the IDEA Consortium, which consists of four universities sharing teaching responsibilities for the classes offered within the program. Both OSU students and non-OSU students are taking courses within the program each semester. The program is self-sustaining and since its inception, has shown significant potential in supporting the developmental needs of children and assisting families.

Based on planned consortium agreements and growing enrollments, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2026; and
- Graduates: 5 in 2026-2027.

CASC – Associate in Applied Science in Cybersecurity (015)

This program received provisional approval at the April 15, 2021 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 45 students in Fall 2023 and graduating 15 students in 2023-2024. This program did not meet the productivity criteria for enrollment

(achieved 13 of the 45 required) and did not meet the productivity criteria for graduates (achieved 7 of the 15 required). CASC reports anticipated enrollment and graduation increases of the program due to the suspension of the Associate in Applied Science in Computer Technology (040) program. Students are anticipated to funnel into this more updated program moving forward.

Based on anticipated enrollments, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 45 in Fall 2026; and
- Graduates: 15 in 2026-2027.

NSU – Master of Public Health in Public Health (166)

This program received provisional approval at the January 24, 2019 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 28 students in Fall 2023 and graduating 14 students in 2023-2024. This program did not meet the productivity criteria for enrollment (achieved 17 of the 28 required) and did not meet the productivity criteria for graduates (achieved 7 of the 14 required). NSU reports revisions to the program's scope and criteria to better serve students.

Based on planned program changes, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 28 in Fall 2026; and
- Graduates: 14 in 2026-2027.

NOC – Associate in Applied Science in Electronics and Technology in Wind Energy Technician (087) This program received provisional approval at the April 15, 2021 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 24 students in Fall 2023 and graduating 20 students in 2023-2024. This program did not meet the productivity criteria for enrollment (achieved 14 of the 24 required) and did not meet the productivity criteria for graduates (achieved 0 of the 20 required). NOC reports this program was impacted by the COVID-19 pandemic and has experienced a rebound in enrollment over the past couple of semesters. NOC has plans to increase recruitment and outreach efforts.

Based on planned recruitment and outreach efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2026; and
- Graduates: 20 in 2026-2027.

SWOSU – Associate in Science in Health Science (001)

This program received provisional approval at the June 27, 2019 State Regents' meeting with the continuation of the program beyond Fall 2024 dependent upon enrolling 35 students in Fall 2023 and graduating 18 students in 2023-2024. This program did not meet the productivity criteria for enrollment (achieved 24 of the 35 required) or for graduates (achieved 9 of the 18 required). SWOSU reports that currently there are 179 students with this major designation. Additionally, SWOSU is working with Yukon Public Schools in an early college program which will allow students to graduate high school with an associate degree from SWOSU. This should lead to additional graduates for the program.

Based on the current enrollment numbers and early college program initiative, an extension of the review schedule is recommended, with continuation beyond Fall 2027 dependent upon meeting the following criteria:

- Majors enrolled: 35 in Fall 2026; andGraduates: 18 in 2026-2027.

Attachment

ATTACHMENT A

Productivity Criteria

			Headcount Enrollment Graduates					
Program Name	Date Approved	Criteria	Achieved	Criteria	Achieved	Last Review	Next Review	Action
OU – Master of Construction Business in Construction Management (474)	March 3, 2021	59 F2023	66	34 2023-24	37	2024	2031	Final Approval
OU – Master of Arts in Art and Technology (474)	April 15, 2021	48 F2023	68	24 2023-24	29	2024	2031	Final Approval
OU – Master of Arts in Teaching English to Speakers of Other Languages (136)	June 27, 2019	10 F2023	5	8 2023-24	8	2024	2027	Review Schedule Extension
OULAW – Master of Legal Studies in International Business Law (161)	April 25, 2019	20 F2023	17	16 2023-24	7	2024	2027	Review Schedule Extension
OSU – Doctor of Philosophy in Curriculum Studies (553)	April 25, 2019	8 F2023	33	2 2023-24	3	2024	2029	Final Approval
OSU – Specialist in Education in School Psychology (291)	March 4, 2021	10 F2023	6	4 2023-24	0	2024	2027	Review Schedule Extension
OSU – Master of Science in Family and Community Services (304)	April 15, 2021	6 F2023	15	4 2023-24	2	2024	2027	Review Schedule Extension
OSU – Bachelor of Arts in Arts Administration (541)	June 28, 2018	13 F2023	27	5 2023-24	4	2024	2027	Review Schedule Extension

		Headcount Enrollment		Graduates				
Program Name	Date Approved	Criteria	Achieved	Criteria	Achieved	Last Review	Next Review	Action
OSU – Bachelor of Science in Early Child Care and Development (537)	September 6, 2018	12 F2023	76	5 2023-24	3	2024	2027	Review Schedule Extension
OSU – Master of Science in Family and Community Services (304)	April 15, 2021	6 F2023	15	4 2023-24	2	2024	2027	Review Schedule Extension
CASC – Associate in Applied Science in Cybersecurity (015)	April 15, 2021	45 F2023	13	15 2023-24	7	2024	2027	Review Schedule Extension
NSU – Master of Public Health in Public Health (166)	January 24, 2019	28 F2023	17	14 2023-24	7	2024	2027	Review Schedule Extension
NOC – Associate in Applied Science in Electronics Technology in Wind Energy Technician (087)	April 15, 2021	24 F2023	14	20 2023-24	0	2024	2027	Review Schedule Extension
SWOSU – Bachelor of Science in Sports Management (065)	June 27, 2019	25 F2023	72	17 2023-24	18	2024	2029	Final Approval
SWOSU – Associate in Science in Health Science (001)	June 27, 2019	35 F2023	24	18 2023-24	9	2024	2027	Review Schedule Extension
UCO – Bachelor of Arts in Women, Gender and Sexuality Studies (238)	June 27, 2019	20 F2023	23	5 2023-24	6	2024	2029	Final Approval
UCO – Bachelor of Science in Data Science (235)	June 27, 2019	14 F2023	15	5 2023-24	6	2024	2029	Final Approval

		Headcount Enrollment		Graduates				
Program Name	Date Approved	Criteria	Achieved	Criteria	Achieved	Last Review	Next Review	Action
UCO – Bachelor of Applied Technology in Commercial Music (236)	June 27, 2019	25 F2023	27	15 2023-24	16	2024	2029	Final Approval
UCO – Bachelor of Applied Technology in Audio Production (237)	June 27, 2019	15 F2023	73	10 2023-24	11	2024	2029	Final Approval

AGENDA ITEM #19-b:

State Authorization Reciprocity Agreement.

SUBJECT: Possible action on ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

In 2010, the US Department of Education published new regulations that require postsecondary institutions to obtain authorization from each state in which they operate for their students in those states to be eligible for federal financial aid, including instruction by distance education. As a result of this, states instituted laws, regulations and procedures of varying rigor and complexity through which out-of-state institutions could obtain authorization to operate within their boundaries, creating often significant barriers for institutions to offer distance education to out-of-state students.

In response, the four regional education compacts—the Southern Regional Education Board (SREB), the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Western Interstate Commission for Higher Education (WICHE)—worked together to forge their existing individual regional reciprocity agreements into a single agreement that could cover all states in all the compacts. This process culminated in the establishment of the State Authorization Reciprocity Agreement in 2015.

The State Authorization Reciprocity Agreement (SARA) is an agreement among the regional compacts and their member states through which participating institutions may offer distance education to students located in other member states without having to obtain separate, individual authorization from each state in which a student is located. Only institutions located in member states can participate. Currently, 49 states (California is the only non-member state), the District of Columbia, and the US territories of Puerto Rico and the US Virgin Islands are members. States are approved for membership through their respective regional compacts and must renew their approval every two years. Only public, private non-profit, and private for-profit degree-granting institutions may participate in SARA.

The State Regents approved Oklahoma's first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board's S-SARA Regional Steering Committee approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 6, 2023.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which is posted on the NC-SARA website. According to this source, in Fall 2023, Oklahoma public and private institutions enrolled a

total of 8,971 (up from 7,764 the previous year) out-of-state students in distance education programs, more than 4.5 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are conducted by Oklahoma public and private institutions. Because of the occasional extended time periods between State Regents' meetings, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. 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:

These actions are consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Prior to December 5, 2024, State Regents' staff received a SARA renewal application from the institutions listed below:

- University of Oklahoma;
- University of Central Oklahoma;
- Southwestern Oklahoma State University;
- Murray State College;
- Oklahoma State University Institute of Technology;
- Oklahoma Wesleyan University; and
- Phillips Theological Seminary.

As a result of meeting the SARA eligibility requirements, these institutions were approved for annual renewal of their participation in SARA. State Regents' ratification is requested.

AGENDA ITEM #19-c (1):

Agency Operations.

SUBJECT: Possible action on purchases exceeding \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases exceeding \$25,000 but less than \$100,000 between October 9, 2024 and November 21, 2024.

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 exceeding \$25,000.

ANALYSIS:

For the time period between October 9, 2024 and November 21, 2024, there were 11 purchases exceeding \$25,000 but less than \$100,000.

Core

(1) SAS in the amount of \$74,736 for on premise software licenses and support for SAS systems for the period December 2024 to June 30, 2025. This system is the data warehousing solution for our OSRHE System Analysis and Reporting division and critical to the mission of the State Regents' data reporting process. (Funded from 210-Core).

AGENDA ITEM #19-c (2):

Agency Operations.

SUBJECT: Possible action on a request to acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2024.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the annual FY2024 Audit Report.

BACKGROUND:

The State Regents are required by statute to conduct an annual financial audit by an outside independent auditor. This is the third year of a five-year engagement that Finley & Cook CPAs has served our agency as independent auditor.

POLICY ISSUES:

This item is consistent with State Regents' policy.

ANALYSIS:

For the fiscal year ended June 30, 2024 the State Regents' independent auditor, Finley & Cook CPAs has completed the annual audit of the financial statements on the governmental activities, the business-type activities, each major fund and the aggregated remaining fund information of the Oklahoma State Regents for Higher, and the related notes to the financial statements. The discussion and analysis section of the Oklahoma State Regents for Higher Education financial statements provides an overview of the Regents' financial performance during the fiscal year.

The following reports are included with this item:

• Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports, Schedule of Expenditures of Federal Awards required under Uniform Guidance, and a Schedule of Findings and Questioned Costs, if any.

Based upon the requirements of Governmental Accounting Standards Board (GASB) Statement 34, the federal student loan reserve fund meets the requirements of assets held in a trustee or agency capacity for the benefit of others and are presented as a fiduciary fund. Also, under the GASB 34 guidelines, the Regents' Endowment Fund and William P. Willis Trust Fund are properly classified as permanent funds.

The financial statements report the Oklahoma State Regents for Higher Education Supplemental Retirement Plan (*OSRHE Supplemental Retirement Plan, as amended and restated July 1, 2014*) and The Oklahoma State Regents for Higher Education Retiree Medical Plan (*OSRHE Retiree Medical Plan, as approved June 25, 2015*), as fiduciary funds. The assets of these two plans are held in a trustee or agency capacity for the benefit of others. The audit for the Oklahoma College Access Program (OCAP) has been consolidated into the Regents' report to more concisely present the OSRHE's audit as one agency, with a federal schedule included in order to meet OCAP's federal reporting requirements and other needs.

The Compliance Reports required by Uniform Guidance relate only to programs funded by the federal government. These reports focus on internal controls and compliance with the requirements of laws, regulations, and grants and contracts rules as applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. There were no concerns on the financial reporting process.

It is recommended that the State Regents acknowledge receipt of the FY2024 Audit Report.

Supplement.

AGENDA ITEM #19-d:

Resolution.

SUBJECT: Possible action on resolution honoring a retiring staff member.

This item will be available at the meeting.

AGENDA ITEM #20-a:

Programs.

SUBJECT: Possible action to acknowledge receipt of the Current Status Report on program requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on program requests.

BACKGROUND:

The Status Report on New Program Requests tracks the status of all program requests received since July 1, 2024 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on New Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2024-2025) and can be found online at https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9.

AGENDA ITEM #20-b (1):

Annual Reports.

SUBJECT: ACT Annual Report. Possible action to acknowledge receipt of the 2024 ACT Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Annual Report on ACT scores for the 2024 graduating class.

BACKGROUND:

ACT scores can serve as a predictive measure of success in the first year of college and as indicators of preparation for college. For more than 25 years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS) and currently offer the tenth grade PreACT assessment to all Oklahoma school districts.

In each graduating class from 2007 to 2016 the number of Oklahoma high school graduates that had taken an ACT test ranged from approximately 26,000 to 33,000. The ACT test-taking rate in Oklahoma increased significantly beginning in 2017 when the Oklahoma State Department of Education selected the ACT as one of the two options to meet the assessment requirement for Every Student Succeeds Act (ESSA). In 2017, approximately 42,500 graduates took an ACT assessment, a number that remained relatively consistent until the graduating class of 2021. After a decrease in test taking for the 2021 graduating class due to COVID 19, the graduating class of 2022 saw a return to state mandated assessments and the number of Oklahoma high school graduates taking an ACT returned to pre-COVID-19 numbers. The ACT is currently the only option offered by the Oklahoma State Department of Education to meet the ESSA assessment requirement and therefore the number of graduates that have taken an ACT has increased in the last two years.

Oklahoma's PK-12 accountability system includes ACT scores as one piece of the School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the professional development and curriculum improvement afforded to them through the State Regents' Student Preparation for College Readiness Team.

POLICY ISSUES:

No State Regents' policies are impacted by this action.

ANALYSIS:

In the Oklahoma high school graduating class of 2024, an estimated 100 percent of the students, 48,850, took an ACT test. Of these students, 48 percent took the ACT more than once. These students improved their composite score by an average of 1.5 points when comparing their first test to their most recent test.

They also improved their ACT Superscore by an average of 2.7 points compared to their first test. The ACT Superscore is the average of a student's highest scores from each subject from multiple test attempts. Both Oklahoma and National composite averages continue to be below the averages achieved before COVID-19. The information below is taken from the 2024 Oklahoma Graduating Class ACT Profile Report which includes scores of students from both public and private schools. For students who tested more than once, the most recent set of test information is used.

Chart 1 displays the number of Oklahoma high school graduates that took an ACT beginning with the graduating class of 2019 to the graduating class of 2024. With the exception of the class of 2021, which was exempted from the ESSA assessment requirement, the ACT test-taking rate has increased each year.

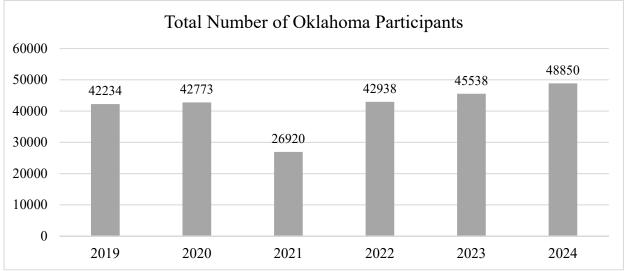
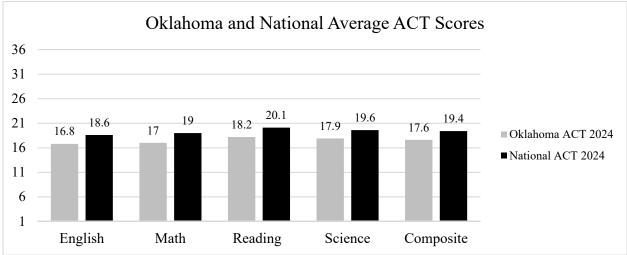


Chart 1.

Oklahoma and national ACT scores either remained constant or decreased by .1 to .2 in each subject and all subjects (composite) from 2023 to 2024. Oklahoma 2024 ACT scores continue to lag behind the national average. Chart 2 shows the 2024 Oklahoma and national average ACT scores by subject and the composite score.





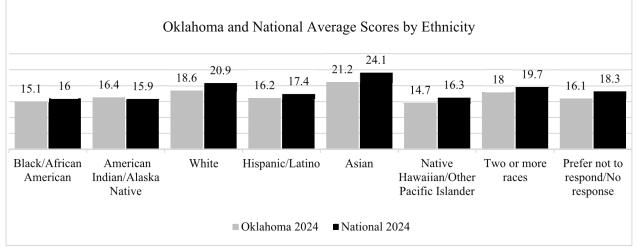
In the class of 2024, 17 states tested 75 percent or more of their high school graduates on the ACT. Oklahoma was one of those states with an estimated 100 percent taking an ACT. Table 1 shows the average ACT composite scores of states testing 75 to 100 percent of their 2024 graduating class. The average for these states is 18.5. For the nine states that tested an estimated 100 percent of their graduates, the average is 18.1.

State	Estimated Percent of Graduates Tested	Average Composite Score
Alabama	100	18.0
Arizona	100	17.7
Kentucky	100	18.6
Louisiana	100	18.2
Mississippi	100	17.7
Nevada	100	17.2
Oklahoma	100	17.6
Tennessee	100	18.8
Wyoming	100	19.1
Montana	97	19.5
Arkansas	95	18.5
Nebraska	95	19.1
Wisconsin	94	19.4
North Carolina	89	18.5
Utah	89	20.0
North Dakota	87	19.6
Ohio	78	19.0

Table 1. 2024 Average ACT Composite Scores of States Testing 75 to 100 Percent of Their Students

Chart 3 shows the Oklahoma and national average ACT scores by ethnicity. Oklahoma's American Indian and Alaska Native students continue to score slightly higher than their national peers. Across all other ethnic groups Oklahoma scores are lower than national averages with a difference of approximately 1 to 3 points.





ACT has defined the College Readiness Benchmark scores as the minimum scores indicating likely success in the corresponding college courses, and the ACT STEM score is the average of the ACT Mathematics and Science scores. The percentage of Oklahoma students meeting the English, Mathematics, Reading and Science benchmark scores decreased by one or two percentage points from 2023 to 2024: from 42 percent to 40 percent meeting the English benchmark, from 16 percent to 15 percent meeting the Mathematics benchmark, from 30 percent to 29 percent meeting the Reading benchmark, and from 19 percent to 17 percent meeting the Science benchmark. The percentage of students meeting all four ACT College Readiness benchmarks remained constant at 10 percent, as did the percentage of students meeting the STEM benchmark at 6 percent.

Nationally, the percentage of students meeting the English, Reading, and STEM benchmarks remained constant at 51 percent, 40 percent, and 15 percent, respectively. The percentage of students meeting the Mathematics benchmark decreased from 30 percent to 29 percent, the percentage meeting the Science benchmark decreased from 31 percent to 30 percent, and the percentage of students who met all four benchmarks decreased from 21 percent to 20 percent.

Table 2 below shows the percentage of 2024 graduates in Oklahoma and the nation that met the ACT college readiness benchmark for each subject area, all subject areas, and STEM readiness.

	ACT College	Oklahoma Students	National Average of	
Subject Area	Readiness	Meeting Benchmark	Students Meeting	
	Benchmark Score		Benchmark	
English	18	40%	51%	
Mathematics	22	15%	29%	
Reading	22	29%	40%	
Science	23	17%	30%	
All Subject Areas	-	10%	20%	
STEM Readiness	26	6%	15%	

Table 2. 2024 Public and Private High School Graduates Meeting College Readiness Benchmarks

AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Oklahoma's Promise. Possible action to acknowledge receipt of report required by Senate Bill 639 of the 2021 legislative session.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of a report fulfilling the requirements of Senate Bill 639 of the 2021 legislative session.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th, or 11th grade. Prior to the 2024-25 school year, the program required students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families who meet certain income levels at the time of application to the program.

During the 2021 session, the Legislature passed SB 639, authored by Sen. Adam Pugh and Rep. Rhonda Baker. SB 639 called for the State Regents to submit an annual report by December 31 each year, beginning in 2022, containing the following items:

- The results of a survey of Oklahoma's Promise scholarship recipients who withdrew from a college or career technology center before completing a degree or certificate. The legislation identified the purpose of the survey to gather information on the reasons for withdrawal, barriers to completion of a degree or certificate, and future plans of the students.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in state system institutions compared to all students enrolled in state system institutions. The legislation also requested data about the degree programs in which the students were enrolled.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in private colleges and universities in Oklahoma. The legislation also requested data about the degree programs in which the students were enrolled.
- Certificate-completion rates of Oklahoma's Promise scholarship recipients enrolled in career technology centers compared to all students enrolled in career technology centers. The legislation also requested data about the career areas in which students were enrolled.
- The financial and enrollment impact of the Oklahoma's Promise program on colleges and career technology center schools.
- Data on the number of Oklahoma's Promise participants who remain in the state one year after graduation or certificate completion, including the industry or career area in which the participant is employed.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the efforts of the Oklahoma State Regents for Higher Education to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students with limited financial resources to aspire to attend college or postsecondary technical education, prepare themselves for academic success after high school, and to provide them with financial assistance for postsecondary education expenses.

ANALYSIS:

Survey of Oklahoma's Promise Students Who Withdrew from College or a Career Technology Program

A survey was sent via email to 2,368 students who received the Oklahoma's Promise scholarship in 2022-2023 and appeared to be eligible to receive the scholarship in 2023-2024, but did not receive the award. A total of 78, or 3 percent of participants, responded to the survey. Following are a few results of the survey.

- Respondents who discontinued their enrollment were asked to identify one or more factors that influenced their decision. The most common factor was a lack of financial resources. A variety of other factors were cited less frequently.
 - Lack of financial resources (38 percent)
 - Chose to join the workforce (22 percent)
 - Poor academic performance (16 percent)
 - Personal health issues (10 percent)
 - Lack of access to student support services e.g., mental health, food, transportation, etc.
 (9 percent)
 - Lack of belonging (9 percent)
 - Conflict with child/family care obligations (9 percent)
 - Lack of access to academic support services e.g., tutoring, advising (7 percent)
 - Conflict with employment obligations (4 percent)
- When asked about future education plans, 32 survey participants responded they are currently back in school and 34 survey participants replied they have not returned. Of these, over 60 percent indicated they planned to re-enroll in postsecondary education at some point in the future. Half of those planning to re-enroll said they intended to re-enroll within the next twelve months.

Year-to-Year College Retention Rates

The following three tables show the year-to-year college retention rates of Oklahoma's Promise students in the 2019 freshmen cohort, from 2019-2020 through 2023-2024, compared to non-Oklahoma's Promise students. The numbers in parentheses show the number of students in each 2019 freshmen cohort. The retention percentages are calculated based on the number of students still enrolled each year or who received a degree or certificate in a prior year.

The first table shows the retention rates for all Oklahoma's Promise students attending both state system and private colleges compared to all non-Oklahoma's Promise students. Oklahoma's Promise students outperformed their non-Oklahoma's Promise peers by 5 to 8 percentage points each year.

Overall Retention Rates										
State System & PrivateYear 1Year 2Year 3Year 4Year 5										
Colleges Combined	2019-20	2020-21	2021-22	2022-23	2023-24					
OKPromise (4,413)	100%	82%	69%	63%	60%					
Non-OKPromise (16,937)	100%	74%	63%	58%	55%					

The second table shows Oklahoma's Promise students attending state system institutions where over 90 percent of Oklahoma's Promise students enroll. These Oklahoma's Promise students outperformed their non-Oklahoma's Promise peers by 5 to 9 percentage points each year.

State System Retention Rates										
State System Colleges Only	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24					
OKPromise (4,218)	100%	82%	68%	63%	60%					
Non-OKPromise (16,427)	100%	73%	63%	57%	55%					

The third table shows Oklahoma's Promise students attending private institutions. These students underperformed their non-Oklahoma's Promise peers by 3 to 6 percentage points each year. Approximately 7 percent of Oklahoma's Promise students attend private institutions, and the retention rates for these students do not align with the higher retention rates of Oklahoma's Promise students overall.

Private Institution Retention Rates										
Year 1 Year 2 Year 3 Year 4 Year 5										
Private Colleges Only	2019-20	2020-21	2021-22	2022-23	2023-24					
OKPromise (195)	100%	84%	76%	70%	68%					
Non-OKPromise (510)	100%	87%	80%	76%	72%					

College Degree/Certificate Completion Rates

The following tables show the percentage of Oklahoma's Promise students who completed college degrees or certificates at 5, 6 and 7 years compared to their non-Oklahoma's Promise peers. The percentages are calculated on degrees or certificates earned through 2023-2024. Overall, Oklahoma's Promise students outperformed their peers by 3 to 6 percentage points each year.

	Completion Rates	5	
State System & Private Colleges Combined	Year 5 2019-20 Freshmen	Year 6 2018-19 Freshmen	Year 7 2017-18 Freshman
OKPromise	45%	49%	52%
Non-OKPromise	42%	45%	46%
State System Colleges Only			
OKPromise	45%	49%	51%
Non-OKPromise	41%	44%	45%
Private Colleges Only			
OKPromise	54%	65%	59%
Non-OKPromise	65%	63%	64%

In 2023-2024, over 4,200 current and former Oklahoma's Promise scholarship recipients earned certificates, associate degrees, bachelor's degrees, and graduate/professional degrees. Over half of the degrees awarded were bachelor's degrees and almost one-third were associate degrees.

Certificates & Degrees									
	2023-24	Percent of							
Degree Level	Grads	Total							
Certificate (less than Associate)	207	5%							
Associate Degree	1,323	31%							
Bachelor's Degree	2,201	52%							
Graduate Certificate	37	1%							
Master's Degree	367	9%							
Doctorate Degree	23	1%							
Professional Degree	47	1%							
Total Degrees	4,205	100%							

The largest degree field of study was Health Professions, accounting for 16 percent of all degrees. The next largest degree fields were Business & Management (15 percent), Liberal Arts & Sciences (9 percent), and Education (8 percent).

Field of Study										
Degree Field of Study	2023-24 Grads	Percent of Total								
Health Professions	688	16%								
Business & Management	619	15%								
Liberal Arts & Sciences	362	9%								
Education	355	8%								
Psychology	253	6%								
Multi/Interdisciplinary Studies	164	4%								
Engineering	163	4%								
Biological & Biomedical Sci	159	4%								
Social Sciences	158	4%								
All Other Fields (<4% each)	1284	30%								
Total Degrees	4,205	100%								

Career Technology Center Certificate-Completion Rates

The following data is provided by the Oklahoma Department of Career and Technology Education. Just over 1 percent of Oklahoma's Promise students enroll at Career Technology Centers. As shown in the table below, 63 percent of Oklahoma's Promise students obtain certification in the certificate program in which they enroll. This rate exceeds the completion rate of non-Oklahoma's Promise students enrolled in career technology certificate programs.

Career Technology Student Outcomes									
Career Technology Students	2022-23								
OKPromise Students Earning a Certificate	272								
OKPromise Students Obtaining Certification	170								
OKPromise Completion Rate	63%								
Non-OKPromise Completion Rate	57%								

Career Technology Student Outcomes

The majority of career technology certificates earned in 2022-2023 were in the Health Science career cluster. More specifically, 30 of the 65 Health Science certificates were earned in the Licensed Practical Nurse program. Within the Transportation, Distribution and Logistics career cluster, over 40 percent are employed or continuing their education in the Aerospace Technician program.

Career Technology Student Completion Rates									
Career Cluster for 2022-23 Certificate Completers	Number	Percent							
Health Science	65	37%							
Transportation, Distribution, and Logistics	29	16%							
Information Technology	26	15%							
Architecture and Construction	19	11%							
Manufacturing	18	10%							
Human Services	8	4%							
Arts, Audio/Video Technology and Communications	6	3%							
All Other Categories (less than 2 percent each)	7	4%							
Total	178*	100%							
*Reported employment by students to career technology	y staff.								

Career Technology Student Completion Pates

Retention of Oklahoma's Promise Graduates in Oklahoma One Year after Graduation:

Available data show that 94 percent of Oklahoma's Promise college graduates, including those former scholarship recipients who go on to earn graduate or professional degrees, remain in Oklahoma one year after graduation and over 85 percent remain five years after graduation.

Employment Rates

Degree Level	Employment Rate One Year	Employment Rate Five Years
Certificate	97.1%	93.9%
Associate Degree	93.8%	91.9%
Bachelor's Degree	94.6%	83.6%
Master's Degree	94.3%	85.2%
Doctorate Degree	100.0%	100.0%
First Professional	92.0%	100.0%
Overall Percentage	94.2%	86.5%

 Overall Percentage
 94.2%
 86.5%

 Data combining information on Oklahoma's Promise college graduates one year after graduation with

graduates five years after graduation show that 40 percent of Oklahoma's Promise college graduates are employed in either the health care or education sectors.

Career Fields

Industry of Employment	Percentage
Health Care and Social Assistance	25%
Educational Services	15%
Retail Trade	10%
Professional, Scientific and Technical Services	8%
Public Administration	8%
Accommodation and Food Services	6%
Administrative and Support and Waste Management	6%
and Remediation Services	070
Finance and Insurance	4%
Manufacturing	3%
Wholesale Trade	2%
Arts, Entertainment and Recreation	2%
Transportation and Warehouse	2%
All Other Categories (less than 2 percent each)	9%
Total	100%

Data from the State Department of Career and Technology Education show that after completion of an initial career technology certificate, over 90 percent of certificate holders are employed in Oklahoma or continuing their education.

Financial and Enrollment Impact at Oklahoma Colleges and Career Technology Centers

The following table shows the financial and enrollment impact of Oklahoma's Promise students in the 2022-2023 academic year. Over 13,500 Oklahoma's Promise students enrolled at more than 70 colleges and career technology centers statewide. The total value of the scholarships disbursed exceeded \$62.6 million.

		Fall 20	22 # of	Spring 2023 Sur # of			Summer	2023 # of	Total 2022-23	
Institution		\$ Amount	Students	\$ Amount	Students	9	S Amount	Students	\$	Amount
Public Research Universities										
Oklahoma State Univ.	\$	5,615,297.52	2,172	\$ 5,067,805.16	1,987	\$	487,444.89	499	\$	11,170,548
Univ. of Oklahoma	\$	5,057,268.00	2,166	\$ 4,762,888.00	,	\$	454,444.00	628	\$	10,274,600
OUHSC	\$	186,702.00	72	\$ 170,694.00	,	\$	17,452.50	21	\$	374,849
Subtota	I	\$10,859,267.52	4,410	 \$10,001,387.16			\$959,341.39	1,148	\$	21,819,996
Public Regional Universities										
Cameron University	\$	679,484.50	306	\$ 583,417.00	269	\$	82,745.00	86	\$	1,345,647
East Central Univ.	\$	1,017,579.27	369	\$ 920,669.93	330	\$	122,565.64	101	\$	2,060,815
Langston University	\$	330,301.61	152	\$ 279,192.94	134	\$	17,863.23	24	\$	627,358
Northeastern State Univ.	\$	1,722,962.04	627	\$ 1,610,587.25	593	\$	207,894.00	176	\$	3,541,443
Northwestern Okla. State Univ.	\$	644,172.00	202	\$ 598,820.00	190	\$	74,785.00	62	\$	1,317,777
Okla. Panhandle State Univ.	\$	136,960.00	59	\$ 127,840.00	52	\$	17,920.00	17	\$	282,720
Rogers State Univ.	\$	687,690.00	326	\$ 617,058.00	281	\$	93,474.00	94	\$	1,398,222
Southeastern Okla State Univ.	\$	626,169.00	233	\$ 525,465.00	197	\$	91,806.00	78	\$	1,243,440
Southwestern Okla State Univ.	\$	1,701,733.00	567	\$ 1,564,797.00	522	\$	197,073.00	159	\$	3,463,603
Univ. of Central Oklahoma	\$	4,020,431.55	1324	\$ 3,474,320.05	1152	\$	446,605.10	302	\$	7,941,357
Univ. of Science and Arts of OK	\$	454,790.00	147	\$ 419,628.00	134	\$	146,559.00	64	\$	1,020,977
Subtota	1	\$12,022,272.97	4,312	 \$10,721,795.17	3,854		\$1,499,289.97	1,163	\$	24,243,358
Public Community Colleges										
Carl Albert State College	\$	230,700.00	191	\$ 186,500.00	146	\$	21,100.00	37	\$	438,300
Connors State College	\$	188,500.00	146	\$ 170,200.00	134	\$	20,200.00	33	\$	378,900
Eastern OK State College	\$		141	\$ 157,331.09	107	\$	15,121.33	27	\$	362,450
Murray State College	\$	325,816.00	160	\$ 306,838.00	152	\$	27,580.00	30	\$	660,234
Northeastern OK A&M Coll.	\$	182,952.00	144	\$ 153,346.00	119	\$	27,918.00	51	\$	364,216
Northern Oklahoma College	\$	380,089.00	244	\$ 353,619.55	220	\$	52,008.20	89	\$	785,717
Oklahoma City Comm College	\$	621,779.44	622	\$ 553,919.22	600	\$	184,758.46	379	\$	1,360,457
OSU Inst of Tech - Okmulgee	\$	440,428.05	218	\$ 402,468.00	205	\$	276,386.20	154	\$	1,119,282
OSU Tech - Oklahoma City	\$	313,569.35	244	\$ 284,498.45	226	\$	47,821.60	75	\$	645,889
Redlands Community College	\$	130,530.12	74	\$ 110,246.08	65	\$	20,593.72	24	\$	261,370
Rose State College	\$	502,918.35	356	\$ 440,825.00	317	\$	74,310.50	107	\$	1,018,054
Seminole State College	\$	178,048.00	136	\$ 164,887.00	119	\$	26,429.00	39	\$	369,364
Tulsa Community College	\$	1,023,425.55	860	\$ 915,150.60	769	\$	172,144.35	294	\$	2,110,721
Western OK State College	\$	123,585.00	94	\$ 94,909.00	77	\$	11,877.00	20	\$	230,371
Subtota	1	\$4,832,338.64	3,630	 \$4,294,737.99	3,256	\$	978,248.36	1,359	\$	10,105,325

Oklahoma's Promise - Oklahoma Higher Learning Access Program 2022-23 Scholarships

		Fall 2022	,		Spring 202	23		Summer 2	2023		Total
Institution		\$ Amount	# of	\$	Amount	# of	\$	Amount	# of	\$	Amount
Independent/Private Colleges and	1 Unive	arcities									
Bacone College	<u>s</u>	54,016.00	19	\$	50,429.00	18	\$	633.00	1	\$	105,078
Community Care College	\$	5,265.00	4	\$	7,488.00	6	\$	2,457.00	3	\$	15,210
Family of Faith College	\$	-	0	\$	-	0	\$	-	0	\$	
Mid-America Christian Univ.	\$	125,682.00	48	\$	108,379.00	47	\$	16,247.00	15	\$	250,308
Muscogee Nation	\$	21,996.00	15	\$	12,402.00	8	\$	5,967.00	5	\$	40,365
Oklahoma Baptist Univ.	\$	333,169.00	110	\$	307,849.00	99	\$	3,798.00	6	\$	644,816
Oklahoma Christian Univ.	\$	289,492.00	98	\$	255,732.00	89	\$	22,999.00	20	\$	568,223
Oklahoma City Univ.	\$	207,413.00	68	\$	192,010.00	62	\$	4,642.00	5	\$	404,065
Oklahoma Wesleyan Univ.	\$	148,966.00	50	\$	119,848.00	42	\$	6,541.00	6	\$	275,355
Oral Roberts Univ.	\$	531,931.00	174	\$	469,264.00	157	\$	87,987.00	53	\$	1,089,182
Randall Univ. (formerly Hillsda	•	49,585.00	17	\$	53,805.00	17	\$	1,899.00	3	\$	105,289
Southern Nazarene Univ.	s (110)	524,546.00	170	\$	471,585.00	152	\$	31,650.00	34	\$	1,027,781
SW Christian Univ.	\$	162,470.00	53	\$	143,480.00	49	\$	-	0	\$	305,950
University of Tulsa	\$	542,874.00	216	\$	503,949.00	202	\$	31,313.00	39	\$	1,078,136
Subto		\$2,997,405.00	1,042	φ	\$2,696,220.00	948	φ	\$216,133.00	190		5,909,758.00
5000	lai	\$2,997,405.00	1,042		\$2,090,220.00	2-10		\$210,155.00	190	φ.	,,,00,,758.00
Proprietary Colleges											
ATA College	\$	22,932.00	9	\$	27,846.00	11	\$	27,085.50	10	\$	77,864
Central OK College	ծ Տ	22,932.00	9	ծ Տ	2,340.00	1	5 \$	27,085.50 2,340.00	10	5 5	7,020
Miller-Motte College (formerly		2,340.00	1	\$	2,340.00	0	ֆ Տ	2,340.00	0	\$ \$	2,340
Spartan College of Aeronautics		2,340.00 8,658.00	3	ծ Տ	2,340.00	0	ծ Տ	2,340.00	1	э \$	13,338
Tulsa Welding School	\$ \$	5,850.00	2	\$	2,925.00	1	\$ \$	2,340.00	0	\$ \$	8,775
Subto		\$42,120.00	16	<u>ب</u>	\$35,451.00	14	\$	31,765.50	12	\$	109,337
		012,120100	10		<i>\$22,121100</i>		Ŷ	51,700100	12	Ŷ	10,007
State Career-Technology Centers	-										
Autry TC	\$	2,416.00	3	\$	1,050.00	2	\$	-	0	\$	3,466
Caddo Kiowa TC	\$	1,500.00	2	\$	1,125.00	1	\$	-	0	\$	2,625
Canadian Valley TC	\$	8,216.00	10	\$	7,434.00	8	\$	-	0	\$	15,650
Central TC	\$	-	0	\$	-	0	\$	-	0	\$	-
Chisholm Trail TC	\$	-	0	\$	-	0	\$	-	0	\$	-
Eastern OK TC	\$	4,785.30	3	\$	-	0	\$	-	0	\$	4,785
Francis Tuttle TC	\$	3,291.20	4	\$	1,650.00	2	\$	-	0	\$	4,941
Gordon Cooper TC	\$	9,387.00	10	\$	10,367.00	8	\$	-	0	\$	19,754
Great Plains TC	\$	2,438.00	2	\$	3,848.00	3	\$	-	0	\$	6,286
Green Country TC	\$	6,930.00	5	\$	1,905.00	2	\$	702.50	1	\$	9,538
High Plains TC	\$	11,707.50	5	\$	1,727.70	1	\$	-	0	\$	13,435
Indian Capital TC	\$	32,739.50	34	\$	20,081.25	23	\$	-	0	\$	52,821
Kiamichi TC	\$	14,280.00	11	\$	7,652.00	7	\$	608.00	1	\$	22,540
Meridian TC	\$	8,229.00	6	\$	8,329.00	7	\$	2,700.00	1	\$	19,258
Metro Tech Center	\$	7,425.00	5	\$	5,687.50	5	\$	-	0	\$	13,113
Mid-America TC	\$	-	0	\$	-	0	\$	-	0	\$	-
Mid-Del TC	\$	-	0	\$	-	0	\$	-	0	\$	-
Moore-Norman TC	\$	2,250.00	2	\$	1,125.00	1	\$	-	0	\$	3,375
Northeast TC	\$	4,848.20	8	\$	5,550.30	8	\$	-	0	\$	10,399
Northwest TC	\$	1,069.00	2	\$	1,068.00	2	\$	-	0	\$	2,137
Pioneer TC	\$	900.00	1	\$	900.00	1	\$	-	0	\$	1,800
Pontotoc TC	\$	3,937.50	3	\$	3,538.50	2	\$	618.00	1	\$	8,094
Red River TC	\$	5,527.50	3	\$	5,527.50	3	\$	-	0	\$	11,055
Southern OK TC	\$	5,917.50	7	\$	2,625.00	3	\$	-	0	\$	8,543
Southwest TC	\$	13,482.50	9	\$	9,545.00	10	\$	1,500.00	2	\$	24,528
Tulsa Tech Center	\$	93,120.30	56	\$	55,087.50	44	\$	1,384.50	3	\$	149,592
Wes Watkins TC	\$	707.18	1	\$	-	0	\$	-	0	\$	707
Western TC	\$	7,387.50	7	\$	5,212.50	5	\$	2,057.50	3	\$	14,658
Subto	tal	\$252,491.68	199		\$161,035.75	148		\$9,570.50	12	\$	423,098
—											
Totals*	_	\$31,005,895.81	13,609	5	27,910,627.07	12,318	\$	3,694,348.72	3,884	\$62	2,610,871.60
Undunlicated -+++++-+-1			12 500			12 294			2 005		
Unduplicated student totals *Totals contain a duplicate num	-1	S - 4 - 4 4 4 4 4 4 4 4 4 4 4 4 4	13,580		- 4	12,284			3,885		

Oklahoma's Promise - Oklahoma Higher Learning Access Program 2022-23 Scholarships

Unduplicated student totals 13,580 12,284 *Totals contain a duplicate number of students due to students enrolling at more than one institution.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (3):

Annual Reports.

SUBJECT: Academic Scholars Program. Possible action to acknowledge receipt of the 2023-2024 Academic Scholars Program Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023-24 Academic Scholars Program.

BACKGROUND:

For 2023-2024, the State Regents allocated \$7,155,862 from appropriations made by the 2023 Oklahoma Legislature for the Academic Scholars Program, which is unchanged from 2022-2023. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for automatic qualifiers in the 2023-2024 academic year were \$6,500 for students attending a research university, \$5,000 for students attending a regional university, and \$4,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$4,000 for students attending a regional university, and \$3,000 for students attending a two-year college. State system institutions also provide scholarship recipients a tuition waiver.

The State Regents have taken the following actions since 2012 in response to funding changes and policy priorities:

- 2012-2013 Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.
- 2017-2018 Reduced nonresident student funding from 20 percent to 10 percent.
- 2018-2019 Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021– The State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116. In addition, the State Regents increased the Institutional Nominee scholarship award amount by \$400 and added a third minimum eligibility criterion option for Institutional Nominee qualification.

- 2021-2022 Due to a \$250,000 or 4 percent reduction in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.
- 2022-2023 Due to the restoration of the \$250,000 reduction in FY2022, 82 freshmen Institutional Nominee slots were restored for the 2022-2023 academic year.
- 2023-2024 Based on an increase of state funding in FY2023 of \$850,000 or 13 percent, scholarship award amounts were increased between 9 percent to 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.

In 2023-2024, almost 1,400 students participated in the program receiving awards totaling almost \$5.9 million.

POLICY ISSUES:

The statutory purpose of the program is to retain high-achieving Oklahoma students in the state for college. This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants who remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- A total of 1,395 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2023, a decrease of 15 students from 1,410 students enrolled for Fall 2022.
- The 2023 freshman class totaled 427 students, with 173 automatic qualifiers and 254 institutional nominees. This represents an increase of 26 students, or approximately 6.5 percent, compared to 401 students in the 2022 freshman class, which included 156 automatic qualifiers and 245 institutional nominees.
- For Fall 2022, the National Merit Corporation reported 111 freshmen designated as National Merit Scholars enrolled in Oklahoma universities, a decrease of 11 (9 percent), from 122 in Fall 2021.
- In the 2023-2024 fiscal year, total program expenditures were \$5.9 million, an increase of almost \$350,000 (6 percent), compared to fiscal year 2022-2023.
- On average, approximately 73 percent of participants retained the scholarship through their fourth year of eligibility, while about 14 percent of participants lost the scholarship after one year in the program.
- Of the 1,312 resident participants entering into the program between 2016-2018, 87 percent (1,140) earned at least an associate degree from an Oklahoma institution within six years.
- The most recent data on 2021-2022 graduates showed that about 84 percent of the program's graduates who were Oklahoma residents remained in the state one year after graduation. Data from 2017-2018 graduates indicated that five years after graduation, about 68 percent remained in the state.
- For 2023-2024, about 67 percent of the program participants attended three universities—the University of Oklahoma (35 percent), Oklahoma State University (27 percent), and the University of Tulsa (5 percent). The remaining participants were distributed among public regional universities (21 percent), public two-year colleges (11 percent) and other private universities (1 percent).
- Of those who reported parental income on the 2023-2024 federal student aid application, 63 percent reported family income of \$100,000 or more. About 31 percent of participants did not apply for federal financial aid.

• Participation rates for some ethnic minority students have remained small over the past 5 years. For 2023-2024, the ethnicity of participants was 68 percent White, 10 percent Asian, 5 percent Hispanic, 3 percent for American Indian, 0.3 percent Black, and almost 14 percent not reporting/other.

The full Academic Scholars Program 2023-2024 Year End Report is available upon request as a supplement.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (4):

Annual Reports.

SUBJECT: Oklahoma Tuition Aid Grant. Possible action to acknowledge receipt of the 2023-2024 Oklahoma Tuition Aid Grant Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023-24 Oklahoma Tuition Aid Grant Year-End Report.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. The maximum award for students attending public institutions had been \$1,000 since 1982.

Due to the passage of House Bill 1821 during the 2021 legislative session, the Oklahoma Tuition Aid Grant (OTAG) program changed significantly beginning in 2022-2023.

In 2023-2024, the program awarded grants of up to \$1,500 per academic year for attendance at public or private community colleges, up to \$2,000 at public or private regional universities and up to \$3,000 at public or private research universities.

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2023-2024 end of year report reflects information regarding the disbursement of OTAG awards to 18,347 individual students totaling \$16,788,177. State appropriations allocated to the program totaled just over \$17 million.

 \$17,010,329
 State Appropriated Funds

 \$16,788,177
 Funds Expended

 \$222,152
 Carryover to 2024-2025

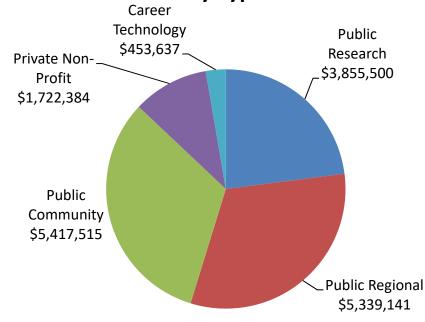
Following are a few highlights for the 2023-2024 report year:

Institution Type	Dollars Awarded	Percent of Total	Number of Awards	Percent of Total
Public Colleges and Universities	\$14,612,156	87.04%	16,045	87.41%
Private Colleges and Universities	\$1,722,384	10.26%	1,484	8.08%
Career-Technology Centers	\$453,637	2.70%	827	4.51%
Total	\$16,788,177	100.0%	18,356*	100.0%
*Number of Recipients of	ontains some du	plication du	ie to 9 students	attending

• Distribution of Funds by Institution Type

*Number of Recipients contains some duplication due to 9 students attending more than one type of institution during the year.

OTAG Dollars by Type of Institution

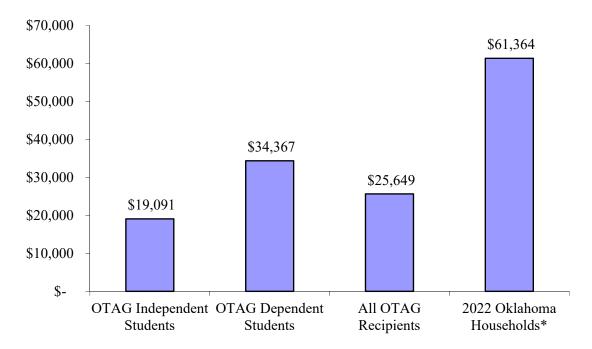


• OTAG Recipient Average Household Income

Independent Students	\$23,029
Dependent Students	\$35,164
All Students	\$29,752

Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

The following chart shows the median household income of OTAG recipients in 2023-2024. The data is for Oklahoma Households from the U.S. Census Bureau, 2022 American Community Survey.

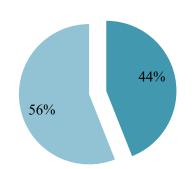


Median Income of 2023-2024 OTAG Recipients

• Of students receiving an award, 56 percent were "traditional" students under age 24 and 44 percent were "non-traditional" students age 24 and older.

Distribution of OTAG Awards Traditional vs. Non-Traditional

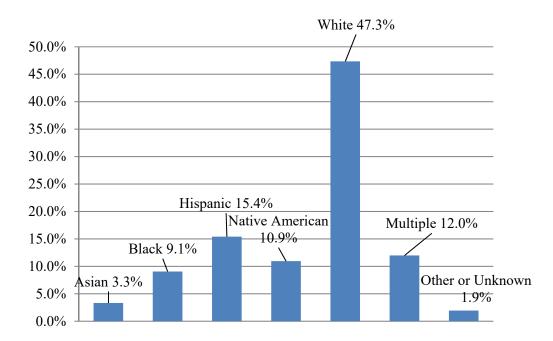
Adult Students (24 and Over)



Of the 2023-2024 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

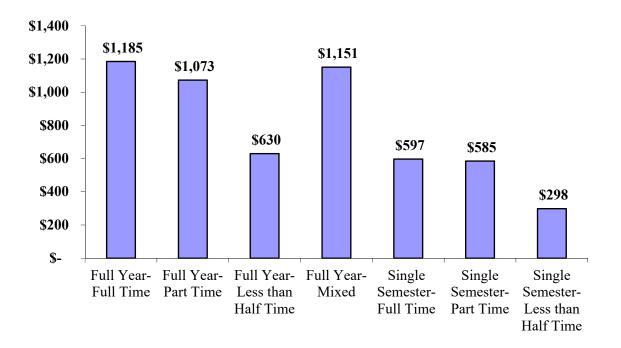
- Approximately 65 percent of award recipients were (freshmen and sophomores, and approximately 35 percent were juniors and seniors.
- Female students received 67 percent of the awards and male students received 33 percent.
- The distribution of awards by race is shown in the chart below.





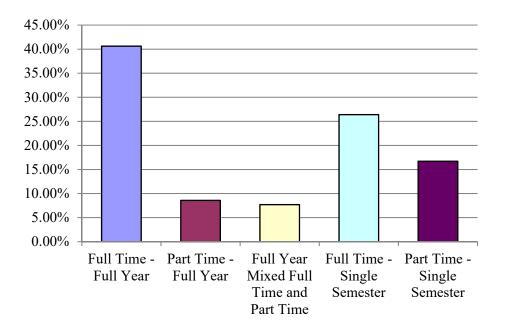
Undocumented Immigrant Students

2023-2024 was the twentieth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. No funds were disbursed to undocumented individuals. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.



Average OTAG Awards by Enrollment Status

Enrollment Status Distribution of OTAG Awardees 2023-2024



Oklahoma State Regents for Higher Education Oklahoma Tuition Aid Grant Program 2023-2024

Institution	2023-2024 Allocation	2023-2024 Expenditures	2023- 2024 Awards	Remaining Allocation	Percentage of Allocation Used
Research Universities					
Oklahoma State University	\$1,998,000	\$1,998,000	2379	\$0	100.00%
University of Oklahoma	\$1,797,900	\$1,797,900	821	\$0	100.00%
University of Oklahoma Health Sciences Center	\$59,600	\$59,600	61	\$0	100.00%
Total Research Universities	\$3,855,500	\$3,855,500	3,261	\$0	100.00%
Regional Universities					
Cameron University	\$621,100	\$619,800	603	\$1,300	99.79%
East Central University	\$429,700	\$429,700	498	\$0	100.00%
Langston University	\$199,100	\$199,100	205	\$0	100.00%
Northeastern State University	\$886,100	\$881,322	1197	\$4,778	99.46%
Northwestern Oklahoma State University	\$181,600	\$181,600	227	\$0	100.00%
Oklahoma Panhandle State	\$54,300	\$54,250	95	\$50	99.91%
Rogers State University	\$467,600	\$467,600	1002	\$0	100.00%
Southeastern Oklahoma State	\$333,400	\$328,000	229	\$5,400	98.38%
Southwestern Oklahoma State	\$490,800	\$489,094	633	\$1,706	99.65%
University of Central Oklahoma	\$1,636,500	\$1,553,475	1418	\$83,025	94.93%
University of Science & Arts of Oklahoma	\$135,200	\$135,200	147	\$0	100.00%
Total Regional Universities	\$5,435,400	\$5,339,141	6,254	\$96,259	98.23%
Independent Institutions					
Bacone College	\$49,600	\$26,000	29	\$23,600	52.42%
Community Care College	\$116,200	\$114,750	146	\$1,450	98.75%
Family of Faith Christian	\$2,000	\$2,000	9	\$0	100.00%
Mid-America Christian	\$173,200	\$173,200	103	\$0	100.00%
Oklahoma Baptist University	\$230,300	\$230,300	135	\$0	100.00%
Oklahoma Christian University	\$88,300	\$88,300	97	\$0	100.00%
Oklahoma City University	\$101,900	\$100,750	84	\$1,150	98.87%
Oklahoma Wesleyan University	\$103,900	\$101,384	96	\$2,516	97.58%
Oral Roberts University	\$243,800	\$243,300	334	\$500	99.79%
Randall University	\$42,100	\$41,100	26	\$1,000	97.62%
Southern Nazarene University	\$215,300	\$215,300	188	\$0	100.00%
Southwestern Christian	\$67,200	\$67,200	48	\$0	100.00%
The University of Tulsa	\$294,800	\$294,800	172	\$0	100.00%

Institution	2023-2024 Allocation	2023-2024 Expenditures	2023- 2024 Remaining		Percentage of Allocation Used
Total Independent Institutions	\$1,728,600	\$1,698,384	\$1,467	\$30,216	98.25%
Community Colleges					
Carl Albert State College	\$275,800	\$275,425	267	\$375	99.86%
Connors State College	\$263,900	\$263,900	383	\$0	100.00%
Eastern Oklahoma State	\$204,300	\$204,299	208	\$1	100.00%
Murray State College	\$194,900	\$193,371	218	\$1,529	99.22%
Northeastern Oklahoma A&M College	\$213,000	\$207,000	259	\$6,000	97.18%
Northern Oklahoma College	\$368,900	\$368,900	463	\$0	100.00%
Oklahoma City Community	\$954,100	\$951,220	1107	\$2,880	99.70%
OSU-OKC	\$482,500	\$482,500	657	\$0	100.00%
OSU-IT	\$319,800	\$318,800	382	\$1,000	99.69%
Redlands Community College	\$106,600	\$104,750	302	\$1,850	98.26%
Rose State College	\$489,500	\$489,500	373	\$0	100.00%
Seminole State College	\$234,100	\$234,100	314	\$0	100.00%
Tulsa Community College	\$1,274,400	\$1,208,250	1499	\$66,150	94.81%
Western Oklahoma State	\$115,500	\$115,500	153	\$0	100.00%
Total Community Colleges	\$5,497,300	\$5,417,515	6,585	\$79,785	98.55%
Tribal Colleges	\$24 000	\$24 000			100.000/
College of Muscogee Nation	\$24,000	\$24,000	21	\$0	100.00%
Total Tribal Colleges	\$24,000	\$24,000	21	\$0	100.00%
Career Technology Centers					
Autry Technology Center	\$12,500	\$12,055	28	\$445	96.44%
Caddo Kiowa Technology Center	\$5,300	\$5,200	27	\$100	98.11%
Canadian Valley Technology Center	\$17,700	\$17,700	18	\$0	100.00%
Central Oklahoma Technology Center	\$17,300	\$17,300	32	\$0	100.00%
Chisholm Trail Technology Center	\$3,100	\$3,096	12	\$4	99.87%
Eastern OK Technology Center	\$5,600	\$5,600	11	\$0	100.00%
Francis Tuttle Technology Center	\$39,900	\$39,900	61	\$0	100.00%
Gordon Cooper Technology Center	\$17,800	\$17,800	26	\$0	100.00%
Great Plains Technology Center	\$5,700	\$5,450	15	\$250	95.61%

Institution	2023-2024 Allocation	2023-2024 Expenditures	2023- 2024 Awards	Remaining Allocation	Percentage of Allocation Used
Green Country Technology Center	\$8,200	\$8,200	15	\$0	100.00%
High Plains Technology Center	\$4,500	\$4,500	23	\$0	100.00%
Indian Capital Technology Center	\$49,400	\$33,500	40	\$15,900	67.81%
Kiamichi Technology Center Center	\$52,300	\$51,680	53	\$620	98.81%
Meridian Technology Center Center	\$13,900	\$12,274	17	\$1,626	88.30%
Metro Technology Centers Center	\$29,100	\$29,100	32	\$0	100.00%
Mid-America Technology Center	\$2,000	\$2,000	3	\$0	100.00%
Mid-Del Technology Center	\$3,700	\$3,700	7	\$0	100.00%
Moore Norman Technology Center	\$18,200	\$18,150	84	\$50	99.73%
Northeast Technology Center Center	\$27,500	\$27,500	56	\$0	100.00%
Northwest Technology Center Center	\$2,000	\$2,000	2	\$0	100.00%
Pioneer Technology Center	\$7,500	\$7,500	15	\$0	100.00%
Pontotoc Technology Center	\$9,300	\$9,300	16	\$0	100.00%
Red River Technology Center	\$5,200	\$5,200	7	\$0	100.00%
Southern Oklahoma Technology Center	\$9,800	\$9,800	27	\$0	100.00%
Southwest Technology Center	\$8,900	\$8,900	17	\$0	100.00%
Tulsa Technology Center	\$75,800	\$75,800	131	\$0	100.00%
Wes Watkins Technology Center	\$6,300	\$6,032	18	\$268	95.75%
Western Oklahoma Technology Center	\$14,400	\$14,400	34	\$0	100.00%
Total Career Technology Centers	\$472,900	\$453,637	827	\$19,263	95.93%
Total of All Institutions	\$17,013,700	\$16,788,177	18,415	\$225,523	98.67%

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (5):

Annual Reports.

SUBJECT: Oklahoma Tuition Equalization Grant. Possible action to acknowledge receipt of the 2023-2024 Oklahoma Tuition Equalization Grant Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023-24 Oklahoma Tuition Equalization Grant Year-End Report.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

POLICY ISSUES:

This report reflects 2023-2024 end-of-year data for awards provided to eligible students consistent with State Regents' policy. The report also complies with a statutory requirement (70 O.S. § 2632) that the State Regents provide to the Governor and legislative leaders a report about the program by February 1 of each year.

ANALYSIS:

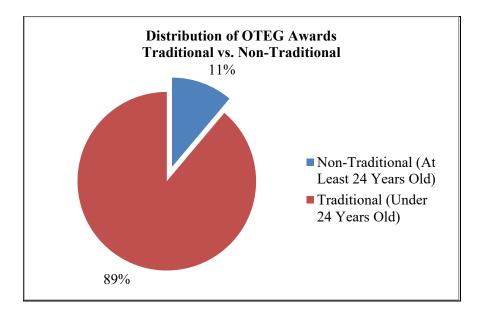
A total of 23,654 students have received the award since the inception of the program in 2004-2005. The 2023-2024 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. For FY24 a total of \$2,926,186 was allocated to the program. Individual institutional allocations totaled \$2,924,000 and \$2,874,000 was disbursed to 1,778 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2023-2024 OTEG funds:

Funds allocated to institutions	\$2,924,000
Funds expended by institutions	-\$2,874,000
Unexpended funds	\$50,000

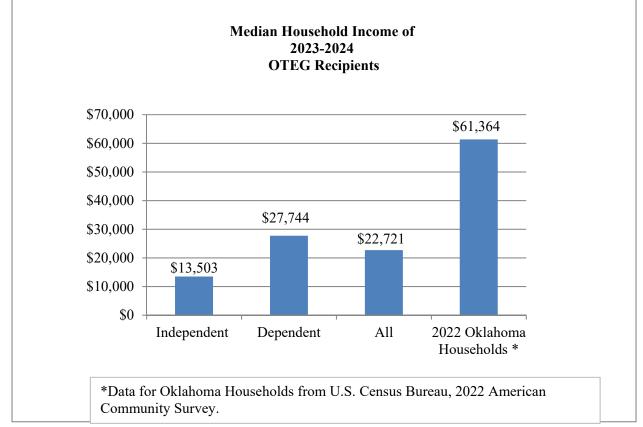
Highlights for the 2023-2024 report year include:

- Independent students (generally adult students age 24 or older, or those under age 24 who are determined by federal standards to be financially independent) received 36 percent of the awards; dependent students (generally students under age 24 who are determined by federal standards to be financially dependent on parents) received 64 percent.
- Non-traditional students (age 24 and older) received 11 percent of the awards. Traditional Students (under age 24) received 89 percent of the awards. This is based strictly on age without reference to dependent/independent status.



• The average household income of OTEG recipients was:

Independent Students	\$15,971
Dependent Students	\$24,506
All Students	\$21,453



• The median household income of OTEG recipients in 2023-2024 was:

• Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2023-2024 was:

023 2021 Wub.
\$21,145
\$28,108
\$25,617

- Approximately 54 percent of the award recipients were freshmen and sophomores, and approximately 46 percent were juniors and seniors.
- Female students received 56 percent of the awards, and male students received 44 percent.
- The average cumulative GPA for all 2023-2024 recipients was 3.10

• The State Regents' Unitized Data System (UDS) contains records on the status of 16,284 of the 23,654 (69 percent) of the individual students who have received the OTEG award since the program's inception in 2004-2005¹. These students show the following statuses as of the end of 2023-2024.

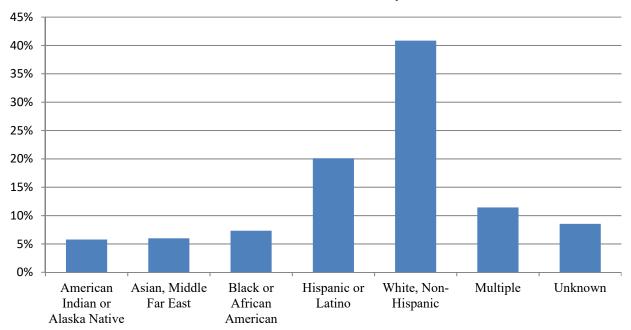
2023-2024 Completion Rates								
	Bachelor (or Al	•	Associa Degre		No	Degree		
	Total	Percent	Total	%	Total	Percent		
Enrolled (2023-2024)	n/a	n/a	207	1%	1,381	9%		
Not Enrolled (2023-2024)	5,331	36%	982	7%	6,791	46%		
Total: 14,692								

Notes:

¹ Many of the participating colleges and universities do not report regularly to the Unitized Data System.

² Completion/persistence status for 1,592 students is unavailable.

- Forty-one percent of the 2023-2024 recipients received the OTEG award during a previous academic year.
- The distribution of awards by race was:



Distribution of OTEG Awards by Race

Institution	Initial Allocation to Institutions ¹	Reallocated Funds Received	Total Funds Disbursed	Number of Recipients	Unspent
Bacone College	\$120,000	-\$91,000	\$29,000	29	\$0
Family of Faith Christian University	\$2,000	\$0	\$1,000	1	\$1,000
Randall University	\$74,000	\$2,000	\$72,000	44	\$4,000
Mid America Christian University	\$154,000	\$5,000	\$159,000	97	\$0
Oklahoma Baptist University	\$382,000	\$12,000	\$361,000	197	\$33,000
Oklahoma Christian University	\$172,000	\$6,000	\$178,000	105	\$0
Oklahoma City University	\$186,000	\$6,000	\$189,000	106	\$3,000
Oklahoma Wesleyan University	\$112,000	\$4,000	\$108,000	63	\$8,000
Oral Roberts University	\$392,000	\$13,000	\$405,000	240	\$0
Southern Nazarene University	\$338,000	\$11,000	\$349,000	237	\$0
Southwestern Christian University	\$64,000	\$2,000	\$66,000	40	\$0
The University of Tulsa	\$502,000	\$16,000	\$517,000	293	\$1,000
Community Care College	\$426,000	\$14,000	\$440,000	330	\$0
Totals	\$2,924,000	\$0	\$2,874,000	1,782	\$50,000 ²

2023-2024 End of Year Report

Notes:

¹\$2,926,186 was provided for the OTEG program in 2023-2024. \$2,924,000 was allocated to institutions for awards to students.

 2 Six institutions did not award all of their allocated funds to eligible students. A total of \$50,000 remained unexpended at the end of the year.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (6):

Annual Reports.

SUBJECT: Regional University Baccalaureate Scholarship. Possible action to acknowledge receipt of the 2023-2024 Regional University Baccalaureate Scholarship Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023-24 Regional University Baccalaureate Scholarship Year-End Report.

BACKGROUND:

The scholarship historically provided academically promising students awards of \$3,000 per year to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma. Beginning in the 2023-2024 academic year, the award amount was increased to \$3,500 per year.

For 2023-2024, the State Regents allocated \$1,021,517 for the Regional University Baccalaureate Scholarship, which is unchanged from the 2022-2023 allocation. Program expenditures for 2023-2024 were \$903,875.

POLICY ISSUES:

The program is intended to enhance the academic quality of the state's public regional universities by attracting high-performing students. To be eligible, students must achieve a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year. Due to budget cuts, freshman awards were reduced to three in 2017. The State Regents subsequently acted to increase freshman awards to six for 2018 and to twelve in 2019 and 2020. Due to a four percent budget reduction in FY-21, the State Regents reduced freshman awards to 10. Beginning in 2023, freshman awards increased back to the historical level of 15. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

ANALYSIS:

Program Participation Levels

As shown in the table below, in 2023-2024 a total of 268 recipients received awards with a total cost of \$903,875. This compares to 250 total recipients and a cost of \$723,000 in 2022-2023.

About 93 percent of the program's participants attended one of eight institutions— University of Central Oklahoma (15 percent), Northeastern State University (15 percent), Southwestern Oklahoma State

University (15 percent), East Central University (13 percent), University of Science & Arts of Oklahoma (10 percent), Northwestern Oklahoma State University (10 percent), Rogers State University (7 percent), or Southeastern Oklahoma State University (7 percent).

Student Count	2023-2024 Awards	Percent of Student Count
14	47,250	5.23%
34	115,500	12.78%
2	7,000	0.77%
41	140,875	15.59%
26	87,500	9.68%
2	7,000	0.77%
20	68,250	7.55%
20	68,250	7.55%
41	133,000	14.71%
41	141,750	15.68%
27	87,500	9.68%
268	903,875	100.00%
	Count 14 34 2 41 26 20 20 41 20 20 21 22 23 24 25 20 20 20 20 20 20 20 20 21 22	CountAwards1447,25034115,50027,00041140,8752687,5002068,2502068,25041133,00041141,7502787,500

Program Participation Levels

Total Scholarship Recipients

As the table below shows, the 268 participants in 2023 increased slightly from 250 in 2022. However, a 21 percent deficit remains from the program's peak participation of 338 in 2015.

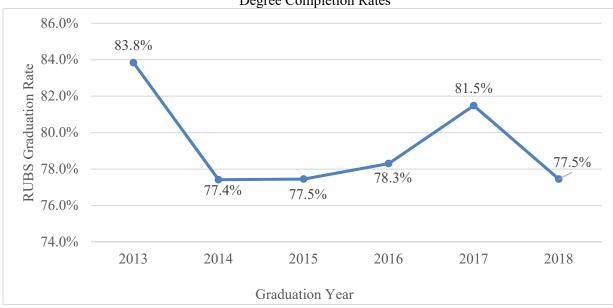
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Cameron University	22	26	28	20	17	14	13	12	10	13	14
East Central University	40	47	51	49	39	30	31	28	29	32	34
Langston University	1	1	1	0	0	3	1	3	3	2	2
Northeastern State University	47	50	48	45	32	25	26	31	35	38	41
Northwestern Oklahoma State University	18	13	11	13	11	15	17	18	16	19	26
Oklahoma Panhandle State University	3	2	3	2	0	2	3	3	2	0	2
Rogers State University	35	34	38	36	20	22	24	27	24	23	20
Southeastern Oklahoma State University	20	19	22	22	22	21	29	23	20	21	20

Total Regional University Baccalaureate Scholars, 2013-2023

Southwestern Oklahoma State University	50	50	55	51	42	35	33	28	34	33	41
University of Central Oklahoma	44	48	50	49	39	32	31	29	33	39	41
University of Science and Arts of Oklahoma	34	28	31	36	31	31	25	23	26	30	27
Total	314	318	338	323	253	230	233	225	232	250	268

Degree Completion Rates

For the 486 participants entering the program between 2013 and 2018, 79 percent (386) earned at least a baccalaureate degree within six years.



Degree Completion Rates

Funding and Expenditure History

The following table shows the recent history of appropriations and expenditures for the program. Between FY-15 and FY-21, state appropriations declined from \$986,068 to \$717,054, a decrease of \$269,014 or 27 percent. There was a slight (4 percent) increase in appropriations in FY-22. In FY-23, appropriations increased to \$1,021,517. This increase allowed the State Regents to approve restoring the historical number of 15 freshman scholarship slots per university for the 2022-23 academic year.

	July 1 Beginning Balance	Deposits (Appropriations)	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY-14 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY-15 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY-16 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979

	July 1 Beginning Balance	Deposits (Appropriations)	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY-17 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY-18 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY-19 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY-20 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126
FY-21 actual	\$212,126	\$717,054	\$7,109	(\$668,250)	\$268,039
FY-22 actual	\$268,039	\$746,517	\$5,627	(\$686,950)	\$333,233
FY-23 actual	\$333,233	\$1,021,517	\$8,589	(\$723,750)	\$639,589
FY-24 actual	\$639,589	\$1,021,517	\$20,131	(\$903,875)	\$777,362

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (7):

Annual Reports.

SUBJECT: FY25 Tuition and Analysis Report. Possible action to acknowledge receipt of FY25 Tuition and Analysis Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the FY2025 Tuition Impact Analysis Report and approve submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

BACKGROUND:

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY25 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY25 of 1.6 percent at Research Universities, 2.2 percent at Regional Universities and 1.6 percent at the two-year Community Colleges.
- The average national published rate for FY25 tuition and mandatory fees is \$11,610 for undergraduate resident students attending a four-year institution and \$4,050 for those attending a two-year institution. Oklahoma's average rates are \$8,141 and \$4,811 respectively.

- Enrollments data shows an increase for the fall 2024 term with preliminary enrollment headcount of 169,004; an increase of 4.5 percent from the fall 2023 semester.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY25 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #20-b (8):

Annual Reports.

SUBJECT: Financial Operations Report. Possible action to acknowledge receipt of Financial Operations Report, June 30, 2024.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Financial Operations Report, June 30, 2024.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2023 through June 30, 2024. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 76 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, 2024, was \$1,405,582,082. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2024, 84.85%, \$1,192.63 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 Regents Investment and Retirement Fund. Of the total \$1,192.63 million in investments, \$674,527,181 is invested in Equities and Fixed Income, \$93,898,459 is invested in Real Assets, \$298,876,546 in Private Equities, and \$125,330,114 in Hedge Funds.

State Regents' operations fall into two categories: (1) <u>Core Administrative Operations</u> involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) <u>Special Programs Administration</u> includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Micro-Credentials Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

<u>Oklahoma College Assistance Program</u> - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$4,554.93 million of which approximately

\$547.11 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION December 5, 2024

AGENDA ITEM #22:

Proposed Executive Session.

- **SUBJECT:** Possible discussion and vote to enter into executive session pursuant to:
 - (9) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma, if the board, with the advice of its 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; and,
 - (10) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Forty-fourth Meeting



November 7, 2024

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Forty-fourth Meeting November 7, 2024

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Forty-fourth Meeting of the Oklahoma State Regents for Higher Education

November 7, 2024

- 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 a special meeting at 9 a.m. on Thursday, November 7, 2024, at the State Regents Office in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 12, 2023, and amended on October 3, 2024. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- CALL TO ORDER. Chair Dennis Casey called the meeting to order at 9 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Steven W. Taylor, Jeffrey W. Hickman, Michael C. Turpen, Ken Levit, Courtney Warmington. Phillip Mitchell "Mitch" Adwon. Regent Dustin J. Hilliary arrived at 9:01 a.m.
- 3. **MINUTES. OF THE PREVIOUS MEETINGS.** Regent Turpen moved, seconded by Regent Hickman, to approve the minutes of the State Regents' meetings in September and October of 2024. Voting for the motion were Regents Sherry, Casey, Taylor, Hilliary, Hickman, Turpen, Adwon, Levit and Warmington. Voting against the motion were none.
- 4. COMMENTS FROM THE CHAIR. Chair Casey commended Chancellor Garrett for her unwavering dedication to advancing higher education in Oklahoma. He praised her steadfast commitment to excellence, recognizing her efforts in driving progress and fostering innovation across the state's institutions, ensuring they continue to thrive and serve the needs of students and communities effectively.

- 5. COMMENTS FROM THE CHANCELLOR. Chancellor Garrett reflected on her tenure, emphasizing the meaningful relationships she has built with exceptional colleagues and friends. She expressed heartfelt gratitude to the Presidents, staff, community leaders, and Regents for their unwavering support and collaboration, acknowledging their vital roles in advancing the mission of higher education in Oklahoma. Her reflections highlighted the collective efforts that have shaped her journey and the shared commitment to excellence and progress.
- 6. **OKLAHOMA THUNDERBIRD MEDAL.** Major General Thomas Mancino of the Oklahoma National Guard honored Chancellor Garrett by presenting her with the prestigious Oklahoma Thunderbird Medal. This recognition celebrates her outstanding dedication and tireless efforts in expanding educational opportunities for members of the Oklahoma National Guard, airmen, and veterans. General Mancino commended Chancellor Garrett for her commitment to supporting those who serve, ensuring they have access to the resources and programs needed to succeed academically and professionally. Her work exemplifies a deep respect and gratitude for the sacrifices made by these service members and their families.
- 7. ACADEMIC POLICY. Items #7-a through 7-f are the postings of revisions to the following State Regents policies:
 - a. Posting of revisions to the Institutional Accreditation and State Authorization policy sections 3.1.2, 3.1.4 and 3.1.5.
 - Posting of revisions to the Cooperative Agreements between Higher Education Institutions and Other Entities policy.
 - c. Posting of revisions to the Academic Program Review policy.
 - d. Posting of revisions to the Grading policy.
 - e. Posting of revisions to the Undergraduate Degree Requirements policy.
 - f. Posting of revisions to the Credit for Prior Learning policy.

These items are for posting only.

- 8. PROGRAM DELETIONS. Regent Turpen moved, seconded by Regent Hickman, to approve an institutional request from East Central University to delete the Bachelor of Science in Cartography. It appears that no students will be negatively affected by this deletion. Voting for the motion were Regents Casey, Taylor, Hilliary, Hickman, Turpen, Adwon, Levit, Warmington and Sherry. Voting against the motion were none.
- 9. **STATE AUTHORIZATION.** Regent Turpen moved, seconded by Regent Adwon, to authorize Grand Canyon University (of Arizona) as an out-of-state institution to operate with a physical presence in Oklahoma. Voting for the motion were Regents Taylor, Hilliary, Hickman, Turpen, Adwon, Levit, Warmington, Sherry and Casey. Voting against the motion were none.
- 10. TEACHER EDUCATION PROGRAM. Regent Turpen moved, seconded by Regent Adwon, to acknowledge receipt of the 2022-23 Teacher Education Program Admission Study. Dr. Goldie Thompson, Associate Vice Chancellor for Teacher Preparation and Special Programs, highlighted that recent increases in teacher education program enrollment result from enhanced state funding to support teacher recruitment and retention efforts. Education Preparation Programs (EPPs) have received targeted funding to address Oklahoma's teacher shortage. Statewide initiatives, such as Inspired to Teach, the Teacher Shortage Employment Incentive Program, and the Paid Student Teaching Program (in partnership with OSDE) have been instrumental in mitigating the shortage. Voting for the motion were Regents Hilliary, Hickman, Turpen, Adwon, Levit, Warmington, Sherry, Casey and Taylor. Voting against the motion were none.
- 11. E&G BUDGET NEEDS FOR FY2026-FY2028. Regent Turpen moved, seconded by Regent Levit, to approve the FY2026 appropriations request in the amount of \$95 million over the FY25 appropriation for legislative initiatives and system-wide strategic priorities and to advocate for institution-specific funding in the amount of \$403 million to meet campus needs. Voting for the motion were Regents Hickman, Turpen, Adwon, Levit, Warmington, Sherry, Casey, Taylor and Hilliary. Voting against the motion were none.

- 12. GRANTS. Regent Hilliary moved, seconded by Regent Levit, to accept a grant for FY 2024-2025 in the amount of \$7,500 from the National Council for State Authorization Reciprocity Agreements to support the Oklahoma State Regents for Higher Education in fulfilling the duties of state membership in SARA. Voting for the motion were Regents Turpen, Adwon, Levit, Warmington, Sherry, Casey, Taylor, Hilliary and Hickman. Voting against the motion were none.
- 13. ENDOWMENT. Regent Hilliary moved, seconded by Regent Taylor, to approve a distribution of 4.5 percent of the rolling average of June 30th market values totaling \$37.9 million for fiscal year 2024, and \$7.3 million for prior years' carryover totaling approximately \$45.2 million for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ended June 30, 2024. The market value of the trust fund was \$1.213 billion as of June 30, 2024. In FY24, the fund posted a return of approximately 8.72 percent in unitized value for the fiscal year. Voting for the motion were Regents Adwon, Levit, Warmington, Sherry, Casey, Taylor, Hilliary, Hickman and Turpen. Voting against the motion were none.
- 14. CONTRACTS AND PURCHASES. Regent Taylor moved, seconded by Regent Turpen, to approve contracts exceeding \$100,000 for FY24. Voting for the motion were Regents Adwon, Levit, Warmington, Sherry, Casey, Taylor, Hickman and Turpen. Voting against the motion were none. Regent Hilliary abstained.
- 15. FALL 2024 PRELIMINARY ENROLLMENT REPORT. Regent Warmington moved, seconded by Regent Turpen, to acknowledge receipt of the Fall 2024 Preliminary Enrollment Report. Dr. Stephanie Baird, Associate Vice Chancellor for System Analysis and Reporting, presented an update on the preliminary data for Fall 2024, including Headcount Enrollment, Full-Time Equivalent Enrollment, First-Time Entering Enrollment, Concurrent Headcount Enrollment and Hours, and Average Concurrent Hours. Voting for the motion were Regents Levit, Warmington, Sherry, Casey, Taylor, Hilliary, Hickman, Turpen and Adwon. Voting against the motion were none.

- 16. LEGISLATIVE AGENDA. Regent Warmington moved, seconded by Regent Adwon, to approve the 2025 Legislative Agenda. Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, presented the legislative priorities for the 2025 legislative session, which include 1) advancing education and workforce training for adult learners; 2) expanding the Oklahoma Opportunity Education Scholarship tax credit to higher education; 3) Oklahoma's Promise; 4) stabilizing property insurance rates; 5) enhancing campus safety and security; and 5) concurrent enrollment. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hilliary, Hickman, Turpen, Adwon and Levit. Voting against the motion were none.
- 17. ADMINSTRATIVE RULES. Regent Warmington moved, seconded by Regent Turpen, to make a finding of an emergency and adopt the proposed emergency rules for the Oklahoma National Guard Educational Assistance Program; and, further, that the State Regents post proposed permanent rules and approve initiation of the permanent rulemaking process. Regent Taylor emphasized the importance of covering flight fees for students in the 2022 and 2023 academic years as well to ensure fundamental fairness and equal protection for those students. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hilliary, Hickman, Turpen, Adwon and Levit. Voting against the motion were none.
- 18. CONSENT DOCKET. Regent Warmington moved, seconded by Regent Taylor, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
 - a. State Authorization Reciprocity Agreement. Possible action on institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

b. Operations. Possible action on purchases exceeding \$25,000.
Voting for the motion were Regents Sherry, Casey, Taylor, Hickman, Turpen, Adwon, Levit and Warmington. Voting against the motion were none. Regent Hilliary abstained from Item #18-b.

- 19. **REPORTS.** Regent Hickman moved, seconded by Regent Warmington, to acknowledge receipt of the following Reports.
 - **a.** Programs. Possible action to acknowledge receipt of the Current Status Report on program requests.
 - Annual Report. Possible action to acknowledge receipt of the Quarterly Policy Exception Report.

Voting for the motion were Regents Casey, Taylor, Hilliary, Hickman, Turpen, Adwon, Levit, Warmington and Sherry. Voting against the motion were none.

20. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Student Services Committee. The Academic Affairs and Student Services Committee 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, Personnel and Technology Committee. The Strategic Planning,
 Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.
- e. Tuition and Fees Committee. Regent Adwon provided an update on the work of the Tuition & Fees Committee that was appointed by Chair Casey to address challenges in reviewing tuition and fee requests, including a tight timeline, information overload, and limited time for thorough evaluation. To address these issues, the Tuition & Fees Committee met in September to establish objectives for improving the process. Vice Chancellor for Administration Kylie Smith reviewed outcomes from that meeting. Key goals include extending review timelines, enhancing the clarity of information, and aligning decisions with institutional and system-wide strategies. Proposed actions that can be taken include:
 - Starting the review process earlier for more time to analyze financial data.
 - Standardizing templates for tuition requests to improve clarity.
 - Requiring institutions to report key financial metrics for a comprehensive view of their needs.

• Ensuring tuition requests align with long-term strategic goals and measurable outcomes.

These steps aim to support informed, transparent, and balanced decisions on tuition and fees, with ongoing refinements planned.

- 21. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
- 22. ANNOUNCEMENT OF NEXT REGULAR MEETING. Chair Casey announced that the next regular meetings are scheduled to be held on Wednesday, December 4, 2024 at 10:30 a.m. and Thursday, December 5, 2024 at 9 a.m. at the State Regents Office in Oklahoma City, Oklahoma.
- 23. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Dennis Casey, Chair

Steven Taylor, Secretary