

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200, Oklahoma City, OK

AGENDA

Thursday, March 27, 2025 at 9:00 a.m.
Regents Conference Room
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma 73104

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. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)
6. **Legislative Update.** Update on Senate Education priorities from Senate Education Committee Chair Adam Pugh. Page 1.

ACADEMIC

7. **New Program.** Tulsa Community College. Possible action on request to offer the Associate in Science in Physical Sciences. Page 3.
8. **Program Deletion.** Possible action on institutional request for program deletion. Page 7.
9. **Academic Policy.**
 - a. Posting of revisions to the Undergraduate Transfer and Articulation of Courses policy. Page 9.
 - b. Posting of revisions to the Student Assessment Plan policy. Page 15.
 - c. Possible action on policy exception request from Cameron University. Page 21.
10. **Early College Programs.** Possible action on request from Murray State College to offer an early college program. Page 23.
11. **State Authorization.**

- a. Possible action on request for authorization from private (non-exempt) institution to operate in Oklahoma. Page 31.
- b. Possible action on request to continue Oklahoma's membership in the State Authorization Reciprocity Agreement. Page 35.

FISCAL

- 12. **Tuition and Fees.**
 - a. Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2026 and posting of institutional requests for changes to academic services fees for Fiscal Year 2026. Page 37. (Supplement)
 - b. Announcement of public hearing on tuition and fees. Page 41.
- 13. **Master Lease Program.** Possible action on listing of potential projects for submission to the Council of Bond Oversight for the 2025 Master Lease Real Property program. Page 43.
- 14. **Revenue Bonds.** Possible action on Statement of Essential Facts for Oklahoma State University's General and Refunding Bonds, Series 2025A (tax-exempt) and 2025B (taxable). Page 45.
- 15. **EPSCoR.** Possible action on allocation request for Oklahoma Research Day. Page 47.
- 16. **Contracts and Purchases.** Possible action on contracts over \$100,000 for FY2025. Page 49.
- 17. **Investments.** Possible action on new Investment Managers. Page 51.

EXECUTIVE

- 18. **Council of Presidents Policy.** Posting of revisions to the Constitution of the Council of Presidents policy. Page 53.
- 19. **High School Indicators Report.** Possible action to acknowledge receipt of the 2023 High School Indicators Report. Page 59.
- 20. **Commendations.** Recognition of State Regents' staff for service on state and national projects. Page 65.

CONSENT DOCKET

- 21. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

- a. State Authorization Reciprocity Agreement. Possible action to ratify approval of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 67.
- b. Agency Operations. Personnel. Possible action to ratify personnel appointment. Page 69.

REPORTS

22. Reports.

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 71.
- b. Annual Reports.
 - (1) Possible action to acknowledge receipt of the Oklahoma College Savings Plan Update for 2024. Page 73.
 - (2) Possible action to acknowledge receipt of the FY2024 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions. Page 81. (Supplement)

23. 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.

24. Proposed Executive Session. Page 83.

- 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: (a) 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; b) EEOC Charge # 564-2023-01525; and (c) EEOC Charge #564-2024-02714, 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.
25. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Wednesday, April 23, 2025 at 10:30 a.m. at the Northeastern State University – Tahlequah campus and Thursday, April 24, 2025 at 9:00 a.m. at the Northeastern State University – Broken Arrow campus.
26. **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 accessibility@osrhe.edu or call 405.225.9122 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

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AGENDA ITEM #6:

Legislative Update.

SUBJECT: Update on Senate Education priorities from Senate Education Committee Chair Adam Pugh.

Oral Presentation.

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AGENDA ITEM #7:

New Program.

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

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the Associate in Science in Physical 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 Science in Physical Sciences.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 30 students in Fall 2029; and
Graduates: a minimum of 15 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 89 degree and/or certificate programs as follows:

30	Certificates
31	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 Physical Sciences at their December 12, 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 Physical Sciences

Program purpose. The proposed Associate in Science in Physical Sciences program will offer a comprehensive and interdisciplinary approach to the study of chemistry and physics.

Program rationale and background. TCC currently offers an Associate in Science in Science Related Concentrations (014) with options in Chemistry and Physics. These options are being combined to create the proposed Associate in Science in Physical Sciences program. The proposed program is perfect for students who are curious about the foundational laws that shape the universe. The program combines engaging coursework, hands-on laboratory experiences, and strong mentorships to prepare graduates for a wide range of careers.

Employment opportunities. The proposed Associate in Science in Physical Sciences will pave the way for careers in various fields such as medicine, astronomy, physics, chemistry, forensic science, environmental conservation, engineering, and other science-related fields. Some of these careers are listed on Oklahoma's 100 Critical Occupations list, and the demand ranges from stable to high growth with several projecting job growth in the next 5 years. For example, in STEM fields (i.e. Engineers, Scientists, Hydrologists) there is an anticipated 1,129 new jobs and 9,360 new jobs new jobs in Health Sciences. Further education (such as a bachelor's degree or higher) would be required for most of these career options, but the Associate in Science in Physical Sciences would provide a solid foundation in the sciences.

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	30	Fall 2030
Minimum Graduates from the program	15	2029-2030

Duplication and impact on existing programs. The proposed Associate in Science in Physical Sciences program may share similar content with the following programs:

Institution	Existing Program
Rogers State University	Associate in Science in Physical Science (028)
Carl Albert State College	Associate in Science in Mathematics, Physical Science, & Pre-Engineering option in Physical Science (029)
Eastern Oklahoma State College	Associate in Science in Physical Sciences (036)

A system wide letter of intent was communicated by email on September 18, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the expected growth in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Physical Sciences program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	24
Physical Science Courses	18
Mathematics Courses	8
Recommended Electives	10
Total	60

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

Delivery method and support services. The proposed Associate in Science in Physical Sciences 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 funds that is currently dedicated to Physics and Chemistry. No additional funding is requested from the State Regents to support the program.

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AGENDA ITEM #8:

Program Deletion.

SUBJECT: Possible action on approval of institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve the following request for program deletion as described below.

BACKGROUND:

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

- Certificate in Biotechnology (261)

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

TCC requests authorization to delete the Certificate in Biotechnology (261), effective immediately. This program was approved at the June 29, 2006 State Regents' 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.

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AGENDA ITEM #9-a:

Academic Policy.

SUBJECT: Posting of revisions to the Undergraduate Transfer and Articulation of Courses policy.

RECOMMENDATION:

This item is for posting only.

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 policies 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 Transfer and Articulation of Courses 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
3.11.1 Purpose	<ul style="list-style-type: none">• Reordered the list of educational entities
3.11.2 Transfer of Courses Within the State System from Degree-Granting Institutions	<ul style="list-style-type: none">• Updated terminology for accuracy and clarity.• Clarified intent of policy that courses listed on the course equivalency matrix are equivalent regardless of course level.• Added a subsection for associate degree-granting institutions to maintain a current list of program requirements.• Requires institutions to keep current transfer guides and include a link to the course equivalency matrix.

	<ul style="list-style-type: none"> • Added language to clarify that the articulation of courses listed on the course equivalency matrix are also bound by the academic year for when the student completed the course. • Added language that removes course modality as a consideration on determining course equivalency.
3.11.3 Transfer of Courses from Non-State System, Degree-Granting Institutions	<ul style="list-style-type: none"> • Added clarifying language referencing policy. • Corrected references to other sections of policy.
3.11.4 Transfer of Courses from Oklahoma Technology Centers Through the Statewide Articulation Agreement	<ul style="list-style-type: none"> • Renamed section to Articulation of Courses from Oklahoma Career Technology Centers Through an Articulation Agreement. • Updated language to better reflect practice of collaborations with technology centers. • Updated reference to policy section.

Attachment

UNDERGRADUATE TRANSFER AND ARTICULATION OF COURSES

3.11.1 Purpose

This policy facilitates the transfer of students between and among career technology centers, community colleges, ~~career technology centers~~, and universities to ensure maximum transfer of credit hours and course work for students and improve degree completion.

3.11.2 Transfer of Courses Within the State System from Degree-granting Institutions

State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, credit for prior learning as defined in the State Regents' Credit for Prior Learning policy, as well as through the Course Equivalency Project. The following guidelines for transfer of credits ~~students~~ among institutions have been adopted for the State System.

- A. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence of disciplinary study.
- B. Programs with additional licensure or separate accreditation standards may require transfer students to take additional general education courses to meet those requirements.
- C. It is the responsibility of the transferring institution to provide adequate advising to enable a student to complete during the freshman and sophomore years those lower-division courses that are published prerequisites to pursuit of junior level courses of his or her chosen major.
- D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, provided the general education requirements specified in the Undergraduate Degree Requirements policy herein are met. If, ~~for any reason~~, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
- E. Lower-division programs in all state institutions enrolling freshmen and

sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in the professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses listed on the CEP and classified as upper-division ~~generally taken by sophomores at senior institutions,~~ even ~~though if~~ taught at a community college as lower-division courses, ~~should~~ shall be transferable as satisfying that part of the student's requirement in the content area.

- F. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided the courses are included in the community college's approved instructional program.
- G. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success for these students in upper division coursework.
- H. Each associate degree-granting institution shall list and update the requirements for each program leading to the associate degree and shall publicize those requirements for use by all other institutions in the State System. Each associate degree-granting institution shall include in its official publications (whether print or electronic) information stating all pre-requisite requirements for each of its courses. All requirements for admission to a college or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in the associate degree-granting institution shall govern prerequisites, provided the student has had continuous enrollment as defined in the official college publications.
- I. Each baccalaureate degree-granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize those requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending 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 be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided the student has had continuous enrollment in the State System as defined in the official college or university publications.

- J. Institutions ~~are encouraged to~~ must publish, distribute, and keep current transfer guides and keep archived copies. The transfer guides ~~should~~ shall include institutional procedures for the evaluation of course equivalency and a description of the appeals process. Institutions will include a link on their website to the A systemwide course equivalency matrix, which is maintained online and updated annually by the State Regents.
- 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. See the State Regents' Credit for Prior Learning policy.
- L. Courses listed ~~under the same Common Course category~~ on the Course Equivalency Project Matrix shall be accepted by all institutions listed ~~in that category~~ as equivalent for the academic year during which those institutions' courses are listed and for when the student completed the course. By participating in the same process as State System institutions, independent HLC accredited degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.
 - 1. The Course Equivalency Project Matrix is updated each academic year.
 - 2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all the specified outcomes, as a minimum, in order to be included in the category.
 - 3. Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' Undergraduate Degree Requirements policy must be met before the degree may be awarded.
 - 4. Course equivalency determinations shall be made without reference to course modality.

3.11.3 Transfer of Courses 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 meet the following:

- A. Transcripts of record from colleges and universities accredited by the HLC will be given full value.
 - 4. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 - 5. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet ~~this policy's~~ current retention standards described in the Institutional Admission and Retention policy, whichever is higher) at the institution from which the applicant plans to transfer.

- B. 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~~A.1 and ~~1-b~~A.2 above.

- C. 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.

6. Each undergraduate applicant must meet the conditions of ~~1-a~~A.1 and ~~1-b~~A.2 above.

7. Each undergraduate applicant who meets ~~1-a~~A.1 and ~~1-b~~A.2 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.

- D. Non-native Speakers of English

1. 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 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.

2. 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 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.

3.11.4 ~~Transfer~~ Articulation of Courses from Oklahoma Career Technology Centers Through the ~~an~~ Statewide Articulation Agreement

State System institutions may accept ~~transfer~~ credit from Oklahoma technology centers using a Cooperative Agreement, as defined in State Regent policy 3.6.3.B.3.

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AGENDA ITEM #9-b:

Academic Policy.

SUBJECT: Posting of revisions to the Student Assessment Plan policy.

RECOMMENDATION:

This item is for posting only.

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 policies 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 Student Assessment Plan 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
3.20	Policy Name	<ul style="list-style-type: none">Renamed policy to Student Assessment
3.20.1	Purpose	<ul style="list-style-type: none">Updated language to better articulate the purpose of the policy
3.20.2.B	Accountability and Institutional Effectiveness	<ul style="list-style-type: none">Updated language to align with the elimination of remedial courses
3.20.2.C	Supplemental Instruction	<ul style="list-style-type: none">Renamed section to Supplemental and Co-Requisite Instruction to align with practice.Defined co-requisite courses and supplemental instruction.Provided guidance on options for co-requisite and supplemental instruction.

3.20.5 Student Engagement and Satisfaction	<ul style="list-style-type: none"> Added language to clarify the assessment student perceptions of academic and campus programs and services
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Attachment

3.20 STUDENT ASSESSMENT PLAN

3.20.1 Purpose

This policy outlines the requirements to assure student learning through assessment and program improvement for all students including for students with gaps in essential curricular and fundamental academic skills ~~gaps in the domains of English, mathematics, reading, and science~~ and to provide guidance on to addressing these deficiencies within the State System.

3.20.2 Standards

A. Improvement of Teaching and Learning

To improve teaching and learning, each college and university shall assess students using criteria in line with the institutional programs and mission. Assessment will be consistent with the HLC's Criteria for Accreditation and Core Components and consistent with State Regents' *Academic Program Review* policy.

B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be included in the Academic Program Reviews, as defined in policy 3.7.

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

Assessments for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Supplemental and Co-requisite Instruction

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in those disciplines assume a student's knowledge base is gained in high school or other previous experiences. It is, therefore, imperative that students who are not assessed as not to be college ready in these fundamental disciplines participate in supplemental instruction or receive comparable additional support. The support course placement eligibility criteria shall be detailed in the institution's assessment plan. Students who demonstrate competency in an academic field, even ~~though~~ if they did not take the required course(s) in high school, will have the curricular deficiency waived.

Any institution that admits students who are assessed as being underprepared for college must provide ~~supplemental instruction and support to those students~~ one or more of the following options to students.

1. Co-requisite courses. Co-requisite courses are courses that provide just-in-time academic support to students who are simultaneously enrolled in a connected college-level course. Such courses may be supported through tuition, student fees or other funding sources. Credit hours for corequisite courses must be fewer than the minimum credit hours required for the connected course.
2. Supplemental instruction. These are non-credit bearing academic support activities that occur alongside credit-bearing courses. Examples of supplemental instruction include but are not limited to peer-led tutoring, instructor-led tutoring, in-person or online labs. Supplemental instruction activities shall be supported through mandatory fees, academic service fees, or other external funding sources.

All State System institutions may offer 0-level remediation courses that serve a special population, such as English language learner or adult students who elect to enroll in such a course. Each subject area (such as English, mathematics, or reading) must be limited to a single tier of 0-level remediation courses and a single-tier of co-requisite courses. These courses may be supported through tuition, student fees, or other funding sources.

~~Supplemental instruction and support courses and services at all State System institutions shall be fully supported through student fees or external sources, such as foundation support or grants.~~

3.20.3 Course Placement Evaluation

Institutional assessment programs should include an evaluation of past academic performance. Student assessment results will be used in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place and documented. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts.

3.20.4 General Education Assessment

The results of general education assessment will be used to improve the institution's program of general education. This assessment is designed to measure students' academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.

3.20.5 Student Engagement and Satisfaction

To assess student perceptions of academic and campus programs and services, methods such as surveys and interviews can be employed. The data collected from these evaluations will be used to enhance the quality of programs and services offered.

3.20.6 Planning and Reporting

Every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be posted on the institution's website.

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AGENDA ITEM #9-c:

Academic Policy.

SUBJECT: Possible action on policy exception request from Cameron University.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's request for an exception to the Concurrent Enrollment policy, as described below.

BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that "exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor." This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

In 2017, the Concurrent Enrollment policy was separated from the Institutional Admission and Retention policy into a stand-alone policy. The policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education’s Concurrent Enrollment policy.

ANALYSIS:

Cameron University (CU) requests an exception to the Concurrent Enrollment policy to continue allowing tenth-grade students to enroll at the institution during the 2025-2026 academic year. The Concurrent Enrollment policy currently restricts college coursework to qualified high school juniors and seniors:

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component. [OSRHE Policy 3.10.3.A]

At their April 25, 2024 meeting, the State Regents granted continued authorization for CU to allow approximately 30 tenth-grade students from Lawton Public Schools (LPS) to enroll during the 2024-2025 academic year. According to their end-year report, of the tenth-grade students enrolling under the exception, over 59 percent of the grades awarded to concurrently enrolled sophomores were A’s, with another 22 percent being B’s. That means that 81 percent of the grades awarded to concurrently enrolled sophomores were either A’s or B’s. There was a total of seven course withdrawals and only one course failure by concurrently enrolled sophomores from Fall 2022 through Fall 2024. Based on the success observed with LPS, CU would like to extend this request to include Duncan Public Schools (DPS).

CU plans to continue offering general education courses such as Principles of Communication, English Composition I, US History Since 1865, and General Psychology to these students. LPS tenth-grade students must meet the “Regional Universities” admission requirements stated in the Concurrent Enrollment policy and must meet minimum course placement requirements, in accordance with CU’s approved Assessment Plan. CU has a Memorandum of Understanding with LPS and DPS to provide CU faculty at the site to deliver CU concurrent courses. LPS has also agreed to allow other schools outside the district to allow student access, subject to classroom availability. LPS and DPS indicate that their district high schools have a sufficient college-ready population at the sophomore level to warrant this policy exception request. LPS and DPS will cover the costs of course fees and materials for tenth-graders, and no cost will be incurred by students. CU will provide tutoring (face-to-face, synchronously via Zoom, and online), as well as academic advising and testing services.

CU will be required to submit student-level data for each tenth-grader enrolled under the authorization granted by this item after the conclusion of the 2025-2026 academic year. State Regents’ approval is recommended.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 27, 2025

AGENDA ITEM #10:

Early College Program.

SUBJECT: Possible action on request from Murray State College to offer an Early College High School Program.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Murray State College to implement an additional Early College High School program, as described below.

BACKGROUND:

Concurrent Enrollment Policy

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment was as a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that “exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor.” This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

In 2017, the Concurrent Enrollment policy was separated from the Institutional Admission and Retention policy into a stand-alone policy. The policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were

established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

Early College High School Programs

As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate’s degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges “generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes,” and “capable of navigating the college system and comfortable becoming involved in campus life.”
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about \$3,800 more per student than traditional high schools. However, the estimated return on that investment was about \$33,709 in increased lifetime earnings for each student. (<https://www.air.org/project/evaluating-impact-early-college-high-schools>)

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELeRate program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the policy. This

guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

POLICY ISSUES:

This request is in accordance with the Oklahoma State Regents for Higher Education's Concurrent Enrollment policy.

ANALYSIS:

Murray State College requests to implement an additional ECHS program designed as follows:

ACE: Accelerated College Experience

K-12 Partner

- Durant Public Schools

Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population is the primary beneficiary of the early college program.

The Murray State College (MSC) Accelerated College Experience (ACE) program is designed to target under-served students in its service area. The ACE program gives access to all students seeking participation and will coordinate activities with middle and high schools to identify, recruit, and enroll historically underrepresented subpopulations in college courses.

Student Access:

- ACE is designed and funded to be accessible for all student participants. Murray State College, the participating high school, and Oklahoma State Tuition Waiver will support tuition and academic and service fees.
- The MSC ACE Program will serve underrepresented populations, including first-generation, economically disadvantaged families.
- ACE is designed such that if the number of applicants exceeds program capacity, participation should be determined by a lottery of applicants.
- ACE is designed for effective outreach and recruitment to include traditionally underrepresented students in higher education, including first-generation, low-income students, and students with disabilities.

An early college program must ultimately lead to a meaningful credential earned by students in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

MSC designed the ACE Program with clear and detailed guided academic pathways leading to an associate's degree and embedded certificates. ACE is designed to articulate and fully integrate pathways for students who want to enter the workforce after graduation or transfer to a four-year university.

- Students seeking a workforce pathway may choose one of five technology degrees:

- Associate in Applied Science in Business Management
- Associate in Applied Science in Child Development
- Associate in Applied Science in Computer Information Systems
- Associate in Applied Science in Industrial Engineering, or
- Associate in Applied Science in Applied Technology.
- Students seeking a pathway to a four-year university may choose an Associate in Science in Arts and Science with an emphasis on their choice of study within the MSC course/program offerings.

Eligibility and Admission Requirements for Murray State College's Accelerated College Experience include:

- ACE students must be concurrently enrolled at an ACE partnering high school.
- ACE students must meet the targeted underserved student population, including economically disadvantaged, first-generation college students. Other students may participate, but they should not be the primary beneficiaries.
- ACE students must complete an application, including a written essay and two reference letters. An administrative signature from the partnering high school and a parent or guardian must approve the application.
- ACE students entering the transfer degree pathway must have a minimum of a 9th-grade 3.0 GPA.
- ACE students entering the technology degree pathway must have a minimum of a 9th-grade 2.5 GPA.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school. In recognition of developmental and preparation differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible. Institutions must provide traditional support systems vital to college success to early college student participants.

Partnerships.

MSC will partner with Durant high schools to ensure that each ACE student's guided pathway will lead to high school and college graduation. For students attending Southern Technology Center, MSC will coordinate with both the technology center and partnering high school to ensure students' semester course loads are appropriate at all three institutions. MSC will coordinate with partner high schools to establish practices to support student success.

- MSC will establish a leadership team with the partnering high school, including administration, counselors, advisors, and ACE facilitators. This leadership team will identify staff members who play a role in designing, governing, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of ACE. The leadership team will develop long-term strategic priorities and evaluate the ACE MOU annually.
- MSC shall coordinate with partnering high schools to develop course schedules to achieve each student's academic pathway.
- MSC shall identify a designated staff member to communicate with the partner high school to ensure student support.
- MSC shall establish professional development between high school and college facilitators to ensure strong communication between campus entities.

- MSC shall collaborate with high school partners to support students in their course of study by providing academic support to the students by personalizing the learning environment in the following ways:
 - Developing individualized student plans for ongoing academic support, filing a degree plan, and attaining long-term goals.
 - Creating a process for collaboration to provide an academic bridge across two educational systems.
 - Developing robust college advising systems to advance academic progress.
 - Administering interventions as needed and monitoring academic progress with formative data.
 - Providing tutoring and/or Saturday school for identified students needing academic support.
 - Providing advisory and/or college readiness and support time built into the instructional sequence for all students.
 - Establishing a mentorship program available to all ACE students.

Student Support Services and Readiness Tools.

ACE is designed to provide enhanced student support and sufficient services to support students academically and socially.

- The program is designed to identify potential academic and non-academic challenges for student participants and will include several potential academic supports, including, but not limited to, counseling/advising, academic coaching, tutoring, and career counseling at both the partnering high school and MSC.
- ACE is designed to identify students needing additional academic support in the following ways:
 - MSC faculty will utilize the Early Retention Alert System to notify MSC's Retention Team of students needing academic assistance.
 - Four-week grade reports identifying students in need of retention services.
 - High school facilitators monitoring ACE students will be encouraged to refer students to retention services and appoint MSC ACE representatives as needed.
 - An Academic Coach will evaluate ACE students to establish an academic plan of improvement.
 - ACE students will meet with Academic Coaches weekly to create academic calendars to stay on track in each course.
 - ACE students will be given tutoring resources to help them achieve positive academic standing.
 - When needed, students will complete Coursera or other training courses that may include, but are not limited to, mental health, life, stress management, time management, problem-solving, research skills, and social and test anxiety
- ACE shall collaborate with high school partners to support students socially and emotionally by:
 - Providing connections to social services.
 - Layering social and emotional support to students.
 - Parent outreach and involvement opportunities.
 - Encourage family engagement to support rigorous course enrollment and college and career planning.

Policies.

MSC will practice policies ensuring student success, retention, and graduation in the ACE Program.

- ACE is designed to prepare students in the 9th grade for enrollment in college-level courses that will begin in the 10th grade.
- ACE is designed to allow for career exploration and awareness so students can choose their appropriate academic pathway.
- ACE is designed so students will be placed in a cohort for core classes; this does not exclude non-ACE students from enrolling in the same class.
- ACE is designed to implement an annual professional development plan for faculty and staff, focused on research-based instructional strategies for effective course delivery. Professional development will include both MSC faculty and high school faculty. Professional development should include, but not be limited to:
 - A mentoring and induction program for newly hired faculty, providing them with the instructional and interpersonal skills and capacities needed for success in ACE.
 - Opportunities for ACE faculty and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities.
- ACE is designed to provide training among ACE faculty and higher-education college advisors and faculty (e.g., course requirements and addressing students' social and emotional needs).
- ACE is designed to provide access to Murray State College's academic and support facilities, such as libraries, labs, an advising center, and a career center.
 - Identified ACE students will participate in a specialized orientation to promote a sense of expectation, team building, and community.
 - ACE students will have access to online tutoring resources provided by the Student Success Center, including Zoom and TutorMe tutors.
 - ACE students can access MSC's Online Writing Lab.
 - Professional development between high school and college facilitators will be established to ensure strong communication between campus entities.
 - ACE students will use learning management systems such as Blackboard to navigate coursework and class expectations.
 - ACE students will take assessments to help identify career interests for individualized graduation paths.
 - ACE students will take college readiness assessments, such as ACCUplacer and WRITEplacer.
 - ACE students will have the opportunity to participate in a college readiness summer program in which they prepare for ACCUplacer testing to determine their academic needs.
 - Students will be referred to supplemental assistance with Academic Coaching, courses for supplemented instruction, and/or tutoring services when needed.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

MSC and partner high schools are working together to eliminate costs for ACE students.

- MSC has agreed to provide scholarships and/or waive all tuition, mandatory fees, and academic fees.
- Partner high schools will cover the cost of course materials, including textbooks.

Student Success Measures.

The ACE student population will represent economically disadvantaged, at-risk students, first-generation, and other types of underrepresented student populations.

- ACE students will successfully complete college-level mathematics and writing courses.
- ACE students will complete an associate degree and/or certificate by high school graduation.

Program Success Metrics.

- MSC has developed detailed metrics to assess program success, including:
 - Student Population;
 - Achievement Outcomes;
 - Attainment Outcomes;
 - Oklahoma High School Diploma Completion;
 - Degree Attainment.

Staff analysis of MSC's proposal determined that ACE is a well-designed, robust ECHS program. ACE will meet a need in rural parts of the state that have historically been underrepresented in higher education and MSC has taken great care to get full buy-in from partner school districts. Therefore, State Regents' approval is recommended.

Upon State Regents' approval, MSC's ECHS program will begin in the Fall 2025 semester with a five-year approval, concluding at the end of the Spring 2030 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Fall 2028 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2029-2030 academic year.

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March 27, 2025

AGENDA ITEM #11-a:

State Authorization.

SUBJECT: Possible action on request for authorization from private (non-exempt) institution to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the application for authorization submitted by the private (non-exempt) degree-granting institution as described below.

BACKGROUND:

On October 29, 2010, United States Department of Education (USDE) published final regulations that, as a condition of eligibility for federal financial aid, required higher education institutions to obtain authorization in each state in which they maintain a physical location and, effective in 2016, in each state in which they offer distance education according to that state's distance education authorization requirements. In response, the Oklahoma legislature created 70 O.S. §4103 to establish the Oklahoma State Regents for Higher Education (OSRHE) as Oklahoma's state authorization entity for non-exempt private and out-of-state public degree granting institutions operating in Oklahoma. Additionally, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to implement its new state authorization function for institutions operating in the state with a physical presence. However, neither 70 O.S. 4103 nor OSRHE policy addressed out-of-state institutions operating in Oklahoma by distance education.

In Spring 2023, Senator Ally Seifried introduced Senate Bill (SB) 550 to the 2023 Oklahoma legislative session to add consumer protection safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions operating in Oklahoma. 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 required 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 expanded 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 directed 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.

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 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 required each degree title offered under the exemption provided in the bill to include a religious modifier to be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. Enacted as 70 O.S. §4104, the bill became effective July 1, 2024.

At their December 5, 2024 meeting, the State Regents approved changes to OSRHE 3.1, Institutional Accreditation and State Authorization, which authorized State Regents' staff to develop and implement procedures for the collection of the fees and student tuition recovery fund payments mandated by 70 O.S. §4103.

Authorization Fees

All currently authorized institutions that apply and are approved will be charged the re-authorization fee and out-of-state institutions that are operating in Oklahoma by distance education without prior authorization (as permitted under the old policy) are charged the Initial Authorization Fee. The fees that are now charged to each authorized institution are listed in the table below and will be used to support staff administration of state authorization in Oklahoma.

Application Fee (per application)	\$500
Initial Authorization Fee	\$2,500
Re-Authorization Fee (annual)	\$2,000
Location Fee (annual per instructional location)	\$1,000

Student Tuition Recovery Fund Payments (private (non-exempt) institutions only)

All institutions are charged the initial authorization payment the first year, regardless of whether they are currently authorized or currently operating in the state. These payments will be deposited into a revolving fund which will be used to reimburse tuition costs of Oklahoma students who suffer financial loss from the closure of the private institution they are attending. The student tuition recovery fund payments charged to authorized private institutions are listed below.

Initial Authorization STRF Payment	\$2,500
Re-Authorization STRF Payment	0.25 percent of the institution's gross annual tuition from Oklahoma students or \$250, whichever is greater

Currently Authorized Institutions

Currently, 24 private and out-of-state institutions are authorized to operate in Oklahoma with a physical presence under the prior policy:

<ul style="list-style-type: none"> • Aquinas Institute of Theology • Asbury Theological Seminary • ATA College • Baylor University • Central Oklahoma College • Chamberlain University • Columbia College • Embry Riddle Aeronautical University • Heavy Equipment Colleges of America • John Brown University 	<ul style="list-style-type: none"> • Newman University • Park University • Saint Paul School of Theology • Southeastern University • Southwestern Assemblies of God University • Spartan College of Aeronautics and Technology • Strayer University • Tulsa Welding School • Upper Iowa University
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<ul style="list-style-type: none"> • Marian University • Miller-Motte College (FKA Platt College) • New York University 	<ul style="list-style-type: none"> • Webster University • Wichita State University
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In January 2025, new authorization applications were provided to each currently authorized institution. Additionally, direct notification of the new authorization requirements and exemptions were provided to a list of contacts derived from out-of-state institutions contacting OSRHE staff asking about authorization in Oklahoma over the past 4 years. Finally, staff submitted updates to the State Authorization Guide, a nationally available resource for the authorization requirements of all U.S. states, districts, and territories.

POLICY ISSUES:

This action is consistent with the Institutional Accreditation and State Authorization policy, which establishes the requirements and standards that non-exempt private and out-of-state public institutions must meet to operate as a degree granting institution in Oklahoma.

ANALYSIS:

By the application deadline for this meeting, State Regents' staff received an application for authorization, accompanied by payment of the application fee, from the following institution:

ATA College

Institutional Summaries

The table below summarizes the institution's presence and activities in Oklahoma for the 2023-2024 academic year.

ATA College - Tulsa

Home/Main Campus Location	Oklahoma	
Parent Company Name/Location	A Technological Advantage	
Institution Type	Private For-Profit	
Accreditation	Accrediting Bureau of Health Education Schools	
Federal Financial Responsibility Composite Score ¹	1.6	
Modality/Oklahoma Location(s)	Hybrid Instructional Location in Tulsa Administrative Location in Tulsa	
Degree Programs Offered in Oklahoma		
Names of Programs	1	AAS in Diagnostic Medical Sonography
	2	AOS in Practical Nursing
Students Enrolled	290	
Credentials Awarded	86	
Federal Financial Aid	269	
Supervised Field Placements		
Number of Oklahoma Placement Locations	50	

Number of Students Placed	186
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After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve this institution's request for authorization for the 2025-2026 academic year.

- ¹ For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score each year, based on an institution's audited financial statement using a prescribed, publicly available method.

The FFRC score reflects the overall relative financial health of an institution along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. Schools with a score of less than 1.5 but greater than or equal to 1.0 are considered financially responsible but require additional oversight. These schools are subject to cash monitoring and other participation requirements.

A school with a score less than 1.0 is considered not financially responsible. However, a school with a score less than 1.0 may continue to participate in the Title IV programs under provisional certification. In addition, this lower score typically requires that the school be subject to cash monitoring requirements and post a letter of credit.

A non-Title IV institution that wishes to establish a score for state authorization purposes may have one calculated from its most recent audited financial statement by a certified public accountant using the USDE's prescribed method. Cash monitoring and other USDE Title IV participation requirements can bolster a low score are not available to these schools.

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AGENDA ITEM #11-b:

State Authorization.

SUBJECT: Possible action on request to continue Oklahoma's membership in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents approve continuation of Oklahoma's membership in the State Authorization Reciprocity Agreement.

BACKGROUND:

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. Only degree-granting institutions may participate in SARA; they may be public, private non-profit, and private for-profit.

State membership in SARA is administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, the Southern Regional Education Board and the Western Interstate Commission for Higher Education). Oklahoma is a member of the Southern Regional Education Board (SREB).

As Oklahoma's State Portal Entity, the Oklahoma State Regents for Higher Education (OSRHE) is responsible for approval and ongoing oversight of SARA activities conducted by Oklahoma institutions. On May 29, 2015, the State Regents first approved Oklahoma's membership in SARA, after which SREB approved Oklahoma as a SARA state on June 29, 2015. The SREB last approved renewal of Oklahoma's membership on June 6, 2023.

POLICY ISSUES:

This action is consistent with OSRHE's Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Since Oklahoma first joined SARA in 2015, institutional participation has been high among both Oklahoma public and private institutions. Currently 38 Oklahoma institutions are participating, including 24 of the 25 State System institutions, all of which together enrolled 8,971 out-of-state students during the Fall of 2023 (the most recent data available).

SARA requires states to renew membership biennially. The SREB last approved renewal of Oklahoma's SARA membership in June 2023; therefore, Oklahoma must submit a state renewal application to the SREB S-SARA Regional Steering Committee (RSC) at its June 2025 meeting to be approved for membership through June 2027.

State Regents' approval will allow the Chancellor, on behalf of the state system and independent degree-granting institutions in Oklahoma, to submit a state renewal application to the SREB RSC.

Provided that this request is approved, it is anticipated that the SREB RSC will review Oklahoma's SARA renewal application at its June 1, 2025 meeting.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 27, 2025

AGENDA ITEM #12-a:

Tuition and Fees.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2026 and posting of institutional requests for changes to academic services fees for Fiscal Year 2026.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2026; and 2) institutional requests for changes to academic services fees for Fiscal Year 2026 as reported on the attached schedules.

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2026, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2026 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2026. Institutions assess special fees for instruction and academic services as a condition of enrollment and

as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2026 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held April 24, 2025 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 26, 2025. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY25 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY25. This resulted in Oklahoma's resident rates, relative to those of their respective peers, increasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 71.1 percent of the Big 12 Conference average, an increase of 0.3 percentage points from last year; the average for regional universities' resident tuition and mandatory fees decreased 3.8 percentage points to 81.4 percent of the peer average; and the average for community colleges decreased 0.4 percentage points to 63.6 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, nineteen requested changes in academic services fees for Fiscal Year 2025 and six had no requests for changes in these fees. The institutions requested 73 changes in Special Instruction Fees, 5 changes in Facility/Equipment Utilization Fees, 30 changes in Testing/Clinical Services Fees, 71 changes in Classroom/Laboratory Supply and Material Fees, and 62 changes in various Other Special Fees. A total of 241 changes have been requested to academic services fees for Fiscal Year 2026, an increase of 45 requests when compared to FY25 requests. The fee requests consist of 82 new fees, 115 modifications to existing fees, and 44 deletions of current fees. The complete listing of requests for posting is attached.

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

**Oklahoma State Regents for Higher Education
FY26 Legislative Peer Limits for Tuition and Mandatory Fees**

Undergraduate (30 Credit Hours)	FY26 Peer Limit for Resident Tuition and Mandatory Fees	FY26 Per Credit Hour Rate	FY26 Peer Limit for Nonresident Tuition and Mandatory Fees	FY26 Per Credit Hour Rate
Research Universities <i>(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$13,455	\$448.50	\$37,320	\$1,244.00
Regional Universities	\$9,504	\$316.80	\$19,841	\$661.37
University of Central Oklahoma	\$9,551	\$318.37	\$23,398	\$779.93
Univ of Science & Arts of Okla	\$12,864	\$428.80	\$26,371	\$879.03
Community Colleges	\$7,564	\$252.13	\$12,748	\$424.93
Graduate (24 Credit Hours)	FY26 Peer Limit for Resident Tuition and Mandatory Fees	FY26 Per Credit Hour Rate	FY26 Peer Limit for Nonresident Tuition and Mandatory Fees	FY26 Per Credit Hour Rate
Research Universities <i>(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$12,676	\$528.17	\$29,815	\$1,242.29
Regional Universities	\$9,885	\$411.88	\$17,401	\$725.04
University of Central Oklahoma	\$11,264	\$469.33	\$22,678	\$944.92
70 O.S. Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.				
Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.				
70 O. S Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.				
<u>TIER</u>				
Research Universities		Big 12 Public Institutions		
Regional Universities		Like-type public institutions in surrounding and other states		
Community Colleges		Like-type public institutions in surrounding and other states		
At their meeting in June 2025, State Regents will consider FY26 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.				

Oklahoma State Regents for Higher Education
FY26 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY26 Peer Limit for Resident Tuition and Mandatory Fees	FY26 Peer Limit for Nonresident Tuition and Mandatory Fees
<i>University of Oklahoma</i>		
College of Law	\$29,827	\$44,253
<i>OU Health Sciences Center</i>		
Doctor of Medicine	\$39,327	\$69,936
Doctor of Dental Science	\$42,844	\$77,337
Physician's Associate	\$20,855	\$41,025
PharmD	\$26,258	\$42,016
Occupational Therapy	\$19,765	\$41,875
Physical Therapy -- Doctoral	\$21,371	\$45,083
Doctor of Audiology	\$16,104	\$34,521
Public Health	\$13,041	\$25,748
Nursing -- Doctor of Nursing Practice	\$15,702	\$29,466
Master of Science in Nursing	\$15,243	\$30,588
<i>Oklahoma State University</i>		
Center for Health Sciences	\$42,114	\$72,640
College of Veterinary Medicine	\$31,534	\$62,016
<i>Northeastern State University</i>		
College of Optometry	\$34,293	\$46,663
<i>Northwestern Oklahoma State University</i>		
Nursing -- Doctor of Nursing Practice	\$17,442	\$27,065
<i>Southwestern Oklahoma State University</i>		
Master of Science in Nursing	\$18,148	\$24,478
PharmD	\$26,955	\$39,488
<i>Langston University</i>		
Physical Therapy -- Doctoral	\$21,371	\$45,083
<i>University of Central Oklahoma</i>		
Doctor of Science - Forensic Science	\$11,932	\$23,289
70 O.S. Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.		
At their meeting in June 2025, State Regents will consider FY26 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.		



PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES

EFFECTIVE ACADEMIC YEAR 2025-2026

The Oklahoma State Regents for Higher Education will conduct a public hearing on Thursday, April 24, 2025, at 9:00 a.m. for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held at Northeastern State University-Broken Arrow, with the option to participate remotely via Zoom.

The following will be presented for comment during the public hearing:

- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs; and
- Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 18, 2025, by e-mail at ksmith@osrhe.edu or by phone at (405) 225-9122.

Date: Thursday, April 24, 2025

Time: 9:00 a.m.

Location: Northeastern State University – Broken Arrow Campus
Administrative Services Building – Annex (Room 106)
3100 New Orleans Street, Broken Arrow, Oklahoma

Zoom Link: <https://onenet.zoom.us/j/92019952754?pwd=N2kjbTnfdNqEyVvPFXZa3bTpouxZKn.1>
Meeting ID: 920 1995 2754
Passcode: 779863

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AGENDA ITEM #13:

Master Lease Program.

SUBJECT: Possible action on listing of potential projects for submission to the Council of Bond Oversight for the 2025 Master Lease Real Property program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2025 Real Property Master Lease Series. The total projects from four entities amount to approximately \$37.9 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 5, 2025.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2025 series of potential real property includes four system entities with an estimated total of approximately \$37.9 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no specific action taken. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
East Central University	\$30,000,000
Oklahoma Panhandle State University	900,000
Southwestern Oklahoma State University	5,000,000
University of Science and Arts of Oklahoma	2,000,000
Total	\$37,900,000

East Central University – Residential Housing Renovations	\$18,000,000
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Renovation and remodel of various student residential housing facilities to include structural and interior modifications ensuring that all facilities meet ADA compliance requirements and to extend the functional life of the facilities.

East Central University – Dining Hall	\$12,000,000
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The project would consist of the construction of a new dining facility to replace the current dining facility in support of campus operations.

Oklahoma Panhandle State University – Residential Housing Renovations	\$900,000
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Residential housing renovations to modernize, upgrade and repair residential spaces needed to enhance student residents' comfort and safety. Renovations will provide both exterior and interior spaces, including lighting, soffits, flooring and bathroom infrastructure and finish upgrades.

Southwestern Oklahoma State University – Pharmacy and Rural Health Center	\$5,000,000
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The Hodge Center project will enable SWOSU's healthcare programs in nursing and allied health to substantially increase capacity and will significantly enhance the university's pharmacy doctoral program. The building will also expand the community health services of the SWOSU Center for Rural Health. The Center will also allow for more strategic partnerships with other higher education institutions that could lead to SWOSU students having access to a physician's assistance program and the possibility of dual degree programs through SWOSU College of Pharmacy. The project will be joint financed through grant funds, private donations, local support and the Master Lease Program for a total of \$27,000,000.

University of Science and Arts of Oklahoma – Willard Hall Renovation	\$2,000,000
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This project will restore and modernize a residence hall to meet the growing demand for on-campus housing. In the fall 2024, the university secured 20 rooms at a local hotel to meet the student demand for local housing. Willard Hall will provide a safe, convenient on-campus option for students and re-open the former residence hall to meet current needs and future enrollment growth. The total project is estimated to be \$7,000,000 with funding coming from private gifts, capital allocations and the Master Lease Program.

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AGENDA ITEM #14:

Revenue Bonds.

SUBJECT: Possible action on Statement of Essential Facts for Oklahoma State University's General and Refunding Bonds, Series 2025A (tax-exempt) and 2025B (taxable).

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Revenue and Refunding Bonds, Series 2025A (tax-exempt) and 2025B (taxable) in an amount of approximately \$35,000,000 is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. These series represent the twenty-second and twenty-third series to be issued under the "General Obligation" legislation for Oklahoma State University.

POLICY ISSUES:

None.

ANALYSIS:

The proceeds received from the sale of the Series 2025 will be used (1) to purchase the leased assets currently subject to the the University's lease purchase agreements related to the allocable portion of the outstanding principal amounts of the Master Lease Real Property Bonds, Series 2015A, (2) to make certain capital improvements to the University, and (3) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each September 1 each of the years 2025 through 2057, with interest payments commencing on September 1, 2025, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2013A, 2016A, 2017A, 2018A, 2018B, 2019A, 2019B, 2020A, 2020B, 2020C, 2021A, 2021B, 2022, 2023 and 2024. These bonds are the twenty-second and twenty-third issued under the University's General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System. The pledged revenues exclude appropriated revenues from tax receipts and

restricted revenues that are inconsistent with the purpose of paying debt service on bonds. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

Projects that will be included in the Series 2025 financing as new money General Revenue Bond projects include the following for \$22 million:

1. Central Market Place, Stillwater campus - \$12 million
2. Supercomputing Research Facility, Stillwater campus (taxable) - \$10 million

The Series 2025 financing is currently anticipated to generate net present savings from the refinancing of Master Lease Real Property Bond Series 2015A in the amount of approximately \$436,451, or 3.7%.

A copy of the Preliminary Official Statement is available for review. The Board of Regents for Oklahoma A&M Colleges approved this issuance on March 7, 2025.

Financial data was provided by Oklahoma State University and reviewed by Mr. Mike Newman, Financial Consultant to the University and Mitchell Emig, Director of Administration and Finance Business Operations, and internally reviewed by Mark Tygret, Vice Chancellor for Budget and Finance.

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AGENDA ITEM #15:

EPSCoR.

SUBJECT: Possible action on allocation request for Oklahoma Research Day.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of \$30,000 to Northeastern State University for the annual Oklahoma Research Day.

BACKGROUND:

Northeastern State University hosted the 2025 Oklahoma Research Day on March 7, 2025. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

Northeastern State University requests \$30,000 in support for the annual research exposition and symposium. The 2025 platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. The State Regents along with several additional sponsors have agreed to host this annual event.

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AGENDA ITEM #16:

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) Wesco/Anixter in the amount of \$122,337.00 to purchase two 400 gigabit ethernet fiber optic testing platforms. This will allow our technical staff to properly test our upgraded 400 gigabit ethernet backhaul network through a variety of testing options, including RFC 2544, optical spectrum analysis, and the ability to test SFP (Small Form-factor Pluggable) modules for functionality. (Funded 718-OneNet)

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AGENDA ITEM #17:

Investments.

SUBJECT: Possible action on new Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #18:

Council of Presidents Policy.

SUBJECT: Posting of revisions to the Constitution of the Council of Presidents policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

The Council of Presidents is an advisory body to the Chancellor and State Regents, whose purpose is to:

- Promote and encourage collaboration among state system institutions;
- Provide a forum to discuss issues impacting Oklahoma higher education;
- Develop coordinated approaches to identifying and solving common challenges facing state system institutions; and
- Advocate the critical role higher education plays in advancing the state's educational and economic priorities.

POLICY ISSUES:

The proposed revisions amend State Regents' policy 2.22 *Constitution of the Council of Presidents*, which outlines the creation, purpose, membership, and governance of the Council.

POLICY ANALYSIS:

The proposed revisions update the policy to match practice.

Policy	Substantive Recommendation
2.22.3 Article III – Membership and Governance	<ul style="list-style-type: none">• Clarifies that the Council of Presidents coordinates with OSRHE staff for support rather than employ its own staff.
2.22.4 Article IV - Officers	<ul style="list-style-type: none">• Clarifies the officers of the Council of Presidents and the term of office.• Adds procedures for selecting a slate of officers each year.• Clarifies membership on the Executive Committee.
2.22.5 Article VI – Meetings	<ul style="list-style-type: none">• Clarifies that meetings of the Council of Presidents are not subject to the provisions of the Open Meeting Act.

2.22.6	Article VI – Institutional Dues	<ul style="list-style-type: none"> Amends the votes needed to make changes to institutional membership dues.
2.22.6	Article VII – Amendments and Procedure	<ul style="list-style-type: none"> Amends the votes needed to make changes to the Constitution of the Council of Presidents.

Attachment

ATTACHMENT

2.22 CONSTITUTION OF THE COUNCIL OF PRESIDENTS

2.22.1 Article I – Name

The name of this organization shall be the Council of Presidents (“COP”) of the Oklahoma State System of Higher Education.

2.22.2 Article II – Purposes

The purposes of this organization shall include, but not be limited to, the following:

1. To promote and encourage harmonious and productive working relationships among State System institutions of various types and levels.
2. To provide a forum for the discussion of issues confronting Oklahoma higher education or any of its components.
3. To provide an opportunity for a coordinated approach to the identification and solution of common problems.
4. To foster an economic, social, and political climate favorable to development and proper functioning of the state higher education system and its individual units.
5. To promote public understanding of the significance of higher education to the quality of life in Oklahoma.

2.22.3 Article III – Membership and Governance

A. Membership

The President of each college or university in the Oklahoma State System of Higher Education shall be eligible for membership and have equal standing. Branch campus Presidents may attend meetings but will not have voting rights.

B. Powers of the Council of Presidents

The power of the COP shall include, but may not be limited to, the following:

1. Set dues and assessments.
2. Set meeting dates, schedules, activities, and events.
3. Define duties of officers and delegate authority for specific actions.
4. Authorize and define the functions of committees.
5. Adopt position papers, statements, resolutions, or take other actions as appropriate.
6. Initiate proposals for the improvement of the State System and its services to the public.
7. Provide for release of information and the promotion of positions

taken through any appropriate methods.

8. Provide for seminars and other educative and social activities for its membership and for others significant to organizational purposes.
9. Take any appropriate measure, which may be agreed upon to foster the welfare of the State System and its members.
10. Adopt budgets, authorize expenditures, ~~employ—staff and~~ coordinate with OSRHE staff to, ~~and~~ do all things necessary to provide for the orderly conduct of council business.

C. Advisory Role to Chancellor

1. When called into session by the Chancellor or chair, the COP acts in an advisory capacity to the Chancellor, giving advice and counsel regarding projects, problems, and policies of the State System.
2. During such sessions the Chancellor participates fully, with the exception of motions and voting. The Chancellor participates with the chair in setting the agenda for that meeting. Minutes of the meeting are kept by a designated member of the OSRHE staff. Senior members of the OSRHE staff may attend.
3. The COP may choose to have partitioned meetings, acting in one segment in its advisory role to the Chancellor and in the other segment as an autonomous body. In such cases, the agenda shall be separated and records kept independently.

2.22.4 Article IV – Officers

Officers of the council shall be a chair, a vice-chair (chair-elect), ~~and a~~ secretary-treasurer, and the immediate past chair. ~~Each of these officers will serve terms of one calendar year (July 1 – June 30). An officer may serve no more than two consecutive terms in the same position, unless warranted by extenuating circumstances. -A Nominating Committee shall be appointed by the COP Chair each May to develop a slate of officers for consideration and election at the June COP meeting. Typically, officer nominations will alternate between two-year and four-year institutions to the extent practicable. Elections shall be held in June or as soon thereafter as the council meets. -An E~~ executive C ~~ommittee of the council may perform duties as assigned by the council. -The E~~ executive C ~~ommittee shall consist of the three officers normally associated with each office or as otherwise prescribed by the COP~~ the COP officers and the chairs and vice chairs of COP committees appointed by the COP Chair.

2.22.5 Article V – Meetings

- A. Meetings of the COP shall be in the frequency and at the times and places set by that body, or as arranged by those officers to whom such decisions may be delegated within proscribed limits.
- B. A quorum for official business at meetings is a majority of the membership.
- C. Meetings of the COP serving in an advisory role, as described above in Article III(C), may be called by the Chancellor or chair.
4. D. Meetings of the COP are not subject to the provisions of

the Open Meeting Act.

2.22.6 Article VI – Institutional Dues

Institutional Adjustments to membership dues and assessments shall be as adopted by the COP by a ~~two-thirds~~ majority vote. Designation of funds and accounting procedures are directed by the council.

2.22.7 Article VII – Amendments and Procedure

A. Amendments

Amendments to this Constitution may be made by a ~~two-thirds~~ majority with proposed amendments emailed or otherwise provided to each member at least five days prior to the meeting. With unanimous consent, that 5-day notice requirement may be waived. Amendments are subject to ratification by the State Regents.

B. Procedure

The COP will generally follow Robert's Rules of Order (current edition), but strict adherence is not required.

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AGENDA ITEM #19:

High School Indicators Report.

SUBJECT: Possible action to acknowledge receipt of the 2023 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023 High School Indicators Report.

BACKGROUND:

Section 13 of Senate Bill No. 183 (SB 183) was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only requires multiple types of evaluation by the Oklahoma State Department of Education (SDE), but also requires that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the “effectiveness” of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the Oklahoma State Regents for Higher Education (OSRHE) has provided the following four reports annually:

1. High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges and Universities;
2. Headcount, Semester Hours, and Grade Point Average (GPA) Report;
3. Mean ACT Scores by Oklahoma High School Site; and
4. Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

In compliance with SB 183, OSRHE will transmit these data to the Office of Educational Quality and Accountability.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

ANALYSIS:

High School to College-Going Rates Report

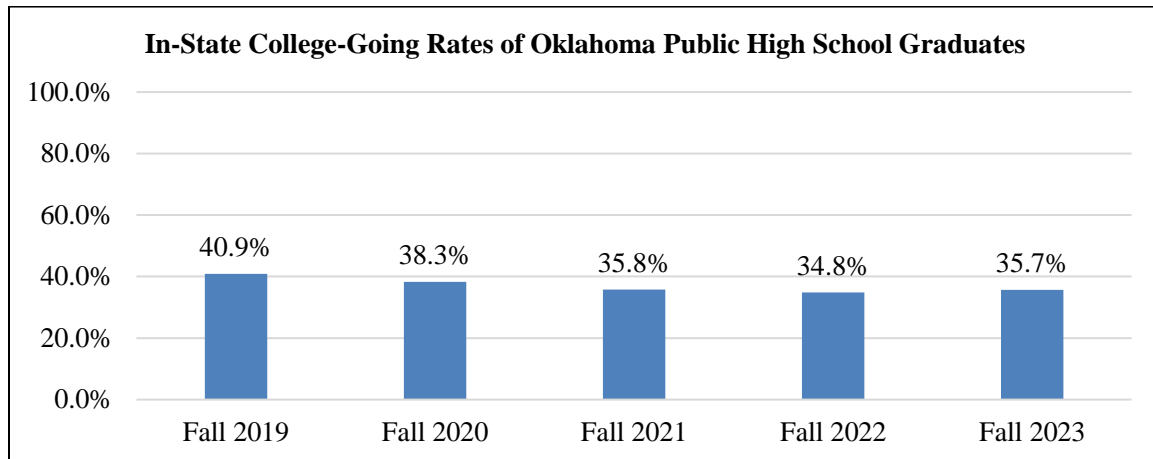
According to SDE, 43,946 students graduated from Oklahoma’s public high schools during the 2022-23 academic year. Of these graduates, 15,672 (35.7%) enrolled as first-time students at an Oklahoma college or university in Fall 2023, reflecting a 0.9 percentage point increase from the previous year. An additional 593 students (1.3%) enrolled in an Oklahoma institution in Spring 2024.

In late 2024, OSRHE began utilizing StudentTracker, a data system from the National Student Clearinghouse, to track Oklahoma public high school graduates who enrolled in out-of-state colleges and universities. This new data source revealed that 2,739 graduates (6.2%) attended an out-of-state institution in Fall 2023, with an additional 431 students (0.1%) enrolling in Spring 2024.

Table 1 presents five-year trends in college-going rates for Oklahoma high school graduates who enrolled at an in-state institution.

Table 1. College-Going Rates of Oklahoma Public High School Graduates

Entering Year	College-Going Rate	
	In-State	Out-of-State
Fall 2019	40.9%	Not Available
Fall 2020	38.3%	Not Available
Fall 2021	35.8%	Not Available
Fall 2022	34.8%	Not Available
Fall 2023	35.7%	6.2%



A comprehensive dataset on the college-going rates of 2022-23 Oklahoma public high school graduates will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

The dataset provides a detailed breakdown of graduates who enrolled as first-time college students in Fall 2023. The data is organized by county, district, and high school site and includes:

1. The total number of high school graduates;
2. The number of graduates who went to an in-state college or university in Fall 2023;
3. The number of graduates who went to an in-state college or university at any time during the 2023-24 academic year;
4. The number of graduates who entered an in-state college or university at any time during the 2023-24 academic year, including those who delayed entry for one year or more; and
5. The number of graduates who entered an out-of-state college or university at any time during the 2023-24 academic year.

Headcount, Semester Hours, and Grade Point Average (GPA) Report

The Headcount, Semester Hours, and GPA Report provides data on academic performance of 2022-23 Oklahoma public high school graduates in freshman-level college courses. It includes headcount, semester hours, and GPA information for these students as first-time, degree-seeking students in Fall 2023 and/or as concurrent high school students in previous academic years. Headcount and semester hour data are categorized by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, and 3.0+) and are presented both numerically and as percentages within each range.

Of the 14,462 first-time, degree-seeking students in Fall 2023 who earned college credit hours, approximately 53.0% (7,455 students) achieved a GPA of 3.0 or higher in freshman-level courses. Nearly 77.0% (10,831 students) earned at least a 2.0 GPA. In total, students earned 285,138 freshman-level credit hours, with 91.5% (261,061 credit hours) completed by students with a 2.0 or higher GPA. (Note: to comply with FERPA privacy guidelines, these percentages reflect adjustments for small cohort sizes, slightly overstating the reported student count.)

Table 2. Credit Hours and GPA Earned by First-Time Entering Students

Entering Year	First-Time Freshmen	1,000-Level Credit Hours Earned*	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2019	16,481	321,265	45%	72%
Fall 2020	15,379	290,524	48%	71%
Fall 2021	13,845	280,150	52%	75%
Fall 2022	14,128	284,240	53%	76%
Fall 2023	14,462	285,138	53%	77%

Note: Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, credit hours reported are for courses that were not passed, rather than for all courses attempted. Because of these changes, comparison with reports prior to 2013 will not be valid.

A comprehensive list of headcount, semester credit hours, and GPA for first-time entering students by high school site is available on the OSRHE: <https://okhighered.org/studies-reports/preparation/>.

Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores Report provides the computed mean subject and composite ACT scores for 2023 Oklahoma public high school graduates. It also includes the number of graduates who took the ACT, categorized by country, district, and high school site. For students who took the ACT more than once, the mean scores are calculated using their highest test score. However, ACT, Inc. calculates the mean composite score based on a student's last test attempt. Each student's ACT score is credited to the high school where their highest score was earned. If a student's high school code does not match a valid Oklahoma public high school site, their score is excluded from this report.

According to ACT, 1,386,335 high school graduates across the United States took the ACT in 2023, marking a 2.7% increase from the previous year. Of these test-takers, 38,460 were Oklahoma high school graduates with a valid Oklahoma public high school code. Although SDE fully funds the ACT or SAT for all high school seniors, only 87.5% of Oklahoma's 2023 graduating class actually took the ACT exam. The statewide average ACT composite score was 18.0, reflecting a 0.1-point decrease from the prior year. Among subject scores, the average English score increased by 0.1, while Mathematics and Science scores remained unchanged. The Reading score declined by 0.1. At the district level, average composite scores ranged from a high of 23.0 to a low of 13.8.

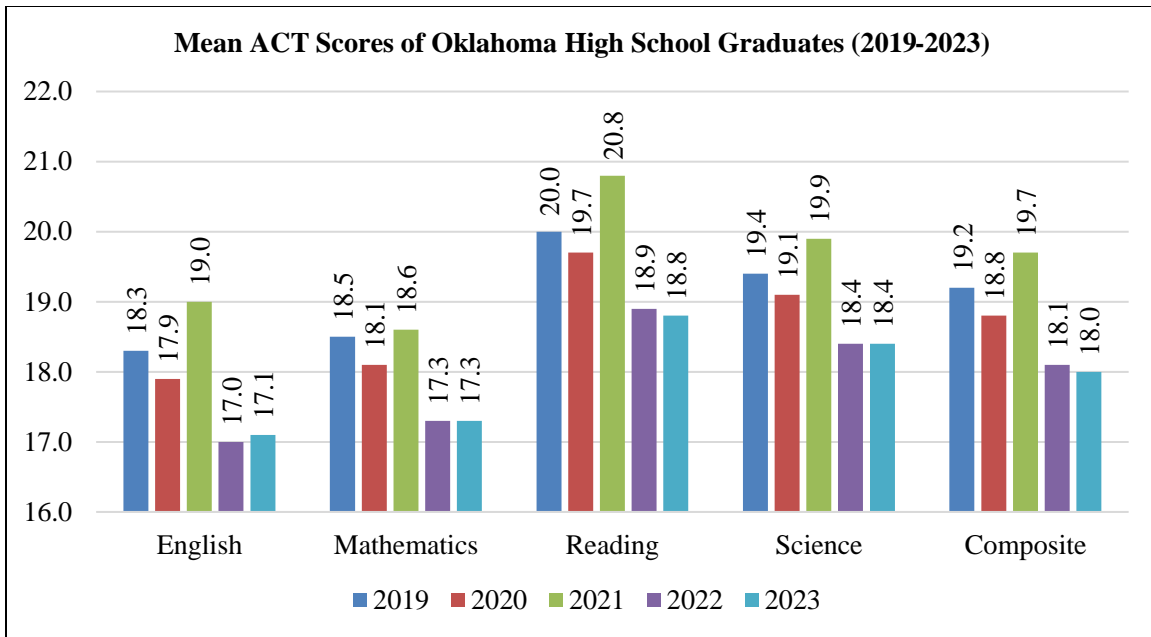


Table 3. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
2019	39,085	18.3	18.5	20.0	19.4	19.2	86.8%
2020	39,228	17.9	18.1	19.7	19.1	18.8	89.4%
2021	23,443	19.0	18.6	20.8	19.9	19.7	55.5%
2022	39,537	17.0	17.3	18.9	18.4	18.1	87.6%
2023	38,460	17.1	17.3	18.8	18.4	18.0	87.5%

Fewer than 50% of students met the ACT College Readiness Benchmark in each of the four subject areas. The percentage of students meeting each benchmark was 43% in English, 17% in Mathematics, 32% in Reading, and 20% in Science. Overall, 11% of students met all four benchmarks, while 6% met the STEM readiness benchmark.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average*
English	18	43%	51%
Mathematics	22	17%	30%
Reading	22	32%	40%
Science	23	20%	31%
All 4 Benchmarks	--	11%	21%
STEM Readiness	26	6%	15%

Note: National average data comes from [ACT's National Profile Report 2023](#).

A comprehensive list of ACT scores by county, high school site, and district is available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

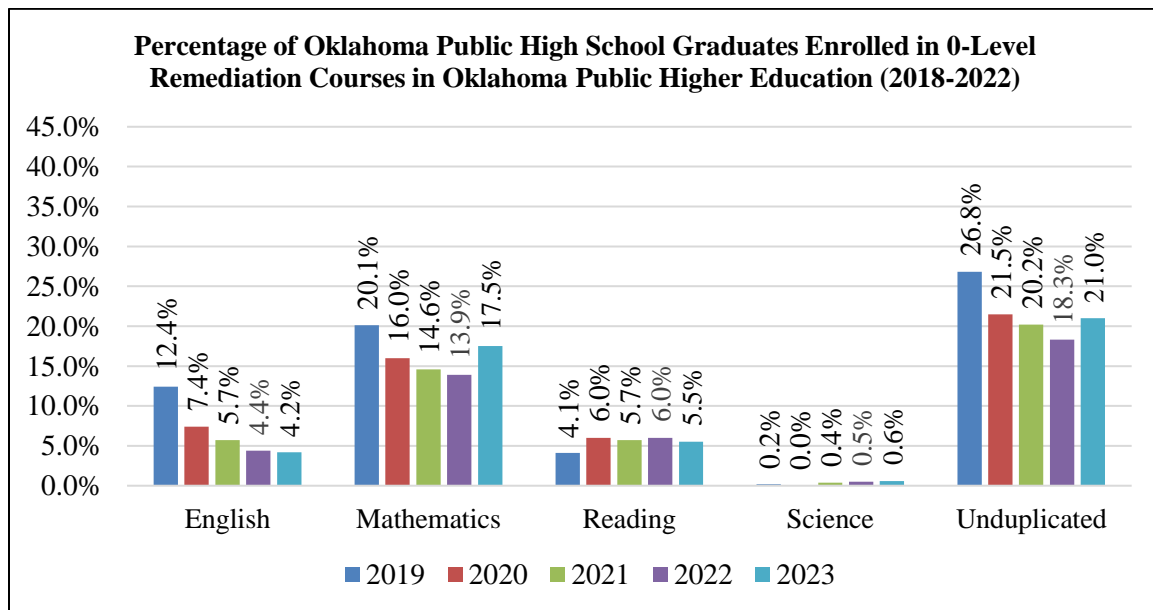
Remediation Rates Report

Of the 14,887 first-time, degree-seeking students who entered an Oklahoma college or university in Fall 2023, 21.0% (3,127 students) enrolled in at least one 0-level remedial course. In previous years, this percentage steadily declined due to strategic initiatives by OSRHE and Oklahoma institutions. These efforts included revised assessment policies that incorporate high school GPA and other readiness measures, direct enrollment with supplemental support for students requiring remediation, and tailored gateway mathematics courses aligned with students' academic and career pathways.

While these initiatives previously reduced enrollment in 0-level remedial courses, this does not necessarily indicate that students are entering college better prepared. ACT testing trends suggest that college readiness is declining, with more students requiring support through co-requisite and supplemental instruction. Recognizing this need, OSRHE's System Analysis and Reporting division is developing a methodology to accurately track co-requisite and supplemental instruction data. This will provide a clearer picture of students' remedial needs and the effectiveness of support strategies moving forward.

Table 5. Remediation Rates for First-Time Entering, Degree-Seeking Students

Entering Fall	Headcount Enrollment	English	Mathematics	Reading	Science	Unduplicated
2019	17,149	12.4%	20.1%	4.1%	0.2%	26.8%
2020	15,938	7.4%	16.0%	6.0%	0.0%	21.5%
2021	14,336	5.7%	14.6%	5.7%	0.4%	20.2%
2022	14,908	4.4%	13.9%	6.0%	0.5%	18.3%
2023	14,887	4.2%	17.5%	5.5%	0.6%	21.0%



A comprehensive list of remediation rates by high school site and district is available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 27, 2025

AGENDA ITEM #20:

Commendations.

SUBJECT: Recognition of State Regents' staff for service on state and national projects.

RECOMMENDATION:

It is recommended that the State Regents commend staff for service state and national projects.

COMMENDATIONS:

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

- **John Hennessey**, Associate Vice Chancellor for Information Technology and OneNet, **Brian Burkhart**, OneNet Chief Technology Officer, **April Goode**, Director of OneNet Strategic Planning and Communications, and **Courtney Hamar**, OneNet Business Director, represented OneNet at The Quilt fall member meeting in Tempe, Arizona. The Quilt is the national association for research and education networks. Mr. Hennessey spoke in a panel discussion on resiliency and business continuity, and Mr. Burkhart spoke in a panel discussion on cyber infrastructure resources. Ms. Hamar chaired the workgroup session for the Financial Focus Group. Mr. Burkhart and Ms. Goode also represented OneNet at the co-located National Science Foundation CC* PI Workshop.
- **Dr. Stephanie Baird**, Associate Vice Chancellor for System Analysis and Reporting, joined June Gerred and Dennis Williams from the Oklahoma State Department of Education, Brent Meeks from the Oklahoma Department of Career and Technology Education, and Dr. Megan Oftedal from the Office of Educational Quality and Accountability in attending the *Applying Strategies and Planning Tools for Effective State Longitudinal Data System (SLDS) Engagement* workshop in New Orleans, Louisiana, on January 14-15, 2025. Coordinated by AEM Corp., this workshop provided participants with insights from the SLDS State Support Team on technical assistance, best practices, and peer connections. Focus areas included data governance, stakeholder engagement, project management, data use, and sustainability. Key takeaways emphasized the importance of multi-agency collaboration, lessons learned from other states, and the necessity of strong governance and long-term sustainability planning for a successful SLDS. Participation in this workshop directly supported SB224, filed by Senator Ally Seifried, which – if passed – would establish a Governance Council and facilitate the development and procurement of a multi-agency SLDS.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 27, 2025

AGENDA ITEM #21-a:

State Authorization Reciprocity Agreement.

SUBJECT: Possible action to ratify approval of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify approval of 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 March 27, 2025, State Regents' staff received a SARA renewal application from the institutions listed below:

- Southeastern Oklahoma State University;
- Rose State College;
- Connors State College;
- Oklahoma Baptist University; and
- Southern Nazarene University.

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.

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AGENDA ITEM #21-b:

Agency Operations.

SUBJECT: Personnel. Possible action to ratify personnel appointment.

RECOMMENDATION:

It is recommended that the State Regents ratify the personnel appointment, as noted below.

POLICY ISSUES:

State Regents' policy 2.8, *Delegation of Authority to the Chancellor*, provides the Chancellor with the authority to approve personnel actions, with the requirement that director-level or above actions be submitted for ratification by the State Regents at their next meeting.

SUMMARY OF PERSONNEL ACTIONS:

Interim General Counsel. General Counsel Matt Stangl recently submitted his resignation. It is recommended that the State Regents ratify the appointment of Deputy General Counsel Chris Turner as Interim General Counsel while the agency conducts a search for a permanent replacement. Mr. Turner has been with the agency since 2022 and brings valuable experience to this role. In recognition of the additional responsibilities assumed during this interim period, he will receive a monthly stipend of \$2,500. This interim appointment will remain in effect until a new General Counsel is appointed.

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March 27, 2025

AGENDA ITEM #22-a:

Reports.

SUBJECT: Possible action to acknowledge receipt of the Current Status Report on New Program Requests.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on program requests.

BACKGROUND:

The Current 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 Current 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 [Status Report of New Program Requests](#).

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AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Possible action to acknowledge receipt of the Oklahoma College Savings Plan Annual Program Update for 2024.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma College Savings Plan Annual Update for 2024.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office provides staffing support for the OCSP board.

The OCSP is Oklahoma's 529 college savings plan. The "529" is a designation based on the IRS code section which authorizes state "qualified tuition programs." As a 529 plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to \$10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. The 2019 Setting Every Community Up for Retirement (SECURE) Act further authorized withdrawals for apprenticeship expenses and up to \$10,000 per beneficiary for student loan repayments. In addition, Oklahoma provides an annual state income deduction on contributions of up to \$10,000 per taxpayer or \$20,000 for joint-filers. Beginning in 2024, the SECURE 2.0 Act authorized limited penalty-free 529 rollovers to Roth IRAs on the federal level to give families more flexibility in utilizing assets. Following this, the OCSP board voted to adopt this change to allow greater utilization of unused 529 assets.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for education expenses. An OCSP account can be opened with as little as \$25, with subsequent contributions as small as \$25 or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford education expenses and avoid excessive student loan debt.

ANALYSIS:

Oklahoma families continued their strong commitment to saving for college through the OCSP in 2024 when total assets in the OCSP reached nearly \$1.7 billion. The number of accounts grew to almost 86,000, an increase of over 4,000 or 4.7 percent compared to 2023. Since its inception in 2000, the program has distributed over \$1.14 billion in funds to pay for college expenses for Oklahoma families.

In 2024, the Board approved 529 account holders to roll over unused funds into Roth IRAs and expanded Class I share eligibility for the Oklahoma Dream 529 at Work program, a workplace savings plan that enables employees to contribute to their Oklahoma Dream 529 accounts via payroll deductions.

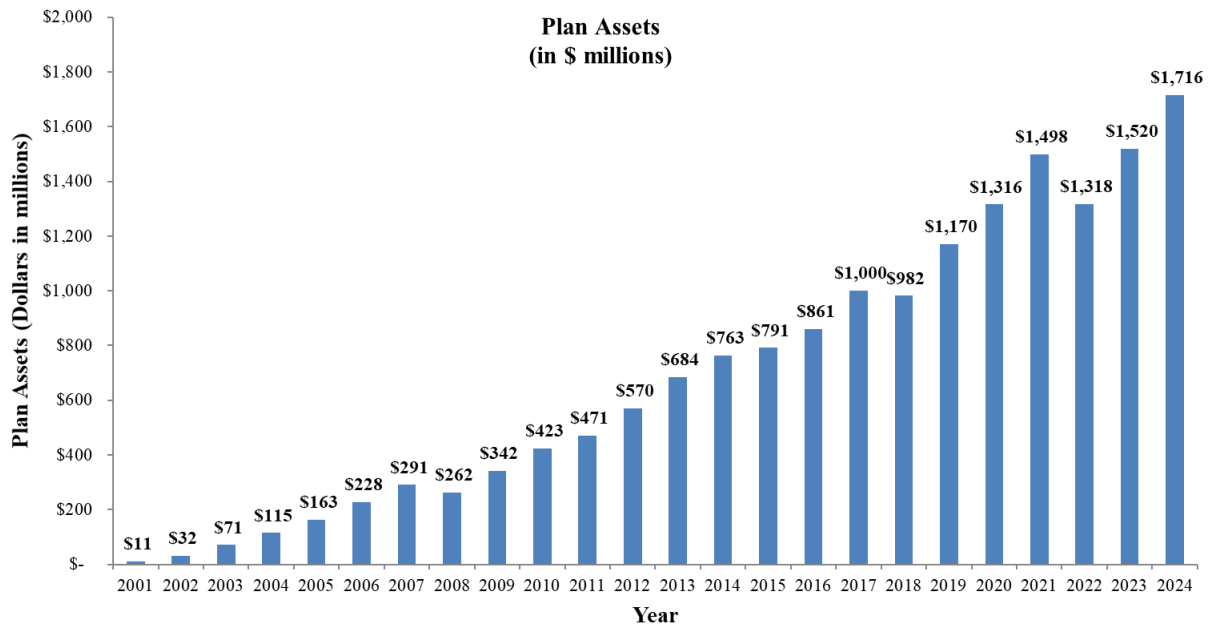
Account and Asset Growth: The following table shows the program's growth over the past twenty-four years. Following a slight decline in assets in 2018, the program's assets experienced substantial growth in the three years from 2019 to 2021. Due to a very unfavorable investment environment in 2022, total assets decreased by about \$180 million or 12 percent. In 2023, the plan rebounded and grew by over \$200 million, representing growth of approximately 15 percent.

OCSP History of Account and Asset Growth

	# of Investment Option <u>Accounts</u>	Annual <u>Chng</u>	Unduplicated <u>Total</u> <u>Accounts</u>	<u>Total Assets</u>	Annual <u>% Chng</u>
As of 12/31/01	3,830	160%		\$10,729,693	251%
As of 12/31/02	12,017	213%		\$32,262,626	201%
As of 12/31/03	18,647	55%		\$70,823,971	120%
As of 12/31/04	24,390	31%		\$115,325,223	63%
As of 12/31/05	28,741	18%		\$163,146,757	41%
As of 12/31/06	32,735	14%		\$228,073,626	40%
As of 12/31/07	38,123	16%		\$290,897,749	28%
As of 12/31/08	41,744	9%		\$262,026,337	-10%
As of 12/31/09	44,466	7%		\$342,305,879	31%
As of 12/31/10	47,326	6%		\$422,735,335	23%
As of 12/31/11	51,088	8%		\$470,891,493	11%
As of 12/31/12	54,915	7%	45,170	\$570,296,748	21%
As of 12/31/13	58,869	7%	48,453	\$684,331,826	20%
As of 12/31/14	62,974	7%	51,830	\$762,694,816	11%
As of 12/31/15	66,549	6%	54,637	\$791,295,519	4%
As of 12/31/16	70,741	6%	56,948	\$861,154,764	9%
As of 12/31/17	75,377	7%	59,688	\$1,000,310,064	16%
As of 12/31/18	80,772	7%	64,911	\$982,341,603	-2%
As of 12/31/19	85,397	6%	67,898	\$1,170,364,579	19%
As of 12/31/20	85,449	<1%	70,760	\$1,316,245,335	12%
As of 12/31/21	92,905	9%	75,619	\$1,498,129,897	14%
As of 12/31/22	97,161	5%	78,622	\$1,317,791,178	-12%
As of 12/31/23	101,978	5%	81,891	\$1,519,945,124	15%
As of 12/31/24	107,568	5%	85,796	\$1,716,608,906	13%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

The program's total assets increased from \$1.5 billion to \$1.7 billion, a growth of over \$200 million or approximately 15 percent.



Allocation of Investments: Most account owners choose an enrollment year investment option that automatically adjusts the types of investments for the account as the student gets closer to college enrollment. The following table shows the distribution of accounts and assets among the investment options as of December 31, 2024.

Portfolio	Number of Investment Option Accounts	% of Total	Total Assets	% of Total
Enrollment Year Options	54,161	50.4%	\$825,159,884	48.07%
Global Equity Index Option	7,610	7.1%	\$138,162,729	8.05%
Guaranteed Option	7,730	7.2%	\$78,394,671	4.57%
Balanced Option	5,397	5.0%	\$68,899,640	4.01%
Diversified Equity Option	6,129	5.7%	\$79,564,491	4.63%
Fixed Income Option	2,176	2.0%	\$13,523,461	0.79%
U.S. Equity Index Option	10,569	9.8%	\$218,303,712	12.72%
Subtotal Direct-Sold Accounts	93,772	87.2%	\$1,422,008,589	82.84%
Advisor-Sold Accounts	13,796	12.8%	\$294,600,317	17.16%
Total - All Accounts	107,568	100.0%	\$1,716,608,906	100.00%

Qualified Withdrawals for College Expenses: Since 2001, Oklahoma families have withdrawn over \$1.14 billion to pay for educational expenses with nearly 46,000 beneficiaries.

OCSP History of Qualified Withdrawals for College Expenses

Year	Qualified Withdrawals	Unique Beneficiaries Per Year
2001	(\$17,461)	3
2002	(\$267,664)	92
2003	(\$1,618,848)	417
2004	(\$3,136,835)	854
2005	(\$6,562,560)	1,418
2006	(\$11,534,223)	2,103
2007	(\$16,737,652)	2,607
2008	(\$20,513,720)	3,047
2009	(\$23,619,575)	3,454
2010	(\$27,863,243)	3,943
2011	(\$31,799,282)	4,239
2012	(\$35,880,086)	4,603
2013	(\$41,578,157)	5,018
2014	(\$46,393,229)	5,431
2015	(\$52,262,552)	5,901
2016	(\$57,121,259)	6,408
2017	(\$62,679,670)	6,806
2018	(\$77,433,407)	9,480
2019	(\$85,608,114)	9,077
2020	(\$85,898,998)	9,164
2021	(\$100,939,495)	9,816
2022	(\$108,248,448)	10,610
2023	(\$121,010,777)	13,510
2024	(\$128,736,844)	12,262
Total	(\$1,147,462,099)	*45,831

*Total number of unique beneficiaries for all years.

2024 Investment Performance:

Direct-Sold Program – The direct-sold program has enrollment year options, three equity options, a balanced option, a fixed income option, and a guaranteed option. Investment returns for the enrollment year options in the direct-sold program for 2024 were positive, with most options gaining between +5.42 percent and +13.62 percent. The Static Investment Options also performed well, with returns ranging from +2.37 percent for the Fixed Income Option to +23.59 percent for the U.S. Equity Index Option. 2024 proved to be a solid year for participants, with every option producing positive gains.

<u>Enrollment Year Investment Options</u>	<u>2024 Performance</u>
In School Enrollment Option	5.42%
2024/2025 Enrollment Option	6.39%
2026/2027 Enrollment Option	7.57%
2028/2029 Enrollment Option	8.75%
2030/2031 Enrollment Option	9.82%
2032/2033 Enrollment Option	10.60%
2034/2035 Enrollment Option	11.56%
2036/2037 Enrollment Option	12.57%
2038/2039 Enrollment Option	13.44%
2040/2041 Enrollment Option	13.62%
<u>Static Investment Options</u>	<u>2024 Performance</u>
Global Equity Index Option	15.88%
Diversified Equity Option	17.02%
Balanced Option	11.39%
U.S. Equity Index Option	23.59%
Fixed Income Option	2.37%
Guaranteed Option	2.92%

Advisor-Sold Program – The advisor-sold program administered by Fidelity Investments has a total of twenty-seven investment options, including eight enrollment year portfolios, two static portfolios, and seventeen individual fund options. All investment options had positive returns, with most positing two-digit growth in 2024. The Growth Opportunities Portfolio lead with +38.42 percent returns.

<u>Enrollment Year Option Portfolios</u>	<u>2024 Performance</u>
OK 529 College Portfolio	3.94%
OK 529 Portfolio 2025	4.50%
OK 529 Portfolio 2028	5.97%
OK 529 Portfolio 2031	7.12%
OK 529 Portfolio 2034	8.84%
OK 529 Portfolio 2037	10.93%
OK 529 Portfolio 2039	12.29%
OK 529 Portfolio 2042	14.15%

<u>Static Portfolios</u>	<u>2024 Performance</u>
OK 529 Aggressive Growth Portfolio	15.47%
OK 529 Moderate Growth Portfolio	10.53%

<u>Individual Funds</u>	<u>2024 Performance</u>
OK 529 Asset Manager 60% Portfolio	8.91%
OK 529 Diversified International Portfolio	5.91%
OK 529 Dividend Growth Portfolio	26.60%
OK 529 Equity Growth Portfolio	29.39%
OK 529 Equity Income Portfolio	11.97%
OK 529 Growth Opportunities Portfolio	38.42%
OK 529 High Income Portfolio	9.11%
OK 529 Inflation-Protected Bond Portfolio	1.65%
OK 529 Limited Term Bond Portfolio	4.57%
OK 529 New Insights Portfolio	34.64%
OK 529 Small Cap Portfolio	11.00%
OK 529 Stock Selector Mid Cap Portfolio	11.98%
OK 529 Strategic Dividend & Income Portfolio	11.00%
OK 529 Strategic Income Portfolio	5.65%
OK 529 Total Bond Portfolio	2.14%
OK 529 Value Strategies Portfolio	8.67%
OK 529 Stable Value Portfolio	n/a (inception 3/26/24)

Program Costs for Participants:

Direct-sold program: No enrollment fees or commissions are assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.15 percent to 0.42 percent, depending on the investment option.

Advisor-sold program: Investments in the advisor-sold program are purchased as either Class A, Class C, Class P, or Class I shares. Class A shares have a maximum initial sales charge of 3.50 percent, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.40 percent to 1.59 percent. Class C shares have a 1.00 percent contingent deferred sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.25 percent to 2.34 percent. Class P shares (available to Workplace 529 plan participants only) have no sales charge, no \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.00 percent to 2.09 percent. Class I shares have no sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.25 percent to 1.34 percent.

National Ratings: SavingforCollege.com, an independent and authoritative website on state college savings plans, assigned Oklahoma 529 its highest "Best" Rating with "High Honors" for residents.

For the fifth year in a row, Morningstar, the national investment analysis firm, has awarded the Oklahoma 529 program its Bronze rating. In their comments, Morningstar said, "Oklahomans should look no further given the well-rounded option is paired with the state's generous tax deduction, up to \$20,000 annually if filed jointly." Additionally, the firm states, "Bronze-rated plans tend to carry a mix of Average and Above Average ratings across the People, Process, and Parent Pillars. Though they may not quite match higher-rated peers when it comes to investment options or investment managers, they can still help investors meet their goals."

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AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Possible action to acknowledge receipt of the FY2024 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt the FY2024 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees... and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2024, 15 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve

a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2024, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2024 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2024, included 9 of 13 universities and constituents and three of 13 two-year colleges.
2. The present value of future pension obligations as of June 30, 2024, for those institutions reporting amounted a net of \$23,320,165. An assets-held-in-trust model is used by the Regional University System on behalf of its institutions and Tulsa Community College. Seven (7) institutions are reporting as assets held in trust, eight (8) reporting pay-as-you-go obligations, and eleven (11) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to *total* liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2024 and amounted to \$193,265,582. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Twenty-two institutions reported FY2024 liabilities for medical and/or life insurance for retirees amounting to \$193,223,431, or 99.9% of the total expenses. One institution reports a cost life insurance only in the amount of \$42,151. One institution, the University of Oklahoma, accounted for approximately 47% of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 42%. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

(Supplement.)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 27, 2025

AGENDA ITEM #24:

Proposed Executive Session.

- SUBJECT:** 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: (a) 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; (b) EEOC Charge # 564-2023-01525; and (c) EEOC Charge #564-2024-02714, 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.