OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

December 4, 2014

NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 4, 2014 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on December 4, 2014.

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

A G E N D A

Thursday, December 4, 2014 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Michael C. Turpen, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to Order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes.

4. **Report of the Chairman.** (No Action, No Discussion).

5. **Report of Chancellor.** (No Action, No Discussion).

FACULTY

6. **Faculty Advisory Council.**

   a. Presentation of the Faculty Advisory Council Annual Report. Page 1.

   b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 5.

ACADEMIC

7. **Oklahoma Campus Compact.**

   a. Presentation of the Oklahoma Campus Compact 2013 Voter Registration Contest Awards. Page 7.

   b. Presentation of the Oklahoma Campus Compact State Awards. Page 9.

8. **Program Deletions.** Approval of institutional requests for program deletions. Page 13.

9. **Policy.**

   a. Posting of revisions to the Teacher Education and Teacher Professional Development Residency Program policies. Page 17.

FISCAL

EXECUTIVE

attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

    b.   Enter into executive session.

    c.   Open session resumes.

    d.   Vote to exit executive session.

CONSENT DOCKET

19.   **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

    a.   Programs.

        (1)   Program Modifications. Approval of institutional requests. Page 85.

        (2)   Program Suspension. Approval of institutional requests. Page 91.

    b.   Electronic Delivery. Approval of requests to offer existing degree programs via online delivery for East Central University. Page 93.

    c.   Post Audit.

        (1)   Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 97.

        (2)   Approval of institutional requests for final approval and review schedule extensions for Enterprise Development. Page 123.

    d.   Academic Scholars Program. Authorization of freshmen Institutional Nominee scholarship slots for fall 2015. Page 127.

    e.   Regional University Baccalaureate Scholarships. Authorization of freshmen scholarship slots for fall 2015. Page 131.

    f.   Agency Operations.

        (1)   Ratification of purchases over $25,000. Page 133.

        (2)   Audit. Ratification of the Audit Report for the fiscal year ending June 30, 2014 and submission to OMES. Page 135.

    g.   Non-Academic Degrees. Ratification of a request from Oklahoma State University to award two honorary degrees and two posthumous degrees. Page 137.

20. **Reports.** Acceptance of reports listed.

    a.   Programs. Status report on program requests. (Supplement) Page 143.

    b.   Annual Reports.

        (1)   2013-2014 Accreditation Report. Page 145.

        (2)   2013-2014 Academic Scholars Year End Report. Page 151.

        (3)   2013-2014 Oklahoma Tuition Aid Grant Year End Report. Page 155.

        (4)   2013-2014 Oklahoma Tuition Equalization Grant Year End Report. Page 163.

        (5)   2013-2014 Regional University Baccalaureate Scholarships Year End Report. Page 169.

        (6)   Policy Exception Quarterly Report. Page 173.

        (7)   FY15 Tuition Impact and Analysis Annual Report. Page 175.

        (8)   FY2014 Financial Operations Report, June 30, 2014. Page 177.

        (9)   Policy Reporting Requirements Survey. Page 179.

        (10)   Preparing for College Mass Mailing. Page 187.

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

    a.   Academic Affairs and Social Justice and Student Services Committees.

    b.   Budget and Audit Committee.

    c.   Strategic Planning and Personnel Committee and Technology Committee.

    d.   Investment Committee.

22. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, January 28, 2015 at 10:30 a.m. and Thursday, January 29, 2015 at 9 a.m. in Oklahoma City.

23. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 4, 2014

AGENDA ITEM #6-a:

> **Faculty Advisory Council.**

SUBJECT: 2014 Annual Faculty Advisory Report.

RECOMMENDATION:

> **It is recommended that the State Regents accept the 2014 Annual Faculty Advisory Report.**

BACKGROUND:

On June 26, 1990, the Chancellor nominated seven representatives from a statewide assembly of faculty. Bylaws for the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council (FAC). FAC members serve two-year terms. On February 7, 2008, the State Regents expanded membership to double the representation from each type of institution from two to four members representing the research tier (two from the University of Oklahoma and two from Oklahoma State University), from two to four representing the regional tier, from two to four representing the community colleges and from one to two representing the Oklahoma independent institutions.

POLICY ISSUES:

This report details annual activities of the FAC for 2014 as required by the State Regents' Faculty Advisory Council policy.

ANALYSIS:

In 2014, the FAC work plan included the following issues: (1) Improve and identify best practices for general education and college student competence in key areas such as financial literacy, computer proficiency, critical thinking and communicating; (2) Explore faculty workload impact on academic efficiency; (3) Improve retention of college students and identify best practices in career advisement, student motivation, program changes, faculty development and enrollment management; (4) Improve success of transfer students and identify best practices in efforts such as course equivalency, articulation, curriculum alignment, outcome assessments and feedback reports; (5) Explore success of concurrent students especially in online courses; and (6) Support and provide advice on current State Regents initiatives including Complete College America and the Online Education Task Force.

Additional information about each of these issues and other activities is provided in the attached annual report.

Attachment

Oklahoma State Regents for Higher Education
Faculty Advisory Council
2014 Annual Report

Purpose. The purpose of the Faculty Advisory Council (FAC) is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Council shall attempt to accurately represent the positions of faculty and develop recommendations to the State Regents.

Creation. In 1990, seven representatives were nominated and held its first meeting. Bylaws were drafted by the first Faculty Advisory Committee and approved by the State Regents on December 17, 1990. In June 2002, the State Regents approved the Faculty Advisory Committee's name change to the Faculty Advisory Council. FAC members serve two-year terms. Until 2008, two members represented the research universities (one from OU and one from OSU); two represent the regional universities; two represent the community colleges; and one represents the independent institutions. In February 2008, the State Regents approved expanding membership to a total of fourteen with the same proportional representation.

2014 MEMBERS

Research Universities
Kari E. Boyce, University of Oklahoma
Edgar A. O'Rear, III, University of Oklahoma
Warren Finn, Oklahoma State University
Kenneth E. Bartels, Oklahoma State University

Regional Universities
Jim Ford, Rogers State University
James W. Mock, University of Central Oklahoma
Michael T. Dunn, Cameron University
Fred Gates, Southwestern Oklahoma State University

Community Colleges
Craig Dawkins, Rose State College
Don Stinson, Northern Oklahoma College
Julie Dinger-Blanton, Connors State College
Albert C. Heitkamper, Oklahoma City Community College

Independent Colleges
Ram S. Mohan, University of Tulsa
Leon DeSecottier, Mid-America Christian University

2014 CHAIRS

January - March 2014	Craig Dawkins
April - September 2014	James Mock
October - December 2014	Kari Boyce

During the 2014 year, Chancellor Glen D. Johnson worked in partnership with the FAC to serve the interests of higher education faculty and institutions of Oklahoma. Dr. Debra L. Stuart, Vice Chancellor for Educational Partnerships, served as advisor and liaison.

2014 WORK PLAN

In October 2013, the annual statewide survey of higher education faculty leaders was administered. Results were compiled and discussed during the Faculty Assembly held November 2, 2013. The 2014 FAC members used this information to design a work plan that focused on issues of most concern to higher education faculty in Oklahoma.

In 2014, the FAC addressed the following work plan items:

1. Improve and identify best practices for general education and college student competence in key areas such as financial literacy, computer proficiency, critical thinking and communicating: Discussion included a history of State Regents policy on general education requirements and the process for making changes in policy or at the institution.

2. Explore faculty workload impact on academic efficiency: Existing national and Oklahoma information was reviewed and discussion included a need for tracking adjunct numbers, comparing among institutions and sharing best practices.

3. Improve retention of college students and identify best practices in career advisement, student motivation, program changes, faculty development and enrollment management: Learned about best practices from enrollment management practitioners. Received update on the status of Summer Academies.

4. Improve success of transfer students and identify best practices in efforts such as course equivalency, articulation, curriculum alignment, outcome assessments and feedback reports: Learned about issues that impact transfer students and examined some data.

5. Explore success of concurrent students especially in online courses: Discussion included a review of the TCC EXELerate pilot program to reach more students.

6. Support and provide advice on current State Regents initiatives including Complete College America and the Online Education Task Force. Received updates on Complete College America progress and discussions in the Online Education Task Force.

2014 ACTIVITIES

The FAC holds monthly meetings to discuss the work plan items and matters affecting all higher education institutions in Oklahoma. Copies of the minutes are on the FAC web site at *http://www.okhighered.org/fac*.

- Delivered annual report and introduced incoming and outgoing members at December 2014 State Regents' meeting.

- Shared ideas with the Student Advisory Board on online education, Complete College America, feedback from faculty in courses, academic advising, and financial literacy.

- Participated in Higher Education Day at the State Capitol.

- Provided comments at the Annual Tuition Hearing.

- Approved a resolution opposing legislation that would allow guns on campuses.

- Conducted Faculty Opinion Survey of faculty leaders at all Oklahoma public and independent colleges and universities in October 2014.

- Hosted annual Faculty Assembly on November 1, 2014 for discussion with faculty leaders at all Oklahoma public and independent colleges and universities. Chancellor Glen D. Johnson presented the state of Oklahoma higher education.

AGENDA ITEM #6-b:

> **Faculty Advisory Council.**

RECOMMENDATION:

> **This item is an oral recognition of the Faculty Advisory Council members.**

AGENDA ITEM #7-a:

Oklahoma Campus Compact.

SUBJECT: Voter Registration Contest Awards.

RECOMMENDATION:

Presentation of awards to the institutions who won the annual Oklahoma Campus Compact Voter Registration Contest.

BACKGROUND:

As part of its mission to foster civic engagement, Oklahoma Campus Compact (OkCC) sponsors an annual Voter Registration Contest for its thirty-eight member institutions. Based upon an advisory committee's recommendations, this year two strategies were employed to increase the campuses' ability and incentive to register students to vote: 1) the duration of the contest was expanded from five days in September to encompass summer student orientation sessions and continue up to the state registration deadline for the general election; and 2) more categories for success were established for a total of eight awards. In addition to recognizing the greatest proportion of in-state students registered by small, mid-sized and large institutions, the contest now also recognizes the runner up in each category, and provides recognition for the most out-of-state students registered and the greatest proportion of out-of-state students registered to vote.

Research shows a strong correlation between college experience and political engagement, with college-educated young people much more likely to vote than youth with no college experience. Research also shows that when young people learn the voting process and vote, they are more likely to do so when they are older. The Voter Registration Contest is part of a comprehensive civic engagement effort called Campus Vote Initiative that advances voter registration, education, and participation.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

New records were set for a non-presidential election year for both for the number of institutions participating in the contest, and for the number of students registered to vote, with 21 institutions registering a total of 3,312 in-state and out-of-state students.

The institutions winning the Voter Registration Contest in 2014 are:

In-State Students

RED Category (0-3,000 FTE)
- Eastern Oklahoma State College – Winner
- Carl Albert State College – Runner Up

WHITE Category (3,001 to 7,000 FTE)
- East Central University – Winner
- Northern Oklahoma College – Runner Up

BLUE Category (7,001 to 30,000 FTE)
- University of Central Oklahoma – Winner
- Oklahoma State University – Runner Up

Out-of-State Students

LIBERTY (most out-of-state students registered)
- University of Oklahoma

EQUALITY (highest proportion of out-of-state students registered)
- Eastern Oklahoma State College

Campuses employed many creative ideas to register students to vote, including social media campaigns, student government members visiting classes, U.S. Constitution quizzes, campus media outreach, faculty discussion in class, and making available computers for out-of-state student registration assistance.

AGENDA ITEM #7-b:

Oklahoma Campus Compact.

RECOMMENDATION:

Recognition of four awards to honor outstanding faculty, staff, and community partners for their work in strengthening institution and community ties through service.

BACKGROUND:

Oklahoma Campus Compact (OkCC) was founded in 2000 as a member of Campus Compact, an organization located in Boston, Massachusetts. There are 35 state Campus Compact offices that provide services to nearly 1,200 colleges and universities committed to helping students develop their knowledge and skills of civic participation through involvement in public service through various methodologies including service-learning, community service, and other methodologies. Institutional members pay annual membership dues.

The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. All 25 State System institutions, three branch institutions, eight private/independent institutions, and one tribal college are members.

The OkCC State Awards program was established in 2011 as part of the Heartland Regional Campus Compact Conference, which OkCC cohosts annually with its state partners in Kansas, Missouri and Nebraska. These awards are designed to recognize inspiring administrative and faculty leaders who perform outstanding work in the advancement of campus - community engagement. The awards are:

The Community Engagement Professional of the Year

This award recognizes one professional who has worked toward the institutionalization of academic service-learning and/or service, created and strived toward a vision of service for his/her campus, promoted higher education as a public good, provided exceptional support to faculty and students, and has been instrumental in forming innovative campus-community partnerships.

The Excellence in Community-Based Teaching & Scholarship Award

This award recognizes one faculty member or administrator who has successfully promoted the incorporation of service-learning into at least one course with demonstrable outcomes, and has conducted outstanding research in the field of service-learning and engaged scholarship.

The Outstanding Community & Campus Collaboration Award

This award recognizes a sustained campus-community partnership in the state of Oklahoma that demonstrates a true partnership as evidenced by: 1) community agency involvement in the development of the course goals and learning outcomes; 2) measurable impact (qualitative and quantitative) on students, faculty and institution; 3) measurable impact on the lives of those served by the community agency; and 4) commitment of community agency to student learning.

The recipients were announced at the 2014 Heartland Conference in Lincoln, Nebraska on October 3rd in conjunction with awards from the conference cohosts Kansas, Missouri and Nebraska Campus Compacts.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the **Community Engagement Professional of the Year Award** is **Dr. Aliya Chaudry**, Dean of the School of Physical Therapy at Langston University. Dr. Chaudry is the founder and chair of the Oklahoma Service-Learning Conference. In addition to effectively employing service-learning in her physical therapy courses at Langston University, for the past eight years Dr. Chaudry has planned, organized, implemented and hosted an annual Oklahoma Service-Learning Conference where faculty and students share their experiences. Dr. Chaudry was one of the first recipients of the Oklahoma Campus Compact Service-Learning Incentive Grants. She has presented and written extensively on service-learning and has inspired a whole generation of her students to be of service to their communities. Very few educators in higher education are more passionate about service-learning than Dr. Chaudry.

The recipients of the **Outstanding Community & Campus Collaboration Award** are the
University of Central Oklahoma (UCO) and the Regional Food Bank of Oklahoma (RFBO) for the Campus Food Pantries. Dr. Sharra Hynes, Director of the Volunteer & Service-Learning Center at UCO worked with the Regional Food Bank of Oklahoma to build the Central Food Pantry. This partnership helps to ensure that the basic needs of students are met to enable them to perform to the best of their ability academically, and to enlighten and involve the entire campus in a critical community issue. Mr. John Bobb-Semple is the Project Manager for Community Initiatives at the Regional Food Bank of Oklahoma. Mr. Bobb-Semple is a former president of the Oklahoma Student Government Association and president of the University of Central Oklahoma student government. In his capacity as Project Manager of Community Initiatives, Mr. Bobb-Semple has reached out to numerous colleges and universities, giving selflessly of his time and interest in assisting campuses to help fight hunger among students and community members. The RFBO work with UCO, as well as its desire to expand to other college campuses, show that it is committed to educating students who will be tomorrow's leaders about the issue of poverty and hunger in order to improve communities and lives.

The recipient of the **Excellence in Community-Based Teaching & Scholarship Award** is **Dr. Michele Eodice,** Associate Provost for Academic Engagement and Director of the Writing Center at the University of Oklahoma. In her capacity as Director of the University of Oklahoma Writing Center, and Associate Provost for Academic Engagement, Dr. Michele Eodice has fostered academic service-learning on campus and reached out to promote teaching, research, and professional development to the greater service-learning higher education community in the state. Last year Dr. Eodice volunteered her office's resources to successfully continue the annual Membership Survey for Oklahoma Campus Compact when the national Campus Compact survey was on hiatus and Oklahoma members did not want to lose a year of data. She encouraged and supported faculty in participating in the Strategic Synergies Grant from the

National Science Foundation through the University of Hawaii and Hawaii/Pacific Island Campus Compact in the STEM fields, and hosted a faculty workshop on campus. She has supported and in November will host the annual Oklahoma Service-Learning Conference begun by Langston University. Dr. Eodice is an outstanding leader and supporter of academic service-learning.

AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Eastern Oklahoma State College (EOSC) requests authorization to delete the program listed below:
- Associate in Applied Science in Business Services (074)

Tulsa Community College (TCC) requests authorization to delete the programs listed below:
- Associate in Applied Science in Civil Engineering/Surveying Technology (099)
- Associate in Applied Science in Quality Control Technology (068)
- Associate in Applied Science in Computer Programming-Transaction Processing Facility (271)
- Associate in Applied Science in Drafting/Engineering Technology (029)
- Certificate in Healthcare Business Operations (269)
- Certificate in Geriatric Technician (245)
- Certificate in Computer Programming-Transaction Processing Facility (272)

POLICY ISSUES:

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

ANALYSIS:

EOSC requests authorization to delete the Associate in Applied Science in Business Services (074). This program was approved at the December 5, 2006 State Regents' meeting. Reasons for requesting the deletion include:
- EOSC reports this program has continued to experience low enrollment and few graduates.
- EOSC intends to create an embedded certificate within the Associate in Science in Business Administration (007) program to accommodate those students who wish to pursue the curriculum.
- There are currently 11 students enrolled with an expected graduation date of May 2015.
- Students may elect to complete the current program or change to the certificate once it is approved.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Civil Engineering/Surveying Technology (099). This program was approved prior to 1990. Reasons for requesting the deletion include:
- TCC reports this program was approved for suspension at the January 26, 2012 State Regents' meeting and has been offering the curriculum as an option within the Associate in Applied Science in Engineering Technology (151) program.
- There are currently no students enrolled.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Quality Control Technology (068). This program was approved prior to 1990. Reasons for requesting the deletion include:
- TCC reports this program was approved for suspension at the January 26, 2012 State Regents' meeting and has been offering the curriculum as an option within the Associate in Applied Science in Engineering Technology (151) program.
- There are currently no students enrolled.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Computer Programming-Transaction Processing Facility (271). This program was approved at the June 26, 2008 State Regents' meeting. Reasons for requesting the deletion include:
- TCC reports this program was approved for suspension at the January 10, 2011 State Regents' meeting due to low productivity.
- There are currently no students enrolled.
- Courses specific to the program were deleted from the TCC catalog in 2012 and have not been taught since 2008.
- Funds allocated to this program have since been reallocated to other computer science and information technology programs offered at TCC.

TCC requests authorization to delete the Associate in Applied Science in Drafting/Engineering Technology (029). This program was approved prior to 1990. Reasons for requesting the deletion include:
- TCC reports this program was approved for suspension at the January 26, 2012 State Regents' meeting and has been offering the curriculum as an option within the Associate in Applied Science in Engineering Technology (151) program.
- There are currently two students enrolled with an expected graduation date of December 2014.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Healthcare Business Operations (269). This program was approved at the September 13, 2007 State Regents' meeting. Reasons for requesting the deletion include:
- TCC reports this program was approved for suspension at the January 26, 2012 State Regents' meeting due to low productivity and the curriculum was added as an option to the Associate in Applied Science in Business (153) program.
- There are currently no students enrolled.
- No courses will be deleted as they will continue to be offered.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Geriatric Technician (245). This program was approved at the April 4, 2002 State Regents' meeting. Reasons for requesting the deletion include:

- TCC reports this program was approved for suspension at the November 7, 2012 State Regents' meeting due to a lack of industry demand.
- There are currently no students enrolled.
- One course will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Computer Programming-Transaction Processing Facility (272). This program was approved at the June 26, 2008 State Regents' meeting. Reasons for requesting the deletion include:

- TCC reports this program was approved for suspension at the January 10, 2011 State Regents' meeting due to low productivity.
- There are currently no students enrolled.
- Courses specific to the program were deleted from the TCC catalog in 2012 and have not been taught since 2008.
- Funds allocated to this program have since been reallocated to other computer since and information technology programs offered at TCC.

AGENDA ITEM #9-a:

Policy.

SUBJECT: Posting of revisions to the State Regents' Teacher Education and Teacher Professional Development Residency Program policies.

RECOMMENDATION:

It is recommended that the State Regents post revisions to the Teacher Education and Teacher Professional Development Residency Program policies, as described below.

BACKGROUND:

The provisions of House Bill 1549 created the Oklahoma Teacher Preparation Act (OTPA) that provided additional funding and authorized the Oklahoma State Regents for Higher Education to improve the quality of teacher preparation in Oklahoma. In 1997, OTPA's name was changed to the Teacher Professional Development Residency Program (TPDRP). The purpose of TPDRP was to improve the caliber of elementary and secondary school teachers certified to teach in Oklahoma public schools by providing for a three-member Residency Committee for each first-year teacher licensed by the State Board of Education. The Residency Committee consisted of 1) a mentor teacher; 2) a principal or assistant principal designated by the local board; and 3) a teacher educator from an Oklahoma college or university.

In July 2010, the TPDRP was placed on a two year moratorium which was to remain in effect until June 30, 2012. On May 10, 2012, the Governor signed Senate Bill 1797 to extend the moratorium until July 2014. However, the induction program, in its previous form, was never reinstated.

On April 14, 2014, the Governor signed House Bill 2885 which reinstituted an optional residency program for first year teachers for the 2014-2015 school year. However, beginning with the 2015-2016 school year, the State Department of Education is charged with administering a residency program for teachers, requiring participation from all school districts. Unlike the previous mandate which was state funded and tied teacher licensure to the induction requirement, the current residency program lacks funding and no longer has a licensure requirement. The resident teacher must be certified and must be employed as a novice teacher in an accredited school.

POLICY ISSUES:

The policy changes align with the provision of House Bill 2885 regarding the first year residency program. These changes establish guidelines to assist in the development of first year residency committees.

ANALYSIS:

The TPDRP that was originally mandated in 1997 is no longer in effect; therefore, it must be deleted from State Regents' policy. While in existence, state funding supported this program, but the funding, as well as the structure of the entire program, has been modified with recent legislation, making TPDRP non-mandatory. Current State Regents' TPDRP policy requires one teacher education faculty member to serve on the residency committee of the novice teacher; however, this is no longer required, but optional under the new law.

Additionally, the State Regents will no longer reimburse institutions for committees on which teacher education faculty serve. The language surrounding what is currently in effect for the teacher residency program will be modified to align with the provisions of House Bill 2885.

The provisions of House Bill 2885 stipulate that the State Board of Education shall consult with teacher education institutions as they develop the teacher residency program. Additionally, teacher education faculty may serve on residency year committees. According to the American Institutes for Research, good teacher induction programs increase effectiveness and retention among first year teachers. Additionally, teachers who participate in strong mentoring programs have increased professional growth and impact on student learning.

Concerns still exist regarding the lack of appropriations to support teacher residency in its new form. The absence of funding makes such programs difficult to operate and can potentially impact teachers who fail to receive the level of mentorship and support needed to help them become effective beginning practitioners.

A copy of the proposed revisions is attached. A summary of the proposed revisions are summarized below.

- **3.21.2 Definitions – added definitions for mentor teacher, residency committee, and resident teacher**

- **3.21.7 Guidelines for Participation on Residency Year Committees –** this new section establishes guidelines for participation on residency year committees.

- **3.22 Teacher Professional Development Residency Program –** the entire policy is deleted because the residency program is no longer mandated, but rather optional. Guidelines for the optional residency year program committee have been incorporated into the Teacher Education policy section 3.21.7 as outlined above.

It is recommended that the State Regents post the revised policy.

Attachment.

3.21   *Teacher Education*

3.21.1   Purpose

In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies; guidelines for facilitating the transfer of course work for teacher education students; general education curriculum required for early childhood, elementary, and special education students; requirements for secondary education teachers; suggested teacher education program requirements; and guidelines for the preparation of teachers by teacher education program faculty.

3.21.2   Definitions

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

"Cumulative Grade Point Average (CGPA)" is the average of a student's earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

"General Education" is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

"Liberal Arts and Sciences Courses" are those traditional fields of study in the humanities; social and behavioral sciences; communication, natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy.

"Mentor Teacher" is a teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance, support, coaching, and assistance to a resident teacher employed by the school district.

"Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an

institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading ~~Policy~~* policy) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

"Residency Committee" is a committee in a school district for the purpose of providing professional support, mentorship and coaching to the resident teacher.

"Resident Teacher" is a certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher and residency committee.

3.21.3   Criteria for Admission to Teacher Education Programs

This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the four performance criteria described below:

A.   Achieve a GPA of 3.0 or higher in all liberal arts and sciences courses.

B.   Students may qualify for admission if they achieve a GPA of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the State Regents' *Undergraduate Degree Requirements ~~Policy~~* policy.

C.   Score at or above the level designated by the State Regents for math, reading, and writing on the ~~Pre-Professional Skills Test (PPST)~~ PRAXIS Core Academic Skills for Educators Test (PRAXIS).

D.   The ~~PPST~~ PRAXIS test will be administered to students who have completed at least 30 semester hours of credit. Students who score below the designated level on any section(s) of the ~~PPST~~ PRAXIS test will be permitted to retest.

E.   Achieve a passing score at the level required by the Oklahoma ~~Commission for Teacher Preparation~~ Office of Educational Quality and Accountability for state certification on the Oklahoma General Education Test (OGET).

F.   Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the ~~PPST~~ PRAXIS and may be exempt from this requirement.

G.   Institutional and individual programs' admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program.

3.21.4   Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher or administrator. Community colleges are approved to offer paraprofessional programs in areas related to, but not identical

with, teacher education. Such programs, including child care and library technical aide, frequently utilize course content which is similar to that of professional teacher education courses. Community colleges have an active role in providing general education course requirements to teacher education students as detailed below. Select requirements are listed below.

A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.

B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, in a subject area, including 18 hours in each assigned subject area.

C. Institution officials are permitted to select the course work in each of the core areas that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.

D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.

E. Teacher preparation programs at the pre-service level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

3.21.5 Professional Teacher Education Guidelines

A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.

B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.

C. Paraprofessional courses such as those designed for early childhood care, library aides and similar career programs may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.

D. Awarding credit for CLEP exams will follow guidelines established in the State Regents' *Credit for Extrainstitutional Learning Policy*policy.

E. Advisement processes would be aided if titles and descriptions of general education courses at all colleges and universities do not utilize

terminology such as "public school," "elementary teacher," or other professional education phrases.

3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are recommended to address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms:.

A.   In order to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools, teacher education faculty, including the deans of the colleges of education, should: (1) teach regularly scheduled classes in a state accredited school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct contact with students. A minimum of 10 clock hours per school year is recommended.

B.   It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of school environments, ranging from large, urban to small, rural.

C.   Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

3.21.7 Guidelines for Participation on Residency Year Committees

A.   A residency committee may consist of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.

B.   Teacher education faculty may serve on novice teacher residency committees. It is recommended that teacher education faculty who participate on these committees, have expertise and experience in the teaching field for the resident teacher.

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994. _____, 2015

3.22 ***Teacher Professional Development Residency Program***

3.22.1 ~~Purpose~~

~~Oklahoma law stipulates that no person shall be certified to teach in the accredited schools of this state unless such person has completed at least one school year of teaching service as a resident teacher in the residency program, has been recommended for certification by the appointed residency committee, and has successfully completed the curriculum examination as prescribed by the State Board of Education prior to July 1, 1997, and the competency examination as prescribed by the Oklahoma Commission for Teacher Preparation beginning July 1, 1997.~~

3.22.2 ~~Residency Committees~~

~~Under the residency program, a three-member Residency Committee is created for each first-year teacher licensed by the State Board of Education. A Residency Committee is comprised of:~~

A. ~~A mentor teacher~~

B. ~~A principal or assistant principal designated by the local board~~

C. ~~A teacher educator from a college or university in Oklahoma~~

~~Each Residency Committee, upon completion of one school year of residency, shall make a recommendation to the State Board of Education and the preparing institution of higher education as to whether the resident teacher should be issued a certificate or shall be required to serve as a resident teacher for one additional school year.~~

3.22.3 ~~Administration~~

~~The Residency Program shall be administered according to the following provisions:~~

A. ~~Each public and independent college or university in Oklahoma offering approved programs of teacher education is eligible to participate in the Residency Program. The State Regents will reimburse institutions for committees served as follows:~~

   1. ~~Institutions in the State System shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The reimbursement shall be incorporated in the institution's Education and General Operating Budget.~~

   2. ~~Independent institutions in Oklahoma shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The State Regents shall contract with the independent institutions for an annual reimbursement.~~

B. ~~Participating institutions shall be expected to implement the Residency Program in accordance with policies and procedures established by the~~

State Regents, the rules and regulations adopted by the State Board of Education, the Oklahoma Commission for Teacher Preparation, and the local boards of education.

C. Institutions should be prepared to certify the number of committees served, the number of trips made, and the number of miles traveled in the service of Residency Committees.

D. Institutions will be asked to provide data and other information to the State Regents for reporting to the State Department of Education and to the Oklahoma Legislature.

Approved July 28, 1982. Revised January 26, 1996.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 4, 2014

AGENDA ITEM #9-b:

Policy.

SUBJECT: Posting of revisions to the State Regents' Credit for Extrainstitutional Learning policy.

RECOMMENDATION:

> **It is recommended that the State Regents post revisions, pending Council of Presidents' approval on December 10, 2014, to the Credit for Extrainstitutional Learning policy, as described below.**

BACKGROUND:

The Credit for Extrainstitutional Learning policy provides the framework through which students can demonstrate learning achieved through non-traditional learning environments and provides a systematic process of validating and awarding credit on a course-by-course basis. The policy assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for extrainstitutional learning, and provides for uniform transfer of credit for extrainstitutional learning among institutions of the system.

Revisions to the Credit for Extrainstitutional Learning policy adopted by the State Regents in recent years are summarized below:

- July 28, 1975 – Revisions to the fee requirement for examinations.
- October 23, 1985 – Revisions removed the limits on the number of credits that can be awarded, added the procedures by which institutions can validate extrainstitutional learning, removed minimum scores for advanced standing exams, and removed the statement regarding fees.
- July 8, 1995 – Revisions updated terminology, reinstated the 12 hour requirement for validation of credit awarded, updated nationally recognized methods for assessing extrainstitutional learning, and added a statement regarding what can be charged by institutions for the assessment.
- June 29, 2006 – Revisions updated the nomenclature and publications referenced in the policy.

POLICY ISSUES:

The Credit for Extrainstitutional Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments.

ANALYSIS:

Revisions update nomenclature and publications referenced in policy and align with language used nationally relative to credit for prior learning. Additionally, a new section was added to policy regarding oversight and evaluation of credits awarded for prior learning.

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A copy of the proposed revisions is attached. The proposed revisions are summarized below.

- **Policy Title –** changed from Credit for Extrainstitutional Learning to Credit for Prior Learning.

- **3.15.3.C.8 Principles –** added use of the systemwide assessment inventory as an option for institutions to validate prior learning for awarding credit.

- **3.15.3.E Principles –** a new section that states direct instruction of coursework from technology centers shall not be utilized for awarding credit for prior learning.

- **3.15.3.F Principles –** a new section that states a systemwide technical assessment inventory shall be maintained and updated through a faculty driven process.

- **3.15.3.K Principles –** a new section that states institutional technical assessments, to validate learning from non-degree granting entities not associated with technology centers, shall be developed by qualified faculty.

- **3.15.4 Oversight and Evaluation –** a new section that establishes the requirements for oversight and evaluation to protect the integrity and credibility of credits awarded through prior learning assessments.

It is recommended that the State Regents post the revised policy.

Attachment.

3.15   Credit for ~~Extrainstitutional~~Prior Learning

3.15.1   Purpose

In recognition of the need to evaluate learning ~~which has taken place~~ acquired from other sources, ~~outside of the formal higher education structure~~, such as work experience, non-degree granting institutions, professional training, military training, or open source learning, the State Regents have adopted the following policy. ~~The~~ State System institutions ~~should~~shall provide a systematic and comparable means through which students ~~might~~may be awarded credit for ~~extrainstitutional~~prior learning.   State System policy should assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for ~~extrainstitutiona~~prior learning, and provide for uniform transfer of credit for ~~extrainstitutional~~prior learning among State System institutions ~~of the system~~. State System institutions ~~should~~shall provide students with a means for evaluation of prior learning and shall develop institutional policies and procedures ~~for evaluating extrainstitutional learning and for awarding credit~~ consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.

3.15.2   Definitions

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

"~~Extrainstitutional~~Prior Learning" is ~~attained~~acquired outside the sponsorship of legally authorized ~~and accredited~~ postsecondary and higher education institutions accredited as degree-granting institutions. The term applies to learning acquired from, but not limited to, work and life experiences, non-degree granting institutions ~~independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions~~professional training, military training, or open source learning.

"Transcript" is the official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. It includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

3.15.3   ~~Policy and Procedures~~Principles

A.   Students eligible to receive credit for ~~extrainstitutional~~prior learning must be enrolled or eligible to re-enroll at the ~~awarding~~ institution awarding the credit.

B.   ~~Advanced standing c~~Credit awarded to a student for ~~extrainstitutional~~prior learning ~~awarded to a student~~ must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An

institutional policy exception to this provision must be requested by the institution and approved by the State Regents.

C. State System institutions awarding credit for ~~extrainstitutional~~prior learning ~~must~~shall review and validate ~~credit on a course-by-course~~the learning on an individual basis using State Regents' recognized or approved methods. The following publications and methods are among acceptable options for validating ~~extrainstitutional~~prior learning for awarding credit:

    1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to ~~Educational Credit for Training Programs~~College Credit for Workforce Training, and ~~Guide to Educational~~ACE ~~Credit~~ recommendations of college credit by ~~E~~examination, as well as ACE credit ~~transcripted~~ recommendations ~~by ACE on the Army/ACE Registry Transcript System (AARTS) and the Sailor/Marine ACE Registry Transcript (SMART)~~on the Joint Service Transcript, and other publications as recommended by ACE.

    2. ~~New York Regents' College Credit Recommendations: The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI)~~The University of the State of New York's National College Credit Recommendation Service (CCRS).

    3. Standardized examinations such as ~~The~~ College Board Advanced Placement (AP) or College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES).

    4. Degree-relevant ~~extrainstitutional~~prior learning credit awarded and transcripted by other ~~accredited~~ institutions accredited as degree-granting institutions.

    5. Assessment of ~~I~~individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.

    6. Higher Level courses in the International Baccalaureate Organization Diploma Program.

    7. Institutionally prepared ~~examinations~~assessments developed by qualified faculty with content expertise.

    8. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with technology center programs that have been evaluated for college credit.

D. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.

E. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.

F. Through a faculty driven process, a systemwide technical assessment

inventory shall be maintained and updated as needed by the State Regents. The inventory shall consist of State Regents approved industry, technical, and alternative assessment instruments and methods associated with technology center programs that have been evaluated for credit.

G. Credit awarded for ~~extrainstitutional~~prior learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.

H. Credit award~~s~~ed for ~~extrainstitutional~~prior learning (number of semester hours and level) shall not exceed HLC standards ~~the~~ and ACE recommendations ~~of ACE~~.

I. Examination scores, used to validate ~~extrainstitutional~~prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally ~~constructed and locally~~developed and administered advanced standing examinations shall be established by means of standard setting examinations.

J. The ~~I~~institutional ~~validation~~ procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion ~~given the material reviewed~~.

K. Institutional technical assessments, to validate learning from non-degree granting entities not associated with technology centers, shall be developed by qualified faculty. These assessments may be submitted to the State Regents for review and, if approved by the State Regents, be listed on the systemwide technical assessment inventory.

L. Institutions ~~may~~shall only award credit for ~~extrainstitutional~~prior learning ~~only~~ in ~~those courses or~~ programs ~~areas~~for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and ~~. T~~the neutral grades of pass (P) or satisfactory (S) ~~will~~shall be utilized to designate credit awarded for ~~extrainstitutional~~prior learning. Conventional letter grades shall not be used. All awarded credit ~~entries~~ for ~~extrainstitutional~~prior learning shall be appropriately identified by source and method on the transcript.

M. Costs to students ~~for establishment of~~ to assess credit should be comparable throughout the State System~~,~~ and ~~should~~ reflect as closely as possible~~y~~ the actual costs for institutional administration ~~of the program~~. Institutional charges for evaluating ~~extrainstitutional~~prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for ~~extrainstitutional~~prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No other charges shall be made for the administration or recording of this

credit.

N. Credit for ~~extrainstitutional~~prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

3.15.4 Oversight and Evaluation

To protect the integrity and credibility of this policy, State System institutions shall report the following information:

1. Documentation for all credit awarded for prior learning, to include the method(s) used, the amount of credit awarded by each method, and the total number of credit hours awarded through this policy. Detailed information on reporting is available in the *Academic Affairs Procedures Handbook.*

2. Summary information of credit awarded through prior learning assessments will be regularly reported to the State Regents.

3.15.5 Compliance with Policy

~~A.~~ This policy shall apply at all State System institutions ~~in the State System~~. It is also recommended for the consideration and use of independent institutions ~~also~~ in order that standards of education relating to credit for ~~extrainstitutional~~prior learning ~~awarded by advanced standing examination may~~ be comparable for students at all institutions of Oklahoma higher education.

Institutions may establish higher standards or use other validation methods to meet these standards, ~~by submitting approval requests to the State Regents for approval~~as approved by the State Regents.

Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995. _____, 2015.

AGENDA ITEM #9-c:

> **Policy.**

SUBJECT: Posting of revisions to the State Regents' Cooperative Alliances Between Higher Education Institutions and Technology Centers policy.

RECOMMENDATION:

> **It is recommended that the State Regents post revisions, pending Council of Presidents' approval on December 10, 2014, to the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy, as described below.**

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) have provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative alliance programs.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreement programs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

POLICY ISSUES:

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers is not aligned with current HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and

communication from HLC prompted revisions to policy governing cooperative alliance agreements to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, increased academic rigor, transparency, and accountability.

ANALYSIS:

The substantive revisions created a policy framework that outlines the process through which higher education institutions may enter into contractual arrangements with non-degree granting entities.

Revisions to the policy were developed by the Council on Instruction (COI) Cooperative Agreements Committee. All chief academic officers at institutions with existing cooperative agreement programs with technology centers participated in the policy revision. The proposed revisions were approved by COI in October 2014. The Council of Presidents posted the policy changes in November 2014 and is expected to issue a vote of approval on December 10, 2014. A copy of the proposed revisions is attached. The proposed revisions are summarized below.

- **Policy Title** – changed from Cooperative Alliances Between Higher Education Institutions and Technology Centers to Contractual Arrangements Between Higher Education Institutions and Other Entities

- **3.6.1 Purpose** – outlines the purpose of contractual arrangements as the need to ensure appropriate assurances and information to comply with State Regents and HLC standards.

- **3.6.2 Definitions** – added definitions for accredited institutions or entities, contractual arrangement, contractual course inventory/technical crosswalk, entity, and unaccredited, and deleted definitions for AAS degree, Cooperative Alliance, Cooperative Alliance Program, Partners, and Technology Center.

- **3.6.3 Principles and Goals** – the substantive changes to this section outline the principle of contractual arrangements is to best serve the educational needs of its service area while leveraging available resources.

- **3.6.4 Requirements of a Contractual Arrangement** – the substantive changes to this section establish the requirements of a higher education institution to enter into a contractual arrangement. Moreover, these requirements strengthen the accountability and oversight the higher education institution will have over the contractual arrangement and increase the transparency of the contractual arrangement between the higher education institution and the unaccredited and/or non-degree granting entity.

- **3.6.5 Elements within Contractual Arrangements** – substantive changes in this section outline the information that shall be included in the contract with respect to curriculum, quality assurance, criteria for admission, student support services, finances, marketing and outreach, and reporting requirements.

- **3.6.6 Procedures** – this section outlines the procedure by which an institution shall seek approval for a contractual arrangement.
    1.
- **3.6.7 Reporting** – this section outlines the state-level report that will summarize the status of contractual arrangements that will focus on the effectiveness and efficiency of contractual arrangements.

It is recommended that the State Regents post the revised policy.

3.6 ~~***Cooperative Alliances***~~ ***Contractual Arrangements Between Higher Education Institutions and*** ~~***Technology Centers***~~***Other Entities***

3.61   Purpose

The purpose of the Contractual Arrangements Between Higher Education Institutions and Other Entities policy is to ensure that appropriate assurances and sufficient information are received to document institutional compliance with the standards and requirements within State Regents policy and within Higher Learning Commission (HLC) Criteria, Assumed Practices, and Obligations of Affiliation.~~Cooperative Alliances is to expand student access to Oklahoma's educational opportunities with resource-sharing partnerships between institutions of the State System and CareerTech technology centers for the benefit of Oklahoma citizens, business, industry, and students. Cooperative Alliances are student-centered partnerships organized to encourage and facilitate progress toward college graduation and designed to ensure that students obtain the technical and academic skills that will allow them to succeed in today's dynamic knowledge-based, technology-driven global economy.~~

~~Cooperative Alliances are formed with Oklahoma public colleges or universities that offer the Associate in Applied Science (AAS) as Cooperative Agreement Programs (CAP) with an Oklahoma public technology center. Students enrolled in CAPs are treated as members of the higher education community. These students benefit from college support services including academic advising and counseling, convenient admission and enrollment processes, financial aid, career advisement and job placement assistance.~~

When contracting certain functions, the institution is responsible for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions. Although a related entity may affect an institution's ongoing compliance with State Regents or HLC standards, the State Regents will review and hold responsible only the state system institution for compliance to its policy.

3.62   Definitions

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

"Accredited" refers to institutions or entities that have achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

~~"Associate in Applied Science (AAS) degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) that emphasizes a technical or occupational specialty and is designed to lead the student directly to employment. Unlike the Associate in Arts (AA) or Associate in Science (AS) degrees, the AAS is not designed to transfer all courses to a Bachelor of Arts (BA) or Bachelor of Science (BS); however, the courses may~~

transfer to a technical baccalaureate degree program.

"Contractual Arrangement" is typically one in which an institution enters an arrangement for receipt of courses or programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution, service provider, or entity.

"Contractual Course Inventory/Technical Crosswalk" refers to the approved technical courses approved systemwide and applicable to degree requirements within contractual arrangements. The inventory of approved technical courses is maintained and updated annually by the State Regents through a faculty-driven process.

"Cooperative Agreement Program (CAP)" is a formal, academic program offered by institutions in the Oklahoma State System for Higher Education that includes approved courses taught by a CareerTech technology center and leads to an Associate in Applied Science (AAS) degree or a college-level certificate in a technical or occupational field.

"Cooperative Alliance" is an agreement between one or more institutions in the Oklahoma State System for Higher Education and one technology center as a joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in that part of Oklahoma. A Cooperative Alliance is voluntary and agreed upon by all partners and their governing boards. The State Regents for Higher Education and the State Board of Career and Technology Education review and approve the agreement for each Cooperative Alliance. The approved Cooperative Alliance agreement remains in force until the governing boards of the Cooperative Alliance partners dissolve the agreement.

"Entity" refers to an organization that has an identity and operation independent, separate and distinct from the institution.

"Institution" refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents *Governance Policy*policy (1.7). and that offer AAS degrees.

"Partners" are institutions and technology centers that enter into a Cooperative Alliance agreement. The agreement delineates the roles of each partner in providing the academic program and support services to the students enrolled in CAPs.

"Technology center" refers to a center established by criteria and procedures for the establishment prescribed for governance of technology center school districts by the State Board of Career and Technology Education as provided by Section 9B, Article X, Oklahoma Constitution, and such districts so established shall be operated in accordance with rules of the State Board of Career and Technology Education, except as otherwise provided in this title.

"Unaccredited" refers to institutions or entities that have not achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers

meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

3.6.3   Principles and Goals

~~The driving principle of the Cooperative Alliance is to build a student-centered, rather than institution-centered approach to the use of CAPs. The four goals of the Cooperative Alliance are:~~

~~To enroll more high school students in college;~~

~~To encourage more adults to continue their education or begin college;~~

~~To expand access to postsecondary (college and career/technical) education; and~~

~~To efficiently use federal, state and local resources.~~

~~The mission of the Cooperative Alliance is to offer AAS degrees and college-level certificates that benefit students, employers, and the public. By fulfilling the mission, the Cooperative Alliance significantly impacts the economy and quality of life in the areas served by the partners.~~

The principle is to allow the institution to best serve the educational needs of its service area while leveraging the resources available through other entities.

The goal of the policy is to prescribe standards and expectations for contractual arrangements that allow an institution to outsource some portion of one or more of its educational programs to any of the following:

    A.   an unaccredited, degree-granting institution or entity;

    B.   an accredited, non-degree-granting institution or entity;

    C.   an institution or entity not accredited by an accrediting agency recognized by the U.S. Department of Education; or

    D.   a corporation or other entity.

3.6.4   Requirements of a ~~Cooperative Alliance Agreement~~ Contractual Arrangement

    A.   Conceptual basis

        1.   ~~The Cooperative Alliance is student-centered, focusing on an integrated learning experience for each student which has as its goal the completion of the AAS degree or college-level certificate program.~~

        2.   ~~The Cooperative Alliance offers AAS degrees and college-level certificate programs that focus on technical knowledge and skills in addition to general academic knowledge and skills that are useful in the workplace and for a higher quality of life and lifelong learning.~~

        3.   ~~A higher education institution partner will maintain an official college transcript for each student who enrolls in an approved course taught at the technology center and who chooses to take the course for college credit as part of a CAP.~~

        4.   ~~All higher education partners and technology centers will participate in a statewide transfer equivalency matrix of technical~~

courses maintained by State Regents for all approved courses in CAPs.

5. The Cooperative Alliance will focus on student success, including the completion of the AAS degree or college-level certificate program.

6. Each student at the technology center admitted to a higher education institution is a member of the collegiate community and receives services including academic advising, admission and enrollment, financial aid, career advisement, and job placement assistance. The provision of these services will be coordinated among partners in the Cooperative Alliance to insure consistency and to minimize duplication.

7. The Cooperative Alliance provides for student assessment consistent with State Regents' *Assessment Policy* (3.19) and accreditation standards.

8. The Cooperative Alliance provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer within the Oklahoma State System for Higher Education.

B. Scope

1. The Cooperative Alliance agreement supersedes all CAPs approved under the previous State Regents' *Guidelines for Approval of Cooperative Agreements between Technology Centers and Colleges* (3.6). All prior approved CAP's will be grandfathered under this agreement.

2. Through the Cooperative Alliance, the higher education institutions will offer AAS degrees and college-level certificate programs in disciplines in cooperation with technology centers where effectiveness and efficiency can be enhanced and where a student-centered, competency-based approach can be maintained.

3. Consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs Policy*, CAPs offered at technology centers are meeting the educational needs of the community.

4. With the approval of the Cooperative Alliance partners, CAPs may be added to the agreement. If the partners cannot agree, the Chancellor for State System and the State Director for CareerTech will arbitrate.

5. The Cooperative Alliance partners will jointly plan and implement appropriate faculty and staff development activities to benefit the CAPs.

6. The Cooperative Alliance partners will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.

A State System institution may lend the prestige and authority of its accreditation to validate courses or programs offered under contractual arrangements with entities not appropriately recognized (as stipulated above) only when the following requirements are met with evidence:

A.   A contractual arrangement is executed only by duly designated officers of the institution (i.e. the president or his/her designee) and their counterparts in the related entity.

B.   The contract establishes definite understandings between the institution and the related entity regarding the work to be performed, the period of the arrangement, and the conditions for renewal, continuation, renegotiation, or termination of the contract.

C.   The primary purpose of offering such a course or program under a contractual arrangement is educational and where the program or course is not available in its entirety at the institution through existing offerings or resources, or where there is sufficient demand to warrant a contractual arrangement in addition to the institutional offering. The institution must employ appropriately qualified full-time faculty to offer the program.

D.   Any course or program offered through a contractual arrangement shall be consistent with the institution's mission and approved function.

E.   Courses offered through a contractual arrangement and the value and level of their credit shall be determined in accordance with established State Regents and institutional procedures and under usual mechanisms of review. A guidance document is available in the *Academic Affairs Procedures Handbook* and pertains to the contractual course inventory that will be annually maintained and updated through a faculty-driven process.

F.   Courses offered for credit shall remain under the sole and direct control of the State System institution granting the credit for the offering, and the institution shall have in place a process to ensure continued responsibility for the quality and academic integrity in the performance of the contractual arrangement. The institution shall provide evidence of provisions to ensure that the content and instruction in the contractual courses meet the standards of regular courses.

G.   The contractual arrangement shall clearly establish the responsibilities of the institution and the related entity regarding elements of the contract.

3.6.5   Elements within Contractual Arrangements

The elements of the contract shall include, but are not limited to, the following:

A. Curriculum

1.   The Cooperative Alliance partners will offer high quality, AAS degree and college-level certificate programs as CAPs, conferred by a higher education institution, that comply with applicable policies of the State Regents, CareerTech, and the local governing boards and

1. Contractual arrangements may be utilized to offer high quality, high demand college-level certificate and degree programs conferred by the State System institution, that comply with applicable policies of the State Regents and meet the certification, licensure, and training standards of business and industry.

2. Programs engaged in contractual arrangements All continuing and future CAPS included in the Cooperative Alliance shall be subject to the State Regents *Academic Program Approval* and *Academic Program Review* policies. The Criteria for Evaluation (3.4.65) include centrality to mission, curriculum, academic standards, faculty, support resources, demand for the program, complement existing programs, unnecessary duplication, cost, and review.

3. The institution will participate in a statewide contractual course inventory/technical crosswalk approved for inclusion in contractual arrangements. This contractual course inventory will be maintained and updated as needed by the State Regents through a faculty-driven process. All awarded credit through contractual arrangements shall be appropriately identified by source and method on the transcript.

4. An advisory committee composed of faculty, staff, employers, and practitioners appropriate to each program shall assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the business and industry occupational community.

B. Quality Assurance

1. Faculty

   a. All technology center faculty teaching CAP courses must adhere to established higher education institutional adjunct faculty qualifications appropriate to faculty teaching in occupational and technical fields. Credentials must be a degree at the level at which the faculty member is teaching, e.g., at the Certificate level, the faculty must have a certificate in that field; at the Associate Degree level, the faculty must have an Associate Degree. The appropriate academic dean reviews all faculty credentials, and recommends all

~~faculty for approval. Once approved, technology center faculty in approved CAPs becomes listed as adjunct instructors for the higher education institution.~~

a. The institution shall employ appropriately qualified full-time faculty to provide direct control over the entirety of the college-level certificate or degree program offered in a contractual arrangement. This institutional faculty member will serve as the designated liaison with content expertise to provide oversight of the contractual arrangement.

b. ~~Any exception to the foregoing must be approved by the appropriate designee for Academic Affairs at the higher education institution.~~

b. All faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices regarding faculty qualifications. Faculty must possess an academic degree relevant to what they are teaching and at least one degree level above the level at which they are teaching except in programs when equivalent experience is established (i.e. at the Certificate level, the faculty must have an Associate Degree; at the Associate Degree level, the faculty must have a Bachelor Degree, etc.). The appropriate institutional academic administrator reviews all faculty credentials and recommends all faculty for approval prior to approval of the course through a contractual arrangement.

c. ~~An annual faculty assessment, including student evaluation of instruction, will be conducted in accordance with established guidelines and procedures of the higher education institution.~~

c. Any exception to the requirements for faculty qualification in this section of policy must be approved by the appropriate designee for Academic Affairs at the institution and evidence of equivalent experience must be provided. When faculty are appointed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment of such faculty.

d. ~~All adjunct faculty must meet established institutional college adjunct faculty minimum employment standards associated with the academic program/division under which the CAP courses will be offered. Faculty credentials must meet these standards and be approved for adjunct status prior to approval of courses for college credit in the CAP.~~

d. In accordance with established guidelines and procedures of the higher education institution, an assessment of faculty and appropriate credentials in contractual arrangements will be conducted routinely.

2. ~~Program Quality~~

a. ~~Assessment criteria are reviewed and approved by the higher education institution faculty on a course-by-course basis when the curriculum is approved. Assessments are reviewed annually.~~

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b. ~~An industry recognized certification relevant to the focus of the overall program content can be used as an additional assessment for the student and program relating to quality and rigor.~~

c. ~~A specific full-time or dean-designated faculty liaison with at least a minimal level of content expertise provides annual review and alignment of courses offered for credit in the CAP. Faculty liaisons are members of the program advisory committee.~~

d. ~~All CAPs will be included in the annual institutional program assessment activities.~~

e. ~~To maintain quality of courses, the higher education institution will designte an appropriate individual to work as liaison between the technology centers and the higher education institution. The liaison will have a presence at the technology centers, will attend advisory committee meetings, counsel students, work with adjunct faculty, and keep the lines of communication open.~~

f. ~~When the higher education institution does not employ full-time faculty in an Associate in Applied Science degree which is not taught at the institution, but is active at the technology center, the institution will thoroughly assess the need for it to offer such a program, especially if the program is available at another state system institution. If determined to better meet the needs of the institution's service area if offered through the institution, the institution will designate a full-time faculty member with a minimal level of content expertise to oversee the program. If no internal faculty expertise is available, the institution will engage the expertise of faculty at a higher education institution that employs full-time faculty with expertise in the content area to ensure program quality and the designated faculty liaison as referenced in 3.6.4.D.2.c, will oversee the program, utilizing the outside expertise on a regular basis.~~

g. ~~The higher education institution may look to established national accreditations and course specific certifications standards for quality control. For example, programs accredited by CAAHP, FAA or computer industry certifications through CompTIA, Microsoft, ORACLE and CISCO, provide guidelines and competencies to ensure quality content.~~

2. Program Quality

a. <u>The college-level certificates and degree programs offered in contractual arrangements shall be appropriate to higher education and engage students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.</u>

b. <u>The institution shall offer college-level certificates and degree programs in contractual arrangements only in content areas for which it employs appropriately qualified full-time faculty.</u>

c. <u>The institution shall refrain from entering into contractual</u>

arrangements and/or transcripting credit that will not apply to its own college-level certificate or degree programs.

    d.   The institution shall designate specific full-time faculty with appropriate qualifications to oversee contractual arrangement programs.

    e.   All contractual arrangements shall be included in the annual institutional program assessment activities.

3. Advisory Committees

    a. ~~Advisory committees will be representative of industry appropriate to the program, and ensure relevant curricula for job readiness.~~

    a. Advisory committees shall be composed of faculty, staff, employers, and practitioners appropriate to each program and ensure relevant curricula for the college-level certificate or degree program.

    b. Full-time institutional faculty shall ~~will~~ serve on the advisory committee, in addition to ~~the technology center faculty~~ representatives from the contractual entity.

    c. Recommendations for additions, changes, and/or deletions to credit offerings within a contractual arrangement ~~for CAPSs which are only offered at the technology center will~~ shall be based ~~upon~~ on recommendations from the advisory committee and faculty ~~liaisons~~, and on changes in accreditation and/or certification ~~changes~~. These recommendations shall be ~~are~~ reviewed and approved by the ~~higher education~~ institution's internal curriculum review process and then provided to the State Regents ~~OSRHE~~ for final approval.

4. Continuous Improvement

    a. Each contractual arrangement ~~Cooperative Alliance program~~ shall ~~will~~ be reviewed in accordance with the ~~higher education~~ institution's annual internal assessment program.

    b. The results of the annual internal assessment program shall ~~will~~ be used to ensure the continuous improvement of program and course content.

C. Criteria for admissions

1. College admission requirements approved by the State Regents (see State Regents' *Institutional Admission and Retention Policy*policy) and *Academic Procedures Handbook*) for admission to the ~~higher education~~ institutions or contractual arrangements shall be ~~are~~ listed in the institution's catalog and shall apply to ~~recent~~ high school graduates and adults.

2. High school juniors and seniors are admissible ~~as concurrent students to an Oklahoma State System of Higher Education~~

college or university that offers AAS degrees and college-level certificate programs and to enroll in only contractual arrangement technical courses at the technology center as approved by the State Regents (see State Regents' *Academic Affairs Procedures Handbook)*.

3. High school students also must provide a letter of support from a counselor at the high school or other entity counselor and written permission from a parent or legal guardian.

4. High school students concurrently enrolled in college courses through contractual arrangements, including all courses in the CAP, may continue concurrent enrollment in subsequent semesters if they earn a college CGPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention* policy).

5. The contractual arrangement shall explain the role of the contractual partner in admissions and the controls in place to ensure that appropriately qualified students are admitted.

D. Student Support Services

1. The higher education institutions and contractual entity technology centers will provide integrated and comprehensive academic advising and support services to students enrolled in contractual arrangements. as part of the Cooperative Alliance to insure effectiveness without duplication or redundancy of effort.

2. Counselors and faculty at the higher education institution and the contractual entity technology center may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, a high school Plan of Study, and personal knowledge of the student to advise the student.

3. High school students must be advised of the State Regents' *Institutional Admission and Retention Policy*policy (3.9.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the contractual arrangement CAP, and high school courses.

E. Financial

1. The primary cost of instruction for technical courses in the CAPs taught at the technology center by the center's faculty will be borne by the technology center. The primary cost of instruction for courses offered by the higher education institution in the CAPs, taught at the technology center or the institution by the institution's faculty, shall be borne by the higher education institution.

2. Cost to Students

2. The financial arrangements for the contractual arrangement must
    identify the following elements:

    a. student costs (tuition, fees, etc.);
    b. differentiation of tuition costs from other programs at the
        institution, if any;
    c. contractual partner to which the student remits payments (tuition,
        fees, etc.), if any;
    d. description of how the contractual partner is compensated for
        involvement in the program, if any;
    e. allocation of payments (tuition, fees, etc.) among parties, if any.

3. A standardized statewide academic service fee established by the
    State Regents will apply for contractual arrangements (see State
    Regents' *Academic Affairs Procedures Handbook*).

F. Marketing and Outreach

    1. The marketing goals of the contractual arrangements
        ~~Cooperative Alliance~~ are to create an awareness and to promote
        the advantages to potential students and to the community,
        including high school teachers, faculty, staff, administrators,
        governmental agencies, and employers.

    2. All publications and advertisements shall ~~will~~ identify the ~~which~~
        higher education institution that is awarding the credit.
        Additionally, all publications and advertisements must adhere to
        the consumer protection requirements listed in the State Regents'
        *Institutional Accreditation Policy*policy (3.1.7) that prohibit
        higher education institutions or other entities ~~technology centers~~
        from making misleading, deceptive, and/or inaccurate statements
        in brochures, Web sites, catalogs, and/or other publications.

Failure to comply with this requirement may result in the nullification of the contractual arrangement(s). ~~Cooperative Alliance and all CAPs under that Cooperative Alliance.~~

G. Institutional Reporting Requirements

1. The institution shall annually provide an accurate list of college-level certificate and degree programs available through contractual arrangements to the State Regents.

2. The institution shall annually provide an accurate list of courses available through contractual arrangements to the State Regents.

3. An annual summary report to the State Regents on the performance of contractual arrangements ~~the Cooperative Alliance~~ during the previous fiscal year is required, including information on enrollment, retention and graduation, student and program assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges. ~~This report shall be jointly prepared and submitted to the respective local governing boards.~~

3.6.6 Procedures

An Oklahoma State System institution seeking approval for a contractual arrangement ~~CAP with a technology center~~ upon approval of its ~~by the~~ governing board shall have the president submit the contractual arrangement ~~CAP~~ to the Chancellor for State Regents' consideration. ~~The president will be informed of the recommendation prior to its formal submission.~~

3.6.7 Reporting

The State Regents' staff will provide periodic reports to the State Regents summarizing the status of contractual arrangements. ~~Cooperative Alliances and CAPs.~~ Such reports shall contain information about effectiveness and efficiency of the contractual arrangements ~~Cooperative Alliances~~ individually and as a model for offering academic programs. Reporting to the institutions and contractual entities ~~technology centers~~ will be conducted during regularly scheduled workshops.

Approved October 17, 1988. Revised January 24, 1997; June 29, 2001; February 12, 2009, _____, 2015.

AGENDA ITEM #10:

> **Summer Academies.**

SUBJECT: Approval of 2015 Summer Academy Grants.

RECOMMENDATION:

> **It is recommended that the State Regents approve the 2015 Summer Academy proposals recommended for funding, as described below.**

BACKGROUND:

To fund 2015 Summer Academies in the areas of science, mathematics and multidisciplinary studies, $561,060 was allocated. Since 1990, Oklahoma institutions of higher education have been awarded Summer Academy grants designed to reach students who will be entering the eighth through twelfth grades with emphasis on the introduction of students to hands-on mathematics, science and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions are eligible to submit proposals.

POLICY ISSUES:

The State Regents' Summer Academies provide stimulating learning opportunities to heighten students' interest and confidence in science, mathematics and multidisciplinary studies to further develop and promote their career and educational aspirations.

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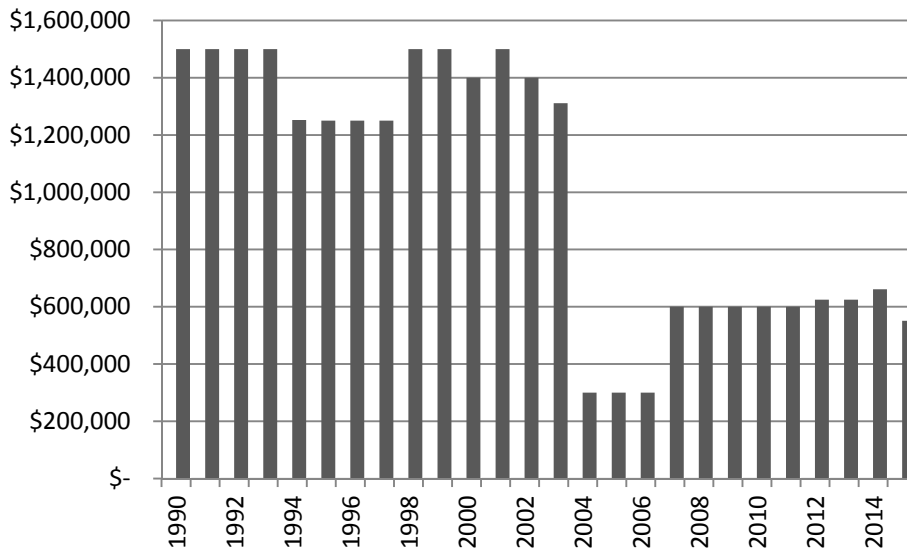
Prior to 2004 the State Regents' Summer Academy program included in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to a severe cut in grant funding, Academies are now limited to one or two weeks.

The Summer Academy grant program runs on a rotating basis depending on the funds available. Funding for successive years is contingent upon continued funding of the Summer Academy program and on program efficacy as demonstrated through internal and external evaluation of the programs. The 26 academies being recommended are in their third year of a three-year grant.

Outcomes

State Regents' staff receive many appreciative messages relative to the Summer Academy program. This is a small but representative sample:

- "I got to see different cultures getting to know the students here. I am used to being around my own culture and this camp allowed me to open up and enjoy and learn about other cultures and how people can be so different. I learn that I can get upset with people easily especially if they are not seeing my points of view."

- "This camp has opened my mind to an all new world of life and science. Thank you so much for accepting me!"

- "This academy has helped me to be more determined and goal oriented. It was a great experience – you should make an advanced camp for juniors."

- "I loved being with other MSA students. They made me feel very comfortable. I learned that all of us come from different backgrounds and have different stories but we all share the same love of learning. I learned that others can be very helpful when learning and that it is okay to ask for help."

- "It reinforced that I need to do my best in school if I want to go to college and that OU is beautiful."

- I liked and was interested in most of the lectures, and overall, I absolutely loved the camp. It was awesome to see actual research and talk to grad students about what their lives looked like. It really reinforced my interest in research, and made me consider going into chemistry as a career."

- "Though I'm still not sure if I want to be an engineer, this academy has definitely helped me understand engineering more. It also helped me get more creative and taught me how to think when solving a problem."

- "Planetary science was very intriguing along with biology, chemistry, and physics."

- "I enjoyed the mock crime scene investigation spread throughout the week. It allowed me to participate in the various fields of forensic science and work in a close team environment. We did everything from piecing together evidence to writing subpoenas."

Attachment

2015 Summer Academy Grants

	Institution	Project Title	Student Slots	2015 Recommended Funding
1	Cameron University	NanoExplorers	24	$31,680
2	Cameron University	Science Detectives	40	$26,400
3	Connors State College	Ecological Investigations and Wilderness Adventures	40	$26,400
4	East Central University	Coding Theory, Competitive Strategies, Risk Analysis and Other Mathematical Pursuits	15	$9,900
5	Langston University	An Intensive Summer Academy in Mathematics and Science For Grades 10-12	36	$47,520
6	Murray State College	MSC Summer College STEM Academy	40	$26,400
7	Northeastern State University – Broken Arrow	Get Green for Blue: Outdoor Investigations to Connect Water to You	20	$10,600
8	Oklahoma State University	Biology & Engineering for a Sustainable Tomorrow	25	$13,250
9	Oklahoma State University	Camp T.U.R.F. (Tomorrow's Undergraduates Realizing the Future)	25	$33,000
10	Oklahoma State University	Exploring Quantitative Analysis: A Basic Introduction	60	$39,555
11	Oklahoma State University Institute of Technology-Okmulgee	Emerging and Converging Technologies Academy	38	$26,400
12	Oral Roberts University	Astronomy, Cryptology, Crystallography, DNA, Facial Recognition, Rocketry, and Spectroscopy	40	$26,400
13	Seminole State College	Peek Into Engineering (PIE)	44	$29,040
14	Southwestern Oklahoma State University	SSMA: Summer Science and Mathematics Academy	25	$33,000
15	Tulsa Community College	Math and Science in Health (MASH)	48	$25,440
16	University of Central Oklahoma	CSI: A High School Summer Forensics Academy	35	$23,100
17	University of Central Oklahoma	Discovering Chemistry in Human Health	40	$21,200

18	University of Central Oklahoma	Engineering Physics Exploration	30	$15,898
19	University of Oklahoma	All Systems Go! Innovating Engineering Systems for the Future	25	$16,500
20	University of Oklahoma	Design and the Built Environment: Collaborate, Create, Construct	30	$19,800
21	University of Oklahoma	Starship: Imagination	30	$19,800
22	University of Oklahoma	STEM to Store Academy	30	$19,800
23	University of Oklahoma	The Oklahoma Mesonet Presents-Meteorology: From Atmosphere to Zulu for Grades 9-10	30	$19,800
24	University of Oklahoma Health Sciences Center	Exploring Math and Science Academy (EMSA)	50	$53,000
25	University of Science and Arts in Oklahoma	Where Does Our Food Come From and How Did it Get Here?	15	$9,875
26	University of Tulsa	Summer Engineering Academy	20	$10,600
Grand Total 2015 Summer Academies				**$634,358**

AGENDA ITEM #11-a:

> **Teacher Education.**

SUBJECT: Incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of $17,868 for each teacher eligible by 2015.**

BACKGROUND:

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

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The entire TSEIP incentive amount is paid directly to the eligible candidates to be applied towards their eligible education loans.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that "teachers should be paid salary supplements in high demand subject areas." Two of the top teacher shortage areas recognized by the Oklahoma State Department of Education for 2015 were mathematics and science.

ANALYSIS:

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 275 teachers have received over 3.7 million dollars in cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. As of today, 806 teachers have enrolled for the Teacher Shortage Employment Incentive Program.

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

TSEIP Year	Total Applicants	* Total Non-Eligible	Total Eligible			Total Payout	Incentive Amount	Total Incentive
			Mathematics	Science	Math/ Science			
2006	69	27	18	24	0	42	$10,347	**$434,574**
2007	68	39	10	19	0	29	$11,148	**$323,292**
2008	49	28	5	16	0	21	$12,168	**$255,528**
2009	53	30	9	14	0	23	$13,602	**$312,846**
2010	38	17	8	12	1	21	$13,602	**$285,642**
2011	60	27	15	18	0	33	$14,362	**$473,946**
2012	79	40	26	13	0	39	$15,267	**$595,413**
2013	67	27	28	18	0	46	$16,227	**$746,442**
** 2014	67	23	10	11	0	21	$16,936	**$355,656**
2015	52						$17,868	
Total	**602**	**258**	**129**	**145**	**1**	**275**		**$3,783,339**

*   Number of non-eligible candidates who did not meet the Teacher Shortage Employment Incentive Program requirements.

**   Preliminary numbers only (payments do not include December recipients).

AGENDA ITEM #11-b:

> **Teacher Education.**

SUBJECT: Acceptance of Elementary and Secondary Education Act (ESEA), Improving Teacher Quality (ITQ), Title II, Part A Allocation of State Grant Program funds from the United States Department of Education (USDE).

RECOMMENDATION:

> **It is recommended that the State Regents accept grant funds in the amount of $693,713.**

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A, Subpart 3, authorizes the Improving Teacher Quality State Grants, of which 2.5 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences, and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the USDE as:

> (A) An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line **OR** for which not less than **20 percent** of the children served by the agency are from families with incomes below the poverty line,

> **AND**

> (B) An LEA for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, **OR** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional local education agencies (LEA), public or private, whether or not they are high-need; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations; entities carrying out a pre-kindergarten program; teacher organizations; principal organizations; or businesses. The partnerships use the funds to conduct professional development activities in core subject areas specifically in mathematics, science, and reading/language arts, in addition to workshops on effective instructional leadership. The goal is to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) instructional leaders (i.e.; principals and superintendents) have pedagogical content knowledge in the academic subjects they teach, including computer-related technology, to enhance instruction. SAHEs should demonstrate leadership in identifying for grantees and prospective applicants scientifically-based professional development that improves teaching and learning effectiveness and impacts student academic outcomes.

ISSUES:

The Title II-A Improving Teacher Quality State Grant Program was created by the ESEA of 1965 as amended by the NCLB P.L. 107-110. It is designed to provide effective professional development for Oklahoma teachers and is consistent with the State Regents' Teacher Education policy.

ANALYSIS:

During summer 2014, 296 teachers participated in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve approximately 120,515 students during the current school year. The following map indicates the PK-12 districts served by the sub-grant awardees.
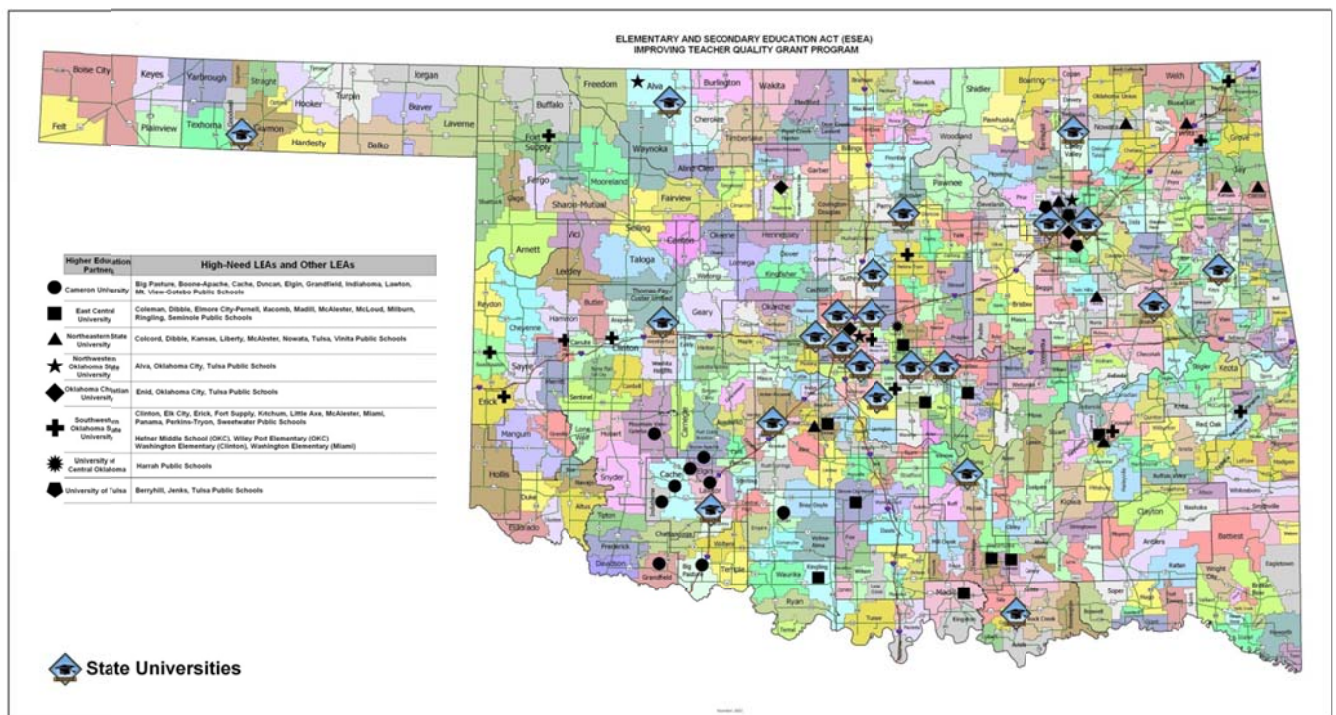
The goal of the program is to ensure that all students have highly effective teachers - teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma's Title II State Grant Program will meet these priorities by funding professional development activities that will:

- Provide high-quality and sustained professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals, and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
- Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;

- Provide effective professional development to prepare teachers with higher thinking skills and supporting resources necessary for Oklahoma Academic Standards implementation and transition.
- Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
- Provide teachers with challenging curriculum that aligns with the ACT Standards for Transition to ensure students' success in higher education and to decrease the remediation rate;
- Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
- Incorporate scientifically research-based curriculum and practices.

As part of the 2015 grants, applicants must continue to focus on Oklahoma Academic Standards and effective professional education growth to high-need schools.

AGENDA ITEM #12:

> **E&G Budget.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $1,469,150 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,469,150 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $2,938,300. This amount is sufficient for a transfer of $1,469,150 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $59,421,702.85.

AGENDA ITEM #13-a:

> **EPSCoR.**

SUBJECT: Allocation of Funds.

RECOMMENDATION:

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

BACKGROUND:

Northeastern State University is hosting the 2015 Regional University Research Day. The State Regents' support enables students to attend the day-long poster display and symposium without cost. An estimated 800 students from regional universities will participate.

For FY 2014, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

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. This support provides display boards, flyers, program, expenses for speakers and judges and other meeting expenses. The State Regents along with several additional sponsors have agreed to host this annual event.

AGENDA ITEM #13-b:

> **EPSCoR.**

SUBJECT: Approval of Matching Funds for NASA.

RECOMMENDATION:

> **It is recommended that the State Regents approve EPSCoR matching funds in the amount of $50,000 to the University of Oklahoma for NASA EPSCoR projects.**

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2015, the State Regents approved an allocation of $2,699,647 for all Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

In February 2014, the State Regents committed $150,000 in matching funds for a three-year Research Infrastructure award from the NASA EPSCoR program for the proposal "Radiation Smart Structures with H-rich Nanostructured Multifunctional Materials." In September, the proposal submitted by the University of Oklahoma was awarded federal funding in the amount of $750,000 over the three-year period. It is recommended that the State Regents approve the allocation of $50,000 for the first year of this award.

AGENDA ITEM #13-c:

EPSCoR.

SUBJECT: Ratification of Payment for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of $32,500 for the calendar year 2015.**

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Five federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states.

AGENDA ITEM #13-d:

> **EPSCoR.**

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

> **It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Advisory Committee.**

BACKGROUND:

The State Regents have currently eight standing advisory committees to the Chancellor, of which two are created by statute and the others established by State Regents' action. 70 O.S. 2001, §3230.1 et seq. establishes the EPSCoR Committee as an advisory committee to the State Regents. The Student Advisory Board is the other statutory committee.

The purpose of the EPSCoR committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state's universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Five federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had limited federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 30 jurisdictions that participate in a program at one or more federal agencies.

POLICY ISSUES:

None

ANALYSIS:

Committee membership includes the Vice Presidents for Research of The University of Oklahoma Norman, Oklahoma State University, and the University of Oklahoma Health Sciences Center, members of the private sector, the President of the Oklahoma Medical Research Foundation, the President of Cameron University, the Executive Director of OCAST, the Associate Dean of Engineering and Natural Sciences from The University of Tulsa, and the Vice Provost for Research and Dean of the Graduate School at The University of Tulsa.

The Senate President Pro Tempore has appointed Senator Clark Jolley. The Speaker of the House of Representatives has appointed Representative Todd Thomsen to the Committee.

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for the term indicated below:

Name	Affiliation	Term Expiration
Sheryl Tucker	Oklahoma State University	December 2016
Michael Udvardi	The Noble Foundation	December 2016
James Sorem	The University of Tulsa	December 2016

AGENDA ITEM #14:

> **Contracts and Purchases.**

RECOMMENDATION:

> **It is recommended that the State Regents approve FY-2015 purchases for amounts that are in excess of $100,000.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet
1) Copper River Information Technology in the amount of $420,000.00, for upgrade of the 100 Gigabit Ethernet service from the existing spur configuration to ring configuration. The upgrade will provide fault tolerant 100 Gigabit Ethernet service for Oklahoma State University for both the Stillwater campus and the Tulsa campus, the University of Oklahoma, Norman campus and the OneNet datacenter services. The upgrade will also provide disaster recovery improvement to the existing Dense Wavelength Division Multiplexing network by providing additional alternative network service routes for the OneNet Research Parkway Datacenter and the University of Oklahoma – Norman campus. The upgrade will enable network service routes to reach commodity and research internet access points without having to connect to the Education Televised Network node first. The upgrade will improve data storage access and will also improve the time for recovery of services should the Education Televised Network node become inaccessible. (Funded from 718-OneNet).

AGENDA ITEM #15:

Investment.

This item will be available at the State Regent's Meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 4, 2014

AGENDA ITEM #16:

> **Degrees Conferred.**

SUBJECT: Degrees Conferred in Oklahoma Higher Education 2013-14.

RECOMMENDATION:

> **It is recommended that the State Regents accept the Annual Degrees Conferred Report for 2013-14 .**

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents *"shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions."* This report is a summary of degrees granted.

POLICY ISSUES: None

FINDINGS:

- During the 2013-14 academic year, Oklahoma public higher education institutions conferred a total of 35,551 certificates and degrees. Compared to 2012-13, the number of certificates and degrees conferred increased by 3.2 percent from 34,451.   An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.

- The number of bachelor's degrees conferred per person in Oklahoma increased 4.2 times from 1941-42 to 2013-14, from one in 973 to one in 232. The number of master's degrees awarded per person increased 15.8 times, from one in 12,038 to one in 764. The number of doctoral degrees conferred per person increased 93.4 times, from one in 738,333 to one in 7,907.

- During the last 15 years from 1999-00 to 2013-14, the largest number of degrees conferred at public institutions was bachelor's, followed by associate, master's, first-professional, and doctoral, respectively. (Figure 1)

- The number of degrees conferred increased from 1999-00 to 2013-14 for the associate degree (from 6,348 to 11,212), for the bachelor's degree (from 12,476 to 16,588), for first-professional degrees (from 611 to 929), for master's degrees (from 4,075 to 5,042), and for doctoral degrees (from 363 to 487).

- From 1999-00 to 2013-14, the largest number of bachelor's degrees awarded at public institutions was in business and management. For the last fifteen years, with the exception of business and management in 2004-05 and 2013-14, education has had the largest number of

master's degrees awarded. In 2013-14, engineering made a return as the highest number of doctoral degrees awarded. Education has accounted for the most doctoral degrees conferred in the previous years with only three interruptions in 2008-09 (with physical science), 2009-10, and 2012-13 (both with engineering).

- From 1999-00 to 2013-14, the largest percentage of degrees was awarded to Caucasian students, averaging 75.0 percent at the first-professional level, 71.6 percent at the associate level, 70.8 percent at the bachelor's level, 64.5 percent at the master's level, and 56.6 percent at the doctoral level. In 2013-14, Native Americans ranked second for associate, bachelor, and first-professional degrees conferred. Nonresident Aliens were second in the master's and doctoral levels. (Excluding all Unknowns) (Figure 3)

Degrees Conferred at Public Institutions
2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	One Year Difference	Five Year Difference
CERTIFICATES	686	586	758	1,081	1,023	-5.4%	49.1%
ASSOCIATES	8,419	8,874	9,872	10,864	11,212	3.2%	33.2%
BACHELOR'S	15,674	15,545	15,807	15,950	16,588	4.0%	5.8%
FIRST-PROFESSIONAL	937	944	931	943	929	-1.5%	-0.9%
GRADUATE CERTIFICATES	120	110	169	225	270	20.0%	125.0%
MASTERS'S	4,389	4,844	4,942	4,909	5,042	2.7%	14.9%
DOCTORAL	448	400	456	479	487	1.7%	8.7%
Totals	30,673	31,303	32,935	34,451	35,551	3.2%	15.9%

- Comparing 2013-14 to 2012-13 at public institutions, the number of degrees conferred increased for certificates, associates, bachelor's, graduate certificates, and doctoral for women; and increased in associates, bachelors, and masters for men.

Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	One Year Difference	Five Year Difference
CERTIFICATES	43	30	76	95	83	-12.6%	93.0%
ASSOCIATES	987	1,147	1,298	1,446	1,461	1.0%	48.0%
BACHELOR'S	2,764	2,863	3,185	3,220	3,444	7.0%	24.6%
GRADUATE CERTIFICATES	14	21	21	4	7	75.0%	-50.0%
MASTERS'S	773	866	998	914	892	-2.4%	15.4%
DOCTORAL	198	161	186	208	229	10.1%	15.7%
Totals	4,779	5,088	5,764	5,887	6,116	3.9%	28.0%

Note: OSRHE definitions used to define STEM fields

- For the last five years, engineering has had the largest number, 23.0 percent in 2013-14, of the Science, Technology, Engineering, and Math (STEM) degrees awarded; closely followed by Biological/Biomedical, 17.9 percent of the total STEM degrees awarded in 2013-14. Computer & Information Science STEM degrees have almost doubled their substantial number in the last five years. (Figure 6)

This report will be available on the State Regents' website at www.okhighered.org under Studies, Reports and Data.

FIGURE 1

Fifteen Year History of Degrees Conferred at <u>Public</u> Institutions by Type of Degree
1999-00 to 2013-14
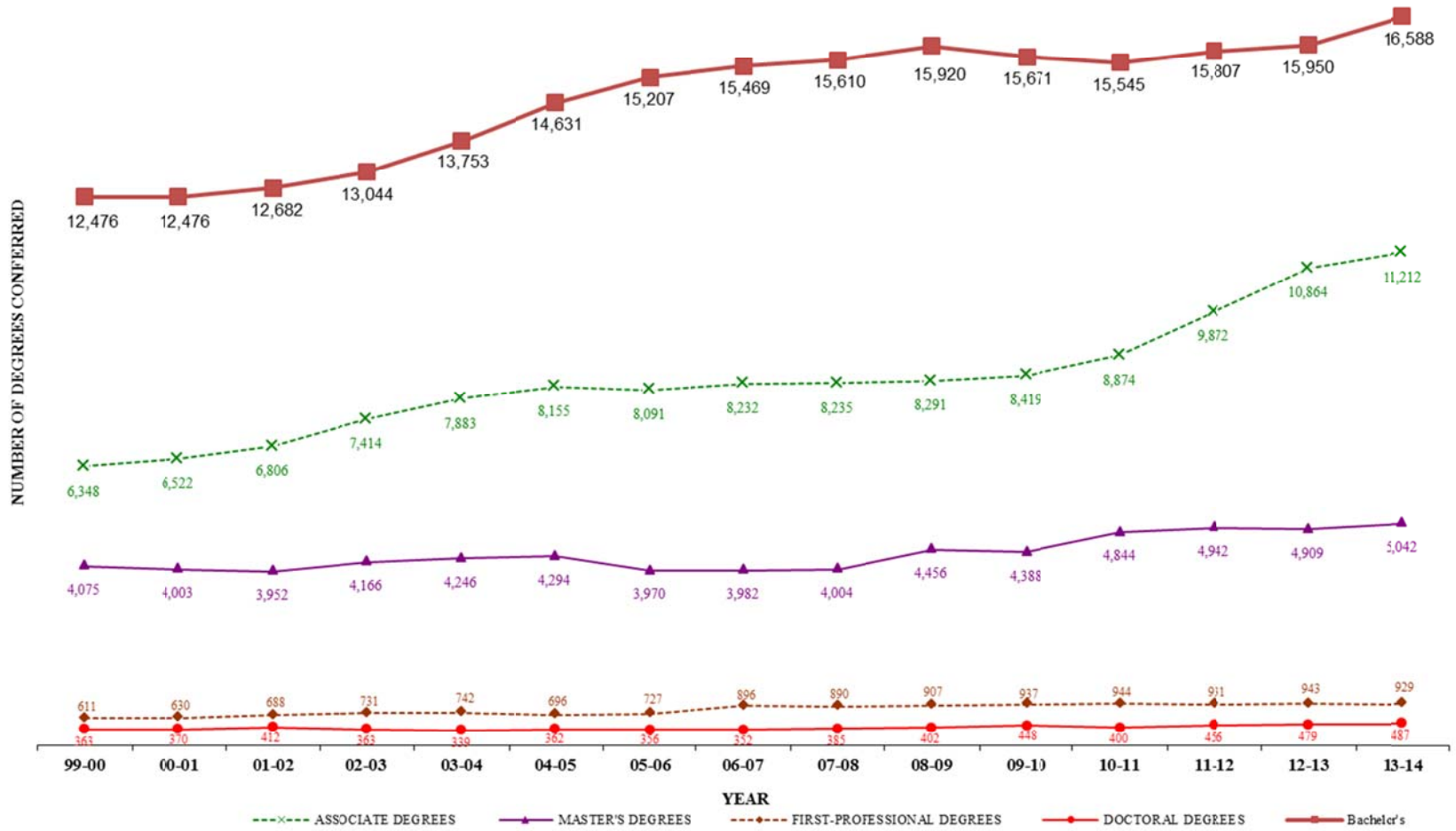
FIGURE 2

Degrees Conferred at <u>Public</u> Institutions
2013-14

Top Three Degree-Producing Institutions

Certificates			Associate			Bachelor's			First-Professional			Grad Certifications			Master's			Doctoral		
TCC	368	36.0%	TCC	2,262	20.2%	OSU	4,102	24.7%	OUHSC	486	52.3%	OU	122	45.2%	OU	1,675	33.2%	OSU	241	49.5%
OCCC	296	28.9%	OCCC	1,757	15.7%	OU	3,913	23.6%	OULAW	141	15.2%	OUHSC	78	28.9%	OSU	1,219	24.2%	OU	210	43.1%
OSU-OKC	147	14.4%	RSC	979	8.7%	UCO	2,528	15.2%	OSUVM	90	9.7%	OSU	59	21.9%	UCO	553	11.0%	OUHSC	33	6.8%

Top Three Fields of Study

Certificates			Associate			Bachelor's			First-Professional			Grad Certifications			Master's			Doctoral		
Health	359	35.1%	Health	2,450	21.9%	Business	3,166	19.1%	Pharmacy	193	20.8%	Business	137	50.7%	Business	1,067	21.2%	Engineering	72	14.8%
Human Sciences	263	25.7%	Liberal Arts	2,141	19.1%	Liberal Arts	2,133	12.9%	Medicine, MD	155	16.7%	Health	78	28.9%	Education	1,064	21.1%	Education	63	12.9%
Computer Science	112	10.9%	Business	1,563	13.9%	Public Affairs	1,427	8.6%	Law	141	15.2%	Education	21	7.8%	Health	510	10.1%	Psychology	62	12.7%

Distribution by Gender

	Certificates			Associate			Bachelor's			First-Professional			Grad Certifications			Master's			Doctoral	
Men	428	41.8%		4,276	38.1%		7,247	43.7%		418	45.0%		91	33.7%		2,258	44.8%		262	53.8%
Women	595	58.2%		6,936	61.9%		9,341	56.3%		511	55.0%		179	66.3%		2,784	55.2%		225	46.2%
Unknown	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%

Distribution by Race/Ethnicity

	Certificates			Associate			Bachelor's			First-Professional			Grad Certifications			Master's			Doctoral	
White	642	62.8%		7,328	65.4%		10,920	65.8%		656	70.6%		160	59.3%		3,087	61.2%		238	48.9%
Black	99	9.7%		774	6.9%		997	6.0%		41	4.4%		28	10.4%		391	7.8%		15	3.1%
Hispanic	63	6.2%		627	5.6%		828	5.0%		21	2.3%		16	5.9%		219	4.3%		11	2.3%
Asian	26	2.5%		243	2.2%		458	2.8%		85	9.1%		11	4.1%		90	1.8%		14	2.9%
Native	75	7.3%		1,203	10.7%		1,266	7.6%		44	4.7%		7	2.6%		258	5.1%		10	2.1%
Pacific Isl	3	0.3%		21	0.1%		20	0.1%		0	0.0%		0	0.0%		8	0.2%		0	0.0%
Multiple	36	3.5%		436	3.9%		906	5.5%		50	5.4%		13	4.8%		183	3.6%		8	1.6%
Non-res	17	1.7%		263	2.3%		603	3.6%		14	1.5%		28	10.4%		609	12.1%		174	35.7%
Unknown	62	6.1%		317	2.8%		590	3.6%		18	1.9%		7	2.6%		197	3.9%		17	3.5%

Note: Small differences in percentages are due to rounding.
Source: OSRHE, ODS 10/22/2014

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Acronym	Institution Name
OCCC	Oklahoma City Community College
OSU	Oklahoma State University
OSU-OKC	Oklahoma State University – Oklahoma City
OSUVM	Oklahoma State University School of Veterinary Medicine
OU	University of Oklahoma
OUHSC	University of Oklahoma Health Sciences Center
OULAW	University of Oklahoma Law Center
RSC	Rose State College
TCC	Tulsa Community College
UCO	University of Central Oklahoma

FIGURE 3

Bachelor's Degrees at <u>Public</u> Institutions by Gender and Race
2013-14

Male: 7,247   Female: 9,341   Unknown: 0
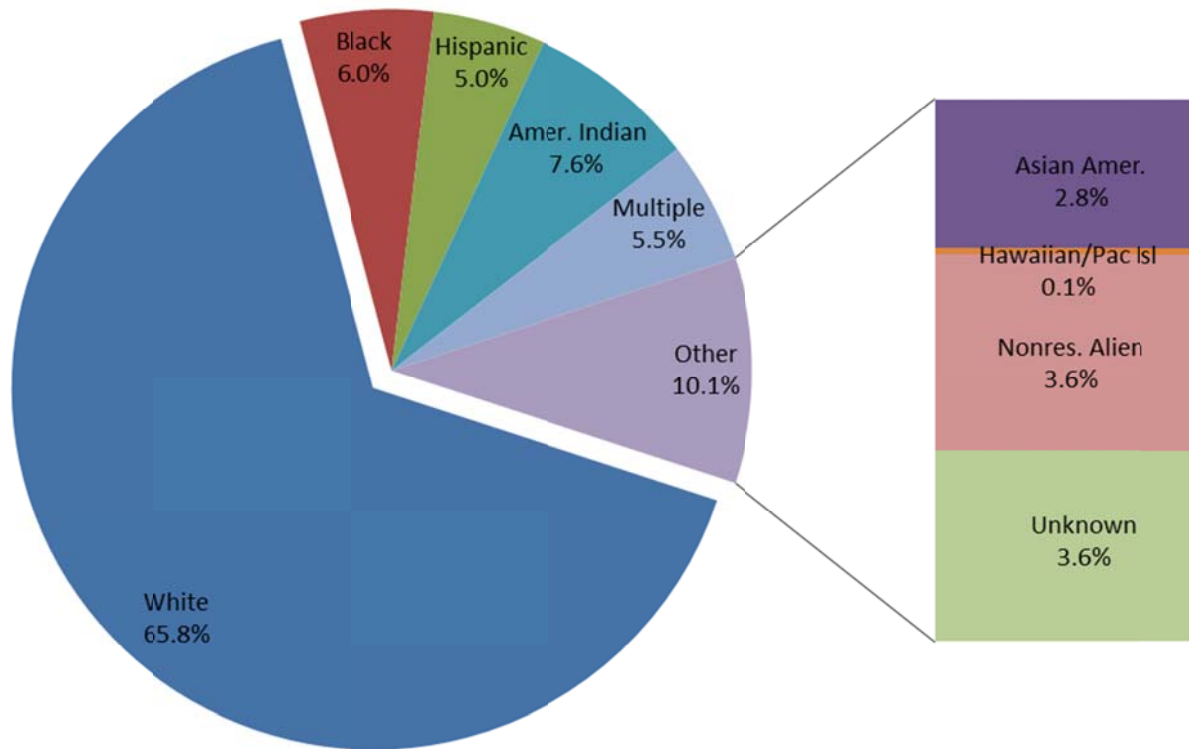
FIGURE 4

Degrees in Science, Technology, Engineering, and Math (STEM)
Five Year Trend by Tier

	2009-10	2010-11	2011-12	2012-13	2013-14	One Year Difference	Five Year Difference
Research	2,631	2,712	3,052	3,046	3,214	5.5%	22.2%
Regional	1,086	1,192	1,325	1,308	1,356	3.7%	24.9%
Liberal Arts	25	27	18	18	16	-11.1%	-36.0%
Community	1,037	1,157	1,369	1,515	1,530	1.0%	47.5%
Private	467	213	643	617	628	1.8%	34.5%
State System Total	**5,246**	**5,301**	**6,407**	**6,504**	**6,744**	**3.7%**	**28.6%**

Note: OSRHE definitions used to define STEM fields

FIGURE 5

Degrees in Science, Technology, Engineering, and Math (STEM) by Gender
2013-14
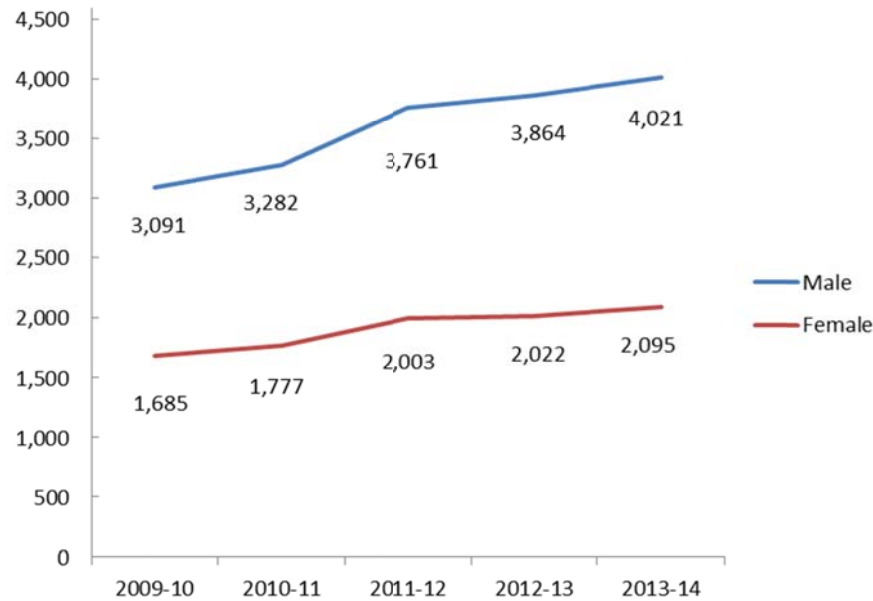
FIGURE 6

Degrees Conferred at Public Institutions in
Science, Technology, Engineering, and Math (STEM)
Five Year Trend by Field of Study

Field of Study	2009-10	2010-11	2011-12	2012-13	2013-14	One Year Difference	Five Year Difference
AGRICULTURE	365	372	442	421	510	21.1%	39.7%
NATURAL RESOURCES	71	81	92	100	103	3.0%	45.1%
COMPUTER & INFO SCIENCE	429	540	786	763	833	9.2%	94.2%
ENGINEERING	1,171	1,197	1,349	1,418	1,405	-0.9%	20.0%
ENGINEERING TECHNOLOGY	746	789	811	917	923	0.7%	23.7%
FOODS & NUTRITION	148	128	156	158	141	-10.8%	-4.7%
BIOLOGICAL & BIOMEDICAL	994	1,034	1,066	1,029	1,094	6.3%	10.1%
MATHEMATICS	151	199	214	235	252	7.2%	66.9%
MULTI/INTERDISCIPLINARY STUDIES	67	89	94	69	58	-15.9%	-13.4%
PHYSICAL SCIENCES	472	470	531	574	533	-7.1%	12.9%
SCIENCE TECHNOLOGIES / TECHNICIANS	2	3	1	0	0	0.0%	-100.0%
PROTECTIVE SERVICES	27	30	61	46	85	84.8%	214.8%
AERONAUTICS/AEROSPACE SCI & TECH.	95	112	106	101	113	11.9%	18.9%
HEALTH PROFESSIONS	38	34	49	44	52	18.2%	36.8%
ACTUARIAL SCIENCE	3	10	6	12	14	16.7%	366.7%
Totals	**4,779**	**5,088**	**5,764**	**5,887**	**6,116**	**3.9%**	**28.0%**

Note: OSRHE definitions used to define STEM fields

FIGURE 7

Degrees Conferred in Science, Technology, Engineering, and Math (STEM)
at <u>Public</u> Institutions
2013-14

Top Three Degree-Producing Institutions

Certificates			Associates			Bachelor's			Graduate Certifications			Master's			Doctoral		
OCCC	43	51.8%	TCC	297	20.3%	OSU	1,310	38.0%	OSU	7	100.0%	OSU	518	58.1%	OSU	108	47.2%
OSU-OKC	18	21.7%	OSU-OKC	253	17.3%	OU	865	25.1%				OU	215	24.1%	OU	89	38.9%
TCC	11	13.3%	OCCC	196	13.4%	UCO	347	10.1%				SEOSU	58	6.5%	OUHSC	29	12.7%

Top Three Fields of Study

Certificates			Associates			Bachelor's			Graduate Certifications			Master's			Doctoral		
Network & Telecom	19	22.9%	Agriculture	127	8.7%	Biology	419	12.2%	Toxicology	4	57.1%	Info Tech	106	11.9%	Chemistry	17	7.4%
System Security	18	21.7%	Physical Science	126	8.6%	Mechanical Eng.	212	6.2%	Biochemistry	1	14.3%	Electrical Eng.	63	7.1%	Electrical Eng.	17	7.4%
Energy Mgmt.	13	15.7%	Pre-Engineering	118	8.1%	Animal Science	205	6.0%	Range Science	1	14.3%	Industrial Eng.	57	6.4%	Mathematics	16	7.0%
									System Security	1	14.3%						

Distribution by Gender

	Certificates		Associates		Bachelor's		Graduate Certifications		Master's		Doctoral	
Men	62	74.7%	1,009	69.1%	2,206	64.1%	6	85.7%	589	66.0%	149	65.1%
Women	21	25.3%	452	30.9%	1,238	35.9%	1	14.3%	303	34.0%	80	34.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Distribution by Race/Ethnicity

	Certificates		Associates		Bachelor's		Graduate Certifications		Master's		Doctoral	
White	52	62.7%	982	67.2%	2,287	66.4%	6	85.7%	418	46.9%	72	31.4%
Black	11	13.3%	58	4.0%	129	3.7%	0	0.0%	18	2.0%	3	1.3%
Hispanic	4	4.8%	70	4.8%	164	4.8%	0	0.0%	25	2.8%	1	0.4%
Asian	4	4.8%	46	3.1%	158	4.6%	0	0.0%	22	2.5%	7	3.1%
Native	6	7.2%	149	10.2%	214	6.2%	0	0.0%	17	1.9%	2	0.9%
Pacific Isl	1	1.2%	4	0.3%	3	0.1%	0	0.0%	0	0.0%	0	0.0%
Multiple	0	0.0%	56	3.8%	181	5.3%	1	14.3%	18	2.0%	1	0.4%
Non-res	1	1.2%	37	2.5%	186	5.4%	0	0.0%	350	39.2%	134	58.5%
Unknown	4	4.8%	59	4.0%	122	3.5%	0	0.0%	24	2.7%	9	3.9%

Note: Small differences in percentages are due to rounding.
Source: OSRHE, ODS 10/22/2014

Acronym	Institution Name
OCCC	Oklahoma City Community College
OSU	Oklahoma State University
OSU-OKC	Oklahoma State University - Oklahoma City
OU	University of Oklahoma
OUHSC	University of Oklahoma Health Sciences Center
SEOSU	Southeastern Oklahoma State University
TCC	Tulsa Community College
UCO	University of Central Oklahoma

AGENDA ITEM #17:

> **Commendations.**

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Dr. Debbie Blanke**, associate vice chancellor for Academic Affairs co-presented a research paper with Ky Le, Graduate Student at Oklahoma State University at the Rocky Mountain Educational Research Association meeting in Pensacola, Florida on October 25, 2014. Mr. Le and Dr. Blanke, along with **Ms. Sheila Smith**, Reach Higher administrator, conducted a research project among Reach Higher students to assess the barriers adult students face in returning to college to pursue a degree.

- **Dr. Debbie Blanke**, associate vice chancellor for Academic Affairs, was honored by the Oklahoma Women in Higher Education for her leadership in higher education by endowing a doctorial scholarship in her name for a woman attending any Oklahoma Higher Education institution.

- **Chancellor Glen D. Johnson** met with former Representative Danny Morgan in Oklahoma City to discuss higher education issues; met with AT&T Oklahoma President Steve Hahn in Oklahoma City to discuss higher education issues; attended Oklahoma State University's Spears School of Business 100 for 100 Tribute honoring Regent Ike Glass and Regent Jay Helm in Stillwater; met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues; attended and provided remarks at Enid Rotary meeting in Enid; met with Regent Turpen, i2E Executive Director Scott Meacham, and Tom Love in Oklahoma City to discuss higher education issues; met with Oklahoma Education Television Authority (OETA) Executive Director Dan Schiedel in Oklahoma City to discuss higher education issues; participated in conference all with Standards Steering Committee Chair Amy Ford to discuss common education and higher education issues; met with ACT representative Judy Trice in Oklahoma City to discuss higher education issues; participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues; met with Redlands Community College (RCC) President Jack Bryant in Oklahoma City to discuss higher education issues; met with Treasurer Ken Miller in Oklahoma City to discuss higher education issues; attended Renfro Lectureship featuring Andrew Card at Northern Oklahoma College in Tonkawa; participated in conference call with University of Oklahoma Vice President for Research Kelvin Droegemeier to discuss higher education issues; attended the Oklahoma College Assistance Program's (OCAP) holiday luncheon in Oklahoma City; met with Lieutenant Governor Todd Lamb in Oklahoma City to

discuss higher education issues; participated in conference call with Dr. Tom McKeon to discuss higher education issues; participated in conference call with American Association of State Colleges and Universities (AASCU) Senior Vice President for Government Relations and Policy Analysis Ed Elmendorf to discuss higher education issues; attended the Oklahoma Hall of Fame induction ceremony and banquet at the Cox Convention Center in Oklahoma City; participated in conference call with Kentucky Council on Postsecondary Education President Robert King to discuss higher education issues; met with Oklahoma EPSCoR State Director Jerry Malayer in Oklahoma City to discuss higher education issues; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger in Oklahoma City to discuss higher education issues; participated in conference call with the Higher Learning Commission and members of the University of Oklahoma Board of Regents to discuss higher education issues related to Rogers State University; hosted staff appreciation event for State Regents staff in Oklahoma City; participated in conference call with Redlands Community College (RCC) Regent Richard Ruhl to discuss higher education issues; attended, presented and served as master of ceremonies at the Oklahoma State Regents for Higher Education's annual Fall Legislative Forum at the Jim Thorpe Museum and Oklahoma Sports Hall of Fame in Oklahoma City; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger in Oklahoma City to discuss higher education issues; attended the University of Oklahoma (OU) College of Law Board of Visitors meeting in Norman; and was elected to serve as a member on the State Higher Education Executive Officers Association (SHEEO) Executive Committee.

- **Dr. Gayle Northrup**, director of Research for Student Performance, participated in discussions on data format revisions at the national SREB meeting in Tampa, Florida.

- **Dr. Goldie Thompson**, director of Teacher Education and the Oklahoma Teacher Connection, served as a speaker at the University of Central Oklahoma's "Honoring a Noble Profession," panel discussion, entitled "Honor What We Know. Hear Our Voices" on November 20, 2014.

AGENDA ITEM #18:

Executive Session.

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

AGENDA ITEM #19-a (1):

      Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
      1 degree program requirement change
      2 degree program option name changes

Northwestern Oklahoma State University (NWOSU)
      2 degree program requirement changes

University of Science and Arts of Oklahoma (USAO)
      23 degree program requirement changes

Eastern Oklahoma State College (EOSC)
      1 degree program option name change

Murray State College (MSC)
      1 degree program name change

Tulsa Community College (TCC)
      1 degree program option addition
      2 degree program option name changes

POLICY ISSUES:

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

ANALYSIS:

OSU – Masters of Science in Teaching, Learning, and Leadership (057)
      Degree program option name change
- For the "Occupational Education Studies" option:
  - Change option name to "Workforce and Adult Education."
- The proposed change updates the nomenclature to one that is more nationally used and recognized.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Education (435)
    Degree program option name change
- For the "Occupational Education Studies" option:
  - Change option name to "Workforce and Adult Education."
- The proposed change updates the nomenclature to one that is more nationally used and recognized.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Nutrition Sciences (097)
    Degree program requirement changes
- For the "Dietetics" option:
  - Add NSCI 4123, NSCI 4143, ACCT 2103, and HHP 3802.
  - Remove HSCI 4232, HRAD 2152, HRAD 2283, and 3 credit hours of "Controlled Electives."
  - The proposed changes bring the curriculum into compliance with accreditation requirements.
- For the "Human Nutrition/Premedical Sciences" option:
  - Add NSCI 4123, NSCI 4143, and UNIV 3511.
  - Remove NSCI 4232 and ZOOL 1604.
  - Change credit hours required for "Controlled Electives" from 2 to 3.
  - The proposed changes update the curriculum to better align with medical school requirements.
- For the "Community Nutrition" option:
  - Add NSCI 4123 and NSCI 4143.
  - Remove NSCI 3813, NSCI 4323, NSCI 4573, BIOC 3653, FIN 2123, HRAD 2283, MKTG 3213, and 12 credit hours of "Controlled Electives."
  - Require students to declare a 27 credit hour "Emphasis" to be selected from one of the following: "Nutrition and Exercise," "Nutrition Education," "School Nutrition and Food Service Management," or "Food, Nutrition, and the Public."
  - The proposed changes will improve the relevance of the curriculum and post-graduation employment opportunities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Certificate in Personal Financial Planning (071)
    Degree program requirement changes
- Remove GBUS 2013, ACCT 3113, FIN 4213, and FIN 4480.
- Add ACCT 3213, FIN 4233, GBUS 4973, and FIN 4453.
- The proposed changes update the curriculum with courses recommended by the agency that accredits personal financial planning programs.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

NWOSU – Master of Education in Mathematics Education (138)
Degree program requirement change
- Add EDUC 5633 as an alternative course to EDUC 5403.
- The proposed change provides students with more flexibility to meet the content requirement.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in History (011)
Degree program requirement changes
- Remove HIST 3563 from "Required History Core" and add HIST 3573.
- The proposed changes broaden the scope of history topics covered in the major.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in Music (016)
Degree program requirement changes
- For students specializing in Voice:
  - Remove MUSC 3513 and add MUSC 3512 and MUSC 3522.
- The proposed changes separate Diction and Pedagogy into two distinctive courses.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Speech-Language Pathology (037)
Degree program requirement changes
- Change credit hours required for SLPA 2342 from 2 to 3 (2343) and for SLPA 3123 from 3 to 2 (3122).
- The proposed changes modify courses to allow the appropriate time needed to cover course content.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in English (009)
Degree program requirement changes
- Remove ENGL 2113 and add ENGL 2143.
- The proposed changes remove a course that include duplicative content and adds a course that supports STEM education.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Natural Science (026)
Degree program requirement changes

- Remove BIOL 1011, BIOL 1013, BIOL 1111, and BIOL 1113 and add BIOL 1201, BIOL 1203, BIOL 1301, and BIOL 1303.
- The proposed changes accommodate changes made in the biology department to update courses.
- Four new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Mathematics (014)
Degree program requirement change
- Add CSCI 1143.
- The proposed change provides students with the appropriate computer skills needed to be successful in the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the major will change from 33-40 to 36-40.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Chemistry (005)
Degree program requirement change
- Add IDS 1143.
- The proposed change provides students with the appropriate computer skills needed to be successful in the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the major will change from 63 to 66.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Biology (003)
Degree program requirement changes
- Remove BIOL 1011, BIOL 1013, BIOL 1111, BIOL 1113, BIOL 1222, BIOL 3811, and BIOL 3813 from "Biology Core."
- Add BIOL 1201, BIOL 1203, BIOL 1301, BIOL 1303, BIOL 3103, BIOL 4501, and BIOL 4503 to "Biology Core."
- Change credit hours required for "Biology Core" from 22 to 23.
- Change credit hours required for "Biology Electives" from 20 to 16.
- Change credit hours required for "Chemistry Electives" from 4-5 to 4.
- Change credit hours required for "Physics Courses" from 10 to 8.
- Change credit hours required for "Mathematics Courses" from 6-9 to 6.
- Add CSCI 1143.
- The proposed changes update the curriculum to expand the course offerings in the department.
- Eleven new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Science in Physics (018)
Degree program requirement changes

- Remove PHYS 2114, PHYS 2124, PHYS 3104, PHYS 4104, PHYS 4313 from "Required Physics Courses."
- Add PHYS 2113 or PHYS 2214, PHYS 2123 or PHYS 2224, PHYS 2513, PHYS 3013, PHYS 4003, and PHYS 4102 to "Required Physics Courses."
- Remove MATH 2203 and CSCI 2143 from "Supporting Courses" and add MATH 3353 and CSCI 1143.
- The proposed changes better meet the needs of the students.
- Nine new courses will be added and five courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

USAO – Bachelor of Arts in Art (002)
      Bachelor of Science in Biology (003)
      Bachelor of Science in Business Administration (004)
      Bachelor of Science in Chemistry (005)
      Bachelor of Arts in Theatre Arts (006)
      Bachelor of Arts in Economics (007)
      Bachelor of Science in Elementary Education (008)
      Bachelor of Arts in English (009)
      Bachelor of Arts in History (011)
      Bachelor of Science in Mathematics (014)
      Bachelor of Arts in Music (016)
      Bachelor of Science in Health, Physical Education, and Recreation (017)
      Bachelor of Science in Physics (018)
      Bachelor of Arts in Political Science (019)
      Bachelor of Science in Psychology (020)
      Bachelor of Arts in Sociology (021)
      Bachelor of Arts in American Indian Studies (024)
      Bachelor of Science in Natural Science (026)
      Bachelor of Arts in Communications (029)
      Bachelor of Science in Early Childhood Education (032)
      Bachelor of Science in Speech-Language Pathology (037)
      Bachelor of Science in Education of the Deaf (038)
      Bachelor of Fine Arts in Art (039)
Degree program option name changes
- Remove IDS 2003 and IDS 1001 from the Interdisciplinary Core Curriculum.
- Allow students to complete a "Research Endorsement" as an alternative to IDS 4522 (Senior Seminar).
  - Require IDS 3415, IDS 3421, IDS 4552, and IDS 4462 to meet the requirements for the "Research Endorsement."
- The proposed changes are modifications to USAO's core curriculum required by all students and will better meet the needs of students.
- The proposed changes also provide students interested in pursuing graduate education a robust curriculum to acquire the skills and knowledge needed to conduct research.
- Four new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

EOSC – Associate in Science in Computer Information Systems (011)
      Degree program option name change

- For the "Mathematics" option:
  - Change option name to "Software Development."
- The proposed change updates the name in keeping with current industry terminology and allows prospective students to better recognize the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

MSC – Associate in Science in General Studies (013)

Degree program name change
- Change program name to "Arts and Sciences."
- The proposed change updates the nomenclature to one that is less ambiguous and is more descriptive and marketable to students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Accounting (173)

Degree program option addition
- Add option "Accounting Assistant."
- The proposed option will provide students who desire to work in an administrative support position within the field of accounting with a marketable curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate Drafting/Engineering Technology (173)

Degree program name change
- Change program name to "Drafting and Design Engineering Technology."
- The proposed name change reflects that design drafting is part of the program curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Arts in Theatre Arts (016)

Degree program name change
- Change program name to "Theatre."
- The proposed name change reflects a request from the department Dean and aligns the name with nomenclature used in both internal and external references to the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #19-a (2):

> **Programs.**

SUBJECT: Ratification of approved institutional request to suspend degree programs.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to suspend existing academic programs, as described below.**

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:
- Associate in Applied Science in Graphics and Imaging Technology Management (240)
- Certificate in Accounting Assistant (096)
- Certificate in International Business (169)

POLICY ISSUES:

Suspending programs is consistent with the State Regents' Academic Program Review policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

TCC requested authorization to suspend the Associate in Applied Science in Graphics and Imaging Technology Management (240):
- TCC reports this program continues to have low productivity and intends to review the program to determine whether or not there is sufficient employer or student demand to continue the program.
- TCC will reinstate or delete the program by September 30, 2016.

TCC requested authorization to suspend the Certificate in Accounting Assistant (096):
- TCC reports this program will be moved to an option under the Certificate in Accounting (173).
- TCC will reinstate or delete the program by September 30, 2016.

TCC requested authorization to suspend the Certificate in International Business (169):
- TCC reports low productivity in the program and a suspension will allow time for a thorough evaluation to determine if a sufficient employer and student demand exists.
- TCC will reinstate or delete the program by September 30, 2016.

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

AGENDA ITEM #19-b:

> **Electronic Delivery.**

SUBJECT: East Central University. Approval of request to offer an existing degree program via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve East Central University's request to offer the existing Master of Education in Secondary Education (083) with options in Educational Technology and Sports Administration via electronic media.**

BACKGROUND:

East Central University (ECU) is currently approved to offer the following degree program via electronic media:

- Master of Education in Library Media (090)

ECU's governing board approved offering the existing Master of Education in Secondary Education (083) with options in Educational Technology and Sports Administration (083) through electronic media at their September 2014 meeting and ECU requests authorization to offer the existing program via electronic media, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Electronically Delivered and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved electronic media delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

ECU satisfactorily addressed the requirements in the Electronically Delivered and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Education in Secondary Education (083)
with options in Educational Technology and Sports Administration

Delivery method. ECU will utilize the learning and course management system, BlackBoard, for the instructional delivery. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. BlackBoard permits a variety of real-time interactions on

an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Demand. According to information provided by the Bureau of Labor Statistics (BLS) and the Oklahoma Employment Security Commission (OESC), the field of instructional coordinators, who help integrate technology into the classroom, is expected to grow by more than 13 percent at the national level and more than 16 percent in Oklahoma.

National Level	Employment		Percent Change	Job Openings[1]
	2012	2022		
Instructional Coordinators	147,700	166,200	+13	31,100
Oklahoma	Employment		Percent Change	Job Openings[1]
	2012	2022		
Instructional Coordinators	1,030	1,200	+16	40

[1]Job Openings – the average annual job openings due to growth and net replacement. (CareerInfoNet.org, U.S. Department of Labor, and Employment and Training Administration.)

Additionally, according to the BLS and OESC, coaching and related occupations are expected to grow by more than 27 percent and educational administration positions, which include athletic directors, are expected to grow by more than 16 percent (secondary education) and 13 percent (higher education) in Oklahoma.

National Level	Employment		Percent Change	Job Openings[1]
	2012	2022		
Coaches and Scouts	243,900	280,100	+15	108,500
Oklahoma	Employment		Percent Change	Job Openings[1]
	2012	2022		
Coaches and Scouts	2,330	2,950	+27	120

[1]Job Openings – the average annual job openings due to growth and net replacement. (CareerInfoNet.org, U.S. Department of Labor, and Employment and Training Administration.)

National Level	Employment		Percent Change	Job Openings[1]
	2012	2022		
Elementary and Secondary School Educational Administrators (which include athletic directors)	231,500	244,700	+6	74,700
Education Administrators (Higher Education)	161,800	185,300	+15	66,500
Oklahoma	Employment		Percent Change	Job Openings[1]
	2012	2022		
Elementary and Secondary School Educational Administrators (which include athletic directors)	2,970	3,440	+16	130
Education Administrators (Higher Education)	980	1,100	+13	40

[1]Job Openings – the average annual job openings due to growth and net replacement. (CareerInfoNet.org, U.S. Department of Labor, and Employment and Training Administration.

Funding. No new funding will be required to deliver the degree program electronically. The program will be funded through existing allocations, program fees and tuition.

A system wide letter of intent was distributed electronically to presidents on February 18, 2014 and no institution requested a copy of the Master of Education in Secondary Education with options in Educational Technology and Sports Administration proposal for delivery by electronic media.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve ECU's request to offer the existing Master of Education in Secondary Education with options in Educational Technology and Sports Administration via electronic media as described above.

AGENDA ITEM #19-c (1):

> **Post Audit.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve institutional requests for final approval and extension of the review schedule of existing degree programs, as described below.**

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

Recommendation: Final Approval

University of Oklahoma (OU)
- Doctor of Philosophy in Mass Communications (359)

This program exceeded the productivity criteria for enrollment (achieved 14 of the 11 required) and for graduates (achieved 4 of the 2 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU
- Doctor of Philosophy in Environmental Engineering (349)

This program did not meet the productivity criterion for enrollment (achieved 4 of the 5 required) but did not meet the productivity criterion for graduates (achieved 1 of the 2 required). This program was provisionally approved at the June 30, 2003 State Regents' meeting and was granted an extension of the review schedule at the December 4, 2008 State Regents' meeting. OU reports that enrollment in the program has been strong; however, in the 2009-2010 academic year, two professors left the university and several of their student advisees followed them. The remaining student advisees were required to find a new advisor, delaying their progress towards graduation. Additionally, the absence of these two faculty members reduced the number of graduate research positions available, which affected the program's ability to recruit new students. OU reports that bioengineering has been named a Strategic Research Area by OU's administration and one new faculty has been added in medical imaging with additional faculty expected to be added later. Lastly, the Doctor of Philosophy in Environmental Engineering (349) program is the only program of its type in Oklahoma. OU has demonstrated a strong program and is meeting area needs. Based on this and the uniqueness of the program final approval is recommended.

OU
- Master of Prevention Science in Prevention Science (374)

This program exceeded the productivity criteria for enrollment (achieved 37 of the 20 required) and for graduates (achieved 11 of the 6 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU
- Bachelor of Arts in Administrative Leadership (375)

This program exceeded the productivity criteria for enrollment (achieved 571 of the 70 required) and for graduates (achieved 111 of the 45 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU
- Graduate Certificate in Management Information Systems

This program exceeded the productivity criteria for enrollment (achieved 8 of the 6 required) and for graduates (achieved 8 of the 6 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Oklahoma State University (OSU)
- Master of Science in Entrepreneurship (474)

This program exceeded the productivity criteria for enrollment (achieved 127 of the 18 required) and for graduates (achieved 49 of the 10 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Southeastern Oklahoma State University (SEOSU)
- Master of Science in Sports Studies and Athletic Administration (109)

This program exceeded the productivity criteria for enrollment (achieved 34 of the 6 required) and for graduates (achieved 13 of the 3 required). SEOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

University of Central Oklahoma (UCO)
- Master of Arts in Substance Abuse Studies (196)

This program exceeded the productivity criteria for enrollment (achieved 53 of the 40 required) and for graduates (achieved 12 of the 8 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Connors State College (CSC)

- Associate in Applied Science in Radiologic Technologist (092)

This program exceeded the productivity criteria for enrollment (achieved 24 of the 12 required) and for graduates (achieved 10 of the 5 required). CSC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Oklahoma City Community College (OCCC)
- Associate in Applied Science in Speech-Language Pathology Assistant (164)

This program exceeded the productivity criteria for enrollment (achieved 58 of the 18 required) and for graduates (achieved 12 of the 5 required). OCCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Rose State College (RSC)
- Associate in Science in Environmental Science (118)

This program exceeded the productivity criterion for enrollment (achieved 41 of the 25 required) but did not meet the productivity criterion for graduates by 1 (achieved 4 of the 5 required). This program received provisional approval at the June 30, 2000 State Regents' meeting. RSC reports that the program has struggled with productivity; however, after the curriculum was revised in Spring 2011 to add options in Environmental Quality/Safety, Natural Resources, and Science and Analytical, productivity has dramatically increased. RSC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

<center>**Recommendation: Review Schedule Extension**</center>

OU
- Bachelor of Arts in Italian (370)

This program met the productivity criterion for enrollment (achieved 12 of the 12 required) but did not meet the productivity criterion for graduates (achieved 4 of the 5 required). This program received provisional approval at the October 22, 2009 meeting. OU reports the Italian program is a small section within the Department of Modern Languages, Literatures, and Linguistics and during the provisional approval period the two full-time faculty underwent an extensive, successful tenure and promotion review. This process demanded significant effort and time commitment, particularly in terms of research. Additionally, the two faculty were away from campus for nine semesters for various prestigious fellowships, sabbaticals, and family leave. However, external reviewers have been impressed by the program. Over the past few years the faculty has worked to increase the number of students, have secured grant money to support study abroad, and have spearheaded several recruitment efforts. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 12 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

OU
- Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 30 required) or for graduates (achieved 5 of the 20 required). This program was provisionally approval at the September 9, 2010 State Regents' meeting. OU developed the program at the request of school districts to help them prepare teachers and administrators to meet the needs of their growing Hispanic population. However, due to funding cuts in the years after the program was approved, funds that were identified to be used for

teachers and administrators to enroll in the program were diverted to other areas. OU is currently working with the graduate college to ensure that current masters and doctoral students taking the courses are properly identified and tracked. Additionally, OU is working to revise the program to attract and accommodate more students. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 30 in Fall 2016; and
- ✓ Graduates: 20 in 2016-2017.

OU
- Master of Science in Interior Design (383)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 15 required) or for graduates (achieved 4 of the 5 required). This program was provisionally approved at the October 21, 2010 State Regents' meeting. OU reports that since the program's provisional approval the division has changed leadership, moved to a newly renovated facility, and experienced a significant change in faculty, with two of the six faculty leaving the institution. The division now has three tenured faculty, one of which is the director, three tenure-track faculty, and three adjunct faculty. Additionally, the current curriculum offers three separate areas of focus. The division has indicated that it does not have the current resources to offer all the courses in these areas and are in the process of modifying the curriculum to appeal to a wider range of prospective students. OU is also considering offering the curriculum online to meet the needs of working professionals outside the Norman area. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

OU
- Graduate Certificate in College Teaching (392)

This program exceeded the productivity criterion for enrollment (achieved 8 of the 5 required) but did not meet the productivity criterion for graduates (achieved 1 of the 3 required). This program received provisional approval at the October 22, 2009 State Regents' meeting. OU reports that the program was designed to address a deficiency faced by many graduates of doctoral programs who do not have much working knowledge about how to create a course syllabus, adult learning, assessment or instructional strategies. In the past year, the senior faculty member responsible for teaching the program retired. OU has recently identified a new faculty member to coordinate the program who has begun networking, increasing publicity, and recruiting. These efforts have resulted in 7 students enrolled for the 2014-2015 academic year. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 5 in Fall 2016; and
- ✓ Graduates: 3 in 2016-2017.

OU
- Master of Laws in Law (384)

This program did not meet the productivity criteria for enrollment (achieved 20 of the 30 required) or for graduates (achieved 18 of the 30 required). This program received provisional approval at the December 2, 2010 State Regents' meeting. Upon approval of the program, the College of Law recruited and admitted seven students for Fall 2011. These students complete their requirements and graduated in Spring 2012. Since then, the program has experienced increased enrollment and graduating rates. However, OU reports that while the program has experienced success, accreditation issues with the American Bar Association (ABA) limits the number of students the College of Law is able to accept. When the Master of Laws in Law (LL.M.) (384) program was proposed, the ABA agreed to its addition with the understanding it would not have a negative effect on students pursuing the Juris Doctor in Law (J.D.) (148) program. Most of the classes in which the LL.M. students enroll are also classes in the J.D. degree. Due to the current number of students enrolled in the J.D. program and in light of current available resources, the College of Law is only able to admit a limited number of students to the LL.M. program. Based on current enrollment, expected graduates, and adherence to accreditation standards, an extension of the review schedule with revised criteria is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 12 in Fall 2016; and
- ✓ Graduates: 10 in 2016-2017.

OU Health Sciences Center (OUHSC)
- Doctor of Nursing Practice (080)

This program did not meet the productivity criteria for enrollment (achieved 29 of the 64 required) or for graduates (achieved 2 of the 15 required). This program received provisional approval at the December 3, 2009 State Regents' meeting. OUHSC reports several factors that have created barriers to meeting productivity criteria, including an increase in the number of Doctor of Nursing Practice (DNP) programs nationwide, program length compared to other DNP programs, cost of doctoral education, and admission criteria. A DNP recruitment committee was formed in 2012 to evaluate national trends in the discipline and have taken steps to increase the number of students enrolled. A curriculum revision was approved to reduce the number of credit hours required to complete the program, which in turn helps to defray the overall cost of the program for students. OUHSC also reports working on a change in the admission criteria, as well as a Bachelor's to DNP option, to increase student enrollment. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 64 in Fall 2016; and
- ✓ Graduates: 15 in 2016-2017.

OSU
- Bachelor of Science in Business Administration in Entrepreneurship (473)

This program exceeded the productivity criterion for enrollment (achieved 219 of the 120 required) but did not meet the productivity criterion for graduates (achieved 48 of the 58 required). This program received provisional approval at the April 2, 2009 State Regents' meeting. OSU reports that enrollment has steadily increased since the inception of the program; however, students are taking longer to graduate than anticipated. The School of Entrepreneurship is offering a core entrepreneurship course for beginning Fall 2014, which will be required for all business undergraduate students. This course will better acquaint students with the discipline and help to increase both enrollment and graduation rates. Based on current enrollment, expected graduates, and continued demand for the program, an extension of the review

schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 120 in Fall 2016; and
- ✓ Graduates: 58 in 2016-2017.

OSU
- Bachelor of Arts in History [Tulsa] (483)

This program did not meet the productivity criteria for enrollment (achieved 0 of the 30 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the September 9, 2010 State Regents' meeting. OSU reports a request to delete the program will be submitted within the next academic year. Based on OSU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow OSU time to complete the deletion process.

OSU
- Graduate Certificate in Information Assurance (457)

This program did not meet the productivity criteria for enrollment (achieved 6 of the 12 required) or for graduates (achieved 1 of the 6 required). This program received provisional approval at the June 30, 2005 State Regents' meeting. The program did not meet the productivity criteria (enrolled 9; graduated 6) and was granted an extension of the review schedule at the December 3, 2009 State Regents' meeting. The program again did not meet the productivity criteria (enrolled 6; graduated 3) and a second extension was granted at the December 6, 2012 State Regents' meeting. OSU reports that it is the first public school in the region to receive the Center of Academic Excellence in Information Assurance in both Education and Research and the curriculum in both the undergraduate and graduate programs continues to meet federal standards. Because of this, OSU remains a nationally recognized university in security and information assurance. OSU reports that the curriculum is embedded within the Master of Science in Management Information Systems (336). Therefore, many of the students that start the program ultimately choose to continue their education and graduate with a Master's degree with an option in Information Assurance Security. Based on current enrollment, expected graduates, and continued demand for the program, a final extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 12 in Fall 2016; and
- ✓ Graduates: 6 in 2016-2017.

OSU
- Bachelor of Arts in English [Tulsa] (482)

This program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the October 21, 2010 State Regents' meeting. OSU reports a request to delete the program will be submitted within the next academic year. Based on OSU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow OSU time to complete the deletion process.

OSU
- Certificate in Aerospace Security (472)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 7 required) or for graduates (achieved 0 of the 4 required). This program received provisional approval at the February 12, 2009 State Regents meeting. The program did not meet the productivity criteria (enrolled 7; graduated 4) and was granted an extension of the review schedule at the December 6, 2012 State Regents' meeting.

OSU reports they have added a faculty member to the program to provide additional course offerings. The department is also discussing curriculum changes to broaden its marketability and to better serve students' needs. Based on the changes and expected demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2016 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 7 in Fall 2015; and
- ✓ Graduates: 4 in 2015-2016.

Cameron University (CU)
- Master of Science in Organizational Leadership (635)

This program exceeded the productivity criterion for enrollment (achieved 24 of the 15 required) but did not meet the productivity criterion for graduates (achieved 1 of the 4 required). This program received provisional approval at the April 4, 2011 State Regents' meeting. CU reports that although enrollment in the program is strong students have taken longer than anticipated to complete the degree. Most of the students enrolled in the program attend classes part-time. Additionally, the program was originally developed to fill a need presented by the Army at Fort Sill; however, once the program was approved, the Army experienced a period of transition that caused a delay in getting soldiers through their Career Course and into the program. CU also indicates that it is increasing their recruitment efforts locally, as well as regionally and nationally. Based on current enrollment, expected graduates, and continued student demand, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2016; and
- ✓ Graduates: 4 in 2016-2017.

CU
- Bachelor of Arts in Romance Languages Education (186)

This program did not meet the productivity criteria for enrollment (achieved 13 of the 15 required) or for graduates (achieved 1 of the 5 required). This program received provisional approval at the April 26, 2007 State Regents' meeting. CU reports a request to delete the program will be submitted within the next academic year. Based on CU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow CU time to complete the deletion process.

CU
- Bachelor of Arts in Mathematics Education (155)

This program did not meet the productivity criteria for enrollment (achieved 24 of the 25 required) or for graduates (achieved 2 of the 8 required). This program received provisional approval at the April 26, 2007 State Regents' meeting. The program did not meet the productivity criteria (enrolled 14; graduated 1) and at the December 6, 2012 meeting the State Regents approved an extension of the review schedule. CU reports that the nation continues to experience a shortage of mathematics teachers. Numerous reports suggest that one reason for the decline in students' mathematics scores is the lack of qualified mathematics teachers. The Bachelor of Arts in Mathematics Education (155) at CU responds to this need in southwestern Oklahoma. CU also reports that due to the length of the program, some students need additional time to complete the degree requirements. Based on current enrollment, expected graduates, and continued student demand, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:

- ✓ Majors enrolled: 25 in Fall 2016; and
- ✓ Graduates: 8 in 2016-2017.

CU
- Bachelor of Arts in Social Studies Education (135)

This program exceeded the productivity criterion for enrollment (achieved 32 of the 20 required) but did not meet the productivity criterion for graduates (achieved 3 of the 7 required). This program received provisional approval at the April 26, 2007 State Regents' meeting. The program did not meet the productivity criteria (enrolled 34; graduated 3) and at the December 6, 2012 meeting the State Regents approved an extension of the review schedule. CU reports that enrollment in the program remains strong and all graduates of the program have passed their certification exams and have found employment. CU also reports they have entered a partnership with Rogers State University (RSU) in which the program is offered on the RSU campus and expects to have graduates within the next academic year. Based on current enrollment, expected graduates, and continued student demand, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 20 in Fall 2016; and
- ✓ Graduates: 7 in 2016-2017.

CU
- Certificate in Counseling Proficiency (671)

This program did not meet the productivity criteria for enrollment (achieved 3 of the 12 required) or for graduates (achieved 1 of the 3 required). This program received provisional approval at the June 23, 2011 State Regents' meeting. CU reports a request to delete the program will be submitted within the next academic year. Based on CU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow CU time to complete the deletion process.

CU
- Bachelor of Science in Biology Education (315)

This program did not meet the productivity criteria for enrollment (achieved 3 of the 25 required) or for graduates (achieved 3 of the 8 required). This program received provisional approval at the April 26, 2007 State Regents' meeting. CU reports a request to delete the program will be submitted within the next academic year. Based on CU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow CU time to complete the deletion process.

Langston University (LU)
- Bachelor of Science in Accountancy (070)

This program did not meet the productivity criteria for enrollment (achieved 10 of the 40 required) or for graduates (achieved 3 of the 8 required). This program received provisional approval at the May 27, 2011 State Regents' meeting. Although the program has not met the productivity criteria, LU reports that the program is stable and recent developments will enhance the growth potential of the program. In October 2014 the ONEOK of Tulsa gifted approximately $1.4 million dollars to support scholarships and an endowed professorship in the Accounting program. This gift will allow LU to attract highly capable students and to build and strengthen faculty quality. Additionally, the School of Business has vigorously engaged in efforts to recruit and hire new faculty and have added one tenure-track faculty member. Based on the number of students enrolled, expected graduates, and industry support, a review of the extension schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 40 in Fall 2016; and
- ✓ Graduates: 8 in 2016-2017.

Northeastern State University (NSU)
- Bachelor of Science in Medical Laboratory Science (147)

This program exceeded the productivity criterion for enrollment (achieved 46 of the 40 required) but did not meet the criterion for graduates (achieved 11 of the 20 required). This program received provisional approval at the June 25, 2009 State Regents' meeting. NSU reports that the program received national accreditation in 2013 by the National Accrediting Agency for Clinical Laboratory Sciences and is one of only two accredited programs in Oklahoma. Local, regional, and national data continue to show the need for allied health professionals, specifically board-certified medical laboratory scientists. Based on current enrollment, expected graduates, and workforce demands, an extension of the review schedule is recommended, with continuation beyond Fall 2018 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 40 in Fall 2017; and
- ✓ Graduates: 20 in 2017-2018.

NSU
- Bachelor of Arts in Cherokee Cultural Studies (148)

This program did not meet the productivity criteria for enrollment (achieved 9 of the 25 required) or for graduates (achieved 2 of the 5 required). This program received provisional approval at the September 3, 2009 State Regents' meeting. NSU reports that the curriculum developed for the program proved not to be attractive to majors and degree seekers as originally thought. Additionally, significant unforeseen faculty turnover in the program occurred early in the program, leading to less than efficient recruitment, retention, and graduation rates. NSU indicates that substantive changes are planned for the curriculum that include an interdisciplinary approach and will focus more on application of the content in areas such as healthcare, economic development, and sustainable communities. Additionally, NSU anticipates that by the 2016-2017 academic year new faculty will be in place. Based on the expected changes and the focus on unique populations, an extension of the review schedule is recommended, with continuation beyond Fall 2018 dependent upon meeting the following criteria:
0
Stipulations:
- ✓ Majors enrolled: 25 in Fall 2017; and
- ✓ Graduates: 5 in 2017-2018.

NSU
- Certificate in Emergency Management and Planning (152)

This program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 6 of the 10 required). This program received provisional approval at the March 1, 2012 State Regents' meeting. NSU reports this program was developed as a collaborative effort with the Oklahoma Office of Emergency Management (OEM). NSU began offering the curriculum in Spring 2012 to a cohort of 27 students with regular rotation of the curriculum beginning in Fall 2012. However, enrollment declined during the 2013-2014 academic year. An advisory board was created in November 2012 that identified curriculum and resource concerns. Primarily the advisory board identified a gap between theoretical and practical instruction. During the 2013-2014 academic year, the advisory board has met to revise course outcomes and instructional resources. OEM has verbalized renewed support for the program and intends to resume promotion within its 93 emergency management districts. Based on current enrollment, expected graduates, and industry support, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2016; and
- ✓ Graduates: 10 in 2016-2017.

Northwestern Oklahoma State University (NWOSU)
- Bachelor of Arts in Music

This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the June 25, 2009 State Regents' meeting. NWOSU developed the program to provide an option for students who desire to study music in a liberal arts framework rather than pursue the Bachelor of Music in Music (053). The program also allows students to select a minor to further tailor their program to their career and educational goals. NWOSU reports they wish to continue the program for another three years and then reassess the viability and value of the program at that time. During this time NWOSU reports they expect students currently enrolled in the program to graduate and will increase promoting and advertising to incoming students. Based on current enrollment, expected graduates, and future plans for marketing, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 12 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

Oklahoma Panhandle State University (OPSU)
- Associate in Science in Criminal Justice (062)

This program did not meet the productivity criteria for enrollment (achieved 19 of the 20 required) or for graduates (achieved 3 of the 6 required). This program was provisionally approved as an Associate in Applied Science at the January 28, 2010 State Regents' meeting. At the May 31, 2013 meeting the State Regents approved a degree designation change to an Associate in Science degree to allow students to transition more easily into a baccalaureate degree. As a result, the program has not had adequate time to produce graduates. The program strictly adheres to the guidelines and standards established by the Collegiate Officer Program (COP) in the State of Oklahoma and graduates are basically guaranteed employment upon completion of the degree. During the 2013-2014 academic year, the Department of Social and Behavioral students, the COP director, and the academic advisor actively publicized the program. Based on current enrollment, changes made to the program, expected graduates, and employment opportunities, an extension of the review schedule is recommended, with continuation beyond Fall 2016 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 20 in Fall 2015; and
- ✓ Graduates: 6 in 2015-2016.

OPSU
- Bachelor of Music in Music (057)

This program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 1 of the 6 required). This program received provisional approval at the July 1, 2005 State Regents' meeting. The program did not meet the productivity criteria (enrolled 14; graduated 2) and at the February 7, 2008 meeting the State Regents approved an extension of the review schedule. The program again did not meet the productivity criteria (enrolled 14; graduated 2). At the December 1, 2011 meeting the State Regents approved another extension of the review schedule. In 2011 OPSU re-introduced the Music Education option to recruit more students into the program. However, due to some

students' lack of background in music, they are required to take additional courses, which delays their progress toward graduation. Additionally, OPSU reports some students struggle with theory classes and are required to repeat the course to better their grade and improve their Grade Point Average. Lastly, the time, financial demands, and commitment of the music degree places a strain on students' resources, causing them to need additional time to graduate. OPSU also reports changes within the faculty and course scheduling that will help to increase both enrollment and retention in the program. Based on current student enrollment, unique needs of the students, and departmental changes, a final extension of the review schedule is recommended, with continuation beyond Fall 2016 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2015; and
- ✓ Graduates: 6 in 2015-2016.

OPSU
- Bachelor of Arts in Liberal Arts (061)

This program did not meet the productivity criteria for enrollment (achieved 3 of the 18 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the September 14, 2006 State Regents' meeting. The program did not meet the productivity criteria for enrollment or graduates (enrolled 10; graduated 1). OPSU reports a request to delete the program will be submitted within the next academic year. Based on OPSU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow OPSU time to complete the deletion process.

SEOSU
- Bachelor of Arts in Spanish (106)

This program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 1 of the 9 required). This program received provisional approval at the February 13, 2004 State Regents' meeting. At the December 4, 2008 meeting the State Regents approved an extension of the review schedule. The program met the productivity criterion for enrollment but not for graduates (enrolled 15; graduated 0) and at the December 2, 2010 meeting the State Regents approved a second extension of the review schedule with revised productivity criteria. SEOSU reports that the Bachelor of Arts in Spanish Education (097) was suspended in 2013-2014 and was merged into the Bachelor of Arts in Spanish (106). According to SEOSU, many employers in Oklahoma, Texas, New Mexico, Arkansas, and Louisiana will inquire about bilingual graduates; although they may not require a degree. Even though the number of Spanish majors remains low, the Spanish courses at SEOSU maintain enrollments of approximately 200 students each semester and that 32 students graduated with a Spanish minor 2008-2013. Based on current enrollment, program modifications, and continued student demand, a final extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2016; and
- ✓ Graduates: 9 in 2016-2017.

Southwestern Oklahoma State University (SWOSU)
- Bachelor of Arts in Spanish (149)

This program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 5 of the 10 required). This program received provisional approval at the June 29, 2006 State Regents' meeting. The program did not meet the productivity criteria (enrolled 17; graduated 3). At the December 1, 2011 meeting the State Regents approved an extension of the review schedule. SWOSU reports that some of the students pursuing this degree are double majors and, therefore, need

additional time to complete requirements. SWOSU reports there is a high need for Spanish courses and graduates of the program are finding employment in a variety of fields, including business, government, and education. Based on current enrollment, expected graduates, and continued demand, an extension of the review schedule with revised criteria is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 20 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

SWOSU
- Master of Science in School Psychology (148)

This program did not meet the productivity criteria for enrollment (achieved 0 of the 15 required) or for graduates (achieved 0 of the 12 required). This program received provisional approval at the March 31, 2005 State Regents' meeting. The program did not meet the productivity criteria (enrolled 17; graduated 9). The program was then suspended in the 2009-2010 academic year due to changes in state standards for certification and time needed to hire qualified faculty to teach the program. SWOSU reinstated the program in the 2011-2012 academic year; however, active recruitment did not begin until June 2013 when the Oklahoma Commission for Teacher Preparation approved the program. Therefore, SWOSU has not had adequate time to enroll and graduate enough students to meet productivity criteria. SWOSU also reports that five students applied for admission in June 2014 and applications for admission to the program are continually accepted with interviews being held in Fall 2014 for the Spring 2015 semester. Based on the history of and changes to the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 15 in Fall 2016; and
- ✓ Graduates: 12 in 2016-2017.

SWOSU
- Master of Science in Community Counseling (155)

This program did not meet the productivity criteria for enrollment (achieved 28 of the 36 required) or for graduates (achieved 16 of the 30 required). This program received provisional approval at the May 22, 2009 State Regents' meeting. The program met the productivity criterion for enrollment (enrolled 36) but did not meet the productivity criterion for graduates (graduated 12). At the December 6, 2012 meeting the State Regents approved an extension of the review schedule.   SWOSU reports that in an effort to maintain high standards of success for the program focus on individual feedback and low student to faculty ratio is maintained. As a result, the department reports high student retention; however, program requirements take students an average of two to three years to complete. Based on current enrollment, expected graduates, and continued demand, an extension of the review schedule with revised criteria is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 30 in Fall 2016; and
- ✓ Graduates: 10 in 2016-2017.

SWOSU
- Associate in Science in Tribal Administration (154)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 2 of the 8 required). This program received provisional approval at the December 4, 2008 State Regents' meeting. The program did not meet the productivity criteria (enrolled 5; graduated

1). At the December 6, 2012 meeting the State Regents approved an extension of the review schedule. SWOSU reports that this program operates in partnership with the Cheyenne and Arapaho Tribal College. The program is funded through the tribe and continues to serve an important role in the development of a growing institution. Based on the unique purpose of the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 25 in Fall 2016; and
- ✓ Graduates: 8 in 2016-2017.

SWOSU
- Associate in Applied Science in Criminal Justice (152)

This program did not meet the productivity criteria for enrollment (achieved 2 of the 18 required) or for graduates (achieved 1 of the 5 required). This program received provisional approval at the September 13, 2007 State Regents' meeting. The program did not meet the productivity criteria (enrolled 2; graduated 1.) At the December 1, 2011 meeting the State Regents approved an extension of the review schedule. SWOSU reports that this program provides an opportunity for advancement for individuals employed at the local correctional facility. In 2009, the facility finished an expansion project that allowed the inmate population to increase from 1,400 to nearly 2,500. This also increased the need for staff members to 530. However, the employees are working mandatory shift work and are unable to complete coursework in a traditional setting. SWOSU has responded by increasing the number of web-based general education courses and is in the process of developing enough web-based major courses. Recruitment efforts have also intensified. Based on the local industry need and changes to the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 18 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

SWOSU
- Associate in Science in Hospitality Restaurant and Gaming Management (157)

This program did not meet the productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 0 of the 7 required). This program received provisional approval at the May 22, 2009 State Regents' meeting. The program did not meet the productivity criteria (enrolled 21; graduated 0). At the December 6, 2012 meeting the State Regents approved an extension of the review schedule. SWOSU reports a request to delete the program will be submitted within the next academic year. Based on SWOSU's intentions, an extension of the review schedule is recommended until Fall 2015 to allow SWOSU time to complete the deletion process.

SWOSU
- Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)

This program did not meet the productivity criteria for enrollment (achieved 12 of the 25 required) or for graduates (achieved 1 of the 10 required). This program received provisional approval at the September 9, 2010 State Regents' meeting. SWOSU reports that this program operates in partnership with the Cheyenne and Arapaho Tribal College. The program is funded through the tribe and continues to serve an important role in the development of a growing institution. Based on the unique purpose of the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:

✓ Majors enrolled: 25 in Fall 2016; and
✓ Graduates: 10 in 2016-2017.

SWOSU
- Associate in Science in Children's Teachers (160)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 3 of the 10 required). This program received provisional approval at the September 9, 2010 State Regents' meeting. SWOSU reports that this program operates in partnership with the Cheyenne and Arapaho Tribal College. The program is funded through the tribe and continues to serve an important role in the development of a growing institution. Based on the unique purpose of the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 25 in Fall 2016; and
✓ Graduates: 10 in 2016-2017.

SWOSU
- Associate in Science in American Indian Studies (158)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 25 required) or for graduates (achieved 1 of the 10 required). This program received provisional approval at the September 9, 2010 State Regents' meeting. SWOSU reports that this program operates in partnership with the Cheyenne and Arapaho Tribal College. The program is funded through the tribe and continues to serve an important role in the development of a growing institution. Based on the unique purpose of the program, an extension of the review schedule is recommended with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 25 in Fall 2016; and
✓ Graduates: 10 in 2016-2017.

UCO
- Associate in Applied Science in Contemporary Music-Performance (194)

This program did not meet the productivity criterion for enrollment (achieved 137 of the 150 required) but exceeded the productivity criterion for graduates (achieved 35 of the 25 required). This program received provisional approval at the February 12, 2009 State Regents' meeting. The program did not meet the productivity criteria (enrolled 197; graduated 30) and at the March 7, 2013 meeting the State Regents approved an extension of the review schedule with revised productivity criteria. This program was established in partnership with the Academy of Contemporary Music (ACM) in London, England. UCO reports that the program is doing well; however, the productivity estimates were based on student attendance in the London programs and it has been learned that the student population in London has drastically different interests from students in Oklahoma City. The Oklahoma City students appear to have greater interest in the production side of contemporary music than their London counterparts. UCO began developing a pathway for students in the program to continue into a four-year degree program using the Bachelor of Applied Technology (BAT) in Technology Application Studies (188); however, learned that students bypassed completion of the degree to enter into the BAT program. UCO is reorganizing the structure of the BAT degree to provide a better transition for students and increase graduation in the Associates in Applied Science program. Based on current enrollment, expected graduates and expected continued demand for the program, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 150 in Fall 2016; and
- ✓ Graduates: 25 in 2016-2017.

UCO
Function change.
- Associate in Applied Science in Contemporary Music – Performance (194)

As stated in the February 9, 2009 agenda item, UCO's request for a function change is required to be reviewed in conjunction with the final review of these two associate in applied science degrees. The function change was approved based on the specialized nature of the programs and with the understanding that no additional two-year programs for any discipline would be proposed by the UCO. This review for continuation of the function change will consider productivity, academic quality, student outcomes, and fiscal viability. UCO submitted a function review report, including the following summarized information:

- o Productivity – As previously noted, the Associate in Applied Science in Contemporary Music – Performance (194) did not meet productivity criteria and UCO has requested an extension of the review schedule.
- o Academic Quality – UCO indicated that as part of the program's continuous quality improvement efforts, recent graduates were individually polled about the program. Additionally, the College of Fine Arts and Design conducted focus groups with ACM faculty, staff, and students to collect information that will help the college develop improvements to better meet the needs of its stakeholder groups. These assessments are being evaluated and changes will be integrated through the current planning cycle.
- o Student Outcomes – UCO reported difficulties in providing measureable results due in part to the independent operation and remote location of the associate in applied science degree programs from the College of Fine Arts and Design, and plans to implement improvements from assessments of student learning objectives.
- o Fiscal Viability – UCO indicated the programs' startup costs have been paid and the infrastructure is in place, with long term fiscal viability directly reliant on future productivity (enrollments). Quality improvements from focus groups will be implemented along with a new

The function change is recommended to be extended with the program review in 2017.

UCO
- Bachelor of Arts in Education in Dance Education (191)

This program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required). This program received provisional approval at the May 25, 2007 State Regents' meeting.   The program exceeded the productivity criteria for enrollment but did not meet the productivity criteria for graduates (enrolled 22; graduated 2). At the December 1, 2011 meeting the State Regents approved an extension of the review schedule. The Bachelor of Arts in Education in Dance Education (191) is currently the only dance education program in Oklahoma and is fully recognized by the Oklahoma Commission for Teacher Preparation Program Accreditation Committee. UCO reports that the College of Education is undergoing a re-design of the teacher education curriculum which will include a Fall only student-teaching model and anticipates this change to become effective Fall 2106. It is yet to be determined how this change will impact graduation rates in this program and may take several years as students adjust their plans of study and graduation plans accordingly. To address low graduation rates in the program, the College of Fine Arts and Design established a leadership team for recruitment and retention to provide greater advisement and guidance to students in the program. Based on current enrollment, expected graduates, and

uniqueness of the program within the state, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 12 in Fall 2016; and
- ✓ Graduates: 5 in 2016-2017.

UCO
- Master of Arts in Crime and Intelligence Analysis (197)

This program did not meet the productivity criterion for enrollment (achieved 26 of the 31 required) but exceeded the productivity criterion for graduates (achieved 11 of the 8 required). This program received provisional approval at the March 10, 2011 State Regents' meeting. UCO reports that the School of Criminal Justice is increasing their recruitment efforts by creating a promotional video that will be sent to school counselors and will also host a "Criminal Justice Day" for high school seniors and career technology and community college students. To increase graduation rates, the School of Criminal Justice by building flexibility into the program and its courses through online and hybrid courses. Based on current enrollment, current graduates, program modifications, and continued student demand, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 31 in Fall 2016; and
- ✓ Graduates: 8 in 2016-2017.

Eastern Oklahoma State College (EOSC)
- Associate in Applied Science in Medical Laboratory Technology (077)

This program did not meet the productivity criteria for enrollment (achieved 11 of the 18 required) or for graduates (achieved 1 of the 8 required). This program received provisional approval at the June 25, 2009 State Regents' meeting. The program did not meet the productivity criteria for enrollment or graduates (enrolled 7; graduated 3) and at the December 6, 2012 meeting the State Regents approved an extension of the review schedule. EOSC reports a request to delete the program will be submitted within the next academic year. Based on EOCS's intentions, an extension of the review schedule is recommended until Fall 2015 to allow EOSC time to complete the deletion process.

EOSC
- Associate in Applied Science in Business Services (074)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 20 required) or for graduates (achieved 0 of the 15 required). This program received provisional approval at the November 30, 2006 State Regents' meeting. The program did not meet the productivity criteria for enrollment or graduates (enrolled 3; graduated 0) and at the December 2, 2010 meeting the State Regents approved an extension of the review schedule. EOSC reports a request to delete the program will be submitted within the next academic year. Based on EOSC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow EOSC time to complete the deletion process.

Northeastern Oklahoma A&M College (NEOAMC)
- Certificate in Natural Resource Ecology Management (124)

This program did not meet the productivity criterion for enrollment (achieved 0 of the 2 required) but exceeded the productivity criterion for graduates (achieved 5 of the 2 required). This program received provisional approval at the April 19, 2012 State Regents' meeting. NEOAMC offers an Associate in Arts (AA) in Natural Resource Ecology Management (NREM) (023), which prepares students for transfer to a four-year institution in a similar discipline. The courses required in the certificate program are embedded

within the AA degree. NEOAMC has found that students typically declare the AA in NREM as their educational major; however, as students progress through the program, the advisor works with them to determine if the completion and awarding of the certificate would be appropriate for the student, specifically if they are unable to continue their education. Students unable to continue with the AA receive an academic credential that allows them to enter the workforce as a technician in the field. Based on the number of graduates and workforce needs, an extension of the review schedule is recommended, with continuation beyond Fall 2017 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 2 in Fall 2016; and
- ✓ Graduates: 2 in 2016-2017.

Tulsa Community College (TCC)
- Associate in Applied Science in Biotechnology (262)

This program did not meet the productivity criteria for enrollment (achieved 8 of the 18 required) or for graduates (achieved 2 of the 5 required). This program received provisional approval at the June 29, 2006 State Regents' meeting. The program did not meet the productivity criteria (enrolled 17; graduated 0). At the December 1, 2011 meeting the State Regents approved an extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

TCC
- Certificate in Electronics - Alternative Energy (277)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 12 required) or for graduates (achieved 0 of the 5 required). This program received provisional approval at the October 23, 2008 State Regents' meeting. The program did not meet the productivity criteria (enrolled 2; graduated 2). At the December 2, 2010 meeting the State Regents approved an extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

TCC
- Associate in Applied Science in Stage Production Technology (238)

This program did not meet the productivity criteria for enrollment (achieved 5 of the 20 required) or for graduates (achieved 0 of the 6 required). This program received provisional approval at the May 26, 2000 meeting. The program did not meet the productivity criteria (enrolled 1; graduated 0) and at the December 9, 2004 meeting the State Regents approved an extension of the review schedule. The program did not meet the productivity criteria (enrolled 5; graduated 3). At the December 4, 2008 meeting the State Regents approved another extension of the review schedule. The program again did not meet the productivity criteria (enrolled 17; graduated 5) and at the December 2, 2010 meeting the State Regents approved another extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

TCC
- Certificate in Human Services - Direct Support Professional (274)

This program did not meet the productivity criteria for enrollment (achieved 1 of the 10 required) or for graduates (achieved 1 of the 6 required). This program received provisional approval at the October 23, 2008 State Regents' meeting. The program did not meet the productivity criteria (enrolled 0; graduated

0). At the December 2, 2010 meeting the State Regents approved an extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

TCC
• Associate in Applied Science in Surgical Technology (235)

This program did not meet the productivity criterion for enrollment (achieved 20 of the 30 required) but met the productivity criterion for graduates (achieved 5 of the 5 required). This program received provisional approval at the June 30, 1999 meeting. The program did not meet the productivity criteria (enrolled 18; graduated 5). At the May 30, 2003 meeting the State Regents approved an extension of the review schedule. The program met the productivity criterion for enrollment but did not meet the productivity criterion for graduates (enrolled 30; graduated 3) and at the October 26, 2006 meeting the State Regents approved another extension of the review schedule with revised productivity criteria. The program exceeded the productivity criterion for enrollment (enrolled 31) but did not meet the productivity criterion for graduates (graduated 2). At the December 2, 2010 meeting the State Regents approved another extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

TCC
• Certificate in Business (241)

This program exceeded the productivity criterion for enrollment (achieved 12 of the 8 required) but did not meet the productivity criterion for graduates (achieved 0 of the 3 required). This program received provisional approval at the May 26, 2000 State Regents' meeting. The program met the productivity criterion for graduates but did not meet the productivity criterion for enrollment (enrolled 2; graduated 3). At the December 9, 2004 meeting the State Regents approved an extension of the review schedule. The program exceeded the productivity criterion for enrollment (enrolled 25) but did not meet the productivity criterion for graduates (graduated 1) and at the December 2, 2010 meeting the State Regents approved another extension of the review schedule. TCC reports a request to suspend the program will be submitted within the next academic year to allow faculty time to re-evaluate the program and its viability. Based on TCC's intentions, an extension of the review schedule is recommended until Fall 2015 to allow TCC time to complete the suspension process.

Attachment

ATTACHMENT A

Productivity Criteria

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Bachelor of Arts in Italian (370)	June 25, 2009	12 F2013	12	5 2013-14	4	2014	2017	Review Schedule Extension
OU – Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)	September 9, 2010	30 F2013	5	20 2013-14	5	2014	2017	Review Schedule Extension
OU – Master of Prevention Science in Prevention Science	October 22, 2009	20 F2013	37	6 2013-14	11	2014	2019	Final Approval
OU – Bachelor of Arts in Administrative Leadership (375)	October 22, 2009	70 F2013	571	45 2013-14	111	2014	2019	Final Approval
OU – Doctor of Philosophy in Environmental Engineering (349)	April 3, 2003	5 F2013	4	2 2013-14	1	2014	2019	Final Approval
OU – Master of Science in Interior Design (383)	October 21, 2010	15 F2013	5	5 2013-14	4	2014	2017	Review Schedule Extension
OU – Doctor of Philosophy in Mass Communications (359)	March 23, 2006	11 F2013	14	2 2013-14	4	2014	2019	Final Approval
OU – Graduate Certificate in College Teaching (392)	October 25, 2012	5 F2013	8	3 2013-14	1	2014	2017	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Graduate Certificate in Management Information Systems (378)	September 9, 2010	6 F2013	8	6 2013-14	8	2014	2019	Final Approval
OU – Master of Laws in Law (384)	December 2, 2010	30 F2013	20	30 2013-14	18	2014	2017	Review Schedule Extension
OUHSC – Doctor of Nursing Practice (080)	December 3, 2009	64 F2013	29	15 2013-14	2	2014	2017	Review Schedule Extension
OSU – Bachelor of Science in Business Administration in Entrepreneurship (473)	April 2, 2009	120 F2013	219	58 2013-14	48	2014	2017	Review Schedule Extension
OSU – Bachelor of Arts in History [Tulsa] (483)	October 21, 2010	30 F2013	0	5 2013-14	0	2014	2015	Review Schedule Extension*
OSU – Graduate Certificate in Information Assurance (457)	June 30, 2006	12 F2013	6	6 2013-14	1	2014	2017	Review Schedule Extension
OSU – Bachelor of Arts in English [Tulsa] (482)	September 9, 2010	10 F2013	0	5 2013-14	0	2014	2015	Review Schedule Extension*
OSU – Certificate in Aerospace Security (472)	February 12, 2009	7 F2013	1	4 2013-14	0	2014	2016	Review Schedule Extension
OSU – Master of Science in Entrepreneurship (474)	April 22, 2010	18 F2013	127	10 2013-14	49	2014	2019	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
CU – Master of Science in Organizational Leadership (635)	April 4, 2011	15 F2013	24	4 2013-14	1	2014	2017	Review Schedule Extension
CU – Bachelor of Arts in Romance Languages Education (186)	April 26, 2007	15 F2013	13	5 2013-14	1	2014	2015	Review Schedule Extension*
CU – Bachelor of Arts in Mathematics Education (155)	April 26, 2007	25 F2013	24	8 2013-14	2	2014	2017	Review Schedule Extension
CU – Bachelor of Arts in Social Studies Education (135)	April 26, 2007	20 F2013	32	7 2013-14	3	2014	2017	Review Schedule Extension
CU – Certificate in Counseling Proficiency (671)	June 23, 2011	12 F2013	3	3 2013-14	1	2014	2015	Review Schedule Extension*
CU – Bachelor of Science in Biology Education (315)	April 26, 2007	25 F2013	3	8 2013-14	3	2014	2015	Review Schedule Extension*
LU – Bachelor of Science in Accountancy (070)	May 27, 2011	40 F2013	10	8 2013-14	3	2014	2017	Review Schedule Extension
NSU – Bachelor of Science in Medical Laboratory Science (147)	June 25, 2009	40 F2013	46	20 2013-14	11	2014	2018	Review Schedule Extension
NSU – Bachelor of Arts in Cherokee Cultural Studies (148)	September 3, 2009	25 F2013	9	5 2013-14	2	2014	2018	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
NSU – Certificate in Emergency Management and Planning (152)	March 1, 2012	15 2013	11	10 2013-14	6	2014	2017	Review Schedule Extension
NWOSU – Bachelor of Arts in Music (066)	June 25, 2009	12 F2013	5	5 2013-14	0	2014	2017	Review Schedule Extension
OPSU – Associate in Science in Criminal Justice (062)	January 28, 2010	20 F2013	19	6 2013-14	3	2014	2016	Review Schedule Extension
OPSU – Bachelor of Music in Music (057)	July 1, 2005	15 F2013	11	6 2013-14	1	2014	2016	Review Schedule Extension
OPSU – Bachelor of Arts in Liberal Arts (061)	September 14, 2006	18 F2013	3	5 2013-14	0	2014	2015	Review Schedule Extension*
SEOSU – Bachelor of Arts in Spanish (106)	February 13, 2004	15 F2013	11	9 2013-14	1	2014	2017	Review Schedule Extension
SEOSU – Master of Science in Sports Studies and Athletic Administration (109)	October 20, 2011	6 F2013	34	3 2013-14	13	2014	2019	Final Approval
SWOSU – Bachelor of Arts in Spanish (149)	June 29, 2006	30 F2013	21	10 2013-14	5	2014	2017	Review Schedule Extension
SWOSU – Master of Science in School Psychology (148)	March 31, 2005	15 F2009	0	12 2009-10	0	2014	2017	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
SWOSU – Master of Science in Community Counseling (155)	May 22, 2009	36 F2013	28	30 2013-14	16	2014	2017	Review Schedule Extension
SWOSU – Associate in Science in Tribal Administration (154)	December 4, 2008	25 F2013	5	8 2013-14	2	2014	2017	Review Schedule Extension
SWOSU – Associate in Applied Science in Criminal Justice (152)	September 13, 2007	18 F2013	2	5 2013-14	1	2014	2017	Review Schedule Extension
SWOSU – Associate in Science in Hospitality Restaurant and Gaming Management (157)	May 22, 2009	25 F2013	21	7 2013-14	0	2014	2015	Review Schedule Extension*
SWOSU – Associate in Science in Cheyenne Arapaho Tribal College General Studies (159)	September 9, 2010	25 F2013	12	10 2013-14	1	2014	2017	Review Schedule Extension
SWOSU- Associate in Science in Children's Teachers (160)	September 9, 2010	25 F2013	5	10 2013-14	3	2014	2017	Review Schedule Extension
SWOSU – Associate in Science in American Indian Studies (158)	September 9, 2010	25 F2013	5	10 2013-14	1	2014	2017	Review Schedule Extension
UCO – Associate in Applied Science in Contemporary Music-Performance (194)	February 12, 2009	150 F2013	137	25 2013-14	35	2014	2017	Review Schedule Extension
UCO – Bachelor of Arts in Education in Dance Education (191)	May 25, 2007	12 F2013	18	5 2013-14	2	2014	2017	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
UCO – Master of Arts in Crime and Intelligence Analysis (197)	March 10, 2011	31 F2013	26	8 2013-14	11	2014	2017	Review Schedule Extension
UCO – Master of Arts in Substance Abuse Studies (196)	May 28, 2010	40 F2013	53	8 2013-14	12	2014	2019	Final Approval
CSC – Associate in Applied Science in Radiologic Technologist (092)	June 21, 2012	12 F2013	24	5 2013-14	10	2014	2019	Final Approval
EOSC – Associate in Applied Science in Medical Laboratory Technology (077)	June 25, 2009	18 F2013	11	8 2013-14	1	2014	2015	Review Schedule Extension*
EOSC – Associate in Applied Science in Business Services (074)	November 30, 2006	20 F2013	5	15 2013-14	0	2014	2015	Review Schedule Extension*
NEOAMC – Certificate in Natural Resource Ecology Management (124)	April 19, 2012	2 F2013	0	2 2013-14	5	2014	2017	Review Schedule Extension
OCCC – Associate in Applied Science in Speech-Language Pathology Assistant (164)	April 11, 2011	18 F2013	58	5 2013-14	12	2014	2019	Final Approval
RSC – Associate in Science in Environmental Science (118)	June 30, 2000	25 F2013	41	5 2013-14	4	2014	2019	Final Approval
TCC – Associate in Applied Science in Biotechnology (262)	June 29, 2006	18 F2013	8	5 2013-14	2	2014	2015	Review Schedule Extension**

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
TCC – Certificate in Electronics-Alternative Energy (277)	October 23, 2008	12 F2013	1	5 2013-14	0	2014	2015	Review Schedule Extension**
TCC – Associate in Applied Science in Stage Production Technology (238)	May 26, 2000	20 F2013	5	6 2013-14	0	2014	2015	Review Schedule Extension**
TCC – Certificate in Human Services-Direct Support Professional (274)	October 23, 2008	10 F2013	1	6 2013-14	1	2014	2015	Review Schedule Extension**
TCC – Associate in Applied Science in Surgical Technology (235)	June 30, 1999	30 F2013	20	5 2013-14	5	2014	2015	Review Schedule Extension**
TCC – Certificate in Business (241)	May 26, 2000	8 F2013	12	3 2013-14	0	2014	2015	Review Schedule Extension**

*Deletion Request Pending
**Suspension Request Pending

AGENDA ITEM #19-c (2):

Post Audit.

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

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval of existing degree programs from Reach Higher, Oklahoma's Adult Degree Completion initiative, as described below.

BACKGROUND:

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

For this particular listing of programs, these requests are a result of the State Regents' statewide adult degree completion initiative, Reach Higher. Through this initiative, 12 community colleges and two technical branch campuses of Oklahoma State University (OSU) collaboratively developed two associate degrees, the Associate in Arts in Enterprise Development (675) and the Associate in Science in Enterprise Development (676) to be offered at all 14 participating institutions: Carl Albert State College, Connors State College, Eastern Oklahoma State College, Murray State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Oklahoma City Community College, Redlands Community College, Seminole State College, Tulsa Community College, Western Oklahoma State College, OSU-Oklahoma City, and OSU Institute of Technology-Okmulgee. Through this unique collaboration, the 14 Reach Higher institutions allow students to utilize courses from the Course Equivalency Project offered across all institution to apply towards degree requirements and degree completion.

A recommendation is provided below for all institutions. The accompanying table outlines the productivity of each institution; however, the degree programs were approved as a statewide initiative, so the aggregate productivity promulgated the recommendation for each degree program regardless of institutional productivity.

POLICY ISSUES:

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

ANALYSIS:

As noted above, the following recommendation is for approval of all degree programs offered at all 14 participating institutions. As a statewide program, the aggregate productivity is reported and each institution is working on the program at its own pace. In addition, many institutions are directing their degree completion students to existing general studies programs that have more liberal requirements to assist students in expedient degree completion. Data for the programs are included in the table (Attachment A).

Recommendation: Final Approval

Associate in Arts in Enterprise Development (675)
Associate in Science in Enterprise Development (676)
As a collaborative program offered by a consortium of 12 community colleges and 2 technical branches of OSU, the consortium set a target of 350 majors enrolled in the Fall 2013 semester and 120 graduates in the 2013-14 academic year. The consortium exceeded this target by achieving 577 majors statewide, exceeding the goal by over 200 students across the state. The consortium also set a target of 120 graduates for the 2013-14 academic year and acquired a total of 455 graduates, surpassing the goal by over 300 graduates statewide. Based on this statewide performance, the program greatly exceeded its intended goals. It is clear that the program is meeting its desired goals to reengage adult students into degree completion at higher rates, and the program continues to grow. Additionally, over the three full years the programs have been in place, the programs collectively have achieved over 550 graduates statewide.

Attachment

ATTACHMENT A

Productivity Criteria

Program Name	Date Approved	Graduates		Headcount Enrollment		Last Review	Next Review	
		Criteria	Achieved	Criteria	Achieved			
Associate in Arts in Enterprise Development (675) **Associate in Science in Enterprise Development (676)**	**September 9, 2010**	**120**	**455**	**350**	**577**	**2014**	**2019**	**Final Approval**
CASC			0		1	2014	2019	Final Approval
CSC			1		0	2014	2019	Final Approval
EOSC			5		2	2014	2019	Final Approval
MSC			4		2	2014	2019	Final Approval
NEO			0		1	2014	2019	Final Approval
OCCC			0		0	2014	2019	Final Approval
RCC			**		**	2014	2019	Final Approval
RSC			100		62	2014	2019	Final Approval
SSC			0		0	2014	2019	Final Approval
TCC			67		107	2014	2019	Final Approval
WOSC			0		2	2014	2019	Final Approval
OSU-OKC			274		396	2014	2019	Final Approval
OSUIT			4		4	2014	2019	Final Approval

** = institutional report not received

AGENDA ITEM #19-d:

> **Academic Scholars Program.**

SUBJECT: Institutional Nominees for 2015-2016.

RECOMMENDATION:

> **It is recommended that the State Regents approve the authorized number of Institutional Nominees for each institution for 2015-2016.**

BACKGROUND:

The 1999 Legislature created a new avenue by which students can qualify for Academic Scholars Program (ASP) awards— Institutional Nominees. The statutes authorize the State Regents to establish criteria for student eligibility as an Institutional Nominee.

Each year since 1999 the State Regents have authorized the number of freshmen Institutional Nominee "slots" for each state system institution.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state the objectives of the program to:
- (1)   retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2)   attract high caliber out-of-state students to attend Oklahoma colleges and universities; and
- (3)   enhance the academic quality in Oklahoma colleges and universities.

The Institutional Nominee category allows all state system institutions to participate in the program while maintaining high academic standards for eligible scholarship recipients. Institutional Nominees are not authorized for private/independent colleges and universities in Oklahoma. Institutional Nominees must meet one of the two minimum qualifying criteria shown below.

Tier	ACT or SAT Equivalent		GPA and Class Rank
Research Universities ($2,800 award)	32 or SAT Equivalent	or	GPA 3.9 and Top 2% or rank first or second in their graduating class
Regional Universities ($2,000 award)	30 or SAT Equivalent	or	GPA 3.8 and Top 4% or rank first or second in their graduating class
Community Colleges ($1,800 award)	29 or SAT Equivalent	or	GPA 3.7 and Top 5% or rank first or second in their graduating class

In addition to the cash award shown above paid by the State Regents, state system institutions provide the student a full or partial tuition waiver.

ANALYSIS:

The proposed allocation of 255 freshmen Institutional Nominees for 2015-2016 is unchanged from the 2014-2015 allocation.   By institutional tier, the allocation is distributed as follows:

Tier	Total IN Slots	% of Total
Comprehensive Universities	160	63%
Regional Universities*	47*	18%
Two-Year Colleges	48	19%
	255	100%

*Each regional university is also authorized up to 15 freshmen slots for a $3,000 scholarship under the separate Regional University Baccalaureate Scholarship (RUBS) program. The RUBS scholarship requires a minimum 30 ACT.

Proposed Allocation of Institutional Nominees

	2014-15	2015-16 Proposed	Change
University of Oklahoma	80	80	0
Oklahoma State University	80	80	0
Oklahoma State University - Oklahoma City	3	3	0
Oklahoma State University - Okmulgee	3	3	0
University of Central Oklahoma	5	5	0
East Central University	5	5	0
Northeastern State University	5	5	0
Northwestern Oklahoma State University	5	5	0
Southeastern Oklahoma State University	5	5	0
Southwestern Oklahoma State University	5	5	0
Cameron University	5	5	0
Langston University	3	3	0
Rogers State University	3	3	0
Oklahoma Panhandle State University	3	3	0
University of Science and Arts of Oklahoma	3	3	0
Carl Albert State College	3	3	0
Connors State College	3	3	0
Eastern Oklahoma State College	3	3	0
Murray State College	3	3	0
Northeastern Oklahoma A&M College	3	3	0
Northern Oklahoma College	3	3	0
Oklahoma City Community College	5	5	0
Redlands Community College	3	3	0
Rose State College	5	5	0
Seminole State College	3	3	0
Tulsa Community College	5	5	0
Western Oklahoma State College	3	3	0
GRAND TOTAL	**255**	**255**	**0**

AGENDA ITEM #19-e:

Regional University Baccalaureate Scholarships.

SUBJECT: Approval of Freshman Scholarship Slots for 2015-2016.

RECOMMENDATION:

It is recommended that the State Regents authorize fifteen (15) freshmen scholarship slots for each participating institution in the Regional University Baccalaureate Scholarship program for Fall 2015.

BACKGROUND:

The Regional University Baccalaureate Scholarship was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a $3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver. Historically, each of the eleven participating institutions has been allotted fifteen freshmen scholarship "slots" each year.

To qualify for the award students must:
- Be an Oklahoma resident;
- Score at least a 30 on the ACT or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma's public regional universities.

ANALYSIS:

The following table shows a history of appropriations and expenditures for the program in recent years. Deficits in FY2007 to FY2010 were funded from program carryover funds and internal agency transfers from other programs.

Regional University Baccalaureate Scholarship
History of Appropriations and Expenditures

	Appropriation	Expenditures	Difference
2003-2004	$800,229	$730,500	$69,729
2004-2005	$800,229	$725,250	$74,979
2005-2006	$800,229	$780,000	$20,229
2006-2007	$800,229	$828,000	($27,771)
2007-2008	$800,229	$844,500	($44,271)
2008-2009	$800,229	$900,000	($99,771)
2009-2010	$800,229	$919,500	($119,271)
2010-2011	$1,035,823	$947,250	$88,573
2011-2012	$986,068	$938,250	$47,818
2012-2013	$986,068	$977,250	$8,818
2013-2014	$986,068	$919,500	$66,568

The following table shows the number of freshmen slots filled by each institution since 2005.

Freshman Regional University Baccalaureate Scholars, 2005-2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
University of Central Oklahoma	14	15	13	15	15	13	9	15	15	15
East Central University	6	11	13	12	15	12	13	14	15	15
Northeastern State University	15	17	15	15	15	15	15	15	13	15
Northwestern Oklahoma State University	1	4	2	2	7	6	4	5	9	2
Southeastern Oklahoma State University	11	5	4	6	5	8	7	8	3	6
Southwestern Oklahoma State University	17	17	15	15	15	15	15	15	15	15
Cameron University	4	7	8	8	15	8	6	12	9	10
Langston University	0	0	0	0	0	0	0	1	0	0
Rogers State University	5	7	9	11	10	9	8	15	12	7
Oklahoma Panhandle State University	2	0	0	0	1	1	0	0	2	0
University of Science and Arts of Oklahoma	9	10	10	14	14	13	14	10	6	8
TOTAL	84	93	89	98	112	100	91	110	99	93

AGENDA ITEM #19-f (1):

> **Agency Operations.**

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between September 16, 2014 and November 3, 2014.**

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

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

ANALYSIS:
For the time period between September 16, 2014 and November 3, 2014, there are nine purchases in excess of $25,000 but not in excess of $100,000.

Purchases Between $25,000.00 and $99,999.99

CORE
1) Sheraton Midwest City Hotel in the amount of $32,000.00 for the 2014 Campus Safety & Security Summit. The Campus Safety & Security Summit provided informational sessions to our higher education institutions and career technology centers regarding best practices in campus safety and security. A registration fee of $100.00 was charged for this conference. (Funded from 210-CORE).

2) Dell Marketing in the amount of $27,293.43 for a Dell PowerEdge server to allow better testing, configuration changes and proper vetting from a global scale to the servers and workstations before they are introduced into the production environment. (Funded from 210-CORE).

3) Tower Hotel in the amount of $26,804.11 for Governor Fallin's Science, Technology, Engineering and Mathematics (STEM) Summit. This conference focused on the importance of STEM education in the development of a well educated and well trained workforce to meet the employment needs for businesses in the state of Oklahoma. A registration fee of $100.00 was charged for this conference. (Funded from 210-CORE).

OCAP
4) Blackboard Inc. in the amount of $25,000.00 for Blackboard Connect a subscription service used to communicate with OK Promise students who are in the application phase. This service also

allows text messages and phone calls to be sent to the students who are enrolled in the program important information regarding the Ok Promise scholarship program. (Funded from 701-OCAP).

OneNet

5) Dobson Technology Transport and Telecom Solutions in the amount of $26,056.50 for conduit installation to upgrade the internet for Okemah and Henryetta public libraries. These libraries are OneNet customers. (Funded from 718-OneNet).

6) Atkins North America, Inc. in the amount of $44,000.00 for engineering services for the development of a fiber optic cable path from Oklahoma Department of Transportation fiber at SH60 and I-35 near Tonkawa, Oklahoma to Northern Oklahoma College, in Tonkawa Oklahoma. (Funded from 718-OneNet).

7) CDW Computer Centers in the amount of $45,361.81 for Aruba equipment to upgrade the wireless infrastructure within OneNet. This wireless equipment will support both OneNet and Oklahoma State Regents for Higher Education staff. The existing equipment is at the end of life and does not support the features that OneNet requires. Additionally, this is the framework for OneNet's new managed wireless servicing offering. (Funded from 718-OneNet).

8) Dobson Technology Transport and Telecom Solutions in the amount of $29,562.95 for conduit installation for AT&T fiber placement to install Ethernet services at the following OneNet customers sites Lincoln County Health Department in Chandler, Comanche County Health Department in Lawton, Canadian County Health Department in El Reno, and Pittsburg County Health Department in McAlester. The installation costs will be recovered through customer billing. (Funded from 718-OneNet).

AGENDA ITEM #19-f (2):

> **Agency Operations.**

SUBJECT: Ratification of the FY 2014 Annual Audit Reports.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the annual FY2014 Audit Reports.**

BACKGROUND:

The State Regents' are required by statute to conduct an annual financial audit by an outside independent auditor. This is the third of five years that Stanfield & Odell has served our agency as independent auditor.

POLICY ISSUES:

This item is consistent with State Regents' policy.

ANALYSIS:

The State Regents' independent auditor, Stanfield & Odell, has completed the annual audit of operations and programs for the year ending June 30, 2014. The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports required under OMB Circular A-133 and a Schedule of Findings and Questioned Costs, if any.

- Independent Auditor's Report on Financial Statements for the Oklahoma College Assistance Program.

The Independent Auditor's Report on Financial Statements for the State Regents Operations consolidates all operations for which the State Regents have responsibility. Operations fall into two categories: (1) Core administrative operations that involve those activities directly related to carrying out the State Regents' constitutional responsibilities, and (2) Special Programs that involve several programs assigned to the State Regents including the Oklahoma College Assistance Program (OCAP), the Oklahoma Tuition Aid Grant Program, and ONENET. A separate Independent Auditor's Report on Financial Statements for the Oklahoma College Access Program has been prepared to meet OCAP reporting requirements and other needs.

The Compliance Reports required by the Federal Office of Management and Budget under OMB Circular A-133 relate only to programs funded by the federal government. These reports focus on internal control and compliance with the requirements of laws, regulations, grants, and contracts applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. To facilitate this communication, the auditors have also prepared a letter providing this information.

It is recommended that the State Regents accept the FY 2014 Audit Reports.

AGENDA ITEM #19-g:

> **Non-Academic Degrees.**

SUBJECT: Oklahoma State University.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma State University's requests to award four non-academic degrees.**

BACKGROUND:

Requests have been made from Oklahoma State University (OSU) to award an honorary Doctor of Laws to Vice Admiral Sean Pybus and an Honorary Doctor of Humane Letters to L.E. "Dean" Stringer.

Additionally, requests have been made from OSU to award a Bachelor of Science in Business Administration degree posthumously to Mr. Bryan Daniel Kidd and a Doctor of Osteopathic Medicine posthumously to Mr. Damian Mark Ramkaran.

Mr. Kidd died suddenly and unexpectedly in his sleep on January 15, 2014, of an unknown cause. At the time of his death, Mr. Kidd had completed 116 hours towards his degree with a grade point average of 2.76 and an anticipated graduation date of May 2014. Mr. Ramkaran died in January 2014 following an acute and unexpected illness. At the time of his death, he held a Bachelor of Science in Microbiology and Minor in Psychology from OSU, was in good academic standing, and had completed a majority of the degree requirements for the Doctorate in Osteopathic Medicine. During his medical studies he served as the President of the Student Osteopathic Internal Medicine Association and Vice-President of the American Medical Student Association. Additionally, he served as a clinical/research assistant and co-researcher on several cancer research projects at the Cancer Treatment Centers of America and OSU-CHS.

POLICY ISSUES:

The requests for honorary degrees are consistent with State Regents' policy which states:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

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

The proposed diplomas for the non-academic degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Sean Nyhus

to the Honorary Degree of

Doctor of Laws

in recognition of distinguished achievements

with all the honors, privileges and obligations belonging thereto,

and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the

thirteenth day of December, two thousand and fourteen

For the Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of Division

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

L.E. Dean Stringer

to the Honorary Degree of

Doctor of Humane Letters

in recognition of distinguished achievements

with all the honors, privileges and obligations belonging thereto,

and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the

thirteenth day of December, two thousand fourteen

For the Regents.

For the University

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Bryan Daniel Kidd

to the degree of

Bachelor of Science in Business Administration

Marketing

Awarded Posthumously

and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the thirteenth day of December, two thousand fourteen

For the University

Rick Davis
Chairman, Board of Regents

V. Burns Hargis
President of the University

Kenneth X. Eastman
Dean of Division

For the Regents

Chairman

Tony Stricklin
Secretary

Chancellor

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The Oklahoma State Regents for Higher Education

acting through

Oklahoma State University

College of Osteopathic Medicine

have admitted

Damian Mark Ramkaran

to the degree of

Doctor of Osteopathic Medicine

Awarded Posthumously

with all the honors, privileges and obligations belonging thereto.

and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the College of Osteopathic Medicine at Tulsa, Oklahoma, on the

twelfth day of December, two thousand and fourteen.

For the Regents

Chair

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Dean of the College

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AGENDA ITEM #20-a:

> **Programs.**

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2014 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2014-2015).

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

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

Supplement available upon request.

AGENDA ITEM #20-b (1):

Annual Reports.

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

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

POLICY ISSUES:

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

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

ANALYSIS:

A matrix outlining the accreditation status of higher education institutions operating in Oklahoma is attached. Currently, no institutions are accredited by the OSRHE. A summary for 2013-2014 of the institutions operating in Oklahoma and the respective accreditation affiliation is provided below.

Institutions/Accreditation

❖ 27 Oklahoma public institutions are accredited through the Higher Learning Commission of the North Central Association of Colleges and Universities (HLC).

❖ 12 Oklahoma private independent not-for-profit institutions are accredited through the HLC.

❖ 1 out-of-state public institution has a physical location in Oklahoma and is accredited by HLC.

❖ 24 private independent not-for-profit and for-profit proprietary institutions have physical locations in Oklahoma:

♦ 5 of the 24 are in-state private for-profit proprietary institutions operating in Oklahoma:
  - 1 is accredited through the Accrediting Commission of Career Schools and Colleges (ACCSC).
  - 3 are accredited through the Accrediting Commission for Independent Colleges and Schools (ACICS).
  - 1 is accredited through the Accrediting Bureau of Health Education Schools (ABHES).

♦ 7 of the 24 are out-of-state accredited private independent not-for-profit institutions operating in Oklahoma:
  - 3 are regionally accredited through the HLC.
  - 2 are accredited through the Southern Association of Colleges and Universities.
  - 1 is accredited through ACICS.
  - 1 is accredited through the Association of Theological Schools.

♦ 10 of the 24 are out-of-state for-profit proprietary institutions operating in Oklahoma:
  - 1 is accredited by ABHES.
  - 1 is accredited by ACCSC.
  - 1 is accredited by ACICS and HLC.
  - 3 are accredited by the ACICS.
  - 4 are accredited by HLC.

♦ 2 of the 24 are in-state private independent not-for-profit institutions operating in Oklahoma:
  - 1 is accredited by the Transnational Association of Christian Colleges and Schools.
  - 1 is accredited by the Association for Biblical Higher Education.

Proprietary Institutional Data

Public and private/independent institutions report enrollment, degrees conferred and other data through the Unitized Data System; however, proprietary institution data is collected through a separate mechanism. The 2013-2014 report of degree programs, productivity, enrollment, and number of students receiving federal financial aid is summarized below.

Programs Offered

	2012-2013						2013-2014					
	Certificate	Diploma	Associate	Baccalaureate	Master	Total	Certificate	Diploma	Associate	Baccalaureate	Master	Total
Private For-profit	8	59	111	66	22	266	26*	67	136	81	24	314
Private Independent Not-for-profit	10	16	44	77	34	181	10*	13	49	94	30	196
Out-of-State Public**	0	0	0	1	0	1	0	0	0	0	0	0
						448						510

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

Credentials or Degrees Conferred

	2012-2013						2013-2014					
	Certificate	Diploma	Associate	Baccalaureate	Master	Total	Certificate	Diploma	Associate	Baccalaureate	Master	Total
Private For-profit	12	1,909	1,392	325	82	3,720	62*	2,436	1,260	224	53	4,035
Private Independent Not-for-profit	2	76	68	84	41	271	4	136	180	75	45	440
Out-of-State Public**	0	0	0	0	0	0	0	0	0	0	0	0
						3,991						4,475

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

Enrollment and Federal Financial Aid

	2012-2013			2013-2014		
	Unduplicated Headcount	Unduplicated Headcount of Students Receiving Federal Financial Aid	Percent of Students Receiving Federal Financial Aid	Unduplicated Headcount	Unduplicated Headcount of Students Receiving Federal Financial Aid	Percent of Students Receiving Federal Financial Aid
Private For-profit	13,723	12,543	91.40	13,004	10,917	83.95
Private Independent Not-for-profit	5,123	1,191	23.25	2,390	1,727	72.26
Out-of-State Public**	10	10	100	0	0	0
Total	18,856	13,744		15,394	12,644	

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

Attachment

ACCREDITATION STATUS OF
POSTSECONDARY INSTITUTIONS OPERATING IN OKLAHOMA

ABHE:	Association for Biblical Higher Education	**ATS**:	Association of Theological Schools
ABHES:	Accrediting Bureau of Health Education Schools	**HLC**:	Higher Learning Commission of the North Central Association of Colleges and Schools
ACCSC:	Accrediting Commission of Career Schools and Colleges	**SACS**:	Southern Association of Colleges and Universities
ACICS:	Accrediting Council for Independent Colleges and Schools	**TRACS**:	Transnational Association of Christian Colleges and Schools

IN-STATE PRIVATE INDEPENDENT INSTITUTIONS ACCREDITED BY HLC	LOCATION
Bacone College	Muskogee
Mid-America Christian University	Oklahoma City
Oklahoma Baptist University	Shawnee
Oklahoma Christian University	Oklahoma City
Oklahoma City University	Oklahoma City
Oklahoma Wesleyan University	Bartlesville
Oral Roberts University	Tulsa
Phillips Theological Seminary	Tulsa
Southern Nazarene University	Bethany
Southwestern Christian University	Oklahoma City
The University of Tulsa	Tulsa
St. Gregory's University	Shawnee

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 4, 2014

AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Academic Scholars Program 2013-14 Year End Report.

RECOMMENDATION:

This item is an information item only.

BACKGROUND:

In 2013-14, the State Regents allocated $8,329,363 from appropriations made by the 2013 Oklahoma Legislature for the Academic Scholars Program (ASP). The State Regents also awarded $200,000 in one-time grant funds to the program. Funding was also available from the Academic Scholars Trust Fund. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents and nonresidents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for all automatic qualifiers in the 2013-14 academic year were $5,500 for students attending a research university, $4,000 for students attending a regional university, and $3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were $2,800 for students attending a research university, $2,000 for students attending a regional university, and $1,800 for students attending a two-year college.

POLICY ISSUES:

This item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

♦ In fall 2013, 267 freshmen were designated National Merit Scholars by the National Merit Corporation.

♦ A total of 2,242 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2013, a decrease of 57 students from 2,299 students enrolled for Fall 2012.

♦ In 2013-14, total program expenditures were $9,769,725, a decrease of $273,525 compared to 2012-13. The total was offset by nearly $1.7 million in refunds to comply with the 20 percent non-resident participation limit.

♦ The 2013 freshman class totaled 618 students (381 "automatic qualifiers" and 237 Institutional Nominees) compared to 630 students (392 "automatic qualifiers" and 238 Institutional Nominees) in the 2012 freshmen class.

♦ Since 2001, an average of 13 percent of program participants lose the scholarship after one year in the program. On average, about 76 percent of participants retain the scholarship through their fourth year of eligibility; the most current class was 75 percent.

♦ For the 1,875 participants entering into the program between 2006-2008, 77 percent (1,443) received at least an associate degree from an Oklahoma institution within 6 years.

♦ About 72 percent of all the program's graduates remain in Oklahoma one year after graduation. The retention rate for Oklahoma residents in the program (79%) is significantly higher than for non-residents (53%).

♦ About 86 percent of the program participants attend three universities—University of Oklahoma (53%), Oklahoma State University (23%) and the University of Tulsa (10%). The remaining participants attend public regional universities (7%), public two-year colleges (3%) and other private universities (4%). The three largest participating institutions also account for 91 percent of the total program expenditures.

♦ Available data indicates that program participants generally come from higher income families. Nearly 48 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 52 percent of participants that reported parental income on the 2013-14 federal application, 82 percent reported a family income of $50,000 or higher; 49 percent reported family income of $100,000 or more.

♦ Participation rates for ethnic minority students have remained small over the past five years; the rate for ethnic minority students in the program in 2013-14 was 0.5 percent for Black students, 3.5 percent for Hispanic students, and 2.5 percent for American Indian students.

Income and Expenditures:
As shown in the following table, since FY1999 expenditures for the program have exceeded income for most years, resulting in the significant reduction of the program's trust fund reserve. Beginning in FY2009, enforcement of a state law limiting nonresident student participation to 25 percent resulted in some institutions refunding a portion of their awards back to the program. The refunds totaled to $990,800 for 2008-09 (academic year), $1,181,069 for 2009-10, $1,323,588 for 2010-11, and $1,355,396 for 2011-12. Beginning in 2012-13 the nonresident participation limit was reduced from 25 percent to 20 percent resulting in an increased refund amount of $1,764,589 for 2012-13 and $1,676,220 for 2013-14.

As the result of a combination of increased funding and reduction in annual expenditures, the program trust fund reserve has become relatively stable at between $1.5 - $2.5 million. This level of reserve is necessary for cash-flow purposes and for administering the required nonresident student refunds.

Academic Scholars Program Trust Fund Since FY1991

	July 1 Beginning Balance	Income (Appropriations & Earnings)	Expenditures (Scholarships)	June 30 Ending Balance
FY1991 actual	639,813	5,832,502	(2,496,831)	3,975,484
FY1992 actual	3,975,484	5,905,075	(3,961,605)	5,918,954
FY1993 actual	5,918,954	7,065,282	(4,448,775)	8,535,461
FY1994 actual	8,535,461	7,186,466	(5,667,975)	10,053,952
FY1995 actual	10,053,952	7,528,142	(6,196,481)	11,385,613
FY1996 actual	11,385,613	7,580,924	(6,633,100)	12,333,437
FY1997 actual	12,333,437	7,587,304	(7,054,025)	12,866,716
FY1998 actual	12,866,716	8,807,708	(8,206,589)	13,467,835
FY1999 actual	13,467,835	7,810,845	(8,361,875)	12,916,805
FY2000 actual	12,916,804	7,315,802	(8,273,375)	11,959,231
FY2001 actual	11,959,231	7,452,255	(8,618,000)	10,793,486
FY2002 actual	10,793,486	7,751,371	(9,184,770)	9,360,087
FY2003 actual	9,360,087	8,247,898	(9,649,667)	7,958,318
FY2004 actual	7,958,318	7,583,656	(10,240,649)	5,301,325
FY2005 actual	5,301,325	7,533,668	(9,458,314)	3,376,679
FY2006 actual	3,376,679	8,191,816	(9,613,731)	1,954,764
FY2007 actual	1,954,764	8,962,854	(9,021,637)	1,895,981
FY2008 actual	1,895,981	8,984,007	(9,249,679)	1,630,309
FY2009 actual	1,622,745	8,503,721	(8,867,628)	1,258,838
FY2010 actual	1,258,838	8,865,141	(8,537,761)	1,586,218
FY2011 actual	1,586,218	10,002,768	(8,975,704)	2,613,282
FY2012 actual	2,613,282	9,022,125	(10,127,113)	1,508,294
FY2013 actual	1,508,294	8,477,690	(7,833,528)	2,152,456
FY2014 actual	2,152,456	8,499,824	(8,091,506)	2,560,774

The full Academic Scholars Program 2013-14 Year End Report is available upon request as a supplement.

AGENDA ITEM #20-b (3):

Annual Reports.

SUBJECT: Oklahoma Higher Education Tuition Aid Grant 2013-2014 End of Year Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. Grants up to $1,000 per academic year for attendance at public institutions and $1,300 per year at private non-profit institutions are awarded. The maximum award for students attending public institutions has been $1,000 since 1982.

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2013-2014 end of year report reflects information regarding the disbursement of OTAG awards to 23,625 individual students totaling $19,935,641.

All funds expended for the 2013-2014 Oklahoma Tuition Aid Grant Program came from state appropriations.

Following are a few highlights for the 2013-2014 report year:

- Funds expended for the 2013-2014 Oklahoma Tuition Aid Grant Program came from the following sources:

$19,115,722	State Appropriated Funds
200,000	Additional funding from one-time grant allocation
619,919	Carryover and interest
$19,935,641	**Total**

- Distribution of funds by type of institution:

Public Colleges and Universities	88%
Private Colleges and Universities	8%
Career-Technology Centers	4%

OTAG Dollars by Tier

Private Non-Profit, $1,706,930

Public Career Technology, $739,699

Public Research, $3,701,436

Public Community, $7,078,376

Public Regional, $6,709,200
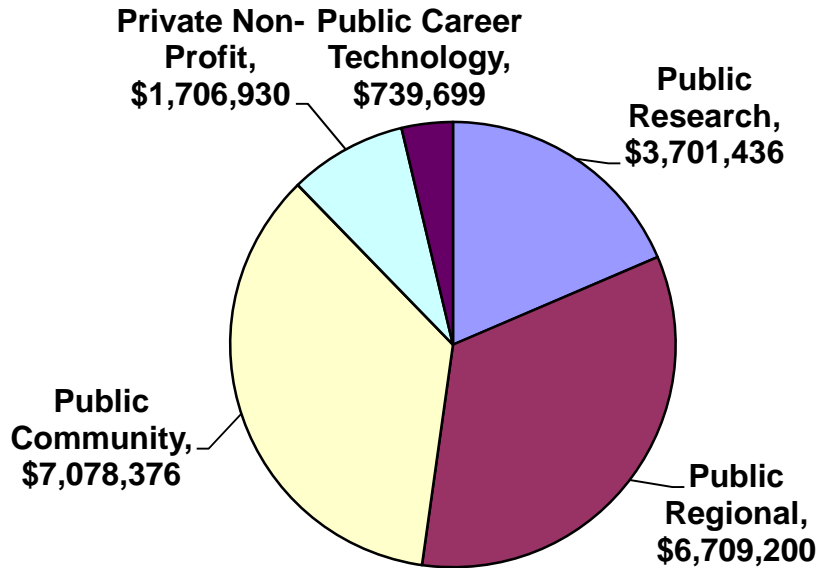
- The *average* household income of OTAG recipients was:

Independent Students	$16,750
Dependent Students	$24,435
All Students	$20,247

Independent students are students at least 24 years old and also students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

The following chart shows the *median* household income of OTAG recipients in 2013-2014.

Median Income of 2013-2014 OTAG Recipients
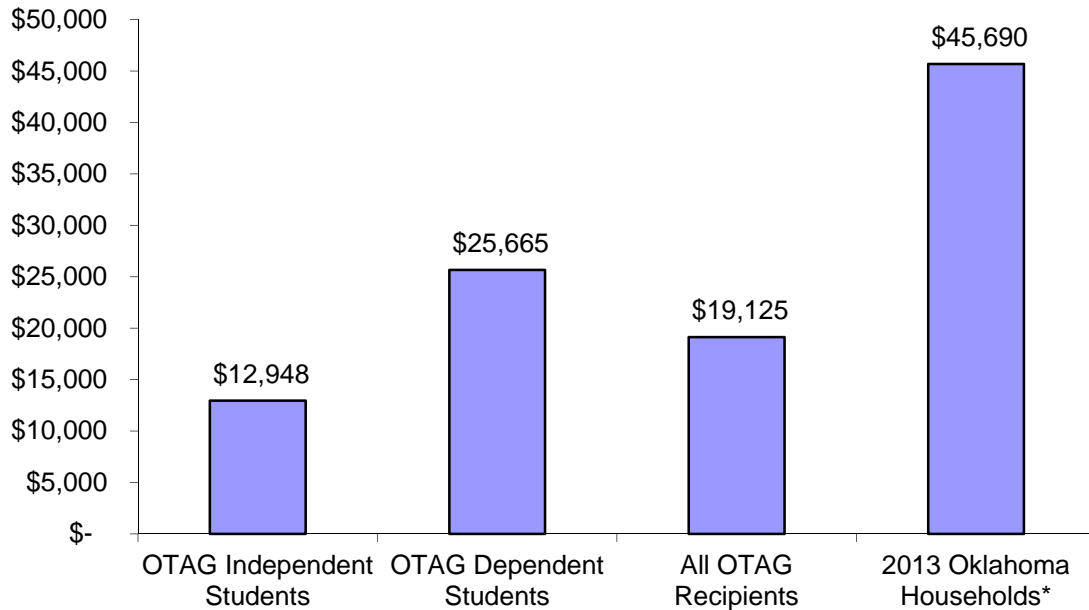
*Data for Oklahoma Households from U.S. Census Bureau, 2013 American Community Survey.

- Of students receiving an award, slightly more (57%) were "traditional" students than "non-traditional" students based on age. Adult students are at least 24 years old and Traditional students are under 24 years old.

Distribution of OTAG Awards
Traditional vs. Non-Traditional

Of the 2013-2014 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:
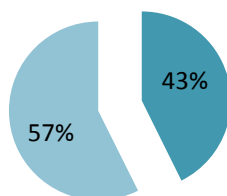
- Approximately 72 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 28 percent were upper classmen (juniors and seniors).

- Female students received 66 percent of the awards funded, and male students received 34 percent.

- The distribution of awards by race was:

Distribution of OTAG Awards by Race

Native American, 15.8%

Hispanic, 6.6%

Black, 12.8%

Asian, 3.6%

Other or Unknown, 8.3%

White, 52.8%
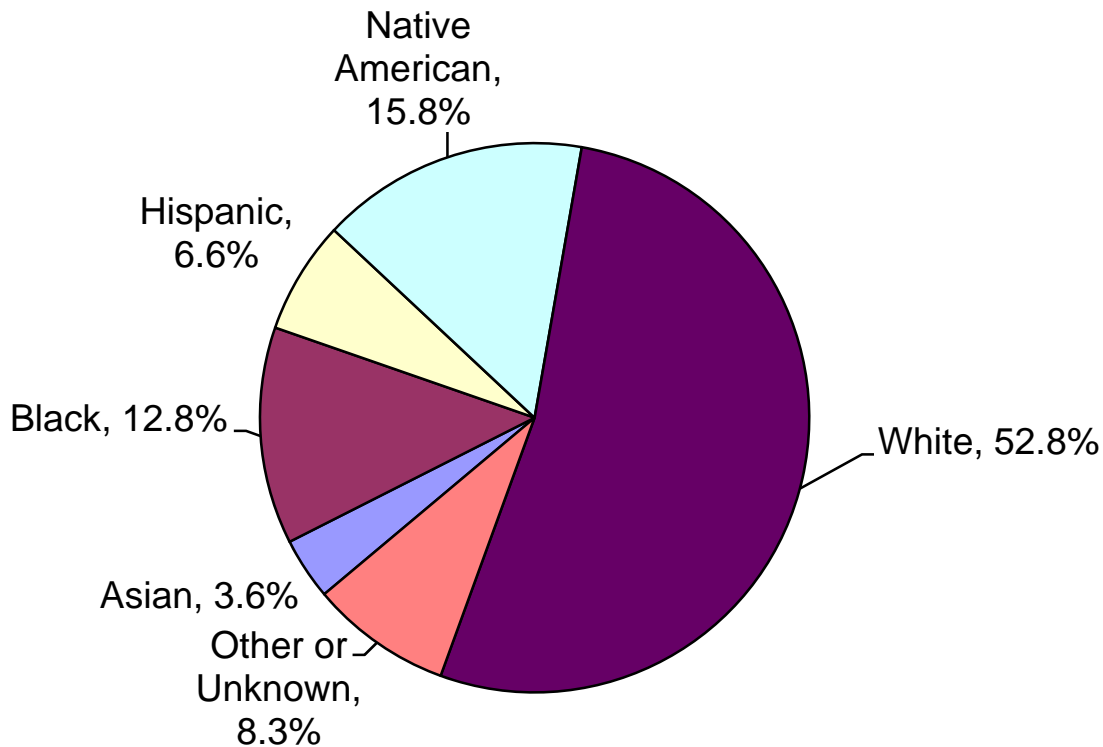
- Undocumented Immigrant Students
  2013-2014 was the ninth year in which OTAG funds were available to undocumented immigrant students in accordance with SB596 enacted by the 2003 Oklahoma Legislature. No funds were disbursed to undocumented students in 2013-2014. This compares with $1,000 disbursed to one undocumented student in 2012-2013. The enactment of HB 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

Average OTAG Awards by Enrollment Status

Bar chart showing average OTAG awards by enrollment status:

- Full Year-Full Time: $1,025
- Full Year-Part Time: $940
- Full Year-Mixed: $983
- Single Semester-Full Time: $506
- Single Semester-Part Time: $473

(Y-axis: $-, $200, $400, $600, $800, $1,000, $1,200)
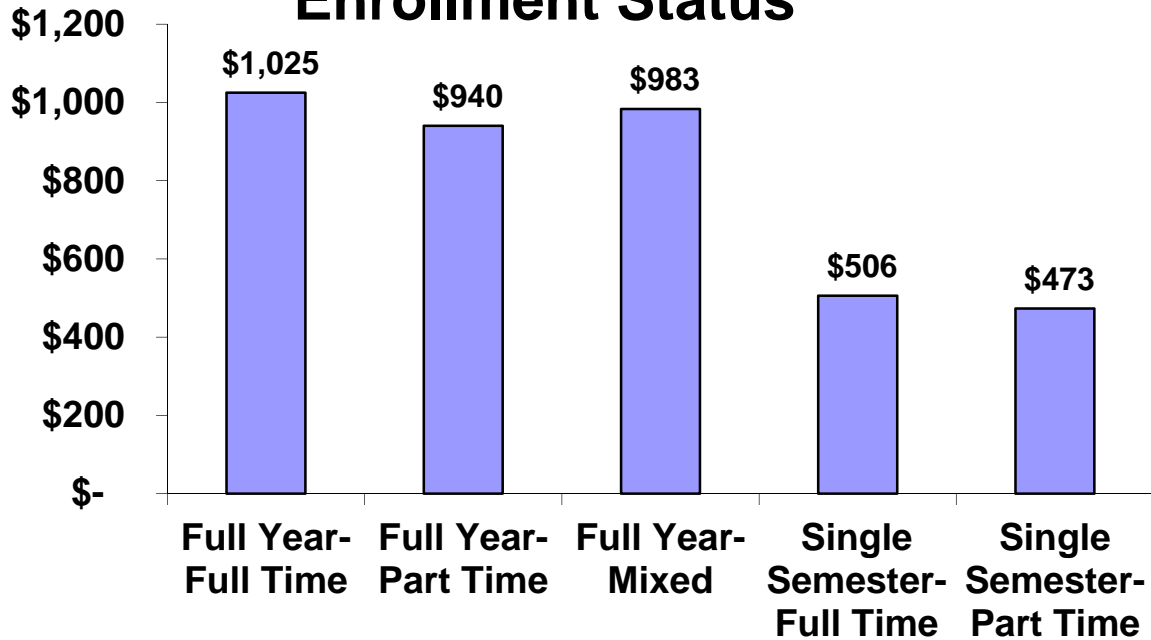
Enrollment Status Distribution of OTAG Awardees 2013-2014

Pie chart showing enrollment status distribution:

- Full Time - Full Year, 51%
- Part Time - Full Year, 9%
- Full Year Mixed Full Time and Part Time, 8%
- Full Time - Single Semester, 22%
- Part Time - Single Semester, 10%
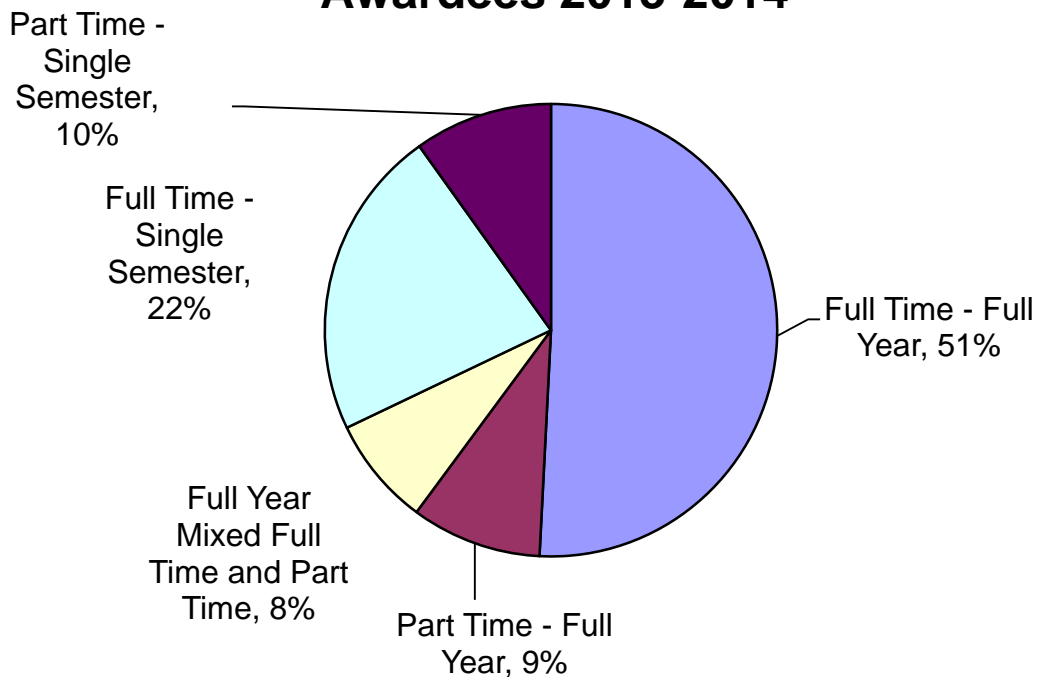
Oklahoma State Regents for Higher Education
Oklahoma Tuition Aid Grant Program
Two-Year Comparison of Awards
2011-2012 and 2012-2013

Institution	2012-2013 End of Year # of Awards	2012-2013 End of Year $ Paid	2013-2014 Final # of Awards	2013-2014 Final $ Paid
Research Universities				
Oklahoma State University	2,017	$ 1,803,500	2,181	$ 1,891,436
University of Oklahoma	1974	$ 1,800,500	2007	$ 1,730,000
University of Oklahoma Health Sciences Center	76	$ 69,000	88	$ 80,000
	-	-	-	-
Total Research Universities	**4,067**	**3,673,000**	**4,276**	**3,701,436**
Regional Universities				
Cameron University	825	$ 687,500	988	$ 816,000
East Central University	688	$ 576,569	636	$ 520,601
Langston University	299	$ 268,000	378	$ 339,500
Northeastern State University	1,198	$ 1,000,436	1,625	$ 1,368,205
Northwestern Oklahoma State University	225	$ 187,996	224	$ 178,122
Oklahoma Panhandle State University	50	$ 42,500	99	$ 82,000
Rogers State University	878	$ 740,000	808	$ 653,508
Southeastern Oklahoma State University	541	$ 435,000	550	$ 455,000
Southwestern Oklahoma State University	509	$ 437,240	594	$ 502,654
University of Central Oklahoma	1,694	$ 1,454,330	1,969	$ 1,633,954
University of Science & Arts of Oklahoma	172	$ 148,000	192	$ 159,656
	-	-	-	-
Total Regional Universities	**7,079**	**$ 5,977,571**	**8,063**	**6,709,200**
Community Colleges				
Carl Albert State College	485	$ 383,805	481	$ 369,724
Connors State College	402	$ 325,849	479	$ 364,320
Eastern Oklahoma State College	311	$ 236,120	349	$ 287,000
Murray State College	413	$ 333,580	429	$ 352,500
Northeastern Oklahoma A&M College	404	$ 333,254	411	$ 330,778
Northern Oklahoma College	653	$ 495,990	657	$ 500,019
Oklahoma City Community College	1,140	$ 854,642	1,207	$ 878,388
Oklahoma State University, Oklahoma City	819	$ 667,500	910	$ 727,227
OSU Institute of Technology, Okmulgee	652	$ 566,000	529	$ 438,000
Redlands Community College	225	$ 180,487	197	$ 144,254
Rose State College	820	$ 613,559	637	$ 505,344
Seminole State College	342	$ 284,304	304	$ 242,296
Tulsa Community College	2,192	$ 1,714,251	2,409	$ 1,841,976
Western Oklahoma State College	143	$ 109,569	127	$ 96,550
	-	-	-	-
Total Community Colleges	**9,001**	**$ 7,098,910**	**9,126**	**$ 7,078,376**

	2012-2013 End of Year # of Awards	2012-2013 End of Year $ Paid	2013-2014 Final # of Awards	2013-2014 Final $ Paid
Independent Institutions				
Bacone College	96	$ 96,850	78	$ 89,700
Family of Faith College	2	$ 2,600	2	$ 2,600
Hillsdale Freewill Baptist College	27	$ 31,200	33	$ 34,450
Mid-America Christian University	216	$ 216,450	237	$ 257,400
Oklahoma Baptist University	221	$ 252,850	240	$ 278,200
Oklahoma Christian University	99	$ 115,700	81	$ 94,250
Oklahoma City University	88	$ 105,300	78	$ 92,300
Oklahoma Wesleyan University	123	$ 139,100	131	$ 146,250
Oral Roberts University	127	$ 159,250	161	$ 190,450
St. Gregory's University	61	$ 59,150	71	$ 86,450
Southern Nazarene University	150	$ 167,050	159	$ 169,650
Southwestern Christian University	64	$ 67,600	67	$ 81,900
The University of Tulsa	143	$ 166,427	160	$ 183,330
Total Independent Institutions	**1,417**	**1,579,527**	**1,498**	**1,706,930**
Career Technology Centers				
Autry Technology Center	26	$ 17,476	28	$ 17,997
Caddo Kiowa Technology Center	19	$ 12,850	34	$ 25,500
Canadian Valley Technology Center	45	$ 30,080	63	$ 46,774
Central Oklahoma Technology Center	43	$ 26,938	40	$ 25,046
Chisholm Trail Technology Center	8	$ 6,350	9	$ 5,212
Eastern Oklahoma County Tech. Center	5	$ 3,661	5	$ 3,500
Francis Tuttle Technology Center	88	$ 50,095	67	$ 39,673
Gordon Cooper Technology Center	47	$ 33,888	52	$ 31,680
Great Plains Technology Center	40	$ 27,500	40	$ 28,000
High Plains Technology Center	4	$ 2,876	7	$ 4,188
Indian Capital Technology Center	107	$ 82,590	111	$ 82,560
Kiamichi Technology Center	104	$ 62,730	134	$ 62,877
Meridian Technology Center	60	$ 41,306	42	$ 29,936
Metro Technology Center	81	$ 57,105	78	$ 53,526
Mid-America Technology Center	4	$ 2,750	20	$ 8,518
Mid-Del Technology Center	2	$ 809		
Moore Norman Technology Center	47	$ 26,550	39	$ 29,972
Northeast Technology Center	44	$ 24,900	38	$ 25,600
Northwest Technology Center	4	$ 2,011	4	$ 2,174
Pioneer Technology Center	17	$ 14,324	30	$ 20,432
Pontotoc Technology Center	21	$ 14,468	19	$ 12,500
Red River Technology Center	9	$ 6,286	11	$ 8,679
Southern Oklahoma Technology Center	33	$ 21,952	34	$ 19,808
Southwest Technology Center	9	$ 5,230	3	$ 1,500
Tri-County Technology Center	39	$ 28,850	33	$ 19,932
Tulsa Technology Center	136	$ 95,866	144	$ 109,000
Wes Watkins Technology Center	24	$ 16,500	25	$ 13,910
Western Oklahoma Technology Center	23	$ 15,205	21	$ 11,205
Total Career Technology Centers	**1,089**	**731,146**	**1,131**	**739,699**
Grand Total of All Institutions	**22,653**	**$ 19,060,154**	**24,094**	**$ 19,935,641**

Notes:

In 2013-2014 the award cutoff was FAFSA receipt dates through 3/20/2013 and 1700 EFC. **Spring awards were allowed through 4/07/2013**

In 2012-2013 the award cutoff was FAFSA receipt dates through 3/10/2012 and 1700 EFC. **Spring awards were allowed through 3/20/2012.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 4, 2014

AGENDA ITEM #20-b (4):

Annual Reports.

SUBJECT: Oklahoma Tuition Equalization Grant (OTEG) 2013-2014 End of Year Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than $50,000. Grants of $2,000 per academic year ($1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

POLICY ISSUES:

This report reflects 2013-2014 end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2013-2014 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of $3,646,000 was allocated to the institutions, and $3,614,000 was disbursed to 2,123 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2013-2014 OTEG funds:

FY14 State Appropriation	$3,406,858
Additional One-Time Allocation	200,000
Carryover	40,000
Total Funds Available for Awards	$3,646,858

Funds Allocated to Institutions	$3,646,000
Funds Expended by Institutions	-$3,614,000
Unexpended funds	$32,000

The $32,000 in unexpended funds was carried forward for awards in the 2014-2015 award year.
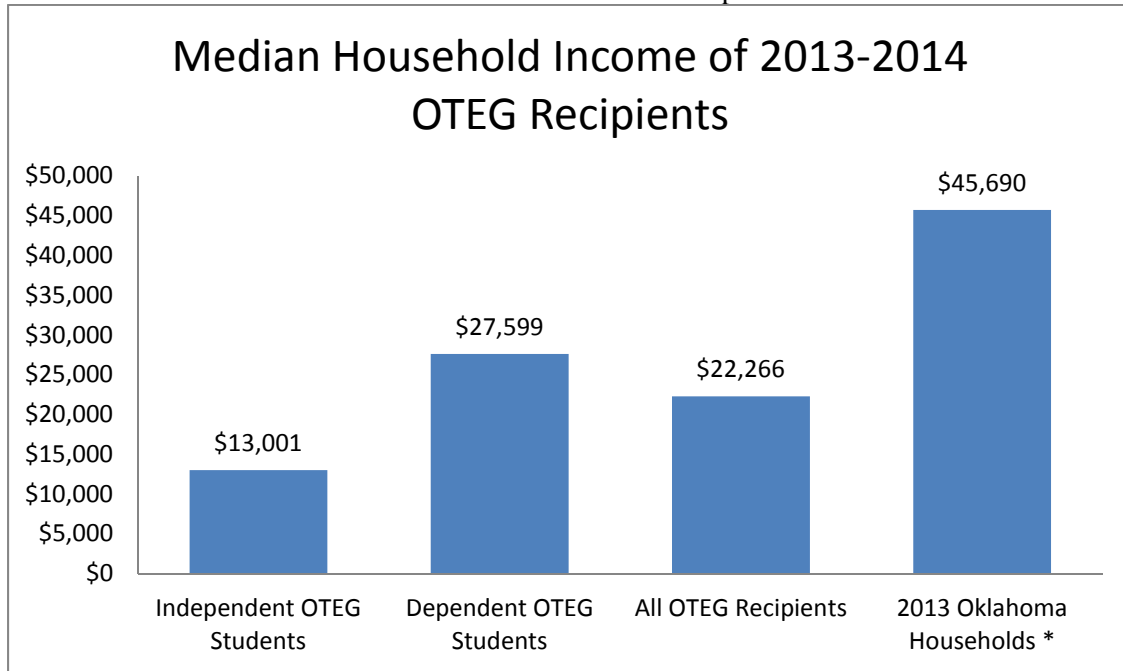
Highlights for the 2013-2014 report year include:

- Independent students (generally adult students over age 24 and those under 24 that are defined by federal standards as financially independent) received 37 percent of the awards; dependent students (generally students under 24 that are defined by federal standards as financially dependent on parents) received 63 percent.

- Non-traditional students (age 24 and older) received 24 percent of the awards. Traditional Students (under age 24) received 76 percent of the awards. This is based strictly on age without reference to dependent/independent status.

Distribution of OTEG Awards Traditional vs. Non-Traditional
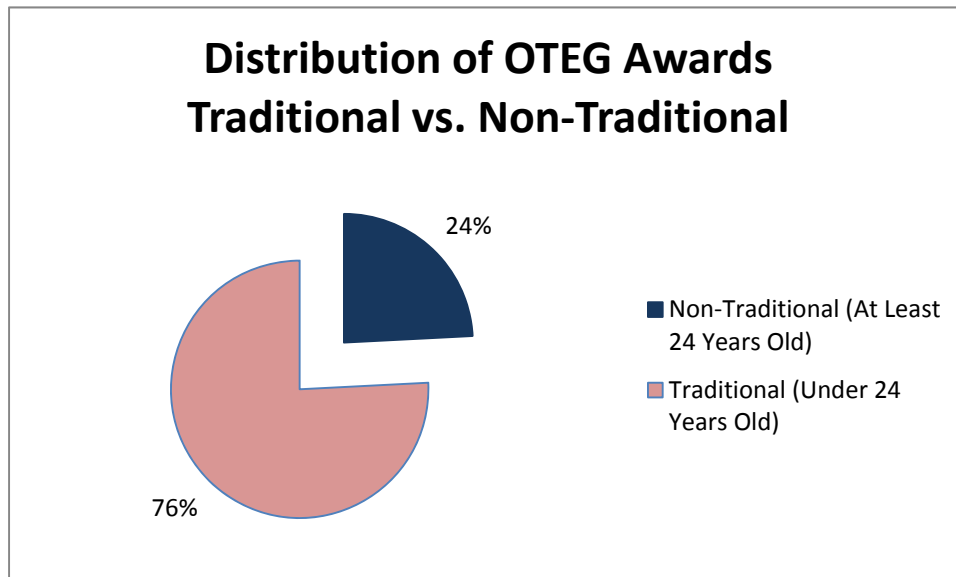
- The *average* household income of OTEG recipients was:

Independent Students	15,703
Dependent Students	25,844
All Students	22,142

- This chart shows the *median* household income of OTEG recipients in 2013-2014.

Median Household Income of 2013-2014 OTEG Recipients

Independent OTEG Students	$13,001
Dependent OTEG Students	$27,599
All OTEG Recipients	$22,266
2013 Oklahoma Households *	$45,690

*Data for Oklahoma Households from U.S. Census Bureau, 2013 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2013-2014 was:

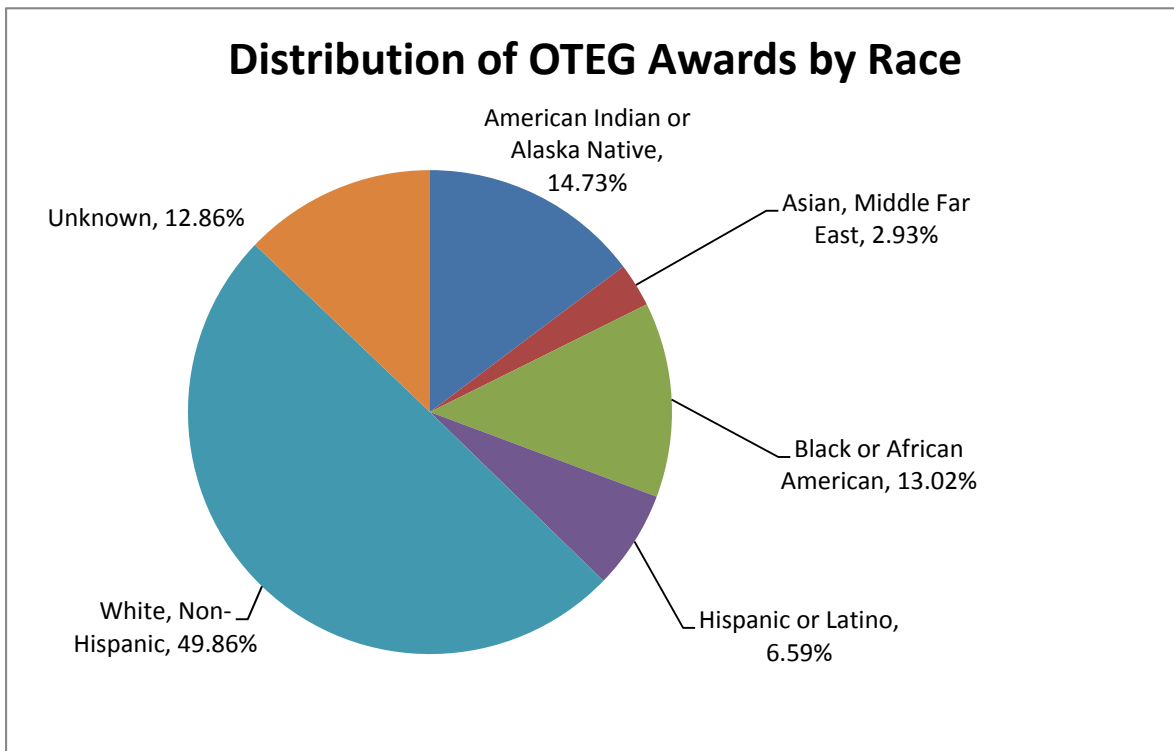| Independent Students	12,921
Dependent Students	12,913
All Students	12,916

- Approximately 53 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 47 percent were upper classmen (juniors and seniors).

- Female students received 54 percent of the awards, and male students received 46 percent.

- The average cumulative GPA for all 2013-2014 recipients was 2.86.

- The State Regents' Unitized Data System contains records on the status of 10,221 individual students that have received the OTEG award since the program's inception in 2004-2005.* The students showed the following statuses.

Bachelor's degree (or above) received by 2013-2014		3,407	33%
Enrolled 2013-2014	Associates degree received	390	4%
	No degree	2,608	26%
Not enrolled 2013-2014	Associates degree received	428	4%
	No degree	3,388	33%
		10,221	100%

> * As of the date of the creation of this report, degree submission records for the 2013-2014 academic year appear to be incomplete for five schools (St. Gregory's University, Southwestern Christian University, Mid-America Christian University, The University of Tulsa and Family of Faith College).

- Forty-eight percent of the 2013-2014 recipients received the award during a previous academic year. Because initial recipients of the award are not required to be entering freshmen and recipients must meet eligibility criteria each year to receive the award, persistence rates are difficult to determine; however about 83 percent of the first time recipients prior to 2013-2014 have returned to an OSRHE reporting institution during a later academic year.

- The distribution of awards by race was:

Distribution of OTEG Awards by Race

American Indian or Alaska Native, 14.73%

Asian, Middle Far East, 2.93%

Unknown, 12.86%

Black or African American, 13.02%

White, Non-Hispanic, 49.86%

Hispanic or Latino, 6.59%

2013-2014 End of Year Report

Institution	Initial Allocation to Institutions[1]	Reallocated Funds Received[2]	Total Funds Disbursed	Number of Recipients	Total Disbursed Over/(Under) Initial Allocation[3]
Bacone College	$454,000	$0	$359,000	206	($95,000)
Family of Faith College	$10,000	$3,000	$ 13,000	7	$3,000
Hillsdale Free Will Baptist College	$102,000	$0	94,000	61	($8,000)
Mid America Christian University	$132,000	$16,000	$148,000	88	$16,000
Oklahoma Baptist University	$516,000	$99,000	$615,000	383	$99,000
Oklahoma Christian University	$208,000	$0	$208,000	116	$0
Oklahoma City University	$436,000	$0	$320,000	181	($116,000)
Oklahoma Wesleyan University	$92,000	$11,000	$ 103,000	58	$11,000
Oral Roberts University	$382,000	$64,000	$446,000	268	$64,000
St. Gregory's University	$158,000	$0	$158,000	93	$0
Southern Nazarene University	$548,000	$3,000	$551,000	324	$3,000
Southwestern Christian University	$102,000	$0	$100,000	61	($2,000)
The University of Tulsa	$ 506,000	$0	$499,000	277	($7,000)
Totals	**$3,646,000**	**$196,000**	**$3,614,000**	**2,123**	**($32,000)**

Notes:

[1]$3,646,858 was provided for the OTEG program in 2013-2014. $3,646,000 was allocated to institutions for awards to students. This amount included a one-time allocation of $200,000 and $40,000 in interest and carryover funds.

[2]Five institutions did not award all of its allocated funds to eligible students. Six institutions reported they could award additional students, and $196,000 was reallocated to those six institutions.

[3]$32,000 remained unexpended at the end of the year. This amount was carried forward for 2014-2015 awards.

AGENDA ITEM #20-b (5):

       Annual Reports.

SUBJECT: Regional University Baccalaureate Scholarship   2013-14 Year End Report.

RECOMMENDATION:

       This is an information item only.

BACKGROUND:

The State Regents allocated $986,068 from appropriations made by the 2013 Oklahoma Legislature for the 2013-14 Regional University Baccalaureate Scholarship. The scholarship provides academically promising students awards of $3,000 per year to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in the Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

POLICY ISSUES:

The program is intended to enhance the academic quality of the state's public regional universities by attracting high performing students. To be eligible, students must achieve either a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Each regional university is currently authorized to award a maximum of 15 freshmen awards each year. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

ANALYSIS:

Program Participation Levels
As shown in the table below, in 2013-14 a total of 314 recipients received awards with a total cost of $920,250. This compares to 335 total recipients and a cost of $977,250 in 2012-13.

Almost 80 percent of the program's participants attended one of six institutions— Southwestern Oklahoma State University (16%), Northeastern State University (15%), University of Central Oklahoma (14%), East Central University (13%), University of Science & Arts of Oklahoma (11%), or Rogers State University (11%).
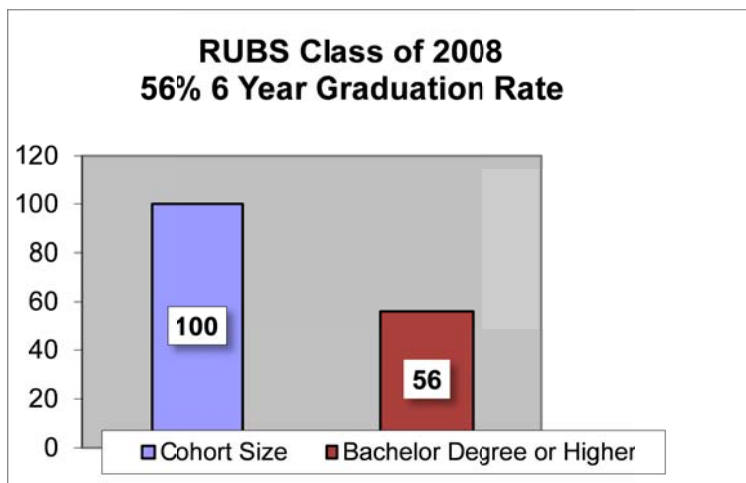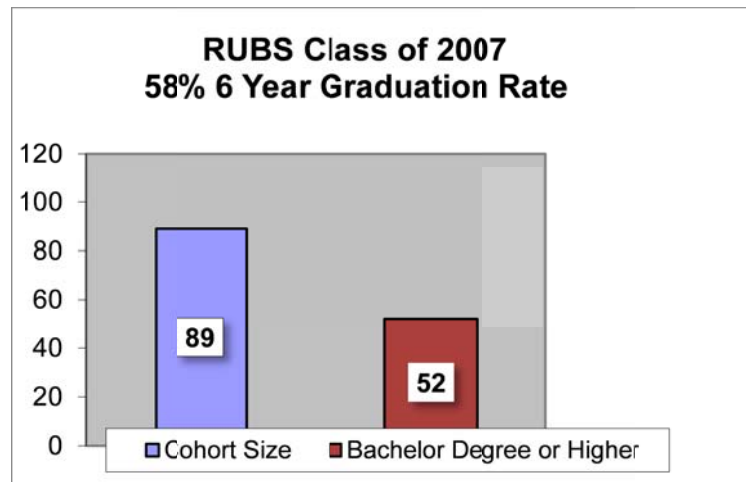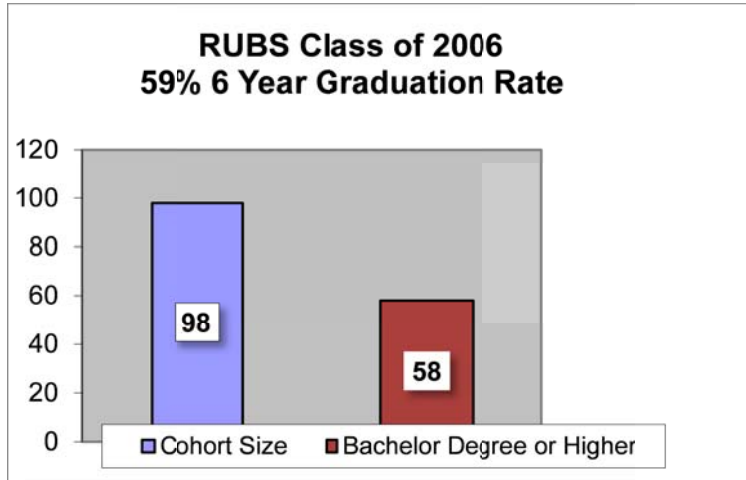
Oklahoma State Regents for Higher Education
Regional University Baccalaureate Scholarship
2013-14 Year End Report

	Students	**2013-14 Awards**
University of Central Oklahoma	44	$129,000
East Central University	40	$120,000
Northeastern State University	47	$138,000
Northwestern Oklahoma State University	18	$49,500
Rogers State University	35	$104,250
Southeastern Oklahoma State University	20	$54,000
Southwestern Oklahoma State University	50	$149,250
Cameron University	22	$63,750
Langston University	1	$3,000
Oklahoma Panhandle State University	3	$9,000
University of Science and Arts of Oklahoma	34	$100,500
TOTAL	**314**	**$920,250**

Completion Rates

For the 287 participants entering into the program between 2006-2008, 57 percent (166) earned at least a baccalaureate degree within 6 years.

RUBS Class of 2006
59% 6 Year Graduation Rate

Cohort Size: 98
Bachelor Degree or Higher: 58

RUBS Class of 2007
58% 6 Year Graduation Rate

Cohort Size: 89
Bachelor Degree or Higher: 52

RUBS Class of 2008
56% 6 Year Graduation Rate

Cohort Size: 100
Bachelor Degree or Higher: 56

Funding and Expenditure History

The following table shows a history of appropriations and expenditures for the program in recent years. Deficits in FY2007 to FY2010 were funded from program carryover funds and internal agency transfers from other programs.

Regional University Baccalaureate Scholarship
History of Appropriations & Expenditures

	Appropriation	Expenditures	Difference
2003-04	$800,229	$730,500	$69,729
2004-05*	$800,229	$725,250	$74,979
2005-06	$800,229	$780,000	$20,229
2006-07	$800,229	$828,000	($27,771)
2007-08	$800,229	$844,500	($44,271)
2008-09	$800,229	$900,000	($99,771)
2009-10	$800,229	$919,500	($119,271)
2010-11	$1,035,823	$947,250	$88,573
2011-12	$986,069	$938,250	$47,819
2012-13	$986,068	$977,250	$8,818
2013-14	$986,068	$920,250	$65,818

* In FY2005, an amount of $188,329 was also transferred out of the program's carryover funds for other purposes.

Total Regional University Baccalaureate Scholars, 2005-2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
University of Central Oklahoma	47	51	48	52	54	53	44	47	44
East Central University	32	33	38	38	41	40	39	43	40
Northeastern State University	44	48	47	47	46	52	49	52	47
Northwestern Oklahoma State University	10	9	7	8	13	15	13	14	18
Southeastern Oklahoma State University	21	20	17	20	16	21	22	23	20
Southwestern Oklahoma State University	52	55	58	58	52	47	49	51	50
Cameron University	20	22	21	21	31	30	27	33	22
Langston University	0	0	0	0	0	0	0	1	1
Rogers State University	12	15	15	21	18	20	21	32	35
Oklahoma Panhandle State University	2	2	2	2	1	1	1	1	3
University of Science and Arts of Oklahoma	24	27	32	36	40	44	46	38	34
TOTAL	**264**	**282**	**285**	**303**	**312**	**323**	**311**	**335**	**314**

AGENDA ITEM #20-b (6):

   Annual Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

   This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 58th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Five exceptions to OSRHE academic policies were granted by the Chancellor since the April 24, 2014 report.

ANALYSIS:

Oklahoma City Community College (OCCC)

September 8, 2014
An exception to the OSRHE Institutional Admission and Retention policy, which states off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC to allow specified faculty to teach concurrent enrollment courses. The exception was based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair, dean of the college offering the course, and recommendation of the president.

Oklahoma State University (OSU)

May 21, 2014 and June 27, 2014
Two exceptions to the OSRHE Undergraduate Degree Requirements policy, which states a minimum of 40 hours of upper-division coursework shall be applied toward the baccalaureate degree, excluding physical education activity courses, were granted to OSU. These exceptions allowed OSU to award a baccalaureate degree to two students who were three credit hours and one credit short of the required 40 hours of upper-division coursework. These exceptions were based on academic advising oversight and the recommendation of the president.

University of Central Oklahoma (UCO)

May 16, 2014

An exception to the OSRHE Institutional Admission and Retention policy, which states results of the Test of English as a Foreign Language (TOEFL) administered at institutional centers shall not be accepted by colleges and universities other than the administering institution. This exception allowed UCO to accept TOEFL scores from international students who completed the TOEFL examination at other authorized institutional testing centers within Oklahoma. This exception was necessary due to concerns expressed by the Educational Testing Services regarding UCO's security and protocols regarding administration of the TOEFL. The exception was based on the need to not disadvantage prospective international students, an October 1, 2014 expiration date, updates to security protocols relative to test administration, and the recommendation of the president.

Western Oklahoma State College (WOSC)

June 30, 2014

An exception to the OSRHE Institutional Admission and Retention policy, which states off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to WOSC to allow specified faculty to teach concurrent enrollment courses. The exception was based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair, dean of the college offering the course, and recommendation of the president.

AGENDA ITEM #20-b (7):

   Annual Reports.

SUBJECT: Review and acceptance of the annual Tuition Impact and Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

RECOMMENDATION:

   This item is for information only.

BACKGROUND:

Oklahoma Statutes (Title 70, O. S. 2005 Supp., Section 3218.2) recognizes the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY15 Tuition Impact and Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.

- Institutions have seen average increases in tuition and mandatory fees for FY15 of 2.4 percent at the research universities, 6.4 percent at the Regional Universities and 6.0 percent at the two-year community colleges.

- The average national published rate for FY15 tuition and mandatory fees is $9,139 for undergraduate students attending a four-year institution and $3,347 for those attending a two-year institution. Oklahoma's rates are $5,938 and $3,458 respectively.

- Enrollments have shown slight decreases for the fall 2014 term with preliminary figures showing enrollment of 182,010 headcount, a decrease of 2.0 percent from the fall 2013 semester. Research universities have shown enrollment increase of 87 headcount an increase of 0.2 percent from 2013-14.

- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.

- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.

- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.

- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY15 Tuition Impact and Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

AGENDA ITEM #20-b (8):

       Annual Reports.

SUBJECT: FY 2014 Financial Report for State Regents' Operations.

RECOMMENDATION:

       This item is for information only.

ANALYSIS:

ANALYSIS:

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

The cash and investment balance of all funds at June 30, 2014, was $815,480,545. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2014, 78.1% ($625.0 million) of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Supplemental Retirement Fund. Of the total $625.0 million in investments, $28,235,140 is invested with the Common Fund, $877,828 is invested with TIAA-CREF, $276,230,418 is invested in Equities and Fixed Income, $9,590,065 is invested in Real Assets, $53,532,839 in Private Equities, and $256,505,821 in Hedge Funds.

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

<u>Oklahoma College Assistance Program</u> - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately $8.1 billion of which approximately $1.76 billion remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

AGENDA ITEM #20-b (9):

> **Annual Reports.**

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

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

> Academic Forgiveness Provisions (3.12.6)
> Special Admission (3.10.6)
> Retention Standards (3.10.8)
> International Student Admission and Admission of Non-native Speakers of English (3.10.5)
> Student Demonstration of Competencies (3.21.4)

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

POLICY ISSUES:

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

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

Retention Standards
Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended

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

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

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

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts (The University of Science and Arts of Oklahoma was split from the regional tier to form this new liberal arts tier) and community college. Due to these tier changes, comparison of data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.
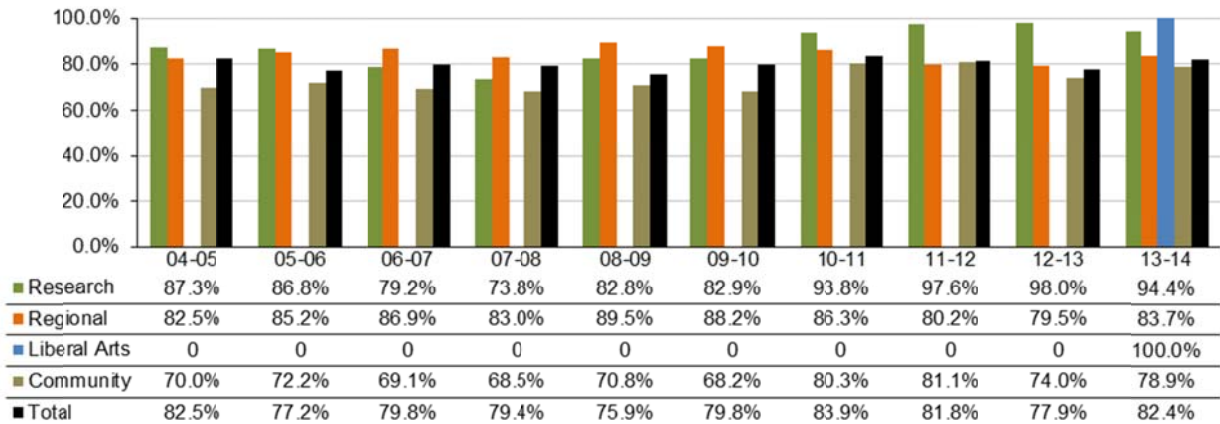
Academic Forgiveness Provisions
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes *there may be extraordinary situations in which a student has done poorly in an entire enrollment due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrant excluding those grades in calculating the student's retention and graduation GPAs.* Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

A new provision, adopted in December 2003, allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's graduation/retention GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a

GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's retention/graduation GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

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

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

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
■ Research	87.3%	86.8%	79.2%	73.8%	82.8%	82.9%	93.8%	97.6%	98.0%	94.4%
■ Regional	82.5%	85.2%	86.9%	83.0%	89.5%	88.2%	86.3%	80.2%	79.5%	83.7%
■ Liberal Arts	0	0	0	0	0	0	0	0	0	100.0%
■ Community	70.0%	72.2%	69.1%	68.5%	70.8%	68.2%	80.3%	81.1%	74.0%	78.9%
■ Total	82.5%	77.2%	79.8%	79.4%	75.9%	79.8%	83.9%	81.8%	77.9%	82.4%

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

	04-05		05-06		06-07		07-08		08-09		09-10		10-11		11-12		12-13		13-14	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	55	48	53	46	48	38	65	48	29	24	41	34	48	45	41	40	50	49	54	51
Regional	211	174	257	219	267	232	224	186	229	205	245	216	333	286	243	195	239	190	239	200
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5	5
Community	233	163	234	169	191	132	200	137	253	179	286	195	320	257	396	321	350	259	298	235
Total	401	331	499	385	544	434	506	402	489	371	511	408	701	588	680	556	639	498	596	491

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

- The number of requests for academic reprieves system wide averaged 557 per year for the past ten years. In 2013-14, there were 596 requests.
- Approximately sixty-six percent of all 2013-14 requests for academic reprieves were for one semester rather than two.
- In 2013-14, the greatest numbers of requests (47.9 percent) were at the community colleges; 40.7 percent at the regional universities; 10.4 percent were at the research universities; 1.0 percent was at Liberal Arts tier.
- System wide in 2013-14, 82.4 percent of reprieve requests were granted. From 2004-05 to 2013-14 reprieve requests granted averaged 79.2 percent.
- Community colleges granted the lowest percentage of academic reprieves in 2013-14, 78.9 percent, up from 74.0 percent in 2012-13. Regional universities granted 83.7 percent of requested reprieves in 2013-14, up from 79.5 percent in 2012-13. Research universities

granted 94.4 percent of requested reprieves in 2013-14, down from 98.0 percent in 2012-13. Liberal arts granted 100 percent of the requested reprieves in 2013-14.

Number of Academic Renewals
Requested and Granted
2007-08 to 2013-14

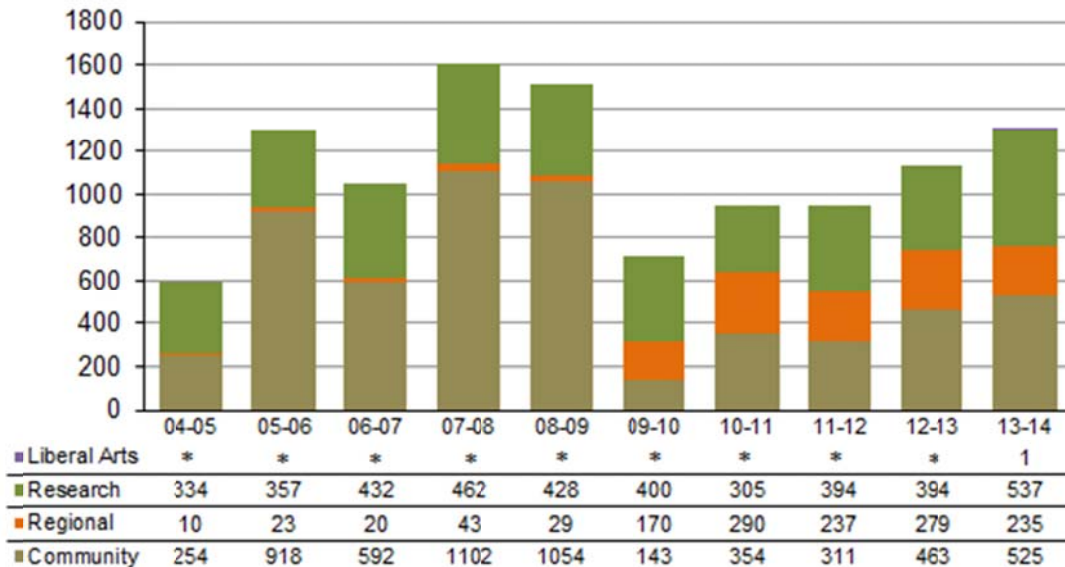|	07-08		08-09		09-10		10-11		11-12		12-13		13-14	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	0	0	1	1	4	4	2	1	2	2	6	6	4	2
Regional	11	9	9	9	9	7	5	5	3	2	10	6	6	5
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	0	0
Community	19	10	10	9	25	16	39	27	50	38	58	43	54	39
Total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

- Sixty-four renewals were requested in 2013-14 with 46 (71.9 percent) granted.
- Since 2007-08 the average rate of renewals granted is 74.8 percent.

Students requesting reprieves must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves would be granted. Academic renewals have been in place since December 2003.

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

Comparison of Non-Degree Seeking Students
Enrolled in More than Nine Credits by Tier
2004-05 to 2013-14

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Liberal Arts	*	*	*	*	*	*	*	*	*	1
Research	334	357	432	462	428	400	305	394	394	537
Regional	10	23	20	43	29	170	290	237	279	235
Community	254	918	592	1102	1054	143	354	311	463	525

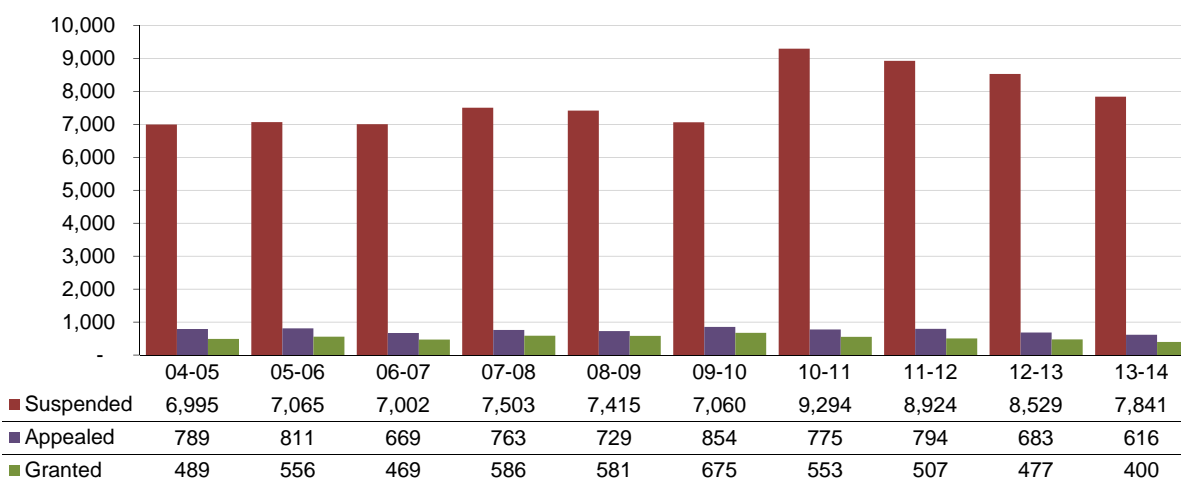* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- In 2013-14, 14 institutions reported a total of 1298 students enrolled as non-degree seeking students with more than nine credits, up from 1136 students in 2012-13. Research universities reported 41.4 percent of the exceptions; community colleges, 40.4 percent; regional universities, 18.1 percent; and liberal arts, 0.1 percent.

- Since 2004-05 the number of non-degree seeking students enrolled in more than nine hours has averaged 1110. The number enrolled at research universities averaged 404. At the regional universities the number averaged 134, and at the community colleges, 572. The liberal arts tier is in its first year, and therefore does not have a ten year average.
- Explanations for exceptions included courses for personal enrichment, courses for specific certifications, completed prerequisites toward degree program, clerical errors, special arrangements with administrators, and continuing education courses. Exchange and Cooperative Alliance students and those seeking degrees at other institutions were granted exceptions as were those meeting admission and retention standards.

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

Total Suspensions
2004-05 to 2013-14

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Suspended	6,995	7,065	7,002	7,503	7,415	7,060	9,294	8,924	8,529	7,841
Appealed	789	811	669	763	729	854	775	794	683	616
Granted	489	556	469	586	581	675	553	507	477	400

- From 2012-13 to 2013-14, the number of suspensions decreased 8.1 percent, from 8,529 to 7,841. The number of suspensions appealed decreased 9.8 percent from 683 to 616. The number of appeals that were granted decreased 16.1 percent from 477 to 400.
- Over the past ten years the percentage of suspensions appealed ranged between 7.9 percent in 2013-14 to 12.1 percent in 2009-10.
- Generally, the highest appeals percentages were found at the regional tier (14.7 percent in 2013-14). However, in 2013-14, liberal arts reported an appeal rate of 22.8 percent. Research universities reported a rate of 9.7 percent, and the community colleges, 6.0 percent in 2013-14.
- Over the past ten years granted appeals system wide have averaged 70.8 percent. In 2013-14, 64.9 percent of appeals were granted.
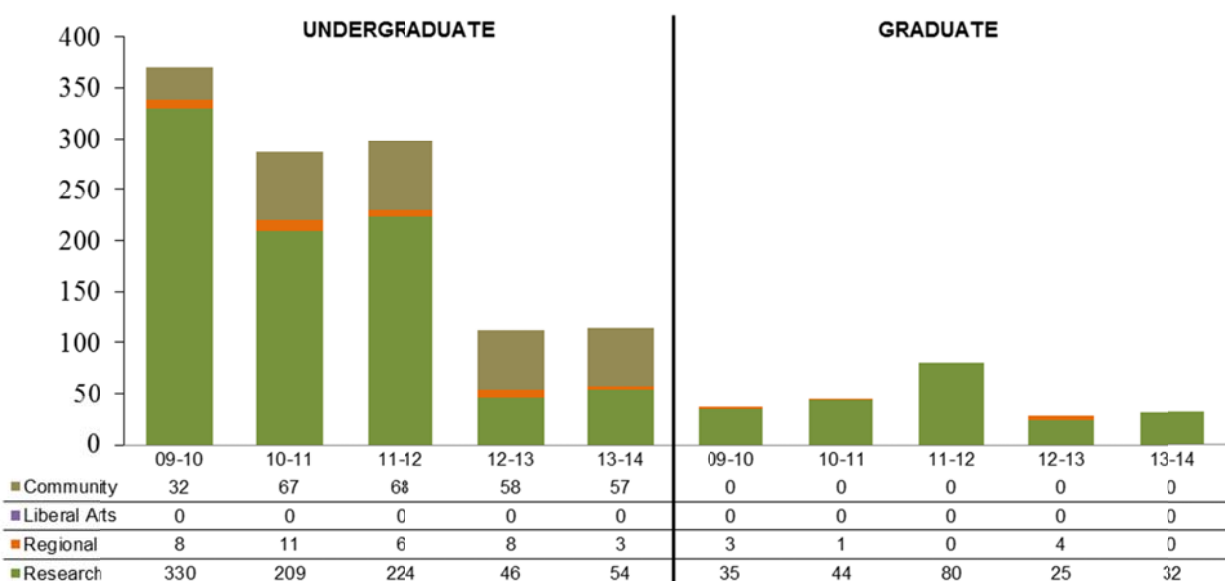
- Liberal arts granted the highest percentage of appeals at 69.2 percent in 2013-14; community colleges granted 74.4 percent of appeals in 2013-14, down from 73.7 in 2012-13; regional universities granted 58.1 percent of appeals in 2013-14, down from 73.0 percent in 2012-13; and research universities granted 70.5 percent in 2012-13, down from 36.2 percent in 2012-13.

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

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

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

Number of ESL Exceptions by Tier
2009-10 through 2013-14

	UNDERGRADUATE					GRADUATE				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
Community	32	67	68	58	57	0	0	0	0	0
Liberal Arts	0	0	0	0	0	0	0	0	0	0
Regional	8	11	6	8	3	3	1	0	4	0
Research	330	209	224	46	54	35	44	80	25	32

- The number of system wide undergraduate ESL exceptions increased 1.8 percent from 112 in 2012-13 to 114 in 2013-14. From 2012-13 to 2013-14, research universities reported an increase of 17.4 percent (46 to 54); regional universities decreased 62.5 percent (8 to 3); and community colleges decreased 1.7 percent (58 to 57).
- Graduate exceptions at research universities increased by 28.0 percent, from 25 in 2012-13 to 32 in 2013-14.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last ten years. Research institutions granted between 41.1 and 89.2 percent of the undergraduate exceptions and granted between 86.2 and 100 percent of graduate exceptions in each of the past ten years.

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- In 2013-14, the research universities, one regional university, and seven community colleges granted undergraduate exceptions.

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

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

Remediation and Removal of High School Curricular Deficiencies – Exceptions from Credit Hour Limit
2004-05 to 2013-14
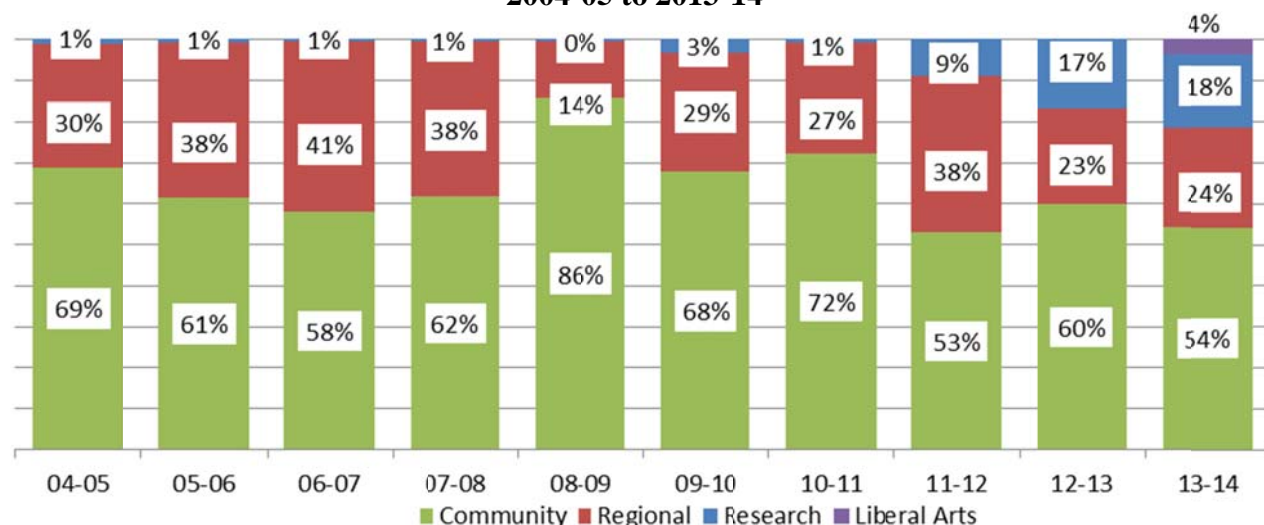
* - Liberal Arts Tier was split from the Regional Tier in the 2013-14 academic year

- From 2004-05 to 2013-14, the number of exceptions has averaged 2,104. In 2013-14, the number of exceptions was 2,215, a decrease of 7.9 percent over 2004-05 (1,587).
- The number of time limit exceptions granted at research universities increased from 19 in 2004-05 to 393 in 2013-14. From 2012-13 to 2013-14, the research universities experience a decrease of time limit exceptions of 3.2 percent, from 406 to 393.
- At the regional universities, a 13.0 percent increase was found in the number of exceptions granted in the ten year span; from 476 in 2004-05 to 538 in 2013-14.
- The number of exceptions granted at community colleges has been variable over the last ten years, averaging 1,391 per year.
- In 2013-14, the research universities, nine regional universities, the liberal arts, and eight community colleges reported exceptions.
- From 2004-05 to 2013-14, the number of students granted exceptions averaged 588 at the regional universities and 117 at the research universities.

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

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AGENDA ITEM #20-b (10):

Annual Reports.

SUBJECT: Preparing for College Mass Mailing.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1997, the Citizens' Commission on the Future of Oklahoma Higher Education recommended that the State Regents expand efforts to explain the services Oklahoma higher education offers to Oklahoma and Oklahomans and the benefits the state and its citizens receive from those services.

Additionally, in January 1999 the Oklahoma State Regents for Higher Education announced an aggressive plan to increase the proportion of Oklahomans holding a bachelor's degree from 20 to 28 percent by 2010 and the proportion of associate degree holders from 5 to 10 percent. Called Brain Gain, the plan was designed to move Oklahoma from the bottom to the top one-third of all states for its educational and economic performance. The State Regents are seeking to add more college degree holders to the state's population by focusing on three areas – increasing the proportion of Oklahomans who earn a college degree, keeping more Oklahoma graduates in the state and attracting college degree holders from outside the state.

Most recently, the State Regents identified degree completion as their top priority with the September 2011 launch of Complete College America (CCA). Oklahoma has been named the national model for CCA, with a plan focused on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion. Oklahoma's CCA goal is to increase the number of degrees and certificates earned each year in our state by 67 percent by 2023.

For the 22nd consecutive year, the State Regents, in a joint effort with the Oklahoma College Assistance Program (OCAP), undertook a mass mailing of publications designed to help 8th-12th grade students better prepare for college. The materials include information that has been specifically requested by 8th-12th grade counselors through annual surveys.

POLICY ISSUES:

This initiative is consistent with recommendations made by the Citizens' Commission on the Future of Oklahoma Higher Education in October 1997 to better publicize higher education services and benefits, and supports the strategic goals set forth in the State Regents' CCA degree completion initiative.

ANALYSIS:

The 2014 mailing was outsourced to Mpower, a sheltered workshop located in Stillwater.

The following publications were distributed to head counselors at Oklahoma junior high and high schools starting in late September 2014.

Eighth- Thru 10th-Grade Students… What's Your Plan for College? Oklahoma's Official Guide to Preparing for College

High School Juniors & Seniors… What's Your Plan for College? Oklahoma's Official Guide to Preparing for College

Approximately 233,000 brochures about preparing for college were distributed to head counselors at Oklahoma public and State Department of Education-accredited private schools for distribution to each 8th-12th grade student in their schools. This is the 12th year that separate, grade-specific brochures were produced. Nearly 147,000 brochures focusing on early academic and financial planning for college were distributed to 8th-10th grades, and nearly 86,000 brochures focusing on academic requirements and financial aid were sent to 11th-12th grades. The brochures were also sent statewide to home school organizations, libraries, educational organizations such as TRIO, Job Corps locations, and tribal and faith-based organizations. Online versions of both brochures are also available on the State Regents' and OCAP websites.

The brochures are designed to inform students about the courses they must take in high school to be admitted to an Oklahoma state college or university. They also detail admission standards, placement score and financial aid information. In addition, they encourage students to call the State Regents' toll-free Student Information number or visit the OKcollegestart.org website for additional information. The brochures also feature a map of Oklahoma public colleges and universities with phone numbers and website addresses, as well as estimated college costs, hourly wage comparisons for various jobs, financial planning information and tips for choosing the right college.

Counselor's Resource Book: Oklahoma's Colleges and Universities

Approximately 530 copies of this publication were distributed to counselors at public and private high schools. At least one resource book was sent to each Oklahoma high school with 11th and/or 12th-grade students. Copies were also sent statewide to home school organizations, libraries, educational organizations such as TRIO, Job Corps locations, and tribal and faith-based organizations. In lieu of traditional binding, the resource books are three-hole punched for placement in a binder, so the information can be easily duplicated. Students, counselors, parents and others are also encouraged to access the online version on the State Regents' website.

The resource book provides a short profile of each college and university in Oklahoma and includes information on preparing for college, concurrent enrollment, transfer, college costs and financial aid. In addition, it publicizes the State Regents' toll-free Student Information number and the OKcollegestart.org website. The resource book is produced in coordination with the Communicators Council. This is the 19th year this resource book has been produced.

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

MINUTES

Seven Hundred Sixty-First Meeting

October 16, 2014

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

Minutes of the Seven Hundred Sixty-First Meeting
October 16, 2014

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Sixty-First Meeting
of the
Oklahoma State Regents for Higher Education
October 16, 2014

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE**

    AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State

    Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, October 16,

    2014, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City,

    Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 10, 2014.

    A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Regent Turpen called the meeting to order and presided. Present for the

    meeting were State Regents Toney Stricklin, Ann Holloway, Ike Glass, Mike Turpen and John

    Massey. Regent Ron White joined the meeting at 9:03 a.m. and Regent Jay Helm joined at 9:20

    a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by

    Regent Stricklin, to approve the minutes of the State Regents' Committee-of-the-Whole and the

    minutes of the State Regents' regular meeting on September 3, 2014, and September 4, 2014.

    Voting for the motion were Regents Holloway, Glass, Turpen, Massey and Stricklin. Voting

    against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Turpen discussed several ways institutions are

    trying to reduce student debt. He recently visited Cameron University where only 30 percent of

    students have student debt and he spoke about the Debt-Forgiveness Program at The University

    of Oklahoma's Jeannine Rainbolt College of Education. For each year a student teaches in

    Oklahoma, their student loans will be forgiven up to $5,000 per year for up to 4 years.

    Additionally, Regent Turpen discussed a new partnership between Oklahoma City Community

College (OCCC), the University of Central Oklahoma (UCO) and Oklahoma City Public Schools (OKCPS). This program guarantees student loan forgiveness for any OKCPS student, who graduates from OCCC or UCO with a teaching degree and commits to three years of teaching in the OKCPS system.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also discussed several upcoming events including:

- November State Regents Meeting – November 6, 2014;

- Fall Legislative Forum – November 19; and

- Several legislative tours scheduled for November and December.

Chancellor Johnson also gave a brief update on the Oklahoma Complete College America (CCA) goals. Oklahoma's goal is an additional 1,700 degrees or certificates per year to meet the CCA goal. In year two, Oklahoma exceeded the goal with 3,577 new degrees and certificates.

6. **NEW PROGRAMS.**

a. Regent Massey made a motion, seconded by Regent Glass, to approve the request from the University of Oklahoma to offer the Graduate Certificate in Applied Behavior Analysis. Voting for the motion were Regents White, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Massey, to approve the request from Northeastern State University to offer the Master of Science in Physician Assistant Studies, the Master of Science in Education in Special Education – Autism Spectrum Disorders, and the Bachelor of Science in Nutritional Sciences. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin and White. Voting against the motion were none.

c. Regent Massey made a motion, seconded by Regent Holloway, to approve the request from Southeastern Oklahoma State University to offer the Master of Science in Native

American Leadership. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White and Holloway. Voting against the motion were none.

d.   Regent Massey made a motion, seconded by Regent Holloway, to approve the request from Rogers State University to offer the Bachelor of General Studies in General Studies. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Holloway and Glass. Voting against the motion were none.

e.   Regent Stricklin made a motion, seconded by Regent Holloway, to approve the request from Connors State College to offer the Certificate in Certified Nursing Assistant and the Certificate in Licensed Practical Nurse. Voting for the motion were Regents Massey, Stricklin, White, Helm, Holloway, Glass and Turpen. Voting against the motion were none.

f.   Regent Helm made a motion, seconded by Regent Massey, to approve the request from Oklahoma State University – Oklahoma City to offer the Certificate in Electronic Engineering Technology. Voting for the motion were Regents Stricklin, White, Helm, Holloway, Glass, Turpen and Massey. Voting against the motion were none.

7.   **PROGRAM DELETIONS.** Regent Helm made a motion, seconded by Regent Holloway, to approve the following requests for program deletions:

- Eastern Oklahoma State College requested to delete the Associate in Science in Pre-Professional.

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

8.   **OKLAHOMA'S PROMISE.** Regent Helm made a motion, seconded by Regent White, to approve Oklahoma's Promise's official funding estimate for FY2016. Voting for the motion were Regents Helm, Holloway, Glass, Turpen, Massey, Stricklin and White. Voting against the motion were none.

9.   **PRIORITY ACADEMIC STUDENT SKILLS (PASS).**   Regent Helm made a motion, seconded by Regent Massey to approve the report on the review of the Oklahoma Priority Academic Student Skills Standards for English Language Arts and Mathematics.   Chancellor Johnson gave a brief overview of the report and started by stating that the process began in May when HB 3399 repealed the Oklahoma Common Core State Standards. Oklahoma State Regents for Higher Education (OSRHE) staff began assembling two groups of subject matter experts and those groups met several times to review the PASS standards. Additionally, the OSRHE engaged the services of the Southern Regional Education Board (SREB) to provide consultants for the review. The SREB consultants, Sheila Byrd Carmichael and Dr. Janie Schielack conducted an independent analysis of the process and the findings.   Chancellor Johnson stated that the committees concluded that, if mastered, the Math and English/Language Arts standards would adequately prepare a student for college level courses.   However, both committees had recommendations to further strengthen the standards.

Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, commended the faculty groups, the SREB facilitators and OSRHE staff for their excellent work on the review.   Additionally, Mr. Dave Spence, SREB President, stated that SREB's goal is for every state to have the highest standards and he believes Oklahoma is on the right path. He thanked Chancellor Johnson and OSRHE staff for asking SREB to be a part of the review process.

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

10.   **POLICY.**

a.   Regent Stricklin made a motion, seconded by Regent Massey, to approve changes to the Tuition and Fee Policy which incorporate the Oklahoma Student Veteran Leave of Absence Act of 2014. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White, Helm and Holloway. Voting against the motion were none.

b. Regent Stricklin made a motion, seconded by Regent White, to approve the proposed permanent rule revisions to the Regents Purchasing Policy. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Holloway and Glass. Voting against the motion were none.

11. **REVENUE BONDS.** Regent Stricklin made a motion, seconded by Regent Helm, to approve the transmittal to the Attorney General of Oklahoma, that the Statement of Essential Facts for The University of Oklahoma's General Obligation Revenue Bonds, Series 2015A in the amount of approximately $30,435,000 and Series 2015B in the amount of approximately $5,115,000 is substantially accurate. Voting for the motion were Regents Massey, Stricklin, White, Helm, Holloway, Glass and Turpen. Voting against the motion were none.

12. **ENDOWMENT.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the Endowment Trust Fund Investment Performance Report and annual distribution schedule. Voting for the motion were Regents Stricklin, White, Helm, Holloway, Glass, Turpen and Massey. Voting against the motion were none.

13. **GRANT.** Regent Stricklin made a motion, seconded by Regent Massey, to accept the College Access Challenge Grant Program funds totaling $1,421,322 and approve non-federal matching funds of $710,661 for FY15. Voting for the motion were Regents White, Helm, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

14. **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of $100,000:

- VI Marketing and Branding in the amount of $115,000 for a statewide advertising campaign that will include a new creative package for Reach Higher.

- Staplegun Design in the amount of $100,000 for an Oklahoma's Promise media campaign.

- Dobson Technologies Transport and Telecom Solutions in the amount of $150,000 for a lease of four strands of dark fiber to connect Choctaw Memorial

Hospital in Hugo and Southeastern Oklahoma State University in Idabel to the Oklahoma Community Anchor Network.

- Expenditure request for $34,583 for OneNet to purchase four new service vehicles.

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

15. **DELETED ITEM.**

16. **INVESTMENT.** Regent Holloway made a motion, seconded by Regent Massey, to accept the approval of new investment managers and allocation of funds for the endowment trust fund. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

17. **COMMENDATIONS.** Regent Massey made a motion, seconded by Regent White, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White, Helm and Holloway. Voting against the motion were none.

18. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

19. **PERSONNEL.** Regent Helm made a motion, seconded by Regent Massey, to ratify the following appointments:

- Ms. Mary Heid as Executive Director of the Oklahoma College Assistance Program; and

- Ms. April Goode as Director of OneNet Strategic Planning and Communications.

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

20. **SUPPLEMENTAL POST EMPLOYMENT INSURANCE.** Regent Massey made a motion, seconded by Regent Stricklin, to approve and adopt a formal plan document that mirrors existing

State Regents policy and agency practice regarding retired employees' health, dental and vision insurance benefits. Voting for the motion were Regents Massey, Stricklin, White, Helm, Holloway, Glass and Turpen. Voting against the motion were none.

21. **CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Helm, to approve the following consent docket items.

    b.   Programs. Program Modifications. Approval of institutional requests.

    c.   Electronic Media. Approval of The University of Oklahoma's request to offer the existing Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management via electronic media.

    d.   Agency Operations. Ratification of purchases over $25,000.

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

22. **REPORTS.** Regent Massey made a motion, seconded by Regent White, to approve the following reports:

    a. Programs. Status report on program requests.

    b. Annual Reports. FY2014 Financial Operations Report, June 30, 2014.

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

23. **REPORT OF THE COMMITTEES.**

    a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

    b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

    c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

     d.   Investment Committee. The Investment Committee had no additional items for Regents'

             action.

24.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Turpen announced that the

next regular meetings are scheduled to be held on Wednesday, December 3, 2014 at 10:30 a.m.

and Thursday, December 4, 2014 at 9 a.m. at the State Regents Office in Oklahoma City.

25.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chairman	Toney Stricklin, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Special Meeting
of the
Oklahoma State Regents for Higher Education
Thursday, November 6, 2014

1.   **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE**

      AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State

      Regents for Higher Education held their regular meeting at 10:30 a.m. on Thursday, November 6,

      2014, in the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been

      filed with the Secretary of State on December 11, 2013. A copy of the agenda for the meeting had

      been posted in accordance with the Open Meeting Act.

2.   **CALL TO ORDER.** Regent Turpen called the meeting to order and presided. Present for the

      meeting were Regents Ron White, Jay Helm, Jody Parker, Ann Holloway, Ike Glass, Mike

      Turpen and John Massey.

3.   **COMMENTS.**

      a.   Chairman Turpen commended the Oklahoma State Regents for Higher Education

            (OSRHE) staff for their work on the 2014 Campus Safety and Security Summit.

      b.   Chancellor Glen Johnson also commended staff for their work on the summit and stated

            that there were over 300 attendees including Senator Ford and Senator Barrington.

            Chancellor Johnson also distributed an invitation to the Regents' Holiday Dinner on

            December 3, 2014 and provided Regents with a summary of engagements that he

            attended on behalf of the State Regents. He also discussed two upcoming events:

            •   Fall Legislative Forum – November 19; and

            •   Several legislative tours scheduled for November and December.

4.   **2015 PUBLIC AGENDA.** Chancellor Johnson presented the 2015 Public Agenda. The 2015

      Public Agenda outlines the goals of the OSRHE, increasing the number of college graduates,

enhancing access to higher education, improving the quality of higher education, and preparing students to succeed in a global economy.

5.   **2015 LEGISLATIVE AGENDA.** Chancellor Johnson presented the State Regents' 2015 Legislative Agenda. The 2015 Legislative Agenda sets a list of issues of interest to the Oklahoma State System of Higher Education that may be brought before the legislature during the 2015 session. The issues outlined in the legislative agenda for 2015 were the Complete College America initiative, the opposition to weapons on campus, and the protection of the Oklahoma's Promise program as a college access program.

6.   **E&G BUDGET NEEDS FOR FY2016.** Chancellor Johnson presented the State System of Higher Education's budget needs request for FY2016.

The FY2016 request for new funds totals approximately $98.7 million for performance and degree completion goals, outstanding debt obligations, and concurrent enrollment. The request reflects an increase of 9.99 percent over the FY2015 appropriation.

Regent Helm made a motion, seconded by Regent Massey, to approve the request for state appropriations for FY2016 in the amount of $1,086,223,285 for support of the State System of Higher Education. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Massey and White. Voting against the motion were none.

7.   **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from President Larry Rice, Chairman of the Council of Presidents. President David L. Boren, The University of Oklahoma and Presidents Burns Hargis, Oklahoma State University, provided comments via video.

8.   **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

9.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Turpen announced that the next regular meeting of the State Regents would be held on Wednesday, December 3 at 10:30 a.m., and Thursday, December 4 at 9:00 a.m. at the State Regents office in Oklahoma City.

10.   **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

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Michael C. Turpen, Chairman   Toney Stricklin, Secretary