



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 24, 2014

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 24, 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 April 24, 2014.

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

A G E N D A

Thursday, April 24, 2014 – 10 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman James D. "Jimmy" Harrel, 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).
6. **Report.** Special presentation on the U.S. Earnings Growth and Degree Attainment by Robert Dauffenbach, associate dean and director for the Center for Economic Management Research at OU's Price College of Business.

STUDENTS

7. **Chancellor Hans Brisch Scholarship Program Awards.** Presentation of selections for Chancellor's Scholars for the 2014-2015 academic year. (Supplement) Page 1.

ACADEMIC

8. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Master of Science in Architecture in Architecture. Page 3.
 - b. University of Central Oklahoma. Approval of requests to offer the Master of Arts in Liberal Studies and the Bachelor of Arts in Global Art and Visual Culture. Page 9.
9. **Program Deletions.** Approval of institutional requests for program deletions. Page 19.
10. **Policy.** Approval of the Tulsa Community College EXCELeRATE Concurrent Enrollment Pilot Project Policy. Page 21.

11. **2014 Newman Civic Fellows.** Recognition of the 2014 Newman Civic Fellows for their achievements. Page 25.

FISCAL

12. **E&G Budget.** Approval of supplemental allocation to Quartz Mountain Art and Conference Center. Page 27.
13. **Master Lease Program.**
 - a. Approval of listing of projects for submission to the Council of Bond Oversight of the 2014A Equipment Property Master Lease Program. Page 29.
 - b. Approval of listing of projects for submission to the Council of Bond Oversight of the 2014 Master Lease Real Property Projects. Page 33.
14. **Contracts and Purchases.** Approval of purchases over \$100,000. Page 37.
15. **Investments.** Approval of investment managers. Page 39.

EXECUTIVE

16. **Policy.**
 - a. Posting of amendments to the Communicators Council bylaws to section 2.18 of the Policy and Procedures Manual. Page 41.
 - b. Approval of proposed policy designed to enhance Enrollment Report Responses and Unitized Data System Capacity. Page 47.
17. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 53.
18. **Executive Session.** Page 57.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.

Return to open 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 59.
 - (2) Program Suspension. Approval of institutional requests. Page 83.
 - b. Reconciliation. Approval of institutional requests for program reconciliation. Page 85.
 - c. Cooperative Agreements. Approval of institutional requests. Page 87.
 - d. Academic Plans. Approval of academic plans submitted by institutions. Page 89. (Supplement)
 - e. Degree Completion Plans. Approval of degree completion plans submitted by institutions. Page 95. (Supplement)
 - f. GEAR UP. Ratification of a Letter of Agreement between ACT Inc. and Oklahoma GEAR UP to provide ACT tests to students in twenty-four GEAR UP partnership schools. Page 103.
 - g. Agency Operations. Ratification of purchases over \$25,000. Page 105.
 - h. Non-Academic Degrees.
 - (1) Ratification of a request from Western Oklahoma State University to award a posthumous degree. Page 107.
 - (2) Ratification of honorary degree from Oklahoma State University. Page 109.
 - (3) Ratification of honorary degrees from University of Oklahoma. Page 115.
20. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. (Supplement) Page 121.
 - b. Reports.
 - (1) 2013-2014 Educational Planning and Assessment System Annual Report. Page 123.
 - (2) Academic Policy Exceptions Quarterly Report. Page 127.
 - (3) 2012-2013 Annual Student Developmental Education Report. Page 129.
 - (4) Current Income and Expenditure Report, FY2013. Page 137.
 - (5) High School Indicators Report: Headcount, Semester Hours, and GPA. Page 145.
 - (6) Spring 2014 Preliminary Enrollment Report. Page 147

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 Thursday, May 29, 2014 at 10:30 a.m. and Friday, May 30, 2014 at 9 a.m. in Oklahoma City.
23. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #7:

Chancellor Hans Brisch Scholarship Program Awards.

SUBJECT: FY 2014-15 Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2014-15 academic year and ratify payment of the scholarship award.

BACKGROUND:

The Chancellor's Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate \$200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Glen D. Johnson continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 51 nominees for the FY 2014-15 award and identified the top 3 candidates. It is recommended that the State Regents approve the FY 2014-15 Chancellor's Scholars recipients as follows:

Lindsay Danielle Beck – Stroud High School
Erika Vinson – Warner High School
Dillon Scott Cochran – Tushka High School

Supplement

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #8-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Science in Architecture in Architecture.

RECOMMENDATION:

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

- **Master of Science in Architecture in Architecture.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2017; and
Graduates: a minimum of 4 students in 2017-2018.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) Academic Plan lists the following institutional priorities and new funding initiatives:

- Continue aggressive recruitment of large freshmen classes and improve the processing of graduate student applications for admission.
- Continue improving the undergraduate retention and graduate rates by 1) utilizing the holistic admissions to be able to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from such aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during the summer session. Additionally, we will work to get undergraduate students actively working towards a timely and, therefore, more efficient timeline for their degree completion.
- Continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be fully enrolled and by adding sections as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors.

APRA Implementation

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

priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

83	Degree and/or certificate programs deleted
70	Degree and/or certificate programs added

Program Review

OU offers 262 degree and/or certificate programs as follows:

10	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
112	Baccalaureate Degrees
86	Master’s Degrees
54	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

OU’s faculty developed the proposal, which was reviewed and approved by institutional officials. OU’s governing board approved delivery of the Master of Science in Architecture in Architecture at the December 5, 2013 meeting. OU requests authorization to offer this degree as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Master of Science in Architecture in Architecture

Program purpose. The proposed degree will replace the Architecture (Via PreArch 1 Year) option previously available under the Master of Architecture in Architecture (012) program. The option was approved for deletion at the May 18, 2013 State Regents’ meeting. The specialty areas within the proposed program will train professionals to bridge the gap between current research and professional practice and thus fulfill employer and market demands for designers skilled in specialized areas.

Program rationale and background. OU is the only institution in Oklahoma that offers graduate programs in Architecture. Due to changes at the National Architectural Accrediting Board, the use of the title Master in Architecture is to be reserved only for those programs fulfilling the educational requirements for architectural licensing. Therefore, the option previously offered under the Master of Architecture in Architecture (012) program had to be deleted in order to maintain compliance with accreditation standards. However, students from a range of backgrounds, including design, the sciences, social sciences, and humanities have interest in graduate level architecture programs. The proposed

program will provide students with a set of core courses in architecture, while also allowing them to customize their electives to gain the knowledge and skills they need to succeed in their professions.

Employment opportunities. With the increasingly cross-disciplinary nature of the architecture profession and the need to incorporate additional areas of inquiry, there is also an increase in demand for specialty areas of research, as well as qualified faculty to teach these specialty areas. The proposed program is designed to serve those individuals who have a bachelor’s degree and professional licensure in architecture but are interested in pursuing research rather than practice and eventually pursuing a career in academia. The proposed program will serve as a pipeline to OU’s Doctor of Philosophy in Planning, Design and Construction (396) and will train these professionals to be able to bridge the gap between current research and professional practice and fulfilling employer and market demands for designers skilled in the areas of specialization addressed in the curriculum.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2017
Minimum Graduates from the program	4	2017-2018

Duplication and impact on existing programs. There are no Master of Science in Architecture in Architecture programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 11, 2013. None of the State System institutions notified State Regents’ staff of a protest to the proposed degree program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	18
Guided Electives	12
Total	30

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

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

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

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

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$37,654	\$37,654	\$37,654	\$37,654	\$37,654
Narrative/Explanation: Eight faculty teach in the current Master of Architecture in Architecture (012) program. The amounts above represent 5 percent of their cumulative salaries that will be budgeted to support the new program.					
Student Tuition	\$9,321	\$37,384	\$46,605	\$55,926	\$55,926
Narrative/Explanation: OU anticipates students completing 18 credit hours per year. The figures above assume 50 percent resident and 50 percent non-resident student enrollment.					
TOTAL	\$46,975	\$74,938	\$84,259	\$93,580	\$93,580

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Narrative/Explanation: The Graduate Liaison received a \$3,600 stipend to administer 3 graduate programs. The amounts above reflect 1/3 of the stipend that will support the proposed program.					
Faculty	\$31,120	\$31,120	\$31,120	\$31,120	\$31,120
Narrative/Explanation: Eight faculty are expected to teach in the proposed program. The amounts above reflect 5 percent of their cumulative salaries.					
Graduate Assistants	\$5,084	\$5,084	\$5,084	\$5,084	\$5,084
Narrative/Explanation: The amounts above reflect expenses for a 9-month .25 FTE Graduate Assistant.					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$250	\$250	\$250	\$250	\$250
Narrative/Explanation: Funds will be used for printing marketing materials.					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$37,654	\$37,654	\$37,654	\$37,654	\$37,654

ATTACHMENT A

**UNIVERSITY OF OKLAHOMA
MASTER OF SCIENCE IN ARCHITECTURE IN ARCHITECTURE**

Degree Requirements	Credit Hours
Core Courses	18
ARCH 5980 Research for Master's Thesis	9
ARCH 5960 Directed Readings with Thesis Advisor	3
ARCH 5543 Research and Critical Writing	3
RCPL 5113 Research Methods	4
Guided Electives	12
The remaining courses will be selected by the student under the guidance of the graduate liaison. Areas of concentration will be coordinated with the Architecture program in the following research areas:	
<ul style="list-style-type: none">• Architectural History, Theory, and Criticism• Creating and Making• Design Representation and Modeling• Middle Eastern Architecture and Culture• Social Equity and Design• Sustainable Design and Building Technologies• Real Estate and Urbanism	
Total	30

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #8-b:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of requests to offer the Master of Arts in Liberal Studies and the Bachelor of Arts in Global Art and Visual Culture.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's requests to offer the Master of Arts in Liberal Studies and the Bachelor of Arts in Global and Visual Culture with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Liberal Studies.** Continuation beyond Fall 2019 will depend upon:
 - Majors enrolled: a minimum of 35 students in Fall 2018; and
 - Graduates: a minimum of 12 students in 2018-2019.

- **Bachelor of Arts in Global and Visual Culture.** Continuation beyond Fall 2019 will depend upon:
 - Majors enrolled: a minimum of 40 students in Fall 2018; and
 - Graduates: a minimum of 12 students in 2018-2019.

BACKGROUND:

Academic Plan

The University of Central Oklahoma (UCO)'s Academic Plan lists the following institutional priorities:

- New academic programs:
 - Bachelor of Arts in Strategic Communications
 - Bachelor of Arts in Human Communications
 - Bachelor of Arts in Photographic Arts
 - Master of Science in Applied Math & Computer Science
- Current academic programs seeking approval for 100% online:
 - Bachelor of Science in General Studies (105)
- UCO Faculty salaries
- UCO Staff salaries
- Additional full-time faculty
- Increase adjunct compensation
- Increase tuition waiver funds
- Increase operating budgets

- Additional E&G Staff
- Increase teaching assistants
- Additional faculty development funds
- New staff development funds
- Additional office space for full-time and part-time
- Additional e-resources
- Funds to establish the Design Thinking Lab
- Funds to support the Multicultural Education Institute
- Funds to support specialized accreditation mandated curriculum changes in Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- Funds to establish the Center for Leadership and Business Research (CLBR) Fellows program
- Visiting international faculty program

APRA Implementation

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

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

60	Degrees and/or certificate programs deleted
27	Degrees and/or certificate programs added

Program Review

UCO offers 101 degree and/or certificate programs as follows:

1	Certificate
0	Associate of Arts or Sciences Degrees
3	Associate of Applied Science Degrees
63	Baccalaureate Degrees
34	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with UCO’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

UCO’s faculty developed the proposals, which were reviewed and approved by institutional officials. UCO’s governing board approved delivery of the Master of Arts in Liberal Studies and the Bachelor of Arts in Global Art and Visual Culture at the January 10, 2014 meeting. UCO requests authorization to offer these degrees as outlined below.

POLICY ISSUES:

This action is consistent with the State Regents’ Academic Program Approval policy.

ANALYSIS:

Master of Arts in Liberal Studies

Program purpose. The purpose of the proposed program is to provide a curriculum that will teach students critical and analytical thinking skills to be productive and flexible in the work environment.

Program rationale and background. Because Master of Arts in Liberal Studies programs typically do not require specialized undergraduate training to enter, they provide access to graduate level studies to a broad spectrum of students with bachelor’s degrees in various disciplines. UCO’s Department of Humanities and Philosophy Alumni and Community Advisory Board has strongly endorsed a Master of Arts in Liberal Studies at UCO. Members of the board believe there is a large population of students interested in such a program, both for continuing education and professional development.

Employment opportunities. UCO anticipates that students interested in the proposed program are either traditional students who have to goal of continuing on to a doctoral degree and seeking a career in academia, or individuals already employed in a wide array of fields, including businesses, non-profit organizations, state and local government, and private agencies, who seek career advancement. According to data from the Oklahoma Employment Security Commission, careers in post-secondary education in the history, philosophy, and religion disciplines are expected to increase 11 to 18 percent through 2020. Since some students will pursue the proposed program for career advancement, employment growth is difficult to determine. However, according to payscale.com, individuals possessing a Master of Liberal Studies degree can expect to earn an annual salary of \$40,000 to \$73,000 depending on the career field. UCO is confident the proposed degree will fit the needs of prospective students in their service area and graduates will find employment or be able to advance in their chosen careers.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	35	Fall 2018
Minimum Graduates from the program	12	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following program:

Institution	Existing Program
University of Oklahoma	Master of Arts in Liberal Studies (232)

A system wide letter of intent was communicated by email on October 2, 2013. None of the State System institutions notified the State Regents’ office of a protest to the proposed program. Due to the anticipated workforce shortages, increasing student demand, and difference in curriculum, approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate program will consist of 34 total credit hours as shown in the following table. Two new courses will be added (Attachment A).

Content Area	Credit Hours
Required Courses	13
Guided Electives	21
Total	34

Faculty and staff. Existing faculty will teach the proposed Master of Arts in Liberal Studies program.

Support services. The library, facilities and equipment are adequate to support the program.

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

Program resource requirements. Program resource requirements for the Master of Arts in Liberal Studies are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$24,000	\$24,000	\$30,000	\$30,000	\$30,000
Narrative/Explanation: The amounts above are based upon an increase in adjunct budget of \$24,000 per year for the first two years, followed by an increase to \$30,000 in years three through five.					
Student Tuition	\$11,738	\$35,215	\$58,692	\$70,430	\$82,145
Narrative/Explanation: The tuition numbers are calculated based on the resident tuition rate for 6 credit hours of graduate courses per semester. UCO anticipates enrolling 5, 15, 25, 30, and 35 students in years 1 through 5.					
TOTAL	\$35,738	\$59,215	\$88,692	\$100,430	\$112,145

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Narrative/Explanation: The amounts shown will be used to fund adjunct faculty to teach undergraduate courses so that existing faculty can teach in the proposed program.					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$2,000	\$2,000	\$2,000	\$2,000
Narrative/Explanation: The amounts shown will be used to enhance the library collection of resources.					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$6,000	\$6,000	\$6,000
Narrative/Explanation: The amount reflects the cost for 3 credit hours of course release per semester for the graduate director once enrollment reaches 20 students per year.					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$24,000	\$26,000	\$32,000	\$32,000	\$32,000

Bachelor of Arts in Global Arts and Visual Culture

Program purpose. The purpose of the proposed program is to provide students with cultural and global competence in the art of diverse societies throughout the world. Graduates will gain professional and academic skills, including advanced research and writing, problem-solving, the ability to critically examine visual and written evidence, and the ability to compare and contrast data.

Program rationale and background. The proposed program currently is offered as an Art History option within the Bachelor of Fine Arts in Art (003). By transforming the option into a stand-alone program students will become more competitive for graduate schools and the job market since both increasingly require global art, historical, and cultural competence. Additionally, UCO's Department of Art is seeking accreditation from the National Association of Schools of Art and Design and the proposed program addresses the comments provided by the review team following their 2012 site visit.

Employment opportunities. The skills students will acquire through the proposed program are foundational for graduate students, as well as for various professionals in fields such as: museum curators, gallery managers, auction house managers, tourism, and historical site managers. According to Oklahoma Employment Security Commission data, careers as archivists, museum technicians/conservators, and curators are expected to increase 10 to 21 percent through 2020. Similarly, careers as archivists, curators, and museum workers nationwide are expected to increase 11 to 17 percent through 2022. UCO is confident that graduates of this program will be successful in obtaining employment or pursuing graduate level education.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	40	Fall 2018
Minimum Graduates from the program	12	2018-2019

Duplication and impact on existing programs. The proposed program will replace the Art History option available through the Bachelor of Fine Arts in Art (003) program currently offered at UCO. Although there are no Bachelor of Arts in Global and Visual Culture programs; the proposed program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Arts in Art History in Art History (267)
Oklahoma State University	Bachelor of Arts in Art (024) with an option in Art History

A system wide letter of intent was communicated by email on October 2, 2013. None of the State System institutions notified the State Regents’ office of a protest to the proposed program. Due to anticipated workforce demand and specific focus of the curriculum, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours as shown in the following table. Seven new courses will be added (Attachment B).

Content Area	Credit Hours
General Education	42-44
Program Core	24
Guided Electives	33
Liberal Arts Courses	18
General Electives	5-7
Total	124

Faculty and staff. Existing faculty will teach the proposed Bachelor of Arts in Global Art and Visual Culture.

Support services. The library, facilities and equipment are adequate to support the program.

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

Program resource requirements. Program resource requirements for the Bachelor of Arts in Global Art and Visual Culture are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$9,759	\$19,518	\$29,277	\$39,036	\$48,795
Narrative/Explanation: Currently, \$48,795 is allocated to fund the Art History option available under the Bachelor of Fine Arts in Art (003). A percentage of the funds will be reallocated each year as students graduate from the existing option and new students enroll in the proposed program. UCO anticipates the full amount of funds allocated for the current option will be transferred by year five.					
Student Tuition	\$28,272	\$39,146	\$54,369	\$65,243	\$86,990
Narrative/Explanation: The tuition numbers are calculated based on the resident tuition rate for 12 credit hours of courses specific to the proposed program per academic year. UCO anticipates enrolling 13, 18, 25, 30, and 40 students in years 1 through 5.					
TOTAL	\$38,031	\$58,664	\$83,646	\$104,279	\$135,785

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$1,005	\$2,010	\$3,016	\$4,021	\$5,026
Narrative/Explanation: The amounts shown are a percentage of the current annual salary for the Administrative Assistant II (\$27,685) and the Studio Technician (\$17,550) in the Department of Art to support 9 full-time faculty. Of the 9 faculty, 1 is designated to the proposed program. Therefore, the above amounts are 1/9 of the salary to support the faculty member of the proposed program.					
Faculty	\$8,997	\$17,995	\$26,992	\$35,989	\$44,986
Narrative/Explanation: One full-time faculty member is designated for the proposed program.					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$200	\$300	\$350	\$400	\$450
Narrative/Explanation: The amounts shown will be used to enhance the library collection of resources.					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,202	\$20,305	\$30,358	\$40,410	\$53,462

Attachments

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF ARTS IN LIBERAL STUDIES**

Degree Requirements		Credit Hours
Core Courses		13
HUM 5113	Ancient Traditions	3
HUM 5133	Medieval Traditions	3
*HUM 5203	Early Modern Traditions	3
HUM 5213	Modern and Contemporary Traditions	3
*HUM 5521	Liberal Studies Methodology	1
Elective Courses		21
Students may select from the following courses. All students must select either a Thesis or Comprehensive Examination option. Up to 6 credit hours taken in other UCO programs may be used with approval of graduate advisor.		
HUM 4103/5103	Pagan Europe	3
HUM 4113/5113	World Religions	3
HUM 4133/5223	Women, Witches, and Religion	3
HUM 4303/5303	National Cinemas	3
HUM 4223/5223	Jerusalem: One City/Three Religions	3
HUM 5083	Advanced Film Criticism	3
HUM 5153	Enlightenment Traditions	3
PHIL 5163	Philosophy of Science	3
PHIL 5183	Philosophical Issues in Social Science	3
PHIL 5323	Philosophy of Religion	3
PHIL 5343	Philosophy of Morality	3
PHIL 5363	Philosophy of History	3
HUM 5990	Thesis	1-6
Total		34

*Asterisks denote new courses

ATTACHMENT B

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF ARTS IN GLOBAL ARTS AND VISUAL CULTURE**

Degree Requirements		Credit Hours
General Education		42-44
Specific courses needed to fulfill General Education requirements can be found in the UCO catalog		
	Written and Oral Communication	9
	Quantitative Reasoning/Scientific Method	10-11
	Critical Inquiry and Aesthetic Analysis	6
	American Historical and Political Analysis	6
	Cultural and Language Analysis	3-4
	Social and Behavioral Analysis	3
	Life Skills	5
Required Core Courses		24
ART 1153	Global Art and Visual Culture I	3
ART 2403	Global Art and Visual Culture II	3
ART 3513	Contemporary Art and Visual Culture	3
ART 1023	Beginning Drawing	3
ART 1063	2-D Fundamentals	3
ART 1073	3-D Fundamentals	3
ART 1083	Color	3
ART 4383	Theory and Methods in Art History	3
Global Art and Visual Culture Courses		33
Select 33 credit hours from the following		
*ART 3543	Art of the Americas	3
ART 3053	Native American Art	3
ART 3733	History of American Studio Craft	3
*ART 3563	European Art	3
*ART 3553	Art of Asia	3
*ART 3573	Islamic Art and Architecture	3
*ART 3533	Architecture and Urban Space	3
ART 4333	Mesoamerican Art	3
ART 4223	West African Art	3

ART 4233	Central African Art	3
ART 4363	Art by Women	3
*ART 4143	History of Museum Practices	3
ART 4343	Multicultural Art	3
*ART 4013	Global Approach to Socialist Art and Architecture	3
Liberal Art Courses		18
Students must complete 6 credit hours of Foreign Language associated with the art historical area of study		6
Select 12 credit hours from the following		
HIST 4153	History of Latin America	3
HIST 4743	Modern China and Japan	3
PHIL 3143	Philosophy of Religion	3
PHIL 3163	Contemporary Philosophy	3
ENG 3193 or ENG 3213	World Literature I World Literature II	3
SOC 2413	Cultural Anthropology	3
General Electives		5-7
Students must complete 5-7 credit hours of electives to meet the minimum 124 credit hours. The following are not required but recommended.		
ART 4910	Seminar in Art	1-3
ART 4950	Internship in Art	1-8
ART 4970	Study Tour in Art (up to 6 hours)	1-8
Any 3000/4000 level Art History course		
Total		53

*Asterisks denote new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #9:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

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

- Master of Science in Control Systems Engineering (413)

Cameron University (CU) requests authorization to delete the program listed below:

- Bachelor of Science in Physical Education (378)

Oklahoma City Community College (OCCC) requests authorization to delete the programs listed below:

- Associate in Arts in Leisure Service Management (163)
- Certificate in International Business (156)

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Review policy.

ANALYSIS:

OSU requests authorization to delete the Master of Science in Control Systems Engineering (413). This program was approved at the March 12, 1999 State Regents' meeting. Reasons for requesting the deletion include:

- This program was suspended in 2007 and OSU reports that funds are no longer available to support the program.
- There are no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.

CU requests authorization to delete the Bachelor of Science in Physical Education (378). This program was approved at the April 26, 2007 State Regents' meeting. Reasons for requesting the deletion include:

- CU reports the program is unable to meet the productivity criterion for graduates to obtain final approval and that resources would be better spent supporting and growing other programs.
- There are currently 43 students enrolled with an expected graduation date of Spring 2017.
- Five courses will be deleted.
- Funds will be reallocated to support the Bachelor of Science in Sport/Fitness Management (370) program.

OCCC requests authorization to delete the Associate in Arts in Leisure Service Management (163). This program was approved at the September 9, 2010 State Regents' meeting. Reasons for requesting the deletion include:

- OCCC reports the program is unable to meet the enrollment and graduate criteria as required by policy.
- There are currently 11 students enrolled with an expected graduation date of Spring 2015.
- No courses will be deleted until all students enrolled have graduated or changed programs.
- No funds are available for reallocation as they are used to support other programs within the department.

OCCC requests authorization to delete the Certificate in International Business (156). This program was approved at the June 25, 2009 State Regents' meeting. Reasons for requesting the deletion include:

- OCCC reports the program has low enrollment and lack of student interest.
- There are currently four students enrolled with an expected graduation date of Spring 2016.
- No courses will be deleted as they will be used as electives within other programs.
- No funds are available for reallocation as they are used to support other programs within the department.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 April 24, 2014

AGENDA ITEM #10:

Policy.

SUBJECT: Tulsa Community College EXCElerate Concurrent Enrollment Pilot Project.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College’s request to continue the EXCElerate pilot project, for a period of two years to conclude Spring 2016, under the same conditions and exceptions, as described below.

BACKGROUND:

In September 2010, Tulsa Community College (TCC) received approval for exceptions to sections of Oklahoma State Regents for Higher Educations’ (OSRHE) policy to implement the EXCElerate Concurrent Enrollment Pilot Project between TCC and nine high schools in the Tulsa Public School (TPS) system and Union High School (UHS) to increase accessibility to higher education for all students including concurrent and dual enrollment programs. The initial pilot project dates extended from Fall 2010 to Spring 2012. However, TCC received two one semester extensions due to implementing the pilot project Spring 2011 and to accommodate and mitigate the stranding of students midway through the academic year. A final report on the pilot project was received in January 2014 and data has been analyzed to determine the impact and effectiveness of the pilot project. The University of Oklahoma Department of Educational Leadership and Policy Studies assisted with identifying the research components regarding data needs, collection, and analysis.

The policy exceptions approved at the September 2010 State Regents’ meeting are detailed below.

State Regents’ Policy	Approved Policy Exception
Concurrent enrollment admission requirements: <ul style="list-style-type: none"> • Juniors – 21 ACT (composite) or GPA of 3.5 and subject score of 19; • Seniors – 19 ACT (composite) or GPA of 3.0 and subject score of 19. 	<ul style="list-style-type: none"> • Juniors – 19 (composite) ACT or GPA of 2.5 and subject score of 19; • Seniors – 19 ACT (composite) or 2.5 and subject score of 19. Rationale: Align with current TCC admission standards.
Admission: Sophomores are not allowed to enroll in concurrent enrollment.	Allow high school sophomores with a 15 PLAN score or equivalent EXPLORE score to enroll in TCC’s Strategies for Academic Success as a prerequisite for concurrent enrollment in their junior and senior years. The course will be taught by a TCC faculty member on the high school campus.

	<p>Rationale: The course will prepare students for concurrent enrollment by teaching strategies for college success.</p>
<p>Workload: A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours.</p>	<p>Allow a combined college workload of 19 hours excluding – extracurricular elective courses.</p> <p>Rationale: Too restrictive. Students can incorporate extracurricular elective courses (e.g., yearbook, band, chorus, and athletics) and still be successful.</p>
<p>GPA requirement: High school students may continue concurrent enrollment in subsequent semesters if they achieve a college cumulative GPA of 2.0 or above on a 4.0 scale.</p>	<p>Allow students who receive a cumulative GPA below 2.0 to be placed on academic probation for one semester. Students must achieve a semester GPA of at least 2.0 to remain in concurrent enrollment.</p> <p>Rationale: TCC will provide on-site academic support for the students in the pilot. This exception will allow students the opportunity to continue enrollment and improve their performance in the same way regular students are supported.</p>
<p>Faculty: To ensure the students achieve college credit through a collegiate experience, high school students must be taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course.</p>	<p>Allow high school teachers who meet TCC faculty qualifications to teach concurrent enrollment courses. For review and selection, high school faculty members will be required to present undergraduate and graduate transcripts along with an updated résumé.</p>
<p>Assessment/remediation: Concurrently admitted high school students are not allowed to enroll in any remedial/developmental courses offered by colleges or universities which are designed to remove high school curricular or basic academic skills deficiencies.</p>	<p>Allow concurrently admitted students to enroll in remedial/developmental courses offered by TCC.</p> <p>Rationale: TCC will provide remedial courses on the high school campus in collaboration with high school faculty to ensure course content will prepare students for college level work.</p> <p>Note: It is understood that high school students enrolling in remedial/developmental courses are not eligible for a tuition waiver and will be responsible for tuition and fees.</p>

On April 9, 2012, TCC received an additional policy exception, which was a non-substantive change and is within the context of the pilot project and of the policy exceptions outlined above. This additional policy exception allows a minimum ACT PLAN score of 19 [equivalent to an ACT composite score range of 19-23] for juniors and seniors. It is important to note these juniors and seniors must have taken the ACT PLAN during their sophomore year to qualify for this exception. The final report on the pilot project is outlined below.

POLICY ISSUES:

The exceptions apply to sections of the following policies: 3.9 Institutional Admission and Retention policy, 3.9.6.I. Special Admissions – Concurrent Enrollment, 3.19 Assessment, and 3.20 Remediation. Specifically, the exceptions involve:

- Admission of concurrent enrollment students;
- Credit hour workload;
- Concurrent enrollment grade-point average;
- Faculty qualifications;
- Admission requirements;
- Assessment; and
- Remediation.

ANALYSIS:

Analysis of the EXCELerate pilot project data show a total of 1,118 juniors and seniors enrolled in TCC classes at either UHS or one of the nine high schools in the TPS system during Spring 2011-2013. The table below summarizes the percentage of students that received exceptions to concurrent enrollment admissions criteria.

Semester	Percentage of Students Enrolled Through Expanded Admission Criteria
Spring 2011	5.3
Fall 2011	2.5
Spring 2012	1.3
Fall 2012	15.4*
Spring 2013	27.0*

* The percentage increase is largely due to the increase in juniors enrolling in 2012-2013, which were more likely than seniors to not meet the standard admissions criteria.

For comparison purposes, students who took TCC courses at either UHS or one of the nine high schools in the TPS system are defined as the EXCELerate group. The data suggest that EXCELerate students have lower high school GPAs and composite ACT scores than the students in the other groups whose scores qualified them to take TCC courses without the EXCELerate policy exceptions.

Success is defined as (1) persistence to the subsequent semester in TCC courses, (2) the number of high school seniors in Spring semesters who matriculate to TCC in the subsequent Fall semester, (3) course retention (defined as earning a grade other than “W” or “AW”), and (4) the number of grades with a “C” or better in TCC courses. When compared to the non-EXCELerate group, concurrent students taking classes at TCC campuses had significantly higher rates of course retention and grades of “C” or better than those in the EXCELerate group. The success rates of both groups were higher than the overall rates of all TCC students (71.1% of Spring 2013 grades in all TCC courses were a “C” or better), which suggests a high level of success for concurrent students both at their respective high schools and on TCC’s campuses. Data also show higher rates of spring-to-fall persistence and seniors who matriculate to TCC for students in the EXCELerate cohort compared to non-EXCELerate and concurrent enrollment students attending a TCC campus. Although the sample size for EXCELerate group is small, these data suggest that students enrolling in TCC courses through the EXCELerate pilot project are particularly likely to take TCC courses in the following semester.

These data also suggest that the unique structure of the EXCELerate pilot project is effective in increasing access to higher education. The EXCELerate group contained significantly more Black or African American (8.9% vs. 1.5%) and Hispanic (8.8% vs. 2.8%) students as well as juniors (23.8% vs. 13.3%).

Continuation of the pilot will provide the opportunity for students to benefit from EXCELerate while the Council on Instruction studies the findings and recommendations of policy changes. During this extension, TCC will continue to conduct an evaluation of the project's effectiveness, addressing any challenges and limitations.

It is recommended that the State Regents approve TCC's request to continue the EXCELerate pilot project, for a period of two years to conclude Spring 2016, under the same conditions and exceptions, as described above. A report will be submitted by TCC, in a prescribed format, following the conclusion of the Spring 2016 semester with additional data and analysis to determine the extent to which TCC is meeting the goals and objectives of its pilot.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #11:

2014 Newman Civic Fellows.

SUBJECT: Recognition of the 2014 Newman Civic Fellows.

RECOMMENDATION:

It is recommended that the State Regents recognize the 2014 Newman Civic Fellows for their achievements.

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 35 state Campus Compact offices that provide services to nearly 1,200 colleges and universities committed to helping students develop the 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.

Oklahoma Campus Compact (OkCC) was founded in 2000. 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, and eight private/independent institutions are members.

The Newman Civic Fellows program was established by National Campus Compact in honor of Campus Compact co-founder Frank Newman, a man who dedicated his life to creating opportunities for student civic learning and engagement. It is designed to recognize inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Fifteen students from Oklahoma are a part of the 197 students from 36 states who comprise the 2014 Newman Civic Fellows. These students were nominated as the best-of-the-best, students who represent the next generation of public problem solvers and civic leaders. They serve as national examples of the role that higher education can—and does play in building a better world.

The Newman Civic Fellows program is supported by the KPMG Foundation. Campus Compact, the Oklahoma State Regents for Higher Education and OkCC are pleased with the quality of our Newman Civic Fellows' work at their institutions and for their communities, and commend them with resolutions. Through service-learning courses and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2014 Oklahoma Newman Civic Fellows are listed below:

- Ms. Alfa Abame, Southwestern Oklahoma State University
- Ms. Stephanie Anderson, Connors State College
- Mr. Cedric Bond, Oklahoma City University
- Ms. Shannon Fish, Northern Oklahoma College
- Ms. Corrynn Franklin, East Central University
- Ms. Robin Goodiron, Rose State College
- Ms. Shelly Joiner, Eastern Oklahoma State College
- Ms. Rashida Jones-Frazier, Oklahoma State University-Oklahoma City
- Ms. Lucy MaHaffey, University of Oklahoma
- Mr. Cody McPherson, Oklahoma State University Institute of Technology
- Mr. Charles McQuigg, Northeastern Oklahoma A&M College
- Ms. Faith Mincher, Southwestern Christian University
- Ms. Kylie Pethoud, Northwestern Oklahoma State University
- Ms. Elizabeth Rodriguez, University of Central Oklahoma
- Ms. Taylor Scalf, Southeastern Oklahoma State University

Added to this annual recognition is a monetary scholarship for Oklahoma Newman Civic Fellows as funds are available. For 2014, Oklahoma Campus Compact will award a scholarship of \$500.00 to each Newman Civic Fellow.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #12:

E&G Budget.

SUBJECT: Approval of allocation of state appropriations to Quartz Mountain Arts & Conference Center of one-time supplemental funds for FY2014.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation not to exceed \$250,000 to Quartz Mountain Arts & Conference Center of one-time supplemental funds for FY2014

BACKGROUND:

The Quartz Mountain Resort and Conference Center at Lone Wolf, OK opened to the public on March 20, 2001, and nine months later, effective January 1, 2002, the Lodge, Park and Golf Course were transferred from the Department of Tourism to the Oklahoma State System of Higher Education.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

Because the Center is heavily dependent upon tourism for income and because the of the extreme drought conditions Western Oklahoma has endured the current lake level is at all-time low, resulting in declines in visitors that ultimately directly impact the Center's operating fund. Management has taken drastic measures to re-organize and cut expenses to offset the declines in revenue, however they find themselves in a situation that without additional supplemental appropriations could result in a financial position that auditors have warned the Center as potential violation of State rules.

This one-time supplemental appropriation will allow the Center to maintain staffing levels through the summer months in hopes that revenue will improve and to allow for sufficient staffing and services for the Arts Institute held in June. The allocation will be distributed as required by cash-flow demands and requested prior to June 30, 2014. The supplemental allocation shall not exceed \$250,000.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #13-a:

Master Lease Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2014A Equipment Master Lease Series. The total projects from two institutions totaling \$2,500,000.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

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

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

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

The first equipment submission for 2014 includes two system institutions with an estimated total of \$2,500,000 in equipment purchases. The following table summarizes this series of project totals by institution.

Institution	Total Amount to be Financed in This Issue
Oklahoma Panhandle State University	\$2,000,000
University of Central Oklahoma	500,000
Total for this issue	\$2,500,000

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2014**

										Name of Institution: University of Central Oklahoma	
Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks	
1	120-0032	Wartland Stadium Scoreboard Daktronics Model: DVX-1100-15HD-896x896 and associated equipment	\$500,000	5	Jun-14	10		No	Kevin Freeman (405) 974-2448	Total project is approx. \$1.2M. Athletics will fund remainder of approx. \$700,000.	
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
Total (Subtotal if multiple sheets)			\$500,000								

* If the requested capital lease term is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.
Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2014**

										Name of Institution: Oklahoma Panhandle State University	
Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks	
1	2014A	2002 OPSU Bond - Energy Management Contract	\$2,000,000	10.00	May-14	15	refunding	no	Larry Peters (580-349-1584)	Refunding	
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
Total (Subtotal if multiple sheets)			\$2,000,000								

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.
Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #13-b:

Master Lease Program.

SUBJECT: Approval of projects to the Council of Bond Oversight for the 2014 Real Property Master Lease Series.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2014 Real Property Master Lease Series. The total projects from six entities amount to approximately \$80.25 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 5, 2014.

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

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

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

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

Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2014 series for real property includes six system entities with an estimated total of approximately \$80.25 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no action taken. A legislative review hearing on the projects was conducted on February 19, 2014.

Institution	Total Amount to be Financed
Northern Oklahoma College	4,000,000
Oklahoma State University	62,000,000
Rogers State University	3,500,000
Tulsa Community College	2,250,000
University of Central Oklahoma	2,000,000
University of Southern Oklahoma (Ardmore)	6,500,000
Total	\$80,250,000

Northern Oklahoma College – Renovation of Resident Halls & Cafeteria – Tonkawa	\$2,000,000
Renovation of existing resident halls and cafeteria on the Tonkawa Campus. This project will be funded through housing fee revenue.	

Northern Oklahoma College – Renovation of Resident Halls & Cafeteria - Enid	\$2,000,000
Renovation of existing resident halls and cafeteria on the Tonkawa Campus. This project will be funded through housing fee revenue.	

Oklahoma State University – Spears School of Business Renovation/Construction	\$20,000,000
This project is an extensive renovation of the existing School of Business facilities along with new construction and equipping of the expansion of the Spears School of Business on the Stillwater campus. The project will be funded through an existing Academic Facility Fee.	

Oklahoma State University – University Dining Services Facility	\$12,000,000
This project is comprised of the renovation of existing facilities and construction of a new dining services facility, and equipping of the facilities to accommodate student dining needs in conjunction with the opening of new student housing facilities in the Fall 2015. The debt service will be funded through the Dining Hall revenue.	

Oklahoma State University – Student Union Renovation Phase II	\$12,500,000
This project encompasses renovation of a portion of the OSU Student Union which originally opened in 1950. The project will include construction, equipment and furnishings. The majority of the space to be renovated not only serves as a hotel of the OSU community, but also a teaching laboratory for students in the Hotel and Restaurant Administration Program. The funding for the project will be through Section 13 allocations.	

Oklahoma State University – Human Sciences Building Renovation/Construction	\$17,500,000
---	--------------

This project is a renovation of the existing Human Services facilities along with new construction and equipping of the expansion of the College of Human Sciences building. Funding of the project will be through an existing Academic Facility Fee.

Rogers State University – Communications Facility	\$3,500,000
The funding will be used to acquire, construct, renovate, remodel, expand and equip property student usage facilities and/or revenue producing facilities with a focus on providing for the expansion of the Department of Communications academic programs. The facility will also to house the radio and television studio laboratory. The debt service will be funded using an anticipated facility fee.	
Tulsa Community College – Southeast Campus Student Union/Bookstore Renovation	\$2,250,000
This project is the renovation of the Southeast Campus Student Union and Campus Bookstore Facilities. The funding for the debt service will be provided from Student Activity Fees and Student Center Fees.	
University of Central Oklahoma – Softball Field Improvements	\$2,000,000
The project includes an addition of perimeter fencing to enclose the facility, construction of facilities to house ticket operations, concessions, a small merchandise store, locker room, storage and coaches’ offices; and construction of a new press box, new scoreboard, new seating areas and restroom facilities. Funding for the debt service will be provided by an existing student activity fee.	
University Center of Southern Oklahoma – Health, Sciences and Math Center	\$6,500,000
The Health, Science & Math Center is a 49,000 square foot facility that will house the ECU Nursing Program, the MSC Science and Math Departments and the SOSU Business Program. The facilities will include four science laboratories, two nursing skills laboratories, multimedia and ITV classrooms, and faculty offices. The debt service will be funded through private donations.	

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #14:

Contracts and Purchases.

SUBJECT: Approval of FY-2014 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2014 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

Core

- 1) Ellucian Company LP in the amount of \$129,440.00. For maintenance to provide telephone support and upgrades to our Banner software. Banner is the agency's accounting and human resources system. (Funded from 210-Core).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #15:

Investments.

SUBJECT: Approval of investment manager.

RECOMMENDATION:

It is recommended that the State Regents approve a new investment manager and allocation of funds for the endowment trust fund.

BACKGROUND:

Mercer Hammond, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets.

POLICY ISSUES: This action is consistent with Regents' asset allocation policy.

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

Warburg Pincus Energy Fund - \$7 million. Warburg Pincus Energy, LP represents an opportunity to invest with a proven and stable manager with demonstrated sector expertise focused on a broad, global energy investment strategy. The firm's portfolio is relatively unconstrained by stage or geography with investments of 50-55% in the U.S., 15-20% in Canada and 20-30% across the rest of the globe. The emphasis is primarily upstream energy exploration and production as well as midstream energy, energy services, power, mining and other natural resources. The investment will be funded from cash on hand.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #16-a:

Policy.

SUBJECT: Communicators Council Bylaws.

RECOMMENDATION:

It is recommended that the State Regents post amendments to the Communicators Council bylaws to section 2.18 of the Policy and Procedures Manual.

BACKGROUND:

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education centers, serves as a key advisory council to the Chancellor, Regents staff and other state officials. Through the council, higher education public relations officers meet to discuss matters of common interest and collaborate to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The recent revisions mainly addressed changes to the council's committee structure and plan of work.

ANALYSIS:

The Communicators Council occasionally updates its bylaws to better reflect the current membership, the purpose of the council and the needs of its audiences. The council recently revamped its committee structure by disbanding the existing General Awareness, Economic Development, and Education and Career Awareness committees. These standing committees will be replaced with project-based committees that support elements of the council workplan. The council also established a standing Campus E-Clips Editorial Board and a Member Orientation/Mentoring Committee, which will explore the viability of developing onboarding and professional development programs for members.

Additional bylaws revisions reflect refined protocols for committee selection, committee chairmanship and execution of projects. The updated bylaws also include a change from an annual plan of work to an ongoing workplan that remains in place until all outlined goals have been achieved.

Attachment

COMMUNICATORS COUNCIL BYLAWS (last updated: March 2014)

Purpose

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and ~~higher education programs~~ university centers, serves as a key advisory council to the Chancellor, Oklahoma State Regents for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans; the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

Membership

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and ~~higher education programs~~ university centers in the state system of higher education and the State Regents Director of Communications.

Voting privileges and quorum

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Director of Communications may transfer his or her voting privileges to an assigned delegate should the Director be unable to attend.

The Director of Communications or the State Regents will serve as a voting member of the council.

Guests are welcome, but discussion of issues before the council will be limited to council members.

A quorum shall consist of the voting members present.

Meetings

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

Officers of the council

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agendas for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

Election of officers

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the research universities, regional universities and health sciences centers will be considered as the four-year tier, and the community colleges, technical branches and [higher education programs university centers](#) will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

Vacancies of offices

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant, the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

Executive Committee

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Director of Communications for the State Regents will serve as an ex-officio member (non-voting) of the Executive

Committee.
Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

Committees

The council may form or dissolve standing committees by a two-thirds vote of the members who are present. Ad-hoc committees may be formed by the chair of the council and must be approved by the full council. Committees shall announce a chair upon formation.

Council members ~~may will~~ volunteer for committees at any time by informing a committee chair. Members may serve on more than one committee, the June meeting or will be appointed to committees by the council chair. Executive Committee members may review and approve the committees.

~~Committees will announce a chair by the September meeting. Committees will present projects to the full council in September for inclusion in the council's annual plan of work for approval. Proposed projects must support focus area strategies outlined in the council workplan.~~

Standing committee responsibilities are as follows:

~~General Awareness Committee~~ Campus E-Clips Editorial Board

~~The General Awareness Committee~~ Campus E-Clips Editorial Board ~~develops strategies to convey the value, quality, efficiency, diversity and unity of the state system of higher education. Internal awareness strategies include projects such as the online newsletter, Campus E-Clips. The committee also recommends topics to the full council for statewide news releases that each campus can localize, produces and distributes an online newsletter that conveys the value and impact of higher education statewide to legislators, the media and various other audiences.~~

~~Economic Development~~ Member Orientation/Mentoring Committee

~~The Economic Development~~ Member Orientation/Mentoring ~~Committee identifies strategies to promote and to increase awareness of higher education's role in economic development, updates the Oklahoma higher education business services directory, conducts business development programs for institutional leadership and economic development staff, and supports the efforts of OSRHE's economic development staff. The committee's proposals are processed through the Economic Development Committee of the Council of Presidents~~ will consider the viability of and conceptualize a potential framework for a member orientation program and/or a peer mentoring program and will recommend a plan of action for council consideration.

~~Education and Career Awareness Committee~~

~~The Education and Career Awareness Committee recommends strategies to better inform Oklahoma students in grades 5-12, their parents and adult learners about education and career opportunities after high school.~~

Annual Workplan

The Communicators Council shall approve an annual plan of work, which shall remain active until outlined goals are achieved ~~submitted by the committees for the current fiscal year.~~

Parliamentary procedure

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of Roberts Rules of Order shall be the controlling guide in such practice.

Amendments

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

Last updated: February 2009

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #16-b:

Policy.

SUBJECT: Improvements in Enrollment Report Responses and Unitized Data System Capacity Policy.

RECOMMENDATION:

It is recommended that the State Regents approve a new policy to enhance Enrollment Report Responses and Unitized Data System Capacity.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma Higher Education (OSRHE) institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments.

OSRHE has adopted both the Complete College America Degree Initiative and the companion CCA Funding Formula that are highly dependent on accurate and timely data submissions from the state system institutions. Data elements include degrees and certificates conferred, CCA degree completion targets, graduation and retention rates, 24 hours 1st year non-remedial courses and other key data.

POLICY ISSUES:

The proposed policy establishes a process for submission and review of data to the Oklahoma State Regents for Higher Education.

ANALYSIS:

It is recommended that the State Regents approve the new policy and update existing OSRHE Recommended Practices on Data Reporting in section 2.12 Compliance Policy.

Fall and Spring Preliminary Enrollment Report

- All institutions shall submit an on-line preliminary fall and spring enrollment data to OSRHE SPA division no later than 2 weeks after the last day to add a class each semester;
- The President shall certify that the data submission is the most accurate (including estimates of partial semester and other non-traditional semester courses) available on that date;
- If OSRHE SPA does not receive the data submission with the President's certification by the due date of the submission then SPA staff shall use the prior year's actual enrollment in the enrollment report (such substitute data will be footnoted)
- Private institutions must comply with the same timeline and certification by the President's office.

- OTEG and other forms of OSRHE administered financial aid may be withheld from private institutions that do not comply with data submission timelines.

Final UDS Data Submission to OSRHE

- All institutions shall submit final, reportable UDS data by dates announced by the Student Performance Data staff of SPA;
- The President shall certify that the data submission is the most accurate available on that date;
- The window for submission of amended data will close for that semester until the next year unless a written exception is requested and approved by a vote of the State Regents;
- Any institution not submitting data on time or in a form meeting the requirements of the UDS or IPEDs systems will be excluded from participating in the Complete College America Performance Budget model by policy and may be excluded from initial system budget allocations by vote of the State Regents;
- Private institutions must comply with the same timeline and certification by the President's office.
- OTEG and other forms of OSRHE administered financial aid may be withheld from private institutions that do not comply with UDS data submission timelines.
- The OSRHE System Auditor shall review and provide comment on compliance with UDS instructions and the UDS codebook for each institution as part of institutional audits;

2.12 COMPLIANCE POLICY

2.12.1 Introduction

The Oklahoma State Regents for Higher Education have adopted State System policies and procedures regulating the following coordinating responsibilities: administration, academic affairs, educational outreach, fiscal affairs, planning and policy research, and student affairs. The authority for enacting, and insuring compliance with, these policies is derived from the Oklahoma Constitution, Article XIII-A, Section 2 and 70 O.S. §3206 (2001), especially subsection(o), which confers upon the State Regents all powers necessary or convenient to accomplish their constitutional purposes and objectives.

2.12.2 Compliance Review: Standards and Process

A. General Standards

Institutional reviews will be conducted in the most effective and efficient manner possible. Such reviews are intended to be positive and productive and will be conducted in that spirit. Additionally, compliance reviews are to be performed with due professional care in both the examination of the institutional records as well as in the preparation of the final report.

B. Review Process

Institutional policies and practices will be reviewed for compliance with State Regents' policies. Appropriate institutional publications will be used to ascertain institutional policy compliance. Institutional practices will be evaluated through discussions with institutional staff and examination of institutional records and data, including the data provided through the Unitized Data System (UDS).

C. Fall and Spring Preliminary Enrollment Report

- 1) All institutions shall submit an on-line preliminary fall and spring enrollment data to Oklahoma State Regents for Higher Education Strategic Planning and Analysis (OSRHE SPA) division no later than 2 weeks after the last day to add a class each semester;
- 2) The President shall certify that the data submission is the most accurate (including estimates of partial semester and other non-traditional semester courses) available on that date;
- 3) If OSRHE SPA does not receive the data submission with the President's certification by the due date of the submission then SPA staff shall use the prior year's actual enrollment in the enrollment report (such substitute data will be footnoted)
- 4) Private institutions must comply with the same timeline and certification by the President's office.
- 5) Oklahoma Tuition Equalization Grant (OTEG) and other forms of OSRHE administered financial aid may be withheld from private institutions that do not comply with data submission timelines.

D. Final UDS Data Submission for the Oklahoma State Regents for Higher Education

- 1) All institutions shall submit final, reportable UDS data by dates announced by the Student Performance Data staff of SPA;
- 2) The President shall certify that the data submission is the most accurate available on that date;
- 3) The window for submission of amended data will close for that semester until the next year unless a written exception is requested and approved by a vote of the State Regents;
- 4) Any institution not submitting data on time or in a form meeting the requirements of the UDS or Integrated Postsecondary Education Data System's (IPED's) will be excluded from participating in the Complete College America Performance Budget model by policy and may be excluded from initial system budget allocations by vote of the State Regents;
- 5) Private institutions must comply with the same timeline and certification by the President's office.
- 6) OTEG and other forms of OSRHE administered financial aid may be withheld from private institutions that do not comply with UDS data submission timelines.
- 7) The OSRHE System Auditor shall review and provide comment on compliance with UDS instructions and the UDS codebook for each institution as part of institutional audits;

To help ensure the accuracy of the final report, a summary of the preliminary findings will be provided to each institution for purposes of review and comment. For those findings of noncompliance, which may be included in the final report, the institution is expected to submit its plan for achieving full compliance with the relevant State Regents' policies.

E.E. Final Report

The final report will include a full disclosure of all findings as well as, if applicable, the institution's plan for achieving full compliance. The final report will be received by the State Regents at a regularly scheduled meeting. Following the State Regents' formal receipt of the final report, a copy will be provided to the institution.

2.12.3 Compliance Report Follow-up Procedure

State System's Auditor will monitor the respective institutional activities planned to bring the institution into full policy compliance. Should the institution continue practices which are in violation of policy, the Chancellor will notify the institutional president of those violations in writing, requiring a written statement from the institution asserting that it is in compliance or setting forth any unforeseen circumstances which have rendered full compliance impossible. Upon receipt of the institutional response, the Chancellor will provide a formal report and recommendations to the State Regents for obtaining full compliance.

2.12.4 Compliance Expectations

In general, it is expected that institutions will comply with State Regents' policy, and in particular that institutions will implement the compliance plans included

in the final compliance report received by the State Regents. Failure to implement the compliance plan fully and faithfully is regarded by the State Regents as unacceptable. Should such circumstances occur, the State Regents reserve the right, without further notice to the institution, to take whatever actions may be necessary, consistent with their constitutional and statutory authority, to bring about full institution compliance.

2.12.5 Compliance Enforcement

In determining the budget allocation to any institution for the forthcoming fiscal year, the State Regents will consider, as one element of the allocation decision, any advantage, financial or otherwise, inuring to the benefit or advantage of the institution which would not have occurred but for the institution's violation(s) of State Regents' Policies and Procedures, as noted in an audit report of the State System Auditor officially received by the State Regents. The State Regents further reserve the right to reduce the institution's final allocation for the forthcoming fiscal year in a manner proportionate to any financial or other advantage obtained by the institution.

Adopted April 19, 1991 and approved on April 24, 2014.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

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:

- **Scott DeBoard**, training specialist for the Oklahoma College Assistance Program earned his professional credential for Student Eligibility from the National Association of Student Financial Aid Administrators.
- **Chancellor Glen D. Johnson** met with Secretary of Tourism and Executive Director of the Oklahoma Tourism and Recreation Department Deby Snodgrass in Oklahoma City to discuss higher education issues; attended reception and dinner honoring former Governor Brad Henry in Oklahoma City; met with former Secretary of State Glenn Coffee in Oklahoma City to discuss higher education issues; participated in an interview with *The Oklahoman* reporter Kathryn McNutt; attend the Oklahoma Academy Legislators' Welcome Reception in Oklahoma City; participated in phone interview with *Education Week*; participated in conference call with the Association of Governing Boards to discuss higher education issues; attended University of Oklahoma (OU) President's Associates Dinner featuring CIA Director John Brennan in Norman; met with Senator Mike Schulz at the State Capitol in Oklahoma City to discuss higher education issues; met with Speaker Jeff Hickman and Representative Lisa Billy at the State Capitol in Oklahoma City to discuss higher education issues; met with Senate President Pro Tempore Brian Bingman and Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues; met with Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues; met with Secretary of Commerce Larry Parman in Oklahoma City to discuss higher education issues; attended John Oates master class performance at the ACM @ UCO in Oklahoma City; met with Oklahoma Municipal League Executive Director Carolyn Stager in Oklahoma City to discuss higher education issues; participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues; attended Workforce System Partners Meeting at the State Capitol in Oklahoma City; met with Southwest Christian University President Ed Huckeby, Hillsdale Free Will Baptist College President Tim Eaton, Oklahoma Baptist University President David Whitlock, and Southern Nazarene University President Loren Gresham in Oklahoma City to discuss higher education issues; provided remarks at Oklahoma Research Day at the University of Central Oklahoma (UCO) in Edmond; participated in phone call with Senator A.J. Griffin to discuss higher education issues; participated in tour of the University of Oklahoma (OU) Jeannine Rainbolt College of Education with Dean Greg Garn; served as guest lecturer to class of University of Oklahoma (OU) Higher Education Administration graduate students; met

with University of Oklahoma (OU) Vice President of Government Relations Danny Hilliard in Norman to discuss higher education issues; provided remarks and presented awards at the Regents Partnership Excellence Award Luncheon in Oklahoma City; met with Two-Year Council of Presidents at Oklahoma City Community College (OCCC) in Oklahoma City; participated in phone call with Secretary of Finance, Administration and Information Technology Preston Doerflinger to discuss higher education issues; provided remarks and hosted Senate Leadership Breakfast at Faculty House in Oklahoma City; met with Gary Bush in Oklahoma City to discuss higher education issues; met with Senator John Ford and Senator Jim Halligan in Oklahoma City to discuss higher education issues; provided remarks at University of Oklahoma (OU) Regent Bill Burgess's Senate confirmation hearing at the State Capitol in Oklahoma City; met with Gene Rainbolt in Oklahoma City to discuss higher education issues; met with Congressman Tom Cole in Oklahoma City to discuss higher education issues; met with Senator Mike Schulz at the State Capitol in Oklahoma City to discuss higher education issues; attended planning meeting in Oklahoma City for Governor Fallin's *America Works* Summit; participated in phone call with Secretary of Education and Workforce Development Robert Sommers to discuss higher education issues; met with University of Central Oklahoma (UCO) President Don Betz in Oklahoma City to discuss higher education issues; met with Secretary of State Chris Benge in Oklahoma City to discuss higher education issues; attended award ceremony for former Senator Denny Garrison at the State Capitol in Oklahoma City; participated in phone call with American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative (MLI) mentee Dr. Ajay Menon, Dean of the College of Business at Colorado State University; provided remarks to students in the Senate Page Program at the State Capitol in Oklahoma City; provided remarks at the dedication of the Governor Mary Fallin Room at the University of Central Oklahoma (UCO) in Edmond; attended the Northwest Oklahoma Alliance Annual Legislative Reception in Oklahoma City; participated in phone call with Secretary of Finance, Administration and Information Technology Preston Doerflinger to discuss higher education issues; provided remarks and served as a panelist for the Oklahoma-Only session of Governor Fallin's National Governors Association *America Works* Summit at the Devon Tower in Oklahoma City; attended reception and dinner honoring University of Oklahoma (OU) Regent Rick Dunning in Norman; attended Governor Fallin's *America Works* Summit at the Devon Tower in Oklahoma City; provided remarks and presented awards at Research Day at the Capitol in Oklahoma City; provided remarks and hosted House Leadership Dinner in Oklahoma City; attended and chaired Campus Safety and Security Task Force meeting in Oklahoma City; met with Bob Blackburn, Dan Hobbs, Don Davis and Earl Mitchell in Oklahoma City to discuss higher education issues; met with Secretary of Education and Workforce Development Robert Sommers in Oklahoma City to discuss higher education issues; met with *The Oklahoman* Editorial Board in Oklahoma City to discuss higher education issues; provided remarks at the Oklahoma Association of College and University Business Officers (OACUBO) in Oklahoma City; attended event featuring Bill Cosby at the Southwestern Oklahoma State University (SWOSU) Pioneer Cellular Event Center in Weatherford; participated in phone call with Northeastern State University (NSU) President Steve Turner to discuss higher education issues; met with Senate President Pro Tempore Brian Bingman and Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues; met with Education Commission of the States (ECS) State Policy Director Tonette Salazar in Oklahoma City to discuss higher education issues; provided remarks at the Council of Retired Presidents luncheon at Vast in Oklahoma City; met with Southern Regional Education Board (SREB) President Dave Spence in Oklahoma City to discuss higher education issues; Attended Oklahoma Heritage Association Board of Directors meeting; attended and chaired Oklahoma EPSCoR Advisory Committee meeting in Oklahoma City; met with Secretary of Science and Technology Steve McKeever in Oklahoma City to discuss higher education issues; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger to discuss higher education issues; met with Secretary of Education and Workforce

Development Robert Sommers, State Superintendent Janet Baressi, and Secretary of Commerce Larry Parman in Oklahoma City to discuss higher education, CareerTech, and common education issues; met with Speaker Jeff Hickman and Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues; provided remarks at the Council of Student Affairs (COSA) Leadership Academy in Oklahoma City; participated in interview taping for OETA's *Oklahoma Forum*; provided remarks at Governor's Cup Awards Dinner in Oklahoma City.

- **Dr. Kermit R. McMurry**, vice chancellor for Student Services was selected to serve as a peer reviewer for the U.S. Department of Education's 2014 College Assistance Migrant Programs (CAMP) grant competition.
- **Dr. Gayle Northrup**, director of Student Performance Data Projects, for a presentation on impact of concurrent enrollment on graduation rates to the P20 data coordination council.
- **Kylie Smith**, interim vice chancellor for Administration, received the George B. Williams Award for the outstanding graduate research paper, thesis, or dissertation titled "The Effects of Classification Status on Organizational Commitment in the Public Sector," at the University of Oklahoma.
- **Deena Thomas**, the Oklahoma Teacher Connection's outreach coordinator, served as the guest presenter at the 2014 Character Celebration Banquet for Muskogee Public Schools.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #18:

Executive Session.

SUBJECT: Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

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)

- 3 degree program requirement changes
- 1 degree program name change
- 1 degree option name change
- 5 degree program option additions
- 2 degree program option deletions

Oklahoma State University Center for Health Sciences (OSU-CHS)

- 1 degree program option addition

Cameron University (CU)

- 3 degree program requirement changes
- 1 degree program name change
- 1 degree program option addition

East Central University (ECU)

- 14 degree program requirement changes
- 1 degree program option name change

Northeastern Oklahoma State University (NSU)

- 5 degree program requirement changes
- 4 degree program option additions

Northwestern Oklahoma State University (NWOSU)

- 3 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)

- 3 degree program requirement changes
- 1 degree program option addition
- 1 degree program option deletion

Southwestern Oklahoma State University (SWOSU)

2 degree program requirement changes
1 degree program option addition

University of Central Oklahoma (UCO)
2 degree program requirement changes
3 degree program option additions
1 degree program option name change

Eastern Oklahoma State College (EOSC)
3 degree program requirement changes

Murray State College (MSC)
3 degree program requirement changes

Northern Oklahoma College (NOC)
1 degree program option deletion

Oklahoma City Community College (OCCC)
1 degree program requirement change
2 degree program option deletions

Oklahoma State University-Oklahoma City (OSU-OKC)
15 degree program requirement changes
1 degree program option addition
1 degree program name change
1 degree program option name change

Seminole State College (SSC)
1 degree program requirement change
3 degree program option additions
3 degree program option name changes

Tulsa Community College (TCC)
1 degree program requirement change
1 degree program name change
3 degree program option additions
2 degree program option deletions

POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Aerospace Engineering (424)

Degree program requirement changes

- Remove MAE 3003 from “Required Courses.”
- Change credit hours required for “Specific Professional School” courses from 49 to 46.
- The proposed changes update the curriculum to remove content that does not need to be required.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 127 to 124.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Engineering Technology in Fire Protection and Safety Technology (079)

Degree program name change

- Change program name to “Fire Protection and Safety Engineering Technology.”
- The proposed change will better identify the program as an engineering technology 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.

OSU – Bachelor of Science in Mechanical Engineering (144)

Degree program requirement changes and degree program option deletions

- Delete options “Biomedical Engineering” and “Mechanical.”
- Remove MAE 3003 from “Required Courses.”
- Change credit hours required for “Specific Professional School” courses from 46 to 43.
- For the “Pre-Medical” option:
 - Change credit hours required for “Specific Professional School” courses from 54 to 51.
- The proposed option deletions result from a lack of faculty support or need.
- The proposed curriculum changes update the curriculum to remove content that does not need to be required.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-141 to 121-138.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Engineering Technology in Mechanical Engineering Technology (081)

Degree program requirement changes

- Allow students who complete ENGL 1113 with a ‘B’ or better to substitute ENGL 3323 for ENGL 1213 as allowed by OSU policy.
- Add MATH 1715 as an alternative course to MATH 1513.
- Change credit hours required for “Analytical & Quantitative Thought” from 12 to 11.
- Remove MET 1103 from “College/Departmental Requirements.”
- Change credit hours required for “College/Departmental Requirements” from 24 to 21.
- Add ENSC 2613 as an alternative course for EET 3104.
- Change credit hours required for “Related Specialty” from 16 to 15.
- Change credit hours required for “Specific Requirements” from 61 to 60.
- The proposed changes better serve students who change majors from other engineering related programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 129 to 121.
- No funds are requested from the State Regents.

OSU - Bachelor of Science in Agricultural Science and Natural Resources in Entomology (088)

Degree program option name change and degree program option addition

- For the “Bioforensics, Pre-Veterinary and Pre-Medical Sciences” option:
 - Change option name to “Pre-Veterinary and Pre-Medical Sciences.”
 - Remove ENTO 4854 as an alternative course and require ENTO 3044 and ENTO 4464.

- Add ENTO 3003.
- Change credit hours required for “Core Courses” from 8 to 18.
- Add 8 credit hours of “Additional Core Courses” and require BIOC 3653 and 5 credit hours of upper-division organic chemistry.
- Change credit hours required for “Related Courses” from 51 to 20 and require students to complete one of the following:
 - First 2 semesters in a College of Veterinary Medicine or Medical School.
 - 3 credit hours of ENTO 4800, 3 credit hours from ENTO 3012, ENTO 3331, ENTO 3461, ENTO 3421, ENTO 4733, or ENTO 4923, up to 6 credit hours from AG 3010 or ENTO 4400, any upper-division course in AGECE, ANSI, ENTO, MICR, NREM, PLNT, SOIL, ZOOL, and 14 credit hours (minimum 9 upper-division) from ANSI 4843, ANSI 4224, BIOL 3023, MICR 3033, MATH 2144, MATH 2153, MATH 2163, ZOOL 1604, ZOOL 3204, ZOOL 3114, ZOOL 4104, ZOOL 4113, ZOOL 4215, ZOOL 4273, or ZOOL 4293.
- Change credit hours required for the option from 68 to 46.
- Add option “Bioforensics.”
- The proposed changes separate one option into two and will better serve students interested in pursuing careers in these disciplines.
- 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 Agricultural Science and Natural Resources in Agriculture Education (007)

Degree program option additions

- Add options “Agricultural Business and Economics,” “Animal Agriculture,” “Horticultural Sciences,” and “Natural Resources.”
- The proposed options provide students the skills needed to teach these specific disciplines at the secondary level.
- 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 Psychology (178)

Degree program option name change

- For the “Lifespan Developmental Psychology” option:
 - Change option name to “Experimental Psychology.”
 - Remove required PSYC 5813; 5913, and 6913 and allow any 3 graduate psychology courses offered in the department.
- The proposed changes are more consistent with the current field and more accurately reflect the current faculty and curriculum structure.
- 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-CHS – Master of Science in Forensic Sciences (004)

Degree program option addition

- Add option “Arson and Explosives Investigation.”
- Add FRNS 5990 Special Topics courses up to 12 credit hours in specific option content courses.

- The new course offerings will be available in traditional, online, and hybrid formats.
- The proposed option will meet needs by law enforcement and military professionals for graduate level education in arson and explosive investigation.
- 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.

CU – Associate in Applied Science in Respiratory Care (575)

Degree program requirement changes

- Remove 3 credit hours of electives from “General Education” and add PSY 1113 and FNAR 1013.
- Change credit hours required for “General Education” from 18 to 22.
- Add UNIV 1001.
- Remove PHYS 1004 and 3 credit hours of electives from “Support and Related Courses” and add AHS 1003 and BIOL 2013.
- Change credit hours required for “Support and Related Courses” from 13 to 12.
- The proposed changes align the curriculum with the Committee on Accreditation for Respiratory Care curricular guidelines and competencies.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 66.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Sport/Fitness Management (370)

Degree program name change and degree program requirement changes

- Change program name to “Sports and Exercise Science.”
- Remove PE 1111 from “General Education” and add PE 1091.
- Remove HLTH 3013, HPET 3333/HPET 3383, and HPET 3363 from “Core Courses” and add HLTH 3212, HLTH 3342, HLTH 3473, HPET 3023, HPET 3242, HPET 3373, and HPET 4313.
- Change credit hours required for HLTH 4563 from 3 to 2 (4562), for HPET 2322 from 2 to 3 (2323), and for HPET 3353 from 3 to 2 (3352).
- Change credit hours required for “Core Courses” from 60 to 65.
- Change credit hours required for “Additional Requirements” from 20 to 15.
- The proposed changes more accurately reflect the focus of the degree program toward the field of exercise science.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Biology Education (315)

Degree program requirement changes

- Remove BIOL 4122 and add BIOL 2881 and BIOL 4901.
- The proposed changes allow students to complete the required research project in two semesters rather than one.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Early Childhood Education (355)

Degree program option addition

- Add option “Special Education.”
- The proposed option allows teacher education candidates to receive additional training needed to become certified in Special Education.
- 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.

ECU – Bachelor of Science in Biology (004)

Degree program requirement changes

- For all options:
 - Allow students to take MATH 2825 as an alternative course to MATH 1513.
 - Allow students, with departmental approval, to omit MATH 1513 and begin with MATH 2825.
 - Change credit hours required for “Required General Education” from 7 to 7-9.
- For the “Biology” option:
 - Change credit hours required for “Related Work” from 23 to 23-25.
 - Change credit hours required for “Electives” from 6-11 to 4-11.
- For the “Clinical Laboratory Scientist” option:
 - Change credit hours required for “Related Work” from 19 to 19-21.
 - Change credit hours required for “Electives” from 12 to 10-12.
- For the “Molecular Biology” option:
 - Change credit hours required for “Related Work” from 25 to 24-25.
 - Change credit hours required for “Electives” from 1-6 to 1-7.
- For the “Teacher Certification” option:
 - Change credit hours required for “Related Work” from 36 to 36-38.
- The proposed changes reduce the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Science in Cartography (048)

Degree program requirement changes

- For the “Geotechniques” option:
 - Allow students to take MATH 2825 as an alternative course to MATH 1513.
 - Change credit hours required for “Related Work” from 12 to 12-14.
 - Change credit hours required for “Electives” from 19-24 to 17-24.
 - Change credit hours required for “Required General Education” from 6 to 6-8.
 - Allow students, with departmental approval, to omit MATH 1513 and begin with MATH 2825.
- The proposed changes reduce the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Science in Chemistry (010)

Degree program requirement changes

- Allow students, with departmental approval, to omit MATH 1513 and begin with MATH 2825.
- For the “Chemistry” option:
 - Allow students to take PHYS 2115 as an alternative course to PHYS 1114.
 - Allow students to take PHYS 2225 as an alternative course to PHYS 1214.
 - Change credit hours required for “Required Related Work” from 18-21 to 18-23.
 - Change credit hours required for “Electives” from 9-20 to 7-20.
 - No longer allow students who completed trigonometry in high school to omit MATH 1713.
 - No longer allow students who completed 4 years of mathematics in high school to omit MATH 1513 and MATH 1713.
- For the “Teacher Certification” option:
 - Allow students to take MATH 2825 as an alternative course to MATH 1513.
 - Change credit hours required for “Related for from 41 to 41-43.
- The proposed changes reduce the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 129 to 129-131.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Computer Science (051)

Degree program requirement changes

- Allow students, with departmental approval, to omit MATH 1513 and begin with MATH 2825.
- Change credit hours required for “Required Related Work” from 9 to 3-9.
- Change credit hours required for “Electives” from 7-16 to 7-22.
- The proposed changes reduce the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Science in Environmental Health Science (016)

Degree program requirement changes

- Allow students to take MATH 2825 as an alternative course to MATH 1513.
- Change credit hours required for “Related Work” from 31 to 31-33.
- Change credit hours required for “Electives” from 7 to 5-7.
- The proposed changes reduce the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Science in Mathematics (029)

Degree program requirement changes

- No longer allow students who completed trigonometry in high school to omit MATH 1713.
- No longer allow students who completed 4 years of mathematics in high school to omit MATH 1513 and MATH 1713.

- Allow students, with departmental approval, to omit MATH 1613 and MATH 1713 and begin with MATH 2825.
- The proposed change reduces the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Science in Physics (035)

Degree program requirement changes

- No longer allow students who completed trigonometry in high school to omit MATH 1713.
- For the “Physics” option:
 - No longer allow students who completed 4 years of mathematics in high school to omit MATH 1513 and MATH 1713.
- For the “Medical Physics” option:
 - Change credit hours required for “Related Work” from 61 to 55-61.
 - Change credit hours required for “Required General Education” from 17 to 14-17.
 - Change credit hours required for “Required Related Work” from 44 to 41-44.
 - Change credit hours required for “Electives” from 5 to 5-11.
- For the “Teacher Certification” option:
 - Change credit hours required for “Related Work” from 45 to 39-45.
 - Change credit hours required for “Required General Education” from 17 to 14-17.
 - Change credit hours required for “Required Related Work” from 21 to 18-21.
- The proposed change reduces the number of course substitutions that administrators must complete and simplifies the process of degree completion.
- 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.

ECU – Bachelor of Arts in Criminal Justice (052)

Degree program requirement changes

- For the “Juvenile Justice” option:
 - Remove SOWK 4423 and add CRJS 3643.
- The proposed changes will better prepare students for employment in the juvenile justice system.
- 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.

ECU – Bachelor of Arts in History (022)

Degree program requirement changes

- Remove HIST 2493 as an alternative course to HIST 2483 in “General Education.”
- Remove HIST 2483 as an alternative course to HIST 2493 in “Required History Major Courses.”
- Add 3343 in “Required History Major Courses” and change credit hours required from 24 to 27.
- Require a grade of C or higher in all History courses to count in the History Major.
- For the “History” option:
 - Change credit hours required for “History Electives” from 9 to 6.

- For the “Teacher Certification” option:
 - Change credit hours required for “Related Work” from 24 to 21.
 - Change credit hours required for “Related Electives” from 18 to 15.
 - Change requirement for “Geography” courses from two courses to one.
- The proposed changes are the result of requirements from the National Council on Social Studies’ assessment standards.
- 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.

ECU – Bachelor of Science in Business Administration (007)

Degree program requirement changes

- For the “Entrepreneurship” option:
 - Add ENTR 4413.
 - Change credit hours required for “Required Entrepreneurship” courses from 24 to 27.
 - Change credit hours required for “Required Electives” from 9 to 6.
- The proposed change is needed to implement the Kauffman Foundation entrepreneurship curriculum.
- 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.

ECU – Certificate in Business-Banking and Finance (500)

Degree program requirement changes

- Remove BUS 4983 from “Required Core Courses” and add FIN 4103.
- Change credit hours required for “Electives” from 18 to 21.
- The proposed change will allow the certificate program to be counted in Complete College America.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 27 to 30.
- No funds are requested from the State Regents.

ECU – Certificate in Business-Entrepreneurship (501)

Degree program requirement changes

- Remove BUS 4983 from “Required Core Courses” and add ENTR 4413.
- Change credit hours required for “Electives” from 3 to 6.
- The proposed change will allow the certificate program to be counted in Complete College America.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 27 to 30.
- No funds are requested from the State Regents.

ECU – Certificate in Business-Human Resource Management (502)

Degree program requirement changes

- Remove Seminar courses: BUS 4983 (Employment Law), BUS 4983 (Professional Human Resources Development), BUS 4983 (Benefits, Compensation, and Compliance) from “Required Core Courses” and add BUSLW 4253, MGMT 4323, and MGMT 4313.
- Allow students to complete COMM 1113 as an alternative course to COMM 2253.
- Change credit hours required for “Electives” from 3 to 6.

- The proposed change will allow the certificate program to be counted in Complete College America.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 27 to 30.
- No funds are requested from the State Regents.

ECU – Master of Science in Psychological Services in Psychological Services (086)

Degree program requirement change

- For students pursuing “Community” emphasis:
 - Change credit hours required for “Field Experiences” from 12 to 6.
 - Change credit hours for “Electives” from 6 to 12.
- The proposed changes align courses and practicum hours with state expectations for Licensed Professional Counselor and Licensed Behavioral Practitioner candidates.
- 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.

ECU – Master of Science in Human Resources (089)

Degree program option name change

- For the “Rehabilitation Counselor” option:
 - Change option name to “Clinical Rehabilitation and Clinical Mental Health Counseling.”
- The proposed change will facilitate receiving accreditation by the Council for Accreditation of Counseling and Related Educational Programs.
- 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.

ECU-Master of Education in Grad-Secondary (083)

Degree program requirement changes:

- Remove EDUC 5173, EDUC 5303 and EDUC 5603 from “Required Program Core Courses” and add EDUC 5133, EDUC 5183, EDUC 5363, and EDUC 5342, EDUC 5681 or EDUC 5691-3.
- For the “Secondary” option:
 - Remove the requirement for one of the following EDUC 5513, EDUC 5533, EDUC 5553, EDUC 5583, EDUC 5623 and add EDUC 5173, EDPSY 5353 and PSYCH 5313.
 - Remove the requirement for one of the following EDUC 5023, EDUC 5413, EDPSY 5353, PSYCH 5313, PSYCH 5323, PSYCH 5473 and add select 8 hours from the following EDUC 5013, EDUC 5023, EDUC 5082, EDUC 5303, EDUC 5513, EDUC 5583, PSYCH 5313.
- For the “Educational Technology” option:
 - Remove EDUC 5003, EDUC 5013, EDUC 5082, EDUC 5363, EDUC 5983; remove one of the following EDUC 5513, EDUC 5583, EDLBS 5333.
 - Add EDUC 5003, EDUC 5013, EDUC 5082, EDUC 5603, EDUC 5933, EDUC 5943.
- For the “Sports Administration” option:
 - Remove KIN 5111, KIN 5123, KIN 5132, KIN 5333 and KIN 5342.
 - Add KIN 5413, KIN 5423 and KIN 5612.

- For the “Academic Discipline” option:
 - Remove EDUC 5023, EDUC 5303, EDUC 5413, EDPSY 5353, PSYCH 5313, PSYCH 5323, PSYCH 5473.
 - Add EDUC 5013, EDUC 5173.
- The proposed change will allow the program to provide a common core of courses for all students in the main program and provide current curriculum for each option area.
- Two new courses will be added to the “Educational Technology” option, EDUC 5933 and EDUC 5943; three new courses will be added to the “Sports Administration” option, KIN 5413, KIN 5423 and KIN 5612.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Occupational Therapy (151)

Degree program requirement change

- Remove 3 credit hours of Introduction to Computers as a prerequisite for admission into the program.
- The proposed change is based on the fact that students must have an undergraduate degree for admission and computer proficiency will be assumed based on the baccalaureate degree requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Criminal Justice (085)

Degree program requirement change

- Remove CRJ 5356 and add CRJ 5350 for variable credit of 1-6 credit hours.
- The proposed change allows students greater flexibility in fulfilling the thesis requirement.
- 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.

NSU – Bachelor of Fine Arts in Art (005)

Degree program requirement change

- For the “Graphic Design” option:
 - Remove ART 3873 and add ART 3673.
- The proposed change adds a course that is more appropriate for the option.
- 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.

NSU – Bachelor of Science in Education in Elementary Education (025)

Bachelor of Science in Education in Early Childhood Education (023)

Bachelor of Science in Education in Special Education Mild/Moderate Disorders (084)

Degree program option additions

- Add option “Non-Certification.”
- The proposed option provides students who need an education degree for their career but do not need certification.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Natural Science (150)

Degree program requirement change

- Require the following for admission into the program:
 - Students choosing the chemistry emphasis are required to have 15 of the 20 semester hours in undergraduate chemistry, excluding General Chemistry I and II lecture and labs.
 - Students choosing the physics emphasis are required to have 15 of the 20 semester hours in undergraduate physics courses, excluding General Physics I and II or Engineering Physics I and II lecture and lab.
- The proposed change ensures that students are adequately prepared to succeed in their graduate-level courses in their chosen emphasis.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in American Indian Studies (047)

Degree program requirement changes and degree program option addition

- Remove the “Political Science/Criminal Justice” requirement.
- Change credit hours required for “Major Core” from 21 to 18.
- Add option “Sovereignty, Health and Current Issues.”
- The proposed changes are the result of an external review in which a recommendation was made to offer courses on contemporary American Indian topics.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Science in Mass Communication (052)

Degree program requirement changes

- Remove MCOM 2222, MCOM 2341, MCOM 3033, MCOM 3043, MCOM 3531, MCOM 4302, MCOM 3322, and MCOM 4332.
- Add MCOM 3541, MCOM 3053, MCOM 3363, MCOM 3833, and MCOM 3521.
- Change credit hours required for MCOM 4102 from 2 to 3 (4103) and for MCOM 4462 from 2 to 3 (4463).
- For students pursuing the “Major/Minor:”
 - Change credit hours required for “Prescribed Electives” from 19 to 18.
- The proposed changes update the curriculum to coincide with changes in media related professional industries.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for “Major” courses change from 54 to 52.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Arts in Speech and Theatre (041)

Degree program requirement changes

- Remove SCOM 1321, SCOM 3113, SCOM 4013, TCOM 3453, TCOM 4443, and SCOM 4443.
- Add SCOM 3133, SCOM 4023, TCOM 3463, TCOM 3483, TCOM 4453 and SCOM 4423.

- The proposed changes will better meet student needs and align the curriculum with similar programs and courses offered at other institutions.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the “Major” courses change from 45 to 50.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Science in Computer Science (049)

Degree program requirement changes

- Remove CMSC 3033, CMSC 3043, and CMSC 3053 from “Major” courses.
- Remove MATH 3053 and add CMSC 3063 and CMSC 3093.
- Change credit hours required for “Elective Advanced Computer Science” courses from 6 to 9.
- For student pursuing a “Major/Minor” in Computer Science:
 - Require students to select 2 of the following 3 courses: CMSC 3033, CMSC 3043, and CMSC 3053.
 - Add CMSC 4003.
 - Change credit hours required for “Elective Advanced Computer Science” courses from 18 to 15.
- For the “Information Systems” option:
 - Add CMSC 3093.
 - Allow students to select 2 of the following 4 courses: CMSC 3043, CMSC 3053, CMSC 3033, and CMSC 3063.
 - Remove ACCT 3413 and MIS 3413 and add ACCT 3153.
- The proposed changes provide students with a flexible and well-rounded curriculum that will better prepare them for careers in computer science, business, or industry, as well as for graduate school.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Arts in Communication (049)

Degree program option addition

- Add option “Leadership.”
- The proposed option is a collaborative effort between SEOSU and the Choctaw Nation of Oklahoma to provide real-world content and academic instruction so that students have the opportunity to earn university credit in a rigorous liberal arts based curriculum.
- Policy indicates options will usually share an approximate 50 percent common core. Although the program has a common core, it is less than the policy recommendation. Based on local needs and collaboration, an exception to this practice is warranted.
- 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.

SEOSU – Bachelor of Science in Fisheries and Wildlife Science (011)

Degree program requirement change

- Add BIOL 1114 as an alternative course to BIOL 1404.
- The proposed change better serves transfer students and provides students with more flexibility in meeting General Education requirements.
- 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.

SEOSU – Bachelor of Arts in Music (036)

Degree program requirement changes

- Change credit hours required for “Applied Music” from 12 to 6 and require at least 2 to be at the 4000 level.
- Change credit hours required for “Music Electives” from 6 to 8 and allow students to use ensembles to meet this requirement.
- Add MUS 4960 (2 credit hours) and MUS 4440 (2 credit hours).
- Require students to earn a grade of ‘C’ or better for all music courses.
- The proposed changes are based on recommendations from the National Association of Schools of Music.
- 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.

SEOSU – Bachelor of Music in Music (068)

Degree program requirement changes and degree program option deletion

- Delete option “Keyboard Performance.”
- Change credit hours required for “Applied Music” from 28 to 20. Require 8 credit hours to be lower level courses and 12 credit hours to be upper level courses.
- Change credit hours required for “Core” courses from 81-86 to 81-82.
- For the “Instrumental Performance” option:
 - Change credit hours required for “Piano” from 4 to 5.
 - Add MUS 3133, MUS 4241 (to be taken twice), and MUS 3383.
 - Remove 2 credit hours of “Music Electives.”
 - Change credit hours required for option from 18 to 25.
- For the “Voice Performance” option:
 - Remove MUS 2472 and add MUS 2471, MUS 2481, MUS 3592, and MUS 4241 (to be taken twice).
 - Change credit hours required for option from 22 to 26.
- The proposed changes are based on recommendations from the National Association of Schools of Music.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125-129 to 125-126.
- No funds are requested from the State Regents.

SEOSU – Master of Technology in Technology (076)

Degree program option deletion

- Delete option “Information Technology.”
- The proposed deletion is due to low enrollment and lack of student interest.
- There are currently eight students enrolled and will be part of a three-year teach-out plan.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are available for reallocation.

SWOSU – Bachelor of Science in Health Information Management (033)

Degree program requirement changes

- Remove ALHLT 3073, ALHLT 4074, HIM 3353, and HIM 4041 from “Professional Courses” and add HIM 3453 and HIM 4073.
- Change credit hours required for “Professional Courses” from 38 to 33.
- Remove ACCTG 2213, ALHLT 4355, and ENTRP 3423 from “Ancillary Courses” and add ALHLT 3363 and ALHLT 4123.
- Change credit hours required for “Ancillary Courses” from 37 to 29.
- Remove ALHLT 3193 from “Health Care Administration Minor” and add ACCTG 2213.
- The proposed changes are the result of recommendations from the Program Advisory Committee to better prepare students for internships and employment.
- Four new courses will be added and five courses will be deleted.
- Total credit hours for the degree will change from 126-127 to 123-124.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Fine Arts in Art (007)

Degree program requirement changes

- For the “Two-Dimensional Studio” and “Three-Dimensional Studio” options:
 - Add ART 3012, ART 2002, ART 4002, ART 3012 (for 2 semesters), and ART 4012 to “Required Major Courses.”
 - Change credit hours required for “Required Major Courses” from 24 to 36.
- For the “Graphic Design” option:
 - Add ART 3883, ART 3953, ART 3012, ART 2002, ART 4002, ART 3012, and ART 4012 to “Required Major Courses.”
 - Change credit hours required for “Required Major Courses” from 18 to 36.
 - Change credit hours required for “Elective Studio Art Courses” from 21 to 15.
- The proposed changes follow the recommended guidelines from the National Association of Schools of Art and Design and create a more prescribed degree plan and limit electives.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the options change from 65 to 77.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Chemistry (014)

Degree program option addition

- Add option “Professional.”
- The proposed option has been an emphasis at SWOSU for decades and is certified by the American Chemical Society as a recognized credential for employment and application to graduate programs.
- Now 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.

UCO – Master of Music in Music (128)

Degree program requirement change, degree program option additions, and degree program option name change

- Remove 3 credit hours of “Methods Course.”
- Add MUS 5113 or MUS 5173, MUS 5443 or MUED 5743, and MPER 5882 or MUED 5980 (3 credit hours).
- Add options “Performance,” “Conducting,” and “Composition.”
- For the “Music” option:

- Change option name to “Music Education.”
- Add MUED 5213.
- Change credit hours required for “Guided Electives” from 12 to 6-8.
- For admission into the program:
 - Require vocal candidates in performance to demonstrate proficiency in Italian, French, and German diction, either through a record or diction study at the undergraduate level or through examination. Candidates deemed deficient must take the relevant undergraduate course or courses concurrent with their graduate study.
- The proposed changes will align the curriculum with guidelines and requirements of the National Association of Schools of Music.
- 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.

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

Degree program requirement changes

- For the “Family Life Education” option:
 - Remove FMCD 5423 from the “Required Major Courses.”
 - Add FMCD 5423, FMCD 5712, FMCD 5523, ECED 5433, FAC 5453, and a SAS course to “Required Option Courses.”
 - Remove 9 hours of guided electives.
 - Remove prerequisite statistics course from admission requirements.
- The proposed changes follow the recommended guidelines for national accreditation standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the options change from 36-37 to 41-42.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

EOOSC – Associate in Science in Agriculture (001)

Associate in Science in Horticulture (034)

Degree program requirement change

- Change credit hours required for AGECON 1114 from 4 to 3 (1113).
- The proposed change coincides with a similar change at OSU and will facilitate articulation of the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 65 to 64.
- No funds are requested from the State Regents.

EOOSC – Associate in Science in Forestry (019)

Degree program requirement change

- Change credit hours required for AGECON 1114 from 4 to 3 (1113).
- The proposed change coincides with a similar change at OSU and will facilitate articulation of the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 67 to 66.
- No funds are requested from the State Regents.

MSC – Associate in Applied Science in Physical Therapist Assistant (055)

Degree program requirement changes

- Remove CIS 1113.
- Change credit hours required for PTA 2102 from 2 to 3 (2103), for PTA 2133 from 3 to 4 (2134), and for PTA 2144 from 4 to 5 (2145).
- Change credit hours required for “General Education” from 34 to 31.
- Change credit hours required “Program Core” from 35 to 38.
- The proposed changes address the Commission on Accreditation in Physical Therapy Education accreditation criteria.
- 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 Applied Science in Nursing (023)

Degree program requirement changes

- Remove SOC 1113 and ORI 1011 and add PSY 2523.
- Change credit hours required for NUR 1116 from 6 to 8 (1118).
- Change credit hours required to complete NUR 2220 from 11 to 10.
- The proposed changes allow for an easier articulation to a bachelor’s in nursing program and increased the academic rigor in the freshman fundamentals class.
- 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 Applied Science in Gunsmithing (042)

Degree program requirement changes

- Remove Cultural Diversity/Artistic Expression requirement from “General Education.”
- Change credit hours required for “General Education” from 19 to 18.
- Add ORI 1011.
- Remove GS 2582 and GS 2824 and add GS 1713 and GS 2823.
- Change credit hours required for GS 1113 from 3 to 2 (1132), for GS 1124 from 4 to 3 (1123), for GS 1204 from 4 to 3 (1203), for GS 1224 from 4 to 3 (1223), and for GS 1314 from 4 to 3 (1313).
- Change course number and credit hours required for GS 2413 from 3 to 1 (1201) for GS 2714 from 4 to 3 (2723), and for GS 2724 from 4 to 2 (2822).
- The proposed changes will reduce the time needed for students to complete the degree while maintaining the necessary content to be eligible for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 75 to 64-68.
- No funds are requested from the State Regents.

MSC – Associate in Applied Science in Veterinary Technology (036)

Degree program requirement changes

- Remove VT 2124 and add VT 1233 and VT 1234.
- Remove ANS 2123.
- Change credit hours required for VT 2213 from 3 to 2 (2212).
- Change course numbers and credit hours required for VT 2103 from 3 to 4 (2134) and for VT 2222 from 2 to 3 (2243).
- The proposed changes better prepare students for the national exam.

- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 78 to 79.
- No funds are requested from the State Regents.

NOC – Associate in Arts in Music (044)

Degree program option deletion

- Delete option “Music Business.”
- The proposed deletion is due to low enrollment and interest in the option.
- No students are currently enrolled.
- No courses will be deleted as they are used for other programs.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OCCC – Certificate in Child Development (077)

Degree program requirement change

- Add CD 1121.
- The proposed change provides students with an overview of the discipline.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 18 to 19.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in Humanities (021)

Degree program option deletions

- Delete options “Philosophy” and “Literature Emphasis.”
- The proposed deletions provide students with a more streamlined pathway to graduation and transfer to a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Alcohol and Substance Abuse Counseling (072)

Degree program requirement change

- Remove restrictions from “Electives” and allow students to take courses with any prefix with the approval of the department head.
- The proposed change will allow students to select courses that better fit their goals and prepare them for employment.
- 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-OKC – Certificate in Emergency Medical Technician Basic (113)

Degree program requirement changes

- Remove MFP 1101 and add MFP 1143.
- The proposed changes align the curriculum with state and national requirements for testing and licensure.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 9 to 11.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Emergency Medical Services – Municipal Fire (088)

Degree program requirement changes

- Remove MFP 2333, MFP 1101 and 3 credit hours of any CIS course.
- Add MFP 1253, MFP 1263, and MFP 1143.
- Change credit hours required for “Technical Occupational Specialty” from 52 to 57.
- The proposed changes align the curriculum with state and national requirements for testing and licensure.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 73 to 75.
- No funds are requested from the State Regents.

OSU-OKC – Certificate in Retail Floristry (041)

Degree program requirement changes

- Add HRT 2453, HRT 2343, and HRT 2443.
- Change credit hours required for “Support and Related Courses” from 9 to 6.
- The proposed changes increase the rigor and quality of the curriculum and will better prepare students for employment opportunities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 24 to 30.
- No funds are requested from the State Regents.

OSU-OKC – Certificate in Horticulture (023)

Degree program requirement changes

- Require students to complete HRT 2453 in addition to HRT 2463 and HRT 2413 in addition to HRT 2313.
- Change credit hours required for “Program Core Courses” from 12 to 18.
- Remove CIS 1503.
- The proposed changes increase the rigor and quality of the curriculum and will better prepare students for employment opportunities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 24 to 30.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Science in Health Care Administration (071)

Degree program requirement change

- Add SPCH 1113 as an alternative course to SPCH 2723.
- The proposed change provides students with more flexibility in completing degree requirements.
- 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-OKC – Associate in Applied Science in Early Care Education (081)

Certificate in Early Care Education Administration (087)

Degree program requirement changes

- Remove ECED 1213 from “Technical Occupational Specialty” courses and add ECED 2013.
- The proposed changes provide students with content more appropriate to current trends in the field.

- 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-OKC – Certificate in Early Care Education Infant/Toddler (112)

Degree program option addition

- Add option “Early Care Education.”
- The proposed change provides an avenue for students to participate in the Scholars in Excellence 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.

OSU-OKC – Associate in Applied Science in Business Technologies (096)

Degree program requirement changes and degree program name change

- Change program name to “Management Information Systems.”
- Remove BUS 2113 from “Technical Occupational Specialty” courses and add CIS 2613.
- Remove GDD 1523, BUS 1543, and GDD 2113 from “Support and Related Courses” and add CIS 2603.
- For the “Office Management” option:
 - Remove ACCT 2041 and BUS 2113 from “Technical Occupational Specialty” courses and add ACCT 2043 and CIS 2603.
 - Change credit hours required for “Technical Occupational Specialty” courses from 34 to 36.
 - Remove BUS 1011 and Bus 1543 from “Support and Related Courses” and add CIS 2613.
 - Change credit hours required for “Support and Related Courses” from 10 to 9.
- The proposed name change better reflects the focus of the degree program.
- The proposed curriculum changes update the course to align with skills needed in the workplace.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 63.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Business Technology in Computer Information Systems (005)

Degree program requirement changes

- Remove ITD 2053 from “Technical Occupational Specialty” courses and add ITD 1103.
- The proposed curriculum changes update the course to align with skills needed in the workplace as noted by the advisory board and faculty.
- 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-OKC – Associate in Applied Science in Engineering Technology in Surveying Technology (018)

Degree program requirement changes

- Remove CIS 1113, SURV 1233, SURV 1232, SURV 2143, and CONS 2103 from “Technical Occupational Specialty.”

- Move SURV 2242 and SURV 2788 from required courses to “Support and Related Courses.”
- Add SURV 2733, SURV 1103, SURV 2113, SURV 2033, SURV 2213, and CIS 2363 to “Support and Related Courses” and allow students to select 15 credit hours from this expanded list, rather than only 3 hours.
- The proposed curriculum changes update the course to align with skills needed in the workplace and allow better advising for students based on career goals.
- 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-OKC – Associate in Science in Horticulture Technology (066)

Degree program requirement changes and option name change

- Remove PSYC 1113 from “General Education” courses and add one elective course approved by the Department Head.
- Change option name to “Pre-Landscape Architecture/Landscape Management.”
- The proposed option change better reflects alignment with the baccalaureate program at OSU Stillwater where most students will transfer.
- The proposed curriculum changes update the program to align with and facilitate transfer to the OSU 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.

OSU-OKC – Associate in Applied Science in Information Technology (094)

Degree program requirement changes

- For the “Computer Forensics” option:
 - Remove ITD 2053 and add ITD 1103.
- For the “Networking” option:
 - Remove CIS 2803, GDD 1313, ITD 2053, ITD 2333, BUS 1011, BUS 2113, MGMT 2213 or MGMT 2103, and one CIS/GDD/ITD elective from “Technical Specialty.”
 - Add ITD 1103, ITD 1523, ITD 2163, ITD 2723, ITD 2993, CIS 2603, CIS 2613, ITD 2193.
- The proposed curriculum changes update the courses to align with skills needed in the workplace and recommendations from advisory board and faculty.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree with “Networking” option will change from 61 to 63.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Technical Spanish/Translation & Interpretation (100)

Degree program requirement changes

- Add SPAN 2133 to “Guided Electives” listing of courses.
- For the “Health Care” option:
 - Remove TSTI 2411 and add TSTI 2413.
- The proposed curriculum change will better prepare Spanish-language learners with advanced language skills.
- The proposed option curriculum change will better prepare students for national certification exams.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree with “Networking” option will change from 63 to 65.

- No funds are requested from the State Regents.

SSC – Associate of Applied Science in Business (114)

Degree program requirement changes, degree program name change, degree program option additions and degree program option name changes

- Change program name to “Business Technology.”
- Add options “Administrative Assistant,” “Digital Media Production,” and “Office Information Technology.”
- For all options:
 - Remove Computer Science requirement from “General Education” and add MATH 1513 or BA 1733.
 - Remove ACCT 2033, ACCT 2123, BA 2113, BA 2133, BA 2403, BA 2513, CS 2003, CS 2163, and CS 2643 from “Technical Occupation Support and Related Courses.”
 - Change credit hours required for “Technical Occupation Support and Related Courses” from 27 to 3.
 - Change credit hours required for “Technical Occupational Specialty Requirements” from 17 to 36-38 and require students to complete ACCT 1413, BA 2123, BA 2133, BA 2233, and CS 1103 or BIT 1143 in addition to a “Technical Occupational Specialty.”
- For the “Accounting” option:
 - Remove BA 1733, BA 2132, and BA 2423 and add ACCT 2033, ACCT 2123, BA 2243, CS 2163, and CS 2643.
 - Total credit hours for the option change from 17 to 24.
- For the “Business” option:
 - Change option name to “Administration.”
 - Remove BA 1733, BA 2123, BA 2132, and BA 2423 and add BA 2113, BA 2213, BA 2513, BA 2403, BA 2243, CS 2163, and CS 2643.
 - Total credit hours for the option change from 17 to 24.
- For the “Finance” option:
 - Change option name to “Financial Services.”
 - Remove ACCT 2143, AFG 2113 or AFG 2143, BA 1733, BA 2132, and BA 2243 and add BIT 1112, BIT 1123, CCG 1213, CS 2643, and 12 credit hours of Electives.
 - Total credit hours for the option change from 17 to 26.
- For the “Office Management” option:
 - Change option name to “Office Management Technology.”
 - Remove BA 2132, OM 2003, OM 2163, OM 2223, OM 2413, and OM 2423, and add BIT 1112, BIT 1123, BIT 2212, CCG 1213 and CS 2103.
 - Total credit hours for the option change from 17 to 25.
- The proposed changes better reflect current workplace knowledge expectations and terminology.
- The proposed new options meet the economic demands for entry level positions in the technology and administrative fields in SSC’s service area.
- 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 Science in Pre Professional Science Related Concentration (010)

Degree program requirement changes, degree program name change, degree program option additions, degree program option deletions

- Change program name to “Pre-Professional Health Sciences.”

- Add options “Pre-Medical Imaging,” “Pre-Occupational Therapy,” and “Pre-Physical Therapy.”
- For the “Pre-Medical Imaging” option:
 - Add ALDH 1323, ENGL 2333, SOC 1113, and 3 credit hours of recommended electives.
 - Total credit hours for the option is 12.
- For the “Pre-Occupational Therapy” option:
 - Add ALDH 1323, MATH 2193, PSYC 2023, and either PSYC 2193 or PSYC 2423.
 - Total credit hours for the option is 12.
- For the “Pre-Physical Therapy” option:
 - Add MATH 2193, PHYS 1214, PSYC 2023, and 1 credit hour in a recommended elective.
 - Total credit hours for the option is 11.
- Change option name from “Dentistry” to “Pre-Dentistry/Medicine/Optomtry.”
- Add CHEM 1315, BIOL 1224, and PHYS 1114, to “Required Core” and remove PHYS 2034 AND PHYS 2124 from “Required Core.”
- The proposed changes better reflect the content and field options to students.
- Delete options “Medicine” and “Optometry.”
- The proposed deletions consolidate and streamlined pathway to graduation and transfer; students in these options will be moved to the new “Pre-Dentistry/Medicine/Optomtry” option.
- 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

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 an existing academic program, as described below.

BACKGROUND:

Oklahoma State University (OSU) requested authorization to suspend the program listed below:

- Graduate Certificate in University Faculty Preparation (468).

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:

OSU requested authorization to suspend the Graduate Certificate in University Faculty Preparation (468):

- OSU reports low enrollment and will take time to review the need and demand for the program.
- OSU will reinstate or delete the program by April 30, 2017.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-b:

Reconciliation.

SUBJECT: Approval of an institutional request for degree program inventory reconciliation.

RECOMMENDATION:

It is recommended that the State Regents approve a request for degree program inventory reconciliation as described below.

BACKGROUND:

Oklahoma State University (OSU) requested a program modification change for the Graduate Certificate in Interdisciplinary Toxicology (402) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU requested a change for the Graduate Certificate in Interdisciplinary Toxicology (402). This program was approved at the March 7, 2013 State Regents' meeting. When OSU submitted the proposal for the graduate certificate, it was requested to be included in the degree inventory for OSU's Center for Veterinary Health Sciences. Due to the interdisciplinary nature of the curriculum OSU has decided the graduate certificate would be better placed under OSU-Stillwater's degree inventory. This action will reconcile institutional practice with the official degree inventory.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-c:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests to discontinue cooperative agreements, as described below.

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 397 cooperative agreements (involving 126 associate in applied science programs) are offered through 18 colleges and 29 career technology centers within Oklahoma.

At the January 24, 1997 meeting, the State Regents approved revisions to the Cooperative Agreement policy that allows high school students meeting specified requirements to enroll in cooperative agreement programs.

At the March 31, 2005 meeting, the State Regents approved three pilot sites to operate as Alliance partners and begin enrolling students in Fall 2005 with an approved exception to the Institutional Admission and Retention policy for concurrent high school students enrolling in technical programs and courses. The policy exception allows an eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school to be admitted to a college or university in the State System that offers technical Associate in Applied Science (AAS) and certificate programs and enroll in technical courses only if the student meets one of the following minimal standards: ACT/SAT in the 42nd percentile or an ACT PLAN score that predicts such student performance OR a high school GPA of 2.5.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

The following institution requested authorization to discontinue its cooperative agreement with the technology center which allowed students to receive college credit for coursework completed at the technology center towards an AAS degree:

Institution	Degree or Program	Technology Center
Oklahoma Panhandle State University	AAS in Technology (050)	High Plains Technology Center

POLICY ISSUES:

These actions are consistent with the State Regents' Cooperative Alliances Between Higher Education Institutions and Technology Centers and Academic Program Review policies.

ANALYSIS:

Oklahoma Panhandle State University (OPSU) requested authorization to discontinue a cooperative agreement with High Plains Technology Center (HPTC) that allowed students to receive college credit for coursework completed at the technology center toward the AAS in Technology (050). OPSU reports that the program with HPTC is inactive. There are no students enrolled in the program.

Approval was granted by the Chancellor. State Regents' ratification is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-d:

Academic Plans.

SUBJECT: Disposition of institutional academic plans.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2013-2014 academic plans:

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

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the system's

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

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

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2013, Fall 2014, and Fall 2015.

POLICY ISSUES:

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

ANALYSIS:

Institutions are provided an outline for the report (see Attachment A). Plans were due in the State Regents' office on September 16, 2013. The 2013-2014 Academic Plan Outline is provided below.

1) Priorities/Programs		
2) Technology	Current Status	Future Plans
3) Academic Efficiencies	Current Status	Future Plans
4) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item.

Attachment

Supplement available upon request.



Institutional Degree Completion and Academic Plans 2013-2014 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution’s priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2013-2014 Degree Completion and Academic Plan is due **September 16, 2013**. This due date will allow for compilation and preparation for the State Regents’ annual review.

In addition to this document, please provide a copy of the institution’s current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2013-2014.

B. Summarize academic programs and services in the following areas:

1. Priorities/Programs. List the institution’s academic priorities for the 2013-2014 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2013-2014 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. **Priorities/Programs**

2. Technology (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

a. **Current Status**

b. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these

plans are developed, including how local needs are determined and plans for addressing are developed)

3. Academic Efficiencies

Academic Efficiencies - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

c. **Current Status**

d. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

4. Learning Site Activity Report

Please respond to the following questions as a learning site:

- a. Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

- b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

- c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

C. Provide the institution's 2013, 2014, 2015 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2013: Undergraduate Headcount:_____
- Fall 2013: Graduate (if applicable) Headcount:_____
- 2013 Annual FTE:_____

- Fall 2014: Undergraduate Headcount:_____
- Fall 2014: Graduate (if applicable) Headcount:_____
- 2014 Annual FTE:_____

- Fall 2015: Undergraduate Headcount:_____
- Fall 2015: Graduate (if applicable) Headcount:_____
- 2015 Annual FTE:_____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-e:

Degree Completion Plans.

SUBJECT: Disposition of Oklahoma's institutional degree completion plans.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2013 institutional degree completion plans:

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

BACKGROUND:

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreements between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to Governor Mary Fallin and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants are working with the Oklahoma State Regents for Higher Education (OSRHE) staff to incorporate Oklahoma's preliminary work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states on October 18-19, 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's initial plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

POLICY ISSUES:

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

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

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

ANALYSIS:

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals that have some college or postsecondary training but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will be focused on a public agenda framework that covers two fronts:

- 1) Academic preparation initiatives that offer a fundamental rethinking of the role of remediation; and
- 2) Adult degree completion initiatives that aim to streamline degree options and remove time and sequence barriers.

Bolstering the initiatives will be a reform of the state's successful Brain Gain Performance Funding Program that will provide accountability and metrics for measuring state and campus progress toward these important goals.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11th and 12th grades will be made to reduce the need for remediation.

Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree.

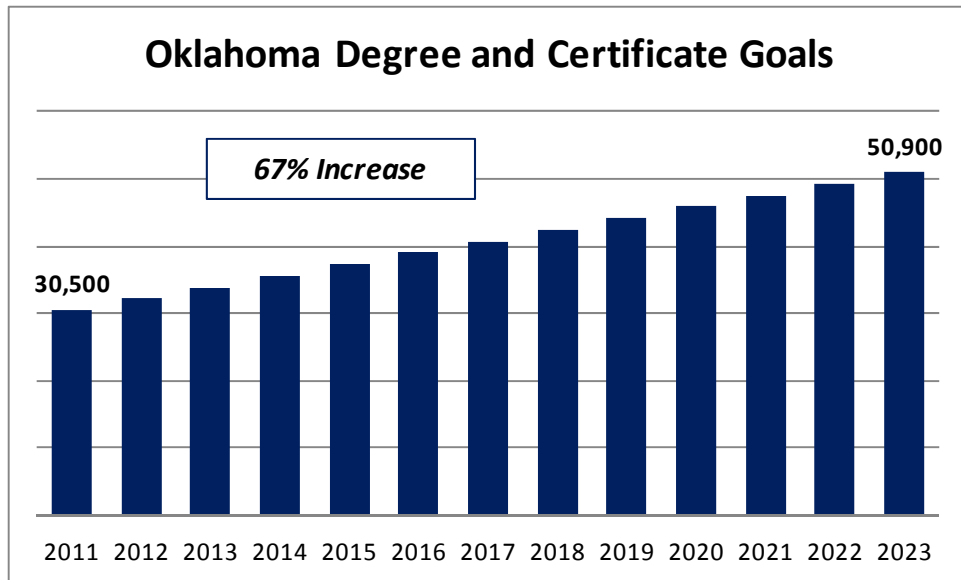
Initiative #3: Our colleges and universities will implement programs that create clear pathways to degrees and certificates including the cooperative alliance with Career Technology Centers and new CCA-pioneered techniques to provide electronic degree checklists, advising, and academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to students who have some college credit but have not completed their associate or bachelor's degree. The program is being expanded to include college certificates.

Initiative #5: In April 2012, the State Regents adopted a revised performance based funding formula modeled on Oklahoma's successful Brain Gain Performance Funding Program providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. Oklahoma's colleges and universities currently

produce 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of higher education in Oklahoma is committed to increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve year period.



Institutions were requested to submit updated institutional degree completion plans by September 16, 2013 (template in Attachment A). The request for the institutional degree completion plan also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Summaries of the submissions are available in a supplement.

Attachment

Supplement available upon request.



Institutional Degree Completion and Academic Plans 2013-2014 Outline

The Institutional Degree Completion and Academic Plans provide a means for the State Regents to view each institution's priorities and aspirations in the context of the State System. The plan is divided into three parts: A) informing the State Regents about planned degree completion initiatives, B) informing the State Regents of academic program, technology, and efficiency plans for the future, and C) projecting enrollment targets for the next three years. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the completion and academic plans can be expected to vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. The template format is provided. The 2013-2014 Degree Completion and Academic Plan is due **September 16, 2013**. This due date will allow for compilation and preparation for the State Regents' annual review.

In addition to this document, please provide a copy of the institution's current strategic plan. Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion and academic plans for the year 2013-2014.

- C. **The Completion Agenda -- The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare student to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Though the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states have revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:**

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options
- Certificate completion options through further development of cooperative agreements between higher education and CareerTech
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates

- More effective and efficient completion of remediation and freshman gateway courses
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12th grade and the freshman year
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.

Based on your institution's priorities and commitment to the public agenda and CCA, address each of the four goals of the Complete College Oklahoma plan. (note: tables may expand to allow full information)

1. Focus on Readiness. Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11th and 12th grades to reduce remediation demands in the transition from high school to college.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Focus on Readiness						

2. Transform Remediation. Every Oklahoma institution will implement transformational models of remedial placement and support through a statewide phased implementation and refinement process.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Transform Remediation						

3. Build Bridges to Certificates and Degrees. Develop, implement, or expand a “Program Equivalent Project” that bridges Career Tech course completion to certificate and Associate in Applied Science (AAS) degree completion in the community colleges. Projects may also include college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Build Bridges to Certificates and Degrees						

4. Reach Higher for Adult Completion. Further expand and develop Reach Higher as a degree and certificate completion effort that involves the entire system of postsecondary education.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Reach Higher for Adult Completion						

5. Other Local Institutional Priority Areas for Degree Completion.

	High-impact strategies	How will we do it?	Who will be responsible?	What is timetable?	Measures of success?	Progress from last report?
Other Local Institutional Priority Areas						

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-f:

GEAR UP.

SUBJECT: Ratification of Letter of Agreement with the ACT Inc.

RECOMMENDATION:

It is recommended that the State Regents ratify the Letter of Agreement between ACT Inc. and Oklahoma GEAR UP to provide a free, nationally recognized ACT test to all eleventh grade students in the twenty-four GEAR UP partnership schools.

BACKGROUND:

The State Regents' Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was created to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. The 2011 Oklahoma GEAR UP grant proposal identifies ACT as a partner in these efforts. Research indicates that the ACT assessment motivates students to perform academically to their best ability. ACT test scores reflect what students have learned throughout high school and provide colleges and universities with excellent information for recruiting, advising, placement, and retention. Research also indicates that taking the ACT exam often results in increased college enrollment, especially for underrepresented students, which is aligned to the goal of the Oklahoma GEAR UP program.

POLICY ISSUES:

The provision of services for students is a major component of the 2011 GEAR UP project proposal to the U.S. Department of Education, along with college access information, partnerships with identified school districts, professional development for teachers, counselors and school administration, and parent education. While other services are provided directly to students in the GEAR UP grant, ACT Inc. will allow Oklahoma GEAR UP eleventh graders to participate in a pilot District Choice in-School Test (DCST). ACT is an approved vendor to the State of Oklahoma. GEAR UP is in compliance with agency procedures for purchase of services and materials.

ANALYSIS:

In Phase III (2011-2018) of its project, GEAR UP is continuing its partnership with ACT Inc. to provide a nationally recognized ACT test for all eleventh grade students in the twenty-four identified GEAR UP partnership schools. GEAR UP previously provided a practice ACT to all eleventh grade students. Due to this opportunity for partnership in the DCST program Oklahoma GEAR UP can offer a nationally recognized test to all eleventh graders and help school districts raise their A-F Report Card score. ACT Inc. will provide the following services for Oklahoma GEAR UP:

Services	Cost	Date
Testing of 3179 eleventh grade students (Academic tests, interest inventory and personal profile)	3,179 X 37.50 = \$119,213	September 30, 2014 (Students needing accommodations will be tested September 30- Oct. 15, 2014)

In a letter of agreement, ACT Inc. has provided a statement of work describing elements of the testing session, reports provided for school district and GEAR UP, ordering information and on-line training provided for staff and test coordinators at each site.

This test opportunity will be provided at “no cost” to the student, teacher, counselor or school administrator, nor to the Oklahoma State Regents for Higher Education. Each participating school site will provide a testing coordinator, a safe and secure place to store materials, and a room for testing that meets the testing protocol as mandated by ACT Inc.

Total funding for services and deliverables is \$119,213.00 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-g:

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between February 10, 2014 and March 28, 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 February 10, 2014 and March 28, 2014, there are three (3) purchases in excess of \$25,000 but not in excess of \$100,000.

Purchases Between \$25,000.00 and \$99,999.99.

Core

- 1) Dell Marketing in the amount of \$29,004.92 for Dell PowerEdge servers. These will replace one database production server and three web production servers, located at RPIII, that are no longer under warranty. OSRHE's main production SQL Database server and three production web servers have passed their original and extended warranties. These servers are currently running on obsolete hardware and operating systems that we will not be able to support within the year. Purchasing the servers now will allow time to conduct proper testing and implement an appropriate migration plan. These servers are essential for the Regents internal and external web sites / services and database storage needs. (Funded From 210-Core).

OneNet

- 2) Dell Marketing in the amount of \$25,771.60 for an additional 19 servers to be located at OneNet hub sites that provide Ethernet services for customers. Currently OneNet has 12 servers located at hub sites that perform network testing, performance measuring, and assists with network troubleshooting. The deployment of the additional 19 servers will provide opportunities for testing at all OneNet hub sites with Ethernet capabilities. (Funded from 718-OneNet).

GEAR UP

- 3) Robbie McCarty in the amount of \$39,200.00 to conduct the 2014 GEAR UP Science Institute. The Science Institute closely relates to the mission of Oklahoma GEAR UP that enable schools to better prepare their students for college by training teachers on effective skills and strategies that enhance teaching methods. (730-GEAR UP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-h (1):

Non-Academic Degrees.

SUBJECT: Request from Western Oklahoma State College to award a Posthumous Degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of a nonacademic degree as listed below.

BACKGROUND:

Western Oklahoma State College made a request to award an Associate in Science in Business Computer Information Systems degree posthumously to Mr. Christopher M. Bennett, who died unexpectedly on July 20, 2013. At the time of his death, Mr. Bennett had completed 82 semester credit hours with a cumulative grade point average of 3.54 and was the 2012-2013 Vice President of Public Relations for the Alpha Theta Mu chapter of Phi Theta Kappa.

POLICY ISSUES:

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

The Oklahoma State Regents for Higher Education
Acting Through The

Western Oklahoma State College

have admitted

Christopher M. Bennett

to the degree of

Associate in Science (Mathematics)

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 Western Oklahoma State College at Albus, Oklahoma,
on the sixteenth day of May, two thousand and fourteen.



FOR THE STATE REGENTS:

J. J. Havel
Chairperson

John W. Manning
Secretary

Blaine Johnson
Chancellor

FOR THE COLLEGE:

Albert J. Cooper
Chairperson

Phil B. ...
President of College

David ...
Registrar

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-h (2):

Non-Academic Degrees.

SUBJECT: Request from Oklahoma State University to award Honorary Degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's request to award five Honorary Degrees.

STAFF ANALYSIS:

A request has been made from Oklahoma State University (OSU) to award Honorary Doctor of Humane Letters degrees to Tererai Trent, Ken Burns, and Walt Garrison. Additionally, OSU requests to award a Doctor of Fine Arts degree to Bill Goldston and a Doctor of Science degree to John Niblack.

The request is consistent with State Regents' policy which requires:

- 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 Oklahoma State University request meets the requirements of the State Regents' policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Terrai Trent

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
tenth day of May, two thousand fourteen*

For the Regents

Jim Howard
Chairman

John P. Hester
Secretary

Robert J. Hester
Chairman



For the University

George A. Suckler
Chairman, Board of Regents

V. Bruce Sturgis
President of the University

George A. Suckler
Chairman of Division



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Ken Burns

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
tenth day of May, two thousand fourteen*

For the Regents

Jim Howard
John P. Massey
Robert Johnson



For the University

L Tucker Gird
V. Bruce Sturgis
Shirley A. Lucker



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Walt Garrison

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.

*Assued at the Oklahoma State University at Stillwater, Oklahoma on the
tenth day of May, two thousand, fourteen*

For the Regents

J. J. Howard
Chairman

John W. Hester
Secretary

Walter J. Brown
Chairman

For the University

Lester Ford
Chancellor

V. Bruce Sturgis
President of the University

Walter A. Tucker
Dean of Students



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Bill Goldston

to the Honorary Degree of

Dكتور of Fine Arts

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
tenth day of May, two thousand fourteen*

For the Regents

Jim Howard
Chairman

John P. Massey
Secretary

Robert J. ...
Member



For the University

Lucy ...
Chairman, Board of Regents

V. Bruce ...
President of the University

Myrtle A. ...
Chairman of Finance



The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

John Niblack

to the Honorary Degree of

Doctor of Science

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
tenth day of May, one thousand fourteen*

For the Regents

J. J. Howard
Chairman

John W. Passerly
Secretary

Robert J. Gorman
Member



For the University

L. Tucker Gind
Chairman, Board of Regents

V. Burn Chesji
President of the University

Myrl A. Tucker
Dean of Students



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #19-h (3):

Non-Academic Degrees.

SUBJECT: Request from the University of Oklahoma to award Honorary Degrees.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma's request to award five Honorary Degrees.

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award Honorary Doctor of Humane Letters degrees to Bill Anoatubby, Gary England, Jesus Medina, Bill Saxon and Wendy Kopp.

The request is consistent with State Regents' policy which requires:

- 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 OU request meets the requirements of the State Regents' policy. The proposed diplomas for the honorary degrees are attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers
The Honorary Degree of Doctor of Humane Letters

on
Bill Anoaatubby

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this ninth day of May, two thousand fourteen

For the State Regents

Chairman
Secretary
Chancellor



For the University

Chairman, Board of Regents
President of the University
Treasurer

The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Gary A. England

*in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.*

Issued at the University of Oklahoma
this ninth day of May, two thousand fourteen

For the Senate Regents

~~Chairman~~
~~Secretary~~
~~Chancellor~~



For the University

~~Chairman, Board of Regents~~
~~President of the University~~
~~Treasurer~~

The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on
Jesus. E. Medina, M.D.

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this ninth day of May, two thousand fourteen.

For the State Regents

~~Chairman~~
~~Secretary~~
~~Chancellor~~



For the University

~~Chairman, Board of Regents~~
~~President of the University~~
~~Treasurer~~

The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

ON

Bill D. Saxon

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this ninth day of May, two thousand fourteen.

For the State Regents

~~Chairman~~
~~Secretary~~
~~Chairman~~



For the University

~~Chairman, Board of Regents~~
~~President of the University~~
~~Flower~~

The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Wendy Kopp

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this ninth day of May, two thousand fourteen.

For the State Regents

Chairman

Secretary

Chancellor



For the University

Chairman, Board of Regents

President of the University

Provost

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

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, 2013 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 (2013-2014).

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

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

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (1):

Reports.

SUBJECT: 2013-14-Oklahoma Educational Planning and Assessment System Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a social justice student preparation initiative since 1993. In the 2013-2014 academic year 87,881 students took the EPAS assessments. The EXPLORE assessment was taken by 44,398 8th grade students and 43,483 students took the 10th grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include 452 of the 460 public high schools, 522 of the 575 public elementary/middle schools, and 70 private schools.

Each of these schools voluntarily participates in EPAS, which is over and above the state's required testing for K-12 education. The EXPLORE, PLAN, and ACT assessments provide a longitudinal approach to educational and career planning through assessment, curriculum support, and student evaluation. EPAS, also known as ACT's College and Career Readiness system, is the only state-funded assessment system that provides feedback to the student, parents and educators relative to college readiness.

POLICY ISSUES:

EPAS was created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' EPAS involvement was deepened in 2000 by action to reallocate social justice resources to support an office of student preparation as the primary State Regents' social justice focus for providing access to college through academic preparation. EPAS is the foundation of State Regents K-16 student preparation efforts.

ANALYSIS:

EPAS is a curriculum-based educational and career planning program starting with the EXPLORE assessment, administered to 8th graders, which is designed to help eighth graders explore a broad range of options for their future. PLAN is administered to 10th graders and is a good predictor of what the student would score on the ACT. The predictive nature of EPAS assessments indicates that students will typically score two to four points higher on each successive assessment. All three assessments measure achievement in English, mathematics, reading and science reasoning as well as providing an interest inventory and needs assessment.

After steady growth in mathematics, reading and science over much of the last decade, the EXPLORE and PLAN scores dropped in the 2013-2014 assessment. As Oklahoma K-12 schools have begun to

implement numerous reforms, the Student Preparation Team will continue to monitor student preparedness while providing professional development focused on using EPAS outcomes in planning curriculum and instruction so that students are prepared for college and careers.

Eighth Grade EXPLORE Assessment Results

The following table shows the EXPLORE results over the past ten testing years. Mathematics, reading and science have shown steady improvement for the prior fifteen years until this year.

Oklahoma EPAS										
The EXPLORE Assessment 2013-2014										
(Scale 1-25)										
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
English	13.8	13.9	14.0	14.0	13.9	14.0	13.9	13.9	14.0	13.9
Mathematics	14.0	14.1	14.2	14.4	14.6	14.7	14.8	14.8	14.8	14.8
Reading	13.9	13.9	14.0	14.1	14.0	14.3	14.4	14.4	14.6	14.4
Science	15.8	15.9	15.9	15.9	15.9	16.0	16.2	16.1	16.4	16.2
Composite	14.5	14.6	14.7	14.7	14.7	14.9	15	14.9	15.1	14.9

EXPLORE and Achievement Gaps

The 2013-2014 scores of ethnic groups to the Oklahoma College Readiness Benchmarks are shown below. Oklahoma continues to struggle relative to equity of preparation for all subgroups. The disaggregated data by ethnic group shows significant achievement gaps for African Americans, American Indians, Hispanics, Native Hawaiian/Other Pacific Islander and those students identifying themselves as Prefer not to respond.

Oklahoma EPAS								
The EXPLORE Assessment 2013-2014								
(Scale 1-25)								
	Black/ African American (3,328)	American Indian/ Alaska Native (3,997)	White (20,402)	Hispanic/ Latino (6,208)	Asian (747)	Native Hawaiian/ Other Pacific Islander (124)	Two or more races (5,121)	Prefer not to respond (1100)
English	11.9	13.1	14.7	12.4	15.4	12.5	14.1	12.5
Mathematics	13.1	14.2	15.4	13.9	16.9	14.0	14.9	13.6
Reading	12.6	13.8	15.1	13.2	16.0	13.2	14.6	13.1
Science	14.7	15.7	16.8	15.4	18.0	15.2	16.4	15.1
Composite	13.2	14.4	15.6	13.8	16.7	13.9	15.1	13.7

When the EXPLORE data are disaggregated by gender, female students outscore their male counterparts in all content areas except mathematics.

Oklahoma EPAS				
The EXPLORE Assessment 2013-2014				
(Scale 1-25)				
	Females		Males	
	2012-2013	2013-2014	2012-2013	2013-2014
English	14.5	14.3	13.6	13.4
Mathematics	14.8	14.7	14.8	14.9
Reading	15.1	14.7	14.2	14.1
Science	16.6	16.3	16.3	16.2
Composite	15.4	15.1	14.8	14.8

Other EXPLORE Data

The EXPLORE test includes questions that allow students to self-report information in several key areas, such as educational aspiration and potential career plans. The following are a sample of student responses:

- Sixty-four percent indicate a plan to attend a two-year or four-year college after high school.
- Forty-five percent indicate a career preference in the Science and Technology areas with 87 percent of this group planning to attend a two-year or four-year college.

Tenth Grade PLAN Assessment Results

This table gives the PLAN results over the past ten testing years. Mathematics, reading and science have shown steady improvement for the prior fifteen years until this year.

Oklahoma EPAS										
The PLAN Assessment 2013-2014										
(Scale 1-32)										
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
English	16.2	16.4	16.2	15.8	16.0	16.0	15.8	15.9	16.3	16.0
Mathematics	16.5	16.5	16.5	16.4	16.5	16.8	16.9	17.0	17.3	16.9
Reading	16.4	16.4	16.5	16.4	16.2	16.3	16.7	16.7	17.0	16.8
Science	17.7	17.7	17.6	17.4	17.4	17.7	17.6	17.9	18.1	18.0
Composite	16.8	16.9	16.8	16.6	16.7	16.8	16.9	17.0	17.3	17.0

PLAN and Achievement Gaps

The challenge of achievement gaps continues throughout high school years. This table analyzes the 2013-2014 scores of ethnic groups. Improvement is seen in several areas while many challenges continue.

Oklahoma EPAS								
The PLAN Assessment 2013-2014								
(Scale 1-32)								
	Black/ African American (3,239)	American Indian/ Alaska Native (3,712)	White (21,412)	Hispanic/ Latino (5,613)	Asian (803)	Native Hawaiian /Other Pacific Islander (107)	Two or more races (4,784)	Prefer not to respond (780)
English	13.7	15.2	16.9	14.3	17.6	14.1	16.2	15.3
Mathematics	14.7	16.1	17.6	15.6	19.8	15.1	16.9	16.2
Reading	14.5	16.1	17.6	15.1	17.6	14.9	18	16.0
Science	16.2	17.3	18.6	16.9	19.7	16.5	18.0	17.4
Composite	14.9	16.3	17.8	15.6	18.8	15.3	17.2	16.3

When the PLAN data are disaggregated by gender, female students continue outscore their male counterparts in English and reading with males maintaining their lead in mathematics and catching up in science.

Oklahoma EPAS				
The PLAN Assessment 2013-2014				
(Scale 1-32)				
	Females		Males	
	2012-2013	2013-2014	2012-2013	2013-2014
English	16.8	16.4	15.9	15.7
Mathematics	17.3	16.8	17.4	17.1
Reading	17.3	17.0	16.7	16.6
Science	18.1	18.0	18.1	18.0
Composite	17.5	17.2	17.1	17.0

Other PLAN Data

Among Oklahoma students who took the PLAN test in the 10th grade in 2013-2014:

- Sixty-four percent plan to attend a two-year or four-year college after high school.
- Forty-nine percent indicate a career preference in the Science and Technology areas with 88 percent of this group planning to attend a two-year or four-year college.

The percentage of students choosing each career preference category changes only slightly between 8th and 10th grades. This is consistent with some research done by this agency which followed students from their EXPLORE preferences through their college years. Those students expressing interest in science, technology, engineering and mathematics (STEM) on their EXPLORE assessment are significantly more likely to major in a STEM area and to complete a degree in those areas.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (2):

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 scale 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 57th 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 October 17, 2013 report.

ANALYSIS:

Connors State College (CSC)

October 1, 2013 and March 11, 2014

Two exceptions to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to CSC. These exceptions allowed readmission of these students and was based on documentation of the students' commitment to successfully completing their college degree, the recommendation of the CSC Academic Appeals Executive Council, and the president.

Oklahoma City Community College (OCCC)

October 18, 2013

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)

November 13, 2013

An exception to the OSRHE Undergraduate Degree Requirements policy, which states at least 15 of the final 30 hours applied toward the baccalaureate degree or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed at the awarding institution, was granted to OSU. This exception allowed OSU to award a baccalaureate degree to eight students who are part of a program supported by the Fund for the Improvement of Postsecondary Education (FIPSE) grant. The eight students represent the following countries: Finland, Hungary, Latvia, Poland, and the United Kingdom. The FIPSE grant is a transatlantic partnership among OSU, Robert Gordon University, and Turku University of Applied Sciences, which provides an opportunity to study on all three campuses and experience cultural and academic immersion that extends beyond the typical study abroad international experience of most undergraduate students. This exception was based on unique circumstances and the recommendation of the president.

Western Oklahoma State College (WOSC)

December 4, 2013

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (3):

Reports.

SUBJECT: 2012-2013 Annual Student Developmental Education Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-second annual student developmental education report.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education. Recent economic conditions have resulted in substantial increases in regional and community college enrollment along with concomitant increases in developmental education needs.
- The widespread need for college developmental education has brought about efforts to prepare students while still in high school. National and regional studies report approximately 40 percent of new freshmen enroll in developmental courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher developmental education rates.
- Nationally, little change in the number of students enrolled in developmental education courses has taken place in the last few years. Community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.
- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs are less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated \$3.14 million in 2012-13.

OKLAHOMA INITIATIVES:

- The State Regents approved the adoption of a College Completion agenda at its October 20, 2011 meeting which includes reform in developmental education as a key component. The agenda

incorporates the Complete College America and National Governors Association Complete to Compete metrics, recommits to a revised Brain Gain performance program, and makes college completion a top priority with commitments to state and campus goals, action plans and measures of progress. The State Regents have committed the Oklahoma State System of Higher Education to statewide reform and redesign of developmental education through redesign projects and a common framework established by the OSRHE and implemented by all colleges and universities.

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

requiring satisfactory completion of end-of-instruction tests became effective for the spring 2012 graduating class.

FINDINGS:

- Data format changes necessitated a revision in methodology so that a comparison of data after 2010-2011 to prior years is limited.
- 34,659 students enrolled in at least one developmental education course in 2012-13: 2.4 percent (832 students) at the research universities, 21.9 percent (7,582 students) at the regional universities, and 75.7 percent (26,245 students) at the community colleges. (Figure 1.)
- Of fall 2012 first-time freshmen, 40.5 percent enrolled in developmental education courses. (Figure 2.)
- Of fall 2012 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 43.9 percent enrolled in developmental education courses, compared to 25.1 percent of freshmen who completed the high school core curriculum. (Figure 3.)
- Developmental education by subject for fall 2012 first-time freshmen was as follows: 35.6 percent mathematics, 18.5 percent English, 9.4 percent reading, and 1.5 percent science. (Figure 4.)
- From 2003-04 to 2012-13, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 35.0 to 39.4 percent. The 2012-13 rate of 39.4 percent is lower than the 40.5 percent for all first-time freshmen. (Figure 5.)
- Older freshmen require more developmental education. During the 2012-13 academic year, a higher percentage of first-time freshmen 21 years of age and older (52.4 percent) enrolled in developmental education courses than freshmen less than 21 years of age (37.5 percent). (Figure 6.)
- In 2012-13, Oklahoma State System institutions generated \$3.14 million from student-paid developmental education course fees.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.
- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.
- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.
- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (37.5 and 52.4 percent, respectively).

- Recent economic conditions have resulted in larger enrollments at regional universities and community colleges. Since most of these students probably did not plan on attending college they were ill-prepared.
- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1

Tier Distribution of Oklahoma Students Taking Developmental Education Courses

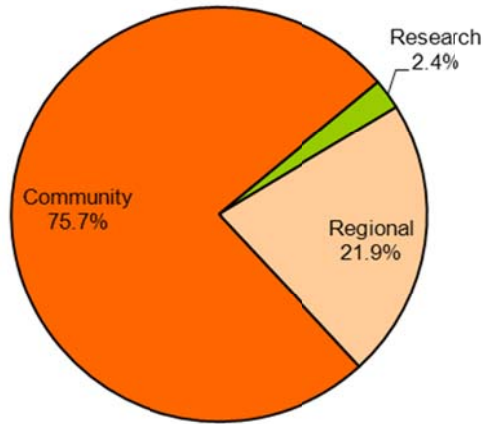
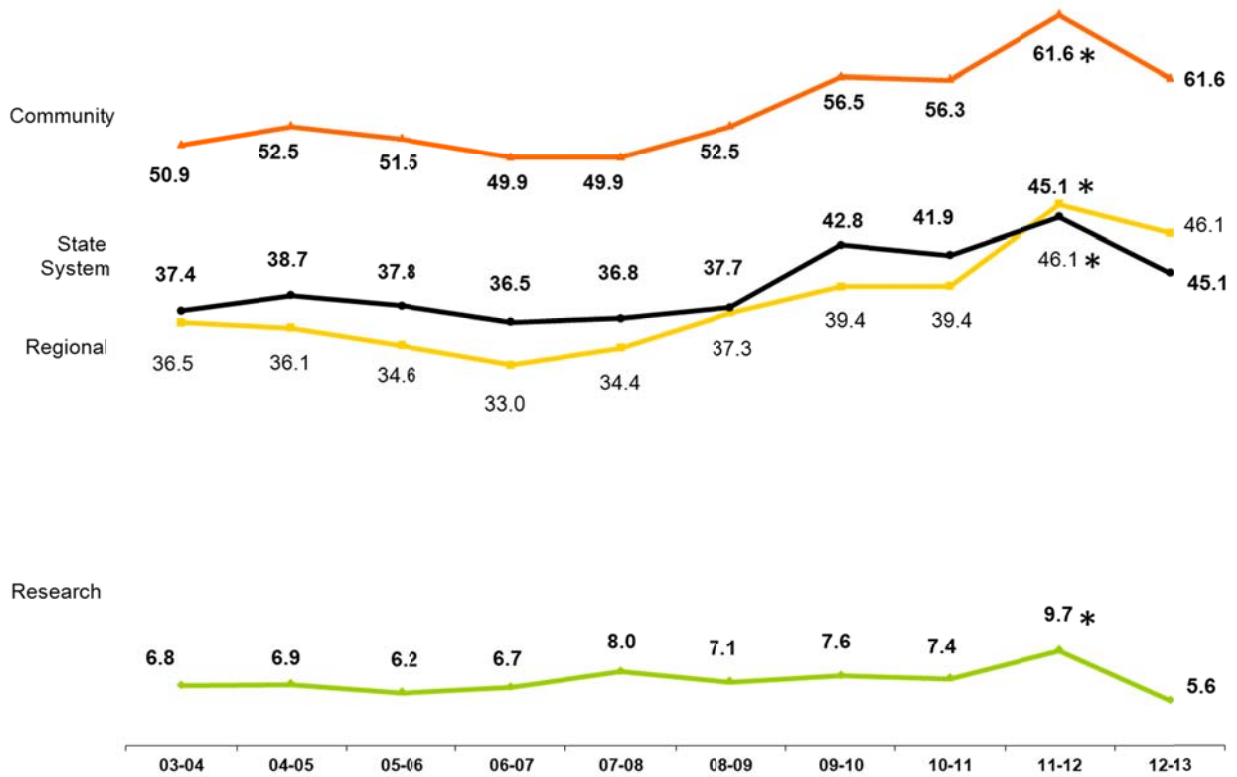


FIGURE 2

Percent of First-Time Freshmen Enrolled in Developmental Education Courses



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

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

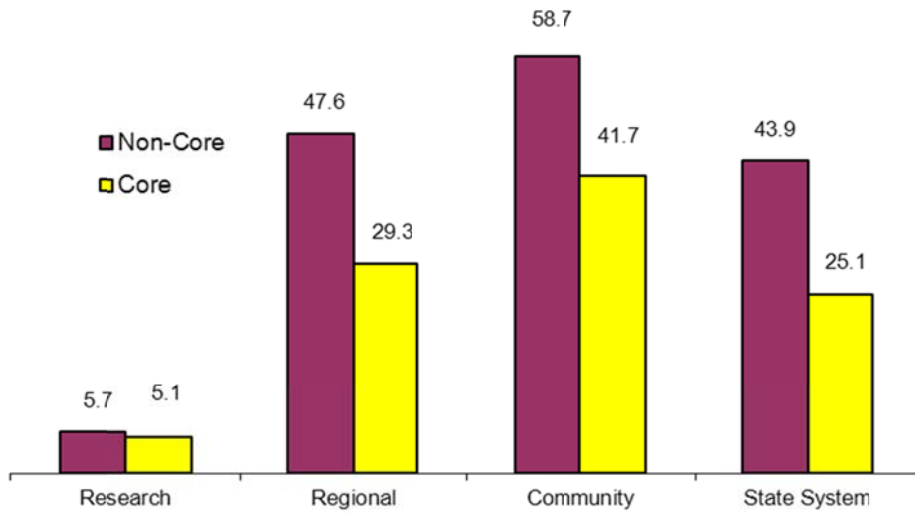


FIGURE 4

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

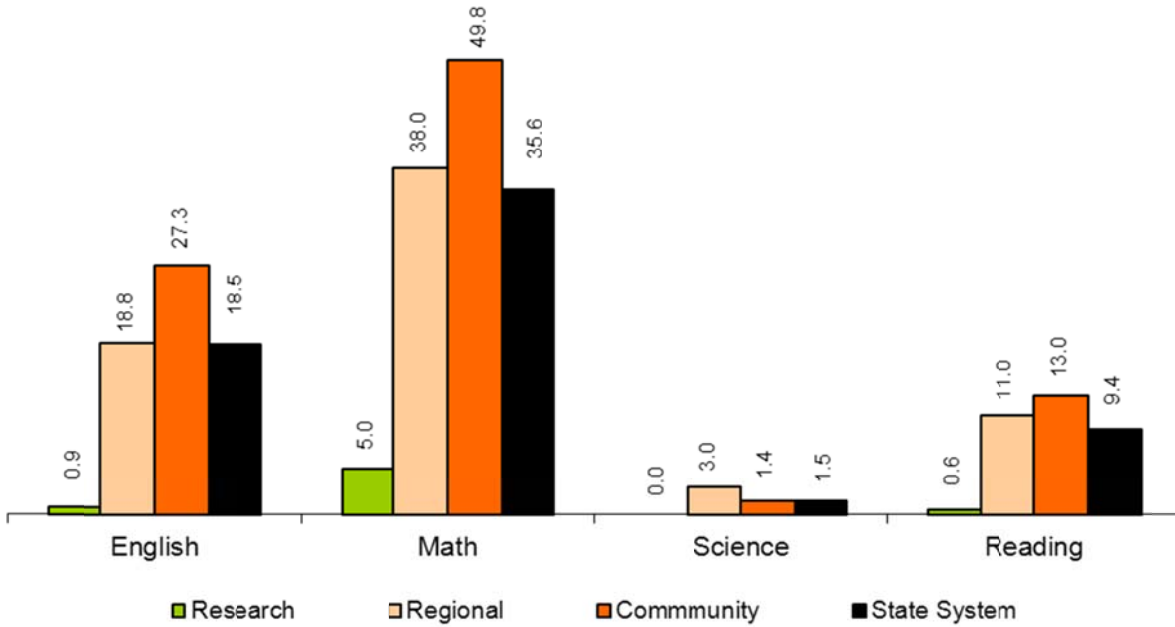
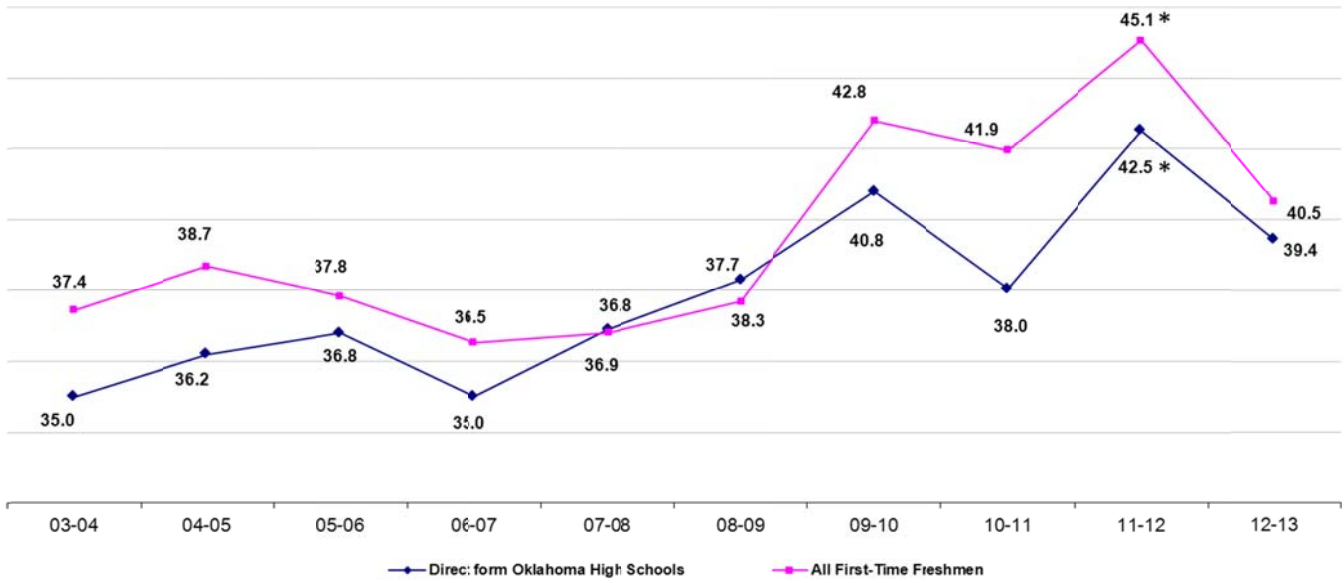


FIGURE 5

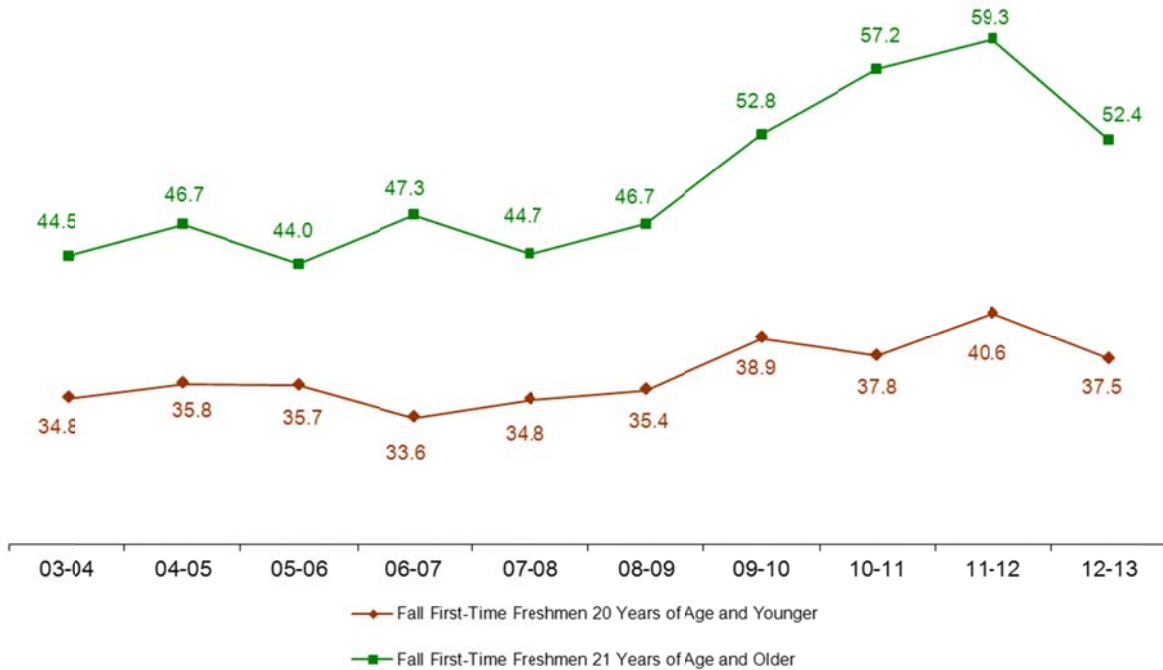
Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools Enrolled in Developmental Education
Fall 2003 to Fall 2012



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

FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age
Fall 2003 to Fall 2012



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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (4):

Reports.

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2012-2013

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The report, Financing Current Operating Costs of Higher Education in Oklahoma, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2012-2013 with comparisons to FY2011-2012 and FY2009-2010.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2012-2013 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2013 Compared to FY2012 and FY2010</i>							
<i>Income:</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Student Fees</i>	887,001,788	834,086,530	52,915,258	6.3%	691,941,594	195,060,194	28.2%
<i>State Appropriations</i>	626,586,420	619,017,931	7,568,489	1.2%	619,436,533	7,149,887	1.2%
<i>Federal Stimulus</i>	0	7,014,767	-7,014,767	-100.0%	50,430,441	-50,430,441	100.0%
<i>Gifts & Grants</i>	78,809,428	81,924,330	-3,114,902	-3.8%	72,282,229	6,527,199	9.0%
<i>Other Sources</i>	113,900,273	113,195,299	704,974	0.6%	109,306,935	4,593,338	4.2%
<i>Total Income</i>	1,706,297,909	1,655,238,857	51,059,052	3.1%	1,543,397,732	162,900,177	10.6%
<i>Columns May Not Add Due to Rounding</i>							
<i>Total Educational and General Part I Expenditures: FY2013 Compared to FY2012 and FY2010</i>							
<i>Expenditures</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	734,380,111	720,024,307	14,355,804	2.0%	678,344,832	56,035,279	8.3%
<i>Research</i>	53,445,325	50,412,093	3,033,232	6.0%	50,852,428	2,592,897	5.1%
<i>Public Service</i>	27,589,682	28,203,782	-614,100	-2.2%	27,057,582	532,100	2.0%
<i>Academic Support</i>	198,566,839	198,143,720	423,119	0.2%	182,326,670	16,240,169	8.9%
<i>Student Services</i>	115,834,538	112,477,887	3,356,651	3.0%	105,083,093	10,751,445	10.2%
<i>Institutional Support</i>	129,137,503	123,979,365	5,158,138	4.16%	123,733,568	5,403,935	4.4%
<i>Physical Plant</i>	219,266,699	209,035,848	10,230,851	4.9%	186,039,180	33,227,519	17.9%
<i>Scholarships</i>	189,556,779	168,762,314	20,794,465	12.3%	143,373,568	46,183,211	32.2%
<i>Total</i>	1,667,777,476	1,611,039,316	56,738,160	3.5%	1,496,810,921	170,966,555	11.4%

For the fiscal year ending on June 30, 2013, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$1,706,297,909, an increase of \$51.1 million (3.1 percent) over fiscal year 2011-2012 and increased \$162.9 million (10.6 percent) over fiscal year 2009-2010. In FY2013, total income was comprised of \$887,001,788 (52.0 percent) from tuition and student fees, \$626,586,420 (36.7 percent) in state appropriations, \$78,809,428 (4.6 percent) in gifts and grants, and \$113,900,273 (6.7 percent) from other income sources.

From FY2012 to FY2013, tuition and student fees increased \$52.9 million (6.3 percent). State appropriations increased \$7.6 million (1.2 percent), federal stimulus funds decreased \$7.0 million (-100.0 percent), gifts and grants decreased \$3.1 million (-3.8 percent) and other sources increased \$705.0 thousand (0.6 percent).

From FY2010 to FY2013, tuition and student fees increased \$195.1 million (28.2 percent), state appropriations increased \$7.1 million (1.2 percent), federal stimulus funds decreased \$50.4 million (-100.0) percent, gifts and grants increased \$6.5 million (9.0 percent) and other sources of income increased \$4.6 million (4.2 percent). There were no federal stimulus funds received in FY2013.

For the fiscal year ending on June 30, 2013, Educational and General Part I expenditures for the twenty-five institutions were reported at \$1,667,777,476, an increase of \$56.7 million (3.5 percent) over fiscal year 2011-2012 and increased \$170,966,555 million (11.4 percent) over fiscal year 2009-2010. In FY2013, total expenditures were comprised of \$734.4 million (44.0 percent) for instruction, \$53.4 million (3.2 percent) for research, \$27.6 million (1.7 percent) for public service, \$198.6 million (11.9 percent) for academic support, \$115.8 million (6.9 percent) for student services, \$129.1 million (7.7 percent) for institutional support, \$219.3 million (13.1 percent) for physical plant, and \$190.0 million (11.4 percent) for scholarships.

From FY2012 to FY2013, expenditures for instruction increased \$14.4 million (2.0 percent), research increased \$3.0 million (6.0 percent), public service decreased \$614.1 thousand (-2.2 percent), academic support increased \$423.1 thousand (0.2 percent), student services increased \$3.4 million (3.0 percent), institutional support increased \$5.2 million (4.2 percent), physical plant increased \$10.2 million (4.9 percent) and scholarships increased \$20.8 million (12.3 percent).

From FY2010 to FY2013, expenditures for instruction increased \$56.0 million (8.3 percent), research increased \$2.6 million (5.1 percent), public service increased \$532.1 thousand (2.0 percent), academic support increased \$16.2 million (8.9 percent), student services increased \$10.8 million (10.2 percent), institutional support increased \$5.4 million (4.4 percent), physical plant increased \$33.2 million (17.9 percent) and scholarships increased \$46.2 million (32.2 percent).

Total Educational and General Part I Expenditures: FY2013 Compared to FY2012 and FY2010							
<i>Expenditures</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	387,057,520	382,331,404	4,726,116	1.2%	364,982,464	22,075,056	6.0%
<i>Professional Salaries</i>	259,824,525	255,225,504	4,599,021	1.8%	239,615,275	20,209,250	8.4%
<i>Other Salaries & Wages</i>	141,739,123	140,478,478	1,260,645	0.9%	137,699,627	4,039,496	2.9%
<i>Fringe Benefits</i>	285,069,430	276,685,420	8,384,010	3.0%	249,771,458	35,297,972	14.1%
<i>Sub-Total</i>	1,073,690,598	1,054,720,806	18,969,792	1.8%	992,068,824	81,621,774	8.2%
<i>Professional Services</i>	22,434,195	19,789,128	2,645,067	13.4%	21,267,068	1,167,127	5.5%
<i>Travel</i>	19,633,379	18,329,308	1,304,071	7.1%	15,975,613	3,657,766	22.9%
<i>Utilities</i>	64,563,217	67,500,946	(2,937,729)	-4.4%	51,692,153	12,871,064	24.9%
<i>Supplies & Other Operating Expenses</i>	174,005,561	156,859,460	17,146,101	10.9%	161,006,394	12,999,167	8.1%
<i>Property, Furniture & Equipment</i>	60,138,602	50,940,807	9,197,795	18.1%	50,056,206	10,082,396	20.1%
<i>Library Books & Periodicals</i>	21,827,382	22,856,876	(1,029,494)	-4.5%	22,739,704	-912,322	-4.0%
<i>Scholarships & Other Assistance</i>	193,855,160	172,040,760	21,814,400	12.7%	136,074,934	57,780,226	42.5%
<i>Transfers & Other Disbursements</i>	37,629,382	48,001,225	(10,371,843)	-21.6%	45,930,025	-8,300,643	-18.1%
<i>Sub-Total</i>	594,086,878	556,318,510	37,768,368	6.8%	504,742,097	89,344,781	17.7%
<i>Total</i>	1,667,777,476	1,611,039,316	56,738,160	3.5%	1,496,810,921	170,966,555	11.4%

For FY2013, salaries and fringe benefits totaled \$1,073,690,598, an increase of \$18,969,792 (1.8 percent) over FY2012 and increased \$81,621,774 (8.2 percent) over FY2010. Other operating costs total \$594,086,878, an increase of \$37,768,368 (6.8 percent) over FY2012 and increased \$89,344,781 (17.7 percent) over FY2010. Teaching salaries total \$387,057,520, an increase of \$4.7 million (1.2 percent) over FY2012 and increased \$2.1 million (6.0 percent) over FY2010. Professional Salaries total \$259,824,525, an increase of \$4.6 million (1.8 percent) over FY2012 and increased \$20.2 million (8.4 percent) over FY2010. Other Salaries and Wages total \$141,739,123, an increase of \$1.3 million (0.9 percent) over FY2012 and increased \$4.0 million (2.9 percent) over FY2010. Fringe Benefits total \$285,069,430, an increase of \$8.4 million (3.0 percent) over FY2012 and increased \$35.3 million (14.1 percent) over FY2010. Professional Services total \$22,434,195, an increase of \$2.6 million (13.4) over FY2012 and increased \$1.2 million (5.5 percent) since FY2010. Travel expenditures total \$19,633,379, an increase of \$1.3 million (7.1 percent) over FY2012 and increased \$3.7 million (22.9 percent) over FY2010. Utilities total \$64,563,217, a decrease of \$2.9 million (-4.4 percent) over FY2012 and increased \$12.9 million (24.9 percent) over FY2010. Supplies and Other Operating Expenses total \$174,005,561,

an increase of \$17.1 million (10.9 percent) from FY2012 and increased \$13.0 million (8.1 percent) over FY2010. Property, Furniture & Equipment total \$60,138,602, an increase of \$9.2 million (18.1 percent) over FY2012 and increased \$10.1 million (20.1 percent) since FY2010. Library Books and Periodicals total \$21,827,382, a decrease of \$1.0 million (-4.5 percent) from FY2012 and decreased \$912.3 thousand (-4.0 percent) since FY2010. Scholarships and Other Assistance total \$193,855,160, an increase of \$21.8 million (12.7 percent) over FY2012 and increased \$57.8 million (42.5 percent) over FY2010. Transfers and Other Disbursements total \$37,629,382 million, a decrease of \$10.4 million (-21.6 percent) over FY2012 and decreased \$8.3 million (-18.1 percent) over FY2010.

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2013 Compared to FY2012 and FY2010</i>							
<i>Income:</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Student Fees</i>	131,496,195	127,874,688	3,621,507	2.8%	120,759,409	10,736,786	8.9%
<i>State Appropriations</i>	224,417,139	221,571,920	2,845,219	1.28%	221,672,806	2,744,333	1.2%
<i>Federal Appropriations</i>	10,490,913	13,168,858	-2,677,945	-20.3%	25,959,688	-15,468,775	-59.6%
<i>Gifts & Grants</i>	32,815,085	33,374,831	-559,746	-1.7%	34,214,441	-1,399,356	-4.1%
<i>Other Sources</i>	54,689,383	44,149,053	10,540,330	23.9%	42,498,807	12,190,576	28.7%
<i>Total Income</i>	453,908,715	440,139,350	13,769,365	3.1%	445,105,151	8,803,564	2.0%

Columns May Not Add Due to Rounding

<i>Total Educational and General Part I Expenditures: FY2013 Compared to FY2012 and FY2010</i>							
<i>Expenditures</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	180,358,868	182,982,483	-2,623,615	-1.4%	171,690,192	8,668,676	5.0%
<i>Research</i>	47,372,463	48,856,538	-1,484,075	-3.0%	47,277,444	95,019	0.2%
<i>Public Service</i>	49,937,364	51,457,423	-1,520,059	-3.0%	54,286,559	-4,349,195	-8.0%
<i>Academic Support</i>	46,013,400	44,193,547	1,819,853	4.1%	44,814,249	1,199,151	2.7%
<i>Sub-Total</i>	323,682,095	327,489,991	-3,807,896	-1.2%	318,068,444	5,613,651	1.8%
<i>Student Services</i>	13,476,362	11,674,892	1,801,470	15.4%	10,345,128	3,131,234	30.3%
<i>Institutional Support</i>	39,755,038	38,438,079	1,316,959	3.4%	34,421,854	5,333,184	15.5%
<i>Physical Plant</i>	47,844,641	51,097,191	-3,252,550	-6.4%	39,966,689	7,877,952	19.7%
<i>Scholarships</i>	9,286,044	9,717,455	-431,411	-4.4%	8,618,258	667,786	7.7%
<i>Sub-Total</i>	110,362,085	110,927,617	-565,532	-0.5%	93,351,929	17,010,156	18.2%
<i>Total</i>	434,044,180	438,417,608	-4,373,428	-1.0%	411,420,373	22,623,807	5.5%

For the fiscal year ending on June 30, 2013, Educational and General – Part I income for the ten constituent agencies were reported at \$453,908,715, an increase of \$13.8 million (3.1 percent) over fiscal year 2011-2012 and increased \$8.8 million (2.0 percent) over fiscal year 2009-2010. In FY2013, total income was comprised of \$131,496,195 million (29.0 percent) from tuition and student fees, \$224,417,139 (49.4 percent) in state appropriations, \$10,490,913 (2.3 percent) in federal appropriations, \$32,815,085 (7.2 percent) in gifts and grants, and \$54,689,383 (12.0 percent) from other income sources. Note: There were no federal stimulus funds received in FY2012 or in FY2013.

From FY2012 to FY2013, tuition and student fees increased \$3.6 million (2.8 percent). State appropriations increased \$2.8 million (1.3 percent), federal appropriations decreased \$2.7 million (-20.3 percent), gifts and grants decreased \$559.7 thousand (-1.7 percent) and other sources increased \$10.5 million (23.9 percent).

From FY2010 to FY2013, tuition and student fees increased \$10.7 million (8.9 percent), state appropriations increased \$2.7 million (1.2 percent), federal appropriations decreased \$15.5 million (59.6

percent), gifts and grants decreased \$1.4 million (-4.1 percent) and other sources of income increased \$12.2 million (28.7 percent). There were no federal stimulus funds received in FY2012 or FY2013.

For the fiscal year ending on June 30, 2013, Educational and General Part I expenditures for the ten constituent agencies were reported at \$434,044,180, a decrease of \$4.4 million (-1.0 percent) over fiscal year 2011-2012 and increased \$22.6 million (5.5 percent) over fiscal year 2009-2010. In FY2013, total expenditures were comprised of \$180.4 million (41.6 percent) for instruction, \$47.4 million (10.9 percent) for research, \$49.9 million (11.5 percent) for public service, \$46.0 million (10.6 percent) for academic support, \$13.5 million (3.1 percent) for student services, \$39.8 million (9.2 percent) for institutional support, \$47.8 million (11.0 percent) for physical plant, and \$9.3 million (2.1 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2013 Compared to FY2012 and FY2010							
<i>Expenditures</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	91,369,696	91,147,074	222,622	0.2%	90,153,927	1,215,769	1.3%
<i>Professional Salaries</i>	98,993,291	99,815,422	(822,131)	-0.8%	100,047,916	-1,054,625	-1.1%
<i>Other Salaries & Wages</i>	39,377,636	40,651,441	(1,273,805)	-3.1%	40,940,476	-1,562,840	-3.8%
<i>Fringe Benefits</i>	80,627,740	84,173,239	(3,545,499)	-4.2%	74,655,558	5,972,182	8.0%
<i>Sub-Total</i>	310,368,363	315,787,176	(5,418,813)	-1.7%	305,797,877	4,570,486	1.5%
<i>Professional Services</i>	3,623,319	3,688,276	(64,957)	-1.8%	10,283,758	-6,660,439	-64.8%
<i>Travel</i>	4,403,830	4,612,400	(208,570)	-4.5%	3,812,286	591,544	15.5%
<i>Utilities</i>	13,037,886	12,912,925	124,961	1.0%	12,169,425	868,461	7.1%
<i>Supplies & Other Operating Expenses</i>	56,739,521	52,791,031	3,948,490	7.5%	34,760,034	21,979,487	63.2%
<i>Property, Furniture & Equipment</i>	10,215,739	7,853,134	2,362,605	30.1%	4,959,605	5,256,134	106.0%
<i>Library Books & Periodicals</i>	4,128,067	3,818,521	309,546	8.1%	3,189,179	938,888	29.4%
<i>Scholarships & Other Assistance</i>	11,564,937	9,955,854	1,609,083	16.2%	8,816,121	2,748,816	31.2%
<i>Transfers & Other Disbursements</i>	19,962,518	26,998,291	(7,035,773)	-26.1%	27,632,088	-7,669,570	-27.8%
<i>Sub-Total</i>	123,675,817	122,630,432	1,045,385	0.9%	105,622,496	18,053,321	17.1%
<i>Total</i>	434,044,180	438,417,608	(4,373,428)	-1.0%	411,420,373	22,623,807	5.5%

For FY2013, salaries and fringe benefits totaled \$310,368,363, a decrease of \$5,418,813 (-1.7 percent) over FY2012 and an increase of \$4,570,486 (1.5 percent) over FY2010. Other operating costs total \$123,675,817, an increase of \$1,045,385 (0.9 percent) over FY2012 and increased \$18,053,321 (17.1 percent) since FY2010. Teaching salaries total \$91,369,696, an increase of \$222.6 thousand (0.2 percent) over FY2012 and increased \$1.2 million (1.3 percent) over FY2010. Professional Salaries total \$98,993,291, a decrease of \$822.1 thousand (-0.8 percent) over FY2012 and decreased \$1.1 million (-1.1 percent) over FY2010. Other Salaries and Wages total \$39,377,636, a decrease of \$1.3 million (-3.1 percent) over FY2012 and decreased \$1.6 million (-3.8 percent) since FY2010. Fringe Benefits total \$80,627,740, a decrease of \$3.5 million (-4.2 percent) over FY2012 and increased \$6.0 million (8.0 percent) over FY2010. Professional Services total \$3,623,319, a decrease of \$65.0 thousand (-1.8) over FY2012 and decreased \$6.7 million (-64.8 percent) since FY2010. Travel expenditures total 4,403,830, a decrease of \$208.6 thousand (-4.5 percent) over FY2012 and increased \$591.5 thousand (15.5 percent) since FY2010. Utilities total \$13,037,886, an increase of \$125.0 thousand (1.0 percent) over FY2012 and increased \$868.5 thousand (7.1percent) since FY2010. Supplies and Other Operating Expenses total \$56,739,521, an increase of \$3.9 million (7.5 percent) from FY2012 and increased \$22.0 million (63.2 percent) over FY2010. Property, Furniture & Equipment total \$10,215,739, an increase of \$2.4 million

(30.1 percent) over FY2012 and increased \$5.3 million (106.0 percent) since FY2010. Library Books and Periodicals total \$4,128,067, an increase of \$309.5 thousand (8.1 percent) over FY2012 and increased \$938.9 thousand (29.4 percent) over FY2010. Scholarships and Other Assistance total \$11,564,937, an increase of \$1.6 million (16.2 percent) over FY2012 and increased \$2.7 million (31.2 percent) over FY2010. Transfers and Other Disbursements total \$19,962,518 million, a decrease of \$7.0 million (-26.1 percent) over FY2012 and decreased \$7.7 million (-27.8 percent) since FY2010. Total FY2013 expenditures total \$434,044,180, a decrease of \$4.4 million (-1.0 percent) over FY2012 and an increase of \$22.6 million (5.5 percent) over FY2010.

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies: FY2013 Compared to FY2012 and FY2010							
<i>Income</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,160,206,624	2,095,378,207	64,828,417	3.1%	1,976,754,802	183,451,822	9.3%
<i>Sponsored Research</i>	496,358,571	495,898,581	459,990	0.1%	468,461,024	27,897,547	6.0%
<i>Student Aid</i>	382,612,201	383,335,163	-722,962	-0.2%	248,535,771	134,076,430	53.9%
<i>Auxiliary Services</i>	674,251,153	646,833,726	27,417,427	4.2%	514,189,578	160,061,575	31.1%
<i>Hospitals and Clinics</i>	516,475,751	471,630,858	44,844,893	9.5%	362,879,472	153,596,279	42.3%
<i>Agency Special</i>	77,742,673	59,846,454	17,896,219	29.9%	50,326,535	27,416,138	54.5%
Total	4,307,646,973	4,152,922,989	154,723,984	3.7%	3,621,147,182	686,499,791	19.0%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2013 Compared to FY2012 and FY2010							
<i>Expenditures</i>	<i>FY2013</i>	<i>FY2012</i>	<i>\$ Change</i>	<i>% Chg</i>	<i>FY2010</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,101,821,656	2,049,456,924	52,364,732	2.6%	1,908,231,294	193,590,362	10.1%
<i>Sponsored Research</i>	496,359,984	495,897,846	462,138	0.1%	462,948,559	33,411,425	7.2%
<i>Student Aid</i>	369,488,636	382,112,702	-12,624,066	-3.3%	348,375,757	21,112,879	6.1%
<i>Auxiliary Enterprises</i>	564,350,657	537,835,762	26,514,895	4.9%	440,466,525	123,884,132	28.1%
<i>Hospitals and Clinics</i>	492,971,316	461,901,998	31,069,318	6.7%	392,558,147	100,413,169	25.6%
<i>Agency Special</i>	49,253,130	47,638,231	1,614,899	3.4%	42,700,368	6,552,762	15.3%
Total	4,074,245,379	3,974,843,463	99,401,916	2.5%	3,595,280,650	478,964,729	13.3%

For the fiscal year ending on June 30, 2013, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$4.074 billion, an increase of \$99.4 million (2.5 percent) over fiscal year 2011-2012. Expenditures made in fiscal year 2012-2013 include \$2.101 billion (51.6 percent) for Educational and General Part I, \$496.4 million (12.2 percent) for Sponsored Research and Other Sponsored Programs, \$369.5 million (9.1 percent) for Student Aid, \$564.4 million (13.9 percent) for Auxiliary Enterprises, \$493.0 million (12.1 percent) for Hospitals and Clinics and \$49.3 million (1.2 percent) for Agency Special.

From fiscal year 2010-2011 to fiscal year 2012-2013, total expenditures increased by \$99,401,916 (2.5 percent). Expenditures for Educational and General Part I increased \$52.4 million (2.6 percent), Sponsored Research and Other Sponsored Programs increased \$462.1 thousand (0.1 percent), Student Aid decreased \$12.6 million (-3.3 percent), Auxiliary Enterprises increased \$26.5 million (4.9 percent), Hospitals and Clinics increased \$31.1 million (6.7 percent) and Agency Special increased \$1.6 million (3.4 percent).

From fiscal year 2009-2010 to fiscal year 2012-2013, total expenditures increased \$478,964,729 or 13.3 percent. Expenditures for Educational and General Part I increased \$193.6 million (10.1 percent), Sponsored Research and Other Sponsored Programs increased \$33.4 million (7.2 percent), Student Aid

increased \$21.1 million (6.1 percent), Auxiliary Enterprises increased \$123.9 million (28.1 percent), Hospitals and Clinics increased \$100.4 million (25.6 percent) and Agency Special activities increased \$6.6 million (15.3 percent).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (5):

Reports.

SUBJECT: Oklahoma High School Indicators Project: Headcount, Semester Hours, and GPA Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education, but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

The headcount, semester hour, and grade point average (GPA) summary provides academic year headcount, semester hour, and cumulative GPA information for 2012 high school graduates as fall 2012 first-time-entering college freshmen in Oklahoma public institutions. The headcount and semester hour data are distributed by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the fall 2012 first-time freshmen (16,113), 53.7 percent (8,646) maintained a 3.0 or better GPA. Nearly 85 percent maintained at least a 2.0 higher during their first year in college. Additionally, a 2.0 or higher was earned in more than 90 percent of semester hours taken by first-time-entering students.

Beginning in 2008, changes in reporting requirements to federal and regional entities necessitated updates to the Unitized Data System (UDS), the statewide data collection process. As a result, new procedures had to be developed to continue to provide quality data to the various education stakeholders. Therefore, comparisons of current findings to prior year reports are limited.

In compliance with Senate Bill No. 183, the State Regents will transmit these data to the Office of Accountability.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2014

AGENDA ITEM #20-b (6):

Reports.

SUBJECT: Spring 2014 Preliminary Enrollment Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

- The headcount enrollment at Oklahoma public colleges and universities decreased by 3.1 percent from 177,603 in spring 2013 to 172,106 in spring 2014. Research universities decreased 0.2 percent from 53,725 to 53,640; regional universities decreased 3.1 percent from 53,144 to 51,495; and community colleges decreased 5.3 percent from 70,734 to 66,971 (Table 1).
- The semester FTE enrollment at public institutions decreased 2.9 percent from 128,754 in spring 2013 to 125,047 in spring 2014 (Table 2).
- The semester FTE enrollment at private institutions was 20,327 in spring 2014, up 2.8 percent from 19,782 in spring 2013 (Table 2).
- The number of first-time entering decreased 5.3 percent from 6,933 in spring 2013 to 6,563 in spring 2014 at Oklahoma public institutions. The research universities increased 35.8 percent from 134 to 182. The regional universities decreased 19.2 percent from 1,010 to 816. The community colleges also saw a decline in first-time entering, dropping 3.9 percent from 5,789 to 5,565 (Table 3).
- The number of first-time entering increased 27.6 percent from 286 to 365 at the private institutions (Table 3).

- Concurrent high school student enrollment in spring 2014 increased by 6.6 percent at Oklahoma public colleges and universities over the prior spring semester. The research universities increased by 4.9 percent from 144 in spring 2013 to 151 in spring 2014. Regional universities had a 5.5 percent increase from 1,512 to 1,595. Concurrent high school enrollment at the community colleges rose 6.8 percent, with an increase from 5,658 in spring 2013 to 6,044 in spring 2014 (Table 4).
- The number of concurrent student semester credit hours increased 22.4 percent from 30,865 in spring 2013 to 37,790 in spring 2014. The average number of credit hours per concurrent student rose to 4.8 (Table 4).

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

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

MINUTES

Seven Hundred Fifty-Sixth Meeting



March 6, 2014

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

Minutes of the Seven Hundred Fifty-Sixth Meeting
March 6, 2014

CONTENTS

	Page
Announcement of filing of meeting and posting of the agenda	19373
Call to order	19373
Minutes of the previous meeting.....	19373
Chairman’s Report	19373
Chancellor’s Report	19373
Recognition of Southwestern Oklahoma State University.....	19374
New Programs.....	19374
Program Deletions	19375
Course Equivalency Project.....	19375
E&G Budgets	19375
Revenue Bond.....	19376
Endowment	19376
Tuition and Fees.....	19376
GEAR UP	19376
Contracts and Purchases	19377
Investments	19377
Policy	19377
Commendations	19378
Executive Session	19378
Consent Docket.....	19378
Reports	19379
Report of the Committees	19379
New Business.....	19379
Announcement of next regular meeting.....	19380
Adjournment	19380

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Fifty-Sixth Meeting
of the
Oklahoma State Regents for Higher Education
March 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 9:00 a.m. on Thursday, March 6, 2014, at the Conference Center at Southwestern Oklahoma State University (SWOSU) in Weatherford, 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 Harrel called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Jimmy Harrel, Mike Turpen and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' Committee-of-the-Whole and the minutes of the State Regents' regular meeting on January 29, 2014, and January 30, 2014. Voting for the motion were White, Helm, Parker, Holloway, Harrel, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **Report of the Chairman.** Regent Harrel thanked President Randy Beutler for hosting the March State Regents meetings.
5. **Report of the Chancellor.** Chancellor Glen Johnson thanked President Beutler for being an outstanding host for the March State Regents meetings. He also distributed a recent article from *The Oklahoman* written by Kathryn McNutt focusing on the Oklahoma State University Riata Center that helps disabled veterans start and grow businesses. Chancellor Johnson provided

Regents with a summary of engagements that he attended on behalf of the State Regents. He also stated that Higher Education Day at the Capital was held on February 11th and it was a great opportunity to speak with legislators and highlight higher education. Chancellor Johnson also announced the National Governors Association Summit would be held on March 26th from 1:00 p.m. – 4:30 p.m. at the Devon Energy Center. Each institution's governing board chairs are invited and Chancellor Johnson will be presenting in the afternoon. Lastly, he announced that on April 24th, there will be a tuition hearing at 9:00 a.m. immediately followed by the April State Regents meeting

6. RECOGNITION OF SOUTHWESTERN OKLAHOMA STATE UNIVERSITY.

- a. President Beutler gave appreciation to the State Regents for holding their March meeting at SWOSU. President Beutler thanked them for their service to the state and their total support of SWOSU and their mission. He then introduced several SWOSU faculty and staff members. He stated that SWOSU is one of the most affordable institutions compared to in-state and out-of-state peer institutions. He also stated that SWOSU is proud to have had several graduates work for NASA as well as a recent White House student intern, Mr. Blaine Boyd. Mr. Boyd, Student Government Association President gave brief remarks regarding his time at SWOSU. President Beutler finished by highlighting several recent accomplishments by faculty and staff at SWOSU.
- b. Regent Massey made a motion, seconded by Regent White, to approve a resolution honoring the 75th anniversary of SWOSU's College of Pharmacy. Voting for the motion were Helm, Parker, Holloway, Harrel, Turpen, Massey, Stricklin and White. Voting against the motion were none.

7. NEW PROGRAMS.

- a. Regent Stricklin made a motion, seconded by Regent Helm, to approve the request from Oklahoma State University to offer the Master of Athletic Training in Athletic Training.

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

- b. Regent Stricklin made a motion, seconded by Regent Turpen, to approve the request from Redlands Community College to offer a Certificate in Enterprise Development, the Certificate in Equine Sciences, the Certificate in School Age Children and the Certificate in Artificial Insemination. Voting for the motion were Holloway, Harrel, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

8. PROGRAM DELETIONS. Regent Stricklin made a motion, seconded by Regent Helm, to approve the following requests for program deletions:

- Oklahoma State University requested to delete the Bachelor of Science in Journalism and Broadcasting and the Bachelor of Arts in Journalism and Broadcasting.
- The University of Oklahoma requested to delete the Master of Education in School Counseling.
- The University of Central Oklahoma requested to delete the Master of Arts in Communication.
- Seminole State College requested to delete the Associate of Science in Office Management.

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

9. COURSE EQUIVALENCY PROJECT. Regent Parker made a motion, seconded by Regent Helm, to approve the Course Equivalency Project for the 2014-2015 academic year. Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, noted that as of the 2013-2014 academic year, 45 disciplines were participating covering a total of 8,200 courses. Voting for the motion were Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Harrel. Voting against the motion were none.

10. E&G BUDGETS. Regent White made a motion, seconded by Regent Turpen, to approve the

allocation of \$1,312,742.32 to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway Harrel and Turpen. Voting against the motion were none.

11. REVENUE BOND. Regent White made a motion, seconded by Regent Stricklin, to approve the transmittal to the Attorney General of Oklahoma, that the Statement of Essential Facts for the University of Oklahoma's General Obligation Refunding Revenue Bonds, Series 2014C in the amount of approximately \$88,020,000 is substantially accurate. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Harrel, Turpen and Massey. Voting against the motion were none.

12. ENDOWMENT. Regent White made a motion, seconded by Regent Massey, to approve a substitute account at the request of the University of Oklahoma. The original allotment will not change, but results in a transfer from an approved account to the addition of a new account being approved through this request. Voting for the motion were White, Helm, Parker, Holloway, Harrel, Turpen, Massey and Stricklin. Voting against the motion were none.

13. TUITION AND FEES.

a. Regents reviewed the posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2015 and institutional requests for changes to academic services fees for Fiscal Year 2015.

This item was for posting only and did not require State Regents action.

b. Regent Harrel announced that the State Regents would be holding a public hearing for the purpose of receiving views and comments on the subject of tuition, mandatory fees, and academic fees charged as a condition for enrolling at institutions in the Oklahoma State System of Higher Education. The hearing will be held in the State Regents' offices on Thursday, April 24, 2014, at 9 a.m.

14. GEAR UP. Regent White made a motion, seconded by Regent Massey, to approve a partnership contribution to Connors State College and Rogers State University in support of summer expanded learning opportunities for students in designated GEAR UP schools. Voting for the motion were Helm, Parker, Holloway, Harrel, Turpen, Massey, Stricklin and White. Voting against the motion were none.

15. CONTRACTS AND PURCHASES. Regent White made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of \$100,000:

- Aurora Learning Community Association in the amount of \$182,387 to provide a longitudinal data system to all 24 GEAR UP school sites.
- IBM in the amount of \$200,000 for N-Series Storage equipment to upgrade the OneNet storage cluster in Tulsa and Oklahoma City.
- Student Outreach Solutions, Inc. in the amount of \$85,000 as a result of a contract amendment adding federally required FFEL default aversion services performed on behalf of the Oklahoma College Assistance Program. This is an increase, which will bring the total contract amount to \$668,333.33.
- Sallie Mae, Inc. in the amount of \$2,500,000 due to significantly increased successful collection efforts in comparison to original estimates. This is an increase, which will bring the total contract amount to \$9,565,000.

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

16. INVESTMENTS. Regent Parker made a motion, seconded by Regent Massey, to approve a new investment manager and allocation of funds for the endowment trust fund. Voting for the motion were Holloway, Harrel, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

17. **POLICY.** Regents reviewed the revisions to the *Compliance* policy, which would enhance enrollment report responses and unitized data system capacity. This item was for posting only and did not require State Regents' action.
18. **COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Massey, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Harrel, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
19. **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.
20. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Stricklin, to approve the following consent docket items.
 - i. Programs.
 - (1) Program Modifications. Approval of institutional requests.
 - (2) Program Suspension. Approval of institutional requests.
 - j. Reconciliation. Approval of institutional requests.
 - k. Program Reinstatement. Approval of institutional requests.
 - l. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.
 - m. Electronic Delivery. Approval of request to offer existing degree programs via online delivery for Oklahoma City Community College.
 - n. Career Tech Contract. Acceptance and ratification of the agreement with the Oklahoma Board of Career and Technology Education for FY2014.
 - o. Agency Operations. Approval of ratification of purchases over \$25,000.
 - p. Non-Academic Degrees.
 - (1) Ratification of a request from the University of Oklahoma to award a posthumous degree.

- (2) Ratification of a request from East Central University to award a posthumous degree.

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

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

- a. Programs. Status report on program requests.
- b. Annual Reports.
 - (1) Low Productivity Programs Report.
 - (2) Oklahoma College Savings Plan. Annual Program Update for 2013.
 - (3) Teacher Education Admission Survey Report.
 - (4) Oklahoma High School Indicators Project Reports.
 - a) ACT Report.
 - b) College Going Rate Report.
 - c) Remediation Report.
 - (5) Supplemental Pension Report FY2013.

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

22. 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.

23. NEW BUSINESS. No new business was brought before the Regents.

24. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Harrel announced that the next regular meetings are scheduled to be held on Wednesday, April 23, 2014 at 10:30 a.m. and Thursday, April 24, 2014 at 9 a.m. with a tuition hearing and at 10:00 a.m. with a regular State Regents meeting at the State Regents Office in Oklahoma City.

25. ADJOURNMENT. With no additional items to address, the meeting was adjourned.

ATTEST:

James D. Harrel, Chairman

John Massey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, March 5, 2014

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, March 5, 2014, in the Pioneer Cellular Event Center at Southwestern Oklahoma State University in Weatherford, Oklahoma. Notice of the meeting was filed with the Secretary of State on December 11, 2013. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Jimmy Harrel, Mike Turpen and John Massey. Regent Harrel called the meeting to order and presided.
3. **LEGISLATIVE UPDATE.** Chancellor Glen Johnson started by saying that he had several good meetings with legislative leadership including President Pro Tempore Brian Bingman, Senator Clark Jolley, Speaker Jeff Hickman, Representative Scott Martin and Representative Lisa Billy to discuss several issues including uses of institutional revolving funds and cost savings and the impact of a five percent budget cut for the state system.

Ms. Hollye Hunt then gave a brief legislative update. Ms. Hunt started by saying there were a few Oklahoma's Promise bills that are working through the process:

- HB 2778 – This bill states that if an Oklahoma's Promise student drops a course they would be required to repay the tuition for that course. Oklahoma State Regents for Higher Education (OSRHE) staff are working with Representative Jadine Nollan on this bill and relaying their concerns to her.
- HB 3211 – This bill would require an Oklahoma's Promise student to complete 30 hours per academic year. Regent Helm asked what the purpose of this bill would be. Ms. Hunt responded saying Speaker Hickman is most likely reviewing data that suggests if students take 30 hours per year, they finish quicker and lower the cost of their education, which would result in a cost savings for the program.

Ms. Hunt also stated that there are several bills regarding tuition waivers for student veterans. Some legislators may not know what tuition waivers are already currently available for those students and Academic Affairs staff is working on gathering that information to provide to the authors of those bills.

Ms. Hunt stated that SJR 47 was not heard in committee. This legislation would have limited the members of the A&M Board of Regents to 16 years of service.

Ms. Hunt stated that the most concerning bill this session is HB 2887, which would allow institutional presidents to establish a policy that allows a concealed or unconcealed weapon on

campus. This bill has made it through committee and OSRHE staff are working with the author, Representative John Enns, to relay their concerns to him.

Ms. Hunt stated that none of the accreditation bills concerning theological or faith-based institutions are making it through the process and HB 1840 did not pass. This legislation would have moved OneNet under the control of the State Chief Information Officer.

Ms. Hunt finished by stating that there were several changes to the legislature committee structure.

- 4. BUDGET REPORT.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet, gave a brief budget report. She started by stating that for FY2014, the current collections are holding steady and will come in at about 96 percent of certified numbers. She stated that this is great as the OSRHE budgeted for 95 percent.

Ms. Paliotta also stated that the State Board of Equalization met on February 19th and reviewed the final certification for FY2015 appropriation levels. Although it was thought the deficit would be \$170 million, the board was informed it would actually be \$188 million below FY2014 budgeted levels. The board discussed the possible reasons for the additional decrease and one possible reason could be a decrease in corporate income tax. The board formed a sub-committee to look at the estimates and see what could be causing the downturn in revenue.

- 5. VETERANS.** Dr. Craig Watters, Interim Director for the Oklahoma State University (OSU) Riata Center for Entrepreneurship, gave a brief presentation on the Riata Center. Dr. Watters started by stating that the Riata Center is part of the OSU School of Entrepreneurship and offers a major and minor and masters and doctorate programs. The Veterans program is part of the Riata center and is a year-long program. The program accepts disabled veterans from all wars and is a three phase program – online, residency and follow-up after the first year. The program helps them grow their business by reviewing their business plans, economic plans and feasibility studies.

OSU is currently working to create a consortium with other universities to grow the program on other campuses as well as retain new sources of funding. They recently received funding from Walmart with the caveat that the Riata Center help 100 student veterans go to work for Walmart. They also received funding from the Department of Commerce for job creation and retention.

Dr. Ken Eastman, Interim Dean, School of Business stated that he was very proud of the program and it is a focal point for the school. He stated that the program has passionate faculty and students and they have accomplished a lot in five years.

Dr. Bruce Barringer, Head, School of Entrepreneurship stated that he was very proud of the program and believes the program is good training, regardless of a student's path in life.

- 6. MERCER-HAMMOND.** Mr. Dick Anderson and Ms. Beth Johnson from Mercer-Hammond were present to facilitate a discussion regarding OSRHE current investments. The Regents asked several questions about how the investments are structured and considered several recommendations for new investment managers. After much discussion, the Regents decided to recommend the EnCap Flatrock Midstream III proposal for \$5 million and table the other proposals.

7. **EXECUTIVE SESSION.** Regent Turpen made a motion, seconded by Regent Holloway, to go into executive session for confidential communications between a public body and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Harrel, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

OKLAHOMA COLLEGE ASSISTANCE PROGRAM. Mr. Rick Edington, Executive Director of the Oklahoma College Assistance Program (OCAP), gave a brief update on the program. Mr. Edington restated that one of the unintended consequences of the federal budget agreement was a reduction of fees paid to guarantee agencies, such as OCAP, with regard to rehabilitation of student loans. This significantly reduced the amount of fees and interest OCAP could collect and would reduce staff and services.

Mr. Edington stated that he feels confident that the compromise proposal is moving forward on the House side as there is strong support there. They are making progress on the Senate side and feeling optimistic that that the proposal will pass. He stated that the compromise proposal does not get them back to where they were. It only brings them about halfway, and they would only be able to retain 33 employees but would be able to keep all core programs intact.

Mr. Edington stated that he would keep the Regents informed of any new developments.

8. **“BEST OF HIGHER EDUCATION” REPORT.** Regents received the March 2014 update on institutional activities.
9. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.
10. **BUILDING TOUR.** President Randy Beutler gave a brief presentation about the Southwestern Oklahoma State University (SWOSU) Pioneer Cellular Event Center. He stated that idea of the facility came about several years ago and was funded by a sales tax renewal. The center is used as an entertainment venue, for trade shows and basketball tournaments and as a showcase to recruit students. It has also had a great economic impact on the city of Weatherford. The latest basketball tournament alone had a \$250,000 impact on the city. President Beutler gave Chancellor Johnson and the State Regents a tour of the facility.

ATTEST:

James D. “Jimmy” Harrell, Chairman

Toney Stricklin, Secretary