



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

February 2, 2017

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 2, 2017 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 February 2, 2017.

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

A G E N D A

Thursday, February 2, 2017 – 9 a.m.

Or immediately following the reception and Distinguished Service Award Presentation
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, 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.** A brief comment on current activities. (No Action, No Discussion).
5. **Report of Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

STUDENTS

6. **Students.** Students report on higher education's impact. Page 3.

ACADEMIC

7. **New Programs.**
 - a. University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in Healthcare Law. Page 5.
 - b. Northwestern Oklahoma State University. Approval to offer the Master of Education in Adult Education Management and Administration. Page 11.
 - c. Rogers State University. Approval to offer the Bachelor of Science in Nursing. Page 17.
 - d. Southeastern Oklahoma State University. Approval to offer the Master of Early Intervention and Child Development in Early Intervention and Child Development. Page 25.
 - e. Oklahoma City Community College. Approval to offer the Associate in Science in Community/Public Health and the Certificate in Unmanned Aerial Systems. Page 33.
8. **Program Deletions.** Approval of institutional request for program deletions. Page 43.

9. **Financial Aid Report.** Review and acceptance of Student Financial Aid at State System Institutions for 2014-15. Page 45.
10. **Oklahoma's Promise.** Presentation of the Oklahoma's Promise Year End Report 2015-2016. Page 61.
11. **State Authorization.** Request to authorize private institutions operating in Oklahoma. Page 69.
12. **Academic Plans.** Acknowledgement of receipt of academic plans submitted by institutions. Page 75.
13. **Degree Completion Plans.** Acknowledgement of receipt of degree completion plans submitted by institutions. Page 81.
14. **Institutional Assessment.** Approval of institutional student assessment plans. Page 89.
15. **Math Pathways Task Force.** Acceptance of the Math Pathways Task Force recommendations. Page 101.
16. **Policy-Rule Revisions.** Permanent rule revisions.
 - a. **Academic Scholars Program.** Adoption of proposed permanent rule revisions. Page 113.
 - b. **Oklahoma's Promise.** Adoption of proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program. Page 119.
 - c. **Oklahoma Tuition Aid Grant.** Adoption of proposed permanent rule revisions. Page 125.
 - d. **Regional University Baccalaureate Scholarship Program.** Adoption of proposed permanent rule revisions. Page 129.

FISCAL

17. **E&G Budget Allocations.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 133.
18. **Contracts and Purchases.** Approval of FY 2017 Purchases in excess of \$100,000. Page 135.
19. **Investments.** Approval of new investment managers. Page 137.

EXECUTIVE

20. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 139.
21. **Executive Session.** Page 141.

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

CONSENT DOCKET

22. **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 143.
 - (2) Program Suspensions. Ratification of institutional requests. Page 161.
- b. Program Reinstatement. Ratification of institutional requests. Page 163.
- c. Contractual Arrangements. Ratification of institutional requests. Page 165.
- d. Electronic Delivery.
 - (1) Southwestern Oklahoma State University. Approval of requests to offer the Bachelor of Science in Health Information Management and the Master of Science in Healthcare Informatics and Information Management via online delivery. Page 167.
 - (2) Carl Albert State College. Approval of request to offer the Associate in Arts in Pre-Law Criminal Justice (030) via online delivery. Page 169.
- e. College Admission. Ratification of requests to approve high school courses for college admission. Page 171.
- f. State Authorization Reciprocity Agreement.
 - (1) Ratification of institutional requests to participate in the State Authorization Reciprocity Agreement. Page 173.
 - (2) Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 175.
- g. Agency Operations.

- (1) Ratification of purchases in excess of \$25,000. Page 177.
- (2) Personnel. Ratification of appointment of Vice Chancellor for Academic Affairs and appointment of Vice Chancellor for Governmental Relations. Page 179.
- h. Non-Academic Degrees. Ratification of a request from the University of Oklahoma to award a posthumous degree. Page 201.
- i. Resolutions. Approval of resolutions honoring staff members. Page 203.

REPORTS

- 23. **Reports.** Acceptance of reports listed.
 - a. Programs. Current status report on program requests. Page 205. (Supplement)
 - b. Annual Report.
 - (1) Admission. Report on the University of Oklahoma's holistic admission process. Page 207.
 - (2) Policy Reporting Requirements Survey. Page 211.
- 24. **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.
- 25. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held Wednesday, March 22, 2017 at 10:30 a.m. and Thursday, March 23, 2017 at 9 a.m. at the State Regents Office in Oklahoma City.
- 26. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of November 18, 2016 through January 19, 2017

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of November 18, 2016 through January 19, 2017:

- Met with Oklahoma Baptist University (OBU) President David Whitlock in Oklahoma City to discuss higher education issues.
- Met with Secretary of Education and Workforce Development Natalie Shirley, Superintendent Joy Hofmeister and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, CareerTech and higher education issues.
- Met with Treasurer Ken Miller in Oklahoma City to discuss higher education issues.
- Attended Governor Fallin's holiday reception at the Governor's Mansion in Oklahoma City.
- Met with East Central University (ECU) President John Hargrave and Senator-Elect Greg McCortney in Oklahoma City to discuss higher education issues.
- Met with Secretary of State Mike Hunter in Oklahoma City to discuss higher education issues.
- Participated in State Higher Education Executive Officers Association (SHEEO) nominating committee conference call.
- Participated in conference call with Senator Roger Thompson to discuss higher education issues.
- Attended and chaired Oklahoma Campus Compact Executive Committee meeting in Oklahoma City.
- Attended holiday reception hosted by University of Central Oklahoma (UCO) President Don Betz in Edmond.
- Attended holiday reception hosted by Lieutenant General Lee Levy at Tinker Air Force Base in Midwest City.
- Attended the Southern Regional Education Board (SREB) Legislative Advisory Council and Teacher Preparation Commission meetings in Atlanta, Georgia.
- Hosted holiday luncheon for OSRHE staff in the Presbyterian Health Foundation Conference Center in Oklahoma City.
- Attended Rose State College (RSC) Board of Regents holiday dinner in Midwest City.
- Attended Oklahoma Hall of Fame board of directors meeting in Oklahoma City.
- Met with Lieutenant Governor Todd Lamb in Oklahoma City to discuss higher education issues.
- Met with Superintendent Joy Hofmeister in Oklahoma City to discuss higher education issues.

- Participated in conference call with Tulsa Community College (TCC) President Leigh Goodson to discuss higher education issues.
- Met with Senator Gary Stanislawski in Tulsa to discuss higher education issues.
- Met with University of Oklahoma (OU) College of Journalism Dean Ed Kelley in Norman to discuss higher education issues.
- Met with State Chamber President and CEO Fred Morgan in Oklahoma City to discuss higher education issues.
- Attended State Board of Equalization meeting in Oklahoma City.
- Participated in conference call with Regent Toney Stricklin and representatives from the Association of Governing Boards of Universities and Colleges (AGB) to discuss higher education issues.
- Met with Senator Jason Smalley in Oklahoma City to discuss higher education issues.
- Attended Oklahoma Educational Television Authority (OETA) Executive Committee meeting in Oklahoma City.
- Attended new member legislative reception at Oklahoma State University in Stillwater.
- Met with Tulsa Community College (TCC) President Emeritus Tom McKeon in Oklahoma City to discuss higher education issues.
- Participated in conference call with Iowa Board of Regents Executive Director Bob Donley to discuss higher education issues.

Meeting of the
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February 2, 2017

AGENDA ITEM #6:

Students.

Oral Presentations.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in Healthcare Law.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma College of Law's request to offer the Master of Legal Studies in Healthcare Law, via traditional and online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Legal Studies in Healthcare Law.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 26 students in Fall 2019; and
 - Graduates: a minimum of 12 students in 2019-2020.

BACKGROUND:

Academic Plan

The University of Oklahoma's (OU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

- In June 2015, the offices of Admissions and Recruitment were combined, which will streamline services and better allow us to assist prospective and admitted students.
- This spring and summer there was substantial outreach to students to encourage them to enroll in classes earlier. We had many fewer late enrollees this year as compared to previous years.
- We have instituted new deadlines for the Fall 16 academic year. The deadlines of December 15 for scholarships, and the February 1 freshman application deadline will allow students to be informed of their admission decision sooner. They will also be able to begin the enrollment process earlier which will allow the advisors to identify needed resources.
- Efforts continue to track the needs of all populations, including Oklahoma residents, non-residents, and international students and applicants.
- Continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We are in our third year of using the Common Application for undergraduates and in the third year of using the College-Net software for processing applications for graduate students.
- Continue an intense focus on undergraduate retention and graduate rates by 1) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose

profiles suggest they will profit from aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a 4/5 year timeline to degree completion.

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, the OU College of Law (OU-Law) has taken the following program actions in response to APRA:

0	Degree and/or certificate programs deleted
11	Degree and/or certificate programs added

Program Review

OU-Law offers 12 degree and/or certificate programs as follows:

7	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
0	Baccalaureate Degrees
4	Master’s Degrees
0	Doctoral Degrees
1	First Professional Degree

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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-Law’s faculty developed the proposal, which was reviewed and approved by institutional officials. OU’s governing board approved delivery of the Master of Legal Studies in Healthcare Law at their October 26, 2016 meeting. OU-Law requests authorization to offer this program as outlined below.

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

- Master of Science in Civil Engineering (038);
- Master of Environmental Science in Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts for Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);

- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243) ;
- Master of Science in Criminal Justice (391)
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394) ;
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Legal Studies in Oil, Gas, and Energy Law (157);
- Master of Legal Studies in Legal Studies (149); and
- Master of Legal Studies in Indigenous Peoples Law (158).

OU-Law requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Legal Studies in Healthcare Law

Program purpose. The proposed program is designed to provide graduate level education for professionals who work in the administration of healthcare facilities or systems with knowledge regarding the laws regulating the delivery and quality of medical services.

Program rationale and background. The proposed program is part of a larger endeavor to address the current need for graduate legal education in specialized areas. OU-Law currently offers a Master of Legal Studies in Oil, Gas, and Energy Law (157) and a Master of Legal Studies in Indigenous Peoples Law (158). In conjunction with an outside consultant, OU-Law undertook a comprehensive review of other industries in need of specialized graduate legal education. The conclusion of this review found that the healthcare industry, being highly regulated and adding additional employees in compliance and procurement positions, has acute needs for such education. The proposed program will benefit non-lawyer employees and executives in healthcare companies and non-profit organizations facing more regulatory, compliance, contractual, and legal issues on a daily basis.

Employment opportunities. Because many students interested in the proposed program will already be employed in the industry, it is difficult to quantify the employment growth for the proposed program. OU-Law engaged Elsmere Education, an outside consultant specializing in graduate degrees, to conduct a market analysis for a degree in Healthcare Law. Elsmere conducted an extensive market analysis of the industry and determined that there was significant demand for a graduate level degree that was not as long or expensive as a juris doctorate. Those employees working in compliance, contracting, purchasing, human resources, and general hospital administration would greatly benefit from a solid education in the legal and regulatory environment of the healthcare industry. OU-Law and Elsmere have also conducted focus group meetings with an array of hospital executives and practicing lawyers to discuss the need for a program in healthcare law. The results of these discussions indicated a strong demand for the program. OU-Law is confident the proposed program will meet the growing demand for qualified employees in the healthcare industry.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	26	Fall 2019
Minimum Graduates from the program	12	2019-2020

Duplication and impact on existing programs. There are no Master of Legal Studies in Healthcare Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on October 14, 2016. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 32 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Required Courses	32
Total	32

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

Delivery method and support services. OU will utilize the Desire2Learn learning management system. OU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities, and computing equipment containing a variety of software suites. The library, facilities, and equipment are adequate for this program.

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

Program resource requirements. Program resource requirements for the Master of Legal Studies in Healthcare Law are shown in the following table.

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	\$101,790	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The amount above reflects tuition revenue that exceeds expenses from the existing Master of Legal Studies in Legal Studies (149).</i>					
Student Tuition	\$202,574	\$314,911	\$314,911	\$314,911	\$314,911
<i>Narrative/Explanation: Estimated student tuition is based on an enrollment of 14 students in year 1 and 26 students in years 2 through 5.</i>					
TOTAL	\$304,364	\$314,911	\$314,911	\$314,911	\$314,911

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	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<i>Narrative/Explanation: The amounts above reflect a percentage of the salary for the Associate Dean and program Director to manage the program.</i>					
Faculty	\$32,000	\$90,667	\$90,667	\$90,667	\$90,667
<i>Narrative/Explanation: The amounts above are a percentage of faculty salary to teach the proposed program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$161,206	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The amount above is budgeted for costs to develop current courses to be delivered online. The College of Law has entered into a Memorandum of Understanding with the College of Liberal Studies to provide instructional design and technical support in creating the courses.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$91,158	\$141,710	\$141,710	\$141,710	\$141,710
<i>Narrative/Explanation: The amounts above are budgeted for costs for marketing, recruiting, and retention services provided by a third party.</i>					
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	\$304,364	\$252,377	\$252,377	\$252,377	\$252,377

Attachment

ATTACHMENT A

**UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LEGAL STUDIES IN HEALTHCARE LAW**

Program Requirements		Credit Hours
Required Courses		32
LAW 5902	Introduction to the American Legal System	2
LAW 6191	Introduction to the U.S. Healthcare System	1
LAW 6132	Quality Control: Licensing, Accreditation, and Quality Regulation	2
LAW 6102	Structure of Health Care Enterprises: Legal Forms, Governance, and Relationships	2
LAW 6153	Overview of Public Health Care Programs	3
LAW 6122	Regulation of Private Health Insurance – Managed Care	2
LAW 6182	Coding and Billing	2
LAW 6173	Fraud and Abuse/False Claims	3
LAW 6162	Health Information Management	2
LAW 6152	HIPAA/Patient Privacy	2
LAW 6192	Anti-Trust Issues in Healthcare Delivery	2
LAW 6172	Health Care Transactions and Contracts	2
LAW 6142	Professional Relationships in Health Care Enterprises	2
LAW 6112	Sources and Types of Liability of Healthcare Institutions and Professionals	2
LAW 6183	Experiencing a Simulated Investigation	3
Total		32

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #7-b:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Master of Education in Adult Education Management and Administration.

RECOMMENDATION:

It is recommended that the State Regents approve Northwestern Oklahoma State University's request to offer the Master of Education in Adult Education Management and Administration, via online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Education in Adult Education Management and Administration.**
Continuation beyond Fall 2018 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 35 students in Fall 2017; and
Graduates: a minimum of 10 students in 2017-2018.

BACKGROUND:

Academic Plan

Northwestern Oklahoma State University's (NWOSU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

General Education Program Review

Members of NWOSU's General Education Committee will submit a revised general education program including a reduction from 54 hours to 45 hours.

Reduction in Degree Hours

In conjunction with the general education revision, Northwestern will decrease the hours to earn a college degree from 124 to 120.

Strategic Planning

Northwestern's Strategic Plan "Rising Above" provides guidance to the university community as it pertains to budget and prioritization of projects. However, the plan needs revised to meet new challenges facing the institution and higher education. Therefore, during the 2015-16 academic year, the Ranger community will develop a five-year plan.

New Doctor of Nursing Practice (DNP) Degree

In fall 2015, Northwestern will submit a formal proposal to offer a DNP program. The program aligns Northwestern with other regional institutions offering doctorate programs. Thanks to the generosity of a local foundation, costs associated with the program will be minimal. Please see attached document.

Student Support Services (SSS) Grant

In summer 2015, Northwestern was awarded its first SSS Grant. The grant, with annual funds totaling 208,741 dollars, will assist low-income students, first generation students, and disabled students in matters related to financial aid and academic support. In addition, as part of the SSS grant, a Summer Bridge Program will be implemented beginning summer 2016. The Bridge program, designed for students needing remedial courses, will provide intensive instruction over a four week period and hopefully prepare students for credit bearing courses during their first semester of school.

Higher Learning Commission (HLC) Academy on Student Persistence and Completion

Northwestern will participate in the HLC “Academy on Student Persistence and Completion.” The academy provides opportunities for Northwestern team members to interact and share best practices related to retention and graduation with colleagues from like universities.

Course Redesign

Northwestern enters the fifth year of its Title III grant. Currently, university faculty members from the English, math, science, and social science programs have engaged in efforts to redesign gateway courses. In addition, two academic advisors have monitored and engaged in intrusive advising with at-risk freshmen students. Although funding for the Title III grant will cease at the end of next year, these advisors will remain as Northwestern sustains its effort to support at-risk freshmen.

Complete College America and Certificate Offerings

Northwestern is committed to the Complete College America initiative and to Governor Mary Fallin’s call for increasing the number of degree and certificate holders in the State of Oklahoma.

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, NWOSU has taken the following program actions in response to APRA:

22	Degree and/or certificate programs deleted
16	Degree and/or certificate programs added

Program Review

NWOSU offers 50 degree and/or certificate programs as follows:

8	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
6	Master’s Degrees
1	Doctoral Degree
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 NWOSU'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

NWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Master of Education in Adult Education Management and Administration at their November 4, 2016 meeting. NWOSU requests authorization to offer this program as outlined below.

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

- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Conservation Law Enforcement (010);
- Bachelor of Science in Nursing (047);
- Master of Counseling in Psychology (043);
- Master of Education in Elementary Education (014);
- Master of Education in Secondary Education (033);
- Doctor of Nursing Practice in Advanced Practice Nursing (080); and
- Certificate in Grief and Bereavement (081)

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Adult Education Management and Administration

Program purpose. The proposed program is designed for preparation of faculty and administrators for post-secondary educational institutions.

Program rationale and background. The proposed program is currently an option available under the Master of Education in Secondary Education (Grad) (033) with the purpose of providing a pathway for instructors at two and four year institutions of higher education, or those preparing for a field in which 18 credit hours of specialized graduate course work is required. Enrollment in the option has remained strong since its inception and NWOSU believes a stand-alone program will better serve students' needs.

Employment opportunities. The Higher Learning Commission (HLC) requires faculty teaching at its accredited higher education institutions to have 18 credit hours of discipline specific, graduate level course work. All public higher education institutions in Oklahoma are accredited by HLC and according to the Oklahoma Employment Security Commission, the need for faculty at the post-secondary level is expected to increase 4 to 17 percent, depending on the discipline. NWOSU is confident that the proposed program is meeting a need for qualified faculty at Oklahoma's public higher education institutions.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	35	Fall 2017
Minimum Graduates from the program	10	2017-2018

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

Institution	Existing Program
University of Central Oklahoma	Master of Education in Adult and Higher Education (156) with an option in Interdisciplinary Studies

A system wide letter of intent was communicated via email on November 3, 2016. The University of Central Oklahoma (UCO) requested a copy of the proposal, which was sent on December 8, 2016. Neither UCO nor any other State System institution notified State Regents’ staff of a protest to the proposed program. Due to distance between institutions and workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 36 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	18
Guided Electives	18
Total	36

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

Delivery method and support services. NWOSU will utilize the Blackboard learning management system and students will have access to a help desk, tutoring services and online library services. In addition, NWOSU will meet academic standards outlined in policy to ensure the quality of the degree program, which include faculty training, student services, and other support services including library, facilities, and computing equipment containing a variety of software suites.

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

Program resource requirements. Program resource requirements for the Master of Education in Adult Education Management and Administration are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$97,020	\$105,336	\$108,108	\$110,880	\$116,424
<i>Narrative/Explanation: The amounts above reflect tuition calculated based on students completing 12 credit hours per academic year and a tuition rate of \$231.00 per credit hours. NWOSU anticipates enrolling 35, 38, 39, 40, and 42 students in years 1 through 5.</i>					
TOTAL	\$97,020	\$105,336	\$108,108	\$110,880	\$116,424

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	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
<i>Narrative/Explanation: The amounts above represent cost for adjunct faculty salary to teach the proposed program. The proposed program currently exists as an option Master of Education in Secondary Education (Grad) (033).</i>					
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	\$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	\$175	\$175	\$175	\$175	\$175
<i>Narrative/Explanation: The amounts above are approximate current printing costs for the program.</i>					
Telecommunications	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
<i>Narrative/Explanation: The amounts above are approximate current costs for Interactive Television not covered by student fees.</i>					
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$4,975	\$4,975	\$4,975	\$4,975	\$4,975

Attachment

ATTACHMENT A

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
 MASTER OF EDUCATION IN ADULT EDUCATION MANAGEMENT AND
 ADMINISTRATION**

Program Requirements	Credit Hours
Program Core	18
EDUC 5010 Graduate Study Seminar	0
EDUC 5933 Classroom Research and Institutional Effectiveness	3
EDUC 5903 Higher Educational Philosophy and Practice	3
EDUC 5913 The Learning College	3
EDUC 5923 Adult Cognitive Styles and Individual Differences	3
EDUC 5943 Leadership in Adult Education Venues	3
EDUC 5953 Institutional Management	3
Guided Electives	18
Students may take any approved field specific graduate courses.	
Total	36

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Rogers State University. Approval to offer the Bachelor of Science in Nursing.

RECOMMENDATION:

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

- **Bachelor of Science in Nursing.** Continuation beyond Fall 2022 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 110 students in Fall 2021; and
 - Graduates: a minimum of 50 students in 2021-2022.

BACKGROUND:

Academic Plan

Rogers State University's (RSU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

RSU Strategic Goal #1: Advance Academic Excellence

- Review the University's mission, core values, vision, and priorities in conjunction with the 2016-2020 strategic planning process, incorporating standards set forth by Quality Matters initiative
- Strengthen social justice and diversity programs and services offered across the curriculum through service learning and capstone experiences
- Continuously improve the quality of learning across the curriculum using Quality Matters principles
- Strengthen general education core curriculum through faculty General Education Committee-led forum and discussion groups
- Evaluate appropriateness for mandatory freshman Orientation course
- Inspire student learning and development through the incorporation of technology in teaching through RSU Faculty Professional Development initiative
- Revamp student pre-semester orientation program (Hillcamp) to increase participation and help ensure all students are prepared for their college careers
- Evaluate current curriculum using productivity reports to include enrollment, retention rate, number of graduates, grade point averages, semester credit hours enrolled, etc. Based on that evaluation, the university will revise, develop and expand curriculum to meet needs of students, community and regional employers

- Increase graduation rate to close the gap with regional peers through high-touch academic and financial aid advisement
- Review and update University Assessment Plan
- Continue to meet Complete College America goals and objectives
- Review, develop, implement and assess RSU's strategic plan for short-term, intermediate-term, and long-term periods

RSU Strategic Goal #2: Strengthen Enrollment Management

- Increase overall academic year enrollment by 1% for 2015-16 (Fall, Spring, Summer) when compared with the same period in 2014-15
- Increase fall-to-fall retention by 1% for fall 2015
- Develop a value-added approach to student advising through advisor and staff professional development opportunities
- Sponsor 3rd Annual Student Leadership Conference in collaboration with the Tulsa area Higher Education Forum
- Explore partnerships with educational partners, including the University Center at Ponca City and other agencies
- Continue NCAA Division II transition, including the third and final year of candidacy requirements
- Explore viability for implementing tennis, volleyball, or selected club sports to attract additional students and student-athletes

RSU Strategic Goal #3: Increase Diversity

- Expand international student population and programs via targeted recruiting efforts
- Launch fraternity life on campus while continuing to enhance sorority life. This will include initiating a Fraternity and Sorority Standards Process for campus and implementing special campus housing for fraternities and sororities.
- Continue efforts to engage students outside of the classroom in co-curricular activities
- Strengthen RSU's online academic accessibility to everyone through membership in the Web Accessibility in Higher Education Project

RSU Strategic Goal #4: Leverage Resources

- Develop university's strategic plan for 2016-2020 incorporating standards set forth by Quality Matters initiative
- Continue utilizing Budget Advisory Committee (initiated in FY2015) to provide broad input on resource allocation from the campus community
- Upgrade university's enterprise resource planning (ERP) software to Jenzabar EX from the 1980s-era, DOS-based system that is currently being used and no longer supported by the manufacturer (Estimated project cost \$1.2 million, previously approved by the OU Board of Regents)
- Establish an emergency backup site for university computer servers at OU Health Sciences Center (\$63,000 initial cost; \$33,000 annual cost)
- Reduce university costs through managed printing solutions and virtualized desktops (Cost and savings projections are not yet finalized)
- Continue enhancing university marketing efforts (Estimated cost \$100,000)
- The RSU Foundation will seek to increase giving by 30% collectively in the following areas: annual giving, net income from its annual scholarship auction, President's Leadership Class/Honors Program endowment, alumni giving, major gifts and scholarship endowments.

RSU Strategic Goal #5: Enhance Institutional Accountability

- Implement the new Open Pathway Model as a result of HLC’s continuation of RSU’s accreditation. As part of the Open Pathway, the university also will propose and complete a major Quality Initiative focused on institutional innovation and improvement. The Quality Initiative will take place between 2018-19 and 2023-24, with the next comprehensive evaluation taking place in 2024-25.
- Maintain and expand accreditation at institutional and programmatic levels

RSU Strategic Goal #6: Promote Community Engagement

- Expand and develop comprehensive community engagement initiatives designed to increase the amount of student volunteerism in the Rogers County area
- Help students to develop as leaders within campus activities leadership positions
- Sponsor the 47th Annual Rocky Mountain Educational Research Association (RMERA) conference

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, RSU has taken the following program actions in response to APRA:

76	Degree and/or certificate programs deleted
32	Degree and/or certificate programs added

Program Review

RSU offers 32 degree and/or certificate programs as follows:

0	Certificates
10	Associate of Arts or Sciences Degrees
3	Associate of Applied Science Degrees
18	Baccalaureate Degrees
1	Master’s Degree
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 RSU’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

RSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. RSU’s governing board approved delivery of the Bachelor of Science in Nursing at their May 12, 2016 meeting. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Bachelor of Science in Nursing

Program purpose. The proposed program will prepare students for careers as a Registered Nurse.

Program rationale and background. RSU currently offers an Associate in Applied Science (AAS) in Nursing (054) and a Bachelor of Science in RN to BSN (118) program. RSU surveyed both students and alumni and found that 69 percent of students pursuing the RN to BSN program would have been interested in a traditional four-year nursing program had it been available. Sixty-six percent of the alumni from the AAS program also indicated that they would have been interested in a four-year bachelor program in nursing. RSU believes the proposed program will provide students with an additional pathway in obtaining a bachelor’s degree in nursing and continue to meet the workforce demand for qualified registered nurses.

Employment opportunities. The current hiring practices at healthcare facilities are to require RNs to have a bachelor’s degree. According to the Oklahoma Employment Security Commission (OESC), careers for nurses are expected to grow approximately 13 percent statewide through 2024. In the Northeast Oklahoma Workforce Area, employment for Registered Nurses is projected to increase 10 percent. Additionally, OESC data indicate that opportunities for Nursing Instructors and Teachers are expected to increase nearly 14 percent through 2024. RSU is confident that students completing the program will be better prepared to meet the employment demand at their current place of employment or to further advance in their careers by preparing them for graduate school.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	110	Fall 2021
Minimum Graduates from the program	50	2021-2022

Duplication and impact on existing programs. The proposed program may duplicate the following programs:

Institution	Existing Program
University of Oklahoma Health Sciences Center	Bachelor of Science in Nursing (026)
East Central University	Bachelor of Science in Nursing (034)
University of Central Oklahoma	Bachelor of Science in Nursing (129)
Langston University	Bachelor of Science in Nursing (039)
Northwestern Oklahoma State University	Bachelor of Science in Nursing (047)
Southwestern Oklahoma State University	Bachelor of Science in Nursing (087)
Northeastern State University	Bachelor of Science in Nursing (104)
Oklahoma Panhandle State University	Bachelor of Science in Nursing (053)

A system wide letter of intent was communicated by email October 14, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on November 17, 2016. Neither OU nor any other State System institution requested a copy of the program or notified the State Regents' office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 123 total credit hours as shown in the following table. Fifteen new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	42
Major Requirements	56
Support and Related	25
Total	123

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

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

Financing. The proposed 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 Science in Nursing are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$0	\$0	\$421,500	\$843,000	\$927,000
<i>Narrative/Explanation: Tuition was calculated based on a tuition rate of \$281 per credit hour (tuition plus fees) once students were accepted into the program. RSU did not include tuition generated in years 1 and 2 from students primarily enrolling in general education/pre-requisite courses.</i>					
TOTAL	\$0	\$0	\$421,500	\$843,000	\$927,000

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$0	\$385,734	\$385,734	\$385,734
<i>Narrative/Explanation: The amounts above reflect salary and benefits for full-time, doctoral prepared faculty and adjunct instructors needed for the program.. The full-time faculty are currently teaching in the existing Bachelor of Science in RN to BSN (118) program.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$2,352	\$5,964	\$5,964
<i>Narrative/Explanation: The amounts above are budgeted for student worker salaries.</i>					
Equipment and Instructional Materials	\$0	\$0	\$10,203	\$25,872	\$26,601
<i>Narrative/Explanation: The amounts above are budgeted for nursing laboratory supplies and instruction.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$3,000	\$4,500	\$6,000
<i>Narrative/Explanation: The amounts above are budgeted for training and travel for professional development and to clinical sites.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$401,289	\$422,070	\$424,299

Attachment

ATTACHMENT A

**ROGERS STATE UNIVERSITY
BACHELOR OF SCIENCE IN NURSING**

Program Requirements	Credit Hours
General Education	42
ENGL 1113 Composition I	3
ENGL 1213 Composition II	3
SPCH 1113 Speech Communication	3
HIST 2483 or HIST 4983 American History to 1877 American History from 1877	3
POLS 1113 American Federal Government	3
ECON 2113 or ECON 2123 or PSY 1113 or SOC 1113 Principles of Macroeconomics Principles of Microeconomics Introduction to Psychology Introduction to Sociology	3
CHEM 1315 or GEOL 1014 or GEOL 1114 or GEOL 1124 or GEOL 1224 or GEOL 2124 or PHYS 1014 or PHYS 1114 General Chemistry I Earth Science Physical Geology Physical Geography Historical Geography Astronomy General Physical Science General Physics	5
BIOL 1114 or BIOL 1134 or BIOL 1144 General Biology General Environmental Biology General Cellular Biology	4
MATH 1503 or MATH 1513 or MATH 1613 or MATH 1715 or MATH 2264 Mathematics for Critical Thinking College Algebra Trigonometry Pre-Calculus Analytical Geometry and Calculus I	3
ART/HUM 1113 or COMM/HUM 2413 Art Appreciation Theatre Appreciation or ENGL 2613 or HUM 2113 or HUM 2223 or HUM 2893 or MUSC/HUM 2573 Introduction to Literature Humanities I Humanities II Cinema Music Appreciation or PHIL 1113 Introduction to Philosophy	6
BIOL 3103 or ECON 3003 or GEOG 2243 or GERM 1113 or HIST 2013 or Plants and Civilization International Economic Issues and Policies Human Geography Beginning German I World Civilization I	3

HIST 2023 or HUM 3633 or LANG 1113 or NAMS 1143 or NAMS 2503 PHIL 1313 or POLS 3053 or SOC 3213 or SPAN 1113	World Civilization II Comparative Religion Foundations of World Languages Native Americans of North America Cherokee I Values and Ethics International Relations Minority Groups Beginning Spanish I	
	Elective (select 3 additional hours from the courses listed)	3
Major Requirements		56
*NURS 2112	Introduction to Nursing	2
*NURS 3113	Pharmacology	3
*NURS 3125	Fundamentals of Nursing	5
*NURS 3134	Health Assessment/Promotion	4
*NURS 3216	Medical-Surgical Nursing I	6
*NURS 3234	Mental Health Nursing	4
*NURS 3243	Contemporary Nursing Practice	3
*NURS 4315	Medical-Surgical Nursing II	5
*NURS 4324	Nurse's Role in Providing Community Support	4
*NURS 4336	Nursing Care of the Child and Childbearing Family	6
*NURS 4414	Management and Leadership in Nursing	4
*NURS 4424	Nursing Care of the Critically Ill Client	4
*NURS 4433	Nursing Science and Evidence-Based Practice	3
*NURS 4443	Professional Roles In Nursing	3
Support and Related		25
*NURS 3323	Pathophysiology for the Health Professions	3
MATH 2843 or SBS 3053	Statistics Social and Behavioral Statistics	3
BIOL 2124	Microbiology	4
BIOL 2285	Human Anatomy	5
BIOL 3204	Physiology	4
NUTR 1113	Introduction to Nutrition	3
PSY 3033	Developmental Psychology	3
Total		123

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February 2, 2017

AGENDA ITEM #7-d:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Master of Early Intervention and Child Development in Early Intervention and Child Development.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the Master of Early Intervention and Child Development in Early Intervention and Child Development, via online delivery, with options in Leadership and Management, 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 Early Intervention and Child Development in Early Intervention and Child Development.** Continuation beyond Fall 2021 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 10 students in Fall 2020; and
 - Graduates: a minimum of 5 students in 2020-2021.

BACKGROUND:

Academic Plan

Southeastern Oklahoma State University's (SEOSU) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

ACCREDITATION

Regional Accreditation

The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at SEOSU in February 2014. In July 2014, SEOSU received formal notification that its accreditation was continued until 2023-2024. SEOSU selected the Open Pathway for the next Reaffirmation of Accreditation Visit. HLC approved two additional locations for program delivery (Thackerville High School, Thackerville, OK and Choctaw Nation Headquarters, Durant, OK).

Specialized Accreditation

SEOSU is committed to academic excellence and several disciplines hold specialty accreditation. Listed below are current activities regarding specialty accreditation:

- Association to Advance Collegiate Schools of Business (AACSB)—The John Massey School of Business (JMSB) had a continuous improvement review in October 2013 and a Continuous Improvement Review 2 in November 2014. The next accreditation review will occur during 2018-2019.
- National Association of Schools of Music (NASM)—A team completed a visit for continued accreditation in March 2013. The NASM Commission on Accreditation then continued SEOSU's accreditation in good standing for 10 years. The next visit will be in 2023-2024.
- Aviation Accreditation Board International (AABI)—In July 2013, AABI continued accreditation of all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) that provide undergraduate aviation programs for five years; the next visit is scheduled for 2017. The Aviation Sciences Institute is preparing to seek AABI accreditation for the M.S. in Aerospace Administration and Logistics during the next visit.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)—In July 2012, SEOSU was notified that the MA in Clinical Mental Health Counseling was accredited by CACREP for eight years. The next visit will be in 2020.
- National Council for Accreditation of Teacher Education (NCATE)—Teacher Education programs at SEOSU were accredited by NCATE in October 2010. The Council for the Accreditation of Educator Preparation will conduct the next visit in 2017.
- The Department of Occupational Safety and Health continues to research the feasibility of achieving accreditation by the Accreditation Board for Engineering and Technology (ABET).

NEW PROGRAM DEVELOPMENT

Choctaw University

Representatives from Office of the Academic Affairs and Native American Center for Student Success at SEOSU met with representatives from the Choctaw Nation of Oklahoma to discuss ways to sustain and improve Choctaw University (academic partnership between SEOSU and the Choctaw Nation). Students enrolled in the Executive Leadership Training Program of the Choctaw Nation have the option to enroll in targeted courses for university credit. In Fall Semester 2014, the 18 courses offered had 90 enrollments (262 student credit hours); the unduplicated head count was 34 students. In Spring Semester 2015, the 17 courses offered had 74 enrollments (222 student credit hours); the unduplicated head count was 36 students.

Bachelor of Science in Liberal and Applied Studies

The Bachelor of General Studies (BGS) was modified into the Bachelor of Science in Liberal and Applied Studies (BSLAS) to support Choctaw U and better meet the needs of our students. The BSLAS allows students to design a course of study that suits their individual educational goals. It empowers students to have more control over the college academic experience, and, because of the broad-based curriculum, allows them to exercise creativity and innovation as they plan for their own careers. In 2014-2015, the BSLAS had 97 majors and 87 graduates.

Bachelor of Science in Organizational Leadership (Reach Higher)

In 2014-2015, SEOSU used 30-second radio spots during targeted dates, billboard “wraps” for the TAPS Shuttle/Bus Service in Collin and Grayson counties, Texas, and Bryan County, Oklahoma, banner ads for social media during targeted dates, informational brochures to provide to Oklahoma Southern Workforce Board and Workforce Solutions Texoma in Texas, and promotional items to “giveaway” during events to market the Reach Higher program. Last year, the BSOL at SEOSU had 6 majors and 3 graduates. In 2015-2016, SEOSU will market the

BSOL with television, digital, and radio commercials; these advertisements will be aired in rotation with other marketing initiatives of SEOSU. Pollaro Media will be the media buyer; they are familiar with the target demographic for Reach Higher and have the bulk ad buying power to saturate the target market with advertising. Pollaro Media also will provide web banner advertising on social platforms and websites targeting specific demographics to expose them to targeted redirects to SEOSU. Billboard advertising also will be explored along primary access roads to Durant. Lastly, the use of print media also will be explored for smaller markets in north Texas and southern Oklahoma that may not be in the primary coverage areas for television and/or radio campaigns.

Sustain Current and Develop New Outreach Initiatives

SEOSU was approved to provide two new graduate programs last year, the MS in Native American Leadership (MSNAL) and a Master of Music Education (MME). Both programs were designed to be highly accessible to students; the MSNAL is 100% online and the MME is online during fall and spring semesters but students must come to campus during summer.

SEOSU was approved to deliver programs at two new locations (Thackerville High School, Thackerville, OK and Choctaw Nation Headquarters, Durant, OK) during 2014-2015; we are now authorized to deliver degree programs at eight off-campus locations in Oklahoma and two locations in Texas. SEOSU was accepted into the notification program to establish additional locations in the United States by HLC in July 2013. Once an additional location is approved by RUSO and OSRHE, SEOSU is able to notify HLC of the change during the Institutional Update each year instead of the formal application process. SEOSU uses a financial model that requires expenditures for program delivery to be offset by on-site revenues. SEOSU uses a combination of fulltime anchor faculty at the off-campus locations, distance education modes of delivery from the main campus, and the hiring of on-site adjunct faculty to deliver these programs in a cost-effective manner.

Review of the Academic Policies and Procedures Manual

SEOSU is in its fourth year of a comprehensive review of its Academic Policies and Procedures Manual (APPM). This is a collaborative effort of the Office of Academic Affairs and the Faculty Senate. The 2014-2015 effort was focused primarily on revising the post-tenure review policy; this new process will be used in 2015-2016.

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, SEOSU has taken the following program actions in response to APRA:

31	Degree and/or certificate programs deleted
25	Degree and/or certificate programs added

Program Review

SEOSU offers 55 degree and/or certificate programs as follows:

1	Certificate
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
40	Baccalaureate Degrees
14	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

SEOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Master in Early Intervention and Child Development in Early Intervention and Child Development at their November 4, 2016 meeting.

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

- Master of Business Administration (075);
- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061);
- Bachelor of Science in Elementary Education (016);
- Master of Education in Elementary Education (072);
- Master of Education in School Administration (073);
- Master of Education in Secondary Education (074);
- Master of Science in Aerospace Administration and Logistics (079);
- Master of Science in Native American Leadership (112);
- Graduate Certificate in Management (113); and
- Bachelor of Science in Health and Human Performance (115).

SEOSU requests authorization to offer this degree program, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

**Master of Early Intervention and Child Development in
Early Intervention and Child Development**

Program purpose. The purpose of the proposed program is to address the state and regionally identified needs for highly qualified personnel in early intervention and child development.

Program rationale and background. SEOSU currently offers a Bachelor of Science in Early Intervention and Child Development (111). Informal surveys have been conducted with current students and results indicate a strong desire for a graduate program in early intervention and child development. Additionally, the proposed program is designed for working adults who have earned a baccalaureate degree and want to complete a master’s degree with a focus on either leadership or management. The primary target population includes Head Start teachers and administrators, Head Start component coordinators, and other early childhood administration professionals. In southeastern Oklahoma, there are 11 Indian Nation Community Action Head Starts in Atoka, Johnson, Marshall, and Murray counties and 24 Big Five Head Starts in Bryan, Carter, Coal, Love, and Pontotoc counties. Additionally, the Chickasaw Nation sponsors four Head Start programs, including facilities in Ardmore, Ada, Sulphur, and Tishomingo. SEOSU also reports that the tribes in the area are especially supportive of the proposed program as the curriculum will also address Native American leadership.

Employment opportunities. According to the Oklahoma Employment Security Commission, careers as preschool and childcare center/program administrators are expected to increase 8 percent statewide through 2024. However, the need for preschool and childcare center/program administrators in the southern Oklahoma workforce area is much greater with opportunities increasing nearly 21 percent. Additionally, changes in the Oklahoma Director’s Credential for 2016 indicate that the levels of professional development/training will change, with a platinum level being added. To achieve this level, a graduate degree is preferred and will provide a substantial stipend every six months for administrators. SEOSU is confident that students graduating with the proposed degree will find employment or advancement opportunities within the field.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2020
Minimum Graduates from the program	5	2020-2021

Duplication and impact on existing programs. There are no Master of Early Intervention and Child Development in Early Intervention and Child Development programs offered in Oklahoma. A system wide letter of intent was communicated via email on September 15, 2016. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 33 total credit hours as shown in the following table. Five new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	27
Option	6
Total	33

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

Delivery method and support services. SEOSU will utilize the Blackboard learning and course management system and Campus Connect (web-based student information system) to deliver and support the program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, 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 Early Intervention and Child Development in Early Intervention and Child Development are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$12,240	\$12,240	\$28,560	\$40,800	\$40,800
<i>Narrative/Explanation: Tuition for years 1 and 2 are based on 3 students completing 6 credit hours per semester at \$340.00 per credit hour. Year 3 is calculated based on 7 students and years 4 and 5 are calculated based on 10 students.</i>					
TOTAL	\$12,240	\$12,240	\$28,560	\$40,800	\$40,800

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	\$8,155	\$8,155	\$19,025	\$16,310	\$19,025
<i>Narrative/Explanation: Four current faculty have been identified to teach the 5 new courses; their average salary to teach a 3-hour course is estimated at \$8,155. One new course will be offered in Year 1 and Year 2; the remaining 3 courses will be offered in Year 3 (the capstone course only is 1 SCH). Starting with year 4, all new courses will be offered on a 2-year rotation. This rotational schedule should allow students to make timely progress towards graduation.</i>					

Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>Narrative/Explanation: The amounts above reflect funding needed for annual upgrades of software and computers.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$10,155	\$10,155	\$21,025	\$18,310	\$21,025

Attachment

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
MASTER OF EARLY INTERVENTION AND CHILD DEVELOPMENT IN EARLY INTERVENTION
AND CHILD DEVELOPMENT

Degree Requirements		Credit Hours
Program Core		27
NAL 5002	Introduction to Native American Leadership	2
ENG 5983	Grant Writing	3
CIS 5103	Computer Ethics	3
*EICD 5263	Advanced Psychology of Childhood and Adolescence	3
*EICD 5863	Research in EICD	3
*EICD 5243	Human Growth and Development	3
COUN 5133	CMHC Orientation and Ethical Practice	3
NAL 5113	Personal and Organizational Leadership Style	3
NAL 5153	Developing the Native American Leaders	3
*EICD 5971	Capstone	1
Option		6
Select one option below		
Leadership (select 6 credit hours)		
NAL 5123	Managing Diversity	3
COMM 5113	Strategic Communication	3
COMM 5123	Crisis Communication	3
*COMM 5323	Group Discussion	3
LEAD 5983	Transformational Leadership I	3
LEAD 5983	Transformational Leadership II	3
Management (select 6 credit hours)		
MNGT 5223	Behavioral Management	3
BUS 5563	Applied Business Projects	3
COUN 5873	Counseling Consultation, Administration and Program Evaluation	3
ECON 5133	Managerial Economics	3
MNGT 5603	Strategic Management	3
MNGT 5773	Principle-Centered Leadership	3
COUN 5970	Special Studies in Counseling	Variable
COUN 5343	Personality Assessment in Counseling	3
Total		33

*Asterisks denote new courses

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AGENDA ITEM #7-e:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Associate in Science in Community/Public Health and the Certificate in Unmanned Aerial Systems.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's requests to offer the Associate in Science in Community/Public Health and the Certificate in Unmanned Aerial Systems, 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.

- **Associate in Science in Community/Public Health.** Continuation beyond Fall 2020 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2019; and
Graduates: a minimum of 5 students in 2019-2020.
- **Certificate in Unmanned Aerial Systems.** This certificate is embedded within the Associate in Applied Science in Computer Aided Technology (011) and will be included in the regular 5 year program review due in 2018.

BACKGROUND:

Academic Plan

Oklahoma City Community College's (OSCC) 2015-2016 Academic Plan lists the following institutional priorities and new funding initiatives:

- **Increase BADNAP Program student numbers through implementation of a formal marketing and Public Relations initiative.**
Current numbers admitted to the BADNAP Program have increased from 43 in June of 2012 to 63 in June 2015. The Program is holding at the admission number of 63 for this nursing pathway. Clinical congestion for competing clinical slot availability precludes admission numbers higher than 63.
- **Increase student numbers in the SLPA Program.**
The SLPA Program has now established itself as an ongoing curriculum offered primarily through online instruction. With entry at one time per year (Fall) graduation numbers are strong with 15 graduating in May 2015. For fall 2015, 19 qualified applicants will be admitted. Being a unique curriculum totally online (except for individual student clinical placements) the curriculum's courses are now established and taught by seasoned instructors. A new FY16

initiative is being forwarded regarding investigating the feasibility of offering the online program to the Native American Nations within the State of Oklahoma. This could potentially impact positively not only workforce development but an underserved health care population.

- **Increase student numbers in the Occupational Therapy Assistant (OTA) Program.**

The OTA Program began its new and innovative FlexTrack pathway starting spring 2015. There were 14 qualified applicants admitted for this first class. Although less than the desired 18, this has been a positive in terms of recognizing the differing characteristics and needs of this student group versus the Traditional Pathway students. Additionally, two introductory courses are being switched (after analysis) in terms of when they are offered in the curriculum pattern due to recognition of content needs and curriculum design sequencing. FlexTrack offers students the same OTA curriculum spread over 3 years with courses offered on a M/W or T/R format beginning at 5:30 pm. A formal application has been developed and preference points have been reinstated into the application for both the Traditional Pathway and FlexTrack Pathway.

- **Increase EMS student numbers and graduates (Certificate and AAS) in the EMS Program past the entry level EMS 1018 - Basic EMT.**

A formal orientation to the EMS Program was implemented starting summer of 2014.

A formal EMS Paramedic application has been developed and approved (pending OSRHE approval). Given final approval the application will be implemented for spring 2016.

The Advanced EMT Certificate offering is currently in the process of receiving OCCC Board of Regents approval and will be implemented following OSRHE approval.

Ongoing activities promoting the EMS Program have occurred throughout FY'15. The activities have been both internal and external to OCCC. Additionally, the EMS Program has been successful in securing and implementing a specialized cadaver lab enhancing EMS student skills in airway management along with general understanding and awareness of critical body structure. This activity has also been opened to other health programs at OCCC along with external health agencies.

- **Division of Information Technology program priorities.**

Faculty from the IT Division will host students from area high school and career technical centers and present information about our curriculum and facilities. In addition, the Computer Science department continued the Summer camp for 5th through 8th grade on programming, graphics and cyber/security.

- **Program under development include:**

Associate of Applied Science in Engineering Technology – Various options and partnerships

- **Certificates under development within the current programs of study include:**

Certificate in Print Media
Certificate in Multimedia
Certificate in Photography
Certificate in Social and Human Services
Certificate in Customer Service

Certificate in Vehicle Service Advisor
 Certificate in Advanced Emergency Medical Technician
 Certificate in Engineering Technology
 Certificate in Nutritional Sciences
 Certificate in Paramedic Critical Care
 Certificate in Leadership in the Workplace
 Certificate in Workplace Writing and Communications
 Certificate in English Proficiency
 Certificate in Accounting Assistant
 Certificate in Public/Community Health

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, OCCC has taken the following program actions in response to APRA:

63	Degree and/or certificate programs deleted
67	Degree and/or certificate programs added

Program Review

OCCC offers 73 degree and/or certificate programs as follows:

28	Certificates
26	Associate in Arts or Science Degrees
19	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OCCC's faculty developed the proposals, which were reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Associate in Science in Community/Public Health at their April 18, 2016 meeting and the Certificate in Unmanned Aerial Systems at their May 16, 2016 meeting. OCCC requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Science in Community/ Public Health

Program purpose. The proposed program is designed to prepare students to transfer to a similar program at a four-year institution that will lead to a professional career in the community health field.

Program rationale and background. OCCC indicates that many students beginning their college experience have expressed interest in the health professions. To address this demand, OCCC has worked with the University of Central Oklahoma (UCO) to ensure the coursework easily transfers into the Bachelor of Science in Community/Public Health (108). Enrollment in UCO’s program has steadily increased over the past 5 years and the proposed program would provide students with another degree path to a health-related career. Additionally, OCCC notes that much of the coursework required is similar to that which is required by Langston University’s Bachelor of Science in Public Health (071) and, therefore, will provide another bachelor degree transfer option.

Employment opportunities. Students who complete the proposed program and finish their education with a bachelor’s degree in community/public health can find many career opportunities in a variety of government agencies, including: The Department of Health and Human Services, U.S. Public Health Service, Centers for Disease Control and Prevention, Substance Abuse and Mental Health Services Administration, Health Resources and Services Administration, Indian Health Service, the National Institutes of Health, and the Agency for Healthcare Research and Quality. According to the Oklahoma Employment Security Commission, careers in this field are expected to increase as much as 18 percent through 2022. OCCC is confident the proposed program is meeting both student and industry demand.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2019
Minimum Graduates from the program	5	2019-2020

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

Institution	Existing Program
Tulsa Community College	Associate in Science in Pre-Professional Health Sciences (010)

A system wide letter of intent was communicated via email on March 17, 2016. None of the State System institutions notified the State Regents’ office of a protest. Due to distance between institutions and employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 61 total credit hours as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
---------------------	---------------------

General Education	38
Major Requirements	23
Total	61

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

Support services. The library, classroom, and lab space 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 Associate in Science in Community/Public Health 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	\$393,951	\$413,659	\$434,341	\$456,058	\$468,861
<i>Narrative/Explanation: These amounts were based upon previous funding allocations and reflect the difference in current program costs estimates and ½ of tuition based on all Social Sciences courses. A 5 percent annual increase was included.</i>					
Student Tuition	\$74,250	\$77,963	\$81,861	\$85,954	\$90,252
<i>Narrative/Explanation: Tuition and fees were calculated based on \$99.00 per credit hour. OCCC anticipates 25 students enrolling in years 1 through 5 and completing 30 credit hours per academic year.</i>					
TOTAL	\$468,201	\$491,622	\$516,202	\$542,012	\$559,113

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	\$19,816	\$20,808	\$21,848	\$22,940	\$24,087
<i>Narrative/Explanation: This is the portion of the current total budget for the administrative/staffing needs allocated to support the needs of the proposed program. All costs include salaries and benefits with a 5 percent increase included.</i>					
Faculty	\$156,948	\$164,795	\$173,035	\$181,687	\$190,771
<i>Narrative/Explanation: This is the portion of the current total budget for adjunct salaries (\$690.00 per credit hour) allocated to support the needs of the proposed program. All costs include salaries and benefits with a 5 percent increase included.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$8,000	\$8,400	\$8,820	\$9,261	\$9,724
<i>Narrative/Explanation: This is an estimation of dollars allocated for student employment to assist with the program of study. The cost for one student worker for one semester is calculated at 25 hours x 16 weeks x \$8.25. A 5 percent increase is included.</i>					

Equipment and Instructional Materials	\$1,411	\$1,482	\$1,556	\$1,634	\$1,716
<i>Narrative/Explanation: The amounts above represent estimated costs for classroom and office supplies.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$1,850	\$1,850	\$1,850	\$1,850	\$1,850
<i>Narrative/Explanation: The amounts above represent estimated costs for Scantron and printer services.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing and Supplies	\$8,500	\$8,925	\$9,371	\$9,840	\$10,332
<i>Narrative/Explanation: The amounts above represent estimated costs for brochures, tests, and syllabi.</i>					
Telecommunications	\$2,500	\$2,625	\$2,756	\$2,894	\$3,039
<i>Narrative/Explanation: The amounts above represent estimated costs for phone lines, fax and ethernet.</i>					
Travel	\$1,607	\$1,768	\$1,856	\$1,949	\$2,046
<i>Narrative/Explanation: The amounts above represent estimated costs for conference travel.</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$200,632	\$210,653	\$221,092	\$232,055	\$243,565

Certificate in Unmanned Aerial Systems

Program purpose. The proposed program is designed for individuals seeking to learn more about small unmanned aircraft operations, their features and capabilities, and their application in the workplace.

Program rationale and employment opportunities. The proposed program is designed to provide training in land, air, and submerged unmanned systems, and supports an emerging industry. Students completing the certificate will have the knowledge and skills needed to operate unmanned vehicles for use in industries such as aviation, construction, disaster response, education, engineering, environment, insurance, mapping, marketing, real estate, oil and gas, mining, and tourism. Additionally, as part of the curriculum, students will gain the knowledge necessary to obtain a Remote Pilot Certificate under Part 107 of the Federal Aviation Regulations.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Computer Aided Technology (011) program.

Duplication and impact on existing programs. There are no Certificate in Unmanned Aerial Systems programs offered in Oklahoma. A system wide letter of intent was communicated by email May 4, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on June 9, 2016. OU submitted a letter seeking clarification on 1) the intended audience for the proposed certificate and, 2) the implications for other State System institutions to offer a similar program. OCCC addressed OU's questions, indicating 1) the intended audience is individuals interested in small unmanned aircraft for hobby and professional purposes, 2) the program is significantly different in scope and mission than one that might be offered at a research institution, and 3) is addressing the needs in OCCC's service area. Based on all information available, extensive review, and student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Required Courses	9
Electives	9
Total	18

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

Financing and program resource requirements. The proposed certificate is embedded within the Associate in Applied Science in Computer Aided Technology (011) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

Attachments

ATTACHMENT A

**OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE IN SCIENCE IN COMMUNITY/PUBLIC HEALTH**

Degree Requirements		Credit Hours
General Education		38
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
POLSC 1113	American Federal Government	3
HIST 1483 or HIST 1493	History to the Civil War History Since the Civil War	3
PHIL 1123	Critical Thinking	3
HUM 2233	Humanities Modern	3
MATH 2013	Introduction to Statistics	3
PSY 1113	Introduction to Psychology	3
GEOG 2603	World Regional Geography	3
COM 2213	Introduction to Public Speaking	3
CHEM 1103	Chemistry Around Us	3
BIO 1114	General Biology (Non-Majors)	4
SCL 1001	Success in College and Life	1
Major Requirements		23
*AHP 1222	First Aid and CPR	2
SOC 1113	Introduction to Sociology	3
LEIS 1502	Total Wellness	2
BIO 1314	Human Anatomy and Physiology I	4
SOC 2143	Race and Ethnicity in the U.S.	3
PSY 2403	Developmental Psychology	3
SOC 2023	Social Problems	3
AHP 1013	Medical Terminology	3
Total		61

*Denotes new course

OKLAHOMA CITY COMMUNITY COLLEGE
 CERTIFICATE IN UNMANNED AERIAL SYSTEMS

Degree Requirements		Credit Hours
Required Courses		9
CAT 1113	Unmanned Vehicle Systems	3
CAT 1123	Unmanned Vehicle Systems Operations	3
CAT 1133	Airspace and Regulations	3
Electives		9
Students must complete 9 credit hours of faculty approved electives		
Total		18

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AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

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

- Bachelor of Science in Athletic Training (434)

University of Oklahoma (OU) requests authorization to delete the program listed below:

- Master of Fine Arts in Drama (275)

University of Oklahoma College of Law (OU-Law) requests authorization to delete the program listed below:

- Graduate Certificate in Natural Resources Law (152)

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

- Associate in Applied Science in Pre-Nursing Application (054)

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Bachelor of Science in Athletic Training (434). This program was approved at the June 26, 2001 State Regents' meeting. Reasons for requesting the deletion include:

- OSU reports that to meet the educational competencies required by the Commission on Accreditation of Athletic Training the Master of Athletic Training in Athletic Training (007) was created and is being offered through OSU Center for Health Sciences.
- There are currently no students enrolled in the program.
- All courses were suspended in 2012.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Fine Arts in Drama (275). This program was approved in the 1991-1992 academic year. Reasons for requesting the deletion include:

- This program was approved for suspension at the September 4, 2013 State Regents' meeting due to budget cuts and the inability to offer Graduate Teaching Assistantships.
- The School of Drama has voted to delete the program, indicating it is impossible to recruit high-quality students without the ability to offer assistantships.
- There are currently no students enrolled.
- No courses will be deleted as they will be used for the Master of Arts in Drama (045) program.
- No funds are available for reallocation.

OU-Law requests authorization to delete Graduate Certificate in Natural Resources Law (152). This program was approved at the May 31, 2013 State Regents' meeting. Reasons for requesting the deletion include:

- OU-Law reports the requirements of the program are similar to the Graduate Certificate in Energy and Natural Resources Law (155) and creates confusion for students.
- OU-Law voted to combine the Graduate Certificate in Natural Resources Law (152) and the Graduate Certificate in Energy and Natural Resources Law (155) to better serve students (see current program modification agenda item).
- There are currently 10 students enrolled in the program with an expected graduation date of Spring 2018.
- No courses will be deleted as they will still be used in other programs.
- No funds are available for reallocation.

OPSU requests authorization to delete the Associate in Applied Science in Pre-Nursing Application (054). This program was approved prior in the 1997-1998 academic year. Reasons for requesting the deletion include:

- OPSU created the program as a tracking mechanism for students interested in the nursing program; however, it was never utilized.
- There are no students enrolled in the program.
- No courses will be deleted as there were no courses specific to the program.
- No funds are available for reallocation.

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AGENDA ITEM #9:

Financial Aid Report.

SUBJECT: Financial Aid Report: Review and acceptance of Student Financial Aid at State System Institutions for 2014-2015.

RECOMMENDATION:

It is recommended that the State Regents accept the following Student Financial Aid Report.

BACKGROUND:

This report utilizes information from a relatively new State Regents (OSRHE) Financial Aid Database that has been implemented gradually over the past several years to collect student-level financial aid data from Oklahoma public colleges and universities. The process of developing the new database initially began in 2008 with a project utilizing the consulting firm Noel Levitz.

Currently, state system institutions annually submit student level financial aid information for each aid recipient. This data can be combined with enrollment data from the Unitized Data System (UDS) and information from the federal financial aid application information to generate a more complete perspective of the resources students use to finance a college education. The database allows analysis of the types of student aid that individual students receive and in what combination. OSRHE staff has worked with institutional representatives to review and verify the accuracy of the submitted data. The following report includes information for the three most recent years. [Veteran's education benefits are not included in this analysis. For federal financial aid purposes, the U.S. Department of Education does not consider veteran's education benefits to be part of a student's financial aid package.]

POLICY ISSUES:

The information provided by this report is important for analyzing the impact of financial aid in relation to the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

See the following sections.

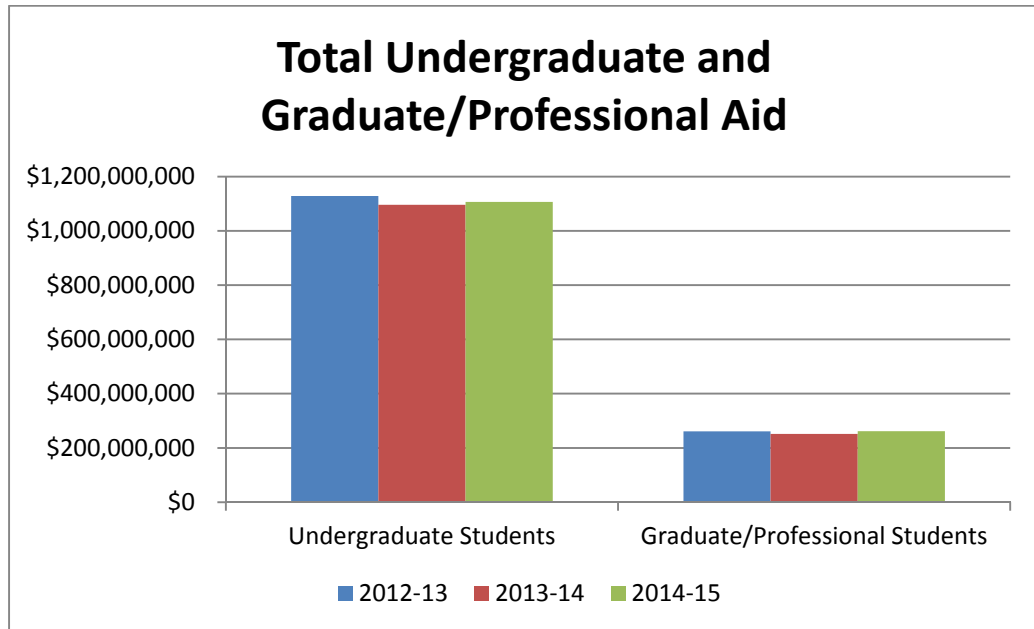
Highlights and Trends

- In each of the past three years, total financial aid for undergraduate and graduate/professional students at state system institutions has exceeded \$1.3 billion. Undergraduate student aid, at \$1.1 billion, accounts for 81 percent of total student aid.
- While total undergraduate student aid has remained relatively steady over the past three years, undergraduate loan volume has *declined* by \$40 million, from \$501 million to \$461 million. This decline is consistent with national trends.
- Over the past three years, undergraduate loan volume has dropped significantly at the community colleges (-\$25 million or -19 percent) and the regional universities (-\$17 million or -10 percent) while increasing slightly at the research universities (+\$2 million or +1 percent).
- Also over the past three years, the percentage of undergraduate aid comprised of loans has declined from 44 percent in 2012-2013 to 42 percent in 2014-2015. Conversely, non-loan aid (grants, scholarships, work-study) has grown from 56 percent to 58 percent.
- Nonresident students account for nearly 23 percent of the total undergraduate student loan volume (\$106 million of \$461 million). At the research universities, nonresident students account for nearly 40 percent of the undergraduate student loan volume.
- Many low-income Pell Grant recipients also rely on student loans. Fifty-five percent of Pell Grant recipients also take out student loans. While Pell Grant recipients make up about one-third of overall undergraduate enrollment, they account for half of the total undergraduate loan volume (\$233 million of \$461 million).
- Of the \$262 million in graduate/professional student aid, over 70 percent was in the form of loans.

Total Financial Aid for State System Undergraduate and Graduate/Professional Students

- In each of the past three years, total student financial aid received by all students in the state system of higher education, both undergraduate and graduate/professional students, has exceeded \$1.3 billion. About 80 percent, or \$1.1 billion, of the total was received by undergraduate students while the remaining 20 percent went to graduate/professional students.

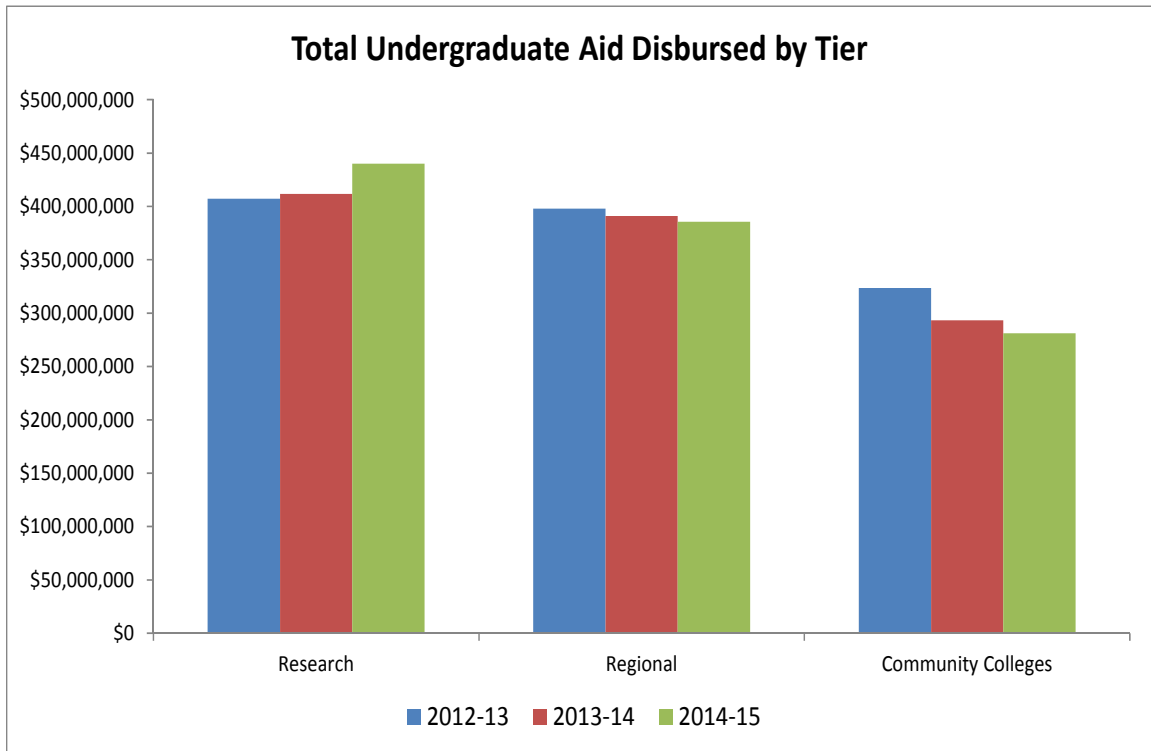
Academic Year	Total State System Financial Aid for Undergraduate & Graduate/Prof. Students	Undergraduate Students	Graduate/Professional Students
2012-13	\$1,389,285,750	\$1,128,518,707	\$260,767,043
2013-14	\$1,347,664,322	\$1,095,824,720	\$251,839,602
2014-15	\$1,368,632,106	\$1,106,857,413	\$261,774,693



Undergraduate Student Financial Aid

- **Distribution of Aid by Tier:** Of the \$1.1 billion in undergraduate student aid, roughly \$400 million went to both the research university tier and the regional university tier while about \$300 million went to students at community colleges. While the total amount of state system aid stayed at about \$1.1 billion over the three years, the amount awarded at the research universities increased by about \$33 million or 8 percent. In contrast, the amount awarded by the regional universities declined by \$12 million or 3 percent while the amount awarded at the community colleges dropped by \$43 million or 13 percent.

Academic Year	Total State System Undergraduate Financial Aid	Research Universities	Regional Universities	Community Colleges
2012-13	\$1,128,518,707	\$407,048,227	\$397,814,329	\$323,656,151
2013-14	\$1,095,824,720	\$411,622,897	\$390,931,511	\$293,270,312
2014-15	\$1,106,857,413	\$440,130,881	\$385,727,561	\$280,998,971

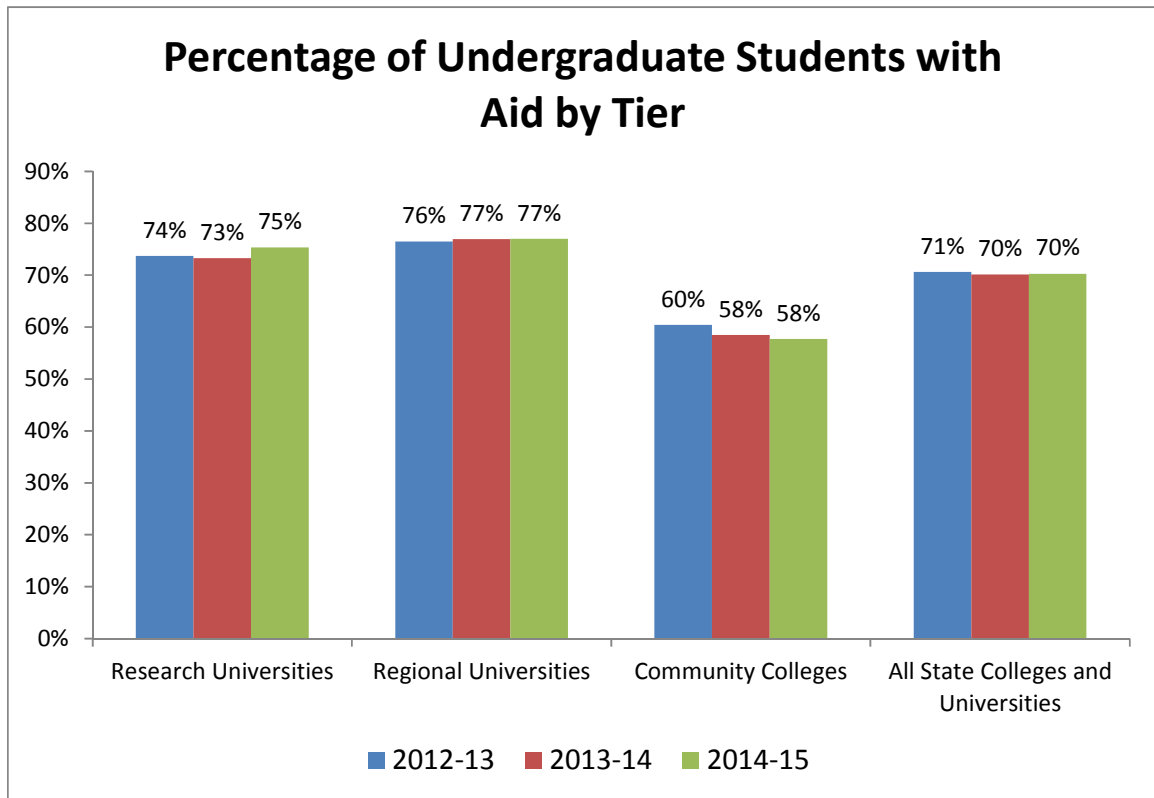


Percentage of Undergraduate Students Receiving Financial Aid

- For the past three years, an average of about 70 percent of undergraduate students has received some form of financial aid.

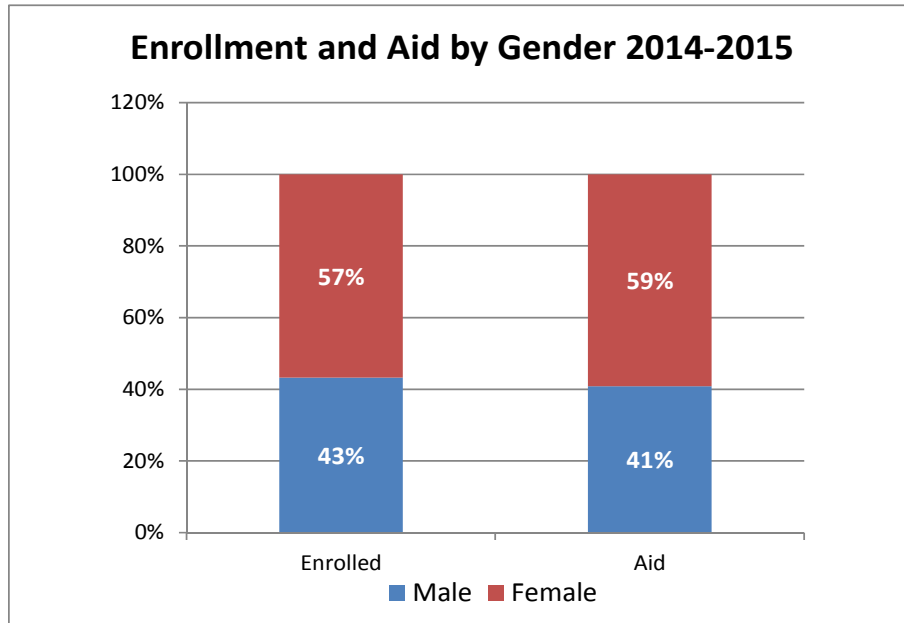
Academic Year	Total Undergraduate Enrollment	Total Undergraduates Receiving Aid	Percent of Undergraduates Receiving Aid
2012-13	203,951	144,061	70.6%
2013-14	193,101	135,086	70.0%
2014-15	188,880	132,751	70.3%

- By tier, the percentage of students (headcount) receiving aid in 2014-15 ranged from a high of 77 percent at the regional universities to 75 percent at the research universities to 58 percent at the community colleges. The total number of students receiving aid by tier in 2014-15 was about 35,000 at the research universities, over 44,000 at the regional universities, and nearly 56,000 at the community colleges.

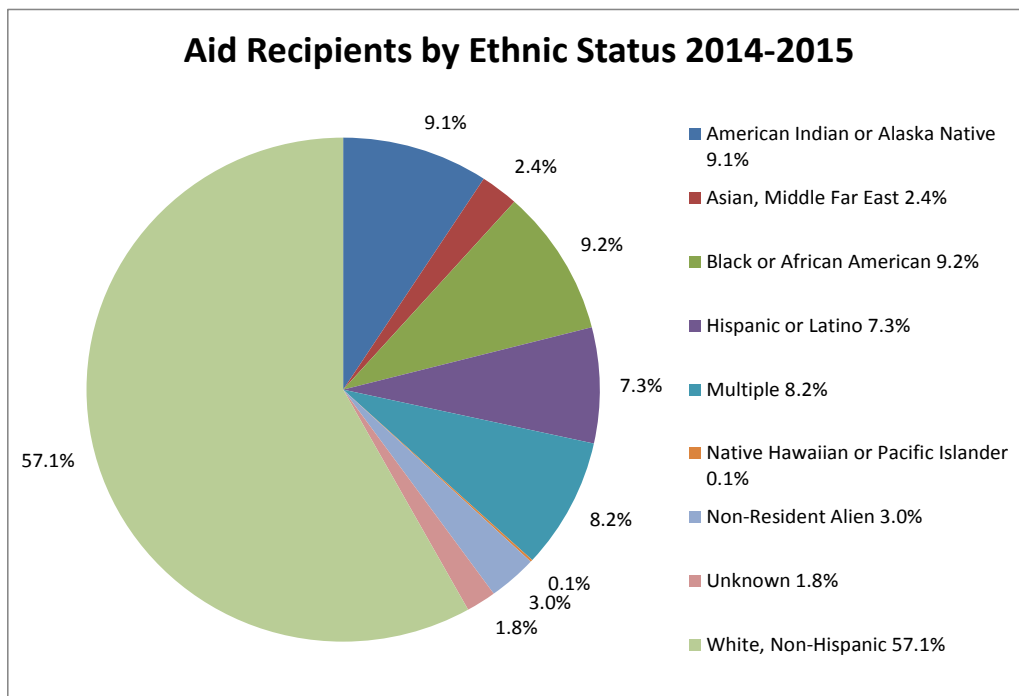


Gender and Ethnicity of Undergraduate Financial Aid Recipients

- The gender of undergraduate aid recipients reflects closely the gender of all enrolled students. In the past three years, the percentage of enrolled students and aid recipients by gender has remained almost equal. Fifty-nine percent of aid recipients were female compared to 57 percent of all enrolled students.

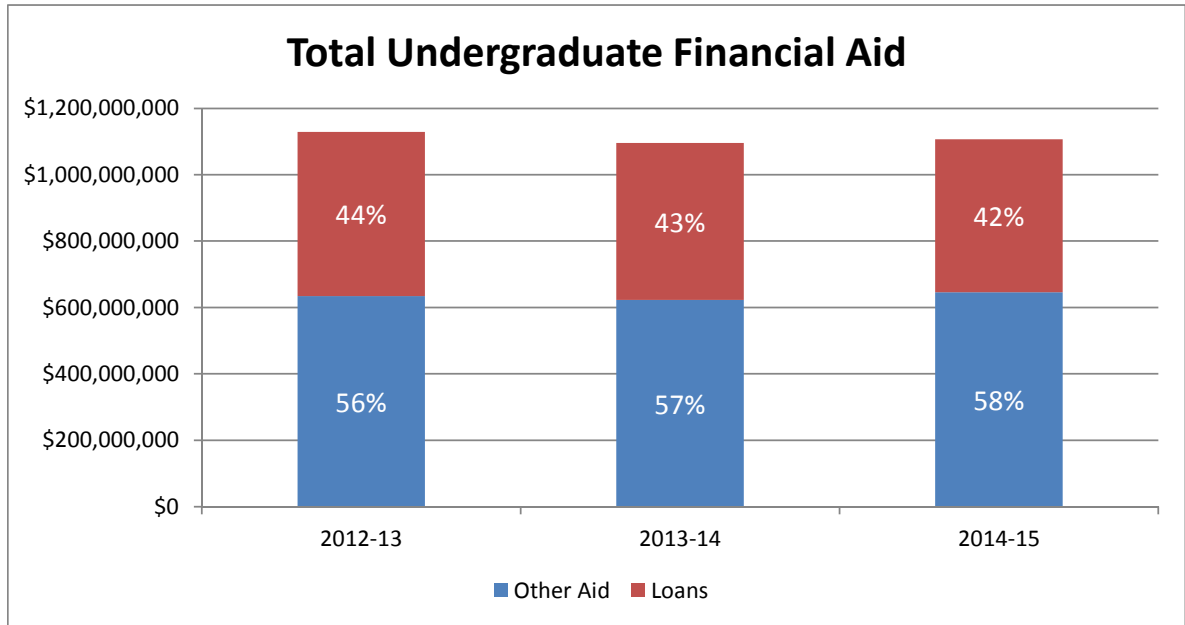


- By ethnicity, the largest group of undergraduate aid recipients was non-Hispanic Whites at 57 percent, followed by American Indians and African-Americans at 9 percent each and Hispanic/Latino students at 7 percent.



Student Loan Data – Undergraduate Students

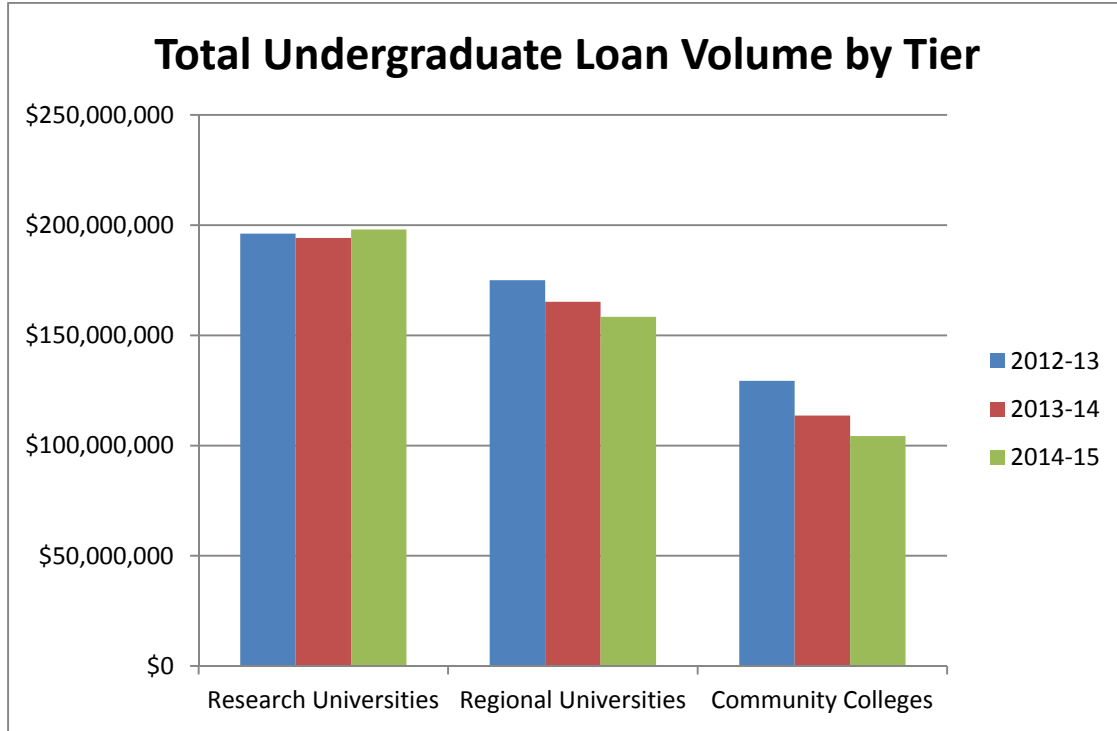
- Loans as a Percentage of Total Aid: From 2012-2013 to 2014-2015 the percentage of total aid in the form of loans declined from 44 percent to 42 percent. Conversely, the proportion from non-loan aid (grants, scholarships, work-study) increased from 56 percent to 58 percent.



- Percentage of Aid from Loans by Tier: By tier, the percentage of aid from loans ranged from 37 percent at the community colleges to 45 percent at the research institutions. The percentage of total undergraduate students receiving loans varied by tier from 21 percent at the community colleges to 42 percent at the regional universities.

	Total Aid	Percent of Aid from Loans	Percent of Aid Recipients with Loans	Percent of Enrolled Undergraduates with Loans
2014-2015				
Research Universities	\$440,130,881	45%	52%	39%
Regional Universities	\$385,727,561	41%	54%	42%
Community Colleges	\$280,998,971	37%	36%	21%
Total	\$1,106,857,413	42%	47%	33%

- Total Loan Volume by Tier: Total loan volume to undergraduate students has declined each of the past three years. However, while loan volume has seen a steady, significant decline at the regional universities and community colleges, loan volume at the research universities has actually increased slightly.



Total Undergraduate Loan Volume			
	2012-13	2013-14	2014-15
Research Universities	\$196,134,058	\$194,177,996	\$198,070,495
Regional Universities	\$175,045,362	\$165,224,885	\$158,431,482
Community Colleges	\$129,344,497	\$113,578,231	\$104,353,677
System	\$500,523,917	\$472,981,112	\$460,855,654

- Average Loan Amounts Per Borrower by Tier: In 2014-2015, \$460 million was loaned to undergraduate students and parents at state system colleges and universities. Of that amount, 43 percent went to students at the research universities, 34 percent to the regional universities, and 23 percent to the community colleges.

	Total Loans in Millions	Total Borrowers*	Average Annual Loan Per Borrower
2014-2015			
Research Universities	\$198,070,495	18,511	\$10,700
Regional Universities	\$158,431,482	23,716	\$6,680
Community Colleges	\$104,353,677	20,437	\$5,106
Total	\$460,855,654	61,848	\$7,451

*Total is unduplicated.

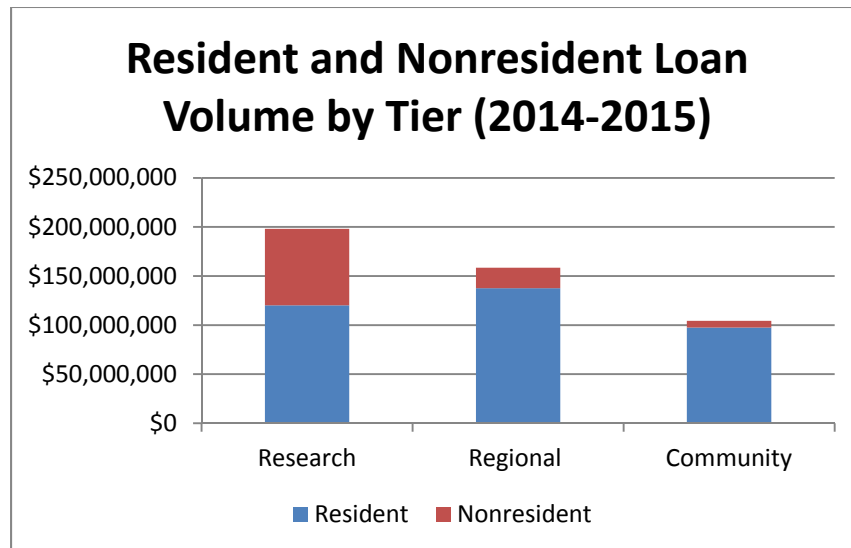
- **Average Loan Amounts by Student Residency Status:** Of the \$460 million in student loans to undergraduates, more than \$100 million or 23 percent went to nonresident students. While the overall average loan amount was \$7,451, for resident students the average was about \$6,700 compared to \$11,900 for nonresident students.

2014-2015	Volume	Borrowers	Average Loan
Resident Students	\$355,317,817	53,108	\$6,690
Nonresident Students	\$105,537,837	8,890	\$11,872
All Students	\$460,855,654	61,848	\$7,451

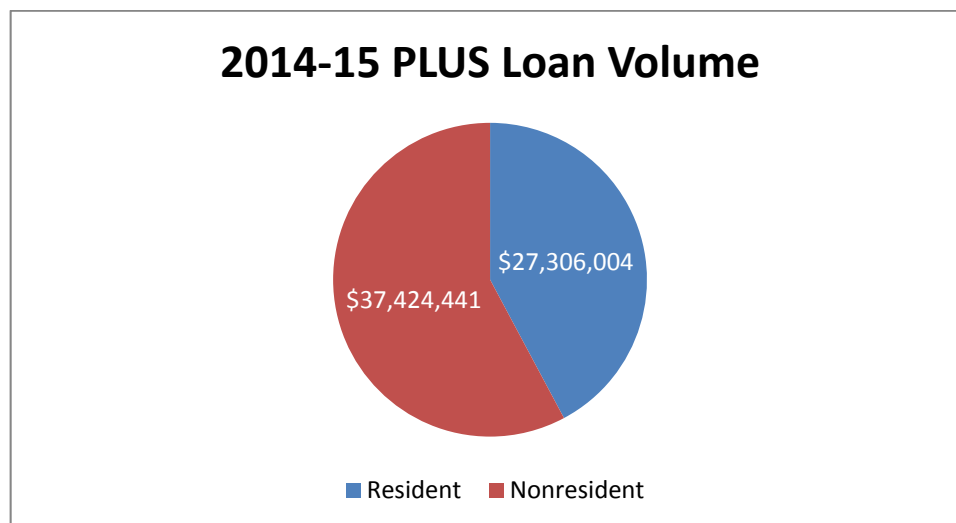
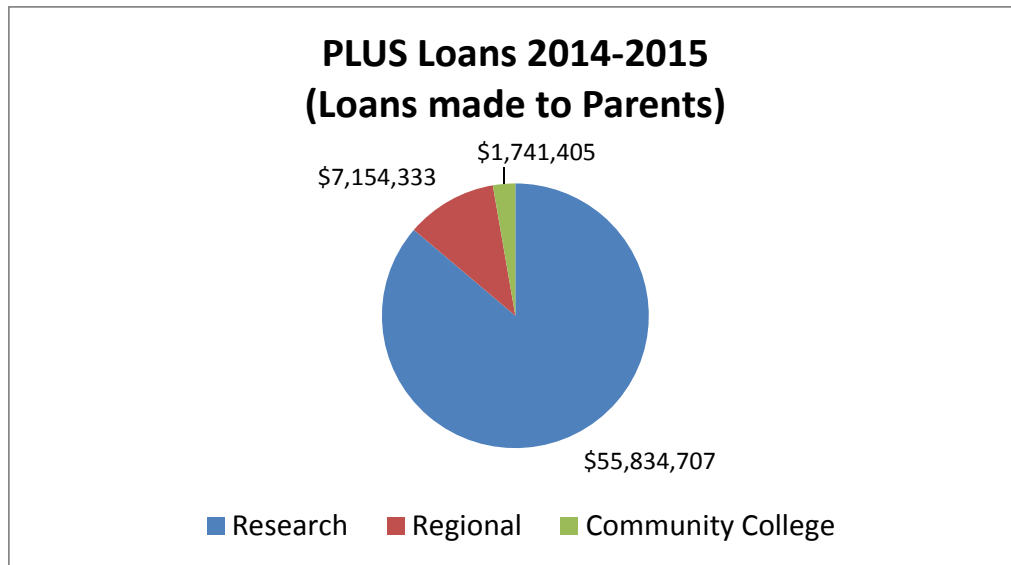
- **Resident vs. Nonresident Cost of Attendance:** As defined by federal financial aid regulations, “cost of attendance” generally includes tuition, fees, books and supplies, room and board, and a limited allowance for transportation and personal expenses. Full-time, dependent student cost data are shown below. The cost of attendance for nonresident students is significantly higher than the cost for resident students.

2014-2015	Resident Average Cost of Attendance	Nonresident Average Cost of Attendance
Research Universities	\$23,273	\$35,950
Regional Universities	\$18,055	\$24,878
Community Colleges	\$15,249	\$20,048
System	\$16,867	\$22,977

- **Nonresident Loan Volume by Tier:** At the research institutions, nearly 40 percent of the undergraduate student loan volume was for nonresident students and their parents. The percentages of loans related to nonresident students enrolled at the regional universities and community colleges were much smaller.



- Federal Parent (PLUS) Loans: Federal PLUS loans are available to parents of undergraduate students and can be used to pay for costs not already covered by the student’s other financial aid. These loans are the obligation of the parent, not the student. PLUS loans totaled almost \$64 million in 2014-2015. More than 86 percent of the loans were made to parents of students at the research universities and over 58 percent of the loans were made to parents of nonresident students.

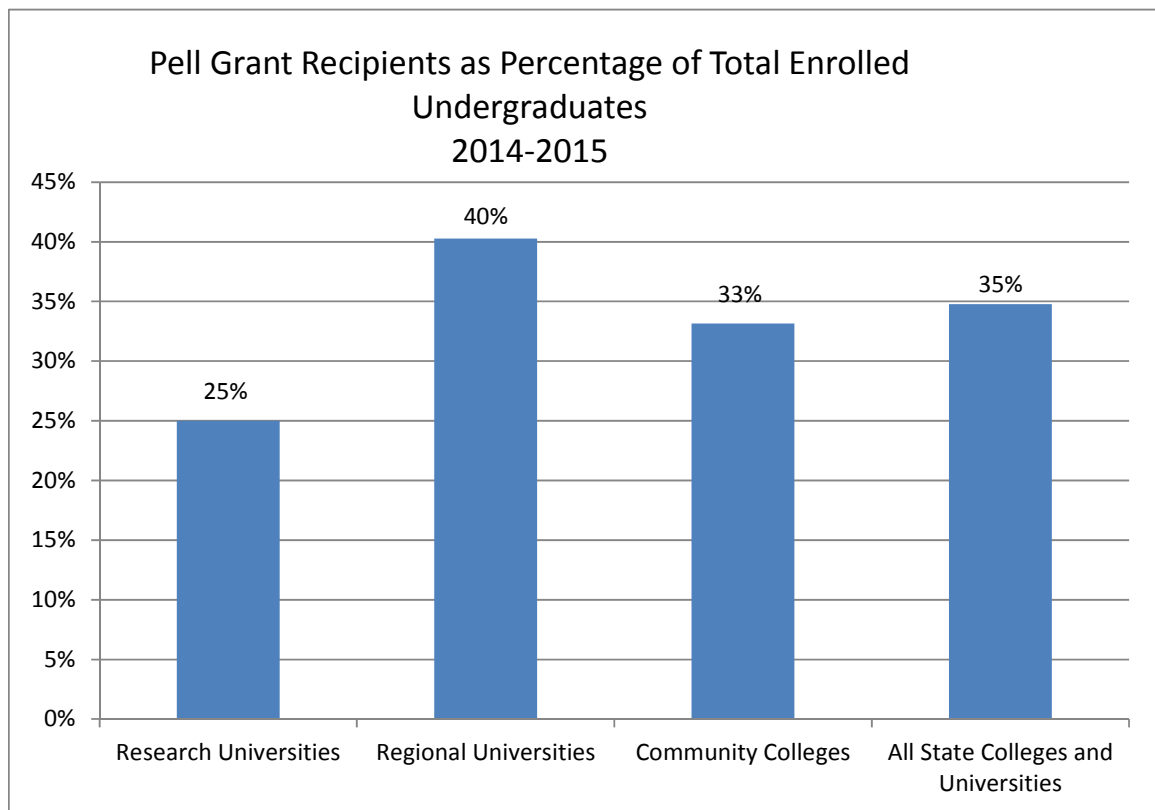


Parent PLUS Loans		Students*	Average
Resident	\$27,306,004	2,729	\$10,006
Nonresident	\$37,424,441	2,035	\$18,390
Total	\$64,730,445	4,755	\$13,613

*Total is unduplicated

Federal Pell Grant Recipients

- Pell Grant Recipients as Percentage of Enrolled Students: Federal Pell Grants are awarded to students with the least financial resources. In 2014-2015, Pell Grant recipients represented over one-third of all undergraduate students. By tier, their proportion of enrollment ranged from 25 percent at the research institutions to 40 percent at the regional universities. The total number of Pell Grant recipients has dropped over the past three years from about 75,000 in 2012-2013 to less than 66,000 in 2014-2015.



- Pell Grant Recipients and Student Loans: Though Pell Grant students received need-based grant awards, many also rely on student loans to cover their education costs. In 2014-2015, Pell Grant recipients received over \$233 million in student loans which was half of the total student loan volume of \$461 million.

State System Institutions
2014-2015 Undergraduate Financial Aid by Tier

Grants / Scholarships	<u>State System</u>	<u>Research</u>	<u>Regional</u>	<u>Community</u>
Federal				
Pell Grants	\$237,373,073	\$46,091,343	\$87,612,790	\$103,668,940
Other	<u>\$10,221,261</u>	<u>\$2,668,591</u>	<u>\$3,608,933</u>	<u>\$3,943,737</u>
Total Federal Grants	\$247,594,334	\$48,759,934	\$91,221,723	\$107,612,677
State				
Oklahoma's Promise	\$58,815,892	\$20,989,642	\$26,538,512	\$11,287,738
Oklahoma Tuition Aid Grant	\$16,745,941	\$3,790,500	\$6,008,693	\$6,946,748
Academic Scholars	\$8,614,522	\$8,177,672	\$329,000	\$107,850
Other	<u>\$1,205,119</u>	<u>\$25,382</u>	<u>\$1,124,227</u>	<u>\$55,510</u>
Total State Grants and Scholarships	\$85,381,474	\$32,983,196	\$34,000,432	\$18,397,846
Institutional				
Tuition Waivers	\$162,519,113	\$85,807,280	\$51,451,118	\$25,260,715
Foundation	\$26,797,043	\$21,774,126	\$3,929,892	\$1,093,025
Other	<u>\$53,237,298</u>	<u>\$26,428,753</u>	<u>\$17,539,631</u>	<u>\$9,268,914</u>
Total Inst. Schol., Grants & Waivers	\$242,553,454	\$134,010,159	\$72,920,641	\$35,622,654
Total Tribal Grants	\$25,588,826	\$7,192,846	\$11,588,998	\$6,806,982
Total Outside Scholarships & Grants	<u>\$37,379,206</u>	<u>\$16,507,249</u>	<u>\$14,804,866</u>	<u>\$6,067,091</u>
Total Grants and Scholarships	\$638,497,294	\$239,453,384	\$224,536,660	\$174,507,250
Loans				
Federal Subsidized	\$178,143,558	\$54,782,449	\$70,928,764	\$52,432,345
Federal Unsubsidized	\$186,110,966	\$61,947,578	\$75,474,744	\$48,688,644
Federal PLUS	\$64,730,445	\$55,834,707	\$7,154,333	\$1,741,405
Fed. Perkins and Other Fed. Loans	\$5,497,519	\$4,251,861	\$794,735	\$450,923
Private	\$24,456,850	\$19,344,334	\$4,072,156	\$1,040,360
Institutional and Other	<u>\$1,916,316</u>	<u>\$1,909,566</u>	<u>\$6,750</u>	<u>\$0</u>
Total Loans	\$460,855,654	\$198,070,495	\$158,431,482	\$104,353,677
Federal Work Study	<u>\$7,504,465</u>	<u>\$2,607,002</u>	<u>\$2,759,419</u>	<u>\$2,138,044</u>
Total Aid	\$1,106,857,413	\$440,130,881	\$385,727,561	\$280,998,971

State System Institutions
Change in Undergraduate Financial Aid, 2012-13 to 2014-15

Grants / Scholarships	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	Change from 2012-13 to <u>2014-15</u>	% Change
Federal Programs					
Pell Grants	\$264,623,085	\$247,746,452	\$237,373,073	-27,250,012	-10.3%
Other	<u>\$10,915,503</u>	<u>\$10,845,534</u>	<u>\$10,221,261</u>	-694,242	-6.4%
Total Federal Grants	\$275,538,588	\$258,591,986	\$247,594,334	-27,944,254	-10.1%
State Programs					
Oklahoma's Promise	\$55,981,776	\$56,174,384	\$58,815,892	2,834,116	5.1%
Oklahoma Tuition Aid Grant	\$16,636,099	\$17,440,458	\$16,745,941	109,842	0.7%
Academic Scholars	\$8,316,025	\$8,027,556	\$8,614,522	298,497	3.6%
Other	<u>\$1,043,515</u>	<u>\$1,214,614</u>	<u>\$1,205,119</u>	<u>161,604</u>	<u>15.5%</u>
Total State Grants and Scholarships	\$81,977,415	\$82,857,012	\$85,381,474	3,404,059	4.2%
Institutional Aid					
Tuition Waivers	\$138,787,476	\$143,447,594	\$162,519,113	23,731,637	17.1%
Foundation	\$18,760,158	\$22,271,476	\$26,797,043	8,036,885	42.8%
Other	<u>\$48,907,659</u>	<u>\$50,145,036</u>	<u>\$53,237,298</u>	<u>4,329,639</u>	<u>8.9%</u>
Total Inst. Schol., Grants & Waivers	\$206,455,293	\$215,864,106	\$242,553,454	36,098,161	17.5%
Total Tribal Grants	\$23,903,191	\$24,554,125	\$25,588,826	1,685,635	7.1%
Total Outside Scholarships & Grants	\$31,688,863	\$33,139,723	\$37,379,206	5,690,343	18.0%
Total Grants and Scholarships	\$619,563,350	\$615,006,952	\$638,497,294	18,933,944	3.1%
Loans					
Federal Subsidized	\$209,056,789	\$191,123,739	\$178,143,558	-30,913,231	-14.8%
Federal Unsubsidized	\$210,125,499	\$194,217,459	\$186,110,966	-24,014,533	-11.4%
Federal PLUS	\$54,306,220	\$57,813,415	\$64,730,445	10,424,225	19.2%
Fed. Perkins and Other Fed. Loans	\$4,454,857	\$4,919,950	\$5,497,519	1,042,662	23.4%
Private	\$20,599,913	\$22,935,977	\$24,456,850	3,856,937	18.7%
Institutional and Other	<u>\$1,980,639</u>	<u>\$1,970,572</u>	<u>\$1,916,316</u>	<u>-64,323</u>	<u>-3.2%</u>
Total Loans	\$500,523,917	\$472,981,112	\$460,855,654	-39,668,263	-7.9%
Federal Work Study	\$8,431,440	\$7,836,656	\$7,504,465	-926,975	-11.0%
Total Aid	\$1,128,518,707	\$1,095,824,720	\$1,106,857,413	-21,661,294	-1.9%

**2014-2015 Undergraduate Financial Aid Recipients
For Selected Programs**

	<u>State System*</u>	<u>Research Universities</u>	<u>Regional Universities</u>	<u>Community Colleges</u>
Grants and Scholarships				
Federal Programs				
Pell Grant	65,681	11,751	22,890	32,132
Federal SEOG	8,842	689	2,979	5,201
TEACH Grant	183	91	92	-
State Programs				
Oklahoma's Promise	17,775	5,283	7,089	6,837
Oklahoma Tuition Aid Grant	19,665	4,195	7,014	8,750
Academic Scholars	2,020	1,806	155	63
Institutional Aid				
Tuition Waivers	56,633	20,290	17,237	19,474
Foundation Scholarships/Grants	13,899	9,762	3,090	1,050
Institutional Scholarships/Grants	19,895	8,757	5,752	5,415
Tribal Grants & Scholarships	9,292	2,036	4,065	3,416
Loans				
Federal Loans				
Federal Subsidized Loans	50,208	13,574	19,414	17,824
Federal Unsubsidized Loans	45,097	14,618	17,612	13,360
Federal PLUS Loans	4,755	3,516	1,013	242
Federal Perkins Loans	1,652	1,261	254	139
Private Loans	2,128	1,475	525	141
Work Study				
Federal Work Study	3,585	1,016	1,593	982
*Unduplicated within program				
Total Aid Recipients**	132,751	35,417	43,909	56,352
**Unduplicated systemwide				

**Change in Undergraduate Aid Recipients, 2012-13 to 2014-15
For Selected Programs**

	<u>2012-13*</u>	<u>2013-14*</u>	<u>2014-15*</u>	Change from 2012-13 to 2014-15	% Change
Grants and Scholarships					
Federal Programs					
Pell Grant	74,901 (1)	69,531	65,681	-9,220	-12.3%
Federal SEOG	8,621	7,853	8,842	221	2.6%
TEACH Grant	172	170	183	11	6.4%
State Programs					
Oklahoma's Promise	18,508 (1)	17,751	17,775	-733	-4.0%
Oklahoma Tuition Aid Grant	20,032	21,011	19,665	-367	-1.8%
Academic Scholars	1,982	1,892	2,020	38	1.9%
Institutional Aid					
Tuition Waivers	54,789	53,939	56,633	1,844	3.4%
Foundation Scholarships/Grants	11,021	12,238	13,899	2,878	26.1%
Institutional Scholarships/Grants	20,089	20,725	19,895	-194	-1.0%
Tribal Grants & Scholarships	8,991	9,079	9,292	301	3.3%
Loans					
Federal Loans					
Federal Subsidized Loans	61,005	54,015	50,208	-10,797	-17.7%
Federal Unsubsidized Loans	51,633	47,854	45,097	-6,536	-12.7%
Federal PLUS Loans	4,349	4,417	4,755	406	9.3%
Federal Perkins Loans	1,446	1,454	1,652	206	14.2%
Private Loans	1,983	2,107	2,128	145	7.3%
Work Study					
Federal Work Study	3,993	3,732	3,585	-408	-10.2%
Total Aid Recipients**	144,061	135,086	132,751	-11,310	-7.9%

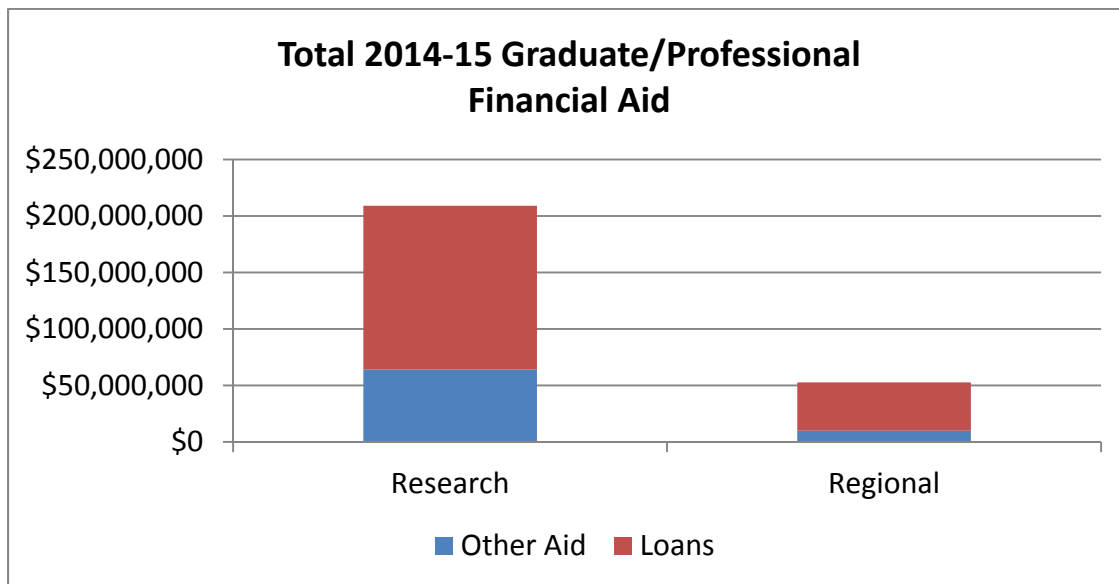
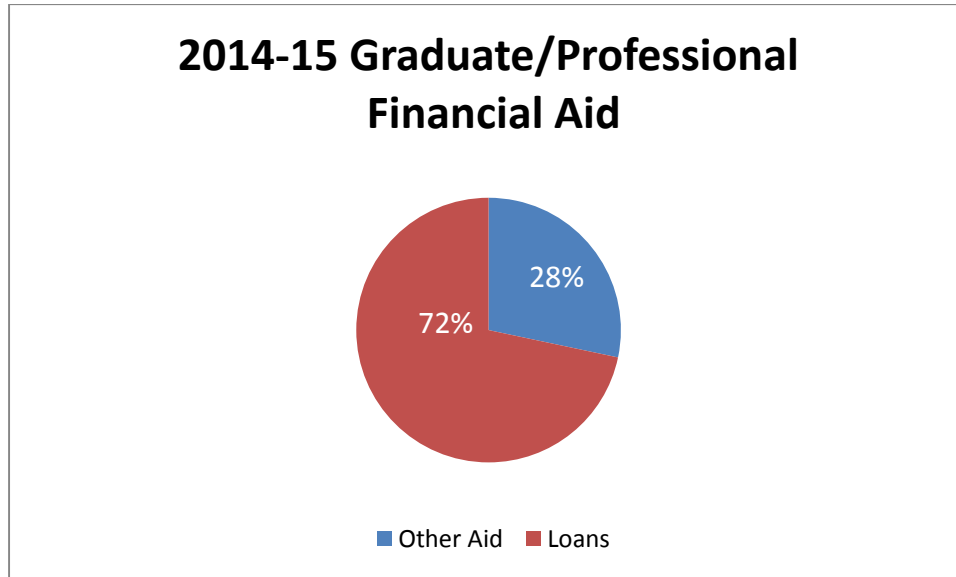
(1) Adjusted to unduplicate recipients

*Unduplicated within program

**Unduplicated systemwide

Financial Aid for Graduate/Professional Students

In 2014-2015, nearly \$262 million in financial aid was awarded to graduate/professional students at the state system institutions. Seventy two percent or almost \$188 million of that aid was in the form of loans compared to 42 percent for undergraduate students. Graduate/professional students at the research universities received \$209 million, 70 percent of which was in the form of loans. Total aid of nearly \$53 million was disbursed to graduate/professional students at the regional universities, 81 percent of which was loans.



2014-2015 Loans to Graduate/Professional Students			
	Amount	Borrowers*	Average Annual Loan
Research Universities	\$144,905,122	6,076	\$23,849
Regional Universities	\$42,753,534	3,203	\$13,348
Total	\$187,658,656	9,270	\$20,244

*Total is unduplicated.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #10:

Oklahoma's Promise.

SUBJECT: Presentation of the Oklahoma's Promise Program Year-End Report 2015-2016.

RECOMMENDATION:

It is recommended that the State Regents accept the Oklahoma's Promise year End Report 2015-2016.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 8th, 9th, or 10th grade. The family income limit was increased to \$32,000 in 1999 and further increased to \$50,000 in 2000. The income limit has remained unchanged since 2000.

In 2007, the Legislature approved additional requirements for students to receive and retain the benefit in college. Beginning with 2012 high school graduates, the income of the student's parents may not exceed \$100,000 at the time the student begins college. In addition, a minimum college GPA of 2.00 is required for courses taken through the sophomore year and a minimum 2.50 GPA is required for courses taken during the junior year and thereafter.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to attend college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2015-2016 Year-End Report is available as a supplement to the agenda item.

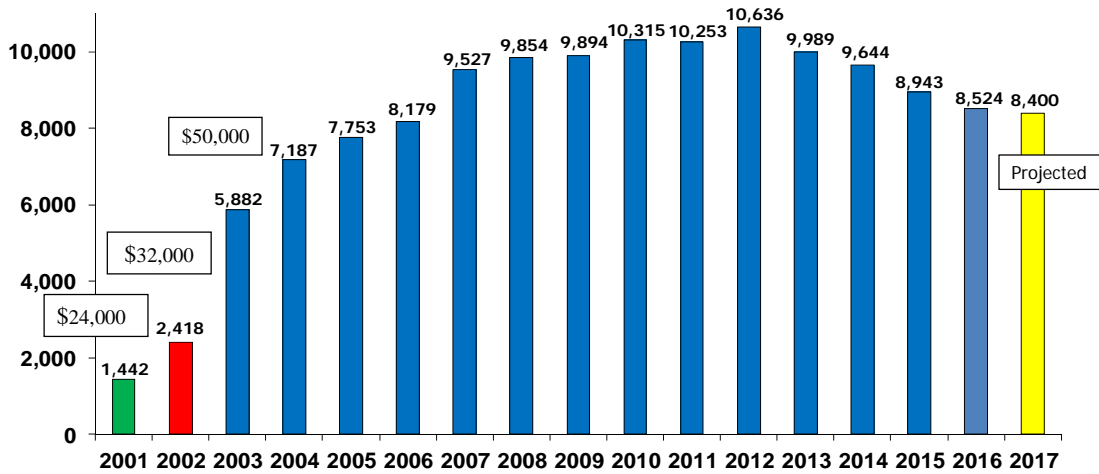
Enrollment

The 2016 Oklahoma’s Promise high school graduating class enrolled 8,524 students, a decrease of 419 or 5 percent from the class of 2015. The 2016 class enrollment equates to about 19 percent of its high school sophomore enrollment of approximately 44,100 in 2013-2014.

The 2017 graduating class is currently projected to total 8,400 students, down about 125 or 1.5 percent from the 2016 class.



OKPromise High School Enrollment (By High School Graduation Year)



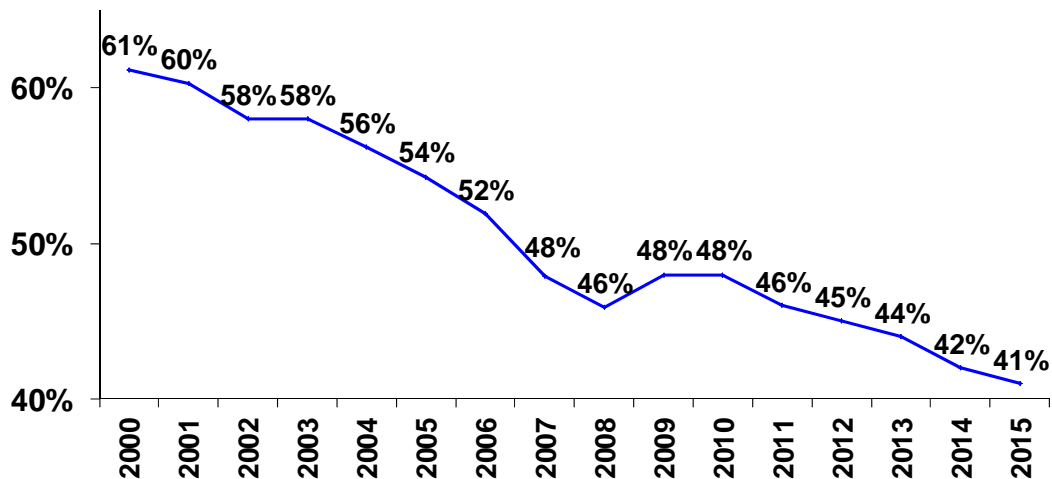
As of 1/10/17

Estimated Eligible Population

The \$50,000 family income limit for program applicants has remained unchanged since 2000. United States Census data indicate that the potential pool of eligible students in Oklahoma has shrunk considerably between 2000 and 2015. The percentage of Oklahoma families with incomes under \$50,000 decreased from 61 percent in 2000 to 41 percent in 2015. Between 2000 and 2015 Oklahoma's median family income rose from \$40,709 to \$60,215, an increase of \$19,500 or 48 percent. Assuming that about 41 percent of Oklahoma students live in families with incomes of less than \$50,000, it is estimated that roughly half of financially-eligible students are being enrolled in Oklahoma's Promise.

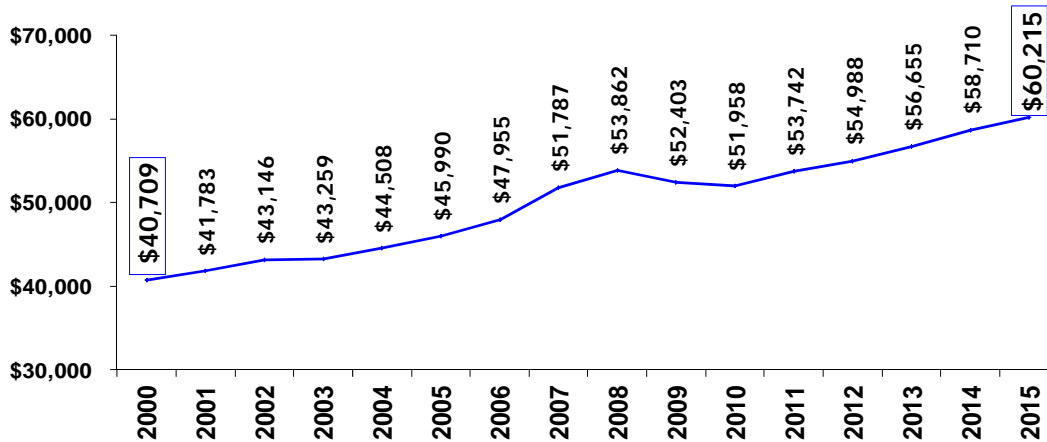


Estimated Percent of Oklahoma Families with Total Income Under \$50,000



Source: US Census Bureau, 2000 Census, American Community Survey-2001-2015

Oklahoma Median Family Income



Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2015

Inflation Impact on \$50,000 Income Limit

- Adjusted for inflation, \$50,000 in the year 2000 is equivalent to \$69,330 in November 2016*

*based on national Consumer Price Index (CPI); inflation rate of 38.66% from 2000 to November 2016

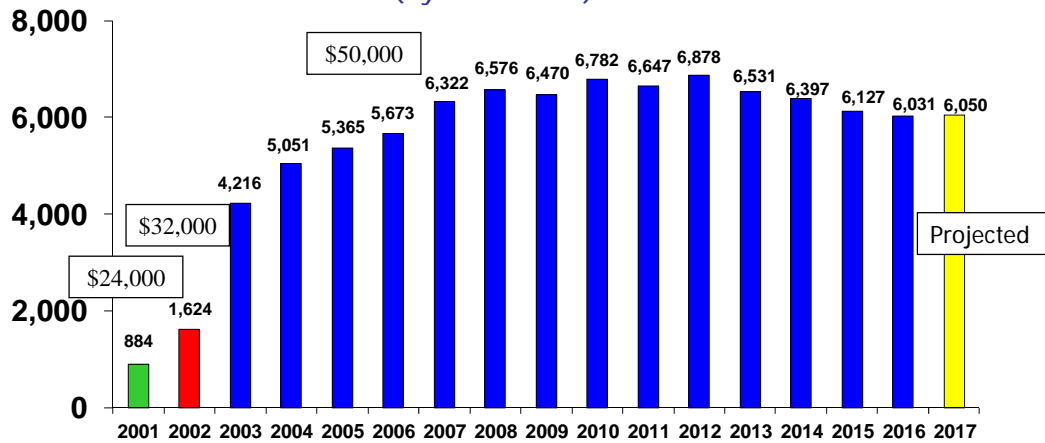
Number of Students Completing the Program's High School Requirements

The number of students completing the program's high school requirements in 2016 decreased from the previous year. A total of 6,031 students from the 2016 graduating class completed the program's high school requirements compared to 6,127 from the 2015 class, a decrease of about 100 or 1.6 percent.

The projected number of students completing the high school requirements in 2017 is expected to be about the same as 2016.



High School Students Completing OKPromise Requirements (by Grad Year)



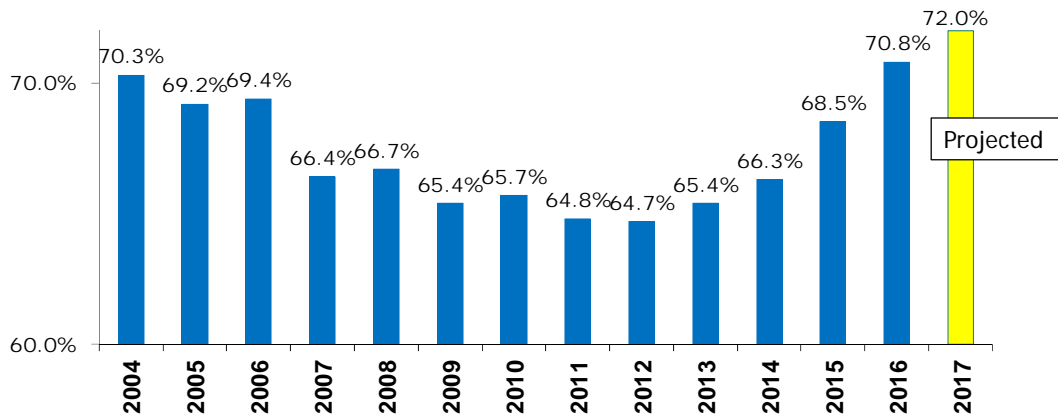
As of 1/10/17

Percentage of Students Completing the Program's High School Requirements

For the fourth consecutive year, the rate at which Oklahoma's Promise students completed the program's high school requirements has increased. The completion rate for the 2016 class was 70.8 percent, up from 64.7 percent four years ago in 2012. Each 1 percent increase in the completion rate equates to about 70 additional freshmen Oklahoma's Promise scholarship recipients.



High School Requirement Completion Rates (by grad year)



As of 1/10/17

Other Performance Measures for Oklahoma's Promise Students

The full Oklahoma's Promise 2015-2016 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

- High school GPA's exceed the state average
- ACT scores exceed those of their comparable middle- and lower-income peers
- College-going rates exceed the state average for high school graduates
- Lower-than-average college remediation rates
- Higher than average freshmen college GPA's
- Above-average full-time college enrollment
- Above-average college persistence rates
- Above-average college degree completion rates

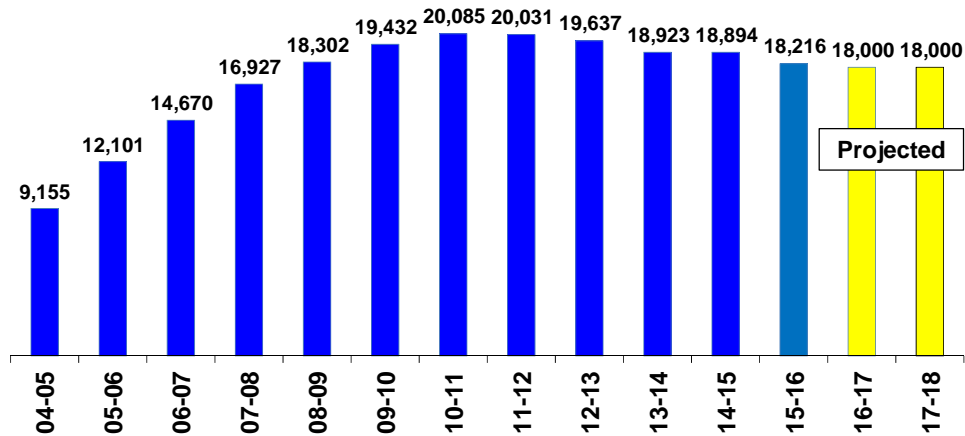
Projected College Recipients

The number of college students receiving the Oklahoma’s Promise award has declined for several years, from a high of about 20,000 in 2010-2011 to about 18,200 in 2015-2016, a drop of 9 percent. The number of scholarship recipients is projected to continue to decline slightly in 2016-2017 and remain level in 2017-2018. Factors contributing to the decline in the number of recipients include:

- The declining enrollment in the program of students in the 8th, 9th, and 10th grade. Without an adjustment in the \$50,000 family income limit for applicants, the potential pool of eligible students is expected to continue to shrink in the future.
- The new second family income check that began with 2012 high school graduates has reduced the number of recipients in each college freshmen class by about 1percent.
- New college “satisfactory academic progress” standards that began in 2012-2013 for all Oklahoma’s Promise award recipients reduces the number of recipients by a small margin.
- New college statutory GPA requirements that went into effect for Oklahoma’s Promise students entering college in fall 2012 and thereafter reduce the number of recipients when the students reach their junior year in college.



Scholarship Recipients



As of 1/4/17

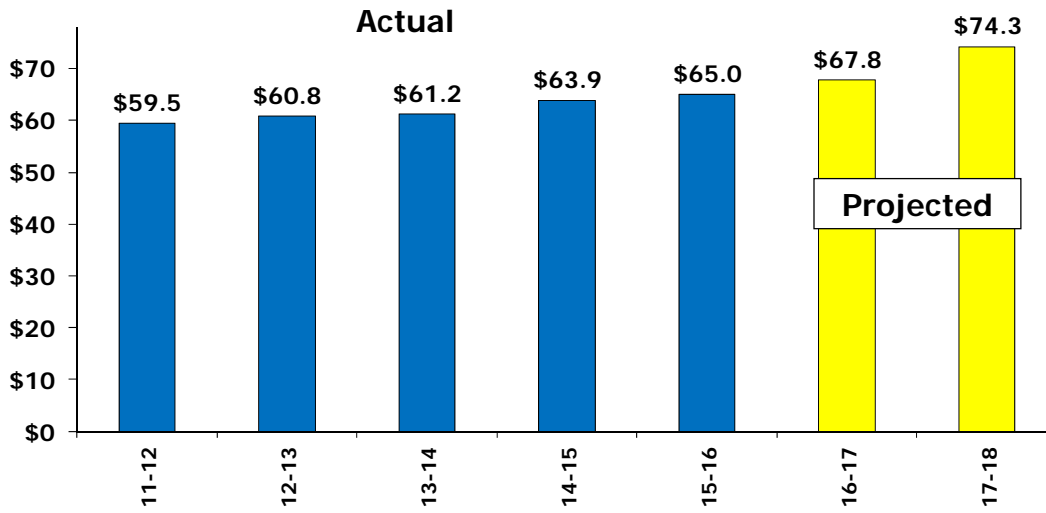
Oklahoma's Promise Cost Projections

In 2015-2016, scholarship expenditures for Oklahoma's Promise increased by \$1.1 million or 2 percent over the previous year. Scholarship expenses are currently projected to increase to \$67.8 million in 2016-2017 and to \$74.3 million in 2017-2018.



Scholarship Expenditures

(In \$ millions, by academic year)



As of 1/4/17

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #11:

State Authorization.

SUBJECT: Request to authorize private institutions to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents' authorize private institutions to operate in Oklahoma, as described below.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations addressing program integrity and student aid programs. The regulations created rules and definitions covering a wide range of issues affecting colleges and universities as well as state higher education agencies. Most notably, a state authorization regulation, which is detailed in 600.9 of Title 34, United States Code, was established to strengthen consumer protection and increase institutional accountability. As a result of this regulation, to maintain eligibility to award federal financial aid, a higher education institution must obtain authorization in each state in which it is physically located.

To ensure students attending private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma do not unnecessarily lose their federal financial aid, Senate Bill 1157, which was signed by Governor Fallin on April 26, 2016, established the statutory basis for a state authorization process. As a result of this legislation, which was effective November 1, 2016, private degree granting institutions and out-of-state public degree granting institutions that operate in Oklahoma are required to be:

- accredited by a national or regional accrediting agency who is recognized by the United States Department of Education; and
- authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education.

In an effort to meet the intent of the federal regulation, Senate Bill 1157 limited the scope of the State Regents' policy and procedure elements to a complaint process, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements.

On October 20, 2016, the State Regents approved substantive revisions to the Institutional Accreditation policy (now titled the Institutional Accreditation and State Authorization policy) to meet the statutorily mandated functions that are prescribed in Senate Bill 1157.

It is also important to note that Senate Bill 1157 exempted private institutions that participate in the Oklahoma Tuition Equalization Grant program (OTEG), which is a program that awards grants to Oklahoma residents enrolled as full-time undergraduate students at qualified Oklahoma not-for-profit, private higher education institutions, from being subject to the requirements detailed therein. Therefore, OTEG institutions will not be subject to the State Regents' state authorization policy provision.

POLICY ISSUES:

The Institutional Accreditation and State Authorization policy specifies the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

An institution that wishes to seek authorization to operate as a degree granting institution in Oklahoma is required to submit an electronic state authorization application. This application is composed of five sections that direct an institution to provide general institutional information, designate an institutional director who is responsible for overseeing compliance with the Institutional Accreditation and State Authorization policy, disclose accreditation information, report data, and attach specific documentation.

The documentation section, which was established to ensure compliance with certain provisions of the Institutional Accreditation and State Authorization policy, requires an institutional applicant to attach:

- proof of accreditation by a national or regional accrediting agency that is recognized by the United States Department of Education;
- a copy of the institution’s student complaint process; and
- a copy of the institution’s student enrollment agreement.

ANALYSIS:

Prior to February 2, 2017, State Regents’ staff received state authorization applications from the institutions listed below:

Name	Type	Accreditor
DeVry University (Illinois) Location: Oklahoma City	Private For-profit	Higher Learning Commission
National American University (South Dakota) Location: Tulsa	Private For-profit	Higher Learning Commission
Nazarene Theological Seminary (Missouri) Location: Oklahoma City	Private Not-for-profit	Commission on Accrediting of the Association of Theological Schools in the United States and Canada
Newman University (Kansas) Location: Oklahoma City	Private Not-for-profit	Higher Learning Commission
Platt College Locations: Lawton, Norman, Oklahoma City, and Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges
Saint Paul School of Theology (Kansas) Location: Oklahoma City	Private Not-for-profit	Higher Learning Commission
Tulsa Welding School Location: Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges
University of Phoenix Location: Oklahoma City and Tulsa	Private For-profit	Higher Learning Commission
Vatterott College (Missouri) Locations: Oklahoma City and Tulsa	Private For-profit	Accrediting Commission of Career Schools and Colleges

After reviewing the applications and required documentation, State Regents' staff concluded that these institutions meet the state authorization requirements. As such, it is recommended that the State Regents authorize these institutions to operate in Oklahoma.

For information purposes, the data that were submitted within the state authorization application are detailed below.

**Private For-Profit Institutions
2015-2016 Data**

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	2	7	7	0
National American University	0	14	11	0	0
Platt College	6	4	1	0	0
Tulsa Welding School	2	1	0	0	0
University of Phoenix*	0	0	18	6	0
Vatterott College	6	13	0	0	0
Total	14	34	37	13	0

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	18	169	68	0
National American University	0	171	61	0	0
Platt College	1218	988	32		
Tulsa Welding School	1830	95	0	0	0
University of Phoenix*	0	0	230	13	0
Vatterott College	299	434	0	0	0
Total	3347	1706	492	81	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
DeVry University	0	2	20	19	0
National American University	0	9	6	0	0
Platt College	317	233	14	0	0
Tulsa Welding School	869	32	0	0	0
University of Phoenix*	0	0	102	7	0
Vatterott College	101	103	0	0	0
Total	1287	379	142	26	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid:

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
DeVry University	244	208
National American University	232	228
Platt College	2238	1489
Tulsa Welding School	1925	1376
University of Phoenix*	243	181
Vatterott College	733	713
Total	5615	4195

*University of Phoenix is teaching out students at its Oklahoma campuses and is no longer accepting new enrollments at these campuses.

**Private Not-For-Profit Institutions
2015-2016 Data**

Number of Programs Offered by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Nazarene Theological Seminary	0	0	0	1	0
Newman University	0	0	1	0	0
Saint Paul School of Theology	0	0	0	3	1
Total	0	0	1	4	1

Enrollment by Level

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Nazarene Theological Seminary	0	0	0	15	0
Newman University	0	0	32	0	0
Saint Paul School of Theology	0	0	0	42	0
Total	0	0	32	57	0

Credentials Awarded

Institution	Diploma	Associate	Baccalaureate	Master	Doctoral
Nazarene Theological Seminary	0	0	0	0	0
Newman University	0	0	5	0	0
Saint Paul School of Theology	0	0	0	5	0
Total	0	0	5	5	0

Unduplicated Headcount and Number of Students Receiving Federal Financial Aid:

Institution	Total Headcount Enrollment	Total Number of Students Receiving Financial Aid
Nazarene Theological Seminary	15	4
Newman University	32	0
Saint Paul School of Theology	42	11
	89	15

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AGENDA ITEM #12:

Academic Plans.

SUBJECT: Acknowledgement of receipt of academic plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2016-2017 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 2016, Fall 2017, and Fall 2018.

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 19, 2016. The 2016-2017 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 2016-2017 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 2016-2017 Degree Completion and Academic Plan is due **September 19, 2016**. 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 2016-2017.

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

1. **Priorities/Programs.** List the institution’s academic priorities for the 2016-2017 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 2016-2017 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.

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)

4. Learning Site Activity Report

Please respond to the following questions as a learning site:

5. 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.

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

7. 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 2016, 2017, 2018 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.

- Fall 2016: Undergraduate Headcount:_____
- Fall 2016: Graduate (if applicable) Headcount:_____
- 2016 Annual FTE:_____

- Fall 2017: Undergraduate Headcount:_____
- Fall 2017: Graduate (if applicable) Headcount:_____
- 2017 Annual FTE:_____

- Fall 2018: Undergraduate Headcount:_____
- Fall 2018: Graduate (if applicable) Headcount:_____
- 2018 Annual FTE:_____

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AGENDA ITEM #13:

Degree Completion Plans.

SUBJECT: Acknowledgement of receipt of degree completion plans by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2016-2017 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 degree 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, 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 who 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.

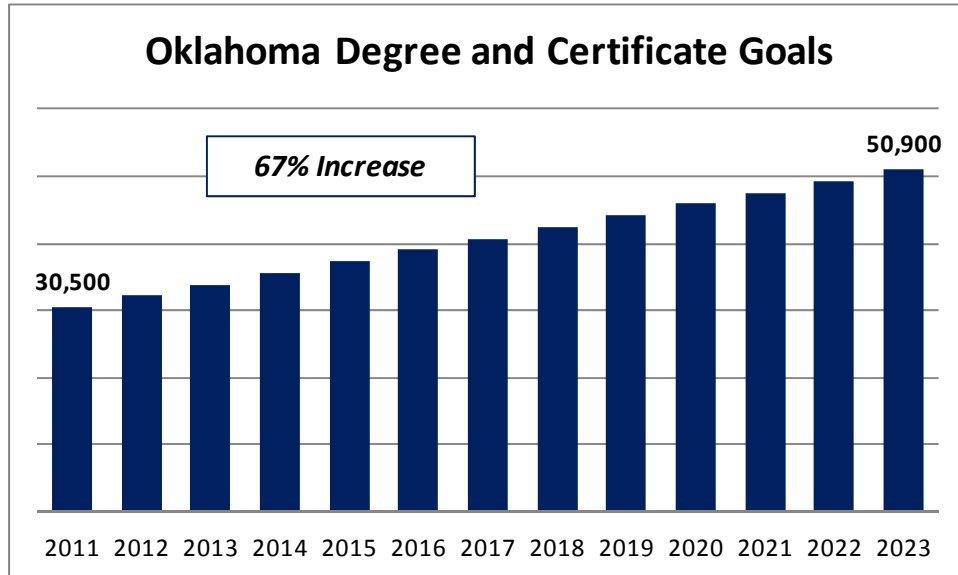
Initiative #3: Our colleges and universities will implement programs that create clear pathways to degrees and certificates including the cooperative alliance with Career Technology Centers and new CCA-pioneered techniques to provide electronic degree checklists, advising, and academic support.

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 19, 2016 (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 2016-2017 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 2016-2017 Degree Completion and Academic Plan is due **September 19, 2015**. 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 2016-2017.

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 students 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.
- 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						

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AGENDA ITEM #14:

Institutional Assessment.

SUBJECT: Approval of institutional student assessment plans.

RECOMMENDATION:

It is recommended that the State Regents approve the Student Assessment Plans as required by the Assessment and Remediation policy.

BACKGROUND:

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

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provide increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved the revised Assessment and Remediation policy (3.19). As stated in the section on Assessment Plan and Reporting (3.19.8),

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

The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents and have been reviewed by staff.

POLICY ISSUES:

To meet the requirements of the State Regents Assessment and Remediation policy, institutions must submit an assessment plan for approval.

ANALYSIS:

As stated in the State Regents Assessment and Remediation policy (3.19), the institutional assessment plans must address four categories of student assessment: (1) entry level and course placement, (2) general education, (3) academic program learning outcomes, and (4) student engagement and satisfaction. A summary of these categories for each institution is attached to this agenda item. The full reports are available upon request.

It is recommended that the State Regents approve the institutional assessment plans and review institutional assessment plans every five years or when substantive changes are requested by the institution.

Attachment

ATTACHMENT

**Oklahoma State Regents for Higher Education
Institutional Student Assessment and Remediation Plans
Summary**

Entry Level Assessment and Course Placement (3.19.4)

“Students scoring below the ACT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or successfully complete developmental education in the subject area.”

Research Universities	Measures	Remediation
Oklahoma State University	ACT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer, Assessment of Learning in Knowledge Spaces (ALEKS)	Developmental course, ALEKS Learning Modules
University of Oklahoma	ACT, Accuplacer, Write Placer, Assessment of Learning in Knowledge Spaces (ALEKS)	Retest, ALEKS Learning Modules, tutoring and academic assistance

Comprehensive Universities	Measures	Remediation
Cameron University	ACT, Accuplacer, English Writing Exam	Retest, developmental course
East Central University	ACT, Accuplacer	Retest, developmental course
Langston University	ACT, Accuplacer	Developmental course
Northeastern State University	ACT, Accuplacer, high school GPA in the subject	Developmental course, corequisite, post-course placement test
Northwestern Oklahoma State University	ACT, Accuplacer	Developmental course
Oklahoma Panhandle State University	ACT, Accuplacer	Retest, tutoring, developmental course
Rogers State University	ACT, COMPASS, STASS (science test)	Retest, web-based tutorial, developmental course
Southeastern Oklahoma State University	ACT, COMPASS	Corequisite, accelerated remediation, retest, tutoring, online test practice, videos
Southwestern Oklahoma State University	ACT, Accuplacer	Corequisite, developmental course, learning modules, retest
University of Central Oklahoma	ACT, Accuplacer	Corequisite, developmental course, retest, ComFit
University of Science and Arts of Oklahoma	ACT, Accuplacer, high school performance	Developmental courses

Community Colleges	Measures	Remediation
Carl Albert State College	ACT, HSGPA, Accuplacer, short essay	Corequisite with zero credit hour lab, developmental course
Connors State College	ACT, Accuplacer, grade average in high school subject courses	Corequisite, developmental course
Eastern Oklahoma State College	ACT, Accuplacer, multiple measures	Developmental course
Murray State College	ACT, Accuplacer	Developmental course, tutorial software, tutors
Northeastern Oklahoma A&M College	ACT, Accuplacer, Nelson-Denny Reading Assessment	Developmental course
Northern Oklahoma College	ACT, COMPASS	Corequisite, developmental course, boot camp, fast-track course section
Oklahoma City Community College	ACT, Accuplacer, My Math Test, Riverside Chemistry & Biology, HS math and English course grades, institutional Anatomy & Physiology Test	Developmental course
OSU-Institute of Technology	ACT, Accuplacer, essay, interview, aptitude assessment	Developmental course
OSU-Oklahoma City	ACT, COMPASS	Retest, online study materials
Redlands Community College	ACT, Accuplacer	Developmental course
Rose State College	ACT, Accuplacer	Retest, Learning Resources Center, PLATO Learning System, study guides, developmental course
Seminole State College	ACT, COMPASS, ASSET, institutional math test	Retest, transitional (developmental) course
Tulsa Community College	ACT, Accuplacer	Developmental course
Western Oklahoma State College	ACT, Accuplacer	Developmental course

General Education Assessment (3.19.5)

“General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.”

Research Universities	Competencies	Measures
Oklahoma State University	<ol style="list-style-type: none"> 1. Ability to read, observe and listen with comprehension 2. Communicating effectively 3. Critical analysis and problem solving 4. Understanding and respecting diversity in people, beliefs and societies 5. Appreciate and function in the human and natural environment 	Institutional portfolios using rubrics, course review for general education designation, department specific assessments
University of Oklahoma	<p align="center">Breadth and depth of knowledge in</p> <ol style="list-style-type: none"> 1. symbolic and oral communication 2. natural science 3. social science 4. humanities 	Direct, indirect, course embedded, formative, summative, qualitative, quantitative

Comprehensive Universities	Competencies	Measures
Cameron University	<ol style="list-style-type: none"> 1. Information literacy 2. Diversity 3. Critical thinking 4. Ethics 5. Aesthetics 6. Problem solving 7. Communication 8. Wellness 	Embedded approved course assessments and surveys, Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking and Writing Essay, National Survey of Student Engagement (NSSE)
East Central University	<ol style="list-style-type: none"> 1. Communication 2. Intellectual skills 3. Information literacy 4. Intercultural knowledge 	American Association of Colleges and Universities (AAC&U) VALUE rubrics, Standardized Assessment of Information Literacy Skills (SAILS), skills scaffolding, portfolio

Langston University	<ol style="list-style-type: none"> 1. English 2. Math 3. Reading 	Accuplacer
Northeastern State University	<ol style="list-style-type: none"> 1. Intellectual skills (analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, communication fluency) 2. Integrative knowledge 3. Citizenship 	Course embedded assessment, pre/post-test, performance assessment, rubric
Northwestern Oklahoma State University	<ol style="list-style-type: none"> 1. Critical thinking 2. Leadership 3. Literacy 	Course embedded assessment, ETS Proficiency Profile, National Survey of Student Engagement (NSSE)
Oklahoma Panhandle State University	<ol style="list-style-type: none"> 1. Oral and written communication 2. Analytical and quantitative reasoning 3. Global and cultural awareness 	Course embedded assessment using rubrics, pre/post testing, Oklahoma General Education Test (OGET), GPA comparisons, senior survey, Student Needs survey
Rogers State University	<ol style="list-style-type: none"> 1. Think critically 2. Knowledge of human cultures and natural world 3. Written, oral and visual communication 4. Diverse perspectives and values 5. Civic knowledge and engagement 	Course embedded assessment (pre/post-test, presentations, assignments), ETS Proficiency Profile, IDEA Student Ratings of Instruction (SRI)
Southeastern Oklahoma State University	<ol style="list-style-type: none"> 1. Communication 2. Computer literacy 3. Mathematical or quantitative reasoning 4. Science reasoning 5. Critical thinking 6. Social and political institutions 7. Wellness 8. Humanities 9. Fine arts 10. Ethics and values 	Collegiate Assessment of Academic Proficiency (CAAP), ACT College Outcomes Survey, course embedded assessments, ACT/CAAP linkage

Southwestern Oklahoma State University	<ol style="list-style-type: none"> 1. Communication including computer literacy and technology 2. Scientific and quantitative reasoning 3. Fine arts, history and humanities 4. Social and cultural processes 5. Intellectual and professional aptitudes 	Course embedded assessment, ETS Proficiency Profile
University of Central Oklahoma	<ol style="list-style-type: none"> 1. Universality of human experience and common goals through multicultural and global perspective 2. Communication and technology literacy 3. Analytical thinking, information processing, reasoning, and research 4. Human experience through historical, cultural, and scientific perspectives 5. Creative talents effect on social, economic, philosophical, and political thought 6. Place in and responsibility to the natural world 	American Association of Colleges and Universities (AAC&U) VALUE rubrics
University of Science and Arts of Oklahoma	<ol style="list-style-type: none"> 1. Critical thinking 2. Quantitative reasoning 3. Scientific problem solving 4. Essay writing 	Collegiate Assessment of Academic Proficiency (CAAP), ACT, Accuplacer, institutional science exam, writing samples

Community Colleges	Competencies	Measures
Carl Albert State College	<ol style="list-style-type: none"> 1. Demonstrate knowledge 2. Think critically 3. Communicate effectively 4. Practice global and civil awareness 	Embedded common course assessments

Community Colleges	Competencies	Measures
Connors State College	<ol style="list-style-type: none"> 1. Literacy and Communication 2. Quantitative and Information literacy 3. Social responsibility and awareness 	Embedded course assessments and surveys
Eastern Oklahoma State College	<ol style="list-style-type: none"> 1. Communication 2. Critical Thinking 3. Information & technology literacy 4. Quantitative & scientific reasoning 5. Culture, global awareness & social responsibility 	Course embedded assessments using rubrics, artifact collection, and surveys
Murray State College	<ol style="list-style-type: none"> 1. Critical thinking 2. Math 3. Reading 4. Writing 	ETS Proficiency Profile Test, embedded assignments, faculty-developed surveys
Northeastern Oklahoma A&M College	<ol style="list-style-type: none"> 1. Critical thinking 2. Reading 3. Writing 4. Math 5. Humanities 6. Social sciences 7. Natural sciences 8. Information literacy 9. Communication 10. Analytical reasoning 	ETS Academic Profile, course embedded rubrics
Northern Oklahoma College	<ol style="list-style-type: none"> 1. Critical thinking 2. Communication skills 3. Societal awareness 4. Mathematical and scientific reasoning 5. Quality of life 	Course embedded rubrics, common final exam questions
Oklahoma City Community College	<ol style="list-style-type: none"> 1. Human heritage, culture & institutions 2. Mathematical methods 3. Critical thinking 4. Public speaking 5. Writing 	Evaluation of artifacts using rubrics (PowerPoint presentations, essays, lab reports, capstone projects, research projects, service-learning projects, recorded speeches)

Community Colleges	Competencies	Measures
OSU-Institute of Technology	<ol style="list-style-type: none"> 1. Communication 2. Critical thinking 3. Ethics and diversity 4. History and government 5. Technology 6. Service learning 	Approved program specific
OSU-Oklahoma City	<ol style="list-style-type: none"> 1. Problem solving 2. Communication 3. Computer and network technologies 4. Community engagement 5. Cultural sensitivity 	Approved program specific
Redlands Community College	<ol style="list-style-type: none"> 1. Communicate competently 2. Think critically 3. Develop life skills 4. Utilize technology 	Course embedded assessment, essays, research papers, pre/post-tests, transfer success
Rose State College	<ol style="list-style-type: none"> 1. Written communication 2. Quantitative reasoning 3. Global and cultural awareness 	Assessment instrument administered in randomly selected course sections
Seminole State College	<ol style="list-style-type: none"> 1. Communication 2. Scientific reasoning/critical thinking 3. Knowledge of global society 4. Role of history, culture, arts or science 	Course embedded assessment (pre/post-test, writing assignments, observations, simulations, projects, portfolios), Collegiate Assessment of Academic Proficiency (CAAP), transfer success
Tulsa Community College	<ol style="list-style-type: none"> 1. Communication skills 2. Critical thinking 3. Empirical skills 4. Teamwork 5. Personal responsibility 6. Social responsibility 	Course embedded assessments
Western Oklahoma State College	<ol style="list-style-type: none"> 1. Communications skills 2. Math skills 3. Life skills 4. Technological literacy 5. Critical thinking skills 	Course embedded assessments, exiting testing, surveys, transfer success

Academic Program Learning Outcomes (3.19.6)

“Assessment findings will be reported in program reviews... Results from standardized measures will be collected and reported annually to the State Regents.”

All institutions provided plans describing how academic program learning outcomes are identified and assessment instruments are selected.

Student Engagement and Satisfaction (3.19.7)

“Evaluations of student satisfaction can be accomplished via surveys, interviews, etc... Results from the standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.”

Research Universities	Standardized Measures	Institutional Measures
Oklahoma State University	National Survey of Student Engagement (NSSE), Beginning College Survey for Student Engagement (BCSSE)	Alumni surveys
University of Oklahoma	National Survey of Student Engagement (NSSE)	Student satisfaction survey

Comprehensive Universities	Standardized Measures	Institutional Measures
Cameron University	National Survey of Student Engagement (NSSE)	Surveys of specific units and events, exit and alumni surveys of programs
East Central University	National Survey of Student Engagement (NSSE), Student Satisfaction Inventory (SSI)	Survey, including alumni
Langston University		Focus groups
Northeastern State University	National Survey of Student Engagement (NSSE)	Course evaluations
Northwestern Oklahoma State University	Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE)	Graduate student satisfaction survey, course evaluations, alumni survey
Oklahoma Panhandle State University		Freshman expectations survey, student satisfaction survey, graduation survey, alumni survey
Rogers State University	National Survey of Student Engagement (NSSE), IDEA Student Ratings of Instruction (SRI)	Student satisfaction survey, graduating senior survey, alumni survey, employer survey
Southeastern Oklahoma State University	College Outcomes Survey, Student Satisfaction Inventory (SSI)	Junior student survey, graduate survey, course evaluations

Comprehensive Universities	Standardized Measures	Institutional Measures
Southwestern Oklahoma State University	National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Student Satisfaction Inventory (SSI)	
University of Central Oklahoma	National Survey of Student Engagement (NSSE), GradLeaders Research The Outcomes Survey	Graduating student survey, employer survey
University of Science and Arts of Oklahoma	EverFi Haven and AlcoholEdu, National Survey of Student Engagement (NSSE)	Assessment of student engagement, student orientation pre/post-test and survey, entering freshman survey, senior exit survey, ad hoc surveys of events and services

Community Colleges	Standardized Measures	Institutional Measures
Carl Albert State College	Online course evaluations (Smartevals)	Assessment of institutional effectiveness and non-academic experience
Connors State College	Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE)	
Eastern Oklahoma State College		Student satisfaction survey, student involvement in activities, student government input
Murry State College	Student Satisfaction Inventory (SSI), Student Focus Group Protocol	
Northeastern Oklahoma A&M College	Survey of Entering Student Engagement (SENSE)	Survey of graduating sophomores
Northern Oklahoma College	Community College Survey of Student Engagement (CCSSE)	
Oklahoma City Community College	Student Satisfaction Inventory (SSI)	Course evaluations, graduate surveys, supervisor survey
OSU-Institute of Technology	Community College Survey of Student Engagement (CCSSE), Student Satisfaction Inventory (SSI), Priorities Survey for Online Learners (PSOL)	Alumni survey, graduate exit interview and feedback form, course evaluation

Community Colleges	Standardized Measures	Institutional Measures
OSU-Oklahoma City		Course evaluation, student satisfaction survey, graduating student survey, alumni survey, campus climate survey, surveys of specific units
Redlands Community College	Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), Survey of Entering Student Engagement (SENSE)	Course evaluations
Rose State College		Educational demographics survey, facilities survey, services survey
Seminole State College	Community College Survey of Student Engagement (CCSSE)	Graduate exit survey, student feedback on classroom instruction survey
Tulsa Community College	Community College Survey of Student Engagement (CCSSE)	Student feedback of courses survey, exit surveys, alumni surveys
Western Oklahoma State College		Entering student survey, continuing student survey, college outcomes survey, graduate exit survey

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 2, 2017

AGENDA ITEM #15:

Math Pathways Task Force.

SUBJECT: Acceptance of the Math Pathways Task Force Recommendations.

RECOMMENDATION:

It is recommended that the State Regents approve the recommendations of the Math Pathways Task Force as part of the Mathematics Success Initiative.

BACKGROUND:

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

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

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

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

In 2013, the Mathematics Success Group held a strategic planning meeting resulting in a list of strategies for each of the three goals. In 2014, the Mathematics Success Group held a Strategic Plan Implementation meeting to identify priorities and an implementation process using the feedback collected from outside groups. The group began work in 2015 on each of the priorities:

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

In October 2015, the State Regents approved the Mathematics Success Initiative Update acknowledging the progress on each of these priorities including the formation of work groups to address each priority.

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 is a revised Brain Gain accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects these new priorities by measuring and rewarding these state priorities.

ANALYSIS:

In November 2015, the Mathematics Pathways to Completion (MPC) program of the University of Texas Charles A. Dana Center selected Oklahoma to join five other states and receive support and consultation in pursuing math pathways for the State System. With a designated Dana Center liaison and structured assistance, the State Regents established the Math Pathways Task Force as the Math Success Initiative’s math pathways work group, comprised of faculty from each of the 25 public universities and community colleges plus 2 technical branches. The Task Force was constituted to review state data, trends, and opportunities relative to math pathways; to draft a charge for the Task Force; to develop a work timeline; to identify problems and challenges; and to develop a communication plan.

The attached Task Force report contains the recommendations for implementation of math pathways in the State System, including the process, considerations, and steps. Briefly, the recommendations are:

1. Establish statewide college meta-majors and corresponding math pathways, ensuring transferability across institutions;
2. Increase student engagement and the teaching of applications in gateway math classes;
3. Increase support for important academic success skills in gateway math classes;
4. Provide faculty and advisor professional development and resources; and
5. Improve student preparation, including efforts in K-12 education and remediation reform.

It is recommended that the State Regents approve the recommendations of the Math Pathways Task Force as part of the Mathematics Success Initiative.

Attachment

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION



Improving our future by degrees

Math Pathways Task Force Recommendations

February 2017

Background

In October 2011, Oklahoma joined Complete College America (CCA) to increase the number of degrees and certificates earned in Oklahoma. The State Regents identified low success rates in remedial and gateway math courses as a significant barrier to student success and committed to improve the effectiveness and efficiency of remediation and freshman gateway courses.

In 2012, the State Regents held a Remedial Reform Summit and a Mathematics Faculty Conference to define and pursue these issues. Feedback from these meetings led to the formation of the Mathematics Success Group, which consists of 35 mathematics faculty, department chairs and teacher educators. They developed a strategic plan and identified the following top priorities (Math Success Initiative Status Report): (1) improve the preparation of high school students and the transition to college, (2) reform remediation, (3) improve course placement and (4) create multiple math pathways based on disciplines.

In November 2015, the Mathematics Pathways to Completion (MPC) program of the University of Texas Charles A. Dana Center selected Oklahoma to join five other states and receive support and consultation in pursuing math pathways for the State System. With a designated Dana Center liaison and structured assistance, the Oklahoma Math Pathways Task Force was established to review state data, trends, and opportunities relative to math pathways; to draft a charge for the Task Force; to develop a work timeline; to identify problems and challenges; and to develop a communication plan.

Task Force Process

The State Regents established the Math Pathways Task Force, comprised of faculty from each of the 27 public universities and community colleges, and asked this group to (1) develop recommendations for creation, implementation and evaluation of statewide math pathways to achieve task force goals and (2) coordinate and communicate with common education, related state efforts, and other stakeholders to improve mathematics success for all students.

The Task Force convened in March, April, and September 2016. Task Force members followed a structured process to establish a consensus charge for their work, to review national and state data of gateway course enrollment and success, to define current problems that math pathways will address, to identify what is known and what additional information is needed to understand these problems and their underlying drivers, and to identify challenges to implementing math pathways. The Task Force outlined five goals and the challenges to implementation, then identified and prioritized promising solutions. In subsequent weeks, task force members solicited input from their institutions and submitted refined documentation of proposed solutions. The Task Force organized solutions by common themes to form five key recommendations.

The September meeting was used to vet the recommendations with key stakeholders. The stakeholders encouraged to attend this meeting or send in feedback were Academic Vice Presidents, Math Department Chairs, Freshman Advisors, and Department Chairs with degree programs that require College Algebra and not Calculus. Feedback from this meeting was incorporated into the recommendations.

From Goals to Challenges to Recommendations

Based on the process described, the Math Pathways Task Force discussed the State Regents' goals listed below, then identified the challenges for addressing these goals. Accepting that each of these challenges may need to be overcome in order to achieve the goals, the Task Force proposed and refined recommendations for action.

Goals

The State Regents charged the Task Force to address the following five goals:

1. Improve student course completion, college retention, and degree completion by offering multiple gateway mathematics options;
2. Increase relevance of gateway mathematics courses to degree programs;
3. Ensure transferability and applicability of mathematics courses with common language;
4. Increase appreciation of mathematics for all students; and
5. Increase collaboration with partner disciplines and employers.

Challenges

Based on their expertise and experience, the Task Force members identified the primary problems and challenges that need to be addressed to achieve these goals:

1. Lack of perceived relevance and appreciation of mathematics;
2. Lack of student preparation;
3. Lack of student progress in college mathematics;
4. Need for culture shifts; and
5. Need for faculty motivation and time to change gateway courses.

Recommendations

The Task Force identified five promising solutions or recommendation to address these goals and challenges:

1. Establish statewide college meta-majors and corresponding math pathways, ensuring transferability across institutions;
2. Increase student engagement and the teaching of applications in gateway math classes;
3. Increase support for important academic success skills in gateway math classes;
4. Provide faculty and advisor professional development and resources; and
5. Improve student preparation, including efforts in K-12 education and remediation reform.

Expected Challenges to Implementing Math Pathways in Oklahoma

Descriptions of the challenges provide context for the recommendations that are proposed by the Task Force.

Challenge: Lack of perceived relevance and appreciation of mathematics

Students often perceive gateway mathematics courses as lacking relevance to their own interests and goals and therefore develop little appreciation for the broader skills that they can acquire by studying math. Most students enroll in College Algebra, a course designed to prepare students for the algebraic modeling and manipulation required in calculus. In fact, the majority of students who pass College Algebra never take Calculus and thus do not realize significant benefits from many of these algebraic skills (Gordon, 2008 & Dunbar, 2005). Of the students enrolled in a college-level math course in Oklahoma, 62 percent at community colleges and 38 percent at universities enroll in College Algebra. Over half of these students are not in a degree program that requires Calculus.

Due to a need to cover a broad range of topics, the techniques in College Algebra are rarely taught in the context of real world situations. While serving students from a diverse range of academic programs, it is impossible to consistently make the College Algebra content relevant for each major. Also, faculties in other disciplines do not provide a consistent perspective on how math is relevant in their fields. Consequently, students frequently fail to connect mathematical concepts with issues in a particular field of study. While studying mathematics may develop other benefits such as abstraction, modeling, problem solving, quantitative reasoning, and statistical reasoning, the curriculum of College Algebra is often too focused on procedural manipulation to provide students with these broader experiences (Burdman, 2015).

Challenge: Lack of student preparation

Of the students coming directly from Oklahoma high schools to a State System institution, about 35 percent enroll in a remedial math course during the first year. At community colleges, the percentage is even greater, around 50 percent. In Oklahoma, students are required to take only three years of math to graduate from high school. Consequently, many students do not take math in the senior year of high school, allowing their math competency to atrophy before studying math in college.

Unfortunately, remediation is not as effective as it could be. Remedial mathematics courses are generally offered only in the form of developmental coursework instead of more customized or interactive modalities. Too often, the subject matter in developmental math is not tailored to student needs, not aligned within the developmental course sequence, and does not sufficiently support success in college credit bearing courses. At each level of remediation, only about 75 percent of students pass the course and 50 percent go on to the next level.

Challenge: Lack of student progress in college mathematics

Only 20 percent of first-time, full-time students at Oklahoma community colleges earn a degree within three years, 29 percent at the regional universities in six years, and 58 percent at the research universities in six years. Entry-level mathematics requirements present a major hurdle to improving these graduation rates. Many students delay enrollment in required math courses or become discouraged when required to take a series of developmental math courses. Even when students successfully complete their developmental math, they often fail to enroll in the college-level gateway course.

Only 22 percent of Oklahoma community college students needing remediation complete the gateway math course within the first two years and only 38 percent complete the gateway math course at the regional universities. Most underprepared students are required to take multiple developmental math courses, lengthening the time to degree and increasing the likelihood that life events, such as illness, personal emergencies, and financial reversals, will interrupt their studies.

Challenge: Need for culture shifts

The general public perception is that not everyone is or can be good at math; therefore, it is acceptable to be bad at math. Many students, parents, and some elementary school teachers have math anxiety and lack

motivation to learn math. Teacher preparation programs in elementary education may require a less rigorous math curriculum than other non-STEM majors, limiting teacher resources and diminishing their self-confidence for teaching math.

Challenge: Faculty motivation and time to change courses

Math faculty members may resist teaching outside their “comfort zone” when their expertise and experience are not in math specialties such as quantitative reasoning or statistics. Traditionally, some courses are offered because faculty members bring unique interests or expertise and these courses may need to be replaced by other courses that will be added or will have more students enrolled as fewer students need College Algebra for their degree programs.

In addition, some math faculty members resist change out of a concern that alternatives will lack academic rigor or due to beliefs that they serve students best by teaching in the manner in which they were taught. Designing and implementing the necessary changes will require significant time and energy of highly committed mathematics faculty who must balance other time-intensive priorities with limited additional support and resources.

Recommendations for Implementing Math Pathways in Oklahoma

Recommendation 1: Establish statewide college meta-majors and corresponding math pathways, ensuring transferability across institutions

The primary recommendation of the taskforce is to create a small number of categories of college majors, called meta-majors, based on common mathematical needs. Each meta-major will have one or more acceptable gateway mathematics courses, called math pathways. Although entering college students may not be prepared to commit to a major, most have a broad area of interest they wish to pursue which could be accommodated by meta-majors. Gateway math courses focused on a group of similar majors can better incorporate applications of interest to individual students. With a relatively small number of meta-major options, other state systems have found that most students are able to make choices that accommodate their immediate and future interests.

The Task Force recommends adding appropriate gateway math options to degrees rather than replacing existing ones, for example College Algebra remains as an option where it is currently required. Students will still be able to apply the math credits even if they change majors within a meta-major or change from a major requiring College Algebra to one that does not. Many fewer students switch into a major requiring more mathematics or more specific mathematics courses. More applicable early college experiences with mathematics in targeted pathways may actually encourage such shifts. Students gaining experience in alternate math pathways that support statistics, quantitative reasoning, or modeling will be able to apply these skills in more math-intensive majors.

To facilitate transfer between institutions, OSRHE should establish guidelines for the constitution of statewide meta-majors and corresponding gateway mathematics courses, and the task force recommends that each institution should strive to offer at least three of the meta-major options. Universities and community colleges will need to collaborate to implement consistent math pathways that serve the majority of transfer students.

Strong advising is critical to the successful implementation of math pathways. Most students, faculty, advisors, and parents presume College Algebra as the only or best entry-level mathematics course. Most students will not be aware of more suitable math requirements for their degree program, know how such courses transfer to other institutions, or how math courses will apply to other degrees if they change majors. Many students may also not understand the purpose of meta-majors or how to select one appropriate to their interests.

Each institution should ensure that all advisors are aware of the meta-major options and math pathways offered at the institution and are trained to help students select appropriate options. Advising checklists or flowcharts documenting options, applicability, and transferability of available math pathways should be used to assist in the enrollment process and made easily available to all advisors and students.

The task force recommends that OSRHE publicly promote the purpose and availability of new math pathways when they are available. A press release to local media, State Department of Education officials, and professional associations should describe math pathways and explain how they address the challenges identified by the Task Force.

Next Steps

- Offer State System Meta-Majors meeting representing Task Force members, Math Department Chairs, Statistics faculty and Chairs of key Non-STEM disciplines at the universities to define meta-majors and identify the required gateway math courses other than College Algebra.
- Offer State System one-day “Designing Math Pathways Workshop” facilitated by the Dana Center for institutional teams. The purpose of the workshop is to begin and/or deepen work to develop and implement math pathways at scale. Output includes specific action steps to launch new efforts or to further current work.
- Share and discuss transfer patterns of students from community colleges to universities by major
- Create Transfer and Applicably Transfer Group consisting of Council on Instruction and Math Pathways Task Force members.
- Propose a minimum (3 or 4) for meta-majors that will transfer, such as General Education, College Algebra (Pre-Calculus), modeling or non-STEM prerequisite for business and others, and Statistics.

Recommendation 2: Increase student engagement and teaching of applications in gateway math classes

By placing students in gateway math courses specifically designed for relevance to their career interests, course designers and instructors have increased opportunities to incorporate relevant applications. Applications should be designed to drive meaningful interpretation, problem-solving, and argumentation involving the mathematics to be learned. In an applied task, mathematical expressions and representations refer to real-world objects and quantities that can be described and imagined to aid in reasoning. Equations and models should describe meaningful relationships that can be explored, justified, and questioned, supporting higher-order reasoning skills. Applying appropriate procedures can convert mathematical models into new forms to reveal previously unseen structure or results, illustrating their power and relevance. Productive engagement in modeling real-world problems with mathematical tools should provide students with greater opportunities to understand that content, rather than viewing the mathematics as meaningless strings of numbers and letters and memorized rules to manipulate them.

Professional organizations are increasingly noting a need to attend to meaningful student engagement in mathematics classes (CBMS, 2016). Within math pathways, faculty could leverage increased relevance of course content to career paths and promote student-centered learning. A straight lecture is easily viewed by students as replaceable by web video-clips or looking up procedures in the textbook. Students are more likely to see that their participation in class is beneficial when more class time is devoted to engaging, high-demand activities which emphasize and train student problem-solving, modeling, and argumentation skills. Class activities should be designed to engage students in non-routine tasks which require meaningful problem-solving, and drive student activity that reflects the structure of the mathematical content to be learned. When shifting from teacher-centered to student-centered class activities, faculty should help students develop greater responsibility and autonomy over their own learning.

In order to incorporate meaningful applications of mathematics, math faculty need to collaborate with faculty from other disciplines. Mathematics departments should facilitate dialogue with faculty in other disciplines in determining the mathematical learning outcomes necessary for success in their discipline and explore different mathematics course requirements that would best meet those outcomes. This dialogue needs to begin at the institutional level and extend to the system level and to the business community. Increased collaboration with other departments can increase coherence of degree programs through sharing content between math and other disciplines, team-teaching targeted content, connecting interrelated courses, and committing class time to bridge one course to the next course.

Next Steps

- Offer State System professional development for math faculty on implementing math pathways.
- Develop student learning outcomes for all math gateway courses using the State Regents' Course Equivalency Project.

Recommendation 3: Increase support for academic success skill in gateway math classes

Targeted instruction can effectively complement math pathways to support student development as successful and independent learners. Separately, or as part of the curriculum, faculty should explicitly address what math is and what learning math requires. Such efforts could cover study skills specifically relevant to learning math, persistence in difficult problem-solving, self-assessment, checking for sensible results, practicing and checking work, and critical thinking.

A particularly effective approach is to promote a growth mindset about learning, specifically that one's ability to do math is not fixed, that mathematical ability can and must be learned, and that struggle is an essential part of doing mathematics, even for professionals, and is not an indication of lack of ability. Effectively addressing these academic success skills would be enhanced by the acquisition of methods to assess the targeted learning skills.

Next Steps:

- Develop student learning outcomes for all math gateway courses using the State Regents' Course Equivalency Project.
- Offer State System professional development for math faculty on implementing math pathways.

Recommendation 4: Provide professional development and resources for faculty and advisors

Especially as new gateway math options are introduced, successful implementation of math pathways will require professional development opportunities for mathematics faculty teaching gateway courses. Faculty primarily need time and support to learn about new gateway courses, how they support disciplines in meta-majors, increased incorporation of applications, increased student-centered activity, and supporting academic success skills. Mathematics faculty from community colleges and universities need increased opportunities to communicate and collaborate, especially across institutions with strong transfer patterns. These opportunities should be designed to increase ways in which participating faculty get input from and bring information back to other faculty who are unable to attend the professional development.

Appropriate incentives and rewards should be established for faculty participating in new course design, statewide alignment and transfer, implementation, and professional development. Incentives may include financial compensation, service credit, professional recognition, administrative support, release time, or leave time.

Academic advisors need support to help incoming students understand and select a broad meta-major, to know the most current information on what gateway math courses are allowed and preferred for each

degree program, to know how gateway math courses transfer to institutions state-wide and regionally, and to enroll students in the most appropriate gateway math course for their intended program of study.

Next Steps:

- Offer State System professional development for math faculty on implementing math pathways.
- Offer State System training for advisors and administrators on implementing math pathways.
- Coordinate information with the Oklahoma Academic Advising Association (OACADA).

Recommendation 5: Improve student preparation, including efforts in K-12 education and remediation reform

A significant factor in student success in college mathematics is pre-college preparation. The Task Force recommends increasing engagement of higher education faculty in support of K-12 mathematics instruction. Mathematics faculty should be encouraged to become involved in teacher training, professional development, and state policy about requirements, standards, and assessment. Departments and faculty can directly support secondary students through bridging activities such as 12th grade or summer opportunities, concurrent enrollment, math camps, and test preparation seminars. Offering flexible and supportive placement programs such as Assessment in Learning in Knowledge Spaces (ALEKS) allows students to identify and address gaps in their preparation and enter college courses farther ahead and better prepared. Statewide licenses to such technology may reduce costs for and recover the investment through increased student success, retention, and graduation.

A particularly promising strategy to improve student preparation and complement implementation of math pathways is replacing developmental math sequences with corequisite remediation. In the corequisite model, students who are not prepared for a gateway course are placed into a college-level course with required additional support to address gaps in preparation, especially focusing on aspects of that background that becomes necessary to succeed in the gateway course. Efforts to develop and offer corequisite remediation will need to align with any new math pathways. An Oklahoma Corequisite Reform Task Force is currently working in parallel to the Math Pathways Task Force (See Corequisite at Scale Guidance, June 2016), and the two efforts will need to be tightly coordinated and mutually supportive. The co-chairs of each Task Force also serve on the steering committee of the other and several faculty serve on both Task Forces.

Some faculty members express reluctance to proceed on corequisite work without defined pathways, fearing futile effort developing a College Algebra corequisite. The Task Force notes that a STEM pathway will involve College Algebra and Pre-calculus, and any early efforts to develop these programs will maintain long-term relevance.

Next Steps

- Implement Corequisite Remediation at Scale with continued support of Complete College America (CCA).
- Coordinate with the State Regents' K-12 Conversations and College Transitions Work Team of the Math Success Initiative that is charged with preparing students for a smooth transition from high school to college with an emphasis on defining and measuring the variables that will create a system for student success where remediation of traditional students is not required.
- Support the offering of math courses in the senior year of high school.
- Improve course placement by implementing State Regents' policy to use multiple measures.

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #16-a:

Policy-Rule Revisions.

SUBJECT: Academic Scholars Program. Adoption of proposed rule revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Academic Scholars Program as described below.

BACKGROUND:

The Academic Scholars Program was established in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to keep Oklahoma's best high school students in Oklahoma for college and to attract quality nonresident students to Oklahoma institutions. Both Oklahoma residents and nonresident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist or United States Presidential Scholar. Oklahoma residents may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT. In 1999, legislation authorized a category called "Institutional Nominees" which allowed public colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution.

The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. The annual award amounts for all National Merit & ACT/SAT qualifiers are \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a community college. The annual award amounts for Institutional Nominees are \$2,800 for students attending a research university, \$2,000 for students attending a regional university, and \$1,800 for students attending a community college. In addition to the cash award paid by the program, public institutions provide tuition waiver scholarships. In 2015-2016, 2,335 students participated in the program receiving awards totaling approximately \$10.3 million.

POLICY ISSUES:

The Academic Scholars Program was created by the Oklahoma Legislature as an incentive for students with high academic ability to attend college in Oklahoma. The statutes identify three specific goals:

- To retain top-ranked Oklahoma students in the state and allow Oklahoma colleges and universities to compete aggressively for these students.
- To attract high caliber out-of-state students to Oklahoma colleges and universities.
- To enhance the academic quality of Oklahoma colleges and universities.

ANALYSIS:

The proposed rule changes address the following issues:

ACT Test Scores: In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each year. Other official ACT testing options now include school-level testing administered at a school site during the school day, statewide ACT tests (not used in Oklahoma to date), and international tests. The proposed change would recognize these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes “residual” ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test. The language also requires that SAT test scores be considered in a manner comparable to the ACT test scores.

Institutional Nominee Transfers from Two-Year Colleges: The proposed revision would allow Institutional Nominee students attending a two-year college to transfer to a four-year college once they have completed an associate’s degree or accumulated at least 48 credit hours. Current policy requires the student to earn at least 48 hours at a two-year college during their first two years of college before transferring. The proposed change addresses those students that enter college with significant college credit already earned through concurrent enrollment or AP credit. Per current policy, the student would still be required to attend at least one full year at the two-year college that initially nominated the student. The proposed change would also be consistent with the existing policy for four-year universities that requires the Institutional Nominee to attend at least one year at the nominating four-year university before transferring to another institution.

The proposed rule revisions were posted at the September 1, 2016 State Regents meeting.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 1 - Academic Scholars Program

Section 610:25-1-1. Purpose [no change]

Section 610:25-1-2. Definitions [previously revoked]

Section 610:25-1-3. General principles for operation of program [no change]

- (a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
- (b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.
- (c) Concurrently enrolled high school students are not eligible for this program.
- (d) Only ~~SAT and~~ ACT test scores reported on an official test report issued by ACT from tests administered on national test dates prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores. Qualifying test scores obtained ~~on a national test date~~ after college enrollment are invalid for applying to the program. Partial scores from more than one examination will not be considered.
- (e) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
- (f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

Section 610:25-1-4. Eligibility Requirements and Term of Scholarship Award

- (a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:
 - (1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
 - (2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,
 - (3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

(A) Effective with the Fall 2006 semester, Institutional Nominees are required to meet at least one of the two minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

(i) Research universities:

(I) ACT: 32 or SAT equivalent

(II) GPA 3.9 and either Top 2% Class Rank or rank of first or second in their graduating class

(ii) Regional universities:

(I) ACT: 30 or SAT equivalent

(II) GPA 3.8 and either Top 4% Class Rank or rank of first or second in their graduating class

(iii) Two-year colleges:

(I) ACT: 29 or SAT equivalent

(II) GPA 3.7 and either Top 5% Class Rank or rank of first or second in their graduating class

(B) Students graduating from high schools that do not provide class rank and home-educated students shall be considered for eligibility as an Institutional nominee based on their ACT or SAT test scores.

(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(D) Institutional Nominees may be Oklahoma residents or nonresidents.

(E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours ~~within their first two academic years at any combination of two-year colleges in the State System.~~ In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.

(F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

(G) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.

(H) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

Section 610:25-1-5. Criteria for Annual Renewal

Section 610:25-1-6. Reinstatement; leave of absence [no change]

Section 610:25-1-7. Fiscal aspects of program

Section 610:25-1-8. Requirements for graduat

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AGENDA ITEM #16-b:

Policy-Rule Revisions.

SUBJECT: Oklahoma's Promise. Adoption of proposed rule revision for the Oklahoma's Promise - Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) as described below.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core curriculum and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$50,000 or less at the time of application to the program. The student's family income must also not exceed \$100,000 at the time the student begins college.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the efforts of Oklahoma State Regents for Higher Education to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire for college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

ANALYSIS:

Adding Statistics and Probability Course Option to Math Curriculum Requirements: The core curriculum requirements for Oklahoma's Promise are directly aligned with the core curriculum requirements for college admission as approved by the State Regents. In June 2016, the State Regents approved a modification to the college admission curriculum requirements for mathematics by adding statistics and probability to the list of acceptable courses. The proposed revision makes this same change to the Oklahoma's Promise curriculum requirements for mathematics.

ACT Test Scores: In addition to meeting the other Oklahoma's Promise program requirements, homeschool students and students graduating from non-accredited high schools are also required by state law to score a 22 or higher on the ACT test. In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each year. Other official ACT testing

options now include school-level testing administered at a school site during the school day, statewide ACT tests (not used in Oklahoma to date), and international tests. The proposed change would recognize these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes “residual” ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test. The language also requires that SAT test scores be considered in a manner comparable to the ACT test scores.

The proposed rule revisions were posted at the September 1, 2016 State Regents meeting.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose (no changes)

610:25-23-2. Eligibility of participants (no changes)

610:25-23-3. Applications (no changes)

610:25-23-4. Program requirements

- (a) Students shall agree to abide by the following provisions:
- (1) Attend school regularly and to do homework regularly;
 - (2) Refrain from substance abuse;
 - (3) Refrain from commission of crimes or delinquent acts;
 - (4) Have school work and school records reviewed by mentors designated pursuant to the program;
 - (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
 - (6) Participate in program activities. [70 O.S. § 2605]
- (b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
- (1) Assist the student in achieving compliance with the agreements;
 - (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
 - (3) Provide information requested by the OSRHE or the State Board of Education; and
 - (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
- (c) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.
- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
 - (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
 - (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

- (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):
 - (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
 - (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
 - (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
- (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
- (f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).
- (g) Exceptions to the required core curriculum will be considered according to the following:
- (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
 - (A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
 - (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
 - (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
 - (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
- (h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
- (i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores reported on an official test report issued by ACT from tests administered on national test dates prior to the student's high school graduation will be considered. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits (no changes)

610:25-23-6. Retaining eligibility in postsecondary education (no changes)

610:25-23-7. Payment of awards; policies and limitations (no changes)

610:25-23-8. Administrative responsibilities (no changes)

610:25-23-9. “Heroes Promise” (no changes)

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AGENDA ITEM #16-c:

Policy-Rule Revisions.

SUBJECT: Oklahoma Tuition Aid Grant. Adoption of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Oklahoma Tuition Aid Grant Program as described below.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. The program awards grants up to \$1,000 per academic year for attendance at public institutions and \$1,300 per year at private non-profit institutions. The maximum award for students attending public institutions has been \$1,000 since 1982.

POLICY ISSUES:

The current OTAG award disbursement policy assumes all OTAG students will be enrolled in traditional fall and spring semesters.

ANALYSIS:

Award Disbursement Policies: Colleges and universities continue to expand their offerings of more flexible non-traditional enrollment options. In addition, many certificate programs at state career technology centers (at which OTAG is authorized to be used) are also offered in non-traditional enrollment periods based on clock hours rather than college semester credit hours. The proposed changes allow the OTAG award to be disbursed in a manner consistent with the student's actual enrollment period. The OTAG disbursement procedure will follow federal Pell Grant guidelines which are familiar to all student financial aid officers. The proposed change does not change the maximum annual award, but allows the award to be disbursed in a consistent and effective manner.

The proposed rule revisions were posted at the September 1, 2016 State Regents meeting.

TITLE 610 - State Regents for Higher Education

CHAPTER 25 – Student Financial Aid and Scholarships

SUBCHAPTER 7 – Oklahoma Tuition Aid Grant Program

610:25-7-1. Program purpose [no changes]

610:25-7-2. Legislative authority [no changes]

610:25-7-3. Administration of grants and payments [no changes]

610:25-7-4. Maximum limitations [no changes]

610:25-7-5. Non-discrimination provision [no changes]

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds

(a) *A college tuition aid grant shall be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency in accordance with the following [70 O.S., § 626.7]:*

(1) Eligibility.

(A) Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education. Full-time and part-time status will be defined in accordance with the current definition for full-time or half-time enrollment status for federal Title IV student financial aid eligibility.

(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants. [70 O.S., § 626.7]* An otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.

(C) *No student shall be eligible for grants unless he maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled. [70 O.S., § 626.7]* The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.

(D) Students who are incarcerated are not eligible to receive tuition aid grants. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.

(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) *In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid.* [70 O.S., § 626.7]

(2) Amount of grant.

(A) *The amount of tuition aid grant to any student under this act [70 O.S., § 626.1 et seq.] for any semester shall represent a percentage not greater than seventy-five percent (75%) of the previous year's tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance.* [70 O.S., § 626.7] The tuition and enrollment fees used in calculating the award will be based on standards as follows: full-time undergraduate - 30 credit hours per academic year; part-time undergraduate and graduate - 12 credit hours per academic year; full-time graduate - 18 credit hours per academic year; full-time career technology - at least 900 clock hours; and part-time career technology - at least 450 clock hours. If the Oklahoma State Regents for Higher Education determine that funds are available to offer awards for summer enrollments, institutions will be notified. At the time of the notification, summer award amounts will be announced.

(B) *The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.* [70 O.S., § 626.7] The percentage of aid awarded shall be based on the student's Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. The Oklahoma State Regents for Higher Education will issue an annual award payment schedule identifying the maximum eligible EFC and identifying the percentage of aid to be awarded according to EFC ranges.

(C) *The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year.* [70 O.S., § 626.7]

(D) The minimum amount of grant to be awarded is \$200 per academic year or \$100 per semester.

(E) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the overaward in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the overaward.

(3) **Application procedures and deadlines.** *The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act.* [70 O.S., § 626.7]

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state financial aid under 70 O.S., § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of

residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) The application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) **Disbursement of funds.**

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each the fall and spring semesters. For standard fall and spring semester enrollment, ~~One~~ one-half of the award will be disbursed in the fall semester, and one-half of the award will be disbursed in the spring semester. For non-standard enrollment, disbursements will be made consistent with federal Pell Grant regulations.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program by full-time, part-time, undergraduate and graduate students based on available state funding. [70 O.S., § 626.8]

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AGENDA ITEM #16-d:

Policy-Rule Revisions.

SUBJECT: Regional University Baccalaureate Scholarship Program. Adoption of proposed permanent rule revisions.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule revisions for the Regional University Baccalaureate Scholarship Program as described below.

BACKGROUND:

The Regional University Baccalaureate Scholarship was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program provides a \$3,000 annual award for up to four years and institutions also provide the recipient a tuition waiver.

To qualify for the award students must:

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

POLICY ISSUES:

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

ANALYSIS:

The proposed rule changes address the following issues:

ACT Test Scores: In recent years, ACT has expanded its options for taking the ACT test beyond the traditional six national Saturday testing dates each school year. Other official ACT testing options now include school-level testing administered at a school site during the school day, statewide ACT tests (not used in Oklahoma to date), and international tests. The proposed change recognizes these additional methods for students to obtain ACT scores considered official and valid by ACT. The language specifically excludes "residual" ACT tests administered by an individual college because ACT does not allow residual test scores to be used beyond the campus that administers the test.

Retention/Graduation GPA: The proposed changes allow, in addition to the cumulative GPA, the use of the student's retention/graduation GPA for meeting the program's continuing eligibility GPA requirements. The retention/graduation GPA calculation does not include activity courses or courses subject to academic forgiveness provisions authorized by State Regents' policy. State Regents' policy also uses the retention/graduation GPA for compliance with State Regent's system-wide academic enrollment requirements. In addition, on students' transcripts, the retention/graduation GPA is required to be shown but the reporting of the cumulative GPA is optional.

Final Semester Award: Students in the program are limited to eight semesters of scholarship eligibility and must enroll in at least twelve hours per fall or spring semester. The proposed revision would allow students in their final semester of undergraduate enrollment to be eligible for a half-semester award for at least six hours of enrollment. This provision is for students that need less than twelve hours in their final semester to complete their undergraduate degree. The change would prevent the student from having to take unnecessary courses to receive an award and would also prevent the program from having to pay a larger award for unnecessary courses.

The proposed rule revisions were posted at the September 1, 2016 State Regents meeting.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 33 - Regional University Baccalaureate Scholarship Program

Section 610:25-33-1 Purpose [no change]

Section 610:25-33-2 Definitions [no change]

Section 610:25-33-3 General Provisions [no change]

Section 610:25-33-4 Eligibility Requirements

- (a) Applicants shall be Oklahoma residents.
- (b) Applicants must meet one of the following criteria defined below:
 - (1) An ACT qualified student, which shall mean a student whose ~~American College Testing~~ ACT composite score is at least 30 and whose grade point average and class rank are exceptional, as determined by the institution;
 - (2) A National Merit Semifinalist or Commended Student, which shall mean a student designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation;
- (c) Only ACT ~~and SAT~~ test scores ~~from tests administered on national test dates~~ reported on an official test report issued by ACT will be considered for admission to the program. Scores from ACT residual tests will not be considered.

Section 610:25-33-5 Criteria for Continued Eligibility

- (a) Participants awarded a scholarship must maintain a ~~cumulative~~ 3.25 cumulative or retention/graduation grade-point-average. A program year is defined as beginning in the fall semester and continuing through the summer term. The cumulative or retention/graduation grade-point-average will be determined at the end of the program year, i.e., between the summer and fall terms.
- (b) Scholarship recipients must maintain full-time enrollment each semester. Full-time enrollment shall mean a minimum of 12 hours per semester and 24 hours in the two regular semesters. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the two regular semesters to retain eligibility for the next program year. Students will be eligible for summer awards if they have earned 24 semester credit hours in the preceding two regular semesters. Students who receive part-time awards for summer must enroll in at least 6 credit hours and must complete a total of at least 30 credit hours during the full academic year (fall, spring, summer). Students who receive full-time awards for summer must enroll in at least 12 credit hours and must complete a total of at least 36 credit hours during the full academic year (fall, spring, summer). Hours of enrollment required for summer awards may consist of a combination of summer and intersession enrollment. Part-time awards, for enrollment of 6 to 11 credit hours, made for the summer term will count as one-half of a semester used in the program and will be in the amount of one-half of a semester award. Full time awards, for enrollment of 12 or more credit hours, made for the summer term will count as a full semester used in the program and will be in the amount of one semester award. Students who require less than 12 credit hours for graduation purposes during the last semester of

undergraduate enrollment may request payment of their scholarship in the amount of a one-half semester award for at least six hours of enrollment. The term will count as one-half semester used in the program.

(c) A student who fails to meet the continued eligibility requirements will be removed from the program without academic scholarship assistance the following semester. Any semester during which the student does not receive an award due to failure to meet the continuing eligibility requirements is counted as a semester used in the program and is deducted from the eight semesters allotted for the program. A student may be reinstated to the program:

(1) If the student achieves a 3.25 cumulative or retention/graduation grade-point average at the end of the following fall or spring semester or summer term;

(2) If the student in the following fall or spring semester remedies the credit-hour deficiency by earning twelve credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.

(d) In summary, a student may be reinstated only one time and has one year to remedy the grade-point average or credit-hour deficiency. Maintaining eligibility and familiarity with State Regents' and institutional policy is the responsibility of the student.

(e) Participants may take a leave of absence from the program by petition to the Oklahoma State Regents for Higher Education. Leaves of absence may not be used to remedy grade-point average or credit-hour deficiency.

Section 610:25-33-6 Fiscal Policies [no change]

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AGENDA ITEM #17:

E&G Budget Allocations.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$932,380.81 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$932,380.81 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$1,864,761.62. This amount is sufficient for a transfer of \$932,380.81 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$70,822,387.32.

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

5-Year History of Allocations	Amount to Each Entity
FY2013 Total	\$6,650,214.97
FY2014 Total	\$5,844,381.21
FY2015 Total	\$5,573,768.87
FY2016 Total	\$5,704,842.55
FY2017 Y-T-D Total	\$3,293,708.24

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AGENDA ITEM #18:

Contracts and Purchases.

SUBJECT: Approval of FY-2017 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2017 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Dobson in the amount of \$513,000.00 for an Irrevocable Right of Use (IRU) for 24 strands of fiber for the Shawnee Consortium project. The Shawnee Consortium consists of Oklahoma Baptist University, St. Gregory's University, Gordon Cooper Technology Center, Shawnee Public Schools, Citizen Pottawatomie Nation, City of Shawnee, and St. Anthony's Shawnee Hospital with the purpose of supporting the creation of a fiber optic loop in and around Pottawatomie County and the City of Shawnee to provide cost-effective internet bandwidth for use by consortium members. Costs will be recovered through customer user fees. (Funded from 718-OneNet).
- 2) Copper River Information Technology in the amount of \$500,000.00 for ADVA Dense Wavelength Division Multiplexing (DWDM) optical equipment at Tierpoint, Level 3 and Tulsa State Building to Tulsa hub, enabling OneNet to provide protected services for the following new customers: Arkansas Research Education Optical Network (ARE-ON); state agencies including the Office of Management Enterprise Services (OMES), Department of Public Safety (DPS),

Department of Transportation (ODOT), Oklahoma Turnpike Authority (OTA), Oklahoma State University Medical Center; and Bixby Telephone Company (BTC). Costs will be recovered through OneNet user fees. (Funded from 718-OneNet).

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AGENDA ITEM #19:

Investments.

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AGENDA ITEM #20:

Commendations.

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

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:

- **Boubou “Bob” Gakou**, applications system analyst II, earned a Bachelor of Science Degree in “Computer Science, Applied Software Engineering” from the University of Central Oklahoma in December 2016.
- **Letha Huddleston**, outreach specialist III at OCAP, presented college planning and financial aid information to over 400 Native American students and parents at the Tulsa Public Schools Indian Education College and Career Fair at OU Tulsa. She also met with Native American families at Norman North High School for their College and Career Night that also served to encourage students to prepare for higher education after graduation.
- **Chancellor Glen D. Johnson** provided remarks at the 30 Under 30 Awards Ceremony at the Cox Convention Center in Oklahoma City; presented Higher Education Distinguished Service Award to Senator David Holt at the State Regents' offices in Oklahoma City; presented higher education's FY18 system-wide budget request to the Office of Management and Enterprise Services (OMES) during a budget hearing at the State Capitol in Oklahoma City; attended and provided remarks at a legislative tour of Oklahoma State University's Center for Health Sciences in Tulsa; presented higher education's FY18 legislative agenda and budget request at a Legislative Tour Event at Redlands Community College (RCC) in El Reno; presented higher education's FY18 system-wide budget request to full House of Representatives during a budget hearing at the State Capitol in Oklahoma City; presented higher education's FY18 legislative agenda and budget request at a Legislative Tour Event at Northeastern State University (NSU) in Muskogee; presented higher education's FY18 legislative agenda and budget request at a Legislative Tour Event at Northwestern Oklahoma State University (NWOSU) in Enid; presented higher education's FY18 legislative agenda and budget request at a Legislative Tour Event at Southeastern Oklahoma State University (SEOSU) in Durant via videoconference; presented higher education's FY18 legislative agenda and budget request at a Legislative Tour Event at the University of Central Oklahoma (UCO) in Edmond; provided remarks at Communicator's Council meeting in Oklahoma City; and presented higher education's FY18 legislative agenda

and budget request at a Legislative Tour Event at Oklahoma City Community College (OCCC) in Oklahoma City.

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AGENDA ITEM #21:

Executive Session.

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

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AGENDA ITEM #22-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)
 - 2 degree program option name changes
 - 6 degree program requirement changes
 - 2 degree program option additions
 - 8 degree program option deletions

- University of Oklahoma (OU)
 - 12 degree program requirement changes
 - 1 degree program option addition
 - 1 degree program option name change

- University of Oklahoma College of Law (OU-Law)
 - 4 degree program requirement changes
 - 2 degree program name changes

- Northwestern Oklahoma State University (NWOSU)
 - 1 degree program requirement change

- Oklahoma Panhandle State University (OPSU)
 - 1 degree program option deletion
 - 1 degree program requirement change
 - 1 degree program option name change
 - 1 degree program option addition

- Southwestern Oklahoma State University (SWOSU)
 - 1 degree program name change

- Oklahoma City Community College (OCCC)
 - 1 degree program requirement change

- Tulsa Community College (TCC)
 - 18 degree program requirement changes

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

Western Oklahoma State College (WOSC)
1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Strategic Communications (475)

Degree program option deletions

- Delete options “Advertising” and “Public Relations.”
- The proposed deletions rectify an error listed on the original program proposal. OSU indicates these options were never intended and never used.
- No students are enrolled in the options.
- 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 Arts in Strategic Communications (476)

Degree program option deletions

- Delete options “Advertising” and “Public Relations.”
- The proposed deletions rectify an error listed on the original program proposal. OSU indicates these options were never intended and never used.
- No students are enrolled in the options.
- 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 Sciences and Natural Resources in Agricultural Leadership (458)

Degree program option deletion and degree program requirement changes

- Delete option “General.”
 - o The proposed deletion eliminates redundancy.
 - o There are currently 30 students enrolled in the option who will be advised to complete the main Agricultural Leadership curriculum.
- Add FDSC 2233 as an alternative course to FDSC 1133 or FDSC 2253.
- Change credit hours required for AGECEC upper division from 6 to 3.
- Remove NREM 2013 or NREM 3343 or NREM 4393 and require 3 credit hours of NREM.
- Change credit hours required for “Related Courses” from 18 to 15.
- Add 6 credit hours of “Electives.”
- The proposed changes provide students with more flexibility to choose coursework that best fits their needs/interests.
- No new courses will be added and one course will be deleted.

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

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management (101)

Degree program option deletions and degree program requirement changes

- Delete options “Fire Ecology and Management” and “Natural History and Conservation.”
 - The proposed deletions are the result of internal reallocations to better support other options with higher enrollment.
 - There are currently 7 students enrolled in the “Fire Ecology and Management” option and 12 students enrolled in the “Natural History and Conservation” option.
 - Students will be allowed to complete their degree/option requirements.
- Require students to earn a minimum grade of ‘C’ or ‘P’ in major requirement courses.
- For the “Fisheries and Aquatic Ecology” option:
 - Remove BIOL 4115 as an alternative to BIOL 4413.
- For the “Forest Ecology and Management” option:
 - Remove NREM 3323.
 - Change credit hours required for NREM 4323 from 3 to 4 (4324).
- For the “Wildlife Biology and Preveterinary Science” option:
 - Remove BIOL 4115 as an alternative course to BIOL 4413.
- For the “Wildlife Ecology and Management” option:
 - Remove BIOL 4115.
- The proposed changes will ensure students have sufficient mastery of introductory skills before enrolling in more advanced courses.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Business Administration in Management Information Systems (452)

Degree program option addition and degree program option deletion

- Add option “Data Science.”
- Delete option “Management Science and Computer Systems.”
 - There are currently 5 students enrolled in the option.
 - Students will be advised to complete courses from the new option to complete their degree.
- The proposed changes will update the program to more relevant courses and will meet the need in the fast-growing area of data science and analytics.
- 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.

OSU – Bachelor of Science in Agricultural Science and Natural Resources in Agricultural Education (007)

Degree program option name change and degree program requirement changes

- For the “Teaching” option:
 - Change option name to “Multidisciplinary.”
 - Change credit hours for “Enrichment” from 16 to 12.
 - Remove AGLE 2303 or AGLE 3303.
 - Add PLNT 1213.

- The proposed name change better reflects the intent of the option.
- The proposed curricular changes update the courses to correct errors.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 124 to 133 to 120 to 133.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Biosystems Engineering (010)

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

- Add option “Pre-Medical.”
- For the “Biomechanical” option:
 - Change option name to “Machine Systems and Agricultural Engineering.”
 - Remove BAE 3113 and BAE 3313.
 - Add BAE 3223.
 - Change credit hours required for “Controlled Electives” from 16 to 11.
 - The proposed option name change more accurately reflects the content of the option.
- For the “Bioprocessing and Food Processing” option:
 - Remove BAE 3113, BAE 3313, and CHEM 3013.
 - Add BAE 4413.
 - Change credit hours required for “Controlled Electives” from 11 to 7-9.
- For the “Environmental and Natural Resources” option:
 - Remove BAE 3113, BAE 3313, BIOL 3034, CHEM 3013, and ENGR 4303.
 - Add BAE 4324 and NREM 3013.
 - Change credit hours required for “Controlled Electives” from 11 to 9.
- The proposed curricular changes will allow students to gain more specialization in their chosen discipline.
- Two new courses will be added and two courses will be deleted.
- Total credit hours for the degree will change from 133 to 128.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Computer Engineering (467)

Degree program requirement changes

- Remove ECEN 2011, ENGR 1322 or ENGR 1332 or ENGR 1342, and ENSC 2613.
- Add ECEN 2714.
- The proposed changes align the curriculum with ABET accreditation requirements and will better serve students.
- One new course will be added and three courses will be deleted.
- Total credit hours for the degree will change from 126 to 124.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Electrical Engineering (071)

Degree program requirement changes

- Remove ECEN 2011, ENGR 1322 or ENGR 1332, and ENSC 2613.
- Add ECEN 2714.
- The proposed changes align the curriculum with ABET accreditation requirements and will better serve students.
- One new course will be added and three courses will be deleted.
- Total credit hours for the degree will change from 125 to 123.
- No funds are requested from the State Regents.

OU – Master of Business Administration in Business Administration (025)

Degree program requirement changes

- For the “Energy Executive” option:
 - Remove EMBA 5072, EMBA 5122, and EMBA 5172.
 - Add EMBA 5222, EMBA 5232, and EMBA 5242.
 - The proposed changes reflect recommendations from the advisory board and better align courses with the needs of the energy industry.
- For the “Business Administration” option:
 - Remove SCM 5502, BAD 5112, and MGT 5712.
 - Add BAD 5182, BAD 822, and BAD 5832.
 - The proposed changes provide students with more opportunities for experiential learning.
- Six 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.

OU – Bachelor of Arts in Geography in Geography (328)

Degree program requirement change

- Remove 4 to 6 credit hours of “Free Electives.”
- The proposed change aligns the credit hours required for graduation with other programs offered within the department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124-126 to 120.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Geography in Geography (289)

Degree program requirement change

- Remove 6 credit hours of “Free Electives.”
- The proposed change aligns the credit hours required for graduation with other programs offered within the department.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 126 to 120.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Education in Early Childhood Education (046)

Bachelor of Science in Education in Elementary Education (062)

Degree program requirement changes

- Remove EIPT 3011 and add EDEC 3541.
- The proposed changes better align the curriculum with accreditation policies.
- 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.

OU – Bachelor of Science in Education in Language Arts Education (143)

Degree program requirement change

- Remove EIPT 3011.

- Remove ENGL 2113, ENGL 2123, ENGL 2133, ENGL 3103, ENGL 3113, ENGL 3123, ENGL 3133, ENGL 3143, ENGL 5403, and EDEN 4733 from “Communication Skills” and add COMM 2003 or COM 2213, or COMM 3223, or COMM 3513, or COMM 4153.
- Change credit hours required for “Communication Skills” from 15 to 12.
- Require ANTH 1113, PSY 1113, or SOC 1113 to satisfy the 3 credit hours of “Behavioral Sciences” requirement.
- Remove ENGL 4133 from “Arts and Humanities” requirement.
- Change credit hours required for “Arts and Humanities” from 9 to 6.
- Remove course restrictions from 9 credit hours of “American Literature.”
- Remove course restrictions from 6 credit hours of “English Literature.”
- Remove course restrictions from 6 credit hours of “World Literature.”
- Remove 3 credit hours of “Communication Elective.”
- Add 9 credit hours of advisor approved “Writing Elective.”
- The proposed changes will better meet the needs and content requirement for students and align the curriculum with current courses offered.
- 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.

OU – Bachelor of Science in Education in Mathematics Education (156)
Bachelor of Science in Education in Social Studies Education (208)
Bachelor of Science in Education in Special Education (218)

Degree program requirement change

- Remove EIPT 3011.
- The proposed change better aligns the curriculum with accreditation policies.
- 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.

OU – Bachelor of Science in Education in Science Education (203)

Degree program requirement changes

- Remove EIPT 3011.
- For the “Chemistry” option:
 - Remove CHEM 3064 and CHEM 3164.
 - Add CHEM 3053, CHEM 3152, and CHEM 3153.
- For the “Physical Science” and “Physics” options:
 - Remove GPHY 1103 and add GEOL 1003.
- The proposed changes updated the curriculum to better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Education in World Language Education (083)

Degree program requirement changes

- Remove EIPT 3011.
- For the “Spanish” option:
 - Remove SPAN 4153 and SPAN 4163 or SPAN 4093 or SPAN 4103.
 - Add SPAN 4083 and SPAN 4113.
- The proposed changes updated the curriculum to better serve students.

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

OU – Bachelor of Fine Arts in Dance (042)

Degree program requirement changes

- Remove MUNM 3113, MUNM 3213, and MUNM 3313 from the “Non-Western Culture” requirement and allow students to complete any 3000 or 4000 level Art or Music course.
- For the “Modern Dance Performance” option:
 - Add DANC 4314 as an alternative course to DANC 3314.
 - Remove DANC 3214 as an alternative course to DANC 2212.
 - Add DANC 2321 and DANC 3632.
- The proposed changes provide students added experience necessary to prepare them to compete in the highly competitive job market.
- 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.

OU – Master of Landscape Architecture in Landscape Architecture (244)

Degree program option addition

- Add option “Landscape Architectural Studies.”
- The proposed option will provide a non-accredited two-year degree program in landscape architecture to meet the significant international student demand.
- No new courses will be offered and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Women’s and Gender Studies (320)

Degree program option name change

- For the “Women’s Studies” option:
 - Change option name to “Women’s and Gender Studies.”
- The proposed change better reflects the content of the program.
- No new courses will be offered and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU-Law – Graduate Certificate in American Indian Law (151)

Graduate Certificate in Litigation (154)

Degree program requirement change

- Change the minimum grade point average required for graduation from B- to B.
- The proposed change will raise the caliber of the program and its graduates.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificates will not change.
- No funds are requested from the State Regents.

OU-Law – Graduate Certificate in Energy Law (150)

Degree program requirement changes and degree program name change

- Change program name to “Oil and Gas, Natural Resources, and Energy Law.”
- Change the minimum grade point average required for graduation from B- to B.

- Change curricular requirements to the following:
 - Require LAW 6540 or LAW 6510.
 - Require LAW 6501, BAD 5001, and ACCT 5202.
 - Require at least one of the following: LAW 5403, LAW 6100, LAW 5433, or LAW 6570.
 - Require at least three of the following: LAW 6500 (Agricultural Law), LAW 6500 (Agricultural Environmental Law), LAW 6510, LAW 6700, LAW 6100 (International Business and Human Rights), LAW 6100 (International Petroleum Transactions), LAW 6100 (Midstream Oil and Gas), LAW 6100 (Mineral Title Examination), LAW 5633, LAW 6100 (Offshore Energy Production), LAW 6540, LAW 6550, LAW 6100 (Oil and Gas Environmental Law), LAW 6100 (Oil and Gas Practice), LAW 6580, LAW 6100 (Wind Law), or any approved elective course.
 - Require at least one of the following: LAW 6100 (How to Drill a Well), LAW 6100 (Transactional Law Practicum I), or LAW 6400 (Externship).
- The proposed changes reduce overlap with the Graduate Certificate in Natural Resources Law (152), which is being deleted (see current program deletion agenda item).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 18 to 20.
- No funds are requested from the State Regents.

OU-Law – Graduate Certificate in Law and Entrepreneurship (153)

Degree program requirement changes and degree program name change

- Change program name to “Business and Transactional Law.”
- Change the minimum grade point average required for graduation from B- to B.
- Change curricular requirements to the following:
 - Require LAW 6100 (Business Associations) or LAW 5433.
 - Require MGT 5702, BAD 5001, and ACCT 5202.
 - Require at least one of the following: LAW 5410, LAW 5463, LAW 6570, or LAW 5750.
 - Require at least one of the following: LAW 6100 (Antitrust), LAW 5753, or LAW 6100 (Business Tax).
 - Require at least one of the following: LAW 6100 (Transactional Law Practicum I), LAW 6100 (Transactional Law Practicum II), LAW 6100 (Corporate Drafting), or LAW 6400.
 - Require at least two of the following: LAW 6100 (Agency, Partnerships and Other Entities), LAW 5703, LAW 5410, LAW 6100 (Corporate Drafting), LAW 5750, LAW 5753, LAW 6520/6100 (Intellectual Property/IP Survey), LAW 6040, LAW 6100 (International Business and Human Rights), LAW 6100 (Nonprofit Organizations), LAW 5763, LAW 5740, LAW 6570, LAW 5750, LAW 6100 (Business Tax), LAW 6100 (Transactional Law Practicum I), or LAW 6100 (Transactional Law Practicum II)
- The proposed changes provide students with a more structured course of study.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 18 to 22.
- No funds are requested from the State Regents.

NWOSU – Master of Arts in American Studies (067)

Degree program requirement change

- Add AMST 5113 as an alternative course to HIST 5433.
- The proposed change provides students with more flexibility in course selection.
- 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.

OPSU – Associate in Applied Science in Technology (050)

Degree program option deletion

- Delete “Navy” option.
- The proposed deletion is due to no enrollment since the 1990’s.
- No courses will be deleted as there were no courses specific to the option.
- No funds are available for reallocation.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OPSU – Bachelor of Science in Agronomy (002)

Degree program requirement changes

- Add AG 1022 and AGRN 3343.
- Add BIOL 3344 as an alternative to BIOL 1504.
- Change credit hours required for “Additional Courses” from 15 to 14.
- Remove BIOL 3344.
- The proposed changes will better prepare students for careers 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.

OPSU – Bachelor of Science in Animal Science (003)

Degree program option name change and degree program option addition

- Add option “Wildlife Management.”
 - The proposed option will fulfill a demand for Wildlife Managers within a five-state region.
- For the “General Animal Science” option:
 - Change option name to “Science.”
 - The proposed change better reflects the content of the option.
- 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.

SWOSU – Bachelor of Science in Computer Science and Information Systems (088)

Degree program name change

- Change program name to “Computer Science.”
- The proposed name change reflects a better representation of the degree and corresponds more closely with current nomenclature.
- 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.

OCCC – Certificate in Cyber/Information Security (139)

Degree program requirement changes

- Remove CS 1333 and CS 2173 as alternative courses for CS 2443.
- Remove CS 2303 as an alternative course for CS 2503.
- Add CS 1413, CS 2153, and CS 2303.

- The proposed changes will better serve students transferring to a bachelor of technology program.
- Total credit hours for the certificate will change from 36 to 45.
- No funds are requested from the State Regents.

TCC – Associate in Science in Business (003)

Degree program option deletions and degree program requirement changes

- Delete options “Business Education,” “Aviation Logistics,” “Accounting,” “Economics,” “Management,” and “Management Information Systems.”
 - o There are currently 6 students enrolled in the “Business Education” option, 4 students enrolled in the “Aviation Logistics” option, 428 students enrolled in the “Accounting” option, 22 students enrolled in the “Economics” option, 380 students enrolled in the “Management” option, and 81 students enrolled in the “Management Information Systems” option.
 - o Students will be provided a two-year teach out plan or advised to complete the degree requirements of the main program without a loss of hours.
- Change credit hours required for “Recommended Electives” from 2 to 3.
- Remove ACCT 2393, BUSN 2213, BUSN 2313, CSCI 2033, MGMT 2123, MGMT 2323, MGMT 2453, MATH 1613, and MATH 2513.
- Add BUSN 2433, CSYS 1203, and CSYS 2613.
- The proposed option deletions and curricular changes will provide better transfer opportunities to other related programs at four-year institutions.
- No new courses will be added and no courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the degree will change from 60-63 to 61-64.
- No funds are requested from the State Regents.

TCC – Certificate in Information Technology (133)

Degree program option deletion

- Delete option “Website Management.”
- The proposed option deletion is due to the low number of graduates.
- There is currently one student enrolled who will be provided a two-year teach out period.
- No courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Business (153)

Degree program option deletions

- Delete options “Healthcare Business Operations” and “Administrative Careers.”
- The proposed option deletions are due to low enrollment and graduates.
- There are currently 13 students enrolled in the “Healthcare Business Operations” option and 31 students enrolled in the “Administrative Careers” option.
- Students will be provided a two-year teach out period.
- Eight courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Digital Media (216)

Degree program option deletions and degree program requirement changes

- Delete options “Adobe Master Design Specialist,” “Broadcast Production Specialist,” “Digital Media Specialist,” “Multimedia Reporting Specialist,” “Radio Production Specialist,” and “Web Design Specialist.”
 - o There are currently 48 students enrolled in the “Adobe Master Design Specialist” option, 13 students enrolled in the “Broadcast Production Specialist” option, 73 students enrolled in the “Digital Media Specialist” option, 7 students enrolled in the “Multimedia Reporting Specialist” option, 1 student enrolled in the “Radio Production Specialist” option, and 22 students enrolled in the “Web Design Specialist” option.
 - o Students will be provided a two-year teach out period or be advised to complete the program under the revised curriculum.
- Remove 16 credit hours of “Core Courses.”
- Add 42 credit hours of “Guided Electives” and require students to select courses in a concentration area.
- The proposed changes are due to program restructuring and will simplify the curriculum and allow students to focus on a career pathway while also allowing flexibility to meet students’ individual career goals.
- No new courses will be added and 3 courses will be deleted.
- Total credit hours for the degree will change from 67-69 to 60-61.
- No funds are requested from the State Regents.

TCC – Certificate in Digital Media (217)

Degree program requirement changes

- Remove 16 credit hours of “Required Courses” and 6 credit hours of “Elective.”
- Require students to select 30 credit hours of “Guided Courses” in one of two concentration areas.
- The proposed changes update the curriculum to create a stackable credential that can lead to the Associate in Applied Science in Digital Media (216).
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 22 to 30.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Electronics Technology (031)

Degree program requirement changes

- For all options:
 - o Remove 4 credit hours of “Science.”
 - o Add CSCI 1263 and ELET 2215.
 - o Add 9 credit hours of “Controlled Electives” and include ELET 2514 and ELET 2525 or ELET 1223, ELET 1443, and ELET 2533.
- For the “Biomedical Equipment Technology” option:
 - o Remove ELET 2215.
- For the “Electrical Substation Technology” option:
 - o Remove ALTE 1464.
 - o Change credit hours for ELET 1442 from 2 to 3 (1443).
- For the “Electronics Technologist” option:
 - o Remove ELET 2215, ELET 2514, and ELET 2525.
- The proposed changes reflect input from the workforce advisory board and faculty.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 61-72 to 60-68.
- No funds are requested from the State Regents.

TCC – Certificate in Electronics Technology (223)

Degree program option addition and degree program requirement changes

- Add option “Electronics Technician.”
- For the “Biomedical Equipment Technology” option:
 - Remove ELET 2215.
- For the “Electrical Substation Technology” option:
 - Add MATH 1454 or MATH 1513 and MATH 1613.
- The proposed changes are recommendations from workforce advisory board members.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change form 19-33 to 22-28.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Engineering Technology (151)

Degree program requirement changes and degree program option deletions

- For the “Geographic Information Systems” option:
 - Require a ‘C’ or better in all GIS courses.
- Delete options “Process Technology,” “Quality Technology,” and “Manufacturing Production Technician.”
 - There are no students enrolled in the “Process Technology” option, 21 students enrolled in the “Quality Technology” option, and 5 students enrolled in the “Manufacturing Production Technician” option.
 - Students will be provided a two-year teach out period.
 - The proposed deletions will remove redundancy in the curriculum and provide a more streamlined pathway to degree completion.
- For the “Manufacturing Engineering Technology” option:
 - Add ENGT 1212 and ENGT 1513 to “Required Courses.”
 - Remove ENGT 1463, ENGT/QCTT 2153, ENGT 2543, and ENGT 2643 from “Required Courses.”
 - Add QCTT 2383 and QCTT 2423.
 - Require one course from the following: ENGT 1363, ENGT/QCTT 1443, ENGT 1463, ENGT 2543, or ENGT 1543.
- The proposed changes are recommended from the advisory board to ensure students are prepared for the workforce.
- No new courses will be added and seven courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Aviation Sciences Technology (199)

Degree program option deletion

- Delete option “Aviation Maintenance Technology.”
- The proposed deletion is the result of low enrollment and number of graduates.
- Two students are currently enrolled with an expected graduation date of Spring 2017.
- Three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Geographic Information Systems (278)

Degree program requirement change

- Require a ‘C’ or better in all GIS courses.
- The proposed change is a recommendation from the advisory board to ensure students are prepared for the workforce.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Associate in Arts in Foreign Language (008)

Degree program option deletion

- Delete option “Italian.”
- There are currently two students enrolled.
- Students will be allowed a two-year teach out period.
- The proposed deletion is due to low enrollment.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Arts in Pre-Education (006)

Degree program option deletion

- Delete option “Physical Education.”
- The proposed deletion is the result of program realignment.
- There are currently 20 students enrolled in the option.
- Students will be allowed a two-year teach out period or be advised into a new option created under the Associate in Science in Health and Human Performance (256).
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Arts in Foreign Language (171)

Degree program option deletion

- Delete option “Italian.”
- There are currently no students enrolled.
- The proposed deletion is due to low enrollment.
- No courses will be deleted.
- Total credit hours for the certificate will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Business (241)

Degree program option deletion and degree program requirement changes

- Delete option “Administrative Careers.”
- There are no students enrolled in the option.
- Change curriculum to require the following:
 - BUSN 1053 and BUSN 1353.
 - CSCI 1203 and CSYS 2073.
 - BUSN/PHIL 1143.
 - One of the following: BUSN 1153 or MGMT 2123, or MKTG 2343.

- The proposed changes allow the program to be provided to the incarcerated population at the Dick Conner Correctional Facility through a Second Chance program through the Department of Education.
- Total credit hours for certificate will not change.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Child Development (200)

Degree program option deletions and degree program requirement changes

- Delete options “Infant/Toddler” and “Center Director.”
 - There are currently 99 students enrolled in the “Infant/Toddler” option and 36 students enrolled in the “Center Director” option.
 - Students will be provided a two-year teach out plan or advised to complete the degree requirements of the main program without a loss of hours.
- Remove CHLD 2223 and add CHLD 2513.
- The proposed changes will provide a simplified pathway for 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.

TCC – Associate in Arts in Communication Arts and Technologies (005)

Degree program option name changes and degree program requirement changes

- For the “Journalism and Mass Communication – Strategic Communication” option:
 - Change option name to “Journalism – Strategic Communication.”
 - Change credit hours required for option from 18 to 15.
- For the “Journalism and Mass Communication – Electronic and Broadcast Communication” option:
 - Change option name to “Journalism – Electronic and Broadcast Communication.”
 - Change credit hours required for option from 18 to 15.
- For the “Communication” option:
 - Remove COMM 2053, COMM 2553, and 2-3 credit hours of “Recommended Elective.”
 - Change credit hours required for option from 17-18 to 15.
- For all options:
 - Add ENGL 1003.
 - Remove ENGL 2413 and add COMM 2053.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60-61 to 60.
- No funds are requested from the State Regents.

TCC – Associate in Science in Health and Human Performance (256)

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

- Change program name to “Health, Human Performance, and Physical Education.”
- Add options “Health and Human Performance” and “Physical Education.”
- Remove MATH 2193, SOCI 1113, BIOL 2154, and CHEM 1315 from “General Education.”
- The proposed changes will better facilitate opportunities for articulation agreements with four-year institutions.
- 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 Mathematics (012)

Degree program requirement change

- Change credit hours required for “Recommended Electives” from 8-9 to 11.
- The proposed change provides students with greater flexibility in selecting elective courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60-61 to 60.
- No funds are requested from the State Regents.

TCC – Associate in Science in Science-Related Concentration (014)

Degree program requirement changes

- For the “Biology” option:
 - Change credit hours required for “Recommended Electives” from 2 to 3-4.
 - Remove BIOL 1404, BIOL 1604, BIOL 2134, and BIOL 2154 as required courses.
 - Change credit hours required for “Biology” from 16 to 15-16.
 - Remove CHEM 2145 and CHEM 2245.
 - Require 7-8 credit hours from the following: BIOL 1404, BIOL 1604, BIOL 2123, BIOL 2143, BIOL 2134, BIOL 2154, and BIOL 2313.
 - Add PHYS 1114.
- For the “Geography” option:
 - Require students to select one of the following: MATH 1513, MATH 2114, MATH 2124, or MATH 2134.
 - Remove GEOL 1014 and GEOL 1024.
 - Allow GEOG 1043 to fulfill 3 of the 6 credit hours of “Humanities.”
 - Allow SOCI 2123 to fulfill the 3 credit hours of “Required Electives.”
 - Add GEOG/GIS 2344, GEOG 2354, PHYS 1114, and CHEM 1315.
- The proposed changes update the curriculum to ensure students have seamless transfer opportunities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Accounting Associate (017)

Degree program requirement changes

- Add ACCT 2523.
- For the “Accounting Specialist” option:
 - Require BUSN 2313 or BUSN 2213.
- For the “Accounting Software Application Specialist” option:
 - Remove ACCT 2523.
- The proposed changes update the curriculum to create a capstone course and provide students an opportunity to become Microsoft certified.
- 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 Applied Science in Medical Laboratory Technician (050)

Degree program requirement changes

- Add BIOL 1224 and CHEM 1114.

- Remove CHEM 1314, PSYC 1113 or SOCI 1113.
- Remove MDLT 1212.
- Change credit hours required for MDLT 2001 from 1 to 2 (2002), for MDLT 2322 from 2 to 1 (2331), for MDLT 2424 from 4 to 3 (2423), for MDLT 2436 from 6 to 3 (2433), and for MDLT 2466 from 6 to 2 (2462).
- Add MDLT 2212, MDLT 2222, and MDLT 2516.
- The proposed changes align the curriculum with the American Society for Clinical Pathology board exam matrix, which is recommended by the National Accrediting Agency for Clinical Laboratory Sciences.
- Three new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Certificate in Medical Laboratory Technician (182)

Degree program requirement change

- Remove MDLT 1212.
- The proposed change is a recommendation from the advisory board, employers, and graduates.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 7 to 5.
- No funds are requested from the State Regents.

TCC – Certificate in Horticulture Technology (209)

Degree program requirement changes

- Change credit hours required for HORT 1233 from 3 to 1 (1231).
- Remove HORT 1381.
- Add HORT 1383, HORT 2501, BUSN 1053, and CSCI 1203.
- The proposed changes are the result of recent Pell eligibility approval, which necessitated an increase in credit hours.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the certificate will change from 9 to 16.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Occupational Therapy Assistant (164)

Degree program requirement changes

- Change credit hours required for OCTA 1203 from 3 to 2 (1202), for OCTA 1293 from 3 to 2 (1292), and for OCTA 1303 from 3 to 1 (1301).
- Add ALDH 1323.
- The proposed changes better prepare students for discipline specific courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 68 to 67.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Fire and Emergency Medical Services (234)

Degree program requirement changes

- Remove BIOL 1314 and CHEM 1114.
- Add 6 credit hours of “General Education Electives.”
- The proposed changes remove barriers to program completion.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 67 to 65.
- No funds are requested from the State Regents.

WOSC – Associate in Applied Science in Aviation (003)

Degree program requirement changes

- For the “Professional Pilot” option:
 - Change credit hours required for “Technical-Occupational Support and Related Courses” from 14 to 12.
- For the “Aviation Mechanic” option:
 - Add AVIA 2653 as a required course.
 - Remove TECH 1023.
 - Require AVIA 1313 and AVIA 2553.
 - Change credit hours required for “Technical-Occupational Specialty Courses” from 30 to 27.
- The proposed changes create a 50 percent common core.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 62-63 to 60.
- No funds are requested from the State Regents.

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AGENDA ITEM #22-a (2):

Programs.

SUBJECT: Program Suspensions. Ratification of approved institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Carl Albert State College (CASC) requested authorization to suspend the program listed below:

- Associate in Applied Science in Health Information Technology (159)

Tulsa Community College (TCC) requested authorization to suspend the program listed below:

- Certificate in Infant Toddler Certificate of Mastery (358)

POLICY ISSUES:

Suspending a program 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:

CASC requested authorization to suspend the Associate in Applied Science in Health Information Technology (159).

- CASC reports low student demand for the program.
- CASC will reinstate or delete the program by February 28, 2018.

TCC requested authorization to suspend the Certificate in Infant Toddler Certificate of Mastery (358).

- TCC indicates the curriculum for the program differs from the Certificate in Early Childhood Certificate of Mastery (359) by only one course.
- TCC plans to evaluate the workforce demand to determine the need for a program tailored specifically to the needs of infants and toddlers.
- TCC will reinstate or delete the program by February 28, 2020.

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

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AGENDA ITEM #22-b:

Program Reinstatement.

SUBJECT: Program Reinstatement. Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as described below.

BACKGROUND:

Tulsa Community College (TCC) requested authorization to reinstate the Certificate in Business (241) which was suspended January 29, 2015.

In accordance with policy, no students were recruited or admitted to the program during suspension, and the program was not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the State Regents' Academic Program Review policy, which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

The Certificate in Business (241) was suspended January 29, 2015 due to low enrollment. TCC has the opportunity to provide Pell-eligible programs to the incarcerated population at the Dick Conner Correctional Facility through a Second Chance pilot initiative through the Department of Education. Reinstatement of the program will provide a credential for these students but will also be available for other TCC students interested in the program.

It is understood that with this action, TCC is authorized to advertise, recruit, and admit students to the program. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

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AGENDA ITEM #22-c:

Contractual Agreements.

SUBJECT: Ratification of institutional requests regarding cooperative agreement programs.

RECOMMENDATION:

It is recommended that the State Regents ratify Southwestern Oklahoma State University's requests to add or modify cooperative agreement programs, 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 for associate in applied science degrees.

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 (CAP) 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.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to add, modify, suspend, or delete each CAP.

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, and Credit for Prior Learning policies.

ANALYSIS:

Based on changes directed by HLC, Southwestern Oklahoma State University submitted requests to add or modify CAPs with one or more technology centers, as specified in Attachment A.

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

CAP Additions/Modifications

Attachment A

Institution	Prog Code	Program Name	Career Tech Center	Contract Hours	PLA Hours
SWOSU	131*	PHYSICAL THERAPIST ASSISTANT	Caddo Kiowa Technology Center	29	0
SWOSU	135*	OCCUPATIONAL THERAPY ASSISTANT	Caddo Kiowa Technology Center	36	0

*Contractual Arrangement documentation on file and included for ratification.

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AGENDA ITEM #22-d (1):

Electronic Delivery.

SUBJECT: Southwestern Oklahoma State University. Approval of requests to offer the Bachelor of Science in Health Information Management and the Master of Science in Healthcare Informatics and Information Management via online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's requests to offer the existing Bachelor of Science in Health Information Management and the Master of Science in Healthcare Informatics and Information Management via online delivery.

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) is currently approved to offer the following degree programs via online delivery:

Bachelor of Business Administration (011);
Master of Education in Education Administration (062);
Master of Education in Elementary Education (063);
Master of Education in School Counselor (079);
Master of Education in Early Childhood Education (129);
Master of Business Administration (086);
Associate in Science in General Studies (121);
Bachelor of Science in Nursing (087);
Master of Science in Nursing in Nursing Education (163);
Master of Science in Nursing in Nursing Informatics (164);
Master of Science in Nursing in Nursing Administration (165);
Master of Education in School Psychology (148); and
Bachelor of Applied Science in Health Science (166).

SWOSU's governing board approved offering online the existing Bachelor of Science in Health Information Management (033) and the Master of Science in Healthcare Informatics and Information Management (162) programs at their September 23, 2016 meeting. SWOSU requests authorization to offer the existing programs via online delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent,

2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

ANALYSIS:

SWOSU satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Bachelor of Science in Health Information Management (033) Master of Science in Health Informatics and Information Management (162)

Demand. Due to evolving state and federal regulations and advances in technology, there has been an increased demand for health information professionals. The Oklahoma Employment Security Commission estimates a 13 percent growth in job openings through 2024. Additionally, according to the American Health Information Management Association and the Bureau of Labor Statistics, careers for Medical and Health Services Managers are expected to increase nearly 17 percent nationwide, with approximately 12,000 to 50,000 new jobs anticipated with the next eight years.

Moving to an online platform will allow SWOSU to recruit nationwide to help fulfill the demand for health information management professionals. Currently the Bachelor of Science in Health Information Management (033) program has a 90 percent employee placement rate in the discipline within 3 months of graduation. Additionally, students pursuing the bachelor's degree were surveyed regarding their interest in pursuing an online graduate degree. A majority of the respondents indicated interest in an online program; and also agreed that a master's degree within the discipline would benefit their career path. SWOSU is confident that online delivery of the program will increase student access and address the growing need for qualified individuals for the workforce.

Delivery method. SWOSU will utilize the learning and course management system, Canvas, for the instructional delivery of the existing degree programs. Instructors will make full use of the online features including discussion boards, recorded lectures, web conferencing, virtual electronic health record platform, and direct access to instructors and the program director.

Funding. The existing programs will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree programs through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on September 15, 2016. The University of Oklahoma (OU) requested a copy of the proposals, which were sent on October 21, 2016. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve SWOSU's requests to offer the existing degree programs through online delivery, as described above.

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AGENDA ITEM #22-d (2):

Electronic Delivery.

SUBJECT: Carl Albert State College. Approval of request to offer the Associate in Arts in Pre-Law Criminal Justice via online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Carl Albert State College's request to offer the existing Associate in Arts in Pre-Law Criminal Justice via online delivery.

BACKGROUND:

Carl Albert State College (CASC) is currently approved to offer the following degree programs via online delivery:

Associate in Arts in Business Administration (006);
Associate in Arts in Psychology/Sociology (037);
Associate in Arts in Social Sciences (036);
Associate in Applied Science in Computer Technology (040);
Certificate in Dietary Management (061);
Associate in Arts in Enterprise Development (675);
Associate in Science in Enterprise Development (676);
Associate in Applied Science in Child Development (012);
Associate in Arts in Child Development (055);
Associate in Arts in General Studies (039);
Associate in Applied Science in Occupational Health and Safety (107);
Associate in Applied Science in Healthcare Information Technology (159);
Certificate in Child Development/Director's Certificate (065); and
Certificate in Child Development (048).

CASC's governing board approved offering online the existing Bachelor of Science in Cyber Security (160) program at their September 9, 2016 meeting. CASC requests authorization to offer the existing program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

CASC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

Associate in Arts in Pre-Law Criminal Justice (030)

Demand. According to CASC's Coordinator of the Virtual Campus and Enrollment Center, Criminal Justice is one of the most requested programs for online delivery, with two to three requests per week. The Associate in Arts in Pre-Law Criminal Justice (030) prepares students for careers in a wide array of criminal justice fields. Additionally, the associate's degree provides students with a foundation for continued education in a related discipline at a four-year institution. According to the Oklahoma Employment Security Commission, job opportunities in criminal justice and related fields are expected to increase approximately 14 percent through 2024. Online delivery of the program will allow CASC to provide access to more students and address the need for more qualified graduates to meet workforce demands.

Delivery method. CASC will utilize the learning and course management system, Blackboard, for the instructional delivery of the existing degree program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Funding. The existing program will be funded through existing allocations and the tuition and fee structure and no new funding from the State Regents will be required to deliver the existing degree program through online delivery.

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on August 9, 2016. The University of Oklahoma (OU) requested a copy of the proposal, which was sent October 21, 2016. Neither OU nor any other State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve CASC's request to offer the existing degree program through online delivery, as described above.

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AGENDA ITEM #22-e:

College Admission.

SUBJECT: Ratification of requests to approve high school courses for college admission.

RECOMMENDATION:

It is recommended that the State Regents ratify requests to approve high school courses for college admission.

BACKGROUND:

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed within policy section 3.9.3 of the State Regents' Institutional Admission and Retention policy, reads as follows:

“Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a

college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

STAFF ANALYSIS:

Prior to February 2, 2017, State Regents’ staff received requests from the Oklahoma Department of Career Technology Center and Oklahoma Virtual Charter School to approve high school courses for college admission. The table below details each course as well as the college admission subject area in which each entity requested it to count within:

Entity	Course	Subject Area
Oklahoma Department of Career and Technology Education	Project Lead the Way Environmental Sustainability	Science Area
Oklahoma Department of Career and Technology Education	Project Lead the Way Advanced Placement Computer Science Principles	Computer Science
Oklahoma Department of Career and Technology Education	Project lead the Way Advanced Placement Computer Science A	Computer Science
Oklahoma Virtual Charter Academy	3D Art I-Modeling	Computer Science
Oklahoma Virtual Charter Academy	3D Art II-Animation	Computer Science
Oklahoma Virtual Charter Academy	Image Design and Editing	Computer Science

After a comprehensive review of the course objectives and learning outcomes, it was determined that these high school courses meet the requirement for college admission. Therefore these high school courses were approved for college admission by the Chancellor. State Regents’ ratification is requested.

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AGENDA ITEM #22-f (1):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of an institutional request to participate in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to February 2, 2017, State Regents' staff received SARA applications from the institutions listed below:

- Langston University; and

- Connors State College.

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

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AGENDA ITEM #22-f (2):

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

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

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to February 2, 2017, State Regents' staff received SARA renewal applications from the institutions listed below:

- Oklahoma Christian University;
- Eastern Oklahoma State College;
- Rose State College;
- University of Central Oklahoma;
- Oklahoma Baptist University; and
- University of Tulsa.

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA. State Regents' ratification is requested.

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AGENDA ITEM #22-g (1):

Agency Operations.

SUBJECT: Ratification of purchases in excess of \$25,000.

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 November 2, 2016 and January 3, 2017.

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 November 2, 2016 and January 3, 2017 there are 4 purchases in excess of \$25,000 but not in excess of \$100,000.

OneNet

- 1) Dell Marketing in the amount of \$29,662.31 for battery cabinets for the Educational Television Network to provide an Uninterruptable Power Supply (UPS) system to add additional run time without commercial power. Costs will be recovered through customer user fees.(Funded From 718-OneNet).
- 2) Approved Optics in the amount of \$27,610.00 for required optics to complete the customer connection to Choctaw Hospital and the Shawnee Consortium. The cost for this project is recovered through customer user fees. (Funded From 718-OneNet).
- 3) Presidio Networked Solutions in the amount of \$77,661.60 for network hardware for the OneNet Data Center to support OneNet co-location services. (Funded From 718-OneNet)

Multiple Funds

- 4) Office of Management and Enterprise Systems in the amount of \$46,995.28 for FY17 Property Insurance premiums. (Funded From 210-Core, 701-Admin, and 718-OneNet).

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AGENDA ITEM #22-g (2):

Agency Operations.

This item will be available at the meeting.

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AGENDA ITEM #22-h:

Non-Academic Degrees.

SUBJECT: Ratification of a request from the University of Oklahoma to award a posthumous degree.

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award posthumously a Bachelor of Arts degree to Dakota James Wheatley. At the time of his death in October 2016, Mr. Wheatley was a senior in the English program with an overall GPA of 3.94.

POLICY ISSUES:

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

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

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Dakota James Wheatley

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

Bachelor of Arts

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
twelfth day of May two thousand and seventeen.

For the State Regents,

For the University


Chairman


Chairman, Board of Regents


Secretary


President of the University


Chancellor


Academic Dean



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AGENDA ITEM #22-i:

Resolutions.

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AGENDA ITEM #23-a:

Reports.

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, 2016 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 (2016-2017).

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. Approved Electronic Media Requests
5. Requested Degree Program Deletions
6. Approved Degree Program Deletions
7. Requested Degree Program Name Changes
8. Approved Degree Program Name Changes
9. Requested Degree Designation Changes
10. Approved Degree Designation Changes
11. Cooperative Agreements
12. Suspended Programs
13. Reinstated Programs
14. Inventory Reconciliations
15. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #23-b (1):

Annual Reports.

SUBJECT: Admissions. Report on the University of Oklahoma’s holistic admission process.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In June 2012 the State Regents approved the revised University of Oklahoma (OU) admissions standards for first-time entering freshman. As a result of the revisions, applicants that do not meet the option one or two admission requirements noted below are considered for admission under a holistic admission option. The holistic admission process considers several factors that predict academic success (high school GPA, high school course rigor, academic engagement, writing ability, leadership, and ACT/SAT scores).

	<u>Option 1</u> Minimum ACT/ SAT	<u>Option 2</u> Minimum GPA and Class Rank	<u>Option 3</u>
University of Oklahoma	Resident: 24/1090 <u>AND</u> 3.0 GPA or top 50%	Resident: 3.0 GPA <u>AND</u> top 25%	Holistic Admission

OU’s holistic admissions option was effective in the Fall 2013 semester for out-of-state high school graduates. To allow time to communicate the proposed changes to Oklahoma constituents, the holistic admission option was effective for Oklahoma high school graduates during the Fall 2016 semester (students entering high school in Fall 2012).

POLICY ISSUES:

The changes to OU’s admissions process are consistent with State Regents' Institutional Admission and Retention policy that establishes admission requirements and principles for institutions.

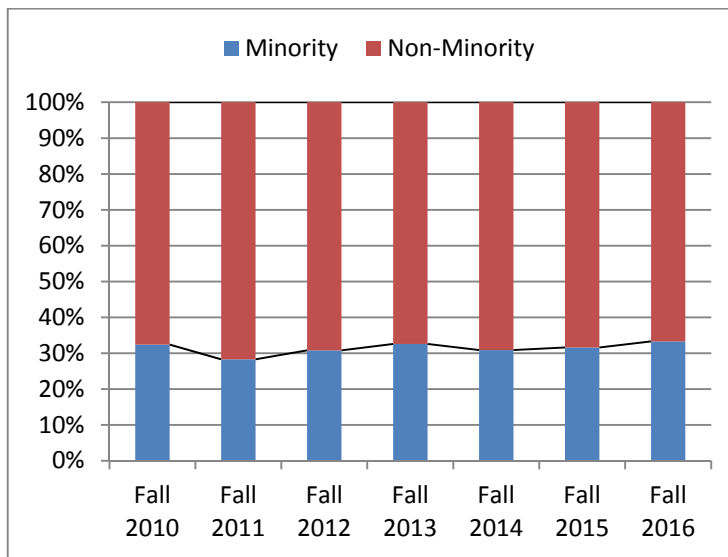
ANALYSIS:

OU is in its early stages of evaluating the outcomes associated with its holistic admissions process and the initial findings appear favorable. OU’s first cohort of students admitted through the holistic process has now progressed to the senior level.

The table below shows the historical trend of first-time entering students by residency classification. During the Fall 2016 semester, OU enrolled the highest number of first-time entering resident students among the years listed below.

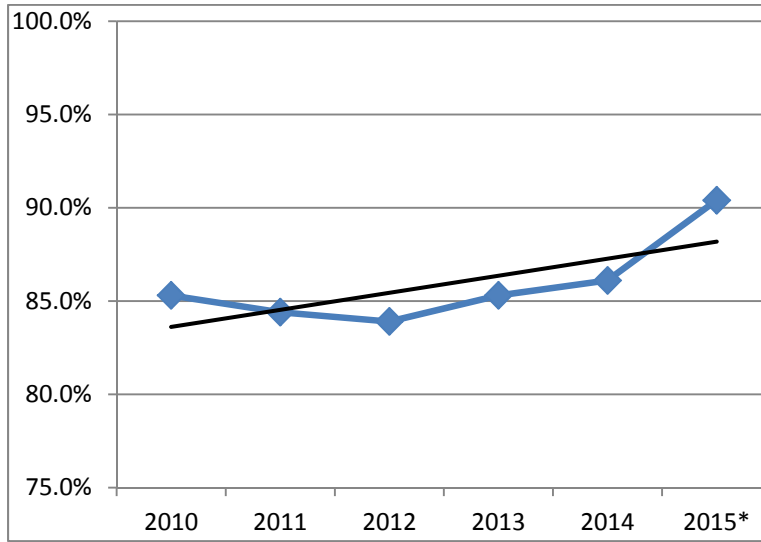
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Resident	2,339	2,476	2,483	2,431	2,371	2,471	2,488
Nonresident	1,385	1,577	1,655	1,621	1,805	1,729	1,710
Total	3,755	4,053	4,138	4,052	4,176	4,200	4,198

The graph and table below show the historical trend of first-time entering minority students. During the Fall 2016 semester, OU reached a historical high in the number and percentage (33.3 percent) of first-time entering students who identified as a minority.



	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Minority	1,207	1,147	1,275	1,321	1,290	1,328	1,398
Non-Minority	2,517	2,906	2,863	2,731	2,886	2,872	2,800
Total	3,755	4,053	4,138	4,052	4,176	4,200	4,198
% Minority	32.1%	28.3%	30.8%	32.6%	30.9%	31.6%	33.3%

The graph and table below show the historical trend of OU’s one year retention rate of first-time college students. First year retention for OU’s first holistic cohort (2013) was 85.3 percent, up 1.4 percent from the previous year. The Fall 2016 retention rate became OU’s historical highest at 90.4 percent, up 4.3 percent from the previous year and 6.5 percent from 2012.



	2010	2011	2012	2013	2014	2015
One Year Retention	85.3%	84.4%	83.9%	85.3%	86.1%	90.4%

Although OU’s holistic admission process is in its early stages, the preliminary analysis of the data appear to be positive. State Regents’ staff will continue to monitor and report the status of OU’s holistic admission process in 2018.

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AGENDA ITEM #23-b (2):

Annual Reports.

SUBJECT: Policy Reporting Requirements Survey.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

- Academic Forgiveness Provisions (3.11.6)
- Special Admission (3.9.6)
- Retention Standards (3.9.8)
- International Student Admission and Admission of Non-native Speakers of English (3.9.5)
- Student Demonstration of Competencies (3.19.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the sixteenth year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions

A student may request an academic reprieve or academic renewal from public State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended students can be readmitted only one time. Such students are readmitted on probationary status and must

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

International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. First-time undergraduate or graduate students must meet one of the standards described in the Institutional Admission and Retention policy (3.9.5), subsection A. Undergraduate transfer students must meet the provisions of the Undergraduate Transfer and Articulation policy (3.10.3), subsection C. Exceptions may be made if the applicant demonstrates proficiency in English by some other means prior to admission. Such exceptions must be appropriately documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic academic skills deficiencies within the first 24 college-level hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier: research, regional, liberal arts, and community college. The University of Science and Arts of Oklahoma was split from the regional tier to form a new liberal arts tier beginning with the 2013-14 report. Due to these tier changes, comparison of regional university data after 2013-2014 to prior years is limited. Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

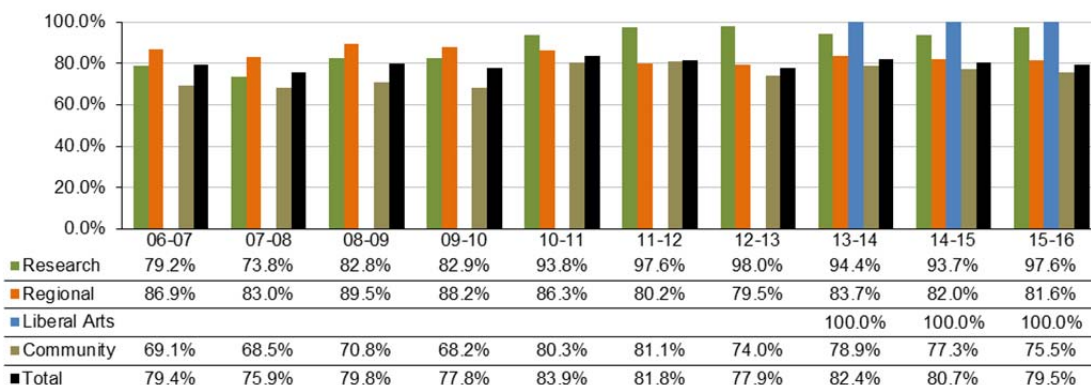
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes *there may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA.* Students must meet specified criteria to be considered for an **academic reprieve**. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

An additional provision allows a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under **academic renewal**, which is optional for all State System institutions, course work taken prior to a date specified by the institution is not counted in the student's GPA. An institution's academic renewal policy must follow these guidelines: 1) At least five years must have elapsed between the last semester being renewed and the renewal request; 2) Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses; 3) The request must be for all courses completed

before the date specified in the request for renewal; 4) The student must petition for consideration of academic renewal according to institutional policy; and 5) All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The student may not receive more than one academic reprieve or renewal during his/her academic career, and only one option (reprieve or renewal) can be used.

Approval Rate of Academic Reprieves Granted by Tier 2006-07 to 2015-16



Number of Grade Reprieves by Tier 2006-07 to 2015-16

	06-07		07-08		08-09		09-10		10-11		11-12		12-13		13-14		14-15		15-16	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	48	38	65	48	29	24	41	34	48	45	41	40	50	49	54	51	63	59	42	41
Regional	267	232	224	186	229	205	245	216	333	286	243	195	239	190	239	200	172	141	179	146
Liberal Arts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5	5	5	5	7	7
Community	191	132	200	137	253	179	286	195	320	257	396	321	350	259	298	235	321	248	319	241
Total	506	402	489	371	511	408	572	445	701	588	680	556	639	498	596	491	561	453	547	435

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

- The number of requests for academic reprieves system wide averaged 580 per year for the past ten years. In 2015-16, there were 547 requests.
- Approximately 57 percent of all 2015-16 requests for academic reprieves were for one semester rather than two.
- In 2015-16, the greatest numbers of requests (58.3 percent) were at the community colleges; 32.7 percent were at regional universities; 7.7 percent were at research universities; and 1.3 percent were at the liberal arts university.
- System wide in 2015-16, 79.5 percent of reprieve requests were granted. From 2006-07 to 2015-16 reprieve requests granted averaged 79.9 percent.
- Community colleges granted the lowest percentage of academic reprieves in 2015-16, 75.5 percent, down from 77.3 percent in 2014-15. Regional universities granted 81.6 percent of requested reprieves, down slightly from 82.0 percent. Research universities granted 97.6 percent of requested reprieves, up from 93.7 percent. The liberal arts tier granted 100 percent of the requested reprieves in 2015-16, which is the same as 2014-15.

**Number of Academic Renewals
Requested and Granted
2008-09 to 2015-16**

	08-09		09-10		10-11		11-12		12-13		13-14		14-15		15-16	
	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant	Req.	Grant
Research	1	1	4	4	2	1	2	2	6	6	4	2	3	3	2	2
Regional	9	9	9	7	5	5	3	2	10	6	6	5	5	4	2	2
Liberal Arts	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0
Community	10	9	25	16	39	27	50	38	58	43	54	39	48	39	42	28
Total	20	19	38	27	46	33	55	42	74	55	64	46	56	46	46	32

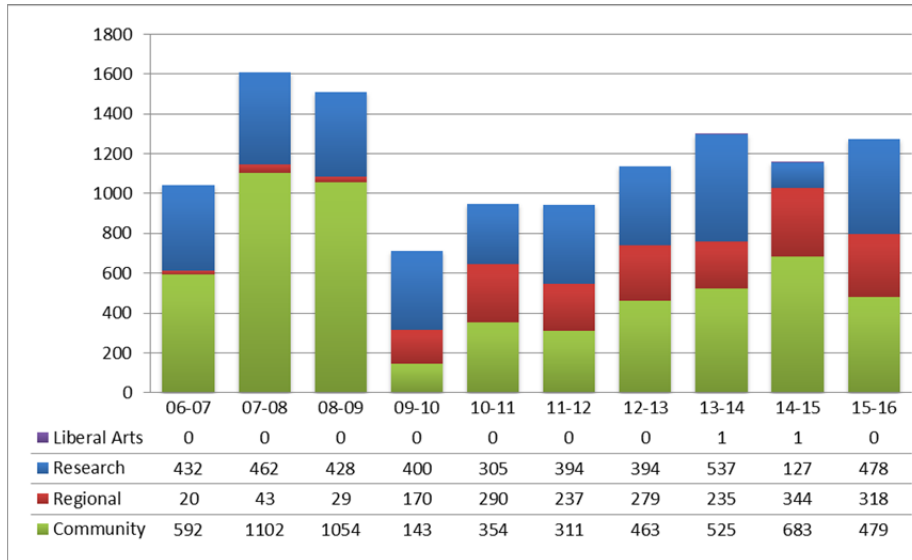
- Forty-six renewals were requested in 2015-16 with 32 (69.6 percent) granted.
- Since 2008-09 the average rate of renewals granted is 76.5 percent.

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

Special Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job related courses with appropriate academic control.

**Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
2006-07 to 2015-16**



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

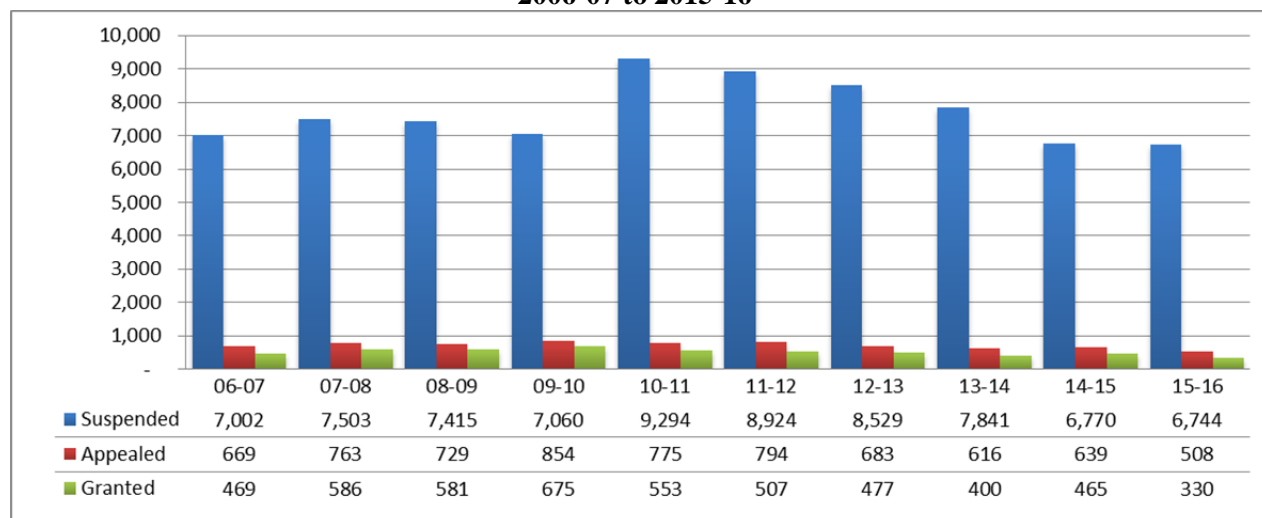
- In 2015-16, 13 institutions reported a total of 1,275 students enrolled as non-degree seeking students with more than nine credits, up from 1,155 students in 2014-15. Research universities reported 37.5 percent of the exceptions; regional universities, 24.9 percent; liberal arts, 0.0 percent; and community colleges, 37.6 percent.
- Since 2006-07 the number of non-degree seeking students enrolled in more than nine hours has averaged 1,163. The number enrolled at research universities averaged 396. At the regional universities the number averaged 197, and at the community colleges, 571. The liberal arts tier is in its third year, and therefore does not have a ten year average.

- Explanations for exceptions included courses for personal enrichment, courses needed for a job, clerical and advisor errors, and continuing education courses. Exchange students and those seeking degrees at other institutions were granted exceptions, as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents’ policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

**Total Suspensions, Appeals, and Granted Appeals
2006-07 to 2015-16**



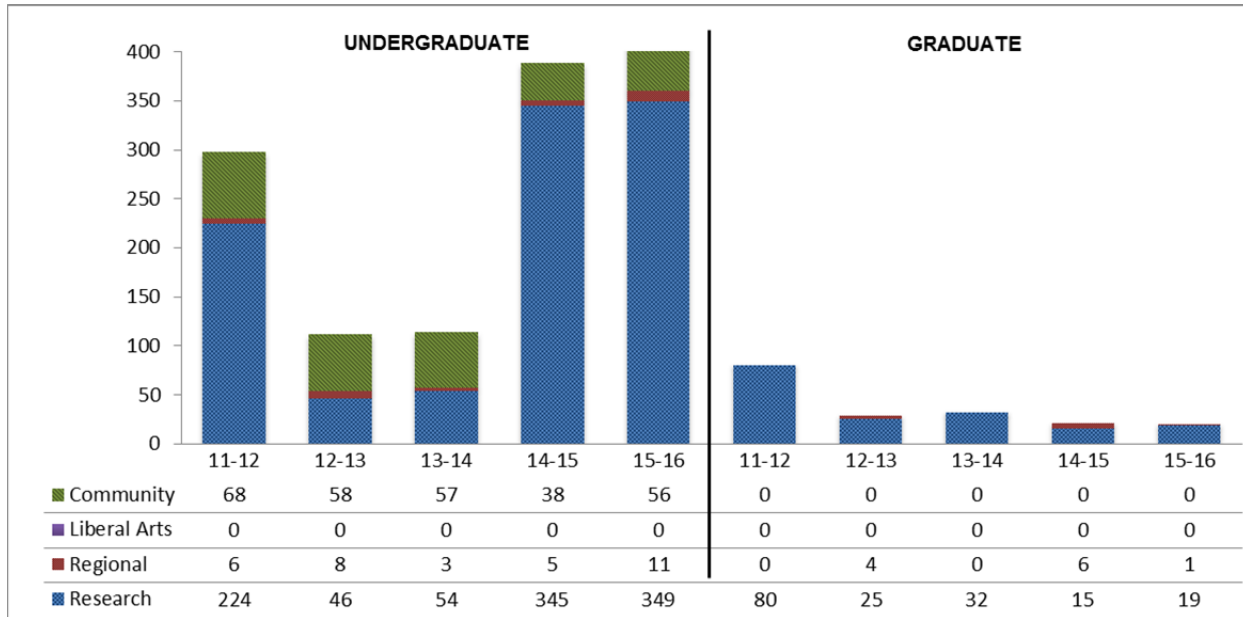
- From 2014-15 to 2015-16, the number of suspensions decreased 0.4 percent, from 6,770 to 6,744. The number of suspensions appealed decreased 20.5 percent, from 639 to 508. The number of appeals that were granted decreased 29.0 percent, from 465 to 330.
- Over the past ten years the percentage of suspensions appealed ranged between 7.5 percent in 2015-16 to 12.1 percent in 2009-10.
- Generally, the highest appeals percentages were found at the liberal arts tier (15.2 percent in 2015-16). The regional tier reported a rate of 10.6 percent; research tier, 7.1 percent; and community colleges, 6.0 percent in 2015-16.
- Over the past ten years granted appeals system wide have averaged 71.3 percent. In 2015-16, 65.0 percent of appeals were granted.
- Community colleges granted the highest percentage of appeals at 77.1 percent in 2015-16, down from 81.0 percent in 2014-15; research universities granted 73.9 percent of appeals, up from 43.8 percent; the liberal arts university granted 71.4 percent, up from 25.0 percent; and the regional universities granted 48.6 percent in 2015-16, down from 70.8 percent in the prior year.

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

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

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

**Number of ESL Exceptions by Tier
2011-12 through 2015-16**

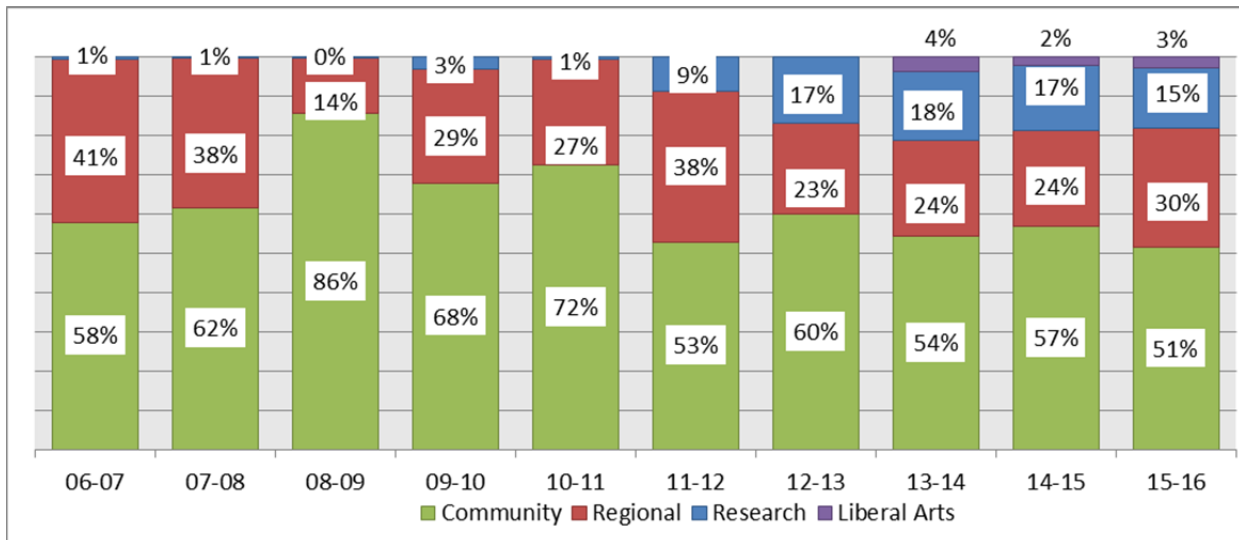


- The system wide number of undergraduate ESL exceptions increased 7.2 percent from 388 in 2014-15 to 416 in 2015-16. From 2014-15 to 2015-16, research universities reported an increase of 1.2 percent (345 to 349); regional universities increased 120 percent (5 to 11); liberal arts tier remained constant at 0; and community colleges increased 47.4 percent (38 to 56).
- Graduate exceptions at research universities increased by 26.7 percent, from 15 in 2014-15 to 19 in 2015-16.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last ten years. Research institutions granted between 41.1 and 89.2 percent of the undergraduate exceptions, and granted between 71.4 and 100.0 percent of graduate exceptions over the past ten years.
- In 2015-16, both research universities, four regional universities, and nine community colleges granted undergraduate exceptions.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, had transferred with deficiencies, or were making satisfactory progress in other college level work. Additional reasons cited were advisor or clerical errors, schedule conflicts, and enrollment in Associate in Applied Science programs.

**Remediation and Removal of High School Curricular Deficiencies –
Exceptions from Credit Hour Limit
2006-07 to 2015-16**



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

- From 2006-07 to 2015-16, the number of exceptions has averaged 2,297. In 2015-16, the number of exceptions was 2,239, an increase of 83.8 percent over 2006-07 (1,218) and a decrease of 11.0 percent from the prior year (2,516).
- The number of time limit exceptions granted at research universities increased from 9 in 2006-07 to 341 in 2015-16, with an average of 190 over the ten-year period. From 2014-15 to 2015-16, the research universities experienced a decrease of time limit exceptions of 18.6 percent, from 419 to 341.
- At the regional universities, a 34.5 percent increase was found in the number of exceptions granted in the ten-year span; from 505 in 2006-07 to 679 in 2015-16, with an average of 622. The one-year change was an increase of 11.5 percent, up from 609 in 2014-15.
- The number of exceptions granted at the liberal arts tier increased 17.2 percent from the prior year, up from 58 in 2014-15 to 68 in 2015-16.
- The number of exceptions granted at community colleges has been variable over the last ten years, averaging 1,464 per year. The one-year change was a decrease of 19.5 percent, from 1,430 in 2014-15 to 1,151 in 2015-16.
- In 2015-16, both research universities, nine regional universities, the liberal arts university, and nine community colleges reported exceptions.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Seventy-Eighth Meeting



December 1, 2016

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

Minutes of the Seven Hundred Seventy-Eighth Meeting
December 1, 2016

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Seventy-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
December 1, 2016**

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 9:15 a.m. on Thursday, December 1, 2016, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 20, 2015 and amended on November 22, 2016. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman John Massey called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Andy Lester and Mike Turpen.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Parker made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' regular meeting on October 20, 2016. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey, and Stricklin. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Massey made no remarks.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents and distributed an article from *The Oklahoman* detailing Speaker Charles McCall's comments at the December Committee of the Whole meeting.

6. OKLAHOMA CAMPUS COMPACT.

- a. Ms. Debbie Terlip, Executive Director of Oklahoma Campus Compact, presented the winners of the 2016 Oklahoma Campus Compact Annual Voter Registration Contest. The 2016 contest winners were Eastern Oklahoma State College and runner-up Rogers State University for the red category, East Central University and runner-up Northern Oklahoma College for the white category, and the University of Central Oklahoma and runner-up Oklahoma City Community College for the blue category. The University of Oklahoma won the Liberty award for registering the most out-of-state students and Eastern Oklahoma State College won the Equality award for registering the highest proportion of out-of-state students. Representatives from these institutions were in attendance to receive their award.
- b. Ms. Terlip also presented the winners of the Oklahoma Campus Compact State Awards. The following award recipients were in attendance to receive their award:
 - (1) Ms. Joyce Montgomery, Oklahoma State University, received the Community Engagement Professional of the Year award;
 - (2) Dr. Matthew Brosi, Oklahoma State University, received the Excellence in Community-Based Teaching and Scholarship award.
 - (3) The University of Tulsa and Oklahoma State University both won the Outstanding Community and Campus Collaboration award.

7. STUDENTS.

- a. Mr. Dillon Johnson, a student at Oklahoma State University, spoke about his higher education experience. Mr. Johnson stated that he grew up in Afton, Oklahoma on a farm and initially decided to major in Agribusiness. He attended several legislative events and after serving as an intern in Congressman Frank Lucas's office, he decided to return to Washington D.C. after graduation and possibly become a legislator and serve the constituents of Afton. Mr. Johnson stated that he has had more opportunities because of

higher education and he has become a great higher education advocate.

- b. Mr. Brandon Ghoram, a student at Oklahoma City Community College (OCCC), spoke about his higher education experience. Mr. Ghoram stated that he thought community college was for failures and students were only there because it was affordable. After taking a course with Professor Sharon Vaughn and seeing the diversity in his classrooms, he no longer felt ashamed and began to hold himself accountable. He is very grateful for the Students Connecting with Mentors for Success program and says that the opportunities he has had would not have been possible without OCCC.
- c. Ms. Taylor Broyles, a student at Eastern Oklahoma State College (EOSC), spoke about her higher education experience. Ms. Taylor stated that after graduating from a high school in Oklahoma City, she enrolled at EOSC and one of the professors suggested she volunteer at the campus radio station. She started out small but moved up to recording commercials and has changed her major to Mass Communications. Ms. Taylor stated that even though EOSC is small, it is life changing. There are so many opportunities and ways to get involved and she states that EOSC was the best choice she ever made. Ms. Taylor plans to attend Southeastern Oklahoma State University for our bachelor's degree.

8. FACULTY ADVISORY COUNCIL

- a. Regents received the 2016 Annual Faculty Advisory Report. Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, introduced Dr. Michele Splinter to discuss the Faculty Advisory Council (FAC) work plan. Dr. Splinter highlighted campus security, affordable content, faculty salaries, weapons on campus, and Complete College America (CCA) as important issues in the FAC work plan.
- b. Regents recognized FAC members who completed their terms of service. Regents also recognized newly elected FAC members, who are elected by the Faculty Assembly to represent faculty from both independent and State System institutions.

Regent Holloway made a motion, seconded by Regent Helm to accept the 2016 Annual Faculty

Advisory Report and recognize FAC members. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none.

9. **E&G BUDGET NEEDS.** Chancellor Johnson presented the State System of Higher Education's budget needs for FY2018, recommending a \$147.9 million (18.3 percent) increase in funding for FY2018 in the amount of \$957,922,109. Chancellor Johnson also highlighted the areas this funding request would support: degree completion, financial aid programs, capital requirements and restoration of shared service programs.
10. **2017 PUBLIC AGENDA.** Chancellor Johnson presented the 2017 Public Agenda. The 2017 Public Agenda outlines the goals of the Oklahoma State Regents for Higher Education, which includes implementing CCA initiatives, increasing system wide efficiencies and cost savings, strengthening financial support for students, and improving instructional quality.
11. **2017 LEGISLATIVE AGENDA.** Chancellor Johnson presented the State Regents' 2017 Legislative Agenda. The 2017 Legislative Agenda sets the issues of interest to the Oklahoma State System of Higher Education that may be brought before the Legislature during the 2017 legislative session. The issues outlined in the Legislative Agenda for 2017 are the Complete College America initiative, concurrent enrollment, maintaining the current law with regard to weapons on campus, and protecting the Oklahoma's Promise program.

Regent Helm made a motion, seconded by Regent Lester, to approve the appropriations request for FY2017 in the amount of \$957,922,109; the 2017 Public Agenda; and the 2017 Legislative Agenda. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.
12. **COMMENTS FROM THE PRESIDENTS.** State Regents heard comments from President Randy Beutler, current chair of the Council of Presidents, in support of the State Regents' FY2018 budget request. President Burns Hargis, Oklahoma State University, provided comments in person and President David L. Boren, the University of Oklahoma, provided comments via video.

13. NEW PROGRAMS.

- a. Regent Holloway made a motion, seconded by Regent Helm, to approve the request from Oklahoma State University to offer the Master of Science in Engineering Technology, the Bachelor of Arts in Global Studies and the Graduate Certificate in Health Analytics. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the request from Oklahoma City Community College to offer the Certificate in Workplace Writing and Communications. Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.
- c. Regent Holloway made a motion, seconded by Regent White, to approve the request from Seminole State College to offer the Associate in Science in Secondary Education. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.
- d. Regent Holloway made a motion, seconded by Regent White, to approve the request from Tulsa Community College to offer the Certificate in Healthcare Specialist/Paramedic. Voting for the motion were Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Turpen. Voting against the motion were none.

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

- a. Southwestern Oklahoma State University requested to delete the Associate in Science in Children's Teachers.
- b. Northern Oklahoma College requested to delete the Associate in Applied Science in Aviation in maintenance Technology.

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

15. SUMMER ACADEMIES. Regent Holloway made a motion, seconded by Regent Stricklin, to approve the 2017 Summer Academy grants in the amount of \$637,420. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey, and Stricklin. Voting against the motion were none.

16. TEACHER EDUCATION

a. Regent Holloway made a motion, seconded by Regent Lester, to accept the Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A allocation of state grant program funds from the United States Department of Education in the amount of \$677,562. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent White, to approve the Teacher Shortage Employment Incentive Program benefit of \$9,925.33 for each eligible teacher by 2017. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

17. POLICY.

a. Regent Holloway made a motion, seconded by Regent Lester, to approve the proposed policy revisions to the Privacy, Data Access and management policy. Voting for the motion were Regent Holloway, Lester, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

b. Regent Holloway made a motion, seconded by Regent Parker, to approve the proposed pilot project proposed by Oklahoma City Community College. Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

c. Regent Holloway made a motion, seconded by Regent Lester, to approve the proposed policy revisions to the State Regents' *Professional Programs* policy. Voting for the motion were Regent Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and

Lester. Voting against the motion were none.

- 18. E&G BUDGET ALLOCATIONS.** Regent White made a motion, seconded by Regent Parker, to approve the allocation of \$1,414,160.76 to the 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 Regent Massey, Stricklin, White, Helm, Parker, Holloway, Lester and Turpen. Voting against the motion were none.

19. EPSCoR

- a. Regent White made a motion, seconded by Regent Parker, to approve an allocation in the amount of \$50,000 to the University of Oklahoma for a NASA EPSCoR project. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Turpen, and Massey. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Parker, to ratify payment of the annual EPSCoR/IDeA Coalition dues in the amount of \$32,500 for calendar year 2017. Voting for the motion were Regent White, Helm, Parker, Holloway, Lester, Turpen, Massey, and Stricklin. Voting against the motion were none.
- c. Regent White made a motion, seconded by Regent Parker, to approve the appointment of members to the EPSCoR Advisory Committee. Voting for the motion were Regent Helm, Parker, Holloway, Lester, Turpen, Massey, Stricklin and White. Voting against the motion were none.
- d. Regent White made a motion, seconded by Regent Parker, to approve an allocation in the amount of \$30,000 to Northeastern State University for the annual Regional University Research Day. Voting for the motion were Regent Parker, Holloway, Lester, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

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

- (1) Copper River Technology in the amount of \$103,000 for optics to provide the necessary bandwidth at the Rack 59 hub site.
- (2) Dill electric in the amount of \$130,000 for a standby generator to include installation and an electrical upgrade at the Gordon Cooper Technology Center.

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

21. INVESTMENTS. Regent Parker made a motion, seconded by Regent Helm, to approve new investment managers Great Hill Partners VI, DFJ Growth 2016 and Clayton, Dubilier & Rice Fund X. Voting for the motion were Regent Lester, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

22. COMMENDATIONS. Regent White made a motion, seconded by Regent Lester, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Lester. Voting against the motion were none.

23. EXECUTIVE SESSION. Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that an executive session was not needed.

24. CONSENT DOCKET. Regent Helm made a motion, seconded by Regent White, to approve the following consent docket items:

- a. Program Modifications. Approval of institutional requests.
- b. Reconciliation. Approval of institutional request for program reconciliation.
- c. Program Reinstatement. Ratification of an institutional request for program reinstatement.
- d. Electronic Delivery.

- (1) Oklahoma State University. Approval to offer the Doctor of Philosophy in Fire and Emergency Management Administration and the Master of Science in Fire and Emergency Management Administration via online delivery.

- (2) Northeastern State University. Approval to offer the Bachelor of Science in Cyber Security via online delivery.
- e. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
- f. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.
- g. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000.
 - (2) Audit. Acceptance of the FY2015 Annual Audit Reports.
- h. Non-Academic Degrees.
 - (1) Ratification of a request from Oklahoma State University to award a posthumous degree.
 - (2) Ratification of a request from the University of Oklahoma to award a posthumous degree.
- i. Resolutions. Approval of resolutions for retiring State Regents staff.

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

25. REPORTS. Regent Helm made a motion, seconded by Regent White, to accept the following reports:

- a. Programs. Current status report on program requests.
- b. Annual Report.
 - (1) 2015-2016 Academic Scholars Year End Report.
 - (2) 2015-2016 Oklahoma Tuition Aid Grant Year End Report.
 - (3) 2015-2016 Oklahoma Tuition Equalization Grant Year End Report.
 - (4) 2015-2016 Regional University Baccalaureate Scholarship Year End Report.
 - (5) Academic Policy Exception Quarterly Report.

- (6) FY17 Tuition and Analysis Report.
- (7) Acceptance of the preparing for college Mass Mailing report.
- (8) Financial Operations Report.

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

26. REPORT OF THE COMMITTEES.

- b. 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.
- c. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- d. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- e. Investment Committee. The Investment Committee had no additional items for Regents' action.

27. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Massey announced that the next regular meetings are scheduled to be held on Wednesday, February 1, 2017 at 10:30 a.m. and Thursday, February 2, 2017 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

John Massey, Chairman

Jay Helm, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, November 30, 2016

- 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, November 30, 2016, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 20, 2015. A copy of the agenda had been posted as required by the Open Meeting Act.
- 2. CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jody Parker, Ann Holloway, Andy Lester, Mike Turpen and John Massey. Jay Helm joined at 11:08 a.m. Regent Massey called the meeting to order and presided.
- 3. LEGISLATIVE WELCOME.** Speaker Charles McCall was present to provide an update on the upcoming legislative session. Speaker McCall began by stating that higher education is vitally important. It is a relationship business and Oklahoma is in need of a better workforce and a better economy. He also stated that there would be 32 new legislative members this session and it will be a challenge to educate them on the priorities and issues before the start of the legislative session. Speaker McCall stated that he has a good understanding of what his constituents want and need and he was proud of two institutions in his area that are sharing resources: Murray State College and Southeastern Oklahoma State University share a Chief Financial Officer between campuses. He also stated that the legislative budgeting process could be improved and he would like to see higher education be a part of that process.

Chancellor Glen D. Johnson asked Speaker McCall how to more persuasively make the case that higher education is a priority. Speaker McCall stated that most legislators think higher education is a priority but they may place other priorities ahead of higher education. He thinks that higher education and the legislature need to have an open conversation about the budget process, how higher education is saving money and the possibility of campus closures in the future if needed.

- 4. EXECUTIVE SESSION.** All Regents voted to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

- 5. COMPLETE COLLEGE AMERICA.** Chancellor Johnson stated that all institutions have been asked to give a brief presentation on their Institutional Degree Completion plans at the upcoming Committee-of-the-Whole meetings. The institutions presenting at the October meeting were: Northwestern Oklahoma State University, Rose State College, Rogers State University, Seminole State College and Southwestern Oklahoma State University.

- Northwestern Oklahoma State University (NWOSU). President Janet Cunningham gave a brief presentation on NWOSU's CCA initiatives. President Cunningham began by stating that NWOSU had 2,590 students for the 2015-2016 year and that 75 percent of students are in state and 25 percent out-of-state. NWOSU's top five majors are nursing,

business administration, education, health and sports science and psychology. President Cunningham stated that the NWOSU Foundation has raised \$25 million and they have 58 endowed chairs. Additionally, NWOSU was awarded a \$1 million student support services grant aimed at working with first-generation, low income and disabled students in a one-on-one environment. NWOSU has been working on improving retention rates for at-risk students, implementing intrusive advising strategies, re-designing gateway courses, and participating in the 15 to Finish Initiative.

- Rose State College (RSC). President Jeanie Webb gave a brief presentation on RSC's CCA initiatives. President Webb began by stating that RSC has met their CCA goal for FY2016 by conferring 987 degrees and certificates. RSC is addressing challenges such as being an open door institution, having many low income, first generation students as well as single parent students. RSC is implementing an early alert advising system, developing large-scale single day orientation events and standardizing curriculum in developmental courses.
 - Rogers State University (RSU). President Larry Rice gave a brief presentation on RSU's CCA initiatives. President Rice began by stating RSU is focusing on promoting concurrent enrollment for area high school juniors and seniors, partnering with Google to sponsor the AeroGames, facilitating articulation agreements through partnerships, and implementing RSU's first graduate-level program, the Master of Business Administration. Additionally, President Rice detailed the challenges at RSU, including funding and increasing reliance on adjunct faculty.
 - Seminole State College (SSC). President Jim Utterback gave a brief presentation on SSC's CCA initiatives. President Utterback began by stating that 83 percent of students in SSC's target schools qualify as low-income, 80 percent of SSC students are potential first-generation college graduates and SSC serves ten Native American area tribes. President Utterback stated that SSC has redesigned their zero-level courses and their retention rate has increased to 55 percent for the 2015-2016 year.
 - Southwestern Oklahoma State University (SWOSU). President Randy Beutler gave a brief presentation on SWOSU's CCA initiatives. President Beutler began by stating that SWOSU's undergraduate enrollment is up 9.6 percent and graduate enrollment is up 5.8 percent. Additionally, their retention rate is up to 69 percent from 66 percent last year and the number of degrees conferred is up 16 percent from 973 to 1,100. President Beutler stated that the online nursing program is the largest growing program at SWOSU.
- 6. BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Amanda Paliotta stated that FY17 collections are slightly below estimates but with increasing oil prices, there may not be a gross production shortfall like last year.
- 7. LEGISLATIVE UPDATE.** Vice Chancellor Hollye Hunt stated that the 2017 legislative tours will start in January and they will be smaller this year, concentrating more on discussions with area legislative members. Additionally, the Distinguished Service Award for Senator David Holt will be held on December 1, 2016 at the Oklahoma State Regents for Higher Education's office.
- 8. TASK FORCE REPORTS.**

- **Online Education Task Force.** Interim Vice Chancellor Debbie Blanke stated that the next meeting of the Online Education Task Force will be December 1, 2016 and Mr. Ken Parker, CEO of NextThought, will give a brief update.
- **State Regents Safety and Security Task Force.** Associate Vice Chancellor Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She stated that the 2016 Campus Safety and Security Summit held on Monday, November 7 was a success with 280 attendees. The feedback received from the Summit was positive and the keynote speakers and concurrent sessions were very timely and relevant.

9. “BEST OF HIGHER EDUCATION” REPORT. Regents received the December 2016 update on institutional activities.

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

- Tuesday, December 13, 2016 – Staff Holiday Party – 11:30 a.m. in the PHF Conference Center.
- Thursday, January 5, 2017 – Redlands Community College Legislative Tour – 11:30 a.m. at Redlands Community College in El Reno.
- Wednesday, January 11, 2017 – Northwestern Oklahoma State University Legislative Tour – 11:30 a.m. at Northwestern Oklahoma State University – Enid Campus.
- Tuesday, January 17, 2017 – University of Central Oklahoma Legislative Tour – 12:00 p.m. at the University of Central Oklahoma Executive Conference Room, Nigh University Center.
- Wednesday, January 18, 2017 – Oklahoma City Community College Legislative Tour – 12:00 p.m. at Oklahoma City Community College - LTBA.
- Tuesday, January 24, 2017 – State Regents Distinguished Service Award Presentation to Representative Katie Henke – 3:30 p.m. at Tulsa Community College, Metro Campus.
- Tuesday, January 24, 2017 – Tulsa Community College Legislative Tour – 6:30 p.m. at Tulsa Community College - LTBA.
- Friday, January 27, 2017 – State Regents Distinguished Service Award Presentation to Representative Weldon Watson – 10:00 a.m. at University of Oklahoma-Tulsa, Faculty Staff Lounge.
- Wednesday, February 1, 2017 – State Regents Meeting– 10:30 a.m. at the State Regents office in Oklahoma City.
- Wednesday, February 1, 2017 – State Regents Dinner – 6:00 p.m. – location TBA.
- Thursday, February 2, 2017 – State Regents Meeting – 9:00 a.m. at the State Regents office in Oklahoma City.

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

ATTEST:

John Massey, Chairman

Jay Helm, Secretary