



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

December 9, 2022

NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 9, 2022 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on December 9, 2022.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Oklahoma City Community College
Visual and Performing Arts Center Atrium
7777 S May Ave, Oklahoma City, OK
Friday, December 9, 2022 at 9 a.m.
Chair Michael C. Turpen, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)
6. **President's Welcome.** Welcome from President Mautra Jones of Oklahoma City Community College. Page 1. (Oral Presentation)
- 6.1 **Digital Cinema Production.** Update on Oklahoma City Community College's Digital Cinema Production program and tour of the Visual and Performing Arts Center. Page 2.1. (Oral Presentation) (Meeting will resume immediately following short break for tour.)

ACADEMIC

7. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Bachelor of Science in GeoEnergy Engineering. Page 3.
 - b. Rogers State University. Approval to offer the Bachelor of Science in Chemical Engineering. Page 11.
 - c. Oklahoma City Community College. Approval to offer the Certificate in Childcare Administrator. Page 19.
 - d. Rose State College. Approval to offer the Associate in Science in Data Science and Analytics. Page 25.
8. **Program Deletion.** Approval of an institutional request. Page 31.

9. **Policy.**
 - a. Approval of revisions to the In-State/Out-of-State Status of Enrolled Students policy. Page 33.
 - b. Approval of revisions to the Functions of Research in the State System policy. Page 39.
10. **Grants.** Approval of 2023 Summer Academy Grants. Page 45.
11. **Scholars for Excellence in Child Care.** Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program. Page 49.

FISCAL

12. **E&G Budget.**
 - a. 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 55.
 - b. Allocation of System Innovation and Efficiency Funds. Page 57.
13. **EPSCoR.** Approval of Allocation for Oklahoma Research Day. Page 59.
14. **Contracts and Purchases.** Approval of contracts over \$100,000 for FY2023. Page 61.
15. **Investments.** Approval of Investment Managers. Page 63.

CONSENT DOCKET

16. **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 65.
 - (2) Program Suspension. Ratification of an institutional request. Page 71.
 - b. Certificates of 15 or Fewer Credit Hours. Ratification of an institutional request. Page 73.
 - c. Micro-credentials. Ratification of an institutional request. Page 75.
 - d. Reconciliations. Ratification of institutional requests. Page 83.

- e. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 85.
- f. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 127.
- g. Electronic Delivery.
 - (1) University of Oklahoma. Approval to offer the following existing program via electronic delivery: Doctor of Education in Education Administration. Page 129.
 - (2) Southwestern Oklahoma State University. Approval to offer the following existing program via electronic delivery: Associate in Science in Criminal Justice. Page 131.
 - (3) University of Central Oklahoma. Approval to offer the following existing program via electronic delivery: Master of Science in Finance. Page 133.
- h. Operations.
 - (1) Ratification of purchases over \$25,000. Page 135.
 - (2) Audit, June 30, 2022 Acceptance of audited financials. Page 137. (Supplement)
 - (3) Personnel. Ratification of personnel. Page 139.
- i. Resolution honoring Amanda Winge.

REPORTS

17. Reports.

- a. Programs. Current Status Report on program requests. Page 157. (Supplement)
- b. Annual Reports.
 - (1) Academic Scholars Program. 2021-2022 Year-End Report. Page 159.
 - (2) Oklahoma Tuition Aid Grant. 2021-2022 Year-End Report. Page 163.
 - (3) Oklahoma Tuition Equalization Grant. 2021-2022 Year-End Report. Page 171.
 - (4) Regional University Baccalaureate Scholarship. 2021-2022 Year-End Report. Page 177.
 - (5) Academic Policy Exception Quarterly Report. Page 183.
 - (6) Oklahoma's Promise. Initial report required by SB 639 of the 2021 legislative session. Page 185.

- (7) FY23 Tuition and Analysis Report. Page 193. (Supplement)
- (8) Financial Operations Report, June 30, 2022. Page 195. (Supplement)

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

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

19. **Proposed Executive Session.** Page 197.

- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; and (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
- b. Enter into executive session.
- c. Exit executive session and vote to re-enter open session.
- d. Return to open session.

20. **Announcement of Next Regular Meeting – the next regular meetings are scheduled to be held on Wednesday, February 8, 2023 at 10:30 a.m. and Thursday, February 9, 2023 at 9 a.m. at the Oklahoma State Regents' office in Oklahoma City.**

21. **Adjournment.**

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #6:

President's Welcome.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #6.1:

Digital Cinema Production.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #7-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in GeoEnergy Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Bachelor of Science in GeoEnergy Engineering, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in GeoEnergy Engineering.** Continuation beyond Spring 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 40 students in Fall 2027; and
Graduates: a minimum of 10 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma’s (OU) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OU has taken the following program actions in response to APRA:

| | |
|---|--|
| 4 | Degree and/or certificate programs deleted |
| 7 | Degree and/or certificate programs added |

Program Review

OU offers 340 degree and/or certificate programs as follows:

| | |
|-----|--------------------------------------|
| 61 | Certificates |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 124 | Baccalaureate Degrees |
| 98 | Master's Degrees |
| 57 | Doctoral Degrees |
| 0 | 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's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Science in GeoEnergy Engineering, via traditional delivery, at their September 15, 2022 meeting. OU 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 GeoEnergy Engineering

Program purpose. The goal of the proposed program is to educate graduates to be successful in careers as engineers in the energy, oil and gas, government, or related industries by applying engineering judgement that is established on fundamentals and continual growth in these competencies.

Program rationale and background. Curriculum for this program is structured to provide a strong foundation in engineering and to provide specialized education in energy resources, energy resource economics, carbon capture, utilization, applied geomechanics, geothermal energy, hydrogen energy utilization, energy storage, well logs and remote sensing, production and injection systems, drilling and well construction, fluid flow and heat transfer in porous media, and porous media characterization. This curriculum will directly benefit students that work in the energy industry, with diversified knowledge and abilities to work in a broader scope of energy generation, storage, and transport.

Employment opportunities. Energy transition is occurring with tremendous investment into renewable energy, hydrogen, carbon capture utilization and storage, and geothermal. GeoEnergy engineers are expected to be hired into energy companies, utility companies, and oil and gas companies expanding their area of activities. The outlook for many of these jobs has not been formalized yet by the Bureau of Labor Statistics or the Oklahoma Department of Occupations. This year Oklahoma legislators passed 9 new laws creating an infrastructure for hydrogen in the state of Oklahoma. This degree will deliver engineers ready to respond to this legislation.

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

| Productivity Category | Criteria | Deadline |
|---|----------|-----------|
| Minimum enrollment of majors in the program | 40 | Fall 2027 |
| Minimum graduates from the program | 10 | 2027-2028 |

Duplication and impact on existing programs. There are no Bachelor of Science in GeoEnergy Engineering programs offered in Oklahoma. A system wide letter of intent was communicated by email on August 22, 2022. None of the State System institutions notified State Regent’s staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in GeoEnergy Engineering will consist of 129 total credit hours as shown in the following table. Fifteen new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|-------------------------------|--------------|
| General Education | 40 |
| Mewbourne College Requirement | 4 |
| Major Support Requirements | 30 |
| Major Requirements | 55 |
| Total | 129 |

Faculty and staff. Existing faculty in the Mewbourne School of Petroleum and Geological Engineering (MPGE) will be responsible for teaching courses in the proposed program.

Delivery method and support services. The proposed Bachelor of Science in GeoEnergy Engineering will be offered traditionally. Some of the courses in the proposed program can be completed online using Canvas. OU faculty will utilize several features available through Canvas that will facilitate online learning, such as course curriculum uploads, classroom announcements and communication, and access to relevant audio-visual supporting materials. The libraries, online learning center services, classrooms, and equipment are adequate for the proposed program.

Online pedagogy and training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality

standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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.

Program resource requirements. Program resource requirements for the Bachelor of Science in GeoEnergy Engineering are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$92,021 | \$92,021 | \$92,021 | \$92,021 | \$92,021 |
| <i>Explanation: Existing endowment used for MPGE activities allocated to the new GeoEnergy Engineering program.</i> | | | | | |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$300,522 | \$601,044 | \$601,044 | \$601,044 | \$601,044 |
| <i>Explanation: For the first year, 2 existing faculty will teach in the new GeoEnergy Engineering program. For years 2 through 5, 4 existing faculty in MPGE will teach for the proposed program. Salary and fringe benefits for 2 faculty added year 1 and 4 faculty added for the rest of the period.</i> | | | | | |
| Student Tuition | \$72,110 | \$216,330 | \$360,550 | \$504,770 | \$576,880 |
| <i>Explanation: Calculations are based on in-state tuition for 5 new students for the first year and 10 new students per year for the following 4 years until 40 students are in the program for the school year 2027-2028. Calculations are based on \$4,556 tuition plus \$177 per credit hour in fees. Tuition per year for 1 student is \$9,112 + \$5,310 in fees for 30 credit hours. This gives a total for each student at \$14,420 per year.</i> | | | | | |
| TOTAL | \$464,653 | \$909,395 | \$1,053,615 | \$1,197,835 | \$1,269,945 |

| B. Breakdown of Budget Expenses/Requirements | Year of Program | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Administrative/Other Professional Staff | \$32,046 | \$32,046 | \$32,046 | \$32,046 | \$32,046 |
| <i>Explanation: 0.5 FTE MPGE staff person allocated to new program (salary plus fringe benefits).</i> | | | | | |
| Faculty | \$300,522 | \$601,044 | \$601,044 | \$601,044 | \$601,044 |
| <i>Explanation: For the first year, 2 existing faculty will teach in the proposed program. From year 2, 4 existing faculty in MPGE will teach for the program. Salary and fringe benefits for 2 faculty added year 1 and 4 faculty added for the rest of the period.</i> | | | | | |
| Graduate Assistants | \$73,260 | \$73,260 | \$73,260 | \$73,260 | \$73,260 |
| <i>Explanation: Salary and fringe benefits for 4 Graduate Teaching Assistant positions.</i> | | | | | |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional | \$14,458 | \$14,458 | \$14,458 | \$14,458 | \$14,458 |

Materials

Explanation: 15 percent of existing MPGE laboratory budget will be allocated to the new program. Total department budget stays constant.

| | | | | | |
|----------------------|---------|---------|---------|---------|---------|
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$2,245 | \$2,245 | \$2,245 | \$2,245 | \$2,245 |

Explanation: 15 percent of existing MPGE contractual services budget will be allocated to the new program. Total department budget stays constant.

| | | | | | |
|------------------------|-------|-------|-------|-------|-------|
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$458 | \$458 | \$458 | \$458 | \$458 |

Explanation: 15 percent of existing MPGE printing budget will be allocated to the new program. Total department budget stays constant.

| | | | | | |
|--------------------|---------|---------|---------|---------|---------|
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,600 |

Explanation: 15 percent of the existing MPGE staff and student travel budget will be allocated to the new program. Total department budget stays constant.

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
|-------------------|-----|-----|-----|-----|-----|

| | | | | | |
|--------------|------------------|------------------|------------------|------------------|------------------|
| TOTAL | \$424,589 | \$725,111 | \$725,111 | \$725,111 | \$725,111 |
|--------------|------------------|------------------|------------------|------------------|------------------|

**UNIVERSITY OF OKLAHOMA
BACHELOR OF SCIENCE IN GEOENERGY ENGINEERING**

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education | 40 |
| ENGL 1113 Principles of English Composition | 3 |
| ENGL 1213 or EXPO 1213 Principles of English Composition II or Expository Writing | 3 |
| LANGUAGE Students who have not completed 2 years of the same language in high school are required to take 2 college courses in the same language. | 0-10 |
| UCOL 1523 First Year Experience | 3 |
| MATH 1914 Calculus I | 4 |
| CHEM 1315 or CHEM 1335 General Chemistry or General Chemistry I: Signature Course | 5 |
| PHYS 2514 General Physics for Engineering and Science Majors | 4 |
| P SC 1113 American Federal Government | 3 |
| SOCIAL SCIENCE Choose one course from Core Area III: Social Science List | 3 |
| ARTISTIC FORMS Choose one course from General Education Artistic Forms List | 3 |
| HIST 1483 or HIST 1493 US History to 1865 or US History 1865 to present | 3 |
| WESTERN CULTURE Choose one course from General Education Western Culture List | 3 |
| WORLD CULTURE Choose one course from General Education World Culture List | 3 |
| Mewbourne College Requirement | 4 |
| PHYS 2524 General Physics for Engineering and Science Majors II | 4 |
| Major Support Requirements | 30 |
| MATH 2924 Calculus II | 4 |
| MATH 2934 Calculus III | 4 |
| MATH 3113 Introduction to Ordinary Differential Equations | 3 |
| CHEM 1415 or CHEM 1435 General Chemistry (cont) or General Chemistry II: Signature Course | 5 |
| GEOL 1114 Physical Geology for Science Engineering Majors | 4 |
| GEOL 3003 Structural Geology & Stratigraphy for Petroleum Engineers | 3 |
| C S 1213 Programming for Non-Majors with Python | 3 |
| ENGR 2431 Electrical Circuits | 1 |
| GEOSCIENCE Any Upper Division GEOL course | 3 |

| ELECTIVE | | |
|---|--|------------|
| Major Requirements | | 55 |
| P E 2113 | Statics and Dynamics | 3 |
| *G E 2013 | Introduction to Energy Resources | 3 |
| *G E 3220 | GeoEnergy Engineering Internship | 0 |
| P E 2213 | Thermodynamics | 3 |
| P E 3022 | Technical Communications | 2 |
| *G E 3212 | Porous Media Characterization | 2 |
| *G E 3221 | Porous Media Characterization Lab | 1 |
| P E 2153 | Mechanics of Materials | 3 |
| P E 3223 | Fluid Mechanics | 3 |
| P E 3723 | Numerical Methods | 3 |
| P E 4463 | Data Analytics | 3 |
| *G E 3343 | Applied Geomechanics | 3 |
| *G E 3813 | Well Logs and Remote Sensing | 3 |
| *G E 3513 | Fluid Flow and Heat Transfer in Porous Media | 3 |
| *G E 3313 | Drilling and Well Construction | 3 |
| *G E 3413 | Production and Injection Systems | 3 |
| *G E 4613 | Carbon Capture, Utilization and Storage | 3 |
| *G E 3712 | Energy Resource Economics | 2 |
| TECHNICAL ELECTIVE | Choose 1 of the following: upper division G E or P E course, or a course to fulfill a Geology minor, or a course to fulfill Data Science and Analytics undergraduate certificate | 3 |
| *G E 4553 | GeoEnergy Capstone Design | 3 |
| *G E 4713 or *G E 4633 or *G E 4623 | Overview of Geothermal Energy or Hydrogen Energy Systems or Energy Storage | 3 |
| Total | | 129 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #7-b:

New Programs.

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

RECOMMENDATION:

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

- **Bachelor of Science in Chemical Engineering.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2027; and
Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Rogers State University's (RSU) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, RSU has taken the following program actions in response to APRA:

| | |
|---|--|
| 0 | Degree and/or certificate programs deleted |
| 1 | Degree and/or certificate programs added |

Program Review

RSU offers 35 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 2 | Certificates |
| 10 | Associate in Arts or Science Degrees |
| 2 | Associate in Applied Science Degrees |
| 19 | Baccalaureate Degrees |
| 2 | 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 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 Chemical Engineering at their June 29, 2022 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 Chemical Engineering

Program purpose. The proposed program is a distinctive and rigorous program of study designed to provide students with academically strong and diverse coursework in the field of engineering and chemical sciences.

Program rationale and background. The proposed program will focus on the integration of interdisciplinary engineering and chemical sciences along with engineering design. Students will be prepared for a career in the private STEM sector, research and product development in Oklahoma's traditional petrochemical industry, and emerging industries in biomedical engineering, nanotechnology, and fuel cells.

Employment opportunities. The field of engineering is ever-evolving and presents a plethora of opportunities for graduates. The occupation sector with the highest percentage of post-graduate placement for the proposed program includes environmental, engineering, and chemical technology positions in the private sector. RSU has tracked 18 years of placement data for 145 graduates of RSU's Bachelor of Science

in Biology-Environmental Conservation and found that 42 percent of these graduates' placements have occurred in these areas. According to Occupational Employment statistics in Oklahoma for 2020, it is estimated that 2,220 employment opportunities are available for post-graduate Chemical Engineers. Additionally, employment data for Oklahoma reported in the Lightcast Occupation Snapshot Report indicates that opportunities for Chemical Engineers in Oklahoma are above the national average. This report also shows 327 unique job posting for Chemical Engineers. However, according to degrees conferred, as reported by State System institutions offering the same degree, Oklahoma produces a 5-year average of 148 graduates in chemical engineering.

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 2027 |
| Minimum Graduates from the program | 5 | 2027-2028 |

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

| Institution | Existing Program |
|---------------------------|--|
| University of Oklahoma | Bachelor of Science in Chemical Engineering (030) |
| University of Oklahoma | Bachelor of Science in Petroleum Engineering (182) |
| Oklahoma State University | Bachelor of Science in Chemical Engineering (041) |
| Rogers State University | Bachelor of Arts in Environmental Studies (132) |

A system wide letter of intent was communicated by email on May 24, 2022. The University of Oklahoma (OU) and Oklahoma State University (OSU) requested a copy of the proposal, which was sent July 6, 2022. OU did not submit a protest of the proposed program.

OSU submitted a letter of protest citing the following areas of concern:

- 1) No mention of ABET accreditation in the proposal;
- 2) Academic rigor;
- 3) Faculty expertise; and
- 4) Equipment and facilities.

These concerns were communicated to RSU for review. RSU responded to OSU's concerns noting that:

- 1) ABET Accreditation
 - a. RSU understands the criticality of accreditation and will seek accreditation beginning with the graduation of its inaugural cohort in accordance with ABET's accreditation process.
- 2) Academic rigor
 - a. RSU's student learning outcomes (SLO) mirror ABET's outcomes for the criteria required for accrediting engineering programs.
 - b. RSU provided documentation that the program's educational objectives and curriculum's SLO parallel those of an already ABET accredited institution.
- 3) Faculty expertise
 - a. If the proposed program is approved, RSU is prepared to hire the qualified faculty needed to successfully implement the program and has the capacity to provide continuous professional development.

- b. Initial costs for faculty will be covered by re-appropriation of existing funds.
 - c. An additional STEM fee of \$6.00 per credit hour on all math and science courses will support additional faculty lines as the program grows.
- 4) Equipments and facilities
- a. RSU is in the process of a capital campaign to fund a new science and mathematics building.
 - b. MidAmerica Industrial Park has agreed to offer internships and facility support as needed.

RSU's response was communicated to OSU for review.

An attempt for a meeting between the Presidents and/or representatives from RSU and OSU were unsuccessful. State Regents' staff conducted a thorough review of all written documentation received and determined that RSU demonstrated it meets all criteria required in State Regents' policy, that RSU adequately addressed the concerns brought forth by OSU and, that RSU has indicated strong student and employment demand in the field of chemical engineering.

Curriculum. The proposed Bachelor of Science in Chemical Engineering program will consist of 125 total credit hours as shown in the following table. Fourteen new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|--------------------------------|--------------|
| General Education | 46 |
| Program Core Requirements | 41 |
| Chemical Engineering Emphasis | 23 |
| Chemical Engineering Electives | 9 |
| General Electives | 6 |
| Total | 125 |

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

Delivery method and support services. All courses will be delivered in a traditional format. All campus classrooms are equipped with computers, projectors and/or televisions and wireless capabilities. Campus computer labs are equipped with software necessary for students to work on course assignments. A computer lab on campus serves as a resource for faculty to improve student engagement through the use of technological tools (i.e. simulations), improve the research skills of students, and run statistical analysis for research projects. The library and corresponding resources are adequate for the proposed 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 Chemical Engineering are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$93,800 | \$0 | \$0 |
| <i>Explanation: The RSU Foundation has committed to support Year 3 equipment and instructional materials costs. This is a one-time donation unless additional materials are required, which will also be covered by the Foundation.</i> | | | | | |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$97,430 | \$97,430 | \$97,430 | \$97,430 | \$97,430 |
| <i>Explanation: These amounts represent 10 percent of the Department of Mathematics and Physical Sciences' budget that will be reallocated each year for the proposed program.</i> | | | | | |
| Student Tuition | \$54,390 | \$93,240 | \$169,372 | \$225,829 | \$282,287 |
| <i>Explanation/Calculations: Tuition was calculated assuming enrollment of 7, 12, 15, 20, and 25 students in years 1 through 5, each student taking 30 credit hours per year, and resident tuition of \$259 per credit hour. In years 3 through 5, the CHE laboratory courses will begin and students will be assessed the lab fee for increased tuition revenue.</i> | | | | | |
| TOTAL | \$151,820 | \$190,670 | \$360,602 | \$323,259 | \$379,717 |

| 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 | \$69,046 | \$69,046 | \$207,546 | \$207,546 | \$207,546 |
| <i>Explanation: In years 1 and 2, the Department of Mathematics and Physical Sciences department head position will be filled. The ½ teaching load will be assigned to the proposed program. The \$69,046 listed in years 1 and 2 represent the additional salary plus benefits needed for the new department head. A second faculty line is planned in year 3. Revenue from the approved STEM fee for all BIOL, CHEM, PHYS, GEOL, and MATH courses will support the cost of the new faculty.</i> | | | | | |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$93,800 | \$0 | \$0 |
| <i>Explanation: Equipment costs for chemical engineering laboratory equipment will be required by year 3 of the program.</i> | | | | | |
| Library | \$0 | \$0 | \$40,000 | \$40,000 | \$40,000 |
| <i>Explanation: Expenses for years 1 and 2 will be supported with existing resources and no new expenses are anticipated. Amounts in years 3 through 5 are associated with access to relevant journals and periodicals available through a subscription to the American Chemical Society database.</i> | | | | | |
| Contractual Services | \$0 | \$0 | \$0 | \$1,030 | \$13,400 |
| <i>Explanation: The amounts listed in years 4 and 5 are budgeted for ABET Accreditation.</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 | \$800 | \$800 | \$1,600 | \$1,600 | \$1,600 |
| <i>Explanation: The amount above will be the travel allotment given to the faculty to attend and/or participate in professional conferences.</i> | | | | | |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$69,846 | \$69,846 | \$342,946 | \$250,176 | \$262,546 |

Attachment

**ROGERS STATE UNIVERSITY
BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING**

| Degree Requirements | Credit Hours |
|---|--|
| General Education | 46 |
| UNIV 1152 University Experience | 2 |
| ENGL 1113 Composition I | 3 |
| ENGL 1213 Composition II | 3 |
| SPCH 1113 Speech Communication | 3 |
| ECON 2113 or ECON 2123 or PSY 1113 or SOC 1113 Principles of Macroeconomics or Principles of Microeconomics or Introduction to Psychology or Introduction to Sociology | 3 |
| HIST 2483 or HIST 2493 American History to 1877 or American History since 1877 | 3 |
| POLS 1113 American Federal Government | 3 |
| BIOL 1114 or BIOL 1134 General Biology or Introduction to Environmental Science | 4 |
| CHEM 1315 General Chemistry I | 5 |
| MATH 1715 Precalculus | 5 |
| | Humanities Course (select from list) 6 |
| | Global Studies Course (select from list) 3 |
| | General Education Elective (select from list) 3 |
| Program Core Requirements | 41 |
| CHEM 1415 General Chemistry II | 5 |
| CHEM 3125 Organic Chemistry I | 5 |
| CHEM 3225 Organic Chemistry II | 5 |
| *CHEM 3323 Physical Chemistry | 3 |
| PHYS 2014 Engineering Physics I | 4 |
| PHYS 2114 Engineering Physics II | 4 |
| MATH 2264 Analytic Geometry and Calculus I | 4 |
| MATH 2364 Analytic Geometry and Calculus II | 4 |
| MATH 2464 Analytic Geometry and Calculus III | 4 |
| MATH 3113 Differential Equations | 3 |
| Chemical Engineering Emphasis | 23 |
| ENGR 1411 Engineering Orientation | 1 |

| | | |
|--|--|------------|
| *CHE 3113 | Chemical Engineering Fundamentals | 3 |
| *CHE 3213 | Chemical Reaction Engineering | 3 |
| *CHE 3413 | Heat and Mass Transfer I | 3 |
| *CHE 4413 | Heat and Mass Transfer II | 3 |
| *CHE 3713 | Fluid Mechanics | 3 |
| *CHE 3712 | Chemical Engineering Laboratory I | 2 |
| *CHE 4712 | Chemical Engineering Laboratory II | 2 |
| *CHE 3913 | Chemical Engineering Thermodynamics | 3 |
| Chemical Engineering Electives | | 9 |
| Choose 9 credit hours from the following | | |
| CHEM 3515 | Environmental Chemistry | 5 |
| *CHE 3313 | Numerical Methods for Engineering Computations | 3 |
| *CHE 3513 | Structure and Properties of Materials | 3 |
| *CHE 3613 | Separation Processes | 3 |
| *CHE 4313 | Chemical Engineering Kinetics | 3 |
| *CHE 4213 | Chemical Process Control | 3 |
| General Electives | | 6 |
| Total | | 125 |

*Denotes a new course

Meeting of the
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AGENDA ITEM #7-c:

New Programs.

SUBJECT: Oklahoma City Community College. Approval to offer the Certificate in Childcare Administrator.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College's request to offer via traditional and electronic delivery the Certificate in Childcare Administrator 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.

- **Certificate in Childcare Administrator.** This certificate will be embedded within the Associate in Applied Science in Child Development (005) and will be included in the initial program review due in 2023.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma City Community College's (OCCC) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, OCCC has taken the following program actions in response to APRA:

| | |
|---|---|
| 2 | Degree and/or certificate program deleted |
| 0 | Degree and/or certificate programs added |

Program Review

OCCC offers 61 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 18 | Certificates |
| 26 | Associate in Arts or Science Degrees |
| 17 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master's Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional 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 OCCC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

OCCC's faculty developed the proposal, which was reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Certificate in Childcare Administrator at their June 13, 2022 meeting. OCCC is currently approved to offer 20 degree and certificate programs through electronic delivery. OCCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Childcare Administrator

Program purpose. The proposed embedded Certificate in Childcare Administrator is a stackable credential that provides students with the needed foundation of child development knowledge and skills as well as the leadership and management skills to be an administrator.

Program rationale and employment opportunities. Research has shown that administrators that are productive and effective have theoretical knowledge and skills in how children grow and develop, can plan and implement developmentally appropriate curriculum, have a wide repertoire of teaching strategies, and understand the importance of partnering with families. The proposed embedded certificate will provide students with knowledge and practical application in leadership skills, personnel techniques, and strategies working with finances. In June 2022 the Oklahoma Department of Human Services-Child Care Services announced a revision to the Reaching for the Stars System program. One of the main changes that was

announced was for teachers and administrators to reach higher star levels, they will need to increase their education level. The proposed embedded certificate will assist administrators to reach this increased education level while continuing to pursue their AAS degree. The COVID-19 pandemic has greatly impacted the childcare industry, resulting in a desperate need for educated, knowledgeable workers and administrators. This proposed certificate will assist with this demand in Oklahoma. The US Bureau of Labor Statistics show that administrators in the childcare field will be growing rapidly at an expected 8 percent increase over the next several years.

Student demand. OCCC currently has a scholarship opportunity for students called the Scholars for Excellence. This scholarship is for students who work in the childcare field and to date, 10 students have received a scholarship through this program. These students make up a third of the program’s students. The department has also recently received several inquiries for the program which may translate into increased enrollment.

Duplication and impact on existing programs. The proposed Certificate in Childcare Administrator may share similar content with the following programs:

| Institution | Existing Program |
|--------------------------------|---|
| Cameron University | Certificate in Early Childhood Administration (256) |
| Eastern Oklahoma State College | Certificate in Child Development Assistant (063) |
| Northern Oklahoma College | Certificate in Administration and Management of Child Care Programs (086) |
| Western Oklahoma State College | Certificate in Child Development Assistant (053) |
| Carl Albert State College | Certificate in Child Development/Director’s Certificate (065) |

A systemwide letter of intent was communicated by email on August 9, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed certificate. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Certificate in Childcare Administrator will consist of 27 total credit hours as shown in the following table. No new courses will be developed, and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|----------------------|---------------------|
| General Education | 6 |
| Program Requirements | 21 |
| Total | 27 |

Delivery method and support services. The proposed certificate will be offered via traditional and electronic delivery. OCCC utilizes Moodle as its learning management system to deliver program content for online courses. The following features in Moodle help facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The libraries, classrooms, and equipment are adequate for the proposed certificate.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OCCC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing and program resource requirements. The proposed Certificate in Childcare Administrator will be embedded within the Associate in Applied Science in Child Development (005). Program resource requirements are supported through their main program and the proposed 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.

Attachment

**OKLAHOMA CITY COMMUNITY COLLEGE
CERTIFICATE IN CHILDCARE ADMINISTRATOR**

| Program Requirements | | Credit Hours |
|-----------------------------|--|---------------------|
| General Education | | 6 |
| ENGL 1113 | English Composition I | 3 |
| HUM 2163 | Leadership Development | 3 |
| Program Requirements | | 21 |
| CD 2113 | Introduction to Child Development | 3 |
| CD 2153 or CD 2443 | Introduction to Early Child Development or Language and Literacy for Young Children | 3 |
| CD 2333 | Curriculum and Play | 3 |
| CD 2353 | Child Health, Safety and Nutrition | 3 |
| CD 2363 | Guidance of Young Children | 3 |
| CD 2813 | Early Childhood Center Personnel Development & Management | 3 |
| CD 2833 | Early Childhood Center Financial Planning & Management | 3 |
| Total | | 27 |

*denotes new courses

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AGENDA ITEM #7-d:

New Programs.

SUBJECT: Rose State College. Approval to offer the Associate in Science in Data Science and Analytics.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's request to offer the Associate in Science in Data Science and Analytics, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Data Science and Analytics.** Continuation beyond Spring 2025 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2024; and
Graduates: a minimum of 7 students in 2024-2025.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Rose State College's (RSC) 2022-2023 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs.

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

Since 2021, RSC has taken the following program actions in response to APRA:

| | |
|---|--|
| 6 | Degree and/or certificate programs deleted |
| 2 | Degree and/or certificate programs added |

Program Review

RSC offers 72 degree and/or certificate programs as follows:

| | |
|----|--------------------------------------|
| 29 | Certificates |
| 25 | Associate in Arts or Science Degrees |
| 18 | Associate in Applied Science Degrees |
| 0 | Baccalaureate Degrees |
| 0 | Master’s Degrees |
| 0 | Doctoral Degrees |
| 0 | 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 RSC’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

RSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. RSC’s governing board approved delivery of the Associate of Science in Data Science and Analytics, via traditional and electronic delivery, at their April 21, 2022 meeting. RSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

These actions are consistent with the Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Associate in Science in Data Science and Analytics

Program purpose. The proposed Associate in Science in Data Science and Analytics program is intended to provide the foundational knowledge in advanced mathematics and programming languages required of a Data Science and Analytics professional.

Program rationale and background. The impetus for the proposed program is the large and ever-growing job market for data scientists. The proposed program will support industry-appropriate work and decision-making skills by offering courses in science, communication and ethics. The primary goal of the program is to increase the accessibility of this job market to Oklahomans by providing students with analytical skills and scientific knowledge to expand and apply critical thinking to all facets of learning and provide a comprehensive education for students. The program structure allows for a seamless transfer from RSC to an Engineering or Data Science program at one of Oklahoma’s 4-year institutions.

Employment opportunities. According to Glassdoor, Data Science ranked as the number 2 job in America in 2021 with opportunities in industry sectors such as healthcare, transportation, manufacturing, retail, finance, supply chain management, and government. Additionally, software company Rivery found that data scientist positions are expected to grow by 15 percent between 2019 and 2029. The Bureau of Labor Statistics reports that graduates from the proposed program would be prepared for positions that include: junior level data analyst, junior level data scientist, clinical data manager, informatics technician, and business intelligence analyst. At this time there are no projections for the state of Oklahoma, specifically. However, based on the state of Oklahoma’s emphasis on aerospace and information technology-based industries, it is expected that Oklahoma would follow the national trend for this proposed program.

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 | 20 | Fall 2024 |
| Minimum graduates from the program | 7 | 2024-2025 |

Duplication and impact on existing programs. There are no Associate in Science in Data Science and Analytics programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 10, 2022. None of the State System institutions notified State Regent’s staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Data Science and Analytics will consist of 63-69 total credit hours as shown in the following table. Two new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
|----------------------|--------------|
| General Education | 38-44 |
| Program Requirements | 16 |
| Program Electives | 9 |
| Total | 63-69 |

Faculty and staff. Existing faculty in the Engineering and Science Division will be responsible for teaching courses in the proposed program.

Delivery method and support services. The proposed Associate in Science in Data Science and Analytics will be offered traditionally and electronically through Canvas, Zoom, and face to face course options. Canvas will allow students access to presentations, the virtual classroom, group discussions, and assignment submission tools. Zoom will support conferencing space with the instructor and peers. The libraries, online learning center services, classrooms, and equipment are adequate for the proposed program.

Online pedagogy and training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. RSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support

institutional membership to ensure online programs meet QM standards.

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.

Program resource requirements. Program resource requirements for the Associate in Science in Data Science and Analytics are shown in the following table.

| A. Funding Sources | Year of Program | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
| Total Resources Available from Federal Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Resources Available from Other Non-State Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Existing State Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Resources Available through Internal Allocation and Reallocation | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Tuition | \$33,375 | \$66,750 | \$133,500 | \$133,500 | \$133,500 |
| <i>Explanation: Tuition was estimated assuming enrollments by year: Y1=5, Y2=10, & Y3 thru Y5=20; 30 credit hours of enrollment per year; and in-state tuition of \$125.95 and fees of \$96.55 per credit hour.</i> | | | | | |
| TOTAL | \$33,375 | \$66,750 | \$133,500 | \$133,500 | \$133,500 |

| 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 | \$15,687 | \$31,874 | \$64,247 | \$64,247 | \$64,247 |
| <i>Explanation: Funds will cover approximately 0.1162, 0.2361, and 0.4759 FTE of 3 program faculty members average salary of \$45,000.</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 | \$500 | \$1,000 | \$2,000 | \$2,000 | \$2,000 |
| <i>Explanation: Funds will cover estimated costs associated with programs and activities for the proposed degree, including promotional events, supplies for program ambassadors, etc.</i> | | | | | |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$500 | \$500 | \$500 | \$500 | \$500 |
| <i>Explanation: Funds will cover estimated costs to print advertising materials for events associated with the proposed degree.</i> | | | | | |

| | | | | | |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$0 | \$0 | \$0 |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$16,687 | \$33,374 | \$66,747 | \$66,747 | \$66,747 |

**ROSE STATE COLLEGE
ASSOCIATE IN SCIENCE IN DATA SCIENCE AND ANALYTICS**

| Program Requirements | Credit Hours |
|--|--|
| General Education | 38-44 |
| ENGL 1113 English Composition I | 3 |
| ENGL 1213 or English Composition II or ENGL 2053 Technical Report Writing | 3 |
| HIST 1483 or US History to 1877 or HIST 1493 US History since 1877 | 3 |
| POLS 1113 American Federal Government | 3 |
| SCIENCE Two Science Electives | 9 |
| PHIL 2113 Introduction to Logic and Critical Thinking | 3 |
| HUMANITIES One Humanities Elective | 3 |
| *PHIL 2603 Ethics of Data Science | 3 |
| MATH 1513 College Algebra | 0-3 |
| MATH 1613 Plane Trigonometry | 0-3 |
| MATH 1914 Differential and Integral Calculus I | 4 |
| MATH 2924 Differential and Integral Calculus II | 4 |
| Program Requirements | 16 |
| CIT 1173 or C++ Language or CIT 1613 Introduction to Java Programming | 3 |
| CIT 2173 or Windows Programming C++ or CIT 2613 Advanced Java Programming | 3 |
| *MATH 2213 Fundamentals of Data Science | 3 |
| MATH 2853 Introduction to Statistics for Engineering and Science | 3 |
| MATH 2934 Differential and Integral Calculus III | 4 |
| Program Electives | 9 |
| | Choose 9 credit hours from a list of 11 courses in Computer Information Technology, Engineering, Mathematics, or Physics. |
| | 9 |
| Total | 63-69 |

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AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of an institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requests authorization to delete the programs below:

- Graduate Certificate in Archaeoastronomy and Astronomy of Culture (053)
- Master of Prevention Science (374)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Graduate Certificate in Archaeoastronomy and Astronomy of Culture (053) effective immediately. This program was approved at the May 31, 2019 State Regents Meeting. OU reports:

- There has been lack of enrollment in this program and it was determined the program was not economically viable.
- There are currently 5 students enrolled in the program with an expected graduation date during the 2023-2024 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Prevention Science (374) effective immediately. This program was approved at the October 22, 2009 State Regents Meeting. OU reports:

- There has been lack of enrollment in this program and it was determined the program was not economically viable.
- There are currently 16 students enrolled in the program with an expected graduation date during the 2024-2025 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #9-a:

Policy.

SUBJECT: Approval of revisions to the In-State/Out-of-State Status of Enrolled Students policy.

RECOMMENDATION:

Approval of revisions to the In-State/Out-of-State Status of Enrolled Students policy.

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions aligned with Senate Bill 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the Residence Status of Enrolled Students policy including format, definitions, and separating policy from procedures into the Academic Affairs Procedures Handbook to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required due to enacted legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from Residence Status of Enrolled Students to In-State/Out-of-State Status of Enrolled Students.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 Military Personnel to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs In-State/Out-of-State Status of Enrolled Students policy with the Chapter 4 Budget and Fiscal Affairs Student Tuition and Fees policy pertaining to the Oklahoma National Guard tuition waiver.
- December 6, 2012 – Revisions aligned with House Bill 2689 that included provisions for dependent children of members of the military reserve.

- September 4, 2014 – Revisions aligned with Senate Bill 1829 that included resident tuition provisions for students who participate in the Reserve Officer Training Corps.
- May 29, 2015 – Revisions aligned with the Veterans Access, Choice, and Accountability Act of 2014, which was codified as Section 3679 of Title 38 of United States Code, and Senate Bill 138. These legislative directives required that certain military personnel and their dependent children and spouses, who meet certain conditions, be classified as in-state.
- April 20, 2017 – Revisions aligned with public law 114-315, which modified section 3679(c) of Title 38 of United States Code. These legislative directives created more opportunities for military personnel and their dependent children and spouses to be classified as in-state.
- January 24, 2019 – Revisions were made based on public law 115-251, which amended section 3679(c) of Title 38 of the United States Code. The revisions specified that individuals who meet certain criteria and use educational assistance under chapter 31 are eligible for in-state status.
- March 28, 2019 – Revised section 3.18.7.B.1, which required a student to have been discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned. Changes to federal law caused this section to become inapplicable to Chapter 31 VA benefit recipients.
- April 15, 2021 – Revised section 3.18.7.B.1 to align with guidance issued by the U.S. Department of Veterans Affairs (VA) to remove time limits for students to be classified as in-state if they receive VA education benefits.
- April 28, 2022 – Revised section 3.18.7.B.1 to align with the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, adding recipients of Chapter 35 VA Education benefits to the list of those entitled to in-state status.
- June 23, 2022 – Revised section 3.18.7 to add members of the Oklahoma National Guard and uniformed service members who were stationed in Oklahoma for one year during the previous ten years to those entitled to in-state status. Increased the time limit for students released from active duty service from five years to 10 years to be entitled to in-state status.

POLICY ISSUES:

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

ANALYSIS:

On November 30, 2021, President Biden approved the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021. This new federal law added recipients of Chapter 35 VA education benefits to the category of students entitled to in-state tuition. Chapter 35 covers recipients of Marine Gunnery Sergeant John David Fry Scholarship, whom are already afforded in-state status under current policy, and the Survivors' and Dependents' Educational Assistance (DEA) program, whom currently do not automatically receive in-state status under current policy. On April 28, 2022, the State Regents approved revisions to the policy to reflect these requirements. The revisions presented here are intended to clarify that students receiving Chapter 35 benefits do not need to be released from active duty service to receive in-state status, as these benefits are only available to spouses and dependents of service members.

A summary of the proposed changes is provided below.

| Policy Section | Summary of Proposed Revisions |
|---|--|
| 3.18.7. Uniformed Services and Other Military Service/Training-- | <ul style="list-style-type: none"> • Moves portion of subsection “B” dealing with Chapter 35 VA Education beneficiaries to a separate section to clarify that they are not required to meet the same active duty service requirements as recipients of Chapter 30 or 33 benefits. • Updates references in subsection “H” to reflect these changes. |

It is recommended that the State Regents approve the revisions to policy as outlined above.

Attachment.

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.18.7 Uniformed Services and Other Military Service/Training

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

A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.
2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.
3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who
 - a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and
 - b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12-month requirement if they establish domicile as defined in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution

shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

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

C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than ten (10) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record shall be eligible for in-state status.

D. Military Reserve Member on Full-Time Active Duty

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

E. Reserve Officer Training Corps (ROTC)

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

F. Oklahoma National Guard

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

G. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, 3.18.7.E, and 3.18.7.F and to maintain eligibility, the student shall:

1. Have secured admission to and enrolls full-time or part-time in a program of study; and
2. Satisfy admission and retention standards.

H. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;
 2. As described in 3.18.7 B.4 or 3.18.7.C, exceeds the ten-year period after being discharged or released from active duty uniformed service;
 3. As described in 3.18.7.B.1 or 3.18.7.B.3 has exhausted education assistance provided under Chapter 30, 31, or 33, ~~or 35~~ of Title 38 of the United States Code; or
2. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 or Chapter 35 of Title 38 of the United States Code.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #9-b:

Policy.

SUBJECT: Approval of revisions to the Functions of Research in the State System policy.

RECOMMENDATION:

Approval of revisions to the Functions of Research in the State System policy.

BACKGROUND:

This policy was approved December 15, 1970. To date, there have been no revisions.

The Functions of Research in the State System policy serves as the guide to the State Regents and institutions of the State System with respect to the function of research among the various public institutions and agencies, and guides the use of grant funds to support and apply research.

POLICY ISSUES:

To maintain compliance with the U.S. Office of Management of Budget (OMB) “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (also known as “Uniform Guidance” or “2 CFR 200”), the proposed policy updates are provided.

ANALYSIS:

Periodically, OMB provides updated guidance on the administration and conduct of federally sponsored award activities. It is critical that the agency and State System Institutions remain current in these regulations to ensure that the agency and institutions are eligible recipients and good stewards of federal funds.

A summary of the proposed changes is provided below.

| Policy Section | Summary of Proposed Revisions |
|--|--|
| 3.3.6 External Grant Acquisition Policy and Procedures | <ul style="list-style-type: none">• Establishes an external grant policy for the agency. |
| 3.3.6. A Federal Awards and Compliance with Uniform Guidance | <ul style="list-style-type: none">• Describes grant compliance with federal regulations. |
| 3.3.6. B State Regents’ Internal Approval | <ul style="list-style-type: none">• Process for internal review of grant submissions. |

| Policy Section | Summary of Proposed Revisions |
|--|---|
| 3.3.6. C State Regents' Authorized Official Representative | <ul style="list-style-type: none"> Identifies the authorized official representative (AOR) for the agency to submit grant applications and provide follow up information as requested. |
| 3.3.6. D Public Disclosure of an Awarded Grant's Policies and Procedures | <ul style="list-style-type: none"> Requirement for federally funded grants to provide a set of public policies and procedures. |
| 3.3.6. E Integrity | <ul style="list-style-type: none"> Outlines integrity duties in all grant projects. |
| 3.3.6. F State Regents' Records | <ul style="list-style-type: none"> Outlines records retention requirements for grant awards. |
| 3.3.6. G Monitoring State Regents' Grant Awards and Subawards | <ul style="list-style-type: none"> Informs recipients of grants from the State Regents regarding compliance to the Uniform Grant Guidance. |
| 3.3.6. H State Regents' Grant Training | <ul style="list-style-type: none"> Information on mandatory grant training. |

It is recommended that the State Regents approve the revisions to policy as outlined above.

Attachment.

[POLICY EXCERPT]**3. ACADEMIC AFFAIRS POLICY****3.3 Function of Research in the State System****3.3.1 Purpose**

Research is an activity closely allied with progress in all fields of endeavor, being a necessary ingredient to the discovery of new knowledge and the application of existing knowledge to new situations. Research therefore rightfully takes its place alongside teaching and public service as a primary activity in higher education. Although all higher education institutions should be involved in research to some degree, the level and scope of involvement are necessarily different for different kinds of institutions and agencies. This policy will serve to guide the State Regents and institutions of the State System with respect to the function of research among the various public institutions and agencies.

3.3.2 Research Universities

The research universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines, for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations, and for the conduct of organized research. In addition, the unutilized research potentials of the research universities may be brought to bear upon the research and training problems of government and industry through the conduct of externally financed contract research to the extent that the primary functions of the university are properly preserved.

3.3.3 Regional Universities

The regional universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations. In addition, these universities may, to the extent that faculty resources are unutilized and basic institutional functions are properly protected, respond to the needs of government and industry for the conduct of education and training activities requiring certain elements of evaluation and research.

3.3.4 Community Colleges

The community colleges are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations.

3.3.5 State Regents

The State Regents are responsible for the conduct of research with regard to overall coordination and planning in Oklahoma higher education, including the

formulation of goals and objectives, functions and programs of institutions, standards of education, degrees, finances, student fees, and other research involving the coordination of two or more institutions or types of institutions in the State System pursuant to Article XIII-A of the Constitution of Oklahoma.

3.3.6 External Grant Acquisition Policy and Procedures

In order to establish and maintain effective internal control over externally funded awards, the following grant policy outlines procedures related to the administration of proposals, awards, and funded programs through the State Regents.

A. Federal Awards and Compliance with Uniform Guidance

All grants representing federal funds received and distributed by the State Regents will be processed in accordance with the U.S. Office of Management of Budget (OMB) “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (also known as “Uniform Guidance” or “2 CFR 200”). Accordingly, all individuals involved with the administration and conduct of federally sponsored award activities, including central and departmental sponsored project administrators, principal investigators, subrecipients, and other research personnel, must comply with the federal and state policies that guide the submission, processing, and management of federal grants.

B. State Regents’ Internal Approval

All State Regents’ external grant funding requests to federal, state, or private funding sources must be approved by the Chancellor before submission. The Chancellor is authorized to develop internal procedures for approval prior to submission to the Chancellor for final approval. Determinations will be made based on the proposal abstract and final budget in accordance with agency approval processes.

C. State Regents’ Authorized Official Representative

The State Regents’ authorized official representative (AOR) for requesting and receiving grant funds is the Chancellor. The Chancellor may designate a professional staff position as an AOR for submitting federal grant proposals, grant revisions, and grant renewals. This position may designate other staff as needed or as required by the funding agency. Any member of the State Regents’ staff preparing to submit a grant must meet with the appropriate AOR at least 30 days prior to the planned submission date to discuss a timeline for final review and submission.

D. Public Disclosure of an Awarded Grant’s Policies and Procedures

For each federally funded grant award received by the State Regents, the grant award program director or principal investigator will provide a set of policies and procedures specific to the grant program in writing to the State Regents’ designated AOR and publicly on the State Regents’ website with grant program information. The policies and procedures

shall follow the guidelines in the awarded proposal, the contract and/or statement of work from the funder, and the Uniform Guidelines.

E. Integrity

Integrity is the obligation of all who engage in the acquisition, application, and dissemination of knowledge, regardless of funding source. This duty is shared by all State Regents' employees. The duty to safeguard academic research integrity in all grant projects funded through or administered by the State Regents' office includes but is not limited to the following:

- a. Promulgating and enforcing standards for the responsible conduct of research and other forms of scholarship;
- b. Reporting potential instances of misconduct;
- c. Examining allegations of misconduct;
- d. Imposing sanctions or corrective action when appropriate;
- e. Recognizing and addressing financial conflicts of interest;
- f. Providing information for identifying and addressing perceived, potential, and actual conflicts of interest in research and grant-funded projects; and
- g. Protecting human subjects who participate in federally funded research from risks through the review of an Institutional Review Board (IRB) set up in accordance with the Title 45 of the US Department of Health and Human Services Code of Federal Regulations, also known as 45 CFR 46. The grant award program director or principal investigator is responsible for securing IRB approval for grant activities that fall under the Common Rule (45 CFR 46 Subpart A).

F. State Regents' Records

For federal grants, records requirements will adhere to the approved records retention requirements and schedule. A copy of the grant retention schedule may be obtained by contacting the State Regents' grant or records management staff.

G. Monitoring State Regents' Grant Awards and Subawards

Any grant award or subaward made by the State Regents that includes federal funding will be monitored by State Regents' staff as outlined in the Memorandum of Understanding or contract provided to the awardee. Awardees are responsible for following State Regents' monitoring requirements as well as Uniform Grant Guidance 2 CFR 200. Awardees that do not adhere to this guidance may be subject to corrective action.

H. State Regents' Grant Training

All State Regents' grant staff will be provided mandatory grant training as needed, organized by the Coordinator of Grant Writing or other

designated staff. Training may be in person or delivered in an acceptable online format.

Approved December 15, 1970; revised to include external grant policy and procedures XX, 2022.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #10:

Grants.

SUBJECT: Approval of 2023 Summer Academy Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2023 Summer Academy proposals recommended for funding as described below.

BACKGROUND:

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

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

POLICY ISSUES:

No State Regents' policies are impacted by this item.

ANALYSIS:

The Summer Academy grant program is funded on a year-to-year basis depending on the legislative appropriation. The response to the call for proposals for 2023 resulted in 36 submissions. All proposals were reviewed by independent reviewers using a standard rubric. The funding recommendations are based on reviewer feedback, budgetary considerations, and geographic considerations of academies. The attached list includes 20 academies being recommended for the 2023 Summer Academy grant program.

Outcomes

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

- “Thank you for making math and science learning so exciting for the students and making it a priority each summer to provide these camps.”
- “My granddaughter was so excited to attend and came home every day just spilling over with enthusiasm and delight learning all she could about a most important subject: water.”
- “Thank you for funding this camp! I’ve had a great time designing and building my museum expansion! I also made a lot of new friends and I enjoyed getting to experience college life.”

- “Having the perspective of a participant in my memories and now as a parent it was awesome to see my kid—very intelligent but typically disengaged in much of classroom work—droning on about the pH of ponds at a Nature Center and telling me all about the impact on the environment.”
- “My daughter had an incredible experience and keeps bringing up things she learned. To have my 13-year-old doing chemistry experiments in a college classroom is pretty phenomenal so THANK YOU for allowing the program to continue.”
- “[My son] truly enjoyed this week and was genuinely excited to wake up early on his summer break to attend.”
- “My favorite parts were making storm houses (and it surviving the leaf blower), and the fieldtrip to the news station and science museum.”

Attachment.

2023 Summer Academy Grants

| Institution | Project Title | Grades Served | Student Slots | 2023 Recommended Funding |
|--|--|----------------------|----------------------|---------------------------------|
| Cameron University | NanoExplorers: A High School Summer STEM Academy | 9-12 | 24 | \$48,000.00 |
| East Central University | Explorations in Computer Science and Robotics | 8-12 | 50 | \$50,000.00 |
| East Central University | Mapping Water Stories | 8-12 | 35 | \$35,000.00 |
| Langston University | An Intensive Summer Academy in Mathematics, Science, and Engineering Technology for Grades 10-12 | 10-12 | 24 | \$49,999.50 |
| Northeastern State University | Camp Biomed: A Glowing Overview | 8-10 | 24 | \$21,000.00 |
| Northeastern State University | Get Green for Blue: Outdoor STEM Investigations Connecting Water to You | 8-10 | 24 | \$21,000.00 |
| Northern Oklahoma College | Soaring into Summer | 8-9 | 40 | \$17,000.00 |
| Oklahoma State University Center for Health Sciences | OKStars and NativeOKStars | 11-12 | 15 | \$9,000.00 |
| Oklahoma State University Institute of Technology | Emerging and Converging Technologies Summer Academy | 8-10 | 34 | \$25,800.00 |
| Oral Roberts University | Oral Roberts University Summer Math and Science Academy | 8-9 | 40 | \$34,665.00 |
| Rose State College | Making an Online Shopping Cart and Database | 8-12 | 15 | \$10,000.00 |
| Seminole State College | Peek Into Engineering | 9-12 | 44 | \$44,000.00 |

| Institution | Project Title | Grades served | Student Slots | 2023 Recommended Funding |
|--|---|----------------------|----------------------|---------------------------------|
| Southeastern Oklahoma State University | PI-STEM Academy | 8-9 | 24 | \$21,000.00 |
| Tulsa Community College | TCC Summer STEM Academy | 9-12 | 30 | \$36,000.00 |
| University of Central Oklahoma | 2023 ESTEEM Builder for Emerging Careers: A High School Summer Academy | 9-12 | 42 | \$36,750.00 |
| University of Oklahoma | Design in Action: Creativity, Innovation and Sustainability Shaping the Built Environment | 9-10 | 30 | \$30,000.00 |
| University of Oklahoma | Earth Cycles: The Geology of Carbon, Water, and Life | 8-10 | 30 | \$30,000.00 |
| University of Oklahoma | The Oklahoma Mesonet – Meteorology Academy | 9-11 | 30 | \$30,000.00 |
| University of Science and Arts of Oklahoma | Where does our food come from and how does it get there? | 8-9 | 24 | \$24,000.00 |
| University of Tulsa | 2023 Cryptography Academy | 8-9 | 35 | \$30,910.00 |
| Total of 20 Summer Academies | | | 614 | \$604,124.50 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #11:

Scholars for Excellence in Child Care.

SUBJECT: Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

RECOMMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care scholarship contract modification in the amount of \$2,088,083 and program contract modification in the amount of \$2,628,571.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (OKDHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels and compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

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

ANALYSIS:

The Scholars program has achieved success since its inception. Through summer 2021, there have been approximately 444 child care providers that, through taking courses at community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential; approximately 4,015 have earned a certificate of mastery and 1,261 an associate degree through the Scholars program initiative. There have been 511 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through

the Scholars program. Thirty-seven scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2021, approximately 497 child care providers in the state have obtained a national CDA credential.

The contract modifications will continue the program through FY23. The FY23 contract was executed July 1, 2022. The modification is necessary to fund the following changes: an additional National Credential, National Administrators Credential (NAC), the approval to hire three part-time scholar coordinator assistants at Rose State, OSU-Oklahoma City, and Western Oklahoma College, the increase of the cost per clock hour for the Pathway to Your National Credential from \$4.35 per clock hour to \$5.50 per clock hour to meet the new amount paid for the Pathway instructors, and the approval of the compensation package for the Scholars for Excellence in Child Care staff.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments.

Scholarship Contract Modification

The State of Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract PA# 20000526, PO# 070038 (Attachment A), effective 12/9/2022.

This modification serves to amend the contract budget per Attachment A for FY23 of “OSRHE Responsibilities.” The budget increased from \$1,988,083 (One Million Nine Hundred Eight-Eight Thousand Eighty-Three Dollars) to \$2,088,083 (Two Million Eighty-Eight Thousand Eighty-Three Dollars) for FY23.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:


Approval:

Authorized Representative
Oklahoma Department of Human Services

Allison D Garrett, Chancellor
Oklahoma State Regents for Higher Education

Date

Date

Approved as to Form:


ATTACHMENT A
Oklahoma State Regents for Higher Education
Scholars for Excellence in Child Care
Scholarship Program (356)
FY23 Budget

| | |
|-------------------------------------|---------------------------|
| <u>Personnel Costs</u> | <u>\$183,633</u> |
| <u>Operating Costs</u> | <u>\$58,275</u> |
| <u>Indirect Cost Rate @ 13.175%</u> | <u>\$31,931</u> |
| <u>New World Contract</u> | <u>\$513,794</u> |
| <u>Scholarships</u> | <u>\$1,300,000</u> |
| <u>Total:</u> | <u>\$2,088,083</u> |

Program Contract Modification

The State of Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract PA# 21000308, PO# 8309025698 (Attachment A), effective 12/9/2022.

This modification serves to amend the contract budget per Attachment A for FY23 of “OSRHE Responsibilities.” The budget increased from \$2,499,482 (Two Million Four Hundred Ninety-Nine Thousand Four Hundred Eight-Two Dollars) to \$2,628,571(Two Million Six Hundred Twenty-Eight Thousand Five Hundred Seventy-One Dollars) for FY23.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:

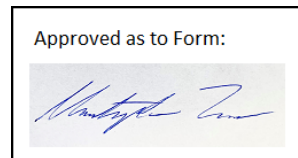
Approval:

Authorized Representative
Oklahoma Department of Human Services

Allison D Garrett, Chancellor
Oklahoma State Regents for Higher Education

Date

Date



Attachment A

**Oklahoma State Regents for Higher Education
Scholars for Excellence in Child Care
Program Administration (357 & 358)
FY23 Budget**

| | |
|---|--------------------|
| Personnel Costs (Fund 357) | \$161,065 |
| Indirect Cost Rate @ 13.175% (Fund 357) | \$21,220 |
| Scholarships & Stipends (Fund 357) | \$873,000 |
| Institutional Allocations (Fund 358) | \$1,573,286 |
| Total: | \$2,628,571 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #12-a:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,277,714.61 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,277,714.61 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$2,555,429.22 This amount is sufficient for a transfer of \$1,277,714.61 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 \$102,010,524.15.

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

| 5-Year History of Allocations | Amount to Each Entity |
|-------------------------------|-----------------------|
| FY 2019 Total | \$5,170,195.74 |
| FY 2020 Total | \$5,455,784.70 |
| FY 2021 Total | \$5,062,359.40 |
| FY 2022 Total | \$5,357,330.35 |
| FY 2023 Y-T-D | \$2,501,470.45 |

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AGENDA ITEM #12-b:

E&G Budget.

SUBJECT: Allocation of System Innovation and Efficiency Funds.

RECOMMENDATION:

It is recommended that the State Regents approve one-time Innovation and System Efficiency grants in the amount of \$375,000 to the University of Science and Arts Oklahoma and \$375,000 to Redlands Community College in support of a joint operations collaboration.

BACKGROUND:

In response to changing higher education models and long-term viability, the State Regents established a Systems Innovation and Efficiency fund to incentivize new partnerships within our state system that lead to streamlined operations and innovation focused on improving institutional sustainability, and system-wide performance.

The proposal submitted by University of Science and Arts of Oklahoma and Redlands Community College focuses on a phased approach in aligning administrative systems, technology and shared academic programs resulting in long-term efficiencies and improved services to students within our system.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and actions.

ANALYSIS:

A request for grant funds in support of phase two of a joint operations collaboration was submitted for consideration by the State Regents from the institutional presidents. The proposal represents work among the two institutions whose initiatives will align technology, academic programs and administration to streamline and enhance services to students and to provide efficiencies for an administrative joint partnership.

Funding is requested to support initiatives in critical areas on both campuses that will help to strategically align administrative hardware, software, academic programs and technology. The institutions have determined four academic programs that provide immediate opportunities for student success that include 1.) Digital Media, 2.) Music, 3.) Business and 4.) Special Education. These programs will also support requested workforce demands once students complete their educational programs.

Grants funds will allow for conversions required for enterprise resource planning software and hardware so that both campuses are working from the same administrative platforms and for conversion to the same

online learning system providing for seamless transitions for students enrolled on both campuses. The collaborative partnership formed by Redlands and University of Science and Arts of Oklahoma is a creative approach in meeting the needs of both the workforce and students in our state with the goals of increased enrollment, retention and degree completions.

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AGENDA ITEM #13:

EPSCoR.

SUBJECT: Approval of Allocation for Oklahoma Research Day.

RECOMMENDATION:

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

BACKGROUND:

The University of Central Oklahoma is hosting the 2023 Oklahoma Research Day on March 3, 2023. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

The University of Central Oklahoma requests \$30,000 in support for the annual research exposition and symposium. The 2023 platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. The State Regents along with several additional sponsors have agreed to host this annual event.

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AGENDA ITEM #14:

Contracts and Purchases.

SUBJECT: Approval of contracts over \$100,000 for FY2023.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2023 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

Core

- 1) Anglin PR in the amount of \$150,000.00 for a statewide media campaign, including execution of marketing strategy and development of creative assets, for the Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach"). (Funded from 713-Core)
- 2) Krush in the amount of \$100,000.00 for a statewide media campaign, including execution of marketing strategy and development of creative assets, for the Reach Higher Finish Line Scholarship program. (Funded from 710-Core)

OCAP

- 3) Educational Credit Management Corporation in the amount of \$1,121,577, which is in addition to the amount that was previously approved by the State Regents at their meeting on June 23, 2022 (\$1,185,901) for a total amount of \$2,307,479. The additional funding is needed due to further guidance received from the Office of Federal Student Aid of the payment pause extension thru 12/31/22 and the creation of a new Transition Fee to begin following the end of the payment pause. The additional lost revenue transfers and the new transition fee are

providing additional revenues that exceed the corresponding fees to the service provider and require a change order so that OCAP can meet its contractual agreement with the service provider. (Funded from 701-OCAP).

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AGENDA ITEM #15:

Investments.

SUBJECT: Approval of Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #16-a (1):

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
4 degree program requirement changes

University of Oklahoma (OU)
8 degree program requirement changes
1 degree program option name change

Northeastern State University (NSU)
3 degree program requirement changes

Oklahoma City Community College (OSCCC)
2 degree program requirement changes

Redlands Community College (RCC)
1 degree program option deletion

Tulsa Community College (TCC)
1 degree program requirement change

POLICY ISSUES:

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

OSU – Certificate in Pre-Medical Sciences (533)

Degree program requirement changes

- Change required Elective credit hours from 3 to 6.
- Remove BIOL 3204 and BIOL 3214 from Required Courses.
- The proposed changes will better prepare students for medical school and medical school admission tests.
- No new courses will be developed and no courses will be deleted.

- Total credit hours for the degree will change from 64 to 63.
- No funds are requested from the State Regents.

OSU – Master of Science in Hospitality and Tourism Management (404)

Degree program requirement change

- Remove HTM 5112 from Required Courses.
- The proposed change will keep the program competitive with peer institutions.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 32 to 30.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Educational Foundations, Leadership, and Aviation (461)

Degree program requirement changes

- Add HESA 6703 to Required Courses.
- Change Program Electives from 9 credit hours required to 6.
- The proposed changes will better align the program with current market demands.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Doctor of Philosophy in Civil Engineering (049)

Degree program requirement changes

- Students with a Bachelor’s degree only will now only be required to complete 60 credit hours instead of 90.
- The proposed changes will better align the program with peer institutions.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 90 to 60.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Architectural Engineering (357)

Degree program requirement changes

- Remove CEES 1112 from major requirements.
- Add CEES 1111 and ENGR 1411 to major requirements.
- The proposed changes will help restructure the freshman year experience to improve retention.
- One new course will be developed 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 Organizational Leadership (375)

Degree program requirement changes

- Remove 9 credit hours of major electives.
- Total credit hours in the major will change from 39 to 30.
- The proposed changes will simplify and streamline options for students.
- No new courses will be developed 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 Civil Engineering (037)

Degree program requirement changes

- Remove CEES 1112 from major requirements.
- Add CEES 1111 and ENGR 1411 to major requirements.
- The proposed changes will help restructure the freshman year experience to improve retention.
- One new course will be developed and no courses will be deleted.
- Total credit hours from the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Criminal Justice (365)

Degree program requirement changes

- Remove all Concentration Area Courses.
- Change Major Required credit hours from 39 to 30.
- The proposed changes will simplify and streamline options for students.
- No new courses will be developed 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 Environmental Engineering (331)

Degree program requirement changes

- Remove CEES 1112 from Major Requirements.
- Add CEES 1111 and ENGR 1411 to major requirements.
- The proposed changes will help restructure the freshman year experience to improve retention.
- One new course will be developed 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 Environmental Science (075)

Degree program requirement changes

- Remove CEES 1112 from major requirements.
- Add CEES 1111 and ENGR 1411 to major requirements.
- The proposed changes will help restructure the freshman year experience to improve retention.
- One new course will be developed 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 Arts in Journalism and Mass Communication (138)

Degree program requirement changes

- Remove 18 credit hours of Program Electives.
- Add JMC 5343, JMC 5813, JMC 5823, JMC 5863, JMC 5873, JMC 5883, JMC 5893, JMC 5413, and JMC 5473 to Program Required Courses.
- The proposed changes better meet student needs and align with competitors.
- No new courses will be developed 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 Science in Management of Information and Technology (341)

Degree program option name change

- Change program option name from Management of Information Technology to Management of Information and Technology.
- The proposed change better aligns the program option with the degree program name.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Sociology (214)

Degree program requirement changes

- Remove SOC 6233, SOC 5313, SOC 6243, and 18 credit hours of coursework in social sciences from Program Requirements.
- Add SOC 5483, SOC 5683, SOC 5821, and SOC 5831 to Program Requirements.
- Change Additional Coursework Electives from 30-52 credit hours to 46-68.
- The proposed changes better prepare students and align with department standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Political Science (069)

Degree program requirement changes

- Remove POLS 2713 from Political Science Core.
- Change Political Science Core credit hours from 16 to 13.
- Change Major Total credit hours from 40 to 37.
- The proposed changes remove a course that does not represent a distinctive subfield within the political science discipline.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Social Work in Social Work (102)

Degree program requirement changes

- Add SOWK 3101 to the Social Work Core.
- Change the Social Work Core credit hours from 49 to 50.

- For the General Social Work option:
 - Change overall option credit hours from 11 to 10.
 - Change Advanced Electives credit hours from 5 to 4.
- For the Child Welfare Specialization option:
 - Change overall option credit hours from 11 to 10.
 - Change Workshop required credit hours from 2 to 1.
- The proposed changes will better prepare students for professional writing in social work.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Certificate in Geographic Information Systems (163)

Degree program requirement changes

- Remove GEOG 4053, GEOG 4803, and GEOG 4873 from Required Courses.
- Change Required Courses credit hours from 18 to 9.
- Change GIS Electives credit hours from 3-4 to 6.
- The proposed changes will make the certificate more competitive with similar certificates from area institutions.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will change from 21-22 to 15.
- No funds are requested from the State Regents.

OCCC – Associate in Arts in Child Development (089)

Degree program requirement changes

- Delete CD 2631 and CD 2641 from Required Courses.
- Add CD 2913 to Required Courses.
- Change Required Courses credit hours from 23 to 24.
- The proposed changes will better align the course workload with the credit hours received.
- One new course will be developed and two courses will be deleted.
- Total credit hours for the degree will change from 61 to 62.
- No funds are requested from the State Regents.

OCCC – Associate in Applied Science in Child Development (005)

Degree program requirement changes

- Delete CD 2631 and CD 2641 from Required Courses.
- Add CD 2913 to Required Courses.
- Change Required Courses credit hours from 29 to 30.
- The proposed changes will better align the course workload with the credit hours received.

- One new course will be developed and two courses will be deleted.
- Total credit hours for the degree will change from 60 to 61.
- No funds are requested from the State Regents.

RCC – Associate in Applied Science in Criminal Justice (045)

Degree program option deletion

- Delete option Collegiate Officer Program effective immediately.
- The proposed deletion is due to low enrollment since 2016.
- There are currently no students enrolled in this program option.
- No courses will be deleted.
- No funds are available for reallocation.

TCC – Associate in Science in Marketing (222)

Degree program requirement changes

- Remove CSCI 1203 from General Education Recommended Electives.
- Change Marketing required credit hours from 9-12 to 6-12.
- Change Mathematics section title to Business and IT Courses.
- Change Business and IT Courses from 0-3 credit hours to 0-6.
- Add MSIS 2103 to Business and IT Courses.
- The proposed changes will better align the program with university standards.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

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AGENDA ITEM #16-a (2):

Programs.

SUBJECT: Program Suspension. Ratification of institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested authorization to suspend the program listed below:

- Graduate Certificate in Natural Gas Technology (401)

POLICY ISSUES:

Suspending a program is consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy. Institutions have up to 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:

OU requested authorization to suspend the Graduate Certificate in Natural Gas Technology (401).

- OU reports that with the transition in the energy industry and program modifications to the Master of Science in Natural Gas Engineering and Management (344), the suspension will give them time to create new recruitment strategies for the program.
- This suspension is effective immediately.
- OU will reinstate or delete the program by December 31, 2024.

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

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AGENDA ITEM #16-b:

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Ratification of an institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved the institutional request to offer the following certificate of 15 or fewer credit hours, as described below.

BACKGROUND:

Oklahoma State University (OSU)

- Graduate Certificate in Digital Design in Design and Merchandising

POLICY ISSUES:

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

ANALYSIS:

OSU requested authorization to offer the Graduate Certificate in Digital Design in Design and Merchandising.

- The graduate certificate will provide high-quality graduate coursework related to digital design and guide students to apply digital design skills when designing spaces, stores, and other environments while using cutting-edge technology including virtual and augmented reality.
- The graduate certificate will be offered out of the Department of Design and Merchandising.
- The certificate will consist of 12 total credit hours as detailed in the attachment (Attachment A).
- One new course will be developed.
- No funds are requested from the State Regents.

Delivery method and support services. The Graduate Certificate in Digital Design in Design and Merchandising program will be offered in a traditional and online format.

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

Attachment

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN DIGITAL DESIGN IN DESIGN AND MERCHANDISING**

| Program Requirements | Credit Hours |
|--|---------------------|
| Required Courses | 6 |
| DHM 5073 VR and AR Applications in Design | 3 |
| DHM 5173 Digital Design Communication | 3 |
| Elective Courses (select 2) | 6 |
| DHM 5113 Theories of Creative Process in DHM | 3 |
| DHM 5373 Advanced Computer Aided Design | 3 |
| *DHM 5043 Technology in Retail & Consumer Experiences | 3 |
| Other electives approved by Advisor | |
| Total | 12 |

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AGENDA ITEM #16-c:

Micro-credentials.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to offer micro-credentials, as described below.

BACKGROUND:

Oklahoma Panhandle State University (OPSU) requested to offer the following micro-credentials:

- Educational Psychology – Alternative Certification
- Exceptional Child – Alternative Certification
- Secondary Management and Assessment – Alternative Certification
- Methods & Materials of Secondary Teaching – Alternative Certification

Rogers State University (RSU) requested to offer the following micro-credentials:

- Information Security Practitioner
- Drone Pilot
- Information Technology Help Desk Technician
- Microsoft Office Practitioner
- Programming Technician
- Website Technician

University of Science and Arts of Oklahoma (USAO) requested to offer the following micro-credentials:

- Academic Advising
- Career Success
- Mental Health and Wellness

Connors State College (CSC) requested to offer the following micro-credentials:

- Civic Engagement
- Business Communication
- The Legal System
- Social Media Marketing
- College Prep
- STEM Foundations
- Police Writing – Foundational
- Police Writing – Intermediate
- Police Writing – Advanced
- Emergency Preparedness Communication

- Mental Health in Policing
- Diversity, Inclusion, and Belonging – Foundational
- Diversity, Inclusion, and Belonging – Intermediate
- Diversity, Inclusion, and Belonging – Advanced
- Healthcare Leadership (Advanced)
- Career Success – Foundational
- Career Success - Advanced

Oklahoma City Community College (OCCC) requested to offer the following micro-credential:

- Small Business Management for Entrepreneurs

Seminole State College (SSC) requested to offer the following micro-credentials:

- Business Leadership Basics
- Conflict Management
- Google Data Analytics
- Google Project Management
- Google User Interface (UX) Design
- Microsoft 365 Fundamentals
- Six Sigma Yellow (Beginner)
- Six Sigma Green (Intermediate)
- Six Sigma Black (Advanced)
- TOEFL Prep Basics
- Workplace Communications
- Microsoft Excel Fundamentals
- Microsoft PowerPoint Fundamentals
- Microsoft Word Fundamentals

POLICY ISSUES:

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

ANALYSIS:

OPSU requested authorization to offer a micro-credential in Educational Psychology – Alternative Certification to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OPSU reports that completers of this micro-credential will have developed foundational knowledge of the characteristics of effective teachers and classroom management as well as skills in multicultural education, teaching diverse students, implementing appropriate motivational techniques, engaging memory, and learning theory. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

OPSU requested authorization to offer a micro-credential in Exceptional Child – Alternative Certification to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OPSU reports that completers of this micro-credential will have developed foundational knowledge to teach students who have various areas of exceptionalities. Skills include identification of types of exceptionalities, teaching students with exceptionalities and identifying resources and other types of assistance available to teachers. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

OPSU requested authorization to offer a micro-credential in Secondary Management and Assessment –

Alternative Certification to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OPSU reports that completers of this micro-credential will have developed the skills needed to implement positive classroom techniques and management strategies for secondary students. Learned skills include measuring educational attainment through essays and objective tests, as well as understanding and implementing standard scoring and grading systems, standardized tests, and educational research. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

OPUSU requested authorization to offer a micro-credential in Methods and Materials of Secondary Teaching – Alternative Certification to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OPSU reports that completers of this micro-credential will have developed the skills needed to effectively implement diverse methods, materials, and classroom procedures into lessons for secondary learners based on the Oklahoma Academic Standards. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Information Security Practitioner to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of aspiring information technology professionals and others who are interested in learning more about cybersecurity and have networking credentials or coursework. Completers will be prepared to take the Cyber CompTIA Security+ which establishes the core knowledge required of entry cybersecurity roles and provides a springboard to intermediate-level cybersecurity jobs. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Drone Pilot to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of aspiring drone pilots and hobbyists. RSU is part of the FAA’s Unmanned Aircraft Systems Collegiate Training Initiative. Completers will be prepared to take the FAA aeronautical knowledge test: “Unmanned Aircraft General – Small”. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Information Technology Help Desk Technician to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of aspiring information technology professionals, and others who are interested in learning more about networking technologies but might have little or no background in this subject matter. Completers will be prepared to take the CompTIA ITF+ as well as CompTIA Network+. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Microsoft Office Practitioner to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of those aspiring to demonstrate the correct application of the principal features of Microsoft Word, PowerPoint, and Excel in a workplace environment. Completers will be prepared to take Exam MO-100: Microsoft Word (Word and Word 2019), Exam MO-300: Microsoft PowerPoint (PowerPoint and PowerPoint 2019), and Exam MO-200: Microsoft Excel (Excel and Excel 2019). A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Programming Technician to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of aspiring coders and programmers who want to create their own games or APPS, or plan to attend a postsecondary program in game development, STEM, or animation. Completers will be prepared to take Java SE 8 Oracle Certified Associate. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

RSU requested authorization to offer a micro-credential in Website Technician to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. RSU reports that this micro-credential is designed to meet the needs of aspiring Web Developers who may want to create web pages to include graphic design and multimedia elements. Completers will be able to develop and manage the structure and design of web pages to include building, formatting, and enhancing pages; adding graphics, advanced graphics, and multimedia; creating and updating forms; creating tables and frames; as well as image manipulation, animation, and streaming media technologies. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

USAO requested authorization to offer a micro-credential in Academic Advising to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. USAO reports that this micro-credential will focus on knowledge and skills necessary to effectively advise students. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

USAO requested authorization to offer a micro-credential in Career Success to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. USAO reports that earners of this micro-credential will complete a personalized pathway based on their developed approved Career Action Plan that includes articulation of learning goals, career goals and identification of values, interests and transferable skills. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

USAO requested authorization to offer a micro-credential in Mental Health and Wellness to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. USAO reports that earners of this micro-credential will register to take three courses related to clinical work in psychology. Students will be able to choose to engage in applied experiences (practicum/internships) within the field. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Civic Engagement to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports that earners of this micro-credential will receive the skills needed for civic participation by providing foundations in the U.S. Federal Government, geography, sociology, and anthropology while exploring content marketing and high-performance collaboration. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Business Communication to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports that earners of this micro-credential will learn how to articulate thoughts in a clear and concise manner that will allow ideas to be better understood by readers. Students will also learn to identify, correct and avoid the most common writing pitfalls, and gain valuable experience analyzing, writing and revising a wide spectrum of business documents. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in The Legal System to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports that this micro-credential will give learners a glimpse into six different areas of American law: Tort Law, Contract Law, Property, Constitutional Law, Criminal Law, and Civil Procedure. Students will gain insight into the complexities and dilemmas that arise from the application of law in different settings, and what is distinctive about American approaches. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Social Media Marketing to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will dive into what social media marketing entails, including the history and the different social media channels that exist, while building the foundation to be successful at a higher education institution. A digital badge,

hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in College Prep to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports earners of this micro-credential will learn the basics of how colleges and universities operate and list some effective study strategies. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in STEM Foundations to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will provide a foundation for learning in STEM fields. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Police Writing – Foundational to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will help law enforcement officers gain writing skills by taking Grammar and Punctuation and Business Writing. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Police Writing – Intermediate to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will help law enforcement officers build upon knowledge gained in Police Writing – Foundational to gain not only writing skills but also a theoretical foundation in criminology. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Police Writing – Advanced to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will help law enforcement officers build upon knowledge gained in Police Writing – Foundational and Police Writing – Intermediate with courses in Criminal Law I, Police Report Writing and Criminal Procedures. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Emergency Preparedness Communication to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will introduce learners to the basic concepts of emergency management, planning, and crisis risk communication. Students will understand the definitions of operational challenges associated with disasters and public health emergencies. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Mental Health in Policing to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will look at understanding and managing stress as well as exploring the history, classifications, and treatments of psychiatric stress. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Diversity, Inclusion, and Belonging – Foundational to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will provide learners a better understanding of what diversity is and the role it plays in organizations. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Diversity, Inclusion, and Belonging – Intermediate to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will build upon knowledge gained in Diversity, Inclusion, and Belonging – Foundational. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Diversity, Inclusion, and Belonging – Advanced to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports this micro-credential will build upon knowledge gained in Diversity, Inclusion, and Belonging – Foundational and Diversity, Inclusion, and Belonging – Intermediate. Industry partners include Warner Police Department and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Healthcare Leadership (Advanced) to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports completers of this micro-credential will receive an overview of healthcare organization business processes including business process management approaches as well as discussion of critical thinking in leadership. The industry partner is Saint Francis Hospital of Muskogee. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Career Success – Foundational to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports completers of this micro-credential will learn about organizational and leadership development. Industry partners include Hilldale Public Schools, Advantage Controls, and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

CSC requested authorization to offer a micro-credential in Career Success – Advanced to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. CSC reports completers of this micro-credential will build upon the knowledge gained in Career Success – Foundational. Industry partners include Hilldale Public Schools, Advantage Controls, and Muskogee County Sheriff’s Office. A digital badge, hosted by CSC, will also be awarded for this micro-credential.

OCCC requested authorization to offer a micro-credential in Small Business Management for Entrepreneurs to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. OCCC reports that participants earning this micro-credential will be able to analyze and understand market needs and trends, demonstrate how to create a business plan, understand fundamentals of financing, understand how to secure capital for financing, develop business network and understand fundamentals of management. OCCC has a partnership with Service Corps of Retired Executives (SCORE) and is working with SCORE to promote the Small Business Management for Entrepreneurship credential. A digital badge, hosted by the State Regents, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Business Leadership Basics to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn essential leadership skills, including how to inspire and motivate individuals, manage talent, influence without authority, and lead teams. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Conflict Management to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will gain the fundamentals of conflict resolution, harness the power of positive

conflict, and hone intercultural communication skills. Additionally, students will learn to strengthen personal and professional relationships by constructively addressing conflicts between individuals and within organizations. Industry partners include Kontoor Brands, Inc. and BancFirst Seminole and Canadian Valley Electric Cooperative. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Google Data Analytics to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will gain in-demand skills to prepare for entry-level jobs. Skills and competencies learned will include data cleaning, data analysis, data visualization, spreadsheets, SQL, R programming and Tableau among many other analytical skills. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Google Project Management to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will gain in-demand skills for entry-level jobs and for Project Management Institutions Certifications. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Google User Experience (UX) Design to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will focus on the interaction that users have with products, like websites, apps, and physical objects. By the end of the program, students will have created a professional UX portfolio that includes three end-to-end projects. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Microsoft 365 Fundamentals to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn basic tasks and the fundamental tools in Microsoft 365, specifically Word, PowerPoint, and Excel. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Six Sigma Yellow (Beginner) to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn proven principles and tools specific to Six Sigma or be able to refresh their knowledge of the basic components of Six Sigma and Lean. This micro-credential is designed as a sequential, linear specialization that covers the introductory level content (at the “yellow belt” level) of Six Sigma and Lean. Industry partners include Kontoor and Canadian Valley Electric Cooperative. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Six Sigma Green (Intermediate) to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn proven principles and tools specific to Six Sigma or be able to refresh their knowledge of the basic components of Six Sigma and Lean. This micro-credential is designed as a sequential, linear specialization that covers the more advanced level of content (at the “green belt” level) of Six Sigma and Lean. Industry partners include Kontoor and Canadian Valley Electric Cooperative. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Six Sigma Black (Advanced) to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will develop and further their understanding of the Six Sigma DMAIC process. This specialization also explores the intersection between Six Sigma and Lean as well as

developing an enhanced understanding of the DMAIC Process beyond the confines of Green Belt instruction by also including content in Organizational Planning and Development, Team Management, and Design for Six Sigma. Industry partners include Kontoor and Canadian Valley Electric Cooperative. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in TOEFL Prep Basics to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn many tips and strategies that will prepare students for performing their best on the TOEFL iBT test. Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Workplace Communications to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will learn how to identify and adapt their own communication style not only to increase team productivity, but also build bridges with colleagues from all backgrounds. Industry partners include Kontoor, BancFirst Seminole, and Canadian Valley Electric Cooperative. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Microsoft Excel Fundamentals to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will be comfortable creating advanced formulas, analyzing data with functions, analyzing data using functions and PivotTables, working with tables, visualizing data with charts, working with graphical objects, and enhancing workbooks. It will also help prepare participants for Exam MO-200: Microsoft Excel (Excel and Excel 2019). Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Microsoft PowerPoint Fundamentals to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will be comfortable with customizing the PowerPoint user interface, customizing design templates, implementing media and custom animations in a presentation, using collaboration tools, customizing slide shows in a number of different ways, as well as securing and distributing a presentation. It will also help participants prepare for the Exam MO-300: Microsoft PowerPoint (PowerPoint and PowerPoint 2019). Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

SSC requested authorization to offer a micro-credential in Microsoft Word Fundamentals to be listed as “Endorsed by the State Regents” on the statewide micro-credential inventory. SSC reports that participants earning this micro-credential will be able to create complex documents using tables, charts, references, and various types of illustrations. This course will also prepare students for the Exam MO-100: Microsoft Word (Word and Word 2019). Industry partners include Kontoor and BancFirst Seminole. A digital badge, hosted by SSC, will also be awarded for this micro-credential.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-d:

Reconciliations.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve the requests for degree program inventory reconciliations as described below.

BACKGROUND:

The University of Central Oklahoma (UCO) requested degree program modifications for the Bachelor of Arts in Arts Administration (212) to reconcile institutional practice with the official degree program inventory.

Tulsa Community College (TCC) requested degree program modifications for the Certificate in Industrial Maintenance Technician (289) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

UCO requested modifications to the Bachelor of Arts in Arts Administration (212) program, which were approved at the April 28, 2022 State Regents' meeting. Specifically, the modification indicated adding DANC 3773. UCO reports there was an error on the submission and that the course number for Materials and Methods in Dance II is not DANC 3773. The correct course number is DANC 3772. This reconciliation will also adjust the Required Core Courses for Area 3: Dance from 24 credit hours to 23 credit hours. The overall hours for the program will not change. This action will correct this error and reconcile institutional practice with the official degree program inventory.

TCC requested a new program for the Certificate in Industrial Maintenance Technician (289), which was approved at the April 22, 2020 State Regents' meeting. Specifically, TCC requested the certificate to be embedded within the Associate in Applied Science in Electronics Technology (031) program. In error the certificate was approved as embedded within the Associate in Applied Science in Engineering Technology (151) program. This action will correct this error and reconcile institutional practice with the official degree program inventory.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-e:

Post Audit.

SUBJECT: Approval of institutional requests for final approval and review schedule extensions for existing programs.

RECOMMENDATION:

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

BACKGROUND:

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

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

University of Oklahoma (OU)

4 final approvals
8 review schedule extensions

University of Oklahoma Health Sciences Center (OUHSC)

1 review schedule extension

Oklahoma State University (OSU)

7 final approvals
11 review schedule extensions

Oklahoma State University Center for Health Sciences (OSUCHS)

1 review schedule extension

Oklahoma State University Institute of Technology (OSUIT)

2 final approvals
4 review schedule extensions

Northeastern State University (NSU)

4 final approvals
1 review schedule extension

Northwestern Oklahoma State University (NWOSU)

1 final approval
3 review schedule extensions

Oklahoma Panhandle State University (OPSU)

2 review schedule extensions

Rogers State University (RSU)

1 final approval
1 review schedule extension

Southeastern Oklahoma State University (SEOSU)

1 final approval
1 review schedule extension

Southwestern Oklahoma State University (SWOSU)

2 review schedule extensions

University of Central Oklahoma (UCO)

3 final approvals
4 review schedule extensions

University of Science and Arts of Oklahoma (USAO)

2 review schedule extensions

Carl Albert State College (CASC)

5 review schedule extensions

Eastern Oklahoma State College (EOSC)

3 review schedule extensions

Murray State College (MSC)

1 review schedule extension

Oklahoma City Community College (OCCC)

2 final approvals

Redlands Community College (RCC)

1 review schedule extension

Rose State College (RSC)

1 review schedule extension

POLICY ISSUES:

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

ANALYSIS:

As noted above, the following recommendations are included in the table (Attachment A) that lists the

degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, and recommendation for the program.

Recommendation: Final Approval

OU – Bachelor of Science in Community Health (446)

This program exceeded the productivity criteria for enrollment (achieved 136 of the 44 required) and for graduates (achieved 24 of the 20 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Bachelor of Arts in Community Health (445)

This program exceeded the productivity criteria for enrollment (achieved 88 of the 55 required) and for graduates (achieved 37 of the 25 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Bachelor of Science in Anthropology (431)

This program exceeded the productivity criteria for enrollment (achieved 97 of the 25 required) and for graduates (achieved 15 of the 10 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OU – Graduate Certificate in Business Entrepreneurship (395)

This program met the productivity criterion for enrollment (achieved 6 of the 6 required) and exceeded the productivity criterion for graduates (achieved 11 of the 3 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Doctor of Philosophy in School Psychology (535)

This program exceeded the productivity criteria for enrollment (achieved 30 of the 20 required) and for graduates (achieved 8 of the 4 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Master of Science in Dietetics (264)

This program exceeded the productivity criterion for enrollment (achieved 10 of the 6 required) and met the productivity criterion for graduates (achieved 3 of the 3 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Master of Science in Applied Statistics (507)

The program exceeded the productivity criterion for enrollment (achieved 15 of the 6 required) and met the productivity criterion for graduates (achieved 3 of the 3 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Bachelor of Arts in Global Studies (520)

This program exceeded the productivity criteria for enrollment (achieved 37 of the 13 required) and for graduates (achieved 9 of the 5 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Certificate in Teaching English to Speakers of Other Languages (527)

The program exceeded the productivity criterion for enrollment (achieved 14 of the 6 required) and met the productivity criterion for graduates (achieved 4 of the 4 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Graduate Certificate in Museum and Curatorial Studies (531)

The program exceeded the productivity criterion for enrollment (achieved 8 of the 3 required) and met the productivity criterion for graduates (achieved 2 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSU – Doctor of Philosophy in Nutritional Sciences (509)

The program exceeded the productivity criteria for enrollment (achieved 16 of the 10 required) and for graduates (achieved 3 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSUIT – Bachelor of Technology in Applied Technical Leadership (132)

The program exceeded the productivity criteria for enrollment (achieved 57 of the 30 required) and for graduates (achieved 35 of the 10 required). OSUIT has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OSUIT – Associate in Applied Science in Construction Technologies/High Voltage Lineman (106)

The program exceeded the productivity criteria for enrollment (achieved 175 of the 100 required) and for graduates (achieved 54 of the 50 required). OSUIT has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU – Bachelor of Science in Nutritional Sciences (153)

The program exceeded the productivity criteria for enrollment (achieved 84 of the 42 required) and for graduates (achieved 31 of the 15 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU – Master of Science in Education in Special Education (154)

The program exceeded the productivity criteria for enrollment (achieved 71 of the 28 required) and for graduates (achieved 14 of the 12 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU – Master of Social Work in Social Work (164)

This program exceeded the productivity criteria for enrollment (achieved 53 of the 45 required) and for graduates (achieved 24 of the 22 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NSU – Master of Science in Natural Science (150)

The program exceeded the productivity criterion for enrollment (achieved 21 of the 15 required) and met the productivity criterion for graduates (achieved 5 of the 5 required). NSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

NWOSU – Bachelor of Arts in Music (066)

This program received provisional approval at the June 25, 2009 State Regents' meeting with the continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required).

At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with

continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 2 of the 5 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 0 of the 5 required).

NWOSU reports that this program is comprised exclusively of courses that serve the Bachelor of Music in Music (053) and Bachelor of Music Education in Music Education (062) programs. The offering of this program adds no additional expenditures to maintain. Students from this program add enrollment to courses that are targeted to service the other programs.

NWOSU has demonstrated a strong program that is meeting area needs of students with a narrow career focus. Based on this program not requiring additional costs to maintain, an exception to the productivity criterion is requested and final approval is recommended.

RSU – Bachelor of Science in Nursing (128)

This program exceeded the productivity criteria for enrollment (achieved 159 of the 110 required) and for graduates (achieved 81 of the 50 required). RSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

SEOSU – Master of Early Intervention and Child Development in Early Intervention and Child Development (116)

This program exceeded the productivity criterion for enrollment (achieved 35 of the 10 required) and met the productivity criterion for graduates (achieved 5 of the 5 required). SEOSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO – Bachelor of Arts in Communication (207)

The program exceeded the productivity criteria for enrollment (achieved 52 of the 50 required) and for graduates (achieved 24 of the 10 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

UCO - Master of Science in Computer Science (233)

This program exceeded the productivity criteria for enrollment (achieved 86 of the 10 required) and for graduates (achieved 10 of the 5 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

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

The program exceeded the productivity criteria for enrollment (achieved 16 of the 15 required) and for graduates (achieved 6 of the 3 required). UCO has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OCCC - Associate in Applied Science in Anesthesia Technology (175)

This program exceeded the productivity criteria for enrollment (achieved 57 of the 17 required) and for graduates (achieved 8 of the 5 required). OCCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

OCCC - Associate in Science in Community/Public Health (173)

The program exceeded the productivity criteria for enrollment (achieved 29 of the 25 required) and for

graduates (achieved 7 of the 5 required). OCCC has demonstrated a strong program and is meeting area needs. Final approval is recommended.

Recommendation: Review Schedule Extension

OU - Graduate Certificate in Arts Management and Entrepreneurship (447)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 20 students in Fall 2021 and graduating 15 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 5 of the 20 required) or for graduates (achieved 0 of the 15 required).

OU reports a potential for program growth due to students from the School of Music pursuing a Graduate Certificate as a dual program to a Master's or Doctoral program.

Faculty retirement disrupted recruitment efforts over the past year. A recent replacement was hired and brings research-based practice along with knowledge of the evolving nature of the arts management and entrepreneurship field which will assist with program building. New promotional materials and recruiting strategies are being formed to re-energize the program.

Based on faculty replacements and efforts to improve program interest, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 15 in 2023-2024.

OU – Bachelor of Fine Arts in Visual Communication (399)

This program received provisional approval at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2018 dependent upon enrolling 90 students in Fall 2017 and graduating 30 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 74 of the 90 required) or for graduates (achieved 22 of the 30 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 90 students in Fall 2019 and graduating 30 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 68 of the 90 required) or for graduates (achieved 28 of the 30 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with revised productivity criteria and continuation of the program beyond Fall 2022 dependent upon enrolling 70 students in Fall 2021 and graduating 20 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 68 of the 70 required) or for graduates (achieved 18 of the 20 required).

OU reports that faculty retirement disrupted recruitment efforts over the past several years. A recent replacement was hired and brings research-based practice along with knowledge of the evolving nature of the design field which will assist with program building. The department intends to continue its search for additional faculty members. Curriculum is being reviewed to allow additional topics in design to be included and provide more opportunities to students.

Based on faculty replacements and efforts to improve program interest, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 70 in Fall 2023; and
- Graduates: 20 in 2023-2024.

OU - Doctor of Philosophy in Information Studies (434)

This program received provisional approval at the April 20, 2017 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 10 students in Fall 2021 and graduating 2 students in 2021-2022. This program met the productivity criterion for enrollment (achieved 10 of the 10 required) but did not meet the productivity criterion for graduates (achieved 0 of the 2 required).

OU reports that the program was intended to start their first cohort in Fall 2017 but did not receive approval in time. The first cohort was delayed until Fall 2018. COVID-19 significantly impacted matriculation into the program. Students expected to start the program in 2020 were not able to; thus, impacting program graduation rates. As COVID-19 cases decline, OU expects more students to return to the program.

Based on unforeseen program delays, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2023; and
- Graduates: 2 in 2023-2024.

OU – Bachelor of Arts in Italian (370)

This program received provisional approval at the June 25, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. This program met the productivity criterion for enrollment (achieved 12 of the 12 required) but did not meet the productivity criterion for graduates (achieved 4 of the 5 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 5 of the 12 required) or for graduates (achieved 0 of the 5 required).

At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 8 of the 12 required) or for graduates (achieved 3 of the 5 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 5 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 6 of the 12 required) or for graduates (achieved 2 of the 5 required).

OU reports the hiring of additional faculty for this program to assist with a course offering shortage. The lack of staffing stability over the past several years has also affected course variation and the number of upper-division courses the program has offered.

COVID-19 impacted the program through the temporary closure of study abroad programs and the OU in Arezzo program. This program plays a decisive role in encouraging students to pursue a Bachelor of Arts in Italian. Specifically, the program lost 26 percent of the students during the pandemic. The OU Arezzo Campus has reopened and is fully functioning.

Efforts are being made to review current curriculum to better align it with OU's mission and provide more opportunities to students. Plans are also being made to increase their marketing presence.

Based on planned curriculum changes and new faculty additions, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 5 in 2023-2024.

OU – Graduate Certificate in Natural Gas Technology (401)

This program received provisional approval at the June 26, 2014 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 7 students in Fall 2016 and graduating 4 students in Fall 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 4 required).

At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 4 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 4 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 4 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 1 of the 4 required).

OU reports their intention to suspend this program for a minimum of one year in an effort to plan recruitment initiatives and review delivery methods of program content.

Based on OU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2024, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 4 in 2023-2024.

OU – Graduate Certificate in Digital Humanities (439)

This program received provisional approval at the June 29, 2017 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 8 students in Fall 2021 and graduating 7 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 1 of the 8 required) or for graduates (achieved 0 of the 7 required).

OU reports the program's committee decided to delay the start of the program to Fall 2018 rather than the original start of Fall 2017. The curriculum structure also made completing the program difficult for students and the program experienced retention issues. In 2020 a redesign was approved to address many of the program concerns. Additional courses have been identified to further enhance the program.

Based on curriculum redesign efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2023; and
- Graduates: 7 in 2023-2024.

OU – Bachelor of Arts in Judaic Studies (369)

This program received provisional approval at the October 23, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 12 students in Fall 2012 and graduating 5 students in 2012-2013. This program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 0 of the 5 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2015 dependent upon enrolling 12 students in Fall 2014 and graduating 5 students in 2014-2015. This program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 1 of the 5 required).

At their December 3, 2015 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2018 dependent upon enrolling 12 students in Fall 2017 and graduating 5 students in 2017-2018. This program did not meet the productivity criteria for enrollment (achieved 0 of the 12 required) or for graduates (achieved 0 of the 5 required).

At their December 6, 2018 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 5 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 1 of the 5 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 5 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 1 of the 12 required) or for graduates (achieved 0 of the 5 required).

OU reports a plan to implement a strategy for transitioning from a BA in Judaic Studies to a model that integrates Judaic Studies as an option within the Bachelor of Arts in History (117). This program was initiated at the urging of the Charles & Lynn Schusterman Family Foundation which are supporters of many OU programs. OU believes the planned changes are an appropriate alternative to a BA in Judaic Studies.

Based on planned curriculum changes and the time needed for the program modification process, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 5 in 2023-2024.

OU – Graduate Certificate in Litigation (154)

This program received provisional approval at the June 25, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 10 students in Fall 2019 and graduating 2 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 2 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 10 students in Fall 2021 and graduating 2 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 0 of the 10 required) or for graduates (achieved 0 of the 2 required).

OU reports their plan to delete this program in Fall 2022 due to no enrollments.

Based upon OU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2024, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2023; and
- Graduates: 2 in 2023-2024.

OUHSC – Doctor of Nursing Practice in Nursing Practice (090)

This program received provisional approval at the December 3, 2009 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 64 students in Fall 2013 and graduating 15 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 29 of the 64 required) or for graduates (achieved 2 of the 15 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 64 students in Fall 2016 and graduating 15 students in 2016-2017. This program did not meet the productivity criteria for enrollment (achieved 21 of the 64 required) or for graduates (achieved 8 of the 15 required).

At their December 7, 2017 meeting, the State Regents approved a second extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 64 students in Fall 2019 and graduating 15 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 12 of the 64 required) or for graduates (achieved 3 of the 15 required).

At their March 4, 2021 meeting, the State Regents approved a third extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 64 students in Fall 2021 and graduating 15 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 79 of the 64 required) but did not meet the productivity criterion for graduates (achieved 3 of the 15 required).

OUHSC reports that the program had 79 actively enrolled students in Fall 2021 and 155 in Fall 2022. The College of Nursing has demonstrated strong evidence that its recruitment and retention strategies are working to increase enrollment. The increase of both applicants and enrollment over the past two academic years is setting the stage for an increase in degrees conferred as these students complete their degree path. OUHSC are actively recruiting new faculty to assist with the increased program admissions.

Based on current and expected numbers, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 64 in Fall 2023; and
- Graduates: 15 in 2023-2024.

OSU – Master of Science in Engineering Technology (519)

This program received provisional approval at the December 1, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program exceeded the productivity criterion for enrollment (achieved 16 of the 12 required) but did not meet the productivity criterion for graduates (achieved 5 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and

graduating 6 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 20 of the 12 required) but did not meet the productivity criterion for graduates (achieved 1 of the 6 required).

OSU reports that a new program option was added in 2021 to give students additional program choices. Enrollment has continually maintained a high interest but COVID-19 slowed graduation timelines. OSU also reports that the majority of students in this program are working professionals and take 3-4 years to graduate, further delaying graduations.

Steps are being implemented to improve retention and graduation within the program. Curriculum has been changed to provide more flexibility for students. Marketing efforts, including orientations and handbooks, have been designed for recruitment purposes and ease of onboarding students.

Based on current enrollment, retention initiatives, and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 6 in 2023-2024.

OSU – Master of Arts in Social Foundations of Education (529)

This program received provisional approval at the February 1, 2018 State Regents' meeting with the continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 1 of the 6 required) or for graduates (achieved 2 of the 3 required).

At their March 4, 2021 meeting the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2021 dependent upon enrolling 6 students in Fall 2021 and graduating 3 students in 2021-2022. The program met the productivity criterion for enrollment (achieved 6 of the 6 required) but did not meet the productivity criterion for graduates (achieved 1 of the 3 required).

OSU reports that this is the only program in the state of Oklahoma for Social Foundations and Qualitative Inquiry. COVID-19 has impacted the program, students, and faculty heavily over the past couple of years. Most of the students in the program are full time employees in education, holding jobs such as teachers in K-12 and higher education advisors, diversity coordinators, and administrators. The program also experienced the departure of a faculty member unexpectedly with no notice, which put burden on remaining faculty and ultimately impacted dedicated time for advertising and recruiting for the program. A faculty member has recently been hired to alleviate this pressure.

Plans are in place to resume advertising and recruitment efforts. This program doesn't require additional resources and all courses are combined with the PhD program coursework. In fact, this program acts as a pipeline for the PhD program which contributes to its vitality.

Based on planned advertising and retention efforts, along with the program's uniqueness, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

OSU – Bachelor of Science in American Studies (526)

This program received provisional approval at the October 19, 2017 State Regents' meeting with the continuation of the program beyond Fall 2022 dependent upon enrolling 13 students in Fall 2021 and graduating 5 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 14 of the 13 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

OSU reports that efforts are underway to realign curriculum to better serve students yet maintain rigor. Course rotations will be created to ensure predictability for students. Faculty affiliations are being updated in order to generate new energy among the American Studies community.

Based on the planned curriculum changes and faculty affiliations, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 13 in Fall 2023; and
- Graduates: 5 in 2023-2024.

OSU – Master of Fine Arts in Graphic Design (504)

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 4 of the 6 required) or for graduates (achieved 1 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 6 students in Fall 2021 and graduating 3 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 2 of the 6 required) or for graduates (achieved 1 of the 3 required).

OSU reports that faculty availability was reduced by 20 percent in academic year 2021-2022 due to an approved faculty sabbatical. Additionally, the program was led by an interim department chair during 2020-2022 which led to recruitment challenges. The department hired a permanent department chair for fall 2022. An online promotional campaign and social media presence has begun. Efforts have also started on a graphic design specific website.

Based on planned recruitment and marketing strategies, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

OSU - Graduate Certificate in Entrepreneurship (492)

This program received provisional approval at the September 6, 2012 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 15 students in Fall 2016 and graduating 11 students in 2016-2017. The program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 1 of the 11 required).

At their December 7, 2017 meeting, the State Regents granted an extension of the review schedule, with continuation of the program beyond Fall 2020 dependent upon enrolling 15 students in Fall 2019 and graduating 11 students in 2019- 2020. The program did not meet the productivity criteria for enrollment (achieved 6 of 15 required) or for graduates (achieved 2 of the 11 required).

At their March 4, 2021 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 15 students in Fall 2021 and graduating 11 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 7 of the 15 required) or for graduates (achieved 6 of the 11 required).

OSU reports several initiatives planned for upcoming years. Plans include outreach to entrepreneurship faculty, utilizing MBA Faculty Fellows to directly connect with students, participation in virtual and hands-on recruitment fairs, and revision of digital promotions and social media platforms.

Based on current enrollment and anticipated recruitment and marketing efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 11 in 2023-2024.

OSU - Graduate Certificate in Workforce and Adult Education (539)

This program received provisional approval at the September 6, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 6 students in Fall 2019 and graduating 3 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 0 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 6 students in Fall 2021 and graduating 3 students in 2021-2022. This program did not meet the productivity criterion for enrollment (achieved 3 of the 6 required) but exceeded the productivity criterion for graduates (achieved 4 of the 3 required).

OSU reports that this program was moved into the Educational Leadership program in Fall 2019. This resulted in the program no longer being embedded in an existing master's program. Then in Fall 2022 it moved again and is now embedded in the Master of Science in Educational Leadership Studies (437) program. Curriculum has been redesigned to reflect this change. OSU is also working on recruitment initiatives to increase their exposure statewide, specifically within workforce development groups.

Based on planned marketing and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2023; and
- Graduates: 3 in 2023-2024.

OSU – Bachelor of Science in Medicinal and Biophysical Chemistry (264)

This program received provisional approval at the September 5, 2019 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 15 students in Fall 2021 and 5 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 13 of 15 required) or for graduates (achieved 2 of the 5 required).

OSU reports that the program did not start until 2020 which was an insufficient amount of time to graduate the required number of students. Currently the program has the needed productivity criteria for enrollment with 13 students enrolled. The department is working on marketing plans to target incoming freshman and transfer students who may be interested in the program.

Based on the delayed start and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 5 in 2023-2024.

OSU - Graduate Certificate in Big Data Analytics (512)

This program received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 5 students in Fall 2019 and graduating 4 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 4 of the 5 required) or for graduates (achieved 2 of the 4 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 5 students in Fall 2021 and graduating 4 students in 2021-2022. This program met the productivity criterion for enrollment (achieved 5 of the 5 required) but did not meet the productivity criterion for graduates (achieved 3 of the 4 required).

OSU reports that accessibility has been a major obstacle for the program. To address this concern, the department plans to move the program to an online modality so it can be completed 100 percent remotely. This shift will allow the department to attract more working professionals and out-of-state students. Additionally, marketing efforts are currently being redesigned so there is an increased social media presence.

Based on planned curriculum changes and advertising strategies, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 5 in Fall 2023; and
- Graduates: 4 in 2023-2024.

OSU – Bachelor of Science in Geospatial Information Science (510)

This program received provisional approval at the January 28, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 20 students in Fall 2019 and graduating 8 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 12 of the 20 required) or for graduates (achieved 1 of the 8 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 20 students in Fall 2021 and graduating 8 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 12 of the 20 required) or for graduates (achieved 1 of the 8 required).

OSU reports that stacking of courses was a barrier to graduation and progress through the program. Specifically, 4 required courses were only offered in fall semesters. The department has made a recent faculty hire that will provide more flexibility to students. In conjunction with this change, additional curriculum changes are planned which should further provide flexibility.

Based on recent faculty hires and curriculum changes, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 8 in 2023-2024.

OSU - Graduate Certificate in Integrative Design of Building Envelope (525)

This program received provisional approval at the September 7, 2017 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 4 students in Fall 2019 and graduating 2 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 4 required) or for graduates (achieved 0 of the 2 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 4 students in Fall 2021 and graduating 2 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 10 of the 4 required) but did not meet the productivity criterion for graduates (achieved 1 of the 2 required).

OSU reports that the program is thriving and has 2.5 times as many majors as required. Additionally, the number of graduates during summer 2021, fall 2021, and spring 2022 is recorded as one, but the number of students who have been cleared for graduation during that timeframe is four. The awardees are not showing up in the data due to incomplete grades being assigned for final projects and not being verified as complete until too late to be included in the spring 2022 data.

Based on planned enrollment and graduation numbers, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 4 in Fall 2023; and
- Graduates: 2 in 2023-2024.

OSU – Graduate Certificate in Marketing Analytics (494)

This program received provisional approval at the December 5, 2013 State Regents' meeting with continuation of the program beyond Fall 2017 dependent upon enrolling 8 students in Fall 2016 and graduating 4 students in 2016-2017. The program did not meet the productivity criterion for enrollment (achieved 7 of the 8 required) but exceeded the productivity criterion for graduates (achieved 5 of the 4 required).

At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 8 students in Fall 2019 and graduating 4 students in 2019-2020. This program did not meet the productivity criterion for enrollment (achieved 3 of the 8 required) but exceeded the productivity criterion for graduates (achieved 5 of the 4 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 8 students in Fall 2021 and graduating 4 students in 2021-2022. This program did not meet the productivity criterion for enrollment (achieved 5 of the 8 required) or for graduates (achieved 2 of the 4 required).

OSU reports their plan to delete this program in Fall 2022 due to no enrollments.

Based upon OSU's intention and time needed for the deletion process, a final extension of the review schedule is recommended. Should the program not be deleted by Fall 2024, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 8 in Fall 2023; and
- Graduates: 4 in 2023-2024.

OSUCHS – Doctor of Philosophy in Forensic Sciences (009)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 10 students in Fall 2021 and graduating 3 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 30 of the 10 required) but did not meet productivity criterion for graduates (achieved 2 of the 3 required).

OSUCHS reports that 30 students were admitted to the program in spring 2020. COVID-19 impacted the program significantly, however faculty were able to progress in advancing students in the program. Of the 30 students admitted, 2 have graduated and 7 have been admitted for candidacy and are completing their dissertations currently.

Based on expected enrollment and graduation numbers, an extension of the review schedule is recommended, with continuation beyond Fall 2023 dependent upon meeting the following criteria:

- Majors enrolled: 10 in Fall 2022; and
- Graduates: 3 in 2022-2023.

OSUIT – Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT (109)

This program received provisional approval at the September 3, 2015 State Regents' meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 19 students in Fall 2018 and graduating 8 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 17 of the 19 required) or for graduates (achieved 6 of the 8 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 19 students in Fall 2021 and graduating 8 students in 2021-2022. This program exceeded the productivity criterion for enrollment (achieved 23 of the 19 required) but did not meet productivity criterion for graduates (achieved 5 of the 8 required).

OSUIT reports that for several years dealer participation in the program was practically nonexistent. A new dean was hired and a significant amount of effort was put into establishing dealer partnerships and an advisory committee. Corporate support is steadily increasing and a network of dealerships are offering internships and graduate placement.

COVID-19 negatively impacted this program's recruitment efforts and dealership partnerships. In-person recruitment is key to this program's success and COVID-19 stopped these efforts. Completion rates dropped due to corporate partners suffering the effects of the pandemic, resulting in a decreased demand for program graduates and limited internship opportunities. OSUIT expects that as local and regional industries rebound from the pandemic that student retention and completion rates will steadily increase.

Efforts are underway to increase recruitment efforts, develop new industry partnerships, expand corporate sponsorships and student scholarships, and support student retention and completion. The expansion of student success initiatives and support services will be key to these efforts. Curriculum is currently under review in an effort to remove curricular redundancy, better align general education requirements, and provide students with greater flexibility. A new program advisement structure will ensure consistency in advisor training and access to the tools and resources needed to serve students.

Based on planned curriculum changes, recruitment efforts, and marketing initiatives, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 19 in Fall 2024; and
- Graduate: 8 in 2024-2025.

OSUIT – Associate in Applied Science in Automotive Service Technologies/General Motors ASEP (103)

This program received provisional approval at the September 3, 2015 State Regents’ meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 24 students in Fall 2018 and graduating 12 students in 2018-2019. The program exceeded the productivity criterion for enrollment (achieved 30 of the 24 required) but did not meet the productivity criterion for graduates (achieved 8 of the 12 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 24 students in Fall 2021 and graduating 12 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 17 of the 24 required) or for graduates (achieved 7 of the 12 required).

OSUIT reports that this program has experienced multiple leadership changes which in turn impacted stability of the program. Faculty morale was also impacted and resulted in a divide between OSUIT’s automotive programs and industry partners. A new dean has been hired which has brought much needed leadership and stability to the program.

Efforts are being made to reestablish positive relationships with corporate partners and renew recruitment efforts. COVID-19 has presented challenges to these efforts and impacted their corporate partners. As OSUIT transitions out of “pandemic response” mode, they have increased efforts and resources directed toward developing new industry partnerships, expanding sponsorships and student scholarships, increasing recruitment activities, and supporting student retention and completion efforts.

Based on planned student retention initiatives, recruitment efforts, and renewed leadership, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2024; and
- Graduate: 12 in 2024-2025.

OSUIT – Associate in Applied Science in Automotive Service Technologies/Chrysler Mopar CAP (104)

This program received provisional approval at the September 3, 2015 State Regents’ meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 24 students in Fall 2018 and graduating 16 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 21 of the 24 required) or for graduates (achieved 11 of the 16 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 24 students in Fall 2021 and graduating 16 students in 2021-2022. This program did not meet the productivity criterion for enrollment (achieved 8 of the 24 required) or for graduates (achieved 3 of the 16 required).

OSUIT reports that this program has experienced multiple leadership changes which in turn effected stability of the program. Faculty morale was impacted and resulted in a divide between OSUIT’s automotive programs and industry partners. A new dean has been hired which has brought much needed leadership and stability to the program.

Efforts are being made to reestablish positive relationships with corporate partners and renew recruitment efforts. COVID-19 has presented challenges to these efforts and impacted their corporate partners. As OSUIT transitions out of “pandemic response” mode, they have increased efforts and resources directed toward developing new industry partnerships, expanding sponsorships and student scholarships, increasing recruitment activities, and supporting student retention and completion efforts.

Based on planned student retention initiatives, recruitment efforts, and renewed leadership, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2024; and
- Graduate: 16 in 2024-2025.

OSUIT – Associate in Applied Science in Industrial Maintenance Technologies (112)

This program received provisional approval at the September 3, 2015 State Regents’ meeting with continuation of the program beyond Fall 2019 dependent upon enrolling 70 students in Fall 2018 and graduating 23 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 56 of the 70 required) or for graduates (achieved 18 of the 23 required).

At their December 5, 2019 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 70 students in Fall 2021 and graduating 23 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 34 of the 70 required) or for graduates (achieved 21 of the 23 required).

OSUIT reports that the natural gas industry was thriving when this program was initially approved. The industry peaked in 2014-2015 and has struggled to return to previous production levels. This has impacted student enrollment, retention, and completion rates. Regardless of these challenges, the program has maintained steady enrollment and completion rates from Fall 2018 to Fall 2021. In Fall 2021, COVID-19 played a part in the downturn of the program.

Industry demands are beginning to grow and in turn student enrollment is increasing. OSUIT plans to start the first Spring cohort in 2023. Resources and efforts are increasing to develop new partnership, expand corporate sponsorships, provide additional scholarships, and increase recruitment activities and student support. A new dean has been hired which has brought much needed leadership and stability to the program. Curriculum is currently under review in an effort to remove curricular redundancy, better align general education requirements, and provide students with greater flexibility.

Based on planned curriculum changes, recruitment efforts, and marketing initiatives, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 70 in Fall 2024; and
- Graduate: 23 in 2024-2025.

NSU - Bachelor of Arts in Creative Writing (162)

This program received provisional approval at the May 26, 2017 State Regents’ meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 12 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 20 of the 25 required) or for graduates (achieved 5 of the 12 required).

NSU reports one of the limiting factors for the program is the broader concern in higher education due to COVID-19 and the resulting effect it had on university-wide enrollment. The 2021-2022 academic year has drawn new students while existing students are starting to return. This is an indicator of the core stability of the program. There is no indication that students are having systemic difficulties in progressing through the coursework in a timely fashion. Dedicated efforts to engage students in the academic planning process have proven to be successful, with very few students not advancing towards graduation.

Another concern with the program's productivity is recruitment. Direct recruitment through use of faculty and student poetry outreach to K-12 classes and the community is a key recruitment tool utilized for this program. COVID-19 stopped in-person interactions, directly impacting enrollment. Enrollment is starting to grow thus increasing funding to allow for new hires, marketing, and outreach which will increase the scope of the program.

Based on enrollment shifts, student engagement efforts, and new funding increases, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2025; and
- Graduates: 12 in 2025-2026.

NWOSU – Master of Science in General Psychology (079)

This program received provisional approval at the May 26, 2017 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 8 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 11 of the 12 required) or for graduates (achieved 0 of the 8 required).

NWOSU reports that recent departmental changes have allowed the program to be completely online accessible, with courses being offered digitally, via ITV, or in a hybrid format. This change coupled with NWOSU's competitive tuition rates, will allow the department to recruit in-state and out-of-state students.

Steps have been taken to improve the department's website and partner with regional universities to matriculate their Bachelor's graduates. Department faculty are participating in a university enrollment task force, which has been charged with improving enrollment and retention numbers across the university. Last year the department also improved the program's curriculum by adding a course in Social Psychology and aligning thesis hours with capstone hours, which will make the program more flexible for students.

In addition, NWOSU administration is working with the department to make graduate teaching assistantships an important part of the recruitment process. This change will allow graduate students to receive teaching experience at the undergraduate level as part of their master's degree curriculum. A small stipend will be provided for this work which will encourage student enrollment.

Based on current enrollment and retention efforts, coupled with departmental changes, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2024; and
- Graduates: 8 in 2024-2025.

NWOSU – Master of Education in Educational Leadership (084)

This program received provisional approval at the March 29, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 32 students in Fall 2019 and graduating 10

students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 28 of the 32 required) or for graduates (achieved 8 of the 10 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 32 students in Fall 2021 and graduating 10 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 7 of the 32 required) or for graduates (achieved 1 of the 10 required).

For more than a century NWOSU identifies strongly with being an institution for teacher preparation, specifically preparing principals to oversee teachers and school facilities. State-wide teacher shortages make this program imperative to the state and region.

Enrollment declines due to COVID-19 have greatly impacted the field of education and NWOSU is no exception. NWOSU is undertaking new initiatives and recruitment plans to improve enrollment numbers. Efforts will include meeting with teachers in the region to promote graduate offerings. A fast-track option for the program will be re-implemented and online course offerings will be explored to allow students more flexibility.

Based on current enrollment and recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 32 in Fall 2024; and
- Graduates: 10 in 2024-2025.

NWOSU – Doctor of Nursing Practice in Family Nurse Practitioner (080)

This program received provisional approval at the January 28, 2016 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 8 students in 2021-2022. The program exceeded the productivity criterion for enrollment (achieved 36 of the 25 required) but did not meet the productivity criterion for graduates (achieved 6 of the 8 required).

NWOSU reports that this program is exceeding its enrollment numbers every year and close to meeting its expected graduation number this year. It is expected that 15 students will graduate during the 2022-2023 academic year. They attribute the difference between the large enrollment numbers and smaller graduation rates to be due to the number of part-time students in the program and its rigorous methodology.

Another attributing factor to recognized is the rate of pay for RNs. During the COVID-19 pandemic, the rate of pay for RNs compared to Nurse Practitioners flipped. RN wages are coming back down to normal rates which has translated to more interest in this program.

Based on current nursing shortages and renewed interests in DNP programs, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2024; and
- Graduates: 8 in 2024-2025.

OPSU – Associate in Science in Criminal Justice (062)

This program received provisional approval at the January 28, 2010 State Regents' meeting with continuation of the program beyond Fall 2014 dependent upon enrolling 20 students in Fall 2013 and

graduating 6 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 19 of the 20 required) or for graduates (achieved 3 of the 6 required).

At their December 4, 2014 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 20 students in Fall 2015 and graduating 6 students in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 11 of the 20 required) or for graduates (achieved 4 of the 6 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 20 students in Fall 2018 and graduating 6 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 12 of the 20 required) or for graduates (achieved 2 of the 6 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 20 students in Fall 2021 and graduating 6 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 8 of the 20 required) or for graduates (achieved 2 of the 6 required).

OPSU reports that they plan to develop a new strategic and enrollment management plan. They will utilize new enrollment software and create targeted online marketing campaigns to promote the program. Internal and external factors will be identified that have led to decreased enrollment.

Faculty will undergo teaching certification programs in an effort to expand online learning opportunities. This will provide an opportunity for more flexible schedules for students. They will identify career pathways for students in the program and engage in creating a talent pipeline for employers seeking qualified criminal justice graduates.

Based on new strategic plan efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 6 in 2023-2024.

OPSU – Bachelor of Music in Music (057)

This program received provisional approval at the July 1, 2005 State Regents' meeting with continuation of the program beyond Fall 2007 dependent upon enrolling 15 students in Fall 2006 and graduating 6 students in 2006-2007. The program did not meet the productivity criteria for enrollment (achieved 14 of the 15 required) or for graduates (achieved 2 of the 6 required).

At their February 7, 2008 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2011 dependent upon enrolling 15 students in Fall 2010 and graduating 6 students in 2010-2011. The program did not meet the productivity criteria for enrollment (achieved 14 of the 15 required) or for graduates (achieved 2 of the 6 required).

At their December 1, 2011 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2014 dependent upon enrolling 15 students in Fall 2013 and graduating 6 students in 2013-2014. The program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 1 of the 6 required).

At their December 4, 2014 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 15 students in Fall 2015 and

graduating 6 students in 2015-2016. The program did not meet the productivity criteria for enrollment (achieved 5 of the 15 required) or for graduates (achieved 0 of the 6 required).

At their December 1, 2016 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2019 dependent upon enrolling 15 students in Fall 2018 and graduating 6 students in 2018-2019. The program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 1 of the 6 required).

At their December 5, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 15 students in Fall 2021 and graduating 6 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 10 of the 15 required) or for graduates (achieved 0 of the 6 required).

OPSU reports the intention of suspending the program due to low enrollment and graduation rates. Music will become a specialization within the education program.

Based on OPSU's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2024, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 6 in 2023-2024.

RSU - Bachelor of Arts in Public Affairs (123)

This program received provisional approval at the December 4, 2008 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 30 students in Fall 2012 and graduating 14 students in 2012-2013. The program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 1 of the 14 required).

At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2015 dependent upon enrolling 30 students in Fall 2014 and graduating 14 students in 2014-2015. The program did not meet the productivity criteria for enrollment (achieved 16 of the 30 required) or for graduates (achieved 3 of the 14 required).

At their December 3, 2015 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2018 dependent upon enrolling 30 students in Fall 2017 and graduating 14 students in 2017-2018. The program did not meet the productivity criteria for enrollment (achieved 17 of the 30 required) or for graduates (achieved 6 of the 14 required).

At their December 6, 2018 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 30 students in Fall 2019 and graduating 14 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 17 of the 30 required) or for graduates (achieved 3 of the 14 required).

At their March 4, 2019 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 30 students in Fall 2021 and graduating 14 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 21 of the 30 required) or for graduates (achieved 5 of the 14 required).

RSU reports plans for program modifications to improve program curriculum and provide additional options for students. Career pathways are being developed to reduce student confusion and improve attractiveness of the program.

Based on curriculum restructuring, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2023; and
- Graduates: 14 in 2023-2024.

SEOSU – Master of Music Education in Music Education (114)

This program received provisional approval at the April 9, 2015 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 7 students in 2019-2020. The program met the productivity criterion for enrollment (achieved 7 of the 7 required) but did not meet the productivity criterion for graduates (achieved 2 of the 7 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 7 students in 2021-2022. The program exceeded the productivity criterion for enrollment (achieved 9 of the 7 required) but did not meet the productivity criterion for graduates (achieved 2 of the 7 required).

SEOSU reports that they will adjust summer courses to an all-online format to promote schedule flexibility for students. This change has allowed students in-state, out-of-state, and out-of-country to enroll in courses they normally would have to be on campus for.

Recruiting efforts are returning to pre-COVID-19 standards. More personal site visits and conference attendance are slated for this coming year. Efforts will also include advertising in music journals outside of the state.

Based on recruitment changes and planned advertisement, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 7 in 2023-2024.

SWOSU – Associate in Science in Criminal Justice (138)

This program received provisional approval at the June 27, 1997 State Regents' meeting with continuation of the program beyond Fall 2002 dependent upon enrolling 25 students in Fall 2001 and graduating 5 students in 2001-2002. The program did not meet the productivity criterion for enrollment or for graduates.

At their December 5, 2002 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2004 dependent upon enrolling 25 students in Fall 2003 and graduating 5 students in 2003-2004. The program did not meet the productivity criteria for enrollment (achieved 24 of the 25 required) or for graduates (achieved 1 of the 5 required).

At their October 28, 2004 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2005 dependent upon enrolling 25 students in Fall 2004 and graduating 5 students in 2004-2005. The program did not meet the productivity criteria for enrollment (achieved 15 of the 25 required) or for graduates (achieved 2 of the 5 required).

At their September 15, 2005 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2007 dependent upon enrolling 25 students in Fall 2006 and graduating 5 students in 2006-2007. The program did not meet the productivity criterion for enrollment (achieved 12 of the 25 required) but exceeded the productivity criterion for graduates (achieved 6 of the 5 required).

At their November 29, 2007 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2010 dependent upon enrolling 25 students in Fall 2009 and graduating 5 students in 2009-2010. When the program was initially approved, it was added to SWOSU's Sayre campus' inventory. However, in Spring 2010, SWOSU requested all programs be deleted from the SWOSU-Sayre campus inventory and added to SWOSU-Weatherford's inventory. During this transition, the program was inadvertently omitted from post audit reports. SWOSU reported that the program had been inactive for several years due to a lack of full-time Criminal Justice faculty or staff to promote the program. Therefore, the need for a post audit report has gone overlooked. SWOSU reports the program did not meet the productivity criteria for enrollment in 2019-2020 (achieved 5 of the 25 required) or for graduates (achieved 3 of the 5 required). However, the Social Sciences department now has full-time faculty based on SWOSU's main Weatherford campus that are committed to reviving the program and increasing enrollment.

At their March 4, 2021 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 4 of the 25 required) or for graduates (achieved 0 of the 5 required).

SWOSU reports that in 2020 this program was moved from the Sayre campus to Weatherford. Electronic delivery of this program was approved in 2021. SWOSU believes this approval and additional program modifications will help the program meet productivity goals.

Based on re-alignment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2024; and
- Graduates: 5 in 2024-2025.

SWOSU – Bachelor of Science in Public Health (137)

This program received provisional approval at the April 26, 2018 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 15 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 11 of the 15 required) or for graduates (achieved 2 of the 5 required).

SWOSU reports the program will be adding an online degree option in Spring 2023. This will allow for more diverse populations over a larger area to pursue this program. It is SWOSU's desire to grow the Public Health program to help with the shortage in the Public Health workforce.

Based on proposed modality changes, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 5 in 2023-2024.

UCO – Professional Science Master's in Computational Science (219)

This program received provisional approval at the May 27, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 20 students in Fall 2019 and graduating 6 students in 2019-2020. This program did not meet the productivity criteria for enrollment (achieved 13 of the 20 required) or for graduates (achieved 3 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 20 students in Fall 2021 and graduating 6 students 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 11 of the 20 required) but exceeded the productivity criterion for graduates (achieved 7 of the 6 required).

UCO reports that they plan to create 12 different accelerated degree pathways which will allow students to complete the program in 1 year beyond their undergraduate degree. Most of the students in this program are working professionals in the Oklahoma City metropolitan area. Curriculum is shifting to more online courses in an effort to provide more flexibility and draw more attraction from out-of-state students.

The program director participates in a statewide network of computational science-related practitioners at academic institutions. The program will convene its advisory board in 2022-2023 to gather feedback about current industry needs and marketing opportunities. This advisory group will be expanded to include service industries that have significant software development and information technology operations teams. Lean Six Sigma Project Management will be integrated into the curriculum to better serve students. The program is eligible to seek affiliation with the National Professional Science Master's Association (NPSMA) and will begin the affiliation process in 2023. This affiliation will gain national exposure and will hopefully increase enrollment.

Based on the re-alignment, marketing, and networking efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 20 in Fall 2023; and
- Graduates: 6 in 2023-2024.

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

This program received provisional approval at the May 25, 2007 State Regents' meeting with continuation of the program beyond Fall 2011 dependent upon enrolling 12 students in Fall 2010 and graduating 5 students in 2010-2011. This program exceeded the productivity criterion for enrollment (achieved 22 of the 12 required) but did not meet the productivity criterion for graduates (achieved 3 of the 5 required).

At their December 1, 2011 meeting, the State Regents approved an extension of the review schedule, with continuation of the program beyond Fall 2014 dependent upon enrolling 12 students in Fall 2013 and graduating 5 students in 2013-2014. The program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

At their December 4, 2014 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 12 students in Fall 2016 and graduating 5 students in 2016-2017. The program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 2 of the 5 required).

At their December 7, 2017 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and

graduating 5 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 10 of the 12 required) or for graduates (achieved 1 of the 5 required).

At their March 4, 2021 meeting, the State Regents approved another extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 11 of the 12 required) or for graduates (achieved 0 of the 5 required).

UCO reports that this program is the only K-12 teacher preparation degree for dance in the state of Oklahoma. Graduates of this program make up 43 percent of the current teachers in K-12 dance programs across the state and the program has 100 percent placement of graduates directly into K-12 school programs.

Recruitment into the program has been on par, however retention of students in the program has been difficult. The addition of other like programs within UCO has resulted in retention declines. UCO has established a College of Fine Arts and Design Education Advisor and Dance Faculty Education Coordinator to address retention concerns. They have also established incentive programs for traveling to conferences and professional development activities. Community involvement activities, early recruitment events in OKCPS, and mentoring opportunities are currently being focused on as well.

Based on current retention efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 5 in 2023-2024.

UCO - Bachelor of Arts in Music (223)

This program received provisional approval at the May 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 30 students in Fall 2021 and graduating 20 students in 2021-2022. The program did not meet the productivity criteria for enrollment (enrolled 11 of the 30 required) or for graduates (graduated 1 of the 20 required).

UCO reports that the program is performing exactly as planned. The main focus of the program is to provide a degree option to students who previously would not have been able to complete a music performance or music education degree as a result of a lack of performance ability or lack of desire to become a music educator. This program provides a wider liberal arts focus to students and is supported by their accrediting body, the National Association of Schools of Music (NASM).

Based on the uniqueness of the program, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 students in Fall 2023; and
- Graduates: 20 graduates in 2023-2024.

UCO - Master of Fine Arts in Illustration (222)

This program received provisional approval at the May 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 15 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 2 of the 15 required) or for graduates (achieved 1 of the 5 required).

UCO reports that this program is the only program of its kind in the state of Oklahoma and just 1 of 8 universities in the US offering such a program.

The UCO School of Design continues to recruit graduate students through participation in the Salute Design Competition housed within UCO. This competition exposes students in graphic design, interior design, and illustration from around the nation to the program's offerings. Based on the quality of entries to the competition, it is hoped the quality of applicants will improve to meet the rigorous standards for admittance, resulting in increased enrollment. In the coming semester, the department will develop marketing materials to promote this program to the entrants of the Salute Competition.

The potential for online courses for the program is being investigated by program faculty. It is critical to match the most appropriate format for instruction to the profession and the artistic medium as well as the needs and preferences of potential students. If this change of format is determined to be an appropriate fit, it will require training of faculty as well as course development.

Based on recruitment and marketing initiatives, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 15 in Fall 2023; and
- Graduates: 5 in 2023-2024.

USAO – Bachelor of Arts in Public Policy (040)

This program received provisional approval at the April 21, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program exceeded the productivity criterion for enrollment (achieved 18 of the 12 required) but did not meet the productivity criterion for graduates (achieved 3 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 6 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 2 of the 12 required) or for graduates (achieved 1 of the 6 required).

USAO reports the intention of suspending the program due to low enrollment and lack of retaining students. Currently there is only 1 student enrolled in the program and they will be meeting with an advisor soon to determine the best plan of action.

Based on USAO's intention and time needed for the suspension process, an extension of the review schedule is recommended. Should the program not be suspended by Fall 2024, continuation of the program will be dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2023; and
- Graduates: 6 in 2023-2024.

USAO – Bachelor of Arts in Multidisciplinary Studies (041)

This program received provisional approval at the June 20, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 12 students in Fall 2019 and graduating 6 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 2 of the 6 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 12 students in Fall 2021 and graduating 6 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 2 of the 12 required) or for graduates (achieved 2 of the 6 required).

USAO reports plans to advertise the program more and train advisors in an effort to help them encourage the program.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 12 in Fall 2024; and
- Graduates: 6 in 2024-2025.

CASC – Certificate in Organizational Leadership (069)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criterion for enrollment (achieved 0 of the 7 required) or for graduates (achieved 0 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 3 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 0 of the 7 required) or for graduates (achieved 0 of the 3 required).

CASC reports a recent emphasis on workforce development through badges and micro-credentials. This coupled with the POWER I program has shown a potential increase in interest for the program. CASC believes momentum is gaining for this program but needs additional time for growth.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 3 in 2023-2024.

CASC – Certificate in Hospitality and Event Management (070)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 1 of the 7 required) or for graduates (achieved 0 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 3 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 2 of the 3 required).

CASC reports a recent emphasis on workforce development through badges and micro-credentials. This coupled with the POWER I program has shown a potential increase in interest for the program. CASC believes momentum is gaining for this program but needs additional time for growth.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 3 in 2023-2024.

CASC – Certificate in Social Services Assistant (071)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 7 required) or for graduates (achieved 1 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 3 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 2 of the 3 required).

CASC reports a recent emphasis on workforce development through badges and micro-credentials. This coupled with the POWER I program has shown a potential increase in interest for the program. CASC believes momentum is gaining for this program but needs additional time for growth.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 3 in 2023-2024.

CASC – Certificate in Occupational Skills (072)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 0 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and graduating 3 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 2 of the 3 required).

CASC reports a recent emphasis on workforce development through badges and micro-credentials. This coupled with the POWER I program has shown a potential increase in interest for the program. CASC believes momentum is gaining for this program but needs additional time for growth.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 3 in 2023-2024.

CASC – Certificate in Law Enforcement Procedures (073)

This program received provisional approval at the June 28, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 7 students in Fall 2019 and graduating 3 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 0 of the 3 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 7 students in Fall 2021 and

graduating 3 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 0 of the 7 required) or for graduates (achieved 1 of the 3 required).

CASC reports a recent emphasis on workforce development through badges and micro-credentials. This coupled with the POWER I program has shown a potential increase in interest for the program. CASC believes momentum is gaining for this program but needs additional time for growth.

Based on recruitment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 7 in Fall 2023; and
- Graduates: 3 in 2023-2024.

EOSC – Associate in Applied Science in Ranch Operations-Stocker Management (080)

This program received provisional approval at the March 3, 2016 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 24 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 3 of the 24 required) or for graduates (achieved 2 of the 5 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 24 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 3 of the 24 required) or for graduates (achieved 2 of the 5 required).

EOSC reports that while the program has not met their productivity criterion, the program is low to no-cost and in fact a revenue generator that benefits other programs in the agriculture division. A unique aspect of the program is that it allows students to begin careers as stocker ranchers while working towards their degree.

EOSC is working to increase external business partners in an effort to increase the scope and efficacy of the program. They are forming an advisory committee to include high school agriculture teachers which in turn should increase student interest in the program.

Based on the uniqueness of the program and partnership efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2023; and
- Graduates: 5 in 2023-2024.

EOSC – Associate in Applied Science in Respiratory Therapy (081)

This program received provisional approval at the March 29, 2018 State Regents' meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 30 students in Fall 2019 and graduating 10 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 14 of the 30 required) or for graduates (achieved 0 of the 10 required).

At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2022 dependent upon enrolling 30 students in Fall 2021 and graduating 10 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 18 of the 30 required) but exceeded the productivity criterion for graduates (achieved 12 of the 10 required).

EOSC reports that approval from OSRHE and the Commission on Accreditation for Respiratory Care (COARC) was received in August 2018. Higher Learning Commission (HLC) approval was received in September 2018. A director for the program was put in place in Spring 2019. These delays pushed back the initial expected graduation dates for their cohorts. COVID-19 impacted the program's clinical rotations and alternative simulations were attempted but not allowed by COARC. This in turn resulted in additional delays in graduating students. EOSC also notes that the provisional accreditation from COARC limits clinical sites in order to maintain a certain student to faculty ratio. This stipulation limited the number of students each cohort could contain. Until full accreditation is received in 2024, this cap on enrollment will persist.

EOSC is working to expand their Respiratory Therapy program through partnerships with Southeastern Oklahoma State University and Oral Roberts University. They are also working to realign the curriculum and board review scenarios to reach the new scope of practice requirements as well as the new board exam threshold within the field of respiratory therapy.

Based on the curriculum realignment, potential partnerships with four-year institutions, and COARC restrictions, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 30 in Fall 2023; and
- Graduates: 10 in 2023-2024.

EOSC – Certificate in Ranch Operations-Stocker Management (050)

This program received provisional approval at the April 15, 2021 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 24 students in Fall 2019 and graduating 5 students in 2019-2020. The program did not meet the productivity criteria for enrollment (achieved 2 of the 24 required) or for graduates (achieved 1 of the 5 required).

EOSC reports that while the program has not met their productivity criterion, the program is low to no-cost and in fact a revenue generator that benefits other programs in the agriculture division. A unique aspect of the program is that it allows students to begin careers as stocker ranchers while working towards their degree.

EOSC is working to increase external business partners in an effort to increase the scope and efficacy of the program. They are forming an advisory committee to include high school agriculture teachers which in turn should increase student interest in the program.

Based on the uniqueness of the program and partnership efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 24 in Fall 2023; and
- Graduates: 5 in 2023-2024.

MSC - Associate in Science in International Studies (068)

This program received provisional approval at the June 30, 2016 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 10 students in 2021-2022. The program did not meet the productivity criteria for enrollment (achieved 3 of the 25 required) or for graduates (achieved 0 of the 10 required).

MSC reports that COVID-19 presented many challenges for this program. As this program is centered around travel abroad, COVID-19 restrictions suspended travel outside of the United States. This resulted

in students within the program not being able to complete degree requirements and ultimately changing majors.

With COVID-19 restrictions lifting, the department has plans to increase promotion of the travel opportunities this program has to offer. Faculty and advisor training will be included in the plan so they can help promote the program as well. Student participation in international trips is enough to cover program needs and assists with keeping the program inexpensive to offer.

Based on the unique nature of the program, marketing efforts, and COVID-19 restrictions lifting, an extension of the review schedule is recommended, with continuation beyond Fall 2025 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2024; and
- Graduates: 10 in 2024-2025.

RCC - Associate in Applied Science in Agriculture Technology and Sustainability (110)

This program received provisional approval at the April 20, 2017 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 12 students in 2021-2022. This program did not meet the productivity criteria for enrollment (achieved 3 of the 25 required) or for graduates (achieved 0 of the 12 required).

RCC reports that approved curriculum changes will begin in Fall 2022. Changes include incorporating agriculture industry trends in drone work and GIS mapping. These changes are hoped to impact enrollment in the program.

Based on curriculum changes and the time needed to attract students, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 12 in 2023-2024.

RSC – Associate in Science in Baccalaureate Track – Allied Health (146)

This program received provisional approval at the June 29, 2017 State Regents' meeting with continuation of the program beyond Fall 2022 dependent upon enrolling 25 students in Fall 2021 and graduating 5 students in 2021-2022. The program did not meet the productivity criterion for enrollment (achieved 22 of the 25 required) but did meet the productivity criterion for graduates (achieved 5 of the 5 required).

RSC reports that articulation agreements with other institutions is in progress. Promotion of the program on RSC's website have begun so students have a clearer path to a Bachelor's degree.

Based on recruitment efforts and partnerships, an extension of the review schedule is recommended, with continuation beyond Fall 2024 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2023; and
- Graduates: 5 in 2023-2024.

Attachment

ATTACHMENT A
Productivity Criteria

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|---|----------------|----------------------|----------|------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| OU – Graduate Certificate in Arts Management and Entrepreneurship (447) | June 28, 2018 | 20 F2021 | 5 | 15 2021-22 | 0 | 2018 | 2024 | Review Schedule Extension |
| OU – Bachelor of Fine Arts in Visual Communication (399) | June 26, 2014 | 70 F2021 | 68 | 20 2021-22 | 18 | 2021 | 2024 | Review Schedule Extension |
| OU – Doctor of Philosophy in Information Studies (434) | April 20, 2017 | 10 F2021 | 10 | 2 2021-22 | 0 | 2017 | 2024 | Review Schedule Extension |
| OU – Bachelor of Science in Community Health (446) | June 28, 2018 | 44 F2021 | 136 | 20 2021-22 | 24 | 2018 | 2027 | Final Approval |
| OU – Bachelor of Arts in Community Health (445) | June 28, 2018 | 55 F2021 | 88 | 25 2021-22 | 37 | 2018 | 2027 | Final Approval |
| OU – Bachelor of Science in Anthropology (431) | March 23, 2017 | 25 F2021 | 97 | 10 2021-22 | 15 | 2017 | 2027 | Final Approval |
| OU – Bachelor of Arts in Italian (370) | June 25, 2009 | 12 F2021 | 6 | 5 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |
| OU – Graduate Certificate in Business Entrepreneurship (395) | June 27, 2013 | 6 F2021 | 6 | 3 2021-22 | 11 | 2021 | 2027 | Final Approval |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|-------------------|----------------------|----------|---------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| OU – Graduate Certificate in Natural Gas Technology (401) | June 26, 2014 | 7 F2021 | 0 | 4 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OU – Graduate Certificate in Digital Humanities (439) | June 29, 2017 | 8 F2021 | 1 | 7 2021-22 | 0 | 2017 | 2024 | Review Schedule Extension |
| OU – Bachelor of Arts in Judaic Studies (369) | October 23, 2008 | 12 F2021 | 1 | 5 2021-22 | 0 | 2021 | 2024 | Review Schedule Extension |
| OU – Graduate Certificate in Litigation (154) | June 25, 2015 | 10 F2021 | 0 | 2 2021-22 | 0 | 2021 | 2024 | Review Schedule Extension |
| OUHSC – Doctor of Nursing Practice in Nursing Practice (090) | December 3, 2009 | 64 F2021 | 79 | 15 2021-22 | 3 | 2021 | 2023 | Review Schedule Extension |
| OSU – Doctor of Philosophy in School Psychology (535) | June 28, 2018 | 20 F2021 | 30 | 4 2021-22 | 8 | 2018 | 2027 | Final Approval |
| OSU – Master of Science in Dietetics (264) | September 5, 2019 | 6 F2021 | 10 | 3 2021-22 | 3 | 2019 | 2027 | Final Approval |
| OSU – Master of Science in Applied Statistics (507) | October 22, 2015 | 6 F2021 | 15 | 3 2021-22 | 3 | 2021 | 2027 | Final Approval |
| OSU – Bachelor of Arts in Global Studies (520) | December 1, 2016 | 13 F2021 | 37 | 5 2021-22 | 9 | 2016 | 2027 | Final Approval |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|-------------------|----------------------|----------|------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| OSU – Master of Science in Engineering Technology (519) | December 1, 2016 | 12 F2021 | 20 | 6 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OSU – Master of Arts in Social Foundations of Education (529) | February 1, 2018 | 6 F2021 | 6 | 3 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OSU – Certificate in Teaching English to Speakers of Other Languages (527) | December 7, 2017 | 6 F2021 | 14 | 4 2021-22 | 4 | 2021 | 2027 | Final Approval |
| OSU – Bachelor of Science in American Studies (526) | October 19, 2017 | 13 F2021 | 14 | 5 2021-22 | 2 | 2017 | 2024 | Review Schedule Extension |
| OSU – Master of Fine Arts in Graphic Design (504) | September 3, 2015 | 6 F2021 | 2 | 3 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OSU – Graduate Certificate in Entrepreneurship (492) | September 6, 2012 | 15 F2021 | 7 | 11 2021-22 | 6 | 2021 | 2024 | Review Schedule Extension |
| OSU - Graduate Certificate in Museum and Curatorial Studies (531) | April 26, 2018 | 3 F2021 | 8 | 2 2021-22 | 2 | 2021 | 2027 | Final Approval |
| OSU – Graduate Certificate in Workforce and Adult Education (539) | September 6, 2018 | 6 F2021 | 3 | 3 2021-22 | 4 | 2021 | 2024 | Review Schedule Extension |
| OSU – Bachelor of Science in Medicinal and Biophysical Chemistry (264) | September 5, 2019 | 15 F2021 | 13 | 5 2021-22 | 2 | 2019 | 2024 | Review Schedule Extension |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|---|-------------------|----------------------|----------|------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| OSU – Graduate Certificate in Big Data Analytics (512) | April 21, 2016 | 5 F2021 | 5 | 4 2021-22 | 3 | 2021 | 2024 | Review Schedule Extension |
| OSU – Bachelor of Science in Geospatial Information Science (510) | January 28, 2016 | 20 F2021 | 12 | 8 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OSU – Doctor of Philosophy in Nutritional Sciences (509) | January 28, 2016 | 10 F2021 | 16 | 2 2021-22 | 3 | 2021 | 2027 | Final Approval |
| OSU – Graduate Certificate in Integrative Design of Building Envelope (525) | September 7, 2017 | 4 F2021 | 10 | 2 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| OSU - Graduate Certificate in Marketing Analytics (494) | December 5, 2013 | 8 F2021 | 5 | 4 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |
| OSUCHS – Doctor of Philosophy in Forensic Sciences (009) | June 28, 2018 | 10 F2021 | 30 | 3 2021-22 | 2 | 2018 | 2023 | Review Schedule Extension |
| OSUIT – Associate in Applied Science in Diesel and Heavy Equipment/Komatsu ACT (109) | September 3, 2015 | 19 F2021 | 23 | 8 2021-22 | 5 | 2019 | 2025 | Review Schedule Extension |
| OSUIT – Associate in Applied Science in Automotive Service Technologies/General Motors ASEP (103) | September 3, 2015 | 24 F2021 | 17 | 12 2021-22 | 7 | 2019 | 2025 | Review Schedule Extension |
| OSUIT – Associate in Applied Science in Automotive Service Technologies/Chrysler Mopar CAP (104) | September 3, 2015 | 24 F2021 | 8 | 16 2021-22 | 3 | 2019 | 2025 | Review Schedule Extension |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|-------------------|----------------------|----------|---------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| OSUIT – Bachelor of Technology in Applied Technical Leadership (132) | June 28, 2018 | 30 F2021 | 57 | 10 2021-22 | 35 | 2018 | 2027 | Final Approval |
| OSUIT – Associate in Applied Science in Industrial Maintenance Technologies (112) | September 3, 2015 | 70 F2021 | 34 | 23 2021-22 | 21 | 2019 | 2025 | Review Schedule Extension |
| OSUIT – Associate in Applied Science in Construction Technologies/High Voltage Lineman (106) | September 3, 2015 | 100 F2021 | 175 | 50 2021-22 | 54 | 2019 | 2027 | Final Approval |
| NSU – Bachelor of Science in Nutritional Sciences (153) | October 16, 2014 | 42 F2021 | 84 | 15 2021-22 | 31 | 2019 | 2027 | Final Approval |
| NSU – Master of Science in Education in Special Education (154) | October 16, 2014 | 28 F2021 | 71 | 12 2021-22 | 14 | 2019 | 2027 | Final Approval |
| NSU – Master of Social Work in Social Work (164) | June 29, 2017 | 45 F2021 | 53 | 22 2021-22 | 24 | 2017 | 2027 | Final Approval |
| NSU – Bachelor of Arts in Creative Writing (162) | May 26, 2017 | 25 F2021 | 20 | 12 2021-22 | 5 | 2017 | 2025 | Review Schedule Extension |
| NSU – Master of Science in Natural Science (150) | May 27, 2011 | 15 F2021 | 21 | 5 2021-22 | 5 | 2019 | 2027 | Final Approval |
| NWOSU – Master of Science in General Psychology (079) | May 26, 2017 | 12 F2021 | 11 | 8 2021-22 | 0 | 2017 | 2025 | Review Schedule Extension |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|---|------------------|----------------------|----------|---------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| NWOSU – Bachelor of Arts in Music (066) | June 25, 2009 | 12 F2021 | 2 | 5 2021-22 | 0 | 2021 | 2027 | Final Approval |
| NWOSU – Master of Education in Educational Leadership (084) | March 29, 2018 | 32 F2021 | 7 | 10 2021-22 | 1 | 2021 | 2025 | Review Schedule Extension |
| NWOSU – Doctor of Nursing Practice in Family Nurse Practitioner (080) | January 28, 2016 | 25 F2021 | 36 | 8 2021-22 | 6 | 2016 | 2025 | Review Schedule Extension |
| OPSU – Associate in Science in Criminal Justice (062) | January 28, 2010 | 20 F2021 | 8 | 6 2021-22 | 2 | 2019 | 2024 | Review Schedule Extension |
| OPSU – Bachelor of Music in Music (057) | July 1, 2005 | 15 F2021 | 10 | 6 2021-22 | 0 | 2019 | 2024 | Review Schedule Extension |
| RSU – Bachelor of Science in Nursing (128) | February 2, 2017 | 110 F2021 | 159 | 50 2021-22 | 81 | 2017 | 2027 | Final Approval |
| RSU - Bachelor of Arts in Public Affairs (123) | December 4, 2008 | 30 F2021 | 21 | 14 2021-22 | 5 | 2021 | 2024 | Review Schedule Extension |
| SEOSU – Master of Music Education in Music Education (114) | April 9, 2015 | 7 F2021 | 9 | 7 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|------------------|----------------------|----------|------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| SEOSU – Master of Early Intervention and Child Development in Early Intervention and Child Development (116) | February 2, 2017 | 10 F2021 | 35 | 5 2021-22 | 5 | 2017 | 2027 | Final Approval |
| SWOSU – Associate in Science in Criminal Justice (138) | June 27, 1997 | 25 F2021 | 4 | 5 2021-22 | 0 | 2021 | 2025 | Review Schedule Extension |
| SWOSU – Bachelor of Science in Public Health (137) | April 26, 2018 | 15 F2021 | 11 | 5 2021-22 | 2 | 2018 | 2024 | Review Schedule Extension |
| UCO – Professional Science Master’s in Computational Science (219) | May 27, 2016 | 20 F2021 | 11 | 6 2021-22 | 7 | 2021 | 2024 | Review Schedule Extension |
| UCO – Bachelor of Arts in Education in Dance Education (191) | May 25, 2007 | 12 F2021 | 11 | 5 2021-22 | 0 | 2021 | 2024 | Review Schedule Extension |
| UCO - Bachelor of Arts in Communication (207) | April 18, 2013 | 50 F2021 | 52 | 10 2021-22 | 24 | 2021 | 2027 | Final Approval |
| UCO – Master of Science in Computer Science (233) | May 25, 2018 | 10 F2021 | 86 | 5 2021-22 | 10 | 2018 | 2027 | Final Approval |
| UCO – Bachelor of Arts in Music (223) | May 25, 2018 | 30 F2021 | 11 | 20 2021-22 | 1 | 2018 | 2024 | Review Schedule Extension |
| UCO - Master of Arts in Crime and Intelligence Analysis (197) | March 10, 2011 | 15 F2021 | 16 | 3 2021-22 | 6 | 2021 | 2027 | Final Approval |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|----------------|----------------------|----------|--------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| UCO - Master of Fine Arts in Illustration (222) | May 25, 2018 | 15 F2021 | 2 | 5 2021-22 | 1 | 2018 | 2024 | Review Schedule Extension |
| USAO – Bachelor of Arts in Public Policy (040) | April 21, 2016 | 12 F2021 | 2 | 6 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| USAO – Bachelor of Arts in Multidisciplinary Studies (041) | June 20, 2016 | 12 F2021 | 2 | 6 2021-22 | 2 | 2021 | 2025 | Review Schedule Extension |
| CASC – Certificate in Organizational Leadership (069) | June 28, 2018 | 7 F2021 | 0 | 3 2021-22 | 0 | 2021 | 2024 | Review Schedule Extension |
| CASC – Certificate in Hospitality and Event Management (070) | June 28, 2018 | 7 F2021 | 0 | 3 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |
| CASC – Certificate in Social Services Assistant (071) | June 28, 2018 | 7 F2021 | 0 | 3 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |
| CASC – Certificate in Occupational Skills (072) | June 28, 2018 | 7 F2021 | 0 | 3 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |
| CASC – Certificate in Law Enforcement Procedures (073) | June 28, 2018 | 7 F2021 | 0 | 3 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| EOSC – Associate in Applied Science in Ranch Operations-Stocker Management (080) | March 3, 2016 | 24 F2021 | 3 | 5 2021-22 | 2 | 2021 | 2024 | Review Schedule Extension |

| Program Name | Date Approved | Headcount Enrollment | | Graduates | | Last Review | Next Review | Action |
|--|------------------|----------------------|----------|---------------|----------|-------------|-------------|---------------------------|
| | | Criteria | Achieved | Criteria | Achieved | | | |
| EOSC – Associate in Applied Science in Respiratory Therapy (081) | March 29, 2018 | 30 F2021 | 18 | 10 2021-22 | 12 | 2021 | 2024 | Review Schedule Extension |
| EOSC – Certificate in Ranch Operations-Stocker Management (050) | April 15, 2021 | 24 F2021 | 2 | 5 2021-22 | 1 | 2021 | 2024 | Review Schedule Extension |
| MSC - Associate in Science in International Studies (068) | June 30, 2016 | 25 F2021 | 3 | 10 2021-22 | 0 | 2016 | 2025 | Review Schedule Extension |
| OCCC – Associate in Applied Science in Anesthesia Technology (175) | May 26, 2017 | 17 F2021 | 57 | 5 2021-22 | 8 | 2017 | 2027 | Final Approval |
| OCCC – Associate in Science in Community/Public Health (173) | February 2, 2017 | 25 F2021 | 29 | 5 2021-22 | 7 | 2021 | 2027 | Final Approval |
| RCC- Associate in Applied Science in Agriculture Technology and Sustainability (110) | April 20, 2017 | 25 F2021 | 3 | 12 2021-22 | 0 | 2017 | 2024 | Review Schedule Extension |
| RSC – Associate in Science in Baccalaureate Track – Allied Health (146) | June 29, 2017 | 25 F2021 | 22 | 5 2021-22 | 5 | 2017 | 2024 | Review Schedule Extension |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-f:

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:

In 2010, the US Department of Education published new regulations that require postsecondary institutions to obtain authorization from each state in which they operate for their students in those states to be eligible for federal financial aid, including instruction by distance education. As a result of this, states instituted laws, regulations and procedures of varying rigor and complexity through which out-of-state institutions could obtain authorization to operate within their boundaries, creating often significant barriers for institutions to offer distance education to out-of-state students.

In response, the four regional education compacts—the Southern Regional Education Board (SREB), the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Western Interstate Commission for Higher Education (WICHE) – worked together to forge their existing individual regional reciprocity agreements into a single agreement that could cover all states in all the compacts. This process culminated in the establishment of the State Authorization Reciprocity Agreement in 2015.

The State Authorization Reciprocity Agreement (SARA) is an agreement among the regional compacts and their member states through which participating institutions may offer distance education to students located in other member states without having to obtain separate, individual authorization from each state in which a student is located. Only institutions located in member states can participate. Currently, 49 states (California is the only non-member state), the District of Columbia, and the US territories of Puerto Rico and the US Virgin Islands are members. States are approved for membership through their respective regional compacts and must renew their approval every two years. Only degree-granting institutions may participate in SARA; they may be public, private non-profit, and private for-profit.

The State Regents approved Oklahoma’s first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which it posts on its website. According to this source, in Fall 2020, Oklahoma public and private institutions enrolled a total of

7,780 out-of-state students in distance education programs, nearly 4 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are 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:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which 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.”

ANALYSIS:

Prior to December 9, 2022, State Regents' staff received SARA renewal applications from the institutions listed below:

University of Oklahoma;
Murray State College;
Connors State College; and
Phillips Theological Seminary.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-g (1):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the following existing program via electronic delivery: Doctor of Education in Education Administration.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the following existing program via electronic delivery:

- Doctor of Education in Education Administration.

BACKGROUND:

The University of Oklahoma (OU) is currently approved to offer 71 degree programs and certificates via electronic delivery. OU's governing board approved offering the existing Doctor of Education in Education Administration (278) online at their September 15, 2022, meeting. OU requests authorization to offer this existing program via electronic 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:

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

Doctor of Education in Education Administration (278)

Demand. Currently OU has 78 students in their in-person Doctor of Education (EdD) in Education Administration (EACS) program. Their master's program for EACS has 126 students enrolled online in addition to 100 students attending in-person. EACS master's students are likely OU EdD applicants given their appropriate preparation and affinity for OU programs. OU has recently received feedback from graduates of their EACS master's program that have had to enroll in doctoral programs in neighboring states rather than at OU due to an online EACS EdD not being offered. It should also be noted that rural administrators, both K-12 and within higher education, are being underserved by in-person doctoral programs, which require long commutes and/or the utilization of vacation time for working administrators

to pursue a doctorate. An EdD such as OU's is designed to serve working administrators and draws on their ongoing professional experiences to complement their academic program. Providing better access to rural administrators state wide through an online EACS EdD would enable OU to grow enrollment, support educators and schools throughout the state, and deepen their program offerings. In particular this online program would enable students to have access to EACS faculty at both the Norman and Tulsa campuses.

Delivery method. The online EACS EdD will be delivered online using Canvas and Zoom. Canvas is utilized across the university and allows students to access presentations and videos, submit assignments online, receive feedback from the instructor, and contact each other. Canvas can also host documents and interactive activities that will be utilized during asynchronous sessions. Zoom will be utilized for class meetings, to facilitate live discussions, and small group learning. Online students will have full access to the library through electronic search engines, online assistance, and interlibrary loan services. Students may also utilize the online writing center services, disability services, and necessary accommodations like any other student.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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

Duplication and impact on existing programs. The current Doctor of Education in Education Administration (278) program may share similar content with the following program being offered.

| Institution | Existing Program |
|---------------------------|--|
| Oklahoma State University | Doctor of Education in School Administration (067) |

A system wide letter of intent for electronic delivery of the Doctor of Education in Education Administration (278) was communicated by email on August 30, 2022. None of the State System institutions 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 OU's request to offer the existing program through electronic delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-g (2):

Electronic Delivery.

SUBJECT: Southwestern Oklahoma State University. Approval to offer the following existing program via electronic delivery: Associate in Science in Criminal Justice.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the following existing program via electronic delivery:

- Associate in Science in Criminal Justice.

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) is currently approved to offer 19 degree programs and certificates via electronic delivery. SWOSU's governing board approved offering the existing Associate in Science in Criminal Justice (138) online at their January 28, 2022, meeting. SWOSU requests authorization to offer this existing program via electronic 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.

Associate in Science in Criminal Justice (138)

Demand. SWOSU's Criminal Justice program consistently has 50 majors and many more have expressed an interest in a two-year program that serves their entry-level occupational needs. Requests are also received from existing police officers who would like to obtain an associate's degree to facilitate their move into managerial positions. Through offering this degree online, students would be able to earn their degree while maintaining their full-time police officer position. The demand for criminal justice is currently growing faster than average and is expected to grow by 5 percent from 2019 to 2029 according to the U.S. Bureau of Labor Statistics. According to the Oklahoma State System of Higher Education Workforce Trends Dashboard, criminal justice positions are projected to increase by 9.5 percent in Oklahoma between 2015

and 2024. Potential careers and opportunities for graduates with criminal justice degrees will largely depend on the degree specialization they choose. This program will serve students seeking entry into law enforcement and corrections jobs that require an associate level degree.

Delivery method. SWOSU currently uses Canvas as their learning management system. This system will maintain assignments, provide learning materials, promote course discussions, and connect students to faculty. Support will also be provided by the Center for Teaching and Learning.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

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

Duplication and impact on existing programs. The current Associate in Science in Criminal Justice (138) program may share similar content with the following programs being offered electronically.

| Institution | Existing Program |
|-----------------------------------|--|
| Cameron University | Associate in Science in Criminal Justice (551) |
| Eastern Oklahoma State College | Associate in Science in Criminal Justice (062) |
| Murray State College | Associate in Science in Criminal Justice (057) |
| Northeastern Oklahoma A&M College | Associate in Arts in Criminal Justice (013) |
| Western Oklahoma State College | Associate in Applied Science in Criminal Justice (025) |
| Redlands Community College | Associate in Arts in Criminal Justice (044) |
| Redlands Community College | Associate in Applied Science in Criminal Justice (045) |
| Carl Albert State College | Associate in Arts in Criminal Justice (030) |
| Seminole State College | Associate in Science in Criminal Justice (225) |

A system wide letter of intent for electronic delivery of the Associate in Science in Criminal Justice (138) was communicated by email on March 14, 2022. None of the State System institutions 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 SWOSU’s request to offer the existing program through electronic delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-g (3):

Electronic Delivery.

SUBJECT: University of Central Oklahoma. Approval to offer the following existing program via electronic delivery: Master of Science in Finance.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the following existing program via electronic delivery:

- Master of Science in Finance.

BACKGROUND:

The University of Central Oklahoma (UCO) is currently approved to offer 21 degree programs and certificates via electronic delivery. UCO's governing board approved offering the existing Master of Science in Finance (164) online at their September 9, 2022 meeting. UCO requests authorization to offer this existing program via electronic 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:

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

Master of Science in Finance (164)

Demand. The demand for a master's degree in Finance is ever growing. This program emphasizes the quantitative aspects of finance. This program prepares students to sit for the Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA) licensure and/or certificate. Typical occupations for these graduates include investment securities and financial planning industries. The types of jobs include Financial Analyst, Budget Analyst, Investment Analyst, and Wealth Advisor. Burning Glass reports a 10-year expected job growth of 4.3 percent nationally and 8.7 percent in Oklahoma for these occupations. The median salary for master's in finance graduates is \$85,000 in Oklahoma. UCO also notes that students within the finance program are showing a strong interest for course work that provides flexibility. This

proposal achieves this goal with few prerequisite restrictions and the ability to complete the course work in 1-year as a full-time student.

Delivery method. Most courses will be offered as interactive video (IVE) classroom courses and/or other virtual formats. IVE allows courses to be taught face-to-face and at the same time use existing cameras and audio equipment for those students participating virtually to be a part of the class. Students will be required to attend class sessions synchronously face-to-face or virtually. The two Foundation courses will be offered in a Self-Paced Online Course (SPOC) format, allowing students to complete the foundation requirement before their first complete semester. Other courses will be offered in a traditional online format. The program will be advertised as online or IVE delivery. All courses will make use of the D2L system to maintain assignments, provide external learning material, course discussions, and grading.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques.

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

Duplication and impact on existing programs. The current Master of Science in Finance (164) program may share similar content with the following program being offered electronically.

| Institution | Existing Program |
|------------------------|------------------------------------|
| University of Oklahoma | Master of Science in Finance (450) |

A system wide letter of intent for electronic delivery of the Master of Science in Finance (164) was communicated by email on August 5, 2022. None of the State System institutions 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 UCO's request to offer the existing program through electronic delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-h (1):

Operations.

SUBJECT: Ratification of purchases over \$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 September 26, 2022 and November 7, 2022.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

For the time period between September 26, 2022 and November 7, 2022, there are 7 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) EBSCO in the amount of \$35,736.00 for access to the Academic Journal Database for an extension of the current contract from October 2022 through December 2022 as a new contract is being worked on. This contract assists libraries at state institutions throughout Oklahoma. (Funded from 210-Core).
- 2) PixelMongers LLC in the amount of \$57,150.00 for a redesign and migration of the agency's primary website www.okhighered.org including a redesign and development of forms and compatibility for seamless integration of SAS dashboards. (Funded from 210-Core).

OneNet

- 3) University of Arkansas (AREON) in the amount of \$48,000.00 to provide 25 Gbps Internet2 research circuit through the Dallas Midsouth US Internet Exchange (MUS-IX) partnership between the research and education networks in Oklahoma (OneNet), Texas (LEARN), Arkansas (AREON), and Louisiana (LONI). Through the MUS-IX partnership, the 25 Gbps circuit will provide additional access to Internet2 as well as provide a backup for our current 100 Gbps Internet2 connection in Tulsa. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 4) Dobson Technologies in the amount of \$56,363.00 for fiber construction for the One Oklahoma Friction Free Network (OFFN) project from the Oklahoma Community Anchor Network (OCAN)

fiber route to the Cameron University Campus at the Fires Innovation Science and Technology Accelerator (FISTA) Centers for the OFFN Network expansion. Funded by the National Science Foundation (NSF) (Funded from 718-OneNet).

- 5) Dell in the amount of \$67,561.28 for the purchase of server and switch equipment required to implement the science DMZ's at the College of Muscogee Nation and Murray State College as part of the NSF funded Campus Research & Education Multiple Organization Regional One Oklahoma Friction Free Network project. (718-OneNet).

GEAR UP

- 6) KOCH Communications LLC in the amount of \$80,152.23 for the Oklahoma GEAR UP Media Campaign for the continuation of implementation efforts for the 10 Grant IV specified school districts. (730-GEAR UP).
- 7) KOCH Communications LLC in the amount of \$74,988.88 for the video portion of the Oklahoma GEAR UP Media Campaign. KOCH will develop, edit, produce and deliver eight (8) 1-2-minute videos from interviews conducted through eight GEAR UP school locations. (730-GEAR UP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-h (2):

Operations.

SUBJECT: Audit, June 30, 2022 Acceptance of audited financials.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the annual FY2022 Audit Report.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2021 through June 30, 2022. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 76 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2022, was \$1,163,605,278. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2022, 75.76%, \$881.52 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$881.52 million in investments, \$462,749,821 is invested in Equities and Fixed Income, \$87,190,101 is invested in Real Assets, \$237,970,198 in Private Equities, and \$93,611,534 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core Administrative Operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Micro-Credentials Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8,075.27 million of which approximate \$1,000.6 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

(Supplement Available)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-h (3):

Operations.

SUBJECT: Personnel. Ratification of personnel.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' approval or ratification of decisions relating to director-level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel actions regarding State Regents Staff:

Interim Vice Chancellor for Academic and Student Affairs. It is recommended that the State Regents ratify the appointment of Mr. Bryce Fair as Interim Vice Chancellor for Academic and Student Affairs from November 1, 2022 through December 4, 2022, to provide leadership in the Academic Affairs division while the search process for the next Vice Chancellor for Academic and Student Affairs was finalized. Mr. Fair currently serves as the Associate Vice Chancellor for State Grants and Scholarships and received a \$2,000 per month stipend for the extra duties assumed in this interim position.

Vice Chancellor for Academic and Student Affairs. Dr. Debbie Blanke retired from her position as Senior Vice Chancellor for Academic and Student Affairs on October 31, 2022. Following a comprehensive search process for this position, it is recommended that the State Regents ratify the appointment of Dr. Robert Placido as the next Vice Chancellor for Academic and Student Affairs, effective December 5, 2022. Dr. Placido brings with him over 24 years of experience in higher education and a strong background of successful leadership in academic and student affairs. Prior to his selection, Dr. Placido served as the Vice Chancellor of Academic Affairs for the University of Maine System. In this role, Dr. Placido served as the senior academic officer for the University of Maine System, with responsibility and authority for strategic planning and policy development. He also provides leadership to the Presidents' Council, the Chief Academic Officers Council, the Chief Student Affairs Officers Council, and the Enrollment Council. Prior to his role as Vice Chancellor of Academic Affairs, Dr. Placido also served as the Associate Vice Chancellor of Academic Affairs for the University System of Maine (2017-2019) and in several leadership positions with Texas Woman's University, including Associate Provost for Technology and Chief Information Officer (2012-2017) and Associate Vice President (1997-2012). In addition to his higher education experience, Dr. Placido is a four-year U.S. Air Force veteran who worked as a Tactical Air Control Party specialist from 1985-1989. Dr. Placido earned his Bachelor of Arts in Organizational Communications from the University of Colorado at Colorado Springs, his Master of Business Administration in Finance from Southern Methodist University, and his Ph.D. in Higher

Education Administration from the University of North Texas. As Vice Chancellor for Academic and Student Affairs, Dr. Placido will receive an annual salary of \$240,000, which is within market range for similar positions based on 2022 CompAnalyst data. A copy of the job description and Dr. Placido's resume are attached. The Vice Chancellor for Academic and Student Affairs performs work under the supervision of the Chancellor.

Director of Network Systems. It is recommended that the State Regents ratify the appointment of William Bradford as Director of Network Systems for OneNet, effective December 5, 2022. The Director of Network Systems manages the design, deployment and operations of enterprise network systems. Mr. Williams has over 20 years of experience in enterprise architecture and has served in positions of increasing responsibility with OneNet since 2012, including Systems Engineer and Senior Systems Engineer. Prior to joining OneNet, Mr. Bradford served as a senior consultant for Versatile Systems, providing consultative and professional services for a variety of clients. Mr. Bradford has experience with a variety of operating systems, enterprise applications, software languages, and serves as well as numerous technical certifications. As Director of Network Systems, Mr. Bradford will receive an annual salary of \$108,840, which is within market range for similar positions based on 2022 CompAnalyst data. A copy of the job description and Mr. Bradford's resume are attached. The Director of Network Systems performs work under the supervision of OneNet's Chief Technology Officer.



JOB DESCRIPTION

Vice Chancellor for Academic and Student Affairs

FLSA: Exempt

Position #100266

Grade 18

Cost Center: APRA 13000

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

The Vice Chancellor for Academic and Student Affairs is the chief academic officer for the Oklahoma State Regents for Higher Education, and the chief student affairs officer. In this capacity, the Vice Chancellor provides academic leadership to the State System consisting of 25 universities and colleges as well as constituent agencies.

The position guides the State Regents' academic work in the areas of academic policy, student preparation, collegiate programs, student services, and federal post-secondary authorization and compliance. Academic leadership includes strategies and work relating to 1) the State Regents' preparation and educational attainment goals for high school students, including concurrent enrollment, traditional students, and adult degree completion initiatives, 2) programs promoting workforce and economic development, and 3) the academic portions of the State Regents' Public Agenda.

RESPONSIBILITIES AND DUTIES

Provide leadership and direction for the Academic Affairs and Student Affairs division of the State Regents and the Oklahoma State System of Higher Education, including responsibility, oversight, and supervision for:

PRE-COLLEGIATE PROGRAMS—State grants and scholarships (including Oklahoma's Promise), College Savings Plan, Oklahoma Teacher Connection, Student Preparation and provision of the Pre-ACT to participating school districts, and PK-16 programs such as Summer Academies, and collaborations with the Oklahoma State Department of Education initiatives.

COLLEGE PROGRAMS—Academic Policy, Academic Research, Institutional Functions, Academic Program Review and Approval, Statewide Degree Program Inventory, Teacher Education, Accreditation and Evaluation, Statewide Postsecondary State Authorization, Academic Innovation and Online Learning, Adult Learning Initiatives (including Reach Higher), Academic work with technology centers, and other Academic Projects including liaison to the Council on Instruction.

STUDENT SERVICES—Campus Compact, Student Civic Engagement, Training Partnerships with Department of Human Services (Scholars for Excellence in Child Care and Temporary Assistance for Needy Families), student relations, student research, student leadership, leadership and mentoring for student affairs professional staff, and other student affairs projects, including liaison to the Council on Student Affairs.

GENERAL DUTIES –

Revised July 2022

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

- Provide leadership and support to key advisory groups such as the Council of Presidents, Council on Instruction, Council on Student Affairs, Faculty Advisory Council, Student Advisory Board, the Oklahoma Council of Academic Library Directors, and the Online Consortium of Oklahoma.
- Represent the Chancellor on academic issues with institutions, agencies, and organizations within Oklahoma, the region, and the nation.
- Represent the Chancellor and agency in collaboration with the Oklahoma Secretary of State Office, and international organizations to host international visitors interested in Oklahoma higher education.
- As needed, represent the Chancellor within the legislative network and respond to requests related to bills under consideration and research/information for presentation at interim studies.
- Coordinate various academic committees and task force studies on academic and student affairs policy issues and system-wide strategic planning efforts, including work with the Oklahoma Department of Career and Technical Education and Oklahoma technology centers.
- Guide the preparation of academic policy, analysis papers, and agenda items with recommendations for State Regents' consideration.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.

MINIMUM QUALIFICATIONS

The individual in this position must have an earned doctorate from an accredited university and at least ten (10) years' experience in higher education working with faculty, administrators, and staff. Preference will be given to candidates with significant higher education administrative experience. The individual should have a thorough knowledge and understanding of higher education and excellent verbal, writing, and analytical abilities.

The individual must demonstrate an understanding of the challenges of working at a system-wide level, the ability to work effectively with internal and external constituencies, and the ability to promote collaboration and inter-agency cooperation. The successful applicant will have a broad understanding of national academic, student, economic and workforce development issues. In addition, the appointee will demonstrate the ability to develop and implement innovative approaches for achieving high-quality teaching in multiple modalities, research and public service programs at two-year community colleges, four-year regional universities, and research universities. Some in and out-of-state travel required.

PREFERRED QUALIFICATIONS

N/A.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

Revised July 2022

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

The employee performs work under the supervision of the Chancellor.

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

Revised July 2022

Robert Placido

Expertise

| | |
|--|------------------------------|
| Executive Leadership in Academic Affairs | Student Success |
| Budgeting, Forecasting & Finance | Facilities Management |
| Analytics Development & Reporting | Human Resources |
| Admissions & Enrollment | University Operations |
| Strategic Planning | Implementation of Technology |
| Contract Management & Negotiations | Veteran Support and Training |

Summary of Qualifications

- More than 24 years of experience in Higher Education.
- Transformational, passionate leader with a diverse background and in a variety of industries and environments.
- Experienced in developing successful teams with an emphasis on inclusion, diversity, and equality.
- Proven record of success in guiding teams through strategic planning, change, building consensus at all levels within complex organizations, and achieving goals in often high-pressure circumstances.
- Innovative strategist with an instinctive ability to assess situations, identify underlying causes and solutions, develop creative and effective tactics, and achieve organizational goals.
- Background in successful leadership in academic affairs, student affairs, admissions, enrollment, operations, satellite campus management, finance, procurement, accounting, personnel management, and technology in diverse organizational settings.
- Results-oriented professional with a proclivity for using analytical insights to drive strategic decision-making.
- Collaborative approaches for partnering with internal departments to drive and support organizational financial goals, and capitalizing on external opportunities to support the organization's financial stability.
- Highly experienced in developing and analyzing data systems that produce KPIs, financial forecasting, and management insight.
- Expert in the development, implementation, and training of a wide variety of education technology.

Education

University of North Texas, Ph.D., Higher Education Administration, Educational Statistics
Southern Methodist University, MBA, Finance
Massachusetts Institute of Technology, EC, Management and Leadership
University of Colorado at Colorado Springs, BA, Organizational Communications

Higher Education Experience

Vice Chancellor of Academic Affairs

(held the position as interim and then placed as permanent)

University of Maine System, Orono, ME

September 2019 to Present

- The Vice Chancellor for Academic Affairs (VCAA) is the senior academic officer at the University of Maine System, with responsibility and authority for strategic planning and policy development.
- Provide leadership to and a member of the Presidents' Council and the chair of the Chief Academic Officers Council, System Chief Student Affairs Officer Council, and Enrollment Council.
- Define, lead, and communicate the system-wide academic transformation process, including the three currently active components: Program Integration, Portfolio Review, and Unified Accreditation.
- Responsible for implementing collaboration models for courses and programs among the seven public universities of Maine.

Major Accomplishments

- Work in partnership with Universities in order to transparently and collaboratively plan to move toward a Unified Accreditation, whereby, all seven public universities will fall under one accreditation.
- Collaborated with seven Provosts to create numerous academic programs, such as Educational Technology, Cybersecurity, Physical Therapy, Criminal Justice, GIS, and many more.
- Vetted and approved the creation of many new innovative academic programs.
- Established an Enrollment Innovation Fund program to inspire collaborative marketing of in-state and out-of-state students.
- Enhanced an annual state-wide process for evaluating all academic programs.
- Established a Faculty spotlight to be to transform public perception of Higher Education impact.
- Improved relations between our Board of Trustees and System office by providing transparency and accountability through key performance metrics.
- Co-led the Emergency System Incident Commanders Coronavirus Response Team. We signed an MOU with the State of Maine to provide, capital and human resources to support Maine citizens. We supplied nursing support, provided supplies, and even made hand sanitizer in our labs. Also led the academic response to move online, provide pass/fail grades, and find alternatives for students to complete clinical and lab solutions.

Associate Vice Chancellor of Academic Affairs

University of Maine System, Orono, ME

July 2017 to September 2019

- Lead State-wide planning and development of reporting and analytical capabilities essential for decisions to maximize: strategic planning; progress toward system/institutional goals; academic excellence and program quality; curriculum management and delivery; and program development and assessment.

- Serve as the leader for all matters related to distance/online delivery of academic programming, particularly concerning collaborative leadership in developing and overseeing a cohesive organizational model for distance education and services across the seven Maine public universities.
- Collaborate with UMS/university leaders on strategic planning efforts to improve student success, including utilization of information resulting from external engagement with partners specializing in data-based trend analyses to improve student success in universities.
- Provide leadership in the review, revision, and development of academic policies, procedures, and standards.
- Contribute expertise in the development and implementation of research and oversight of UMS Institutional Research efforts.
- Research and operate data-informed practices that improve enrollment, student success, and workforce development.

Major Accomplishments

- Implemented a successful State-wide project to include procurement, system integration, and academic transformation to partner with an Online Management Provider in order to improve online course quality and student access to rural Maine.
- Designed and implemented a new State Financial Allocation Model with a team of Chief Business Officers and Financial Analysts.
- Created processes and policies to allow cross-listing of courses across Maine's public universities.

Associate Provost for Technology and Chief Information Officer (CIO)

Academic Affairs

Texas Woman's University, Denton, Texas

July 2012 to July 2017

- Create university academic and administrative, financial models.
- Build relationships internally and externally to enable cost-effective and innovative-shared solutions.
- Direct strategic planning initiatives at the institutional level with a special emphasis on operational efficiency.
- Oversee the development of enterprise standards, governance processes, and performance metrics to continually add value to the enterprise.
- Drive innovation and creative solutions to meet academic and business challenges.
- Provide leadership, coaching, and mentoring.
- Partner with institutional leaders to define and facilitate operational strategy.
- Direct management of 80+ Informational Technology professionals and two satellite campuses with 1,400 students each.
- Serve on the Chancellor's cabinet.

Major Accomplishments

- Heavily involved in many renovations, moves, and new construction. TWU built and moved into a new building in Houston and Dallas. In my last year, I was the executive sponsor of a project to build a parking garage and office building
- Elected by peers across Texas to Chair the Executive Committee for the Lonestar Education and Research Network.

- Developed and implemented enterprise architecture to provide advanced business intelligence and reporting solutions that were used to identify strengths, weaknesses, opportunities, and threats.
- Lead reorganizations of large organizations (to include Library, Admissions, and Technology). Collaborated with key university stakeholders, presented several open forums, and consulted with external experts. These reorganizations resulted in cutting more than a million dollars in management salaries and placing a portion of the savings back into staff who focus on innovation.
- Negotiated hundreds of contracts over the years saving our institution millions of dollars. Recently re-negotiated a 25% savings for our Learning Management System (LMS).
- Analyzed historic spending looking for contract consolidation opportunities. The analysis resulted in the ability to offer all faculty, staff and students added software packages that support research, operations, and professional development at less cost.
- Supplanted existing service functions into an ITIL framework. The process realigned tier 1, 2 and 3 structures to provide faster, efficient support services and allows tier 3 staff more time to create systems that drive the business.
- Drove a change in culture from technology support to university service. The process started by creating a portfolio of services. The department website displayed services first for easy access. All performance metrics were aligned with academic and business strategic plans.
- Served on the leadership team for reaffirmation of accreditation with the Southern Association of Colleges and Schools (SACS). Our document and process are still used as an example for other institutions.
- Served on the State of Texas Strategic Planning Advisory Committee to create a secure and innovative guide to provide services for our agencies and citizens.

Special Additional Assignments

- Strategic planning team member – 2017
- Student recruitment and retention team member – 2017
- Campus master planning team member – 2017
- Interim Dean of Libraries – 2016
- State of Texas strategic planning for technology committee - 2015
- Budget efficiency task force - 2010
- Interim Associate Vice President of Enrollment – 2009

Associate Vice President

Texas Woman's University, Denton, Texas
November 1997 to July 2012

- Planned, implemented, and maintained all aspects of Information Technology Services.
- Created and presented long-range strategic plans to the president and other vice presidents.
- Provided leadership to the internal ITS staff on four campuses; with three director level and eight manager level employees.
- Created and maintained business/technology performance metrics and performance monitoring.
- Ensured mission critical systems are always operational and had disaster recovery plans.
- Researched technical requirements and evaluate options for new purchases of equipment and software.
- Worked with internal staff, clients and vendors to determine technology requirements.

- Wrote high-level design documents for applications.
- Completed state of Texas Biennial Operating Plan and Information Resources Strategic Plan.
- Managed the development of applications through outside resources.
- Collaborated with key stakeholders of the university to develop and implement new technology.
- Relentlessly studied new technology developments and planned for future technology needs.
- Provided counsel to all levels of management on technology issues.
- Forecasted and managed IT-related capital and operating expenditures.

Major Accomplishments

- Negotiated and managed all aspects of a complete ERP replacement for \$1.5 million, having a normal cost of \$15 to \$30 million.
- Refined business processes, implemented online registration and implemented a prospect management system.
- Designed, programmed, and implemented a POS system. The system was used for internal service centers such as the supply store room. The system included a custom Symbol scanner application, Oracle database, register application, and inter-agency budget transfer system.
- Operated effectively while taking a 30% cut in personnel and a \$1.2 million reduction in capital funding.
- Introduced single authentication for all systems with a custom-written web application we call 'TWU Portal'.

Corporate Experience

Senior Systems Consulting Engineer
Optika Imaging, Colorado Springs, Colorado
Nov-96 to Nov-97

- Designed and implemented of business process applications.
- Lead functional project teams, leading the requirements and application design.
- Provided project management and leadership.
- Developed, trained and mentored other consultants.

District Manager
Montgomery Wards, Denver, Colorado
Dec-94 to Sep-96

- Improved the quality and productivity of more than \$250 million in credit sales at 14 stores.
- Implemented a new business process for certifying employees to sell credit services.
- Motivated and inspired entire store teams to high performance.
- Directed store credit management.

Assistant Store Manager
Service Merchandise, Denver, Colorado
Feb-94 to Dec-94

- Upheld the quality and productivity of the merchandising and operational aspects of the store.

- Worked to attain maximum profits, sales, cost reduction, guest goodwill and team member satisfaction.
- Provided an outstanding retail experience for all our guests.

Merchandise Flow Manager
Target, Colorado Springs, Colorado
Apr-89 to Dec-93

- Managed receiving processes, freight flow and replenishment transition, productivity results and backroom inventory.
- Ensured Target merchandise was replenished promptly and accurately.
- Supervised store teams to ensure the safety and efficiency of the entire operation.

Military Experience

Tactical Air Control

United States Air Force, Fort Carson, Colorado
September 1985 to September 1989

- Maintained and operated signaling equipment for air to ground communications.
- Communicated with pilots to provide forward battle units with air support.

Higher Education Teaching Experience

CSCI 2433 Microcomputer Applications (2008 Fall, 2009 Spring)

Academic Honors/Honor Societies

Past Phi Kappa Phi – Treasurer 2015

Dissertation

Placido, Robert (2014). Self-determination of Military Students in Postsecondary Education.
University of North Texas, Dr. Marc Cutright, Chair.

Presentations

Clayton, K., Placido, R., Holden-Huchton, P., & Williams, J. (2010, February). A Data Driven Approach to Budget Reductions: One University's Experience. Presentation made at American Association of State Colleges and Universities Conference, St. Thomas, VI.

Clayton, K., Placido, R., Holden-Huchton, P., & Williams, J. (2010, January). A Data Driven Approach to Budget Reductions: One University's Experience. Presentation made at Texas Council of Chief Academic Officers Annual Retreat, Austin, TX.

Speed, H., VanDuser, T., Placido, R., & Hoebee, D. (2007, October). Building Blocks of Success: Forming a Collaborative Relationship with IT to Support a Successful Orientation for First Year Students. Presentation made at National Orientation Directors Association Conference, Dallas, TX.

Current Research Interests

- Mote Carlo studies on Factor Analysis: determinants of factor retention strategy.
- Factors relating to student retention and completion.
- Factors of self-determination.
- The validity of financial comparisons over time.
- Models of Higher Education governance.

Current Committees, Teams

- American Association Of State Colleges And Universities (AASCU)
- State Higher Education Executive Officers Association (SHEEO)
- Chancellor's Cabinet
- Chief Academic Officer Council
- Chief Student Affairs Officer Council
- Enrollment Leader Council
- University of Maine System Data Governance Council
- Maine Financial Allocation Model Committee for Higher Education Funding
- Collaborative Program Integration Taskforce
- Maine Higher Education Distance Education Advisory Committee

Prior Professional Memberships

- United Way Board of Director – Finance Committee
- Board of Director and Chair of the Audit Committee for the Lonestar Education And Research Network (LEARN)
- Information Technology Council for Higher Education (ITCHE)
- Texas Association of State Systems for Computing and Communications (TASSCC)
- Society for Information Management (SIM)
- Texas Information Resource Manager (IRM)
- Association of Graduate Students in Higher Education (AGSHE)



JOB DESCRIPTION

Director of Network Systems

OneNet

FLSA: Exempt

Position #100117

Grade 15

Cost Center: TELCOM 15100

Worker's Comp Code: 8810

ESSENTIAL FUNCTION

This position will manage the design, deployment and operations of enterprise network systems that require interfacing with the senior leadership of OneNet and key constituent groups served by the network.

RESPONSIBILITIES AND DUTIES

- Provide direction and support for the OneNet Systems Group
- Oversee the design, implementation and operation of all OneNet above-the-net services
- Work to ensure the security of OneNet services in collaboration with the Information Security team
- Direct the management function of research park datacenter facilities and operations
- Promote OneNet services and solutions to existing and potential network subscribers
- Provide support to the OSRHE Systems Research and Strategic Planning and Analysis groups, including database and application management
- Represent OneNet systems as needed with OneNet regional and national peers such as The Quilt, Great Plains Network and Midsouth-US Internet Exchange
- Participate as needed in state, regional and national research communities including the OneOklahoma Cyberinfrastructure Initiative, OneOklahoma Friction Free Network, and Great Plains Network
- Assist Higher Education Chief Information Officer and institution CIOs with OSRHE Council on Information Technology cooperative activities
- Provide direction for OneNet data management, integration and reporting
- Provide oversight and technical direction for OneNet software development projects
- Responsible for recommending, hiring, firing, advancement, promotion or other changes in assigned employee status
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

The qualified candidate will possess a bachelor's degree in Computer Science or equivalent combination of post-secondary education and work-related experience from which comparable knowledge and abilities can be acquired. A proven ability to manage technical staffs and complex projects is essential. Excellent oral and written communication skills required. Must have working experience with Local Area Networks and Wide Area Networks. Five plus (5+) years of experience with maintaining and administrating large multi-use

Revised September 2022

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systems environment required. Must provide a cellular telephone, cellular service and home Internet service for work-related activities. Some travel required.

PREFERRED QUALIFICATIONS

Bachelor's degree in Computer Science and/or related field and ten (10) years of systems engineering and leadership responsibilities within IT or networking professions are preferred. A sound understanding of Microsoft networks and products is preferred. Knowledge of Linux and Juniper products is highly preferred.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds (on occasion up to 50 pounds), to bend, crawl, stoop, climb stairs or ladders, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Chief Technology Officer.

I can perform the essential function(s) of this position with or without reasonable accommodation.

Signature _____ Date _____

WILLIAM C. BRADFORD, III

PROFESSIONAL PROFILE

Highly accomplished IT professional with over twenty years of experience in enterprise architecture including virtualization, storage, networking, security, high availability, and disaster recovery. In-depth knowledge of enterprise infrastructure as a whole, from physical datacenter design to complex multi-tier application deployments. Proven ability to take a list of project requirements and design a robust and secure solution that exceeds all project needs. Expert understanding of best practices regarding system and network security, intrusion detection, and disaster recovery. Proven troubleshooting and problem solving skills resulting in thorough root cause analysis. Exceptional project management capabilities with a strong track record of partnering with IT professionals, department heads, and end users across multiple departments and disciplines to bring projects together on time and within budget while achieving optimum results. Outstanding multitasking skills and the ability to understand the priorities and SLAs as they apply to the business.

| | |
|---------------------------------|---|
| Operating Systems: | Solaris 8/9/10/11 SPARC/x86, Linux (RedHat/CentOS, Suse, Fedora, Ubuntu), ESXi, AIX, HPUX, Windows, OSX |
| Servers/Storage: | Oracle/Sun Servers (x86/SPARC), Dell Servers, Oracle/Sun Storage (LSI/Unified Storage System), Dell Storage (EqualLogic/Compellent), Hitachi Data Systems Storage (USP/NSC, VSP, AMS), NetApp Storage, Nimble Storage, Pure Storage, PermixonData, Brocade SAN Switches/Directors, StorageTek Tape, Quantum Tape |
| Networking: | IP Switching / Routing / OSI 2/3+, MPLS, BGP, IPSEC, Fiber Channel Switching/Routing, FICON/ESCON, FCoP, Infiniband, iSCSI, F5 LTM, Palo Alto Firewall, Fortinet Firewall, Juniper switches/routers |
| Enterprise Applications: | Symantec Veritas (NetBackup, Cluster Suite, Storage Foundation), RedHat Cluster Suite, Spacewalk/RHN Satellite, Puppet, Ansible, Sun Cluster, SAM-FS, Legato, Tivoli Storage Manager, PostgreSQL, MySQL, Oracle 8i/9i/10g, Apache, Tomcat, BEA Weblogic, Hyperic HQ, Sun/Oracle JES, Microsoft (Server, AD, Exchange), Sun/Oracle CAM, SANtricity, Hitachi Storage Navigator, Compellent Enterprise Manager |
| Virtualization: | VMware (VI3, vSphere 4/5/6, vCloud Director, Horizon, Consolidated Backup, SRM), Linux KVM, oVirt, Citrix (XenDesktop, XenServer), Solaris Zones/LDOMs, Oracle/Sun VDI (SGD, VirtualBox, Broker, Sun Ray), OpenStack, Microsoft Terminal Services, Leostream, Imprivata OneSign, Promptu ThinIdentity |
| Software Languages: | Unix shell, Python, Perl, PHP, SQL, HTML, XML, CSS, Javascript, C++, C, Java |

PROFESSIONAL EXPERIENCE

Oklahoma State Regents for Higher Education, OneNet Senior Systems Engineer • Oct 2015 to Present Systems Engineer • July 2012 to Oct 2015

- Design, administer and maintain physical and virtual infrastructure supporting both internal and subscriber facing services leveraging a variety of technologies including Unix/Linux, Windows, VMware, Netapp, Nimble, and Pure.
- Work closely with subscribers to troubleshoot issues and to design and implement custom solutions and services.
- Evaluate and test new technologies in order to further optimize storage and virtualization infrastructure and develop new potential services for subscribers.
- Mentor team members and provide senior level support to OSRHE IT.
- Develop and maintain disaster recovery solutions across multiple datacenters.
- Develop tools and scripts to automate and monitor service operations.

Versatile Systems, Inc., Professional Services

Senior Consultant • Jul 2008 to June 2012

Consultant • Mar 2006 to July 2008

- Provide expert consultative and professional services for numerous clients, including University of Oklahoma, Oklahoma Baptist University, University of Arkansas, University of Pittsburgh, Oklahoma Tax Commission, OneNet, Weather News International, Hudson Group, Sun Professional Services, Verizon, Comcast Cable, Time Warner Cable, Frontier Communications, JP Morgan Chase, American Water and Hershey.
- Spearhead projects involving complex application deployments, system administration and troubleshooting, storage/SAN, system and storage virtualization and consolidation, high availability, disaster recovery, and virtual desktop infrastructure.
- Mentor and train clients in the development, implementation and administration of server and storage hardware, Unix/Linux and Windows operating systems, datacenter upgrades and migrations, and disaster recovery plans.
- Provide infrastructure assessments and make recommendations based on best practices.
- Analyze and tune system and storage capabilities and automated processes/workflows to maximize efficiency.

University of Oklahoma, Norman, Oklahoma

System Administrator – Department of IT • Oct 2004 to Mar 2006

Developer – Sooner Information Network • Nov 2001 to Oct 2004

- Member of the team responsible for the management of all critical IT managed Unix systems for the University, including multiple Peoplesoft deployments (HR/Financials), multiple production and development Oracle deployments (9i/10g), student email, campus LDAP, web services, and various administrative systems.
 - Implemented an Oracle 10g/Linux solution to support online applications using multiple tiers of multi-node clusters.
 - Developed applications to transport, process, and track data flows between multiple internal and external systems.
 - Assisted in the management of the backup infrastructure for all mission critical systems and services.
 - Core member of the development team of a cutting-edge, LAMP based, open source, modular, online application suite used by numerous universities, organizations, and corporations.
 - Designed, implemented, and administered a load-balanced, multi-tier webserver/database infrastructure for supporting online web services to the University.
-

TECHNICAL TRAINING / CERTIFICATIONS

Nimble Technical Sales Professional Accreditation, April 2014
Symantec Technical Specialist, Veritas Storage Foundation 5.1 for Unix, September 2011
Dell Storage Specialty Technical, August 2011
Dell Enterprise Architecture Server Specialty, August 2011
VMware Certified Professional, vSphere 4, January 2010
VMware Certified Professional, VI3, March 2008; (VCP #24688)
Sun Virtual Desktop Infrastructure 3.0, May 2009
Symantec Technical Specialist, Veritas Cluster Server 5 for Unix, November, 2008
Symantec Technical Specialist, Veritas NetBackup 6.5 for Unix, November, 2008
Symantec Technical Specialist, Veritas Storage Foundation 5 for Unix, October, 2008
Sun StorageTek Operations Manager, January 2007
Hitachi USP & NSC55 HW & SW Fundamentals, September 2006
Red Hat Certified Engineer RHEL 3.0 (#803004499312753), November 2004
A+ Core and DOS/Windows Service Technician, May 2000

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #16-i:

Resolution.

SUBJECT: Resolution honoring Amanda Winge.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

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

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2022-2023).

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. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (1):

Annual Reports.

SUBJECT: Academic Scholars Program. 2021-2022 Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021-2022 Academic Scholars Program Year-End Report.

BACKGROUND:

For 2021-2022, the State Regents allocated \$6,305,862 from appropriations made by the 2021 Oklahoma Legislature for the Academic Scholars Program, which was an increase of \$248,873 from 2020-2021. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

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

The annual award amounts for automatic qualifiers in the 2021-2022 academic year were \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$3,200 for students attending a research university, \$2,400 for students attending a regional university, and \$2,200 for students attending a two-year college. State system institutions also provide scholarship recipients a tuition waiver.

The State Regents have taken the following actions since 2012 in response to funding changes and policy priorities:

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of twenty-five percent (25 percent) to twenty percent (20 percent).
- 2017-2018 – Reduced nonresident student funding from twenty percent (20 percent) to ten percent (10 percent).
- 2018-2019 – Reduced nonresident student funding from ten percent (10 percent) to zero percent (0 percent) and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021 – The State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116. In addition, the State Regents increased the Institutional Nominee scholarship award

- amount by \$400 and added a third minimum eligibility criterion option for Institutional Nominee qualification.
- 2021-2022 – Due to a \$250,000 or 4 percent reduction in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.

POLICY ISSUES:

The statutory purpose of the program is to retain high-achieving Oklahoma students in the state for college. This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants who remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- A total of 1,388 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2021, a decrease of 103 students from 1,491 students enrolled for Fall 2020.
- The 2021 freshmen class totaled 345 students (166 “automatic qualifiers” and 179 Institutional Nominees), down 119 or 29 percent compared to 464 students in the 2020 freshmen class (220 “automatic qualifiers” and 244 Institutional Nominees).
- For Fall 2020, the National Merit Corporation reported 127 freshmen designated as National Merit Scholars enrolled in Oklahoma colleges, a decrease of 9 or 7 percent from 136 in Fall 2019.
- In the 2021-2022 fiscal year, total program expenditures were about \$5.8 million, a decrease of almost \$500,000 or 8 percent compared to fiscal year 2020-2021.
- On average, about 14 percent of participants lose the scholarship after one year in the program; about 73 percent of participants retain the scholarship through their fourth year of eligibility.
- Of the 1425 resident participants entering the program between 2014-2016, 83 percent (1,186) earned at least an associate degree from an Oklahoma institution within six years.
- The most recent data show that about 92 percent of the program’s graduates who are Oklahoma residents remain in the state one year after graduation. Five years after graduation, about 87 percent remain in the state.
- About 74 percent of the program participants attend three universities—the University of Oklahoma (41 percent), Oklahoma State University (27 percent), and the University of Tulsa (6 percent). The remaining participants are distributed among public regional universities (16 percent), public two-year colleges (8 percent), and other private universities (2 percent).
- Available data indicate that program participants generally come from higher income families. About 30 percent of participants did not apply for federal financial aid, indicating a lack of financial need or eligibility for federal student aid. Of the 70 percent of participants who reported parental income on the 2021-2022 federal student aid application, a little more than half reported a family income of \$100,000 or more.
- Participation rates for some ethnic minority students have remained small over the past 5 years. For 2021-2022, the ethnicity of participants was 71 percent white, 10 percent Asian, 4 percent Hispanic, 2 percent American Indian, 0.4 percent Black, and 13 percent not reporting/other.

The full Academic Scholars Program 2021-2022 Year End Report is available upon request as a supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (2):

Annual Reports.

SUBJECT: Oklahoma Tuition Aid Grant. 2021-2022 Year-End Report.

RECOMMENDATION:

**It is recommended that the State Regents acknowledge receipt of the 2021-2022
Oklahoma Tuition Aid Grant Year-End Report.**

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. In 2021-2022, the program awarded grants of 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 had been \$1,000 since 1982.

Due to the passage of HB 1821 during the 2021 legislative session, the Oklahoma Tuition Aid Grant (OTAG) program will change significantly beginning in 2022-2023.

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The 2021-2022 end of year report reflects information regarding the disbursement of OTAG awards to 16,408 individual students totaling \$14,518,767. State appropriations allocated to the program totaled just under \$15 million.

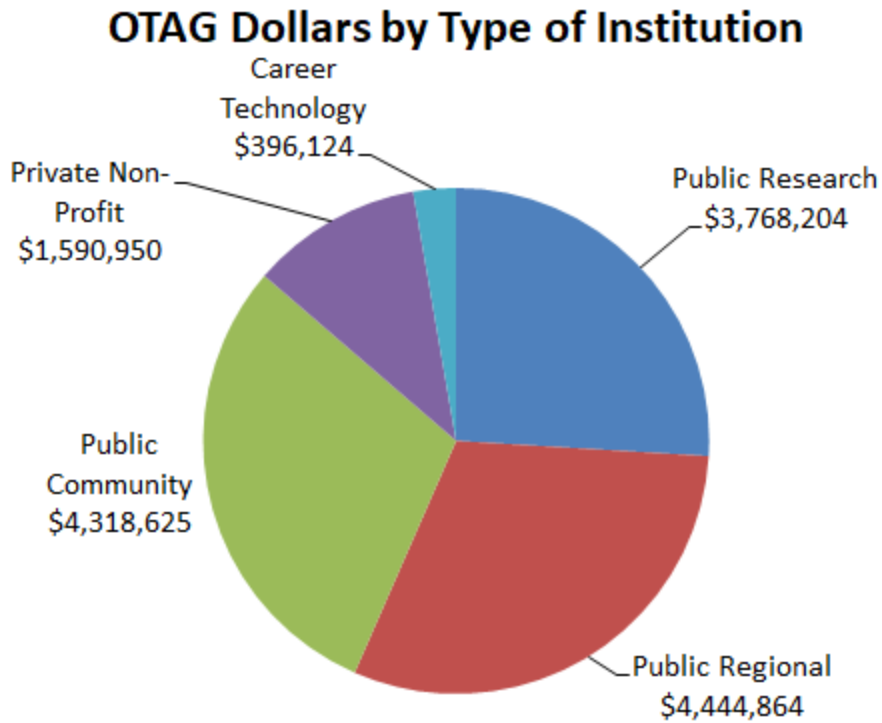
| | |
|---------------------|--------------------------|
| \$14,996,714 | State Appropriated Funds |
| <u>\$14,518,767</u> | Funds Expended |
| \$477,947 | Carryover to 2022-2023 |

Following are a few highlights for the 2021-2022 report year:

- Distribution of funds by type of institution:

| Institution Type | Dollars Awarded | Percent of Total | Number of Awards | Percent of Total |
|-----------------------------------|-----------------|------------------|------------------|------------------|
| Public Colleges and Universities | \$12,531,693 | 86.3% | 14,469 | 88% |
| Private Colleges and Universities | \$1,590,950 | 11.0% | 1,403 | 8.5% |
| Career-Technology Centers | \$396,124 | 2.7% | 568 | 3.5% |
| Total | \$14,518,767 | 100.0% | 16,440* | 100.0% |

*Number of Awards is a duplicated number due to 32 students attending more than one type of institution during the year.

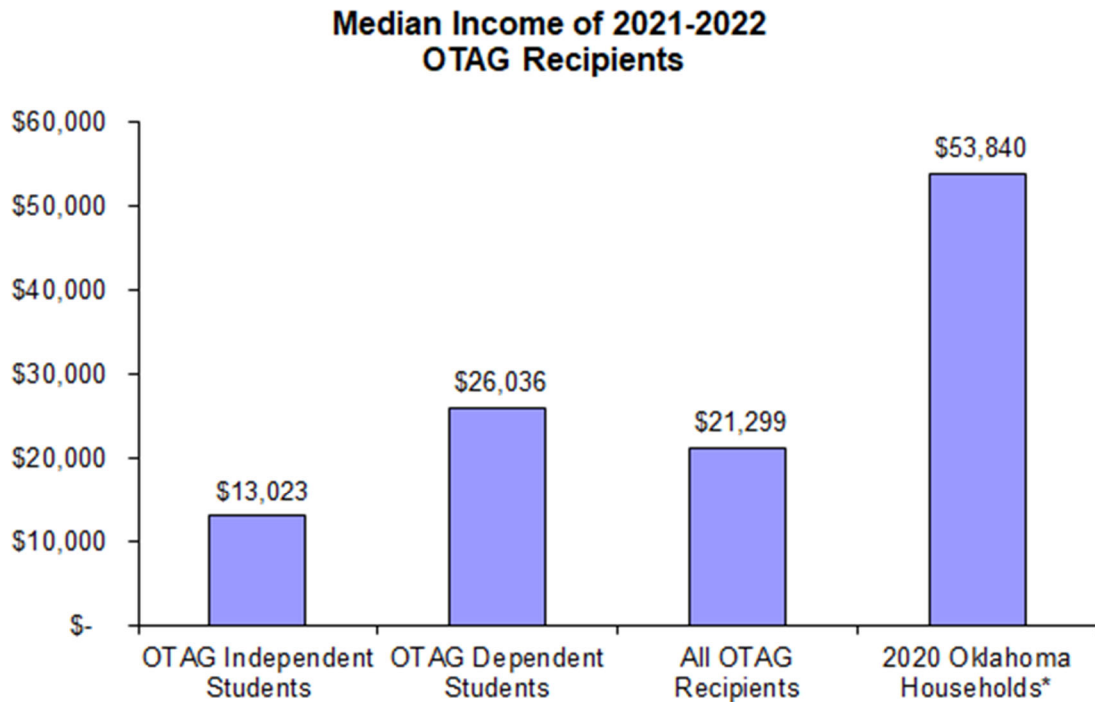


- The *average* household income of OTAG recipients was:

| | |
|----------------------|----------|
| Independent Students | \$17,861 |
| Dependent Students | \$22,708 |
| All Students | \$21,753 |

Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

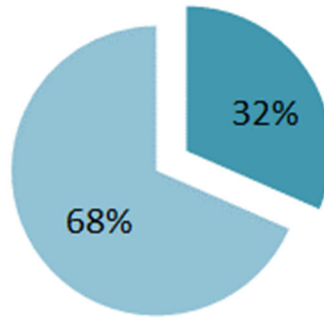
- The following chart shows the *median* household income of OTAG recipients in 2021-2022.
*Data for Oklahoma Households from U.S. Census Bureau, 2020 American Community Survey.



- Of students receiving an award, 68 percent were “traditional” students under age 24 and 32 percent were “non-traditional” students age 24 and older. This is based strictly on age without reference to dependent/independent status.

Distribution of OTAG Awards Traditional vs. Non-Traditional

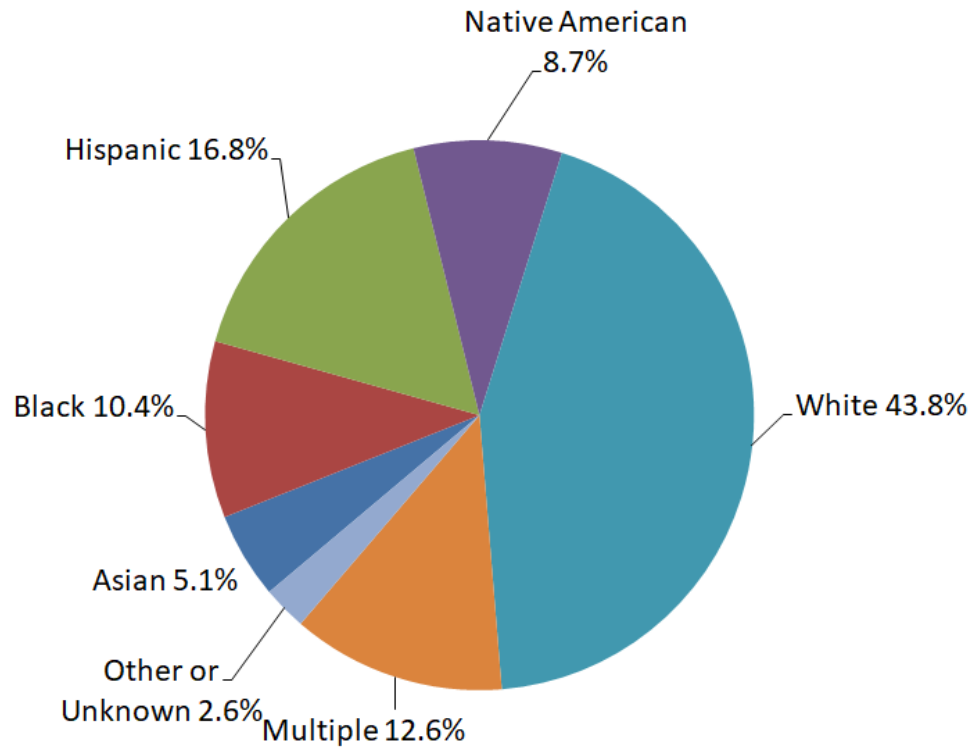
■ Adult Students (24 and Over) ■ Traditional Students (Under Age 24)



Of the 2021-2022 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

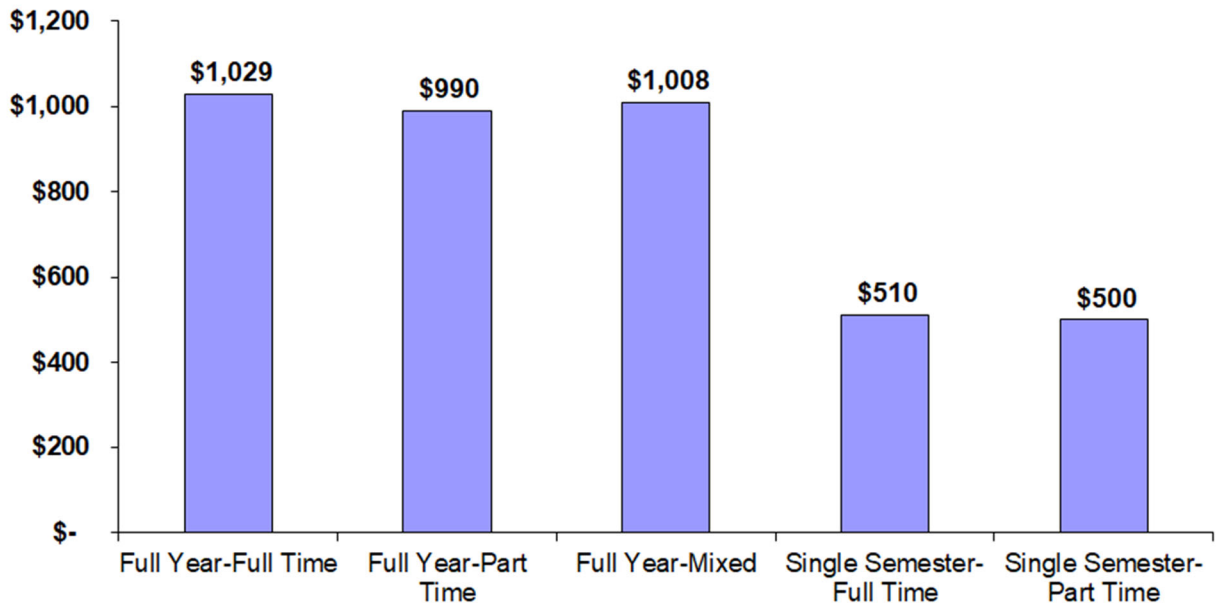
- Approximately 68 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 32 percent were upper classmen (juniors and seniors).
- Female students received 69 percent of the awards and male students received 31 percent.
- The distribution of awards by race was:

Distribution of OTAG Awards by Race

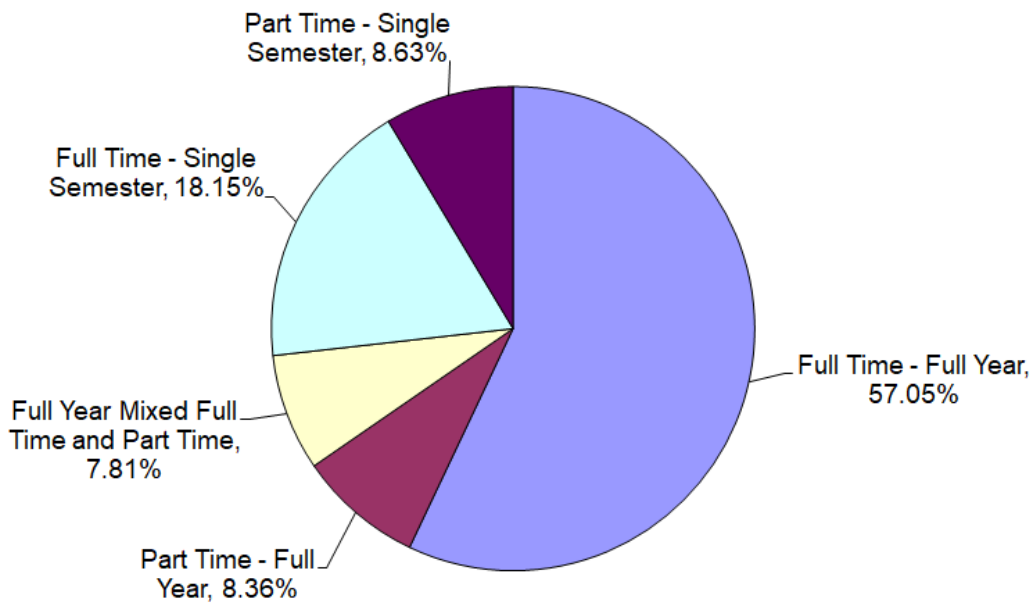


- **Undocumented Immigrant Students**
2021-2022 was the eighteenth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. No funds were disbursed to undocumented individuals. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

Average OTAG Awards by Enrollment Status



Enrollment Status Distribution of OTAG Awardees 2021-2022



**Oklahoma State Regents for Higher Education
Oklahoma Tuition Aid Grant Program
Two-Year Comparison of Awards
2020-2021 and 2021-2022**

| Institution | 2020-2021 | 2020-2021 | 2021-2022 | 2021-2022 |
|---|--------------|---------------------|--------------|---------------------|
| | FINAL | FINAL | Final | Final |
| | # of Awards | \$ Paid | # of Awards | \$ Paid |
| Research Universities | | | | |
| Oklahoma State University | 1,967 | \$ 1,756,209 | 2,115 | \$ 1,870,204 |
| University of Oklahoma | 1,639 | \$ 1,507,000 | 2,017 | \$ 1,831,000 |
| University of Oklahoma Health Sciences Center | 74 | \$ 71,000 | 70 | \$ 67,000 |
| Total Research Universities | 3,680 | \$ 3,334,209 | 4,202 | \$ 3,768,204 |
| Regional Universities | | | | |
| Cameron University | 536 | \$ 468,500 | 542 | \$ 466,000 |
| East Central University | 358 | \$ 303,942 | 339 | \$ 285,736 |
| Langston University | 164 | \$ 138,000 | 187 | \$ 145,500 |
| Northeastern State University | 894 | \$ 772,781 | 856 | \$ 735,128 |
| Northwestern Oklahoma State University | 150 | \$ 132,000 | 150 | \$ 132,500 |
| Oklahoma Panhandle State University | 53 | \$ 46,000 | 56 | \$ 49,000 |
| Rogers State University | 473 | \$ 404,500 | 472 | \$ 405,000 |
| Southeastern Oklahoma State University | 261 | \$ 215,500 | 203 | \$ 176,000 |
| Southwestern Oklahoma State University | 446 | \$ 404,500 | 502 | \$ 446,000 |
| University of Central Oklahoma | 1,454 | \$ 1,255,500 | 1,702 | \$ 1,473,000 |
| University of Science & Arts of Oklahoma | 125 | \$ 111,930 | 146 | \$ 131,000 |
| Total Regional Universities | 4,914 | \$ 4,253,153 | 5,155 | \$ 4,444,864 |
| Community Colleges | | | | |
| Carl Albert State College | 313 | \$ 247,429 | 252 | \$ 207,500 |
| Connors State College | 245 | \$ 203,500 | 249 | \$ 195,500 |
| Eastern Oklahoma State College | 196 | \$ 160,350 | 181 | \$ 152,500 |
| Murray State College | 177 | \$ 142,500 | 152 | \$ 121,897 |
| Northeastern Oklahoma A&M College | 173 | \$ 152,000 | 191 | \$ 155,500 |
| Northern Oklahoma College | 320 | \$ 269,000 | 320 | \$ 268,000 |
| Oklahoma City Community College | 1,025 | \$ 798,000 | 1,088 | \$ 858,000 |
| Oklahoma State University-Oklahoma City | 405 | \$ 328,500 | 413 | \$ 329,228 |
| Oklahoma State University Institute of Technology | 299 | \$ 254,000 | 320 | \$ 286,000 |
| Redlands Community College | 104 | \$ 84,500 | 80 | \$ 64,000 |
| Rose State College | 521 | \$ 430,188 | 538 | \$ 444,500 |
| Seminole State College | 220 | \$ 180,000 | 199 | \$ 163,500 |
| Tulsa Community College | 1,442 | \$ 1,129,500 | 1,236 | \$ 979,000 |
| Western Oklahoma State College | 137 | \$ 110,500 | 110 | \$ 93,500 |
| Total Community Colleges | 5,577 | \$ 4,489,967 | 5,329 | \$ 4,318,625 |
| Tribal Colleges | | | | |
| College of Muscogee Nation | 20 | \$ 16,000 | 21 | \$ 16,000 |
| Comanche Nation College | 0 | \$ - | 0 | \$ - |
| Total Tribal Colleges | 20 | \$ 16,000 | 21 | \$ 16,000 |

| | 2020-2021 | 2020-2021 | 2021-2022 | 2021-2022 |
|--|---------------|----------------------|---------------|----------------------|
| | FINAL | FINAL | Final | Final |
| | # of Awards | \$ Paid | # of Awards | \$ Paid |
| Independent Institutions | | | | |
| Bacone College | 46 | \$ 49,400 | 33 | \$ 33,150 |
| Community Care College | 97 | \$ 84,500 | 127 | \$ 107,250 |
| Family of Faith University | 1 | \$ 1,300 | 4 | \$ 4,550 |
| Mid-America Christian University | 130 | \$ 155,350 | 113 | \$ 128,050 |
| Oklahoma Baptist University | 184 | \$ 217,750 | 153 | \$ 180,700 |
| Oklahoma Christian University | 83 | \$ 103,350 | 96 | \$ 116,350 |
| Oklahoma City University | 63 | \$ 75,400 | 65 | \$ 78,650 |
| Oklahoma Wesleyan University | 64 | \$ 72,800 | 65 | \$ 72,150 |
| Oral Roberts University | 176 | \$ 217,100 | 224 | \$ 270,400 |
| Randall University | 25 | \$ 27,950 | 27 | \$ 32,500 |
| Southern Nazarene University | 195 | \$ 231,400 | 224 | \$ 260,650 |
| Southwestern Christian University | 44 | \$ 52,000 | 28 | \$ 34,450 |
| The University of Tulsa | 175 | \$ 216,450 | 209 | \$ 256,100 |
| | | | | |
| Total Independent Institutions | 1,283 | \$ 1,504,750 | 1,368 | \$ 1,574,950 |
| Career Technology Centers | | | | |
| Autory Technology Center | 18 | \$ 10,966 | 17 | \$ 11,773 |
| Caddo Kiowa Technology Center | 9 | \$ 6,166 | 6 | \$ 3,271 |
| Canadian Valley Technology Center | 25 | \$ 15,360 | 26 | \$ 16,009 |
| Central Oklahoma Technology Center | 29 | \$ 16,222 | 17 | \$ 6,679 |
| Chisholm Trail Technology Center | 3 | \$ 2,000 | 3 | \$ 2,000 |
| Eastern OK Technology Center | 5 | \$ 3,179 | 5 | \$ 3,568 |
| Francis Tuttle Technology Center | 49 | \$ 27,742 | 56 | \$ 34,224 |
| Gordon Cooper Technology Center | 17 | \$ 13,703 | 14 | \$ 7,356 |
| Great Plains Technology Center | 6 | \$ 3,000 | 13 | \$ 11,000 |
| Green Country Technology Center | 19 | \$ 12,574 | 14 | \$ 8,526 |
| High Plains Technology Center | 4 | \$ 1,628 | 6 | \$ 3,890 |
| Indian Capital Technology Center | 51 | \$ 39,250 | 39 | \$ 33,000 |
| Kiamichi Technology Center | 43 | \$ 30,750 | 59 | \$ 39,000 |
| Meridian Technology Center | 8 | \$ 3,835 | 13 | \$ 5,076 |
| Metro Technology Center | 23 | \$ 16,853 | 54 | \$ 36,438 |
| Mid-America Technology Center | 5 | \$ 3,104 | 5 | \$ 4,133 |
| Mid-Del Technology Center | 13 | \$ 9,739 | 13 | \$ 11,336 |
| Moore Norman Technology Center | 14 | \$ 11,540 | 19 | \$ 18,320 |
| Northeast Technology Center | 27 | \$ 20,600 | 22 | \$ 17,200 |
| Northwest Technology Center | 2 | \$ 1,395 | 4 | \$ 3,197 |
| Pioneer Technology Center | 13 | \$ 9,293 | 9 | \$ 6,154 |
| Pontotoc Technology Center | 7 | \$ 5,436 | 9 | \$ 8,167 |
| Red River Technology Center | 5 | \$ 3,500 | 7 | \$ 7,000 |
| Southern Oklahoma Technology Center | 20 | \$ 10,620 | 14 | \$ 8,600 |
| Southwest Technology Center | 18 | \$ 10,000 | 13 | \$ 7,500 |
| Tulsa Technology Center | 113 | \$ 74,567 | 100 | \$ 68,587 |
| Wes Watkins Technology Center | 13 | \$ 6,642 | 11 | \$ 6,000 |
| Western Oklahoma Technology Center | 16 | \$ 9,878 | 13 | \$ 8,120 |
| Total Career Technology Centers | 575 | \$ 379,542 | 581 | \$ 396,124 |
| | | | | |
| Grand Total of All Institutions | 16,049 | \$ 13,977,621 | 16,656 | \$ 14,518,767 |

Notes:

In 2020-2021 the award cutoff is FAFSA receipt dates through 1/15/20 and 1700 EFC (Expected Family Contribution).

In 2021-2022 the award cutoff is FAFSA receipt dates through 2/5/21 and 1700 EFC (Expected Family Contribution).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (3):

Annual Reports.

SUBJECT: Oklahoma Tuition Equalization Grant. 2021-2022 Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021-2022 Oklahoma Tuition Equalization Grant Year-End Report.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (now known as the Higher Learning Commission). A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

POLICY ISSUES:

This report reflects 2021-2022 end-of-year data for awards provided to eligible students consistent with State Regents' policy. The report also complies with a statutory requirement (70 O.S. § 2632) that the State Regents provide to the Governor and legislative leaders a report about the program by February 1 of each year.

ANALYSIS:

The 2021-2022 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of \$2,640,000 was allocated to the institutions, and \$2,625,000 was disbursed to 1,550 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

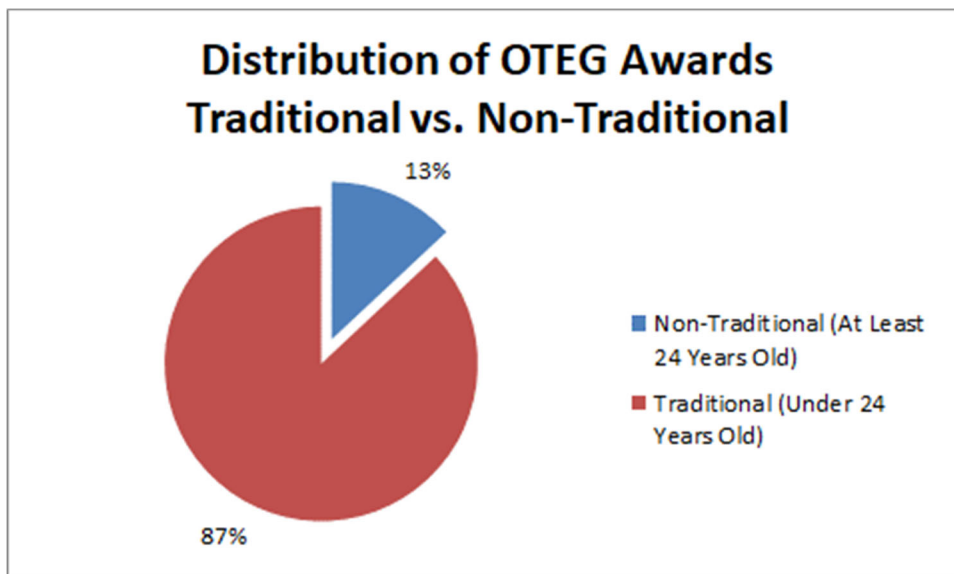
Following is a summary of the disposition of 2021-2022 OTEG funds:

| | |
|----------------------------------|------------------|
| Final FY2022 State Appropriation | 2,625,301 |
| Carryover and interest earnings | <u>14,699</u> |
| Funds allocated to institutions | <u>2,640,000</u> |

| | |
|--------------------------------|-------------------|
| Funds expended by institutions | <u>-2,625,000</u> |
| Unexpended funds | 15,000 |

Highlights for the 2021-2022 report year include:

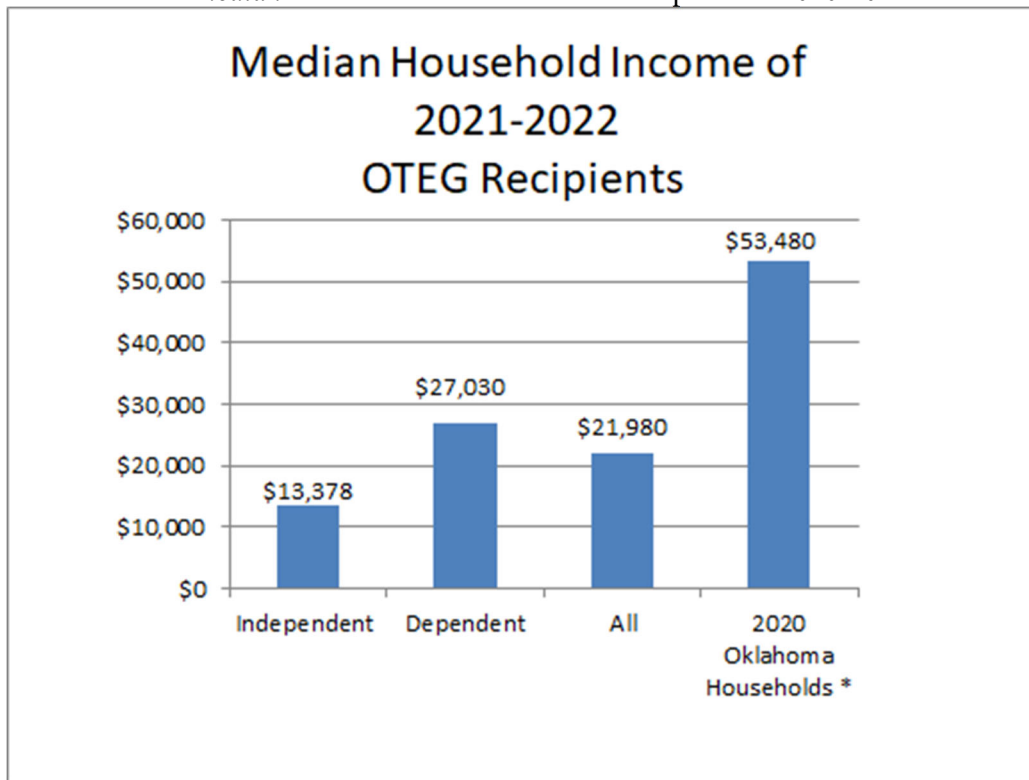
- Independent students (generally adult students age 24 or older, or those under age 24 who are determined by federal standards to be financially independent) received 35 percent of the awards; dependent students (generally students under age 24 who are determined by federal standards to be financially dependent on parents) received 65 percent.
- Non-traditional students (age 24 and older) received 13 percent of the awards. Traditional students (under age 24) received 87 percent of the awards. This is based strictly on age without reference to dependent/independent status.



- The *average* household income of OTEG recipients was:

| | |
|----------------------|----------|
| Independent Students | \$15,570 |
| Dependent Students | \$24,865 |
| All Students | \$21,585 |

- This chart shows the *median* household income of OTEG recipients in 2020-2021.



*Data for Oklahoma Households from U.S. Census Bureau, 2020 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2021-2022 was:

| | |
|----------------------|----------|
| Independent Students | \$20,203 |
| Dependent Students | \$26,382 |
| All Students | \$24,201 |

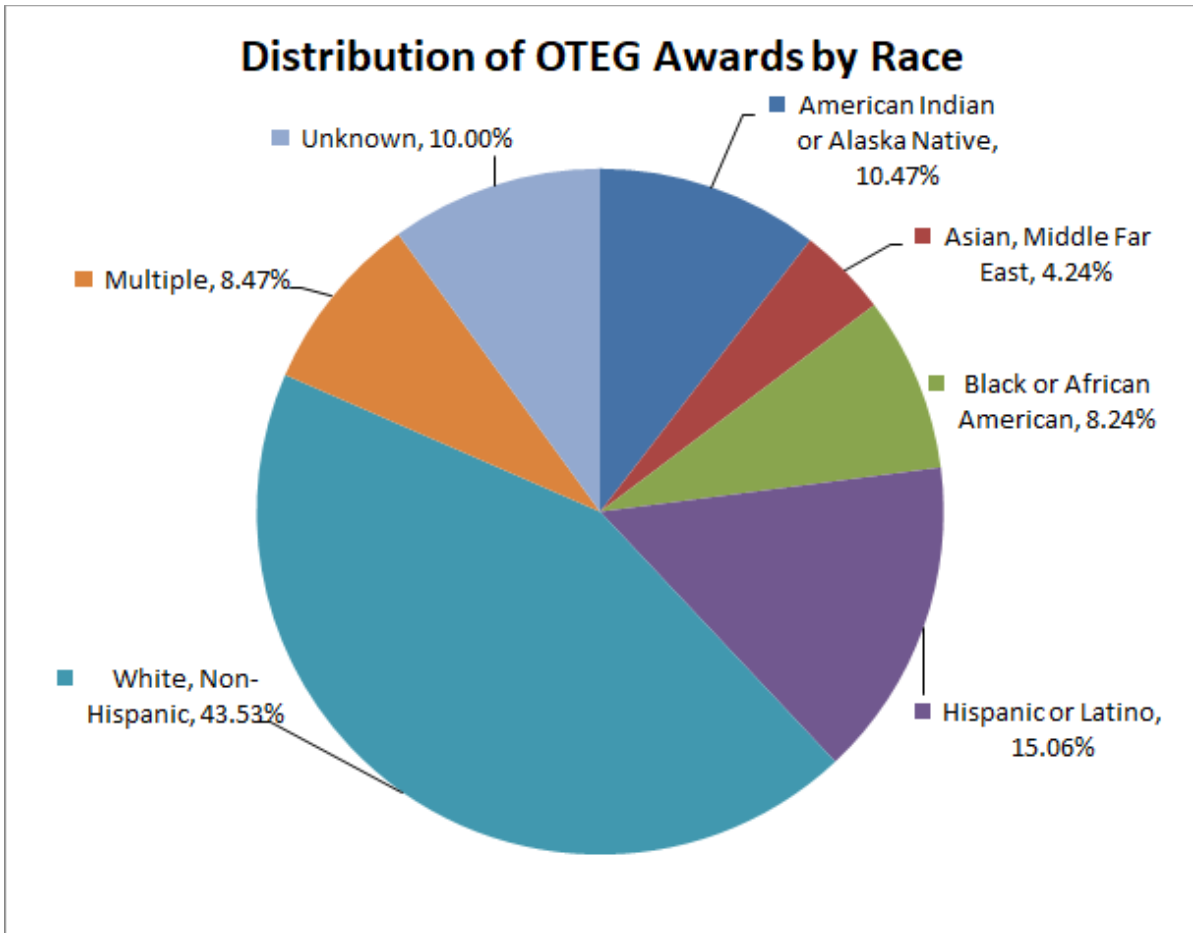
- Approximately 53 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 47 percent were upper classmen (juniors and seniors).
- Female students received 62 percent of the awards, and male students received 38 percent.
- The average cumulative GPA for all 2020-2021 recipients was 3.11

- The State Regents' Unitized Data System (UDS) contains records on the status of 16,342 of the 17,549 individual students who have received the OTEG award since the program's inception in 2004-2005. These students show the following statuses as of the end of 2021-2022.

| | | | |
|--|----------------------------|-----------------|-------------|
| Bachelor's degree (or above) received by 2021-2022 | | 6,072 | 37% |
| Enrolled 2021-2022 | Associates degree received | 220 | 1% |
| | No degree | 1,348 | 9% |
| Not enrolled 2021-2022 | Associates degree received | 1,203 | 7% |
| | No degree | 7,499 | 46% |
| | | **16,342 | 100% |

***A total of 1,207 students did not appear in the State Regents' Unitized Data System and are excluded from this analysis.*

- Forty-two percent of the 2021-2022 recipients received the OTEG award during a previous academic year.
- The distribution of awards by race was:



2021-2022 End of Year Report

| Institution | Initial Allocation to Institutions ¹ | Reallocated Funds Received | Total Funds Disbursed | Number of Recipients | Carryover to 2021-2022 ² |
|--------------------------------------|---|----------------------------|-----------------------|----------------------|-------------------------------------|
| Bacone College | 128,000 | \$0 | \$126,000 | 80 | \$2,000 |
| Family of Faith Christian University | 4,000 | \$0 | \$1,000 | 1 | \$3,000 |
| Randall University | 68,000 | \$0 | \$66,000 | 39 | \$2,000 |
| Mid America Christian University | 134,000 | \$0 | \$134,000 | 78 | - |
| Oklahoma Baptist University | 384,000 | \$0 | \$376,000 | 215 | \$8,000 |
| Oklahoma Christian University | 150,000 | \$0 | \$150,000 | 83 | - |
| Oklahoma City University | 164,000 | \$0 | \$164,000 | 90 | - |

| | | | | | |
|-----------------------------------|--------------------|------------|--------------------|--------------|-----------------|
| Oklahoma Wesleyan University | 98,000 | \$0 | \$98,000 | 54 | - |
| Oral Roberts University | 342,000 | \$0 | \$342,000 | 193 | - |
| Southern Nazarene University | 296,000 | \$0 | \$296,000 | 167 | - |
| Southwestern Christian University | 58,000 | \$0 | \$58,000 | 34 | - |
| The University of Tulsa | 440,000 | \$0 | \$440,000 | 235 | - |
| Community Care College | 374,000 | \$0 | \$374,000 | 281 | - |
| Totals | \$2,640,000 | \$0 | \$2,625,000 | 1,550 | \$15,000 |

Notes:

¹ \$2,625,301 was provided for the OTEG program in 2021-2022. Available interest and 2020-2021 carryover allowed \$2,640,000 to be allocated to institutions for awards to students.

² Four institutions did not award all of their allocated funds to eligible students. A total of \$15,000 remained unexpended at the end of the year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (4):

Annual Reports.

SUBJECT: Regional University Baccalaureate Scholarship. 2021-2022 Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2021-2022 Regional University Baccalaureate Scholarships Year-End Report.

BACKGROUND:

The scholarship provides academically promising students awards of \$3,000 per year (the award will increase to \$3,500 in 2023-2024) to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

For 2021-2022, the State Regents allocated \$746,517 for the Regional University Baccalaureate Scholarship, which is an increase of 4 percent from 2020-2021. Program expenditures for 2021-2022 were \$686,950.

POLICY ISSUES:

The program is intended to enhance the academic quality of the state's public regional universities by attracting high-performing students. To be eligible, students must achieve a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year. Due to budget cuts, freshman awards were reduced to three in 2017. The State Regents subsequently acted to increase freshman awards to six for 2018 and to twelve in 2019 and 2020. Due to a four percent budget reduction in FY2021, the State Regents reduced freshman awards to 10. Beginning in 2023, freshman awards will increase back to the historical level of 15. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

ANALYSIS:

Program Participation Levels

As shown in the table below, in 2021-2022 a total of 232 recipients received awards with a total cost of \$686,950. This compares to 225 total recipients and a cost of \$668,250 in 2020-2021.

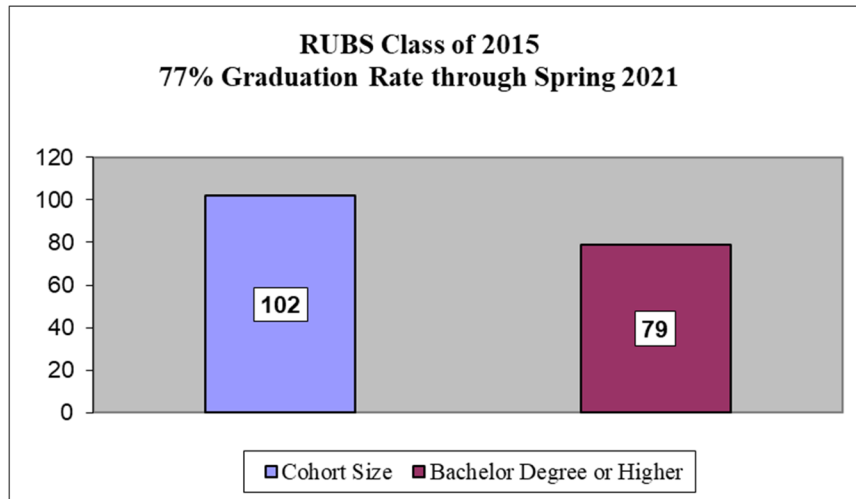
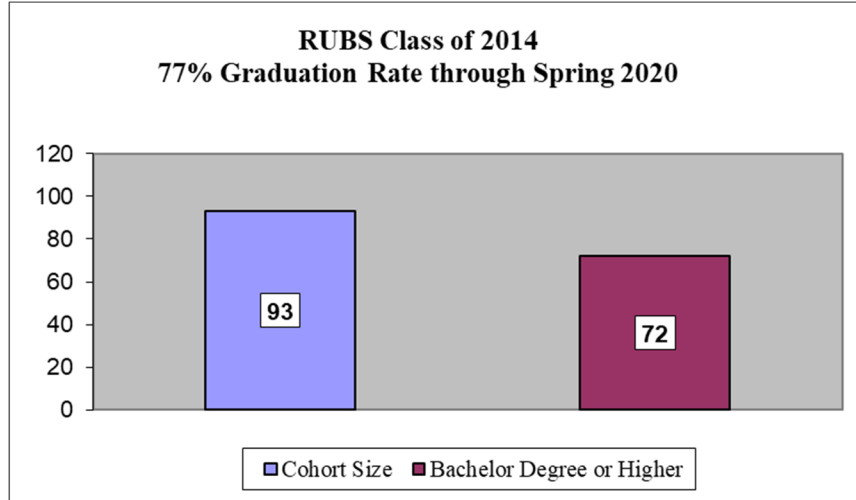
About 87 percent of the program's participants attended one of seven institutions— Northeastern State University (15 percent, Southwestern Oklahoma State University (15 percent), University of Central Oklahoma (15 percent), East Central University (12 percent), University of Science & Arts of Oklahoma (11 percent), Rogers State University (10 percent), or Southeastern Oklahoma State University (9 percent).

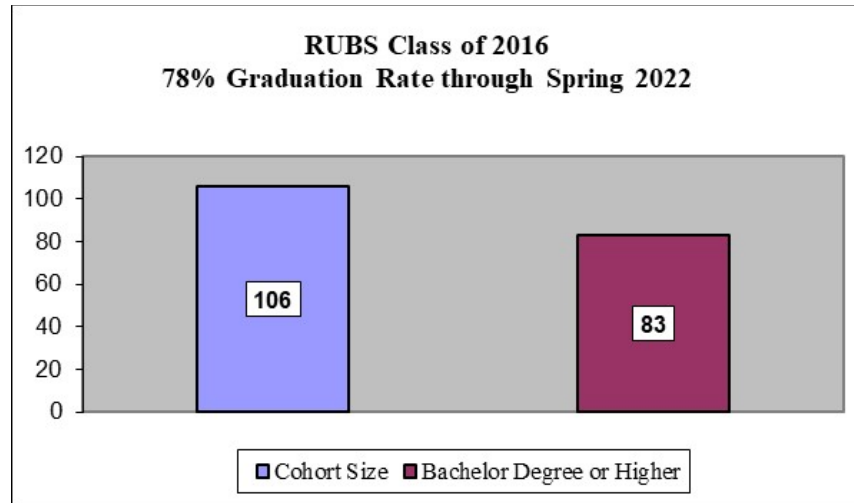
Oklahoma State Regents for Higher Education
Regional University Baccalaureate Scholarship
2021-2022 Year End Report

| Regional University | Student Count | 2021-2022 Awards |
|--|----------------------|-------------------------|
| Cameron University | 10 | \$30,000 |
| East Central University | 28 | \$87,000 |
| Langston University | 3 | \$9,000 |
| Northeastern State University | 35 | \$103,500 |
| Northwestern Oklahoma State University | 16 | \$48,000 |
| Oklahoma Panhandle State University | 2 | \$6,000 |
| Rogers State University | 24 | \$69,700 |
| Southeastern Oklahoma State University | 20 | \$57,000 |
| Southwestern Oklahoma State University | 34 | \$101,250 |
| University of Central Oklahoma | 34 | \$99,000 |
| University of Science and Arts of Oklahoma | 26 | \$76,500 |
| TOTAL | 232 | \$686,950 |

Degree Completion Rates

For the 301 participants entering the program between 2014 and 2016, 78 percent (234) earned at least a baccalaureate degree within six years.





Funding and Expenditure History

The following table shows the recent history of appropriations and expenditures for the program. Between FY2015 and FY2021, state appropriations declined from \$986,068 to \$717,054, a decrease of \$269,014 or 27 percent. There was a slight (4 percent) increase in appropriations in FY2022.

Regional University Baccalaureate Scholarship
Recent Funding History

| | July 1 Beginning Balance | Deposits (Appropriations) | Investment Earnings | Scholarship Payments | June 30 Ending Balance |
|---------------|--------------------------------|------------------------------|------------------------|-------------------------|------------------------------|
| FY2012 actual | \$43,535 | \$975,746 | \$9,050 | (\$931,250) | \$97,081 |
| FY2013 actual | \$97,081 | \$986,068 | \$18,834 | (\$974,250) | \$127,733 |
| FY2014 actual | \$127,733 | \$986,068 | \$9,725 | (\$919,500) | \$204,026 |
| FY2015 actual | \$204,026 | \$986,068 | \$10,559 | (\$918,000) | \$282,653 |
| FY2016 actual | \$282,653 | \$912,164 | \$10,912 | (\$987,750) | \$217,979 |
| FY2017 actual | \$217,979 | \$789,057 | \$4,462 | (\$951,750) | \$59,748 |
| FY2018 actual | \$59,748 | \$751,029 | \$564 | (\$739,500) | \$71,841 |
| FY2019 actual | \$71,841 | \$746,517 | \$5,321 | (\$672,000) | \$151,679 |
| FY2020 actual | \$151,679 | \$746,517 | \$7,680 | (\$693,750) | \$212,126 |
| FY2021 actual | \$212,126 | \$717,054 | \$7,109 | (\$668,250) | \$268,039 |
| FY2022 actual | \$268,039 | \$746,517 | \$5,627 | (\$686,950) | \$333,233 |

Total Scholarship Recipients

As the table below shows, the 232 participants in 2021 increased slightly from 225 in 2020. However, a 31 percent deficit remains from the program high in 2015.

Total Regional University Baccalaureate Scholars, 2011-2021

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Cameron University | 27 | 33 | 22 | 26 | 28 | 20 | 17 | 14 | 13 | 12 | 10 |
| East Central University | 39 | 43 | 40 | 47 | 51 | 49 | 39 | 30 | 31 | 28 | 29 |
| Langston University | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 3 | 1 | 3 | 3 |
| Northeastern State University | 49 | 52 | 47 | 50 | 48 | 45 | 32 | 25 | 26 | 31 | 35 |
| Northwestern Oklahoma State University | 13 | 14 | 18 | 13 | 11 | 13 | 11 | 15 | 17 | 18 | 16 |
| Oklahoma Panhandle State University | 1 | 1 | 3 | 2 | 3 | 2 | 0 | 2 | 3 | 3 | 2 |
| Rogers State University | 21 | 32 | 35 | 34 | 38 | 36 | 20 | 22 | 24 | 27 | 24 |
| Southeastern Oklahoma State University | 22 | 23 | 20 | 19 | 22 | 22 | 22 | 21 | 29 | 23 | 20 |
| Southwestern Oklahoma State University | 49 | 51 | 50 | 50 | 55 | 51 | 42 | 35 | 33 | 28 | 34 |
| University of Central Oklahoma | 44 | 47 | 44 | 48 | 50 | 49 | 39 | 32 | 31 | 29 | 33 |
| University of Science and Arts of Oklahoma | 46 | 38 | 34 | 28 | 31 | 36 | 31 | 31 | 25 | 23 | 26 |
| Total | 311 | 335 | 314 | 318 | 338 | 323 | 253 | 230 | 233 | 225 | 232 |

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (5):

Annual Reports.

SUBJECT: Academic Policy Exception Quarterly Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of Academic Policy Exception Quarterly Report.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 84nd report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

One exception to OSRHE academic policies was granted by the Chancellor since the September 8, 2022 report.

ANALYSIS:

Northeastern Oklahoma A&M College

An exception was granted to the Oklahoma State Regents for Higher Education's (OSRHE) Institutional Admission and Retention policy, which states that students must participate in "the ACT program or a similar acceptable battery of tests [to be] eligible for admission to any of the community colleges and technical branches in the State System." [OSRHE Policy 3.9.4(C)(1)(3)] This exception allowed NEO to admit four students without having submitted ACT or SAT scores. The exception was approved based on the students' inability to participate in ACT On-Campus™ testing due to a shortage of tests, and recommendation of the president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (6):

Oklahoma's Promise.

SUBJECT: Initial report required by SB 639 of the 2021 legislative session.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of a report fulfilling the requirements of SB 639 of the 2021 legislative session.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th, or 11th grade. 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 a scholarship equal to public college tuition. Participation is limited to students from families who meet certain income levels at the time of application to the program.

During the 2021 session, the Legislature passed SB 639, authored by Sen. Adam Pugh and Rep. Rhonda Baker. SB 639 called for the State Regents to submit an annual report by December 31 each year, beginning in 2022, containing the following items:

- The results of a survey of Oklahoma's Promise scholarship recipients who withdrew from a college or career technology center before completing a degree or certificate. The legislation identified the purpose of the survey to gather information on the reasons for withdrawal, barriers to completion of a degree or certificate, and future plans of the students.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in state system institutions compared to all students enrolled in state system institutions. The legislation also requested data about the degree programs in which the students were enrolled.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in private colleges and universities in Oklahoma. The legislation also requested data about the degree programs in which the students were enrolled.
- Certificate-completion rates of Oklahoma's Promise scholarship recipients enrolled in career technology centers compared to all students enrolled in career technology centers. The legislation also requested data about the career areas in which students were enrolled.
- The financial and enrollment impact of the Oklahoma's Promise program on colleges and career technology center schools.

- Data on the number of Oklahoma’s Promise participants who remain in the state one year after graduation or certificate completion, including the industry or career area in which the participant is employed.

POLICY ISSUES:

Oklahoma’s Promise plays an important role in the efforts of Oklahoma State Regents for Higher Education to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students with limited financial resources to aspire to attend college or postsecondary technical education, prepare themselves for academic success after high school, and to provide them with financial assistance for postsecondary education expenses.

ANALYSIS:

Survey of Oklahoma’s Promise Students Who Withdrew from College or a Career Technology Program: A survey was sent via email to 3,960 students who received the Oklahoma’s Promise scholarship in 2020-2021 and appeared to be eligible to receive the scholarship in 2021-2022, but did not receive the award. A total of 348, or 9% of participants, responded to the survey. Following are a few results of the survey.

- Respondents who discontinued their enrollment were asked to identify one or more factors that influenced their decision. The most common factor was a lack of financial resources, as cited by more than one-third of these respondents. A variety of other factors were cited less frequently.
 - Lack of financial resources (37 percent)
 - Poor academic performance (20 percent)
 - Personal health issues (18 percent)
 - Desire to join the workforce (13 percent)
 - Lack of access to student support services – e.g., mental health, food, transportation, etc. (13 percent)
 - Lack of belonging (13 percent)
 - Conflict with employment obligations (12 percent)
 - Lack of access to academic support services – e.g., tutoring, advising (11 percent)
- When asked about future education plans, 144 of the survey participants responded. Of these, nearly 70 percent indicated that they planned to re-enroll in postsecondary education at some point in the future. About half of those planning to re-enroll indicated that they intended to re-enroll within the next twelve months.

Year-to-Year College Retention Rates

The following three tables show the year-to-year college retention rates of Oklahoma’s Promise students in the 2017 freshmen cohort, from 2017-2018 through 2021-2022, compared to non-Oklahoma’s Promise students. The numbers in parentheses show the number of students in each 2017 freshmen cohort. The retention percentages are calculated based on the number of students still enrolled each year or who received a degree or certificate in a prior year.

The first table shows the retention rates for all Oklahoma’s Promise students attending both state system and private colleges compared to all non-Oklahoma’s Promise students. Oklahoma’s Promise students outperformed their non-Oklahoma’s Promise peers by six to eight percentage points each year.

| State System & Private Colleges Combined | Year 1 2017-18 | Year 2 2018-19 | Year 3 2019-20 | Year 4 2020-21 | Year 5 2021-22 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| OKPromise (4,680) | 100% | 80% | 68% | 62% | 60% |
| Non-OKPromise (17,418) | 100% | 72% | 61% | 56% | 53% |

The second table shows Oklahoma's Promise students attending state system institutions where over 90 percent of Oklahoma's Promise students enroll. These Oklahoma's Promise students outperformed their non-Oklahoma's Promise peers by seven to nine percentage points each year.

| State System Colleges Only | Year 1 2017-18 | Year 2 2018-19 | Year 3 2019-20 | Year 4 2020-21 | Year 5 2021-22 |
|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| OKPromise (4,462) | 100% | 80% | 68% | 62% | 59% |
| Non-OKPromise (16,684) | 100% | 71% | 61% | 55% | 52% |

The third table shows Oklahoma's Promise students attending private colleges. About five percent of Oklahoma's Promise students attend private colleges but the retention rates are higher overall. Oklahoma's Promise students outperformed their non-Oklahoma's Promise peers in Year 1 but slightly underperformed their peers in Years 3, 4 and 5.

| Private Colleges Only | Year 1 2017-18 | Year 2 2018-19 | Year 3 2019-20 | Year 4 2020-21 | Year 5 2021-22 |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| OKPromise (218) | 100% | 87% | 75% | 73% | 68% |
| Non-OKPromise (734) | 100% | 85% | 77% | 74% | 70% |

College Degree/Certificate Completion Rates

The following tables show the percentage of Oklahoma's Promise students who completed college degrees or certificates at five, six and seven years compared to their non-Oklahoma's Promise peers. The percentages are calculated on degrees or certificates earned through 2021-2022. Overall, Oklahoma's Promise students outperformed their peers by four to six percentage points each year. At the private colleges, the degree completion rates are generally higher but Oklahoma's Promise students slightly underperformed their non-Oklahoma's Promise peers.

| State System & Private Colleges Combined | Year 5 2017-18 Freshmen | Year 6 2016-17 Freshmen | Year 7 2015-16 Freshman |
|---|-------------------------------|-------------------------------|-------------------------------|
| OKPromise | 46% | 50% | 53% |
| Non-OKPromise | 41% | 46% | 47% |

| State System Colleges Only | Year 5 2017-18 Freshmen | Year 6 2016-17 Freshmen | Year 7 2015-16 Freshman |
|----------------------------|-------------------------------|-------------------------------|-------------------------------|
| OKPromise | 45% | 49% | 52% |
| Non-OKPromise | 40% | 44% | 46% |

| Private Colleges Only | Year 5 2017-18 Freshmen | Year 6 2016-17 Freshmen | Year 7 2015-16 Freshman |
|-----------------------|-------------------------------|-------------------------------|-------------------------------|
| OKPromise | 56% | 61% | 59% |
| Non-OKPromise | 61% | 65% | 62% |

In 2021-2022, nearly 2,400 current and former Oklahoma's Promise scholarship recipients earned certificates, associate degrees, bachelor's degrees, and graduate/professional degrees. About half of the degrees awarded were bachelor's degrees and one-third were associate degrees.

| Degree Level | 2021-22 Grads | % of Total |
|-----------------------------------|------------------|---------------|
| Certificate (less than Associate) | 66 | 3% |
| Associate Degree | 774 | 32% |
| Bachelor's Degree | 1,111 | 47% |
| Graduate Certificate | 29 | 1% |
| Master's Degree | 326 | 14% |
| Doctorate Degree | 7 | <1% |
| Professional Degree | 72 | 3% |
| | | |
| Total Degrees | 2,385 | 100% |

The single largest degree field of study was Health Professions, accounting for 20 percent of all degrees. The next largest degree fields were Interdisciplinary Studies (15%), Business and Management (14%), and Education (11%).

| Degree Field of Study | 2021-22 Grads | % of Total |
|-----------------------------|------------------|---------------|
| Health Professions | 478 | 20% |
| Interdisciplinary Studies* | 343 | 15% |
| Business & Management | 327 | 14% |
| Education | 250 | 11% |
| Public Affairs & Services | 196 | 8% |
| Engineering | 132 | 6% |
| Biological Sciences | 106 | 4% |
| Psychology | 102 | 4% |
| All Other Fields (<4% each) | 451 | 18% |
| | | |
| Total Degrees | 2,385 | 100% |

*Interdisciplinary Studies includes Liberal Art and Sciences, General Studies, Humanities, Multi-Interdisciplinary Studies, History, Nutrition Sciences, International Studies, etc.

Career Technology Center Certificate-Completion Rates

The following data is provided by the Oklahoma Department of Career and Technology Education. About one percent of Oklahoma's Promise students enroll at Career Technology Centers. As shown in the table below, more than 90 percent of Oklahoma's Promise students complete the certificate program in which they enroll. This rate exceeds the completion rate of non-Oklahoma's Promise students enrolled in career technology certificate programs.

| Career Technology Students | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------------------------|---------|---------|---------|---------|
| OK Promise Students Enrolled | 166 | 198 | 156 | 157 |
| OK Promise Students Completing | 159 | 194 | 144 | 147 |
| OK Promise Completion Rate | 96% | 98% | 92% | 94% |
| Non-OK Promise Completion Rate | 92% | 92% | 91% | 89% |

Nearly half of the 147 career technology certificates earned in 2020-2021 were in the Health Science career cluster. More specifically, 42 of the 69 Health Science certificates, or almost 30 percent of all certificates completed, were earned in the Licensed Practical Nurse program.

| Career Cluster for 2020-21 Certificate Completers | Number | Percent |
|---|------------|-------------|
| Health Science | 69 | 47% |
| Transportation, Distribution, and Logistics | 22 | 15% |
| Information Technology | 13 | 9% |
| Architecture and Construction | 10 | 7% |
| Business Management and Administration | 8 | 5% |
| Arts, Audio/Visual Technology & Communications | 7 | 5% |
| Human Services | 6 | 4% |
| Manufacturing | 6 | 4% |
| All Other Categories (less than 2% each) | 6 | 4% |
| | | |
| Total | 147 | 100% |

Retention of Oklahoma’s Promise Graduates in Oklahoma One Year after Graduation

Available data show that over 90 percent of Oklahoma’s Promise college graduates, including those former scholarship recipients who go on to earn graduate or professional degrees, remain in Oklahoma one year after graduation and five years after graduation.

| Degree Level | % in OK After 1 Yr. (2019-20 Grads) | % in OK After 5 Yrs. (2015-16 Grads) |
|---------------------------|---|--|
| Certificate | 95% | 98% |
| Associate Degree | 93% | 93% |
| Bachelor’s Degree | 92% | 90% |
| Master’s Degree | 92% | 91% |
| Doctorate Degree | 92% | 91% |
| Professional Degree | 92% | 86% |
| | | |
| Overall Percentage | 92% | 91% |

Data combining information on Oklahoma’s Promise college graduates one year after graduation with graduates five years after graduation show that nearly half (46%) of Oklahoma’s Promise college graduates are employed in either the health care or education sectors.

| Employment Area | Percentage |
|---|------------|
| Health Care and Social Assistance | 27% |
| Educational Services | 19% |
| Professional, Scientific and Technical Services | 8% |
| Retail Trade | 8% |
| Administrative and Support | 7% |
| Finance and Insurance | 6% |
| Public Administration | 4% |
| Accommodation and Food Services | 4% |
| Manufacturing | 3% |
| Wholesale Trade | 3% |
| All Other Categories (less than 3% each) | 11% |
| | |
| Total | 100% |

Data from the State Department of Career and Technology Education show that after completion of an initial career technology certificate, about 90 percent of certificate holders are employed in Oklahoma or continuing their education.

Financial and Enrollment Impact at Oklahoma Colleges and Career Technology Centers

The following table shows the financial and enrollment impact of Oklahoma's Promise students in the 2020-2021 academic year. Over 14,000 Oklahoma's Promise students enrolled at more than 70 colleges and career technology centers statewide. The total value of the scholarships disbursed exceeded \$64 million.

Oklahoma's Promise - Oklahoma Higher Learning Access Program 2020-21 Scholarships

| Institution | Fall 2020 | | Spring 2021 | | Summer 2021 | | Total 2020-21 \$ Amount |
|-------------------------------------|----------------------|---------------|----------------------|---------------|---------------------|---------------|----------------------------|
| | \$ Amount | # of Students | \$ Amount | # of Students | \$ Amount | # of Students | |
| <u>Public Research Universities</u> | | | | | | | |
| Oklahoma State Univ. | \$ 5,627,084 | 2,173 | \$ 5,114,795 | 1,996 | \$ 521,886 | 540 | \$ 11,263,765 |
| Univ. of Oklahoma | \$ 4,777,147 | 2,093 | \$ 4,421,840 | 1,947 | \$ 357,344 | 501 | \$ 9,556,332 |
| OUHSC | \$ 191,360 | 76 | \$ 177,954 | 73 | \$ 8,938 | 8 | \$ 378,252 |
| Subtotal | \$ 10,595,592 | 4,342 | \$ 9,714,589 | 4,016 | \$ 888,168 | 1,049 | \$ 21,198,349 |
| <u>Public Regional Universities</u> | | | | | | | |
| Cameron University | \$ 685,404 | 320 | \$ 591,269 | 280 | \$ 83,740 | 92 | \$ 1,360,413 |
| East Central Univ. | \$ 1,109,431 | 428 | \$ 960,632 | 374 | \$ 108,244 | 103 | \$ 2,178,306 |
| Langston University | \$ 338,874 | 160 | \$ 281,063 | 131 | \$ 12,303 | 12 | \$ 632,239 |
| Northeastern State Univ. | \$ 2,056,936 | 788 | \$ 1,804,413 | 698 | \$ 251,486 | 202 | \$ 4,112,834 |
| Northwestern Okla. State Univ. | \$ 520,550 | 166 | \$ 451,123 | 150 | \$ 59,701 | 44 | \$ 1,031,374 |
| Okla. Panhandle State Univ. | \$ 169,395 | 70 | \$ 143,528 | 61 | \$ 18,480 | 15 | \$ 331,403 |
| Rogers State Univ. | \$ 734,008 | 369 | \$ 648,356 | 321 | \$ 67,830 | 73 | \$ 1,450,194 |
| Southeastern Okla State Univ. | \$ 1,024,239 | 383 | \$ 818,102 | 305 | \$ 116,064 | 91 | \$ 1,958,405 |
| Southwestern Okla State Univ. | \$ 1,641,384 | 567 | \$ 1,455,748 | 496 | \$ 205,893 | 167 | \$ 3,303,024 |
| Univ. of Central Oklahoma | \$ 5,014,088 | 1,680 | \$ 4,556,066 | 1,529 | \$ 506,506 | 377 | \$ 10,076,660 |
| Univ. of Science and Arts of OK | \$ 358,352 | 117 | \$ 299,341 | 98 | \$ 100,493 | 43 | \$ 758,186 |
| Subtotal | \$ 13,652,660 | 5,048 | \$ 12,009,640 | 4,443 | \$ 1,530,739 | 1,219 | \$ 27,193,039 |
| <u>Public Community Colleges</u> | | | | | | | |
| Carl Albert State College | \$ 186,396 | 168 | \$ 159,112 | 137 | \$ 17,206 | 28 | \$ 362,714 |
| Connors State College | \$ 278,600 | 202 | \$ 229,190 | 165 | \$ 23,400 | 40 | \$ 531,190 |
| Eastern OK State College | \$ 171,414 | 119 | \$ 151,560 | 100 | \$ 17,430 | 27 | \$ 340,403 |
| Murray State College | \$ 309,997 | 153 | \$ 289,305 | 140 | \$ 35,054 | 40 | \$ 634,356 |
| Northeastern OK A&M Coll. | \$ 248,391 | 188 | \$ 202,950 | 148 | \$ 25,443 | 52 | \$ 476,784 |
| Northern Oklahoma College | \$ 343,699 | 269 | \$ 282,621 | 205 | \$ 38,815 | 71 | \$ 665,134 |
| Oklahoma City Comm College | \$ 717,217 | 724 | \$ 544,407 | 560 | \$ 155,394 | 306 | \$ 1,417,017 |
| OSU Inst of Tech - Okmulgee | \$ 548,210 | 279 | \$ 457,457 | 243 | \$ 306,425 | 158 | \$ 1,312,092 |
| OSU Tech - Oklahoma City | \$ 403,029 | 301 | \$ 313,094 | 242 | \$ 42,541 | 65 | \$ 758,664 |
| Redlands Community College | \$ 144,001 | 81 | \$ 128,208 | 66 | \$ 21,213 | 29 | \$ 293,422 |
| Rose State College | \$ 418,910 | 303 | \$ 426,467 | 312 | \$ 64,990 | 85 | \$ 910,367 |
| Seminole State College | \$ 207,064 | 162 | \$ 180,336 | 128 | \$ 28,184 | 42 | \$ 415,584 |
| Tulsa Community College | \$ 952,111 | 806 | \$ 816,476 | 706 | \$ 144,964 | 257 | \$ 1,913,551 |
| Western OK State College | \$ 145,545 | 119 | \$ 120,376 | 94 | \$ 13,410 | 26 | \$ 279,330 |
| Subtotal | \$ 5,074,583 | 3,874 | \$ 4,301,556 | 3,246 | \$ 934,469 | 1,226 | \$ 10,310,609 |

| Institution | Fall 2020 | | Spring 2021 | | Summer 2021 | | Total 2020-21 |
|--|----------------------|---------------|----------------------|---------------|---------------------|---------------|----------------------|
| | \$ Amount | # of Students | \$ Amount | # of Students | \$ Amount | # of Students | \$ Amount |
| <u>Independent/Private Colleges and Universities</u> | | | | | | | |
| Bacone College | \$ 54,999 | 20 | \$ 57,834 | 22 | \$ 3,213 | 4 | \$ 116,046 |
| Community Care College | \$ - | - | \$ 5,670 | 2 | \$ - | - | \$ 5,670 |
| Family of Faith College | \$ - | - | \$ - | - | \$ - | - | \$ - |
| Mid-America Christian Univ. | \$ 131,166 | 70 | \$ 128,520 | 51 | \$ 22,869 | 26 | \$ 282,555 |
| Muscogee Nation | \$ 12,753 | 9 | \$ 19,773 | 13 | \$ 9,711 | 7 | \$ 42,237 |
| Oklahoma Baptist Univ. | \$ 396,522 | 140 | \$ 362,691 | 124 | \$ 5,859 | 10 | \$ 765,072 |
| Oklahoma Christian Univ. | \$ 239,652 | 86 | \$ 229,446 | 97 | \$ 13,608 | 14 | \$ 482,706 |
| Oklahoma City Univ. | \$ 162,918 | 60 | \$ 127,575 | 46 | \$ 7,371 | 6 | \$ 297,864 |
| Oklahoma Wesleyan Univ. | \$ 102,816 | 38 | \$ 85,239 | 31 | \$ 5,103 | 7 | \$ 193,158 |
| Oral Roberts Univ. | \$ 451,225 | 162 | \$ 411,075 | 146 | \$ 48,762 | 38 | \$ 911,062 |
| Randall Univ. (formerly Hillsdale) | \$ 70,497 | 26 | \$ 66,150 | 25 | \$ 1,701 | 3 | \$ 138,348 |
| Southern Nazarene Univ. | \$ 333,396 | 123 | \$ 297,108 | 107 | \$ 28,161 | 34 | \$ 658,665 |
| SW Christian Univ. | \$ 129,654 | 50 | \$ 127,575 | 48 | \$ - | - | \$ 257,229 |
| University of Tulsa | \$ 510,152 | 198 | \$ 471,600 | 186 | \$ 23,494 | 33 | \$ 1,005,246 |
| Subtotal | \$ 2,595,750 | 982 | \$ 2,390,256 | 898 | \$ 169,852 | 182 | \$ 5,155,858 |
| <u>Proprietary Colleges</u> | | | | | | | |
| Platt College | \$ - | - | \$ 2,340 | 1 | \$ 2,340 | 1 | \$ 4,680 |
| Spartan College of Aeronautics | \$ 7,605 | 3 | \$ 5,499 | 3 | \$ 3,393 | 2 | \$ 16,497 |
| Tulsa Welding School | \$ 4,797 | 3 | \$ - | - | \$ - | - | \$ 4,797 |
| Subtotal | \$ 12,402 | 6 | \$ 7,839 | 4 | \$ 5,733 | 3 | \$ 25,974 |
| <u>State Career-Technology Centers</u> | | | | | | | |
| Autry TC | \$ 976 | 1 | \$ - | - | \$ - | - | \$ 976 |
| Caddo Kiowa TC | \$ 3,375 | 3 | \$ 4,500 | 4 | \$ - | - | \$ 7,875 |
| Canadian Valley TC | \$ 990 | 1 | \$ 990 | 1 | \$ - | - | \$ 1,980 |
| Central TC | \$ 7,553 | 13 | \$ 6,423 | 12 | \$ - | - | \$ 13,976 |
| Chisholm Trail TC | \$ - | - | \$ 900 | 1 | \$ - | - | \$ 900 |
| Eastern OK TC | \$ 2,552 | 1 | \$ - | - | \$ - | - | \$ 2,552 |
| Francis Tuttle TC | \$ 2,640 | 3 | \$ 3,300 | 4 | \$ - | - | \$ 5,940 |
| Gordon Cooper TC | \$ 6,878 | 8 | \$ 10,675 | 13 | \$ 1,109 | 1 | \$ 18,661 |
| Great Plains TC | \$ 1,488 | 1 | \$ 1,438 | 1 | \$ - | - | \$ 2,926 |
| Green Country TC | \$ 10,175 | 6 | \$ 6,410 | 7 | \$ 5,328 | 5 | \$ 21,913 |
| High Plains TC | \$ 1,193 | 1 | \$ 6,185 | 4 | \$ - | - | \$ 7,377 |
| Indian Capital TC | \$ 27,122 | 31 | \$ 19,913 | 23 | \$ - | - | \$ 47,034 |
| Kiamichi TC | \$ 9,900 | 11 | \$ 6,380 | 7 | \$ - | - | \$ 16,280 |
| Meridian TC | \$ 9,593 | 9 | \$ 5,561 | 5 | \$ 3,538 | 3 | \$ 18,692 |
| Metro Tech Center | \$ 1,404 | 1 | \$ 1,404 | 1 | \$ 1,404 | 1 | \$ 4,212 |
| Mid-America TC | \$ 450 | 1 | \$ 709 | 1 | \$ 259 | 1 | \$ 1,418 |
| Mid-Del TC | \$ - | - | \$ - | - | \$ - | - | \$ - |
| Moore-Norman TC | \$ 4,500 | 4 | \$ 2,700 | 2 | \$ - | - | \$ 7,200 |
| Northeast TC | \$ 2,097 | 3 | \$ 1,283 | 2 | \$ - | - | \$ 3,380 |
| Northwest TC | \$ 413 | 2 | \$ 150 | 1 | \$ - | - | \$ 563 |
| Pioneer TC | \$ 900 | 1 | \$ 900 | 1 | \$ - | - | \$ 1,800 |
| Pontotoc TC | \$ 2,462 | 2 | \$ 2,462 | 2 | \$ - | - | \$ 4,924 |
| Red River TC | \$ 5,524 | 3 | \$ 5,524 | 3 | \$ - | - | \$ 11,048 |
| Southern OK TC | \$ 2,081 | 2 | \$ 956 | 1 | \$ - | - | \$ 3,038 |
| Southwest TC | \$ 7,218 | 7 | \$ 4,310 | 5 | \$ - | - | \$ 11,528 |
| Tulsa Tech Center | \$ 67,319 | 42 | \$ 25,665 | 29 | \$ - | - | \$ 92,985 |
| Wes Watkins TC | \$ 4,292 | 3 | \$ - | - | \$ - | - | \$ 4,292 |
| Western TC | \$ 1,350 | 2 | \$ 1,350 | 2 | \$ - | - | \$ 2,700 |
| Subtotal | \$ 184,444 | 162 | \$ 120,087 | 132 | \$ 11,637 | 11 | \$ 316,167 |
| Totals* | \$ 32,115,431 | 14,414 | \$ 28,543,967 | 12,739 | \$ 3,540,597 | 3,690 | \$ 64,199,996 |

Unduplicated student totals 14,338 12,681 3,659

*Totals contain a duplicate number of students due to students enrolling at more than one institution.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (7):

Annual Reports.

SUBJECT: FY23 Tuition and Analysis Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the FY2023 Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.

BACKGROUND:

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

The *FY23 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY23 of 0.0 percent at Research Universities, 2.4 percent at Regional Universities and 1.8 percent at the two-year Community Colleges.
- The average national published rate for FY23 tuition and mandatory fees is \$10,940 for undergraduate resident students attending a four-year institution and \$3,860 for those attending a two-year institution. Oklahoma's average rates are \$7,807 and \$4,714 respectively.

- Enrollments data shows a decrease for the fall 2022 term with preliminary enrollment headcount of 176,921; an increase of 0.3 percent from the fall 2021 semester.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents approve the *FY23 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #17-b (8):

Annual Reports.

SUBJECT: Financial Operations Report, June 30, 2022.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Financial Operations Report, June 30, 2022.

ANALYSIS:

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2021 through June 30, 2022. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 76 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2022, was \$1,163,605,278. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2022, 75.76%, \$881.52 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$881.52 million in investments, \$462,749,821 is invested in Equities and Fixed Income, \$87,190,101 is invested in Real Assets, \$237,970,198 in Private Equities, and \$93,611,534 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core Administrative Operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Micro-Credentials Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8,075.27 million of which approximately \$796.30 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 9, 2022

AGENDA ITEM #19:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; and (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

University of Oklahoma, Headington Hall, 6th Floor Banquet Room

MINUTES

Eight Hundred and Twenty-Fourth Meeting



October 27, 2022

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
University of Oklahoma, Headington Hall, 6th Floor Banquet Room

Minutes of the Eight Hundred and Twenty-Fourth Meeting
October 27, 2022

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
University of Oklahoma, Headington Hall, 6th Floor Banquet Room

**Minutes of the Eight Hundred and Twenty-Fourth Meeting
of the
Oklahoma State Regents for Higher Education**
October 27, 2022

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 a special meeting at 9:00 a.m. on Thursday, October 27, 2022 in the 6th Floor Banquet Room of Headington Hall at the University of Oklahoma in Norman, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 14, 2021. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Courtney Warmington, Dustin Hilliary, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Parker, to approve the minutes of the Special State Regents' meeting on September 8, 2022. Voting for the motion were Regents Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Turpen began by thanking the University of Oklahoma for their hospitality. He then discussed *The Road to Character* by David Brooks and resume virtues and eulogy virtues. He stated that Oklahoma is the land of opportunity for higher education.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett began by echoing Chair Turpen’s comments about the hospitality they have received. She quickly highlighted enrollment numbers, stating that the state did better than the national average. She stated that over the past ten years, there has been an increase in the number of degrees granted despite a decline in enrollment. She also mentioned the Strategic Planning process, stating that there was a lot of good work happening and that she believes it will be a robust plan. Chancellor Garrett concluded her remarks by highlighting some recent events and announcements made by system institutions.

6. **PRESIDENT’S WELCOME.** University of Oklahoma (OU) President Joe Harroz began by thanking the State Regents for their work in higher education. He stated that there is real optimism in higher education and that OU is prepared to be the partner it needs to be in order to meet the needs of the state. He added that every Oklahoman should have access to academic excellence. President Harroz explained OU’s “Lead On, University” strategic plan, noting that they looked to see if they were aligning with the workforce needs of the state and that they have made changes to ensure that they are a good partner with workforce. He discussed the five overarching pillars that the plan is built upon. He briefly touched on OU’s role and obligation to meet the healthcare workforce needs of the state. He discussed their fundraising campaign, stating that they have raised \$6 million of a \$2 billion goal. President Harroz concluded by stating that he hopes that State Regents take pride in the work that they do for higher education.

Zach Lissau, president of the university’s student body, provided remarks about his time at the University of Oklahoma. He reflected on the impact that the university has had on him

during his time on campus. He stated that the institution celebrates diversity and prepares students to address real-world issues. He concluded his remarks by praising OU President Joe Harroz and thanking the State Regents.

7. NEW PROGRAMS.

- a. Regent Casey moved, seconded by Regent Parker, to approve a request from Oklahoma State University to offer the Education Specialist in Language, Literacy, and Culture Education. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Parker, to approve a request from the University of Oklahoma to offer the Master of Arts in Arts Management. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.
- c. Regent Parker moved, seconded by Regent Holloway, to approve a request from the University of Oklahoma College of Law to offer the Master of Legal Studies in Legal Studies. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.
- d. Regent Casey moved, seconded by Regent Holloway, to approve a request from Connors State College to offer the Associate in Science in Computer Science, the Associate in Applied Science in Applied Technology, the Certificate in Computer Science, the Certificate in Mental Health, the Certificate in Child Advocacy, and the Certificate in Corrections. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Parker. Voting against the motion were none.

- e. Regent Casey moved, seconded by Regent Holloway, to approve a request from Oklahoma State University-Oklahoma City to offer the Associate in Science in Pre-Professional Studies. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, and Holloway. Voting against the motion were none.
 - f. Regent Casey moved, seconded by Regent Parker, to approve a request from Rose State College to offer the Associate in Applied Science in Film Studies and Digital Media. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.
8. **STUDENT ASSESSMENT.** Regent Casey moved, seconded by Regent Holloway, to approve changes to Oklahoma State University-Oklahoma City's Student Assessment Plan. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.
9. **POLICY.**
- a. Posting of revisions to the In-state/Out-of-state Status of Enrolled Students policy. This item was for posting only.
 - b. Posting of revisions to the Functions of Research in the State System policy. This item was for posting only.
10. **LAUNCH YEARS INITIATIVE GRANTS.**
- a. Regent Casey moved, seconded by Regent Holloway, to approve the technical assistance grant (no direct funds) to support ongoing Mathematics Pathways initiatives for a three-year period funded through the Charles A. Dana Center. Voting for the motion were

Regents Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

- b. Regent Casey moved, seconded by Regent Parker, to accept a grant in the amount of \$30,000 from the Charles and Lynn Schusterman Family Philanthropies to support Oklahoma's participation in the Charles A. Dana Center's Launch Year Initiative for FY2023 through FY2025. Voting for the motion were Regents Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

11. **OKLAHOMA'S PROMISE.**

- a. Posting of Proposed Permanent Administrative Rules Revisions. This item was for posting only.
- b. Regent Casey moved, seconded by Regent Holloway, to approve a request to provide the State Board of Equalization a funding estimate of \$67.7 million for the Oklahoma's Promise scholarship program for fiscal year 2024 to be allocated from the General Revenue Fund. It was further recommended that \$6 million of the program's trust fund reserves be designated in FY2024 for the State Regents to consider the consolidation of 20 percent of student mandatory fees into tuition. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

12. **TEACHER EDUCATION.** Regent Casey moved, seconded by Regent Holloway, to approve incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

13. **STATE AUTHORIZATION.** Regent Casey moved, seconded by Regent Parker, to approve a request to re-authorize Upper Iowa University to operate with a physical presence in Oklahoma. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.
14. **E&G BUDGET.** Regent Hickman moved, seconded by Regent Holloway, to approve state appropriations for FY2024 in the amount of \$986.0 million, representing an increase of \$105.1 million, or 11.9 percent, for support of the Oklahoma State System of Higher Education. The State Regents are also requested to approve an FY23 supplemental appropriation request of \$9.0 million to fund the expanded Oklahoma National Guard Educational Assistance Program. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Parker. Voting against the motion were none.
15. **ENDOWMENT.** Regent Hickman moved, seconded by Regent Taylor, to approve a distribution of 4.5 percent of the rolling average of June 30th market values totaling to the amount of \$36.03 million for fiscal year 2022, and \$5.1 million for prior years' carryover – totaling approximately \$41.13 million – for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the year-ended June 30, 2022. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, and Holloway. Voting against the motion were none.
16. **EPSCoR.**
 - a. Regent Hickman moved, seconded by Regent Parker, to approve EPSCoR matching

funds in the amount of \$40,000 to participating institutions for NASA EPSCoR projects. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, and Casey. Voting against the motion were none.

- b. Regent Hickman moved, seconded by Regent Parker, to approve the appointment of individuals to the EPSCoR Advisory Committee. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, and Hickman. Voting against the motion were none.

17. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve a request to commit \$10 million to DRA Growth & Income Fund XI. Voting for the motion were Regents Taylor, Sherry, Warmington, Hilliary, Parker, Holloway, Casey, Hickman, and Turpen. Voting against the motion were none.

18. **FREE SPEECH COMMITTEE POLICY.** Regent Holloway moved, seconded by Regent Parker, to approve a new policy section, 2.32, establishing the Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none. Regent Warmington was not present in the room for the vote.

18.1 **2023 LEGISLATIVE AGENDA.** Regent Holloway moved, seconded by Regent Parker, to approve the 2023 Legislative Agenda, with the suggested amendments. Voting for the motion were Regents Warmington, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

19. **CONSENT DOCKET.** Regent Casey moved, seconded by Regent Parker, to approve/ratify the
20075

following routine request which are consistent with State Regents' policies and procedures or previous actions:

- a. Programs.
 - (1) Program Modifications. Approval of institutional requests.
 - (2) Program Suspension. Ratification of institutional request.
- b. Certificates of 15 or Fewer Credit Hours. Ratification of institutional requests.
- c. Micro-credentials. Ratification of institutional requests.
- d. Reconciliations. Ratification of institutional request.
- e. Academic Nomenclature.
 - (1) The University of Oklahoma. Ratification of a request for an organizational modification.
 - (2) Southeastern Oklahoma State University. Ratification of a request to establish a new department.
- f. High School Courses for College Admission. Ratification of a request to approve high school courses for college admission.
- g. State Authorization Reciprocity Agreement.
- h. Operations.
 - (1) Ratification of purchases over \$25,000.
 - (2) Ratification of personnel appointments.
- i. Non-academic Degrees. Ratification of a request from Oklahoma State University to award a posthumous degree.

Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none. Regent Warmington was not present for the vote.

20. **REPORTS.** Regent Parker moved, seconded by Regent Holloway, to acknowledge receipt of 20076

the following reports:

- a. Programs. Current Status Report on Program Requests. (Supplement).
- b. Annual Reports. Fall Preliminary Enrollment Report. Acknowledgement of the Fall Preliminary Enrollment Report.

Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Taylor, Sherry, and Hilliary. Voting against the motion were none. Regent Warmington was not present for the vote.

21. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

22. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.

23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Given that the State Regents took action on the FY24 system-wide budget request and the 2023 legislative agenda during the

meeting, Chair Turpen announced that the Special Budget Meeting scheduled for Thursday, November 3 would be cancelled. Chair Turpen stated that the next regular meetings would be held on Thursday, December 8, 2022 at 10:30 a.m. and Friday, December 9, 2022 at 9 a.m. at Oklahoma City Community College in Oklahoma City.

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

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary

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

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**

Wednesday, October 26, 2022

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, October 26, 2022, in the 6th Floor Banquet Room of Headington Hall at the University of Oklahoma in Norman, Oklahoma. Notice of the special meeting was filed with the Secretary of State on October 14, 2022. 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 Jack Sherry, Courtney Warmington, Dustin Hilliary, Ann Holloway, Dennis Casey, Jody Parker, Michael C. Turpen, and Steven W. Taylor. Regent Turpen called the meeting to order. Regent Jeffrey Hickman joined the meeting in progress at 10:35 a.m.
3. **STATE SYSTEM INSTITUTIONS.**
 - a. **East Central University (ECU).** President Wendell Godwin provided an update on activities at East Central University. President Godwin commented on being a new president at the institution. President Godwin updated the State Regents on enrollment and persistence increases for the Spring and Fall of 2022. He also commented that campus housing had increased 25 percent over the same period. President Godwin said that ECU has set a goal of doubling the nursing class size to help support the Oklahoma nursing shortage. ECU currently has a 92 percent pass rate on the National Council Licensure Exam for registered nurses (NCLEX-RN).
 - b. **Western Oklahoma State College.** President Chad Wiginton began by discussing Western Oklahoma State College's enrollment increases, specifically the increase in concurrent enrollment students for the Fall of 2022. Western Oklahoma State College is focusing on nursing needs for southwest Oklahoma. He commented on the partnership with Comanche County Memorial Hospital and the award of \$500,000 to the nursing program. He also explained that Western Oklahoma State College and Redlands Community College received a 5-year Native American Serving Non-Tribal Institutions (NASNTI) grant of \$2.75 million for nursing.
 - c. **University of Oklahoma.** President Joe Harroz discussed the University of Oklahoma's current efforts to match the workforce needs of Oklahoma's business community. He further explained that the university's increase in enrollment, specifically freshmen enrollment, was essential to the future success of the university. While focusing on funding needs, he gave an overview of the needs on both the Norman campus and the University of Oklahoma Health Sciences Center. President Harroz explained that the ongoing need to maintain the quality faculty and staff on campus was essential to producing the future leaders of our state.

4. **LUNCH.** The meeting was recessed and the Regents went to Boyd House for lunch with campus leaders and staff.. The meeting was reconvened by Chair Turpen at 1:30 p.m. Vice Chancellor for Administration Kylie Smith took role. Regents Jack Sherry, Courtney Warmington, Jeff Hickman, Dustin Hilliary, Ann Holloway, Dennis Casey, Jody Parker, Michael C. Turpen, and Steven W. Taylor were present.
5. **PARTNERSHIPS AND COLLABORATIONS.** President John Feaver and President Jack Bryant discussed the innovative partnership between the University of Science and Arts of Oklahoma (Science & Arts) and Redlands Community College (RCC) to increase administrative efficiencies in both schools. President Feaver explained that the two institutions will share some operational resources, like the position of vice president for academic affairs, associate vice president of enrollment management, network security specialist, and director of printing services. President Bryant said that this approach would encourage other institutions in the state to explore other ways to collaborate. Both Science & Arts and RCC have very different missions but see this effort as a way to advance the quality and reach of Oklahoma higher education. The State Regents praised both presidents for their continued efforts to increase efficiencies on their campuses.
6. **REVERSE SCHOLARSHIPS.** Dr. Aiyana Henry, Associate Dean and Associate Professor of the Jeannine Rainbolt College of Education, provided an update on the Debt-Free Teachers Program at OU, which is a merit and need-based assistance initiative directed toward outstanding students in the College with significant debt associated with their education. This program targets high need areas in Oklahoma education to recruit and retain the nation’s best students. For each year they teach in the state, up to \$5,000 of their student loans will be forgiven for a maximum of four years (\$20,000).
7. **OKCOLLEGESTART.** Ms. Theresa Shaklee, Student Portal Coordinator, gave a presentation discussing the OKcollegestart.org student portal. The website offers career planning, high school planning, college planning, and financial aid planning for students of all ages and through various outlets. The site includes virtual campus tours, school profiles and highlights programs like Oklahoma’s Promise and various other scholarship opportunities.
8. **ONLINE EDUCATION.** Mr. Brad Griffith, Director of Online Learning Initiatives, gave an update on the Council for Online Learning and the Online Consortium of Oklahoma initiatives. He discussed the continued growth of the volunteer-based Council for Online Learning Excellence, which included 117 members from 30 organizations serving on seven subcommittees as of October 2022. The Online Consortium of Oklahoma has grown its membership by one, which now includes Oklahoma State University’s main campus, and continues to provide value beyond its annual dues, including a technology pilot grant available to all members for up to \$5,000 in FY23. He also discussed the impact of the State Regents’ support of open educational resources (OER), including new grant funding opportunities available for institutions, faculty, and staff. Mr. Griffith invited Ms. Ann Raia, library director of Oklahoma City Community College to discuss the impact of OER on that campus, which included over \$2 million cost savings for students after the conversion of US History I and II and English Composition I and II to zero-cost OER since fall 2021.
9. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Mr. Mark Tygret provided the budget report and revenue update. He discussed the general revenue fund and the upcoming Board of Equalization meeting.
10. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations Dr. Jarrett Jobe provided an update on interim studies, discussing some of the studies in which higher education had

participated. He also discussed the legislative agenda and its focus on policy requests. There was a discussion about upcoming elections.

11. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
12. **“BEST OF HIGHER EDUCATION.”** Regents received the September 2022 update on institutional activities via e-mail on Tuesday, October 25, 2022.
13. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
14. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Michael C. Turpen, Chair

Dennis Casey, Secretary