

Admission Policy Impact Study

Oklahoma State Regents
for
Higher Education
September 13, 2002



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Admission Policy Impact Study

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Oklahoma State Regents for Higher Education

ADMISSION POLICY IMPACT STUDY

September 13, 2002

Executive Summary

PURPOSE AND BACKGROUND

The State Regents' *"Policy Statement on Admission to, Retention in, and Transfer Among Colleges and Universities of the State System"* requires a periodic review of State System admission requirements. This review accomplishes two important tasks: 1) to ensure that implementation of the admission standards is consistent with the intent of the policy; and 2) to document the policy's impact on student achievement. Admission standards began increasing in 1990. This report covers the past ten years.

The University of Oklahoma (OU) and Oklahoma State University (OSU) saw an increase in admission standards approved by the State Regents beginning in fall 1990 by requiring both a minimum high school grade point average (GPA) and class rank. Further increases followed, with increases in the high school rank criterion and the ACT percentile from 50 percent to 40 percent in fall 1991 and again to 33.3 percent in fall 1992. In October 1998, the State Regents approved a request from OU to increase admission standards to an ACT composite score of 24 or a top 30 percent high school rank beginning in fall 2000. In May 2002, OU requested and was granted by the State Regents an increase in admission standards that requires a 3.0 high school GPA and rank in the top 25 percent of the class for automatic admission. Students with a 3.0 GPA and high school class rank in the top 26 to 30 percent or a 3.0 GPA in the 15-unit core curriculum and a 22 ACT score may be admitted on a space available basis.

Between 1990 and 2000, admission standards were raised for regional universities, with high school rank and ACT score requirements increasing from the top 66.6 percent to 60 percent in fall 1991, to 55 percent in fall 1992, and finally to 50 percent in fall 1993. In fall 1991, requirements were added that combined a minimum high school GPA and class rank.

In addition to the two regular avenues of admission, the State Regents' Admission Policy has multiple "right-to-try" opportunities. These include alternative admission, adult admission, home study or unaccredited high schools, summer provisional admission (four-year institutions only), summer curricular deficiency program (regional universities only), and transfer probation. The Admission Policy also provides standards for the concurrent enrollment of high school students.

In December 1999, the State Regents approved a third avenue for regular admission based on the student's GPA in the 15-unit core curriculum. Data are not available on the progress of this performance criterion at this time.

FINDINGS

- As seen with national enrollment trends, total fall semester enrollment peaked in fall 1992 with 163,988 students, representing a 3.0 percent increase from fall 1991.
- The enrollment numbers for the state's comprehensive universities remained relatively stable with only minor fluctuations between fall 1991 and fall 1995.
- Enrollment increased at two-year institutions by 3.5 percent between 1991 and 1992.
- The number of first-time freshmen was relatively high in 1992 at 26,743.
- First-time freshman enrollment decreased between 1992 and 1995, with the largest decrease of 7.1 percent occurring between 1992 and 1993.
- First-time freshman enrollment began to increase in 1996 and in 2000 reached an all time high of 29,086.
- In 1999, the number of Oklahoma high school graduates peaked at 38,512, followed closely by 38,344 in 2000.
- Projections indicate that the number of high school graduates will generally decrease between 2004 and 2012. By 2013, the number of high school graduates may fall to the 1995 level of 32,459.
- Consistent with national enrollment rates, minority first-time freshman enrollment has increased in all Oklahoma public higher education institutions.

CONCLUSIONS

The Admission Policy Impact Study examines the effects of increasing admission standards on students within the State System. Findings of this review process are used by the State Regents to determine whether the admission standards are appropriate and if the goal of enhancing student success is being met.

As in previous versions, this study is limited to a few of the many factors that can affect student admission and retention; however, the following conclusions can be made:

- Data support continuation of current admission standards.
- National and state data support the finding of a direct relationship between core high school courses and performance on the ACT.
- Because taking more challenging core courses improves ACT scores, the number of students with ACT scores at or above the minimum should continue to climb. The State Department of Education's incentive program for Advanced Placement high school courses should also continue to increase high school performance.

- Any student aspiring to engage in higher education has access via the State Regents' three roads of entry as represented by the three tiers: two-year colleges, regional universities, and comprehensive institutions. Additionally, any student desiring to attend and/or graduate from comprehensive or regional universities have access via the special admission provisions.
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Oklahoma State Regents for Higher Education

Admission Policy Impact Study
September 13, 2002

PURPOSE

The State Regents' *"Policy Statement on Admission to, Retention in, and Transfer Among Colleges and Universities of the State System"* requires a periodic review of State System admission requirements. This review accomplishes two important tasks: 1) to ensure that implementation of the admission standards is consistent with the intent of the policy; and 2) to document the policy's impact on student achievement. Admission standards began increasing in 1990. This report covers the past ten years.

The current report includes information obtained in fall 1991 through fall 2000. This report is designed to provide a discussion of the background of the State Regents' Admissions Policy and displays comparative student data including total enrollment; first-time freshman enrollment; high school to college going rates; ACT scores; high school performance data; race and age information; and type of admission. The narrative describes general trends and highlights from the tables displayed in this report. As in previous versions, this report is limited to a few of the many factors that can affect student admission and retention.

BACKGROUND

At the University of Oklahoma (OU) and Oklahoma State University (OSU), Table 1 shows an increase in admission standards approved by the State Regents beginning in fall 1990, requiring both a minimum high school grade point average (GPA) and class rank. Further increases followed, with increases in the high school rank criterion and the ACT percentile from 50 percent to 40 percent in fall 1991 and again to 33.3 percent in fall 1992. In October 1998, the State Regents approved a request from OU to increase admission standards to an ACT composite score of 24 or a top 30 percent high school rank beginning in fall 2000. In May 2002, OU requested and was granted an increase in admission standards that requires a 3.0 high school GPA and rank in the top 25 percent of the class for automatic admissions. Students with a 3.0 GPA and high school class rank in the top 26 to 30 percent or a 3.0 GPA in the 15-unit core curriculum and a 22 ACT score may be admitted on a space available basis.

Between 1990 and 2000, admission standards were raised for regional universities, with high school rank and ACT score requirements increasing from the top 66.6 percent to 60 percent in fall 1991, to 55 percent in fall 1992, and finally to 50 percent in fall 1993. In fall 1991, requirements were added that combined a minimum high school GPA and class rank.

For the past several years the ACT score, high school rank, and GPA minimums have remained the same for OSU and the regional universities. For OSU, minimum admission standards require that students be in the top 33.3 percent of their graduating class and have a minimum GPA of 3.0. Standards for regional universities have remained at a top 50 percent high school class rank and a 2.7 GPA or higher. As mentioned above, in 1998 the State Regents granted OU's request to increase entrance requirements.

While the admission standard requiring an ACT percentile rank within the top 33 percent has not changed for the comprehensive universities, higher reported ACT scores for Oklahoma high school graduates resulted in an increase in the ACT minimum score from 21 to 22 in fall 1996.

In fall 1988, Northeastern State University (NSU) requested higher admission standards than others in the regional tier. In fall 1991, students entering NSU were required to achieve an ACT score of 20 or higher or a 3.0 high school GPA in the top half of the class. In fall 1992, students were required to score a 20 or higher ACT score or rank in the top 55 percent and achieve a high school GPA of 2.7 or higher. In fall 1993, the class rank requirement increased to the top 50 percent.

In addition to the two regular avenues of admission, the State Regents' Admission Policy has multiple "right-to-try" or second chance opportunities. This includes alternative admission, adult admission, home study or unaccredited high schools, summer provisional admission (four year universities only), summer curricular deficiency program (regional universities only), and transfer probation. The Admission Policy also provides standards for the concurrent enrollment of high school students.

In December 1999, the State Regents approved a third avenue for regular admission based on the student's GPA in the 15-unit core curriculum. Data are not yet available to measure the progress of this performance criterion.

The data used in this study are the most current available and were gathered from a variety of sources that include national and state information. A complete list of sources may be found at the end of this report.

FINDINGS

Total Headcount at National Public Institutions (Figure 1 and Table 2)

Trends from the most current national data available (fall 1998) for two- and four-year institutions are highlighted below:

- The largest number of enrollments at two-year colleges occurred in 1992 and the fewest in 1998, representing an overall 2.5 percent decrease between 1991 and 1998.
- Four-year universities had the largest one-year increase in enrollment (1.2 percent) between 1997 and 1998.
- The average number of students enrolling in either two- or four-year public institutions was 11,190,223 (Table 2), with the highest number (11,384,567) reported in 1992.

Student Headcount at Oklahoma State System Institutions (Table 3 and Figure 2)

- As seen with the national enrollment trends, the total fall semester enrollment reached its highest point in fall 1992 with 163,988 students, a 2.8 percent increase from fall 1991.
- State System enrollments showed a decline from 1992 until 1996, but have generally stabilized.
- Overall, State System enrollment decreased 3.8 percent between 1991 and 2000.

Comprehensive Universities

- Enrollment remained relatively stable with only minor fluctuations between fall 1991 and fall 1995 (Table 3).
- Significant enrollment increases occurred between fall 1996 and fall 2000. Overall, enrollment increased 7.5 percent between 1991 and 2000.

Regional Universities

- Enrollment increased 3.1 percent between fall 1991 and fall 1992, followed by a period of decline in enrollments.
- Overall, enrollment decreased 7.5 percent between 1991 and 2000.

Two-Year Colleges

- Enrollment increased 3.5 percent from 1991 to 1992, followed by a period of declining enrollments from 1993 through 1996. Overall, enrollment decreased 8.5 percent between 1991 and 2000.

First-Time Freshmen at Oklahoma State System Institutions (Table 4 and Figure 3)

- The number of first-time freshmen increased until it reached 26,734 in 1992.
- The number of freshmen decreased between 1992 and 1995, with the largest decrease of 7.1 percent occurring between 1992 and 1993.
- First-time freshmen began to increase in 1996 and reached a high of 29,086 in 2000.

Comprehensive Universities

- Overall, first-time freshmen increased 39.6 percent between 1991 and 2000.

Regional Universities

- First-time freshmen increased 4.1 percent between 1991 and 1992.
- First-time freshmen increased 22.0 percent between 1991 and 2000.

Two-Year Colleges

- During the reporting period, first-time freshmen showed modest increases until 1992, when a period of general decline began.
- Enrollments began to increase in 1997, and showed an increase of 2.3 percent between 1997 and 1998. Overall, first-time freshmen at two-year colleges increased 5.2 percent over the ten-year period.

High School Graduates (Figure 4 and Table 5)

These data display the number of students graduating from Oklahoma high schools and the number that enrolled in the State System the following fall semester.

- In 1999, the number of Oklahoma high school graduates peaked at 38,512 followed closely by 38,344 in 2000 (Figure 4).
- In fall 2000, 50.1 percent of previous year high school graduates enrolled in the State System, representing a 13.1 percent increase over the ten-year period.
- Projections indicate that the number of high school graduates will generally decrease between 2004 and 2012. By 2013, the number of high school graduates may fall to the 1995 level of 32,459.
- First-time freshmen enrolling directly from high school fluctuated from 1991 through 2000, with an overall 4.9 percent increase during the period at the comprehensive universities (Table 5).
- Regional universities experienced a 3.6 percent increase in students enrolling directly from high school between 1991 and 2000.
- The largest increase in students enrolling directly from high school was 5.0 percent at two-year colleges between 1991 and 2000.
- Overall, State System first-time freshmen enrollment directly from high school increased 13.4 percent between 1991 and 2000.

Applications, Acceptances, and Enrollments (Table 6 and Figure 5)

The data in these tables represent the number of applications, acceptances, and enrollments of Oklahoma residents at OU and OSU.

- Fall, 1999 and 2000 show the highest numbers of applications, acceptances, and enrollments for the state's two comprehensive universities.
- For the first time, OSU had a higher number of applications, acceptances, and enrollments in 1999 and 2000 than OU.

Dropout Rates (Figures 6 and 7)

Dropouts in this study are "within the state" and defined as students who entered in the year indicated and are not enrolled at any college or university in Oklahoma the following year.

Comprehensive Universities

- Dropout rates were highest at 15.7 percent for students who entered in 1992 and lowest at 9.9 percent for students entering in 1997 (Figure 6).

- Dropout rates for most ethnic groups decreased between 1991 and 1999. Dropout rates for Native Americans showed a significant decrease from 15.4 percent in 1991 to 8.8 percent in 1999. Hispanic students had the highest dropout rate at 13.1 percent in 1999, an increase from 12.5 percent since 1991. Of all ethnic groups, Asian Americans maintain the lowest dropout rates at 5.6 percent in 1991 and 8 percent in 1999. (Figure 7)

Regional Universities

- The dropout rates were highest in 1994 at 27.2 percent and lowest point at 20.2 percent in 1997 (Figure 6).
- The Hispanic population had the highest dropout rate in 1999 at 31.1 percent, which increased from 23.8 percent in 1991 (Figure 7).
- The African American population had a higher dropout rate of 27.1 percent in 1991. The rate decreased to 22.4 percent in 1999.

Two-Year Colleges

- The dropout rates were highest in 1994 at 37.7 percent and lowest at 32.4 percent in 1998 (Figure 6).
- African Americans and Asian Americans had slightly higher dropout rates in 1999 (39.1 percent and 21.3 percent, respectively) than they did in 1991 (38.9 percent and 17.9 percent, respectively), while Native Americans and Hispanics had slightly lower dropout rates in 1999 (39.1 percent and 34.7 percent, respectively).

Graduation Rates (Figure 8)

Graduation rate is defined as the percent of first-time, full-time, degree-seeking freshmen who graduated from a comprehensive or regional university within six years or from a two-year college within three years. This “within-the-state” graduation rate includes students who transferred to and graduated from another Oklahoma institution.

- Graduation rates at comprehensive universities increased each year from fall 1991 freshmen to fall 1995 freshmen.
- Graduation rates at regional universities fluctuated slightly between 1991 and 1995, but increased from 35.4 percent in 1991 to 38.2 percent in 1995.
- Two-year college graduation rates increased from 17.8 percent in 1991 to 20.3 percent in 1998.

High School Preparation (Figure 9)

These data display the history of required ACT scores for college admission at Oklahoma comprehensive and regional universities.

Comprehensive Universities

- In 1992, the required ACT score increased from 21 or top 50 percent class rank to 22 or top one-third class rank. After increasing the ACT requirements, first-time freshmen with scores higher than 22 increased between 1996 and 2000.
- The percentage of first-time freshmen who achieved ACT scores greater than 21 increased from 75.9 percent in 1991 to 81.6 percent in 2000.

Regional Universities

- ACT scores began to increase in 1991, when 55.8 percent of first-time entering freshmen had scores over 19. By 2000, first-time entering students with ACT scores higher than 19 increased to 68.1 percent.
- In fall 2000, the minimum ACT score was raised to 20, and class rank rose to 50 percent or higher.

First-Time Freshman Admission by ACT and High School Performance (Table 7)

- Of the 10,773 first-time freshmen entering Oklahoma universities in the fall of 1993 for whom information was available, 58.7 percent qualified for admission by all avenues. Only 17.5 percent qualified on the basis of rank and GPA alone and 11.7 percent qualified by ACT scores alone.
- By fall 2000, more qualified by all admission avenues (63.8 percent), 19.2 percent by rank and GPA only, and 8.3 percent qualifying by ACT scores alone.

Comprehensive Universities

- At the two Oklahoma comprehensive universities in 1993, 65.6 percent were qualified on the basis of ACT scores, rank and GPA, 14.1 percent on rank and GPA only, and 13.7 percent on ACT scores alone.
- These numbers increased in fall 2000 to 67.2 percent for all three qualifiers, 18.4 percent for rank and GPA, and 8.9 percent for ACT scores alone.

Regional Universities

- At Oklahoma's regional universities in 1993, 53.6 percent were qualified on the basis of ACT scores, rank and GPA, 20.1 percent on rank and GPA only, and 10.2 percent on ACT scores alone.
- These numbers increased for most areas in the fall of 2000 to 59.7 percent for all three qualifiers, 20.3 percent for rank and GPA, and 7.7 percent for ACT scores alone.

Ethnic Group and Age (Figures 11-13)

From 1991 to 2000, enrollment rates of minority first-time freshmen increased in all types of Oklahoma public higher education institutions.

- At comprehensive universities, minority enrollment increased slightly between 1991 and 2000, with 21.3 percent minority enrollment in 1991 and 21.9 percent in 2000 (Figure 11).

- Regional university minority enrollment increased from 28.1 percent in 1991 to 33.0 percent in 2000.
- Two-year colleges also saw a consistent increase in minority populations, from 20.1 percent in 1991 to 27.1 percent in 2000.
- Native Americans make up the largest part of the minority population of first-time entering freshmen in the State System. In 2000, Native Americans accounted for 8.0 percent of the first-time entering freshmen at the comprehensive universities, 11.9 percent at regional universities, and 11.8 percent at two-year colleges. (Figure 12)
- At regional universities, the African American population is the highest among minority groups with an average of 13.8 percent in fall 2000.
- Over 90.0 percent of the student population at comprehensive universities was under 21 years of age from 1991 to 2000. For that same period, over 82.5 percent of the student population at regional universities was under 21 years of age. (Figure 13)
- The age distribution at two-year colleges has been more even, with slightly more than 55.0 percent under 21 years of age.

Types of Admission (Tables 8 Through 13)

Beginning in fall 1991, first-time freshmen were classified by the following admission types: regular admission-baccalaureate program, regular admission-associate in arts or sciences, regular admission-associate in applied science/certificate, summer provisional, special non-degree seeking, alternative, adult, home study or unaccredited high school, opportunity, international, concurrent, and undergraduate transfer.

The Admission Policy allows comprehensive and regional universities to admit a specified percentage or number of first-time freshmen by alternative admission based on criteria other than performance and curricular requirements. Two-year colleges have open admission and do not use the alternative admission category. The alternative admission policy states that institutions must establish admission criteria that identify students who (1) have a reasonable chance for academic success; (2) have an unusual talent or ability in art, drama, music, sports, and the like; or (3) are educationally or economically disadvantaged and show potential to succeed in a program or curriculum at the institution at which they desire to enroll. Alternative admission may not be granted in significant disproportion to scholarship athletes and is to be used to promote the State System goal of social justice.

Beginning in fall 1991, the comprehensive universities were allowed to admit up to 7 percent of the total number of first-time freshmen from the previous year through the alternative admission category. The regional universities could admit 6 percent or 50 students, whichever was greater. In fall 1992, the percentage increased to 8 percent at the comprehensive universities and the greater of 7 percent or 50 students at the regional universities. The amount remained the same in fall 1993 at the comprehensive universities and was raised to the greater of 8 percent or 50 students at the regional universities.

- In fall 2000, the comprehensive and regional universities admitted 58.6 and 74.8 percent, respectively, of the allowable enrollment under the alternative admission program (Table 12).

- The percentage of minorities at comprehensive and regional universities admitted under the alternative admission program is 26.4 percent, which compares to the 26.6 and 26.3 percent of minority admission within each tier, respectively (Table 13).
-

CONCLUSIONS

The *Admission Policy Impact Study* examines the effects of the increased admission standards on students within the State System. Information generated through this review process is used by the State Regents to determine whether the admission standards are appropriate and if the goal of enhancing student success is being met. As previously noted, this study has limitations, which preclude drawing definite conclusions; however, the following conclusions can be made:

- Data support continuation of current admission standards.
 - National and state data support the finding of a direct relationship between core high school courses and performance on the ACT.
 - Because taking more challenging core courses improves ACT scores, the number of students with ACT scores at or above the minimum should continue to climb. The State Department of Education's incentive program for Advanced Placement (AP) courses in the high schools should also continue to increase high school performance.
 - Any student aspiring to engage in higher education has access via the State Regents' three roads of entry as represented by the three tiers: comprehensive universities, regional universities, and two-year colleges. Additionally, any student desiring to attend and/or graduate from a particular comprehensive or regional university has access via the special admission provisions.
 - The State System could see a decrease in first-time freshmen directly from high school due to the downturn in projected high school graduates between 2004 and 2012.
 - Minority freshman enrollment and dropout rates are not negatively impacted by the increased admission standards, especially at the comprehensive universities.
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Table 1

Admission Avenues to Oklahoma Universities

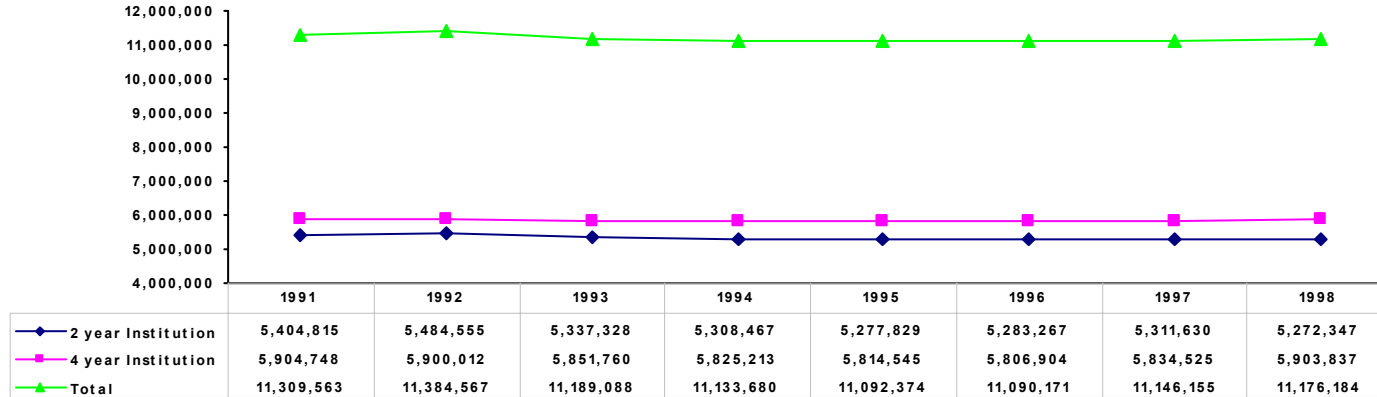
Semester	ACT	High School Rank	High School GPA	15-Unit Core Curriculum	"Right-to-Try" Categories
Comprehensive Universities					
Fall 1989	50% or	50% or	3.0		Summer, Alternative, Adult, Home Study or Unaccredited High School. Summer, Alternative, Adult, Home Study or Unaccredited High School. The State Regents modified the Summer Admission Program for comprehensive institutions in 1993.
Fall 1990	21 or	50% and	3.0		
Fall 1991	21 or	40% and	3.0		
Fall 1992	21 or	33% and	3.0		
Fall 1993					
Fall 1994					
Fall 1995					
Fall 1996	22	33% and	3.0		
Fall 1997					
Fall 1998					
Fall 1999					
Fall 2000	24 *	30% and	3.0	3.0 GPA **	
Fall 2001					
Fall 2002		25% or, 26-30% ***			
Regional Universities (minus NSU)					
Fall 1990	19 or	66.6% or	2.7		Summer, Summer Provisional for Curricular Deficiencies, Alternative, Adult, Home Study or Unaccredited High School.
Fall 1991	18 or	60% and	2.7		
Fall 1992	19 or	55 % and	2.7		
Fall 1993	19 or	50% and	2.7		
Fall 1994					
Fall 1995					
Fall 1996					
Fall 1997					
Fall 1998					
Fall 1999					
Fall 2000	20 or	50% and	2.7	2.7 GPA	
Fall 2001					
Fall 2002					
Northeastern State University					
Fall 1991	20 or	50% or	3.0		Summer, Summer Provisional for Curricular Deficiencies, Alternative, Adult, Home Study or Unaccredited High School.
Fall 1992	20 or	55% and	2.7		
Fall 1993	20 or	50 % and	2.7		
Fall 1994					
Fall 1995					
Fall 1996					
Fall 1997					
Fall 1998					
Fall 1999					
Fall 2000				2.7 GPA	
Fall 2001					
Fall 2002					
Two-Year Colleges					
Open Admission					

* Increase requested and approved for OU; OSU remained the same as previous year.

**A third avenue of admission was implemented in fall 2000 based on required GPA for 15-unit high school core curriculum.

***May 2002, OU requested an increase in requirements. The request involved increasing class rank to 25 percent for automatic admission. Students with class rank between 26 and 30, or GPA of 3.0 in the 15-unit core, with a 22 ACT score are considered on a space available basis.

Figure 1
Total Headcount at Public Institutions in the U.S.
Fall 1991 to Fall 1998



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Table 2
Total Headcount at Public Institutions in the U.S.
Fall 1991 to Fall 1998

<u>Institution</u>	<u>Fall</u>								<u>One-Year Difference</u>								<u>Eight-Year Diff</u>
	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>Average 91-98</u>	<u>91-92</u>	<u>92-93</u>	<u>93-94</u>	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>91-98</u>
Four-Year	5,904,748	5,900,012	5,851,760	5,825,213	5,814,545	5,806,904	5,834,525	5,903,837	5,855,193	-0.1%	-0.8%	-0.5%	-0.2%	-0.1%	0.5%	1.2%	0.0%
Two-Year	5,404,815	5,484,555	5,337,328	5,308,467	5,277,829	5,283,267	5,311,630	5,272,347	5,335,030	1.5%	-2.7%	-0.5%	-0.6%	0.1%	0.5%	-0.7%	-2.5%
Total	11,309,563	11,384,567	11,189,088	11,133,680	11,092,374	11,090,171	11,146,155	11,176,184	11,190,223	0.7%	-1.7%	-0.5%	-0.4%	0.0%	0.5%	0.3%	-1.2%

Source: U.S. Department of Education, National Center for Education Statistics (NCES). "Fall Enrollment in Colleges and Universities," and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" Survey 1997

Table 3
Student Headcount at Public Institutions in Oklahoma
Fall 1991 to Fall 2000

Institution	Fall										One-Year Difference										Diff.
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	91-00	
OU	24,134	24,833	24,804	24,969	25,072	24,908	25,798	26,187	26,914	26,254	2.9%	-0.1%	0.7%	0.4%	-0.7%	3.6%	1.5%	3.5%	-2.5%	8.8%	
OSU	19,963	19,854	19,240	19,076	19,313	19,473	19,651	20,632	20,965	21,140	-0.5%	-3.1%	-0.9%	1.2%	0.8%	0.9%	5.0%	1.6%	0.8%	5.9%	
Total Comp	44,097	44,687	44,044	44,045	44,385	44,381	45,449	46,819	47,879	47,394	1.3%	-1.4%	0.0%	0.8%	0.0%	2.4%	3.0%	2.3%	-1.0%	7.5%	
UCO	14,604	15,074	14,965	15,992	15,377	14,469	13,826	14,083	14,092	13,989	3.2%	-0.7%	6.9%	-3.8%	-5.9%	-4.4%	1.9%	0.1%	-0.7%	-4.2%	
ECU	4,261	4,428	4,357	4,466	4,371	4,345	4,213	4,093	3,978	4,076	3.9%	-1.6%	2.5%	-2.1%	-0.6%	-3.0%	-2.8%	-2.8%	2.5%	-4.3%	
NSU	9,056	9,220	8,956	8,946	8,845	8,321	8,193	8,349	7,962	8,035	1.8%	-2.9%	-0.1%	-1.1%	-5.9%	-1.5%	1.9%	-4.6%	0.9%	-11.3%	
NWOSU	2,016	2,112	1,897	1,842	1,776	1,764	1,850	1,960	1,867	1,961	4.8%	-10.2%	-2.9%	-3.6%	-0.7%	4.9%	5.9%	-4.7%	5.0%	-2.7%	
SEOSU	4,003	3,999	4,036	3,967	3,810	3,734	3,833	3,744	3,642	3,703	-0.1%	0.9%	-1.7%	-4.0%	-2.0%	2.7%	-2.3%	-2.7%	1.7%	-7.5%	
SWOSU	4,811	4,858	4,931	4,631	4,495	4,403	4,371	4,576	4,311	4,370	1.0%	1.5%	-6.1%	-2.9%	-2.0%	-0.7%	4.7%	-5.8%	1.4%	-9.2%	
CU	5,785	6,105	6,095	6,083	5,891	5,345	5,274	5,272	5,234	5,041	5.5%	-0.2%	-0.2%	-3.2%	-9.3%	-1.3%	0.0%	-0.7%	-3.7%	-12.9%	
LU	3,106	3,312	3,464	3,406	3,463	3,349	3,376	3,234	3,130	2,827	6.6%	4.6%	-1.7%	1.7%	-3.3%	0.8%	-4.2%	-3.2%	-9.7%	-9.0%	
USAO	1,605	1,637	1,613	1,680	1,636	1,509	1,372	1,478	1,390	1,396	2.0%	-1.5%	4.2%	-2.6%	-7.8%	-9.1%	7.7%	-6.0%	0.4%	-13.0%	
OPSU	1,110	1,187	1,112	1,238	1,175	1,365	1,258	1,099	1,144	1,189	6.9%	-6.3%	11.3%	-5.1%	16.2%	-7.8%	-12.6%	4.1%	3.9%	7.1%	
Total Reg	50,357	51,932	51,426	52,251	50,839	48,604	47,566	47,888	46,750	46,587	3.1%	-1.0%	1.6%	-2.7%	-4.4%	-2.1%	0.7%	-2.4%	-0.3%	-7.5%	
CSC	2,210	2,357	2,127	2,324	2,227	2,091	1,968	1,925	1,824	1,856	6.7%	-9.8%	9.3%	-4.2%	-6.1%	-5.9%	-2.2%	-5.2%	1.8%	-16.0%	
EOSC	1,852	2,066	2,022	1,915	1,871	1,791	1,711	1,824	1,944	1,908	11.6%	-2.1%	-5.3%	-2.3%	-4.3%	-4.5%	6.6%	6.6%	-1.9%	3.0%	
MSC	1,625	1,582	1,473	1,475	1,508	1,574	1,595	1,588	1,528	1,615	-2.6%	-6.9%	0.1%	2.2%	4.4%	1.3%	-0.4%	-3.8%	5.7%	-0.6%	
NEOAMC	2,517	2,710	2,454	2,244	2,134	2,156	2,055	2,137	1,910	1,875	7.7%	-9.4%	-8.6%	-4.9%	1.0%	-4.7%	4.0%	-10.6%	-1.8%	-25.5%	
NOC	2,097	2,193	2,154	2,115	2,198	2,075	2,215	2,407	2,392	2,505	4.6%	-1.8%	-1.8%	3.9%	-5.6%	6.7%	8.7%	-0.6%	4.7%	19.5%	
RSU*	3,388	3,438	3,201	3,164	2,647	2,834	3,088	2,882	2,611	2,550	1.5%	-6.9%	-1.2%	-16.3%	7.1%	9.0%	-6.7%	-9.4%	-2.3%	-24.7%	
TCC	18,564	19,354	18,950	18,551	18,575	17,511	17,292	16,466	15,870	16,069	4.3%	-2.1%	-2.1%	0.1%	-5.7%	-1.3%	-4.8%	-3.6%	1.3%	-13.4%	
OSUTB-OKC	4,231	4,344	4,136	4,140	4,145	4,048	4,036	3,967	4,145	3,989	2.7%	-4.8%	0.1%	0.1%	-2.3%	-0.3%	-1.7%	4.5%	-3.8%	-5.7%	
OSUTB-OKM	2,142	2,337	2,361	2,143	2,130	2,186	2,277	2,246	2,283	2,382	9.1%	1.0%	-9.2%	-0.6%	2.6%	4.2%	-1.4%	1.6%	4.3%	11.2%	
WOSC	1,730	1,735	1,662	1,625	1,662	1,499	1,661	2,272	2,214	2,238	0.3%	-4.2%	-2.2%	2.3%	-9.8%	10.8%	36.8%	-2.6%	1.1%	29.4%	
RCC	1,414	1,706	1,859	1,776	1,661	1,557	1,553	1,637	1,728	1,751	20.7%	9.0%	-4.5%	-6.5%	-6.3%	-0.3%	5.4%	5.6%	1.3%	23.8%	
CASC	1,699	1,807	1,688	1,640	1,612	1,879	2,090	1,801	1,764	1,902	6.4%	-6.6%	-2.8%	-1.7%	16.6%	11.2%	-13.8%	-2.1%	7.8%	11.9%	
SWOSU-Sayre	604	595	587	602	489	492	448	432	453	439	-1.5%	-1.3%	2.6%	-18.8%	0.6%	-8.9%	-3.6%	4.9%	-3.1%	-27.3%	
SSC	1,484	1,642	1,639	1,583	1,541	1,414	1,711	1,905	2,001	1,974	10.6%	-0.2%	-3.4%	-2.7%	-8.2%	21.0%	11.3%	5.0%	-1.3%	33.0%	
Rose	9,848	9,511	9,195	8,999	8,303	7,759	7,382	7,500	7,400	7,276	-3.4%	-3.3%	-2.1%	-7.7%	-6.6%	-4.9%	1.6%	-1.3%	-1.7%	-26.1%	
OCCC	9,708	9,992	9,518	9,406	9,368	8,949	8,875	8,679	8,795	9,229	2.9%	-4.7%	-1.2%	-0.4%	-4.5%	-0.8%	-2.2%	1.3%	4.9%	-4.9%	
Total Two-Year	65,113	67,369	65,026	63,702	62,071	59,815	59,957	59,668	58,862	59,558	3.5%	-3.5%	-2.0%	-2.6%	-3.6%	0.2%	-0.5%	-1.4%	1.2%	-8.5%	
Grand Total	159,567	163,988	160,496	159,998	157,295	152,800	152,972	154,375	153,491	153,539	2.8%	-2.1%	-0.3%	-1.7%	-2.9%	0.1%	0.9%	-0.6%	0.0%	-3.8%	

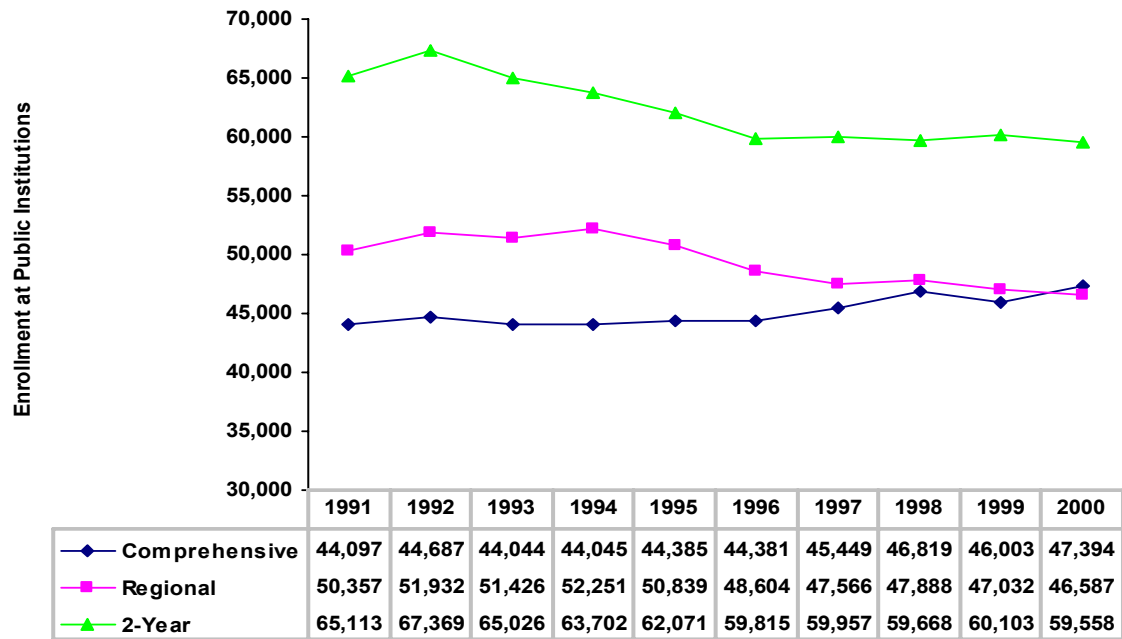
*Institution began offering 4-year degrees in fall 2000.

Source for fall 1991 to fall 2000: OSRHE, OCR2300-2.3 (Fall) reports

Note: For fall 1991 to fall 2000: OU includes OU Health Sciences Center; OSU includes College of Osteopathic Medicine

Note: For fall 1999 & 2000, OU includes the Health Sciences Center; OU Law Center; OSU includes College of Osteopathic Medicine and College of Veterinary Medicine

Figure 2
Unduplicated Headcount at Public Institutions in Oklahoma
Fall 1991 to Fall 2000



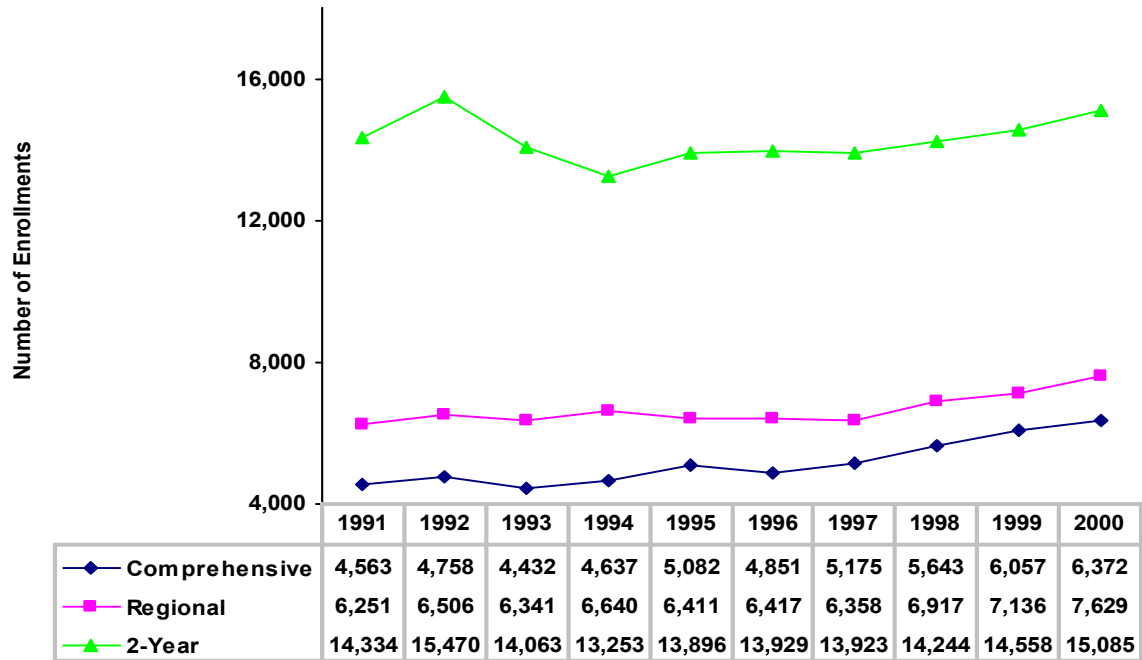
Source for Fall 1991 to Fall 2000: OSRHE, OCR2300-2.3 (Fall) reports

Table 4
Comparison of First-Time Freshmen at Public Institutions in Oklahoma
Fall 1991 to Fall 2000

Institution	Fall										One-Year Difference										Ten-Year Diff
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	89-00	
OU	2,350	2,459	2,266	2,483	2,714	2,629	2,886	3,167	3,177	3,276	4.6%	-7.8%	9.6%	9.3%	-3.1%	9.8%	9.7%	0.3%	3.1%	39.4%	
OSU	2,213	2,299	2,166	2,154	2,368	2,222	2,289	2,476	2,880	3,096	3.9%	-5.8%	-0.6%	9.9%	-6.2%	3.0%	8.2%	16.3%	7.5%	39.9%	
Total Comp	4,563	4,758	4,432	4,637	5,082	4,851	5,175	5,643	6,057	6,372	4.3%	-6.9%	4.6%	9.6%	-4.5%	6.7%	9.0%	7.3%	5.2%	39.6%	
UCO	1,191	1,247	1,273	1,355	1,383	1,398	1,421	1,626	1,994	1,975	4.7%	2.1%	6.4%	2.1%	1.1%	1.6%	14.4%	22.6%	-1.0%	65.8%	
ECU	596	632	562	642	577	608	610	612	597	680	6.0%	-11.1%	14.2%	-10.1%	5.4%	0.3%	0.3%	-2.5%	13.9%	14.1%	
NSU	769	822	816	943	883	924	880	1,041	903	1,018	6.9%	-0.7%	15.6%	-6.4%	4.6%	-4.8%	18.3%	-13.3%	12.7%	32.4%	
NWOSU	400	358	267	275	249	259	312	343	339	375	-10.5%	-25.4%	3.0%	-9.5%	4.0%	20.5%	9.9%	-1.2%	10.6%	-6.3%	
SEOSU	605	537	596	528	594	607	602	519	617	561	-11.2%	11.0%	-11.4%	12.5%	2.2%	-0.8%	-13.8%	18.9%	-9.1%	-7.3%	
SWOSU	779	854	842	698	782	763	739	883	802	813	9.6%	-1.4%	-17.1%	12.0%	-2.4%	-3.1%	19.5%	-9.2%	1.4%	4.4%	
CU	826	1,116	1,080	1,102	954	875	826	885	917	896	35.1%	-3.2%	2.0%	-13.4%	-8.3%	-5.6%	7.1%	3.6%	-2.3%	8.5%	
LU	546	429	484	506	487	521	579	524	463	569	-21.4%	12.8%	4.5%	-3.8%	7.0%	11.1%	-9.5%	-11.6%	22.9%	4.2%	
USAO	332	263	234	303	279	271	235	307	297	408	-20.8%	-11.0%	29.5%	-7.9%	-2.9%	-13.3%	30.6%	-3.3%	37.4%	22.9%	
OPSU	207	248	187	288	223	191	154	177	207	334	19.8%	-24.6%	54.0%	-22.6%	-14.3%	-19.4%	14.9%	16.9%	61.4%	61.4%	
Total Reg	6,251	6,506	6,341	6,640	6,411	6,417	6,358	6,917	7,136	7,629	4.1%	-2.5%	4.7%	-3.4%	0.1%	-0.9%	8.8%	3.2%	6.9%	22.0%	
CSC	786	785	843	673	594	587	548	624	632	390	-0.1%	7.4%	-20.2%	-11.7%	-1.2%	-6.6%	13.9%	1.3%	-38.3%	-50.4%	
EOSC	506	598	642	536	513	615	511	595	550	509	18.2%	7.4%	-16.5%	-4.3%	19.9%	-16.9%	16.4%	-7.6%	-7.5%	0.6%	
MSC	625	609	466	490	537	528	517	535	502	575	-2.6%	-23.5%	5.2%	9.6%	-1.7%	-2.1%	3.5%	-6.2%	14.5%	-8.0%	
NEOAMC	983	1,222	912	871	756	882	776	908	746	705	24.3%	-25.4%	-4.5%	-13.2%	16.7%	-12.0%	17.0%	-17.8%	-5.5%	-28.3%	
NOC	552	654	626	570	651	562	636	664	746	756	18.5%	-4.3%	-8.9%	14.2%	-13.7%	13.2%	4.4%	12.3%	1.3%	37.0%	
RU	402	870	709	649	592	795	802	758	862	645	116.4%	-18.5%	-8.5%	-8.8%	34.3%	0.9%	-5.5%	13.7%	-25.2%	60.4%	
TCC	3,251	3,422	3,095	3,202	3,446	3,172	3,106	3,136	3,061	3,327	5.3%	-9.6%	3.5%	7.6%	-8.0%	-2.1%	1.0%	-2.4%	8.7%	2.3%	
OSUTB-OKC	361	284	617	645	799	1,075	846	529	568	1,204	-21.3%	117.3%	4.5%	23.9%	34.5%	-21.3%	-37.5%	7.4%	112.0%	233.5%	
OSUTB-OKM	752	824	791	724	661	750	760	751	1,005	1,147	9.6%	-4.0%	-8.5%	-8.7%	13.5%	1.3%	-1.2%	33.8%	14.1%	52.5%	
WOSC	366	347	326	283	387	357	353	649	533	459	-5.2%	-6.1%	-13.2%	36.7%	-7.8%	-1.1%	83.9%	-17.9%	-13.9%	25.4%	
RCC	484	500	578	500	542	391	398	433	395	513	3.3%	15.6%	-13.5%	8.4%	-27.9%	1.8%	8.8%	-8.8%	29.9%	6.0%	
CASC	727	607	648	572	596	657	685	633	593	510	-16.5%	6.8%	-11.7%	4.2%	10.2%	4.3%	-7.6%	-6.3%	-14.0%	-29.8%	
SWOSU-Sayre	173	159	154	122	129	116	127	119	126	117	-8.1%	-3.1%	-20.8%	5.7%	-10.1%	9.5%	-6.3%	5.9%	-7.1%	-32.4%	
SSC	417	462	458	375	416	353	401	511	608	619	10.8%	-0.9%	-18.1%	10.9%	-15.1%	13.6%	27.4%	19.0%	1.8%	48.4%	
Rose	1,793	1,803	1,640	1,631	1,656	1,578	1,527	1,569	1,683	1,595	0.6%	-9.0%	-0.5%	1.5%	-4.7%	-3.2%	2.8%	7.3%	-5.2%	-11.0%	
OCCC	2,156	2,324	1,558	1,410	1,621	1,511	1,930	1,830	1,948	2,014	7.8%	-33.0%	-9.5%	15.0%	-6.8%	27.7%	-5.2%	6.4%	3.4%	-6.6%	
Total Two-Year	14,334	15,470	14,063	13,253	13,896	13,929	13,923	14,244	14,558	15,085	7.9%	-9.1%	-5.8%	4.9%	0.2%	0.0%	2.3%	2.2%	3.6%	5.2%	
Grand Total	25,148	26,734	24,836	24,530	25,389	25,197	25,456	26,804	27,751	29,086	6.3%	-7.1%	-1.2%	3.5%	-0.8%	1.0%	5.3%	3.5%	4.8%	15.7%	

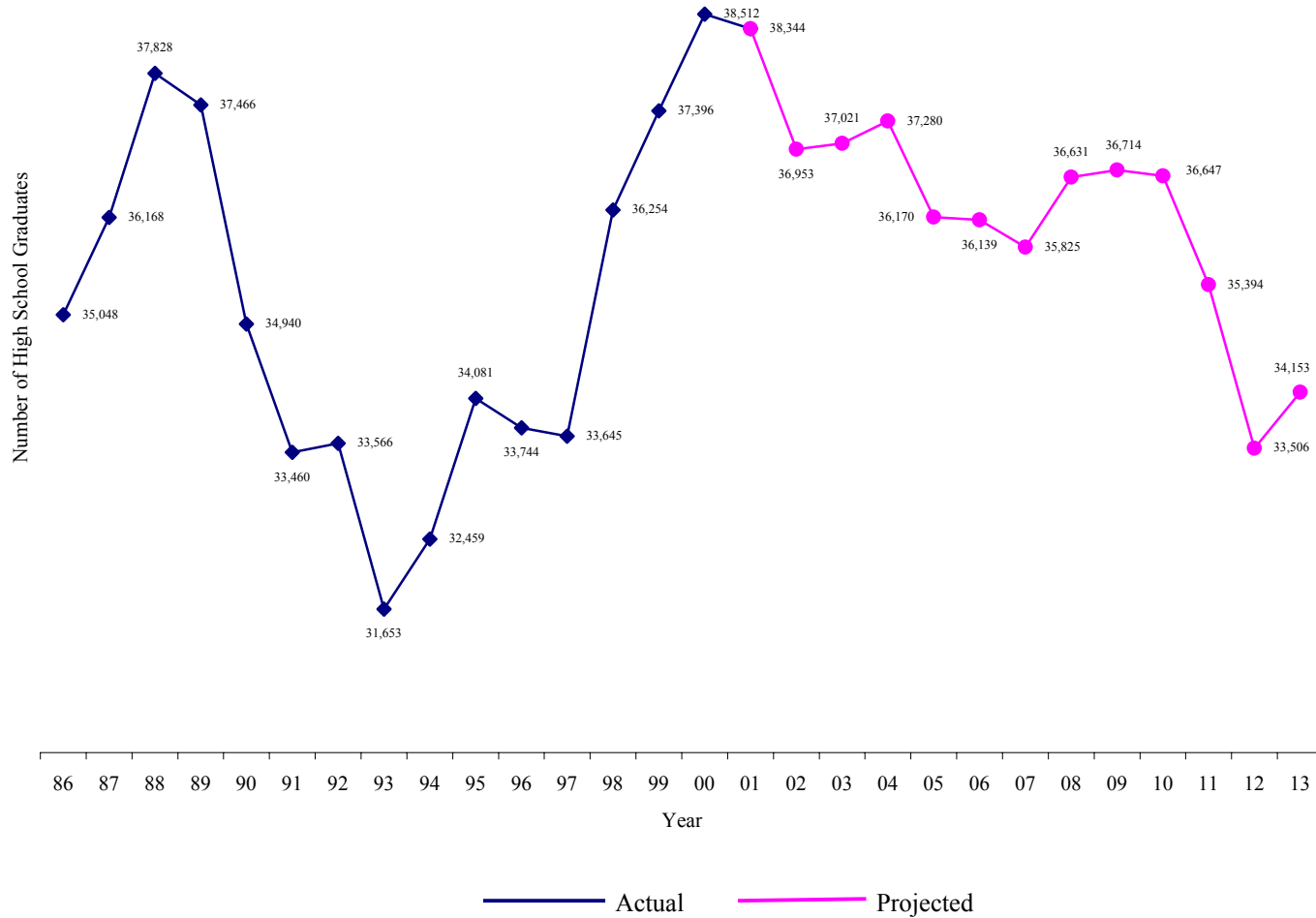
Source: OSRHE, UDS, OCR2300-2.3 reports

Figure 3
First-Time Freshmen at Oklahoma Public Institutions
Fall 1991 to Fall 2000



Source: fall 1991 to fall 2000: OSRHE, UDS, OCR2300-2.3 reports

Figure 4
Actual and Projected Oklahoma High School Graduates
1986-2013



Source: SDE School Enrollments; OSRHE Cohort Survival Projections

Table 5
Oklahoma High School Graduates
Who Enrolled in the State System the Following Fall
Fall 1991 to Fall 2000

<u>School/Tier</u>	<u>First-Time Freshmen</u>	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	10 yr
		<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Diff</u>
OU	Number of Freshmen Direct from High School	1,668	1,695	1,502	1,711	1,819	1,829	1,971	2,130	2,199	2,598	930
	Percent of Previous High School Graduates	5.0%	5.0%	4.7%	5.3%	5.3%	5.4%	5.8%	5.9%	6.0%	7.3%	2.6%
OSU	Number of Freshmen Direct from High School	1,602	1,610	1,483	1,545	1,658	1,535	1,604	1,780	2,037	2,432	830
	Percent of Previous High School Graduates	4.8%	4.8%	4.7%	4.8%	4.9%	4.5%	4.8%	4.9%	5.6%	6.8%	2.3%
Total Comp	Number of Freshmen Direct from High School	3,270	3,305	2,985	3,256	3,477	3,364	3,575	3,910	4,236	5,030	1,760
	Percent of Previous High School Graduates	9.8%	9.8%	9.4%	10.0%	10.2%	9.9%	10.6%	10.8%	11.6%	14.1%	4.9%
Total Regional	Number of Freshmen Direct from High School	3,784	3,914	3,792	4,048	4,014	4,084	3,569	3,963	4,247	5,058	1,274
	Percent of Previous High School Graduates	11.3%	11.7%	12.0%	12.5%	11.8%	12.0%	10.6%	10.9%	11.6%	14.1%	3.6%
Total Two-Year	Number of Freshmen Direct from High School	6,188	6,884	6,458	5,516	5,749	5,719	5,760	6,515	6,191	7,963	1,775
	Percent of Previous High School Graduates	18.5%	20.5%	20.4%	17.0%	16.9%	16.8%	17.1%	18.0%	16.9%	22.3%	5.0%
Grand Total	Number of Freshmen Direct from High School	13,242	14,103	13,235	12,820	13,240	13,167	12,904	14,388	15,024	17,920	4,678
	Percent of Previous High School Graduates	39.6%	42.0%	41.8%	39.5%	38.8%	38.6%	38.2%	39.7%	41.1%	50.1%	13.1%

Source: SDE School Enrollments; OSRHE Cohort Survival Projections; OSRHE, UDS, OCR22000B1, Supplemental 2 reports

Table 6
Number of Undergraduate Applications, Acceptances, and Enrollments at Comprehensive Universities
Oklahoma Residents
Fall 1991 to Fall 2000

<u><i>Institution</i></u>	<u><i>Admission Action</i></u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
University of Oklahoma	Number of Applications	3,159	3,169	2,857	2,978	3,504	3,481	3,582	4,117	4,149	4,233
	Number of Acceptances	3,010	2,973	2,778	2,944	3,403	3,329	3,453	3,954	3,996	4,110
	Number of Enrollments	1,875	1,953	1,743	1,934	2,070	2,115	2,238	2,461	2,498	2,557
	Percent of Applications Accepted	95.3%	93.8%	97.2%	98.9%	97.1%	95.6%	96.4%	96.0%	96.3%	97.1%
	Percent of Acceptances Enrolled	62.3%	65.7%	62.7%	65.7%	60.8%	63.5%	64.8%	62.2%	62.5%	62.2%
Oklahoma State University	Number of Applications	2,954	3,262	3,168	3,074	3,320	3,217	3,349	3,602	4,497	4,450
	Number of Acceptances	2,872	3,005	3,083	2,999	3,224	3,118	3,239	3,461	4,128	4,258
	Number of Enrollments	1,918	1,899	1,822	1,837	2,020	1,882	1,948	2,085	2,501	2,663
	Percent of Applications Accepted	97.2%	92.1%	97.3%	97.6%	97.1%	96.9%	96.7%	96.1%	91.8%	95.7%
	Percent of Acceptances Enrolled	66.8%	63.2%	59.1%	61.3%	62.7%	60.4%	60.1%	60.2%	60.6%	62.5%
Total	Number of Applications	6,113	6,431	6,025	6,052	6,824	6,698	6,931	7,719	8,646	8,683
	Number of Acceptances	5,882	5,978	5,861	5,943	6,627	6,447	6,692	7,415	8,124	8,368
	Number of Enrollments	3,793	3,852	3,565	3,771	4,090	3,997	4,186	4,546	4,999	5,220
	Percent of Applications Accepted	96.2%	93.0%	97.3%	98.2%	97.1%	96.3%	96.6%	96.1%	94.0%	96.4%
	Percent of Acceptances Enrolled	64.5%	64.4%	60.8%	63.5%	61.7%	62.0%	62.6%	61.3%	61.5%	62.4%

Figure 5
Total Number of Applications, Acceptances, and Enrollments at Comprehensive Universities
Fall 1991 to Fall 2000

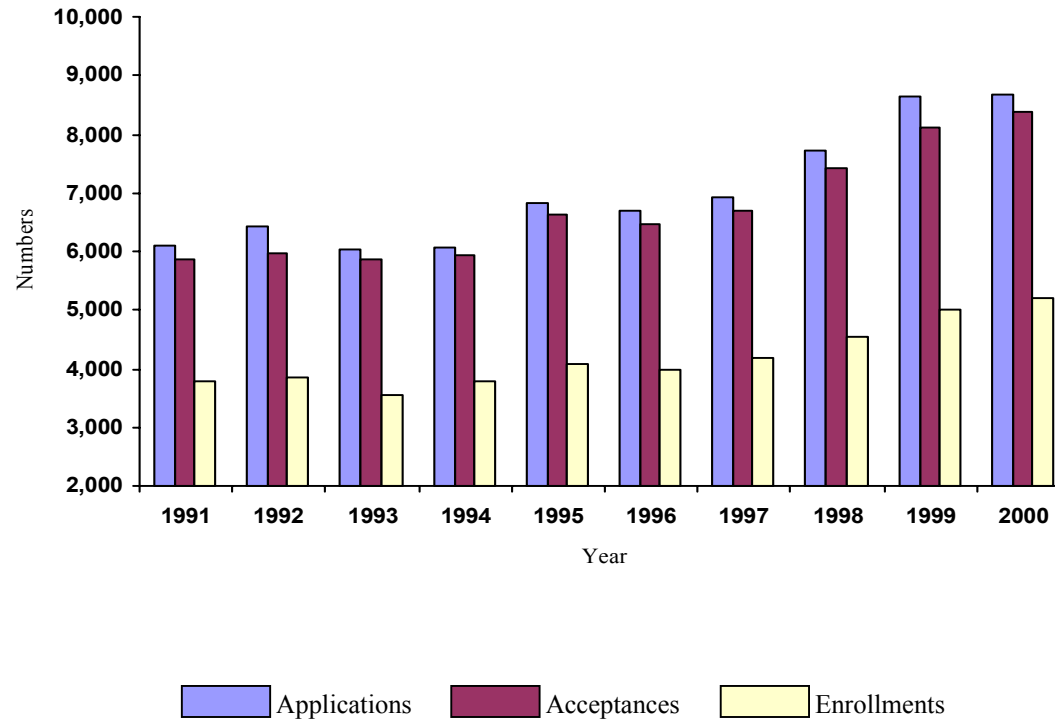
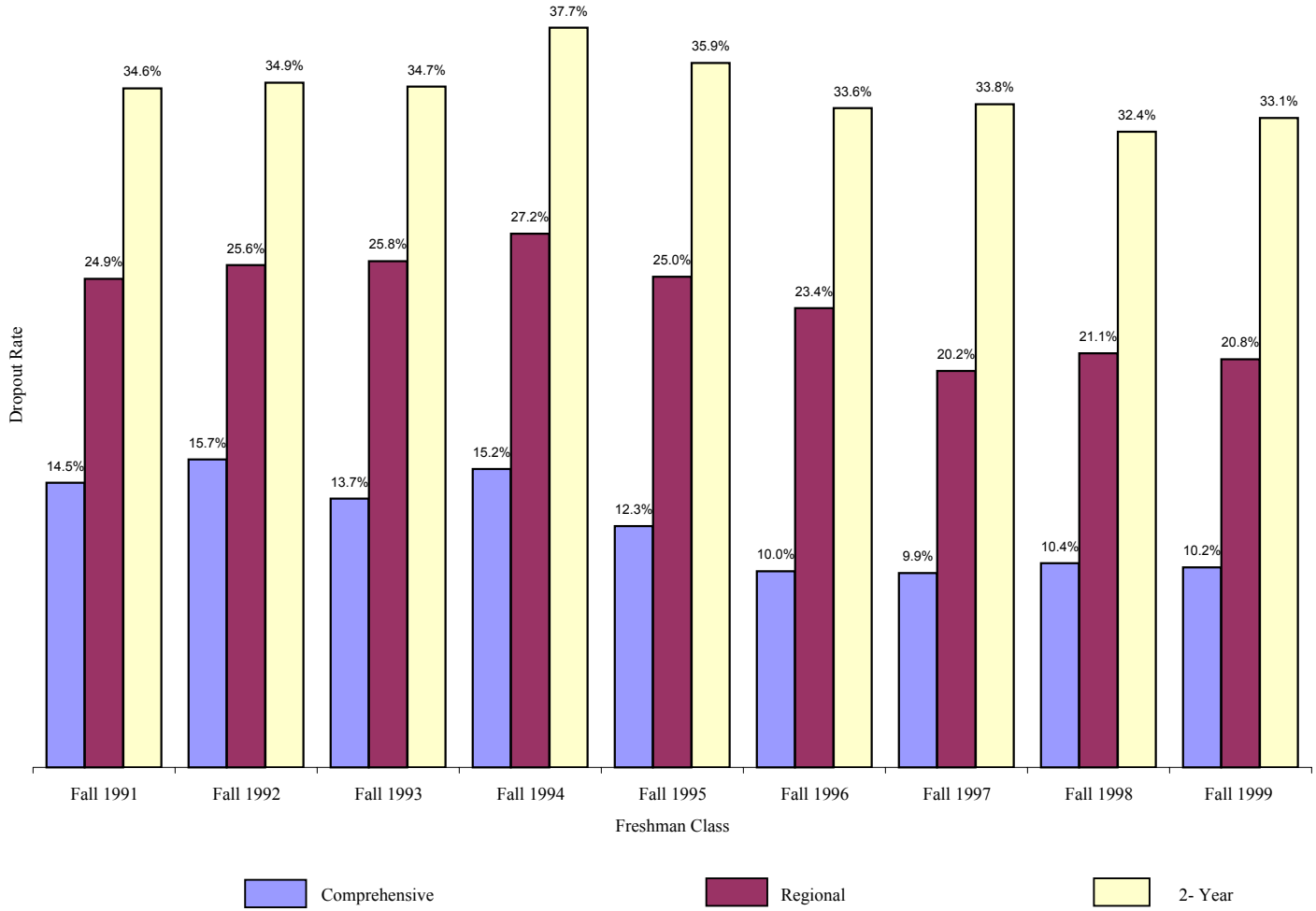


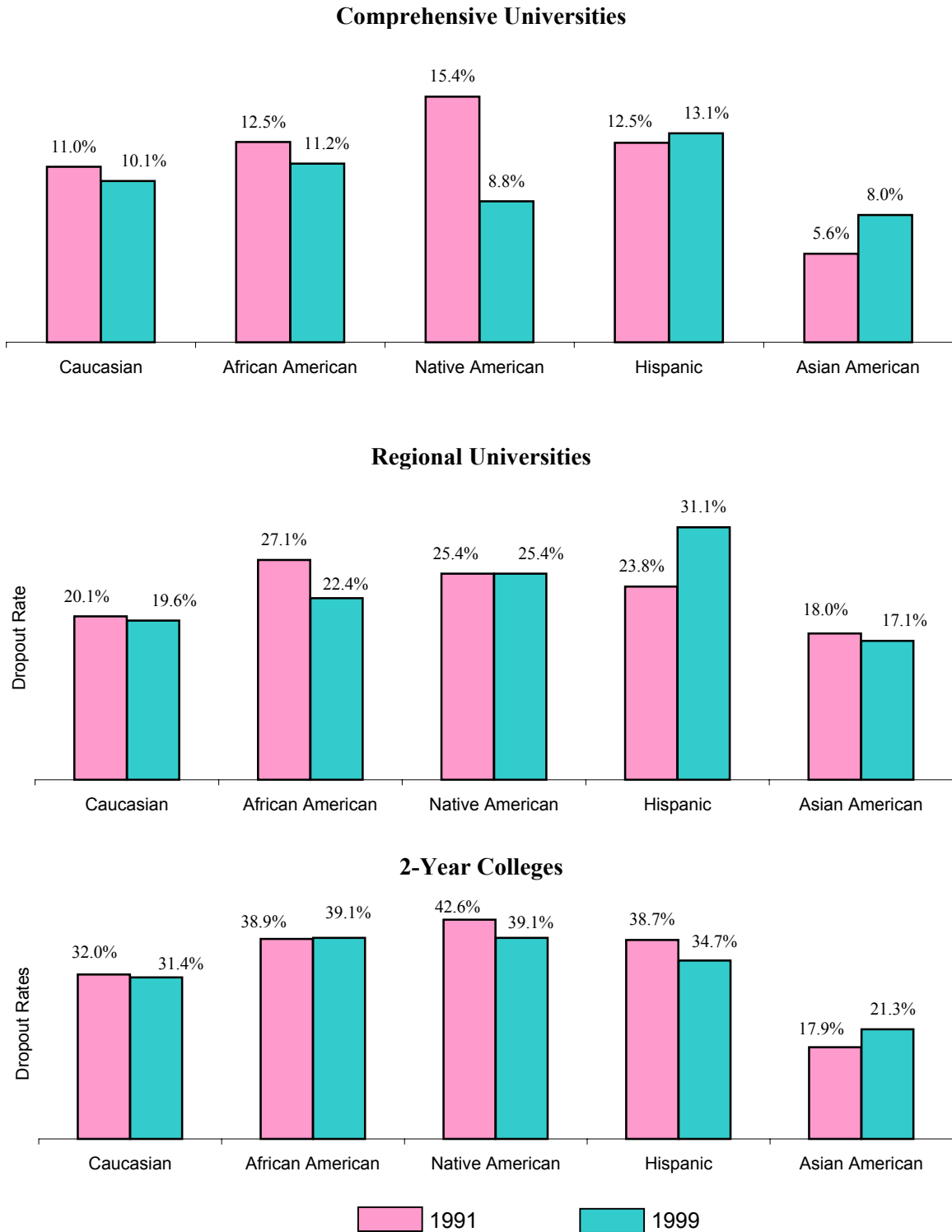
Chart represents data on table 6

Figure 6
First-Year Dropout Rates
Fall 1991 to Fall 1999 Freshman Classes



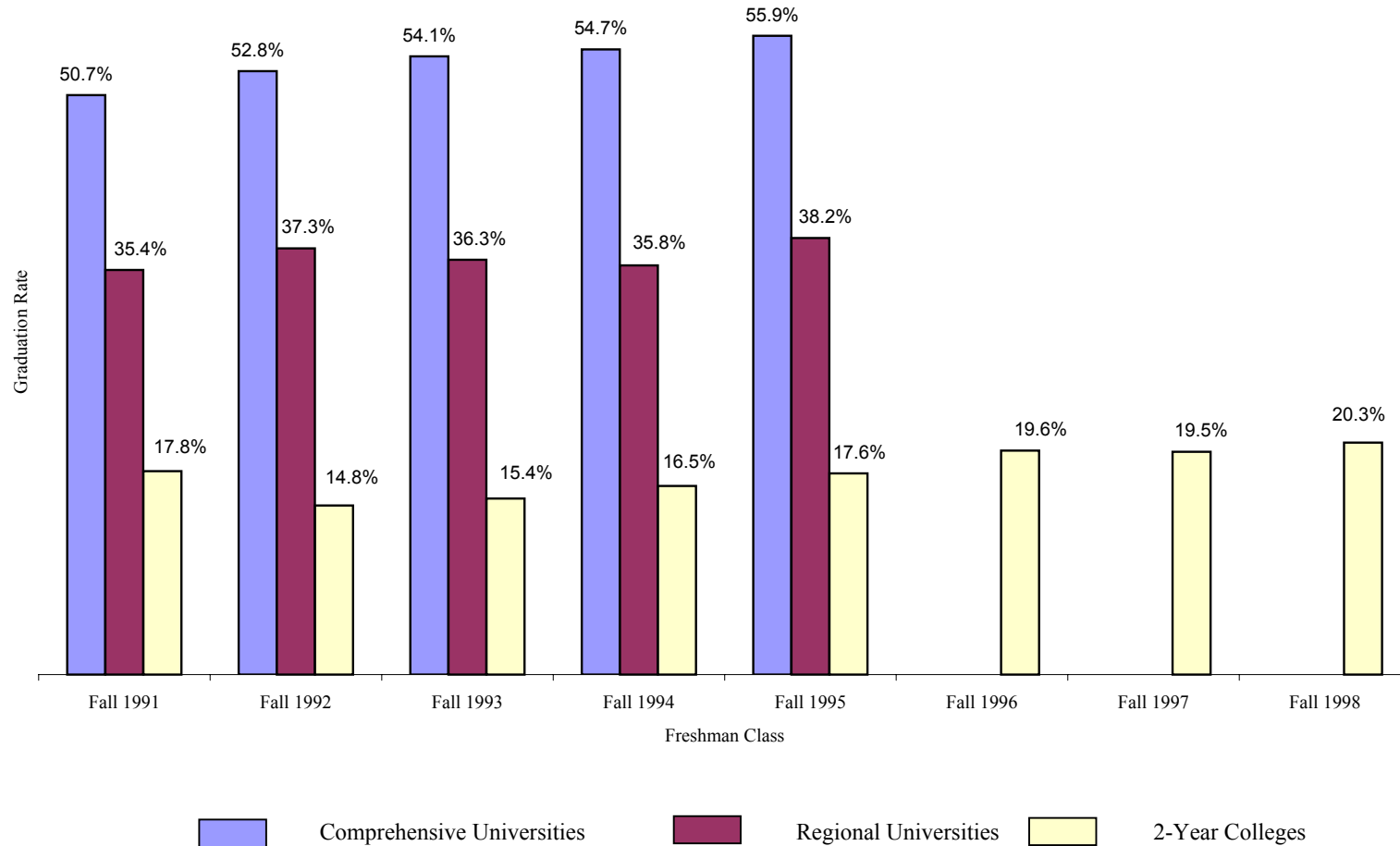
Source: OSRHE, UDS, cohort2 reports

Figure 7
First-Year Dropout Rates by Race and Tier
Fall 1991 and Fall 1999 Freshmen Classes



Source: UDS cohort2 reports

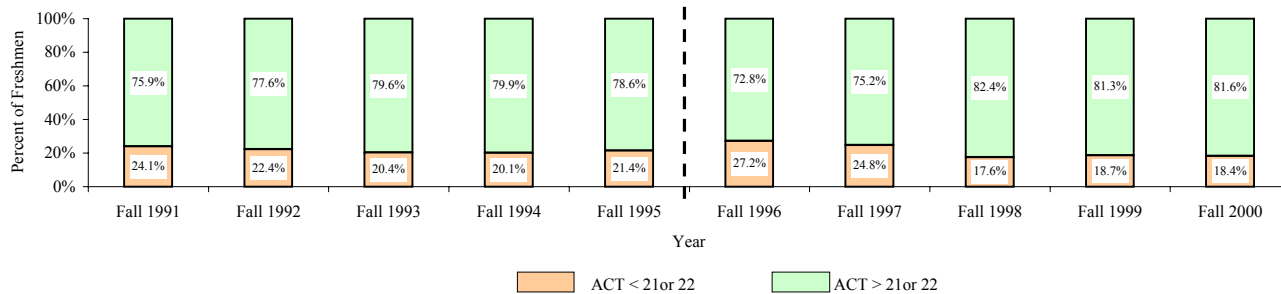
Figure 8
Graduation Rates by Tier
Fall 1991 to Fall 1995 Freshman Classes at Four-Year Universities
Fall 1991 to Fall 1998 Freshman Classes at Two-Year Colleges



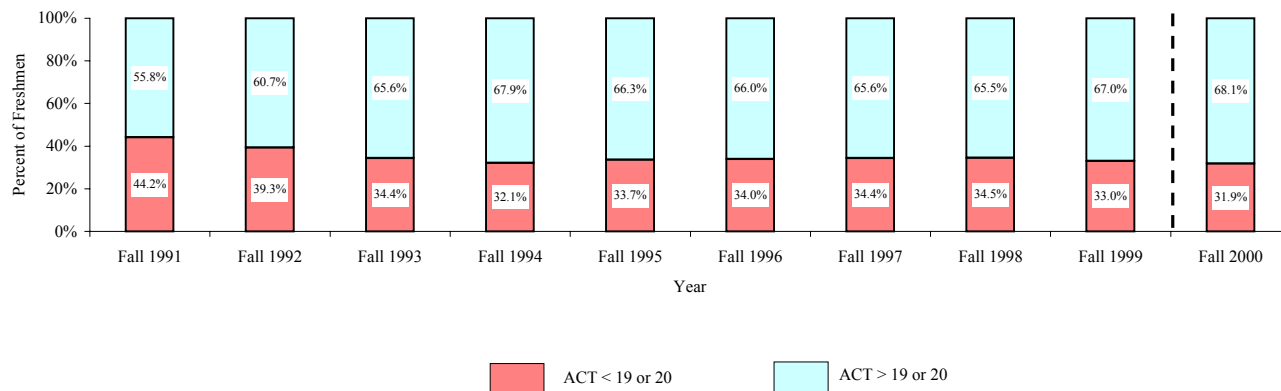
Note: Six-year graduation rates are reported for the four-year universities; graduation rates include bachelor's, master's, and first-professional degrees.
 Three-year graduation rates are reported for the two-year colleges; graduation rates include certificates and associate degrees.
 Source: OSRHE, UDS, cohort2 reports

Figure 9
ACT Scores According to Admission Standards for First-Time Freshmen
Fall 1991 to Fall 2000

Comprehensive Universities*



Regional Universities*



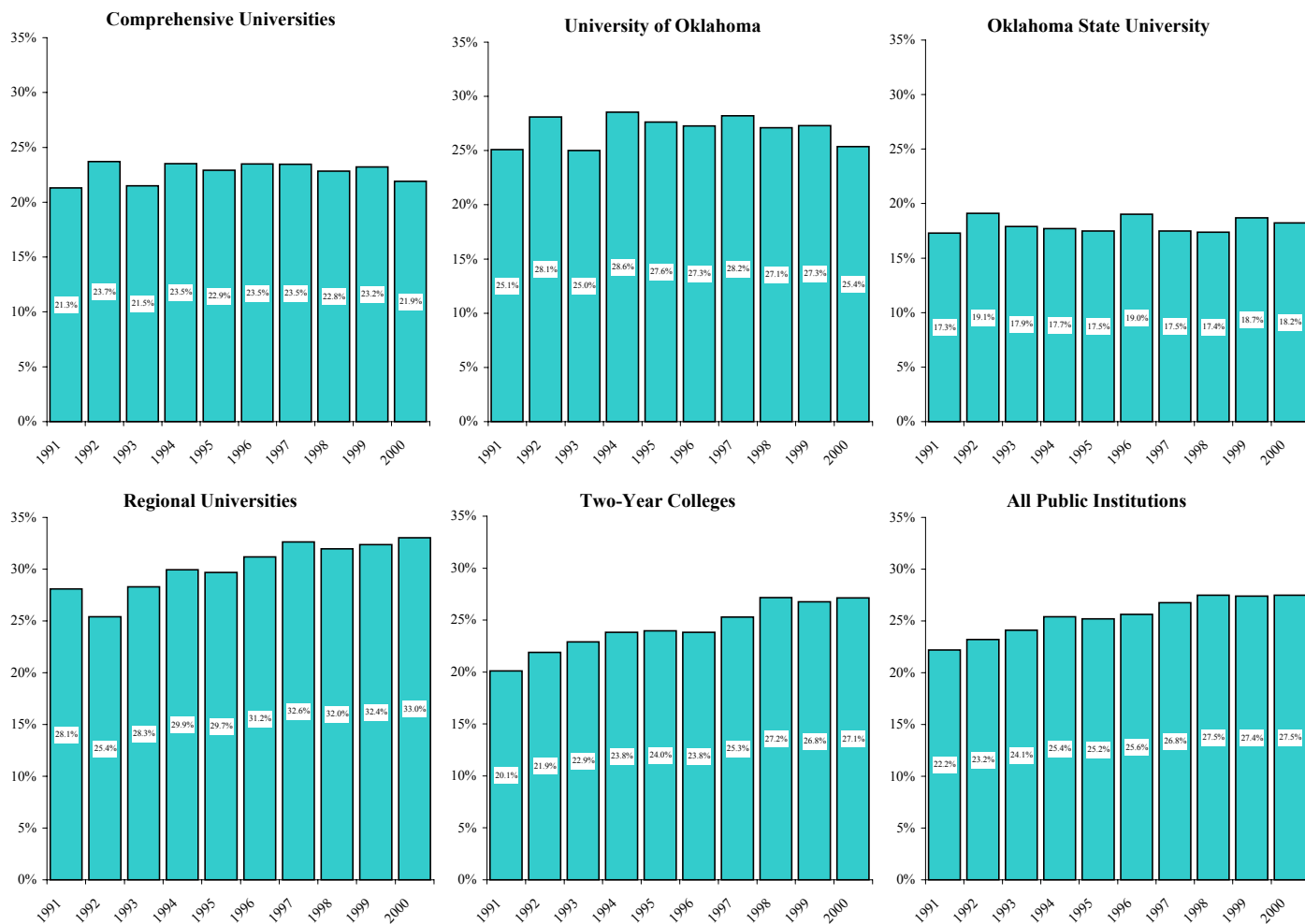
* The ACT score for admission to the comprehensive universities increased from 21 to 22 in fall 1996, and increased from 19 to 20 for admission to the regional universities in fall 2000.
 Source: OSRHE, UDS, SASACT1 reports

Table 7
First-Time Freshman Admission by ACT and High School Performance
Fall 1993 to Fall 2000

Tier	1993		1994		1995		1996		1997		1998		1999		2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Comprehensive																
ACT Only	458	13.7%	443	12.6%	505	12.3%	401	10.0%	373	9.8%	554	10.8%	428	11.7%	517	8.9%
Rank & GPA Only	470	14.1%	498	14.2%	573	13.9%	761	19.0%	715	18.7%	923	18.0%	731	19.9%	1,071	18.4%
ACT, Rank, & GPA	2,189	65.6%	2,409	68.7%	2,796	67.9%	2,573	64.4%	2,520	66.0%	3,416	66.7%	2,313	63.0%	3,918	67.2%
None	222	6.6%	157	4.5%	243	5.9%	262	6.6%	211	5.5%	230	4.5%	199	5.4%	322	5.5%
Total	3,339	100.0%	3,507	100.0%	4,117	100.0%	3,997	100.0%	3,819	100.0%	5,123	100.0%	3,671	100.0%	5,828	100.0%
First-Time Freshmen	4,432		4,637		5,082		4,851		5,175		5,643		6,057		6,372	
Regional																
ACT Only	454	10.2%	445	10.1%	478	9.2%	488	9.4%	389	8.3%	430	8.4%	364	7.6%	374	7.7%
Rank & GPA Only	892	20.1%	815	18.5%	1,039	20.0%	1,022	19.6%	964	20.5%	1,092	21.3%	976	20.3%	985	20.3%
ACT, Rank, & GPA	2,376	53.6%	2,496	56.7%	2,904	55.9%	2,887	55.4%	2,665	56.6%	2,922	57.1%	2,873	59.7%	2,904	59.7%
None	713	16.1%	649	14.7%	773	14.9%	818	15.7%	694	14.7%	673	13.2%	601	12.5%	601	12.4%
Total	4,435	100.0%	4,405	100.0%	5,194	100.0%	5,215	100.0%	4,712	100.0%	5,117	100.0%	4,814	100.0%	4,864	100.0%
First-Time Freshmen	6,341		6,640		6,411		6,417		6,358		6,917		7,141		7,468	
Grand Total																
ACT Only	912	11.7%	888	11.2%	983	10.6%	889	9.7%	762	8.9%	984	9.6%	792	9.3%	891	8.3%
Rank & GPA Only	1,362	17.5%	1,313	16.6%	1,612	17.3%	1,783	19.4%	1,679	19.7%	2,015	19.7%	1,707	20.1%	2,056	19.2%
ACT, Rank, & GPA	4,565	58.7%	4,905	62.0%	5,700	61.2%	5,460	59.3%	5,185	60.8%	6,338	61.9%	5,186	61.1%	6,822	63.8%
None	935	12.0%	806	10.2%	1,016	10.9%	1,080	11.7%	905	10.6%	903	8.8%	800	9.4%	923	8.6%
Total	7,774	100.0%	7,912	100.0%	9,311	100.0%	9,212	100.0%	8,531	100.0%	10,240	100.0%	8,485	100.0%	10,692	100.0%
First-Time Freshmen	10,773		11,277		11,493		11,268		11,533		12,560		13,198		13,840	

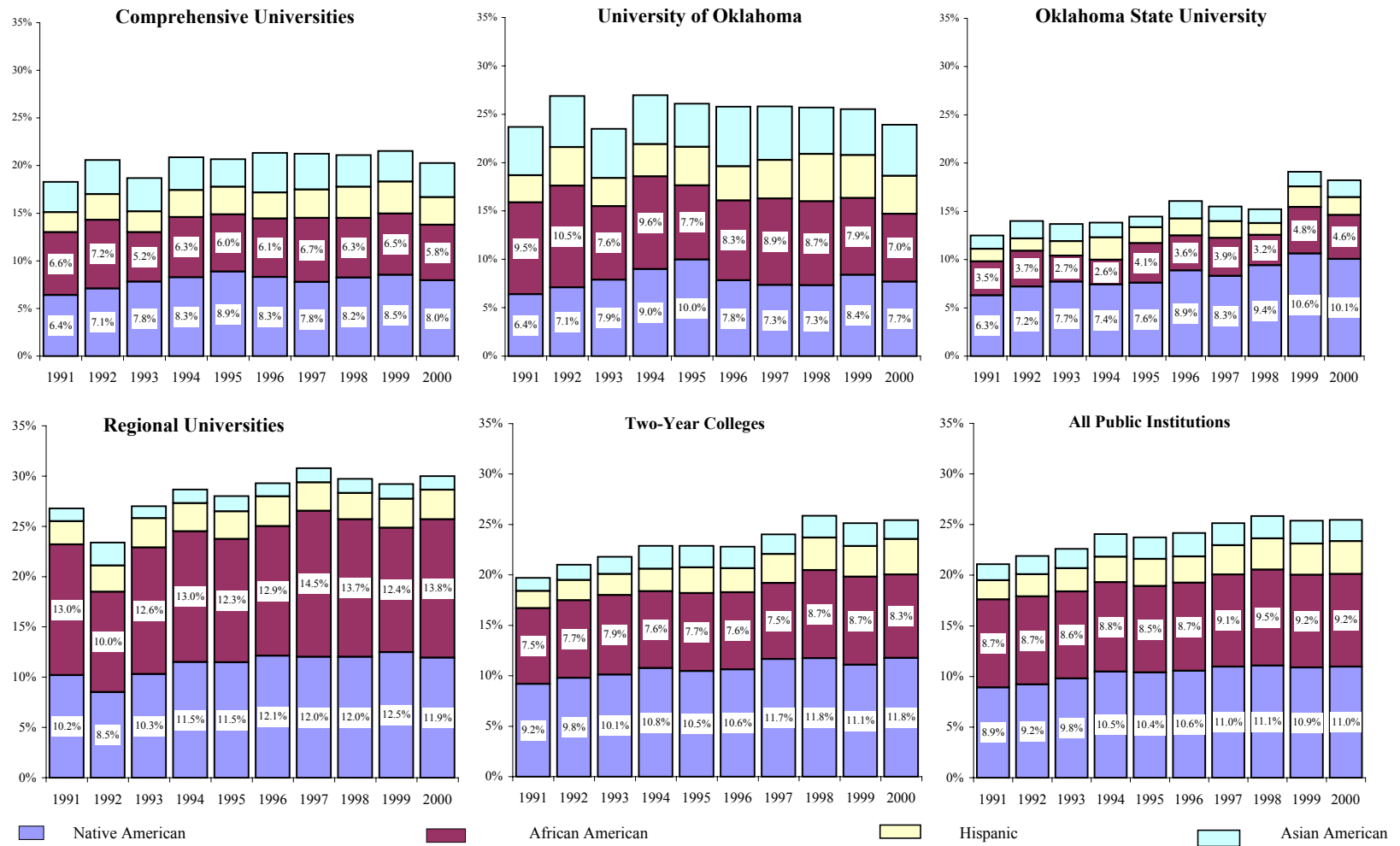
Source: OSRHE, UDS, SASHSRK7 and OCR2300 reports

Figure 10
Percent Minority First-Time Freshmen
Fall 1991 to Fall 2000



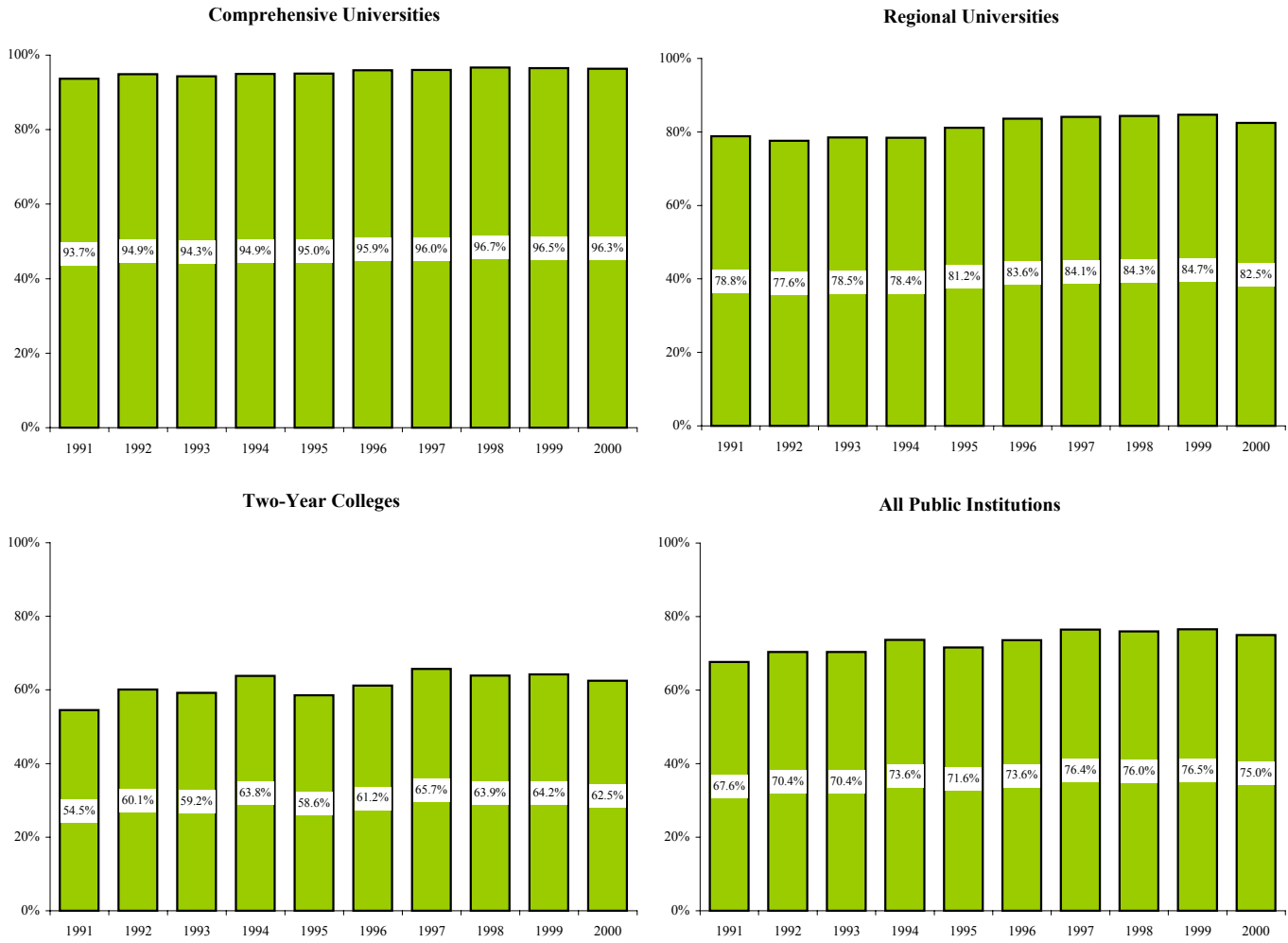
Source: OSRHE, UDS, OCR2300 reports

Figure 11
Percent of Minority First-Time Freshmen by Race
Fall 1991 to Fall 2000



Source: OSRHE, UDS, OCR2300 reports

Figure 12
Percent of First-Time Freshman Under 21
Fall 1991 to Fall 2000



Source: OSRHE, UDS, OCRHAGEP reports

Table 8
First-Time Freshman Distribution by Type of Admission
Fall 1991 to Fall 2000 - Comprehensive Universities

<u>Type of Admission</u>	<u>Fall 91</u>	<u>Fall 92</u>	<u>Fall 93</u>	<u>Fall 94</u>	<u>Fall 95</u>	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
Regular Admission-Baccalaureate Program	83.9%	84.9%	83.3%	84.1%	83.5%	83.3%	84.3%	85.6%	84.3%	84.3%
Regular Admission-Associate in Arts or Sciences	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Regular Admission-Associate in Applied Science/Cert	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Summer Provisional	0.6%	0.1%	---	---	0.5%	0.5%	0.4%	0.1%	0.4%	0.4%
Special Non-Degree Seeking Student	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Alternative Admission	6.8%	8.4%	8.8%	8.0%	8.2%	8.8%	8.7%	8.4%	8.7%	8.7%
Adult Admission	3.7%	3.0%	3.6%	3.1%	3.2%	2.3%	2.4%	2.0%	2.4%	2.4%
Home Study or Unaccredited High School	0.0%	---	0.1%	0.3%	0.3%	0.3%	0.5%	0.4%	0.5%	0.5%
Opportunity Admission	0.0%	0.0%	0.0%	---	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
International Student Admission	3.2%	2.2%	2.4%	2.6%	2.2%	2.1%	2.2%	1.6%	2.2%	2.2%
Concurrent Enrollment of High School Student*	1.8%	1.2%	1.8%	1.9%	1.7%	2.0%	1.0%	1.3%	1.0%	1.0%
Undergraduate from another College or University	---	0.2%	0.0%	0.0%	0.3%	0.7%	0.5%	54.0%	0.5%	0.5%

Table 9
First-Time Freshman Distribution by Type of Admission
Fall 1991 to Fall 2000 - Regional Universities

<u>Type of Admission</u>	<u>Fall 91</u>	<u>Fall 92</u>	<u>Fall 93</u>	<u>Fall 94</u>	<u>Fall 95</u>	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
Regular Admission-Baccalaureate Program	67.6%	63.0%	66.1%	70.2%	67.8%	66.7%	57.0%	58.7%	57.0%	57.0%
Regular Admission-Associate in Arts or Sciences	5.8%	8.0%	7.3%	3.2%	7.1%	7.9%	9.4%	7.5%	9.4%	9.4%
Regular Admission-Associate in Applied Science/Cert	2.4%	3.6%	3.1%	3.2%	1.1%	0.7%	1.0%	2.3%	1.0%	1.0%
Summer Provisional	1.0%	0.2%	0.1%	0.1%	0.2%	0.0%	0.1%	0.0%	0.1%	0.1%
Special Non-Degree Seeking Student	7.6%	6.8%	4.5%	6.7%	4.7%	3.6%	3.3%	3.5%	3.3%	3.3%
Alternative Admission	6.0%	6.4%	6.2%	5.0%	5.5%	6.6%	9.2%	8.5%	9.2%	9.2%
Adult Admission	6.5%	9.0%	9.2%	8.2%	9.5%	9.9%	9.9%	10.4%	9.9%	9.9%
Home Study or Unaccredited High School	0.4%	0.3%	0.3%	0.2%	0.5%	0.5%	0.3%	0.4%	0.3%	0.3%
Opportunity Admission	0.0%	0.0%	---	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%
International Student Admission	0.5%	0.9%	1.0%	1.0%	1.3%	1.3%	1.7%	2.0%	1.7%	1.7%
Concurrent Enrollment of High School Student*	1.8%	1.9%	2.1%	2.1%	2.1%	2.4%	2.0%	2.0%	2.0%	2.0%
Undergraduate from another College or University	0.4%	---	0.1%	---	0.3%	0.5%	0.5%	0.2%	0.5%	0.5%

(---Indicates less than 0.1%)

Table 10
First-Time Freshman Distribution by Type of Admission
Fall 1991 to Fall 2000 - Two-Year Colleges

<u>Type of Admission</u>	<u>Fall 91</u>	<u>Fall 92</u>	<u>Fall 93</u>	<u>Fall 94</u>	<u>Fall 95</u>	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
Regular Admission-Associate in Applied Science/Cert	23.0%	30.1%	26.0%	22.5%	20.9%	22.2%	21.5%	23.9%	21.5%	21.5%
Summer Provisional	0.0%	0.0%	---	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Special Non-Degree Seeking Student	9.3%	2.2%	9.5%	14.7%	24.1%	19.3%	21.6%	16.2%	21.6%	21.6%
Alternative Admission	0.5%	0.0%	---	---	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Adult Admission	11.5%	12.3%	8.4%	12.6%	9.1%	11.6%	12.9%	11.9%	12.9%	12.9%
Home Study or Unaccredited High School	0.7%	1.1%	0.8%	1.0%	0.6%	0.4%	0.6%	0.7%	0.6%	0.6%
Opportunity Admission	---	---	---	---	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
International Student Admission	0.6%	0.5%	1.4%	1.6%	1.4%	1.8%	1.7%	1.9%	1.7%	1.7%
Concurrent Enrollment of High School Student*	4.0%	1.9%	7.0%	8.0%	7.7%	7.4%	5.7%	6.3%	5.7%	5.7%
Undergraduate from another College or University	0.5%	0.2%	0.1%	0.4%	0.6%	1.2%	0.7%	46.0%	0.7%	0.7%

Table 11
First-Time Freshman Distribution by Type of Admission
Fall 1991 to Fall 2000 - All Public Institutions

<u>Type of Admission</u>	<u>Fall 91</u>	<u>Fall 92</u>	<u>Fall 93</u>	<u>Fall 94</u>	<u>Fall 95</u>	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
Regular Admission-Baccalaureate Program	33.1%	29.4%	32.4%	34.8%	31.1%	32.0%	31.6%	34.3%	31.6%	31.6%
Regular Admission-Associate in Arts or Sciences	28.3%	27.6%	27.9%	22.1%	22.4%	22.5%	22.0%	22.1%	22.0%	22.0%
Regular Admission-Associate in Applied Science/Cert	14.0%	16.5%	15.4%	13.1%	12.5%	12.7%	12.2%	13.0%	12.2%	12.2%
Summer Provisional	0.4%	0.1%	---	---	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%
Special Non-Degree Seeking Student	7.3%	7.4%	6.5%	9.7%	15.2%	11.8%	12.9%	9.4%	12.9%	12.9%
Alternative Admission	2.9%	2.9%	3.2%	2.9%	2.8%	3.3%	4.0%	4.0%	4.0%	4.0%
Adult Admission	8.9%	10.3%	7.7%	9.6%	8.1%	9.4%	10.1%	9.1%	10.1%	10.1%
Home Study or Unaccredited High School	0.5%	0.6%	0.6%	0.6%	0.6%	0.4%	0.5%	0.5%	0.5%	0.5%
Opportunity Admission	---	---	---	---	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
International Student Admission	1.0%	1.2%	1.5%	1.7%	1.5%	1.7%	1.8%	1.9%	1.8%	1.8%
Concurrent Enrollment of High School Student*	3.1%	3.8%	4.8%	5.3%	5.3%	5.1%	3.9%	4.1%	3.9%	3.9%
Undergraduate from another College or University	0.4%	0.2%	0.1%	0.2%	0.5%	0.9%	0.6%	0.4%	0.6%	0.6%

(---Indicates less than 0.1%)

Table 12
Number of Alternative Admission Students
Fall 2000

<u>Tier</u>	<u>Total</u>		<u>Percent</u>	<u>Scholarship</u>		<u>Average</u>		<u>Average</u>	
	<u>Number</u>	<u>Number</u>	<u>of the</u>	<u>Athletes</u>		<u>Average</u>	<u>Average</u>	<u>Hours</u>	<u>Hours</u>
	<u>Allowed</u>	<u>Enrolled</u>	<u>Allowable</u>	<u>Who Enrolled</u>	<u>Percent</u>	<u>ACT</u>	<u>GPA</u>	<u>Attempted</u>	<u>Completed</u>
			<u>Enrollment</u>	<u>Number</u>					
Comprehensive	514	301	58.6%	41	13.6%	20	2.18	14	11
Regional	757	566	74.8%	31	5.5%	17	1.76	13	8
Grand Total	1,271	867	68.2%	72	8.3%	18	1.91	13	9

Table 13
Number of Alternative Admission Students by Race
Fall 2000

<u>Tier</u>	<u>Total</u>	<u>Caucasian</u>		<u>African American</u>		<u>Hispanic</u>		<u>Native American</u>		<u>Asian American</u>		<u>Total Minority</u>	
	<u>Alt.</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
	<u>Admits</u>	<u>Number</u>	<u>of Total</u>	<u>Number</u>	<u>of Total</u>	<u>Number</u>	<u>of Total</u>	<u>Number</u>	<u>of Total</u>	<u>Number</u>	<u>of Total</u>	<u>Number</u>	<u>of Total</u>
Comprehensive	301	221	73.4%	43	14.3%	10	3.3%	25	8.3%	2	0.7%	80	26.6%
Regional	566	417	73.7%	56	9.9%	18	3.2%	71	12.5%	4	0.7%	149	26.3%
Grand Total	867	638	73.6%	99	11.4%	28	3.2%	96	11.1%	6	0.7%	229	26.4%

Source: OSRHE, UDS, ALTADMS reports

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References

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**POLICY STATEMENT ON ADMISSION TO,
 RETENTION IN, AND TRANSFER AMONG COLLEGES
 AND UNIVERSITIES OF THE STATE SYSTEM**

Article XIII-A of the Constitution of Oklahoma and Title 70, Section 3206 of the Oklahoma Statutes provide that the Oklahoma State Regents for Higher Education shall prescribe standards of education for institutions in The Oklahoma State System of Higher Education, including standards for "admission to, retention in, and graduation from State Educational Institutions." In order to carry out these constitutional and statutory responsibilities, the State Regents hereby adopt this policy statement establishing curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in and transfer among institutions by type. Admission to all associate and baccalaureate programs must conform to these standards except as otherwise addressed in Admission Professional Schools and Admission Special Programs of Section 5 of State Regents' Policy.

There will be periodic reviews of the implementation of the admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is being carried out consistent with the intent of the State Regents' policy. Second, the review will provide a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

PART I: ADMISSION STANDARDS

Students must meet the criteria for both the high school curricular requirements and the high school performance criteria as defined in the following sections. Students meeting both the high school curricular and the high school performance criteria are eligible for admission.

A. High School Curricular Requirements for Admission to Programs Leading to Associate in Arts, Associate in Science and Baccalaureate Degrees*

Units (Years)	Course Areas
4	English (Grammar, Composition, Literature)
2	Lab Science (Biology, Chemistry, Physics or any lab science certified by the school district; General Science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus)
2	History (including 1 unit of American History)
1	Citizenship skills from the subjects of Economics, Geography, Government, Non-Western Culture

* Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see undergraduate degree requirements).

3	Additional units of subjects previously listed or selected from the following: Computer Science,* Foreign Language
15	Total Required Units

The English courses should include an integrated writing component. In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine Arts - music, art, drama; Speech.
- 1 additional unit: Lab Science (as described above)
- 1 additional unit: Mathematics (as described above)

4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Students pursuing admission to Associate in Arts, Associate in Science, Associate in Applied Science, or Baccalaureate degree programs may not count developmental/remedial courses toward satisfaction of degree program requirements.

Students must meet all curricular requirements to be admitted to comprehensive or regional institutions. Students with a deficiency in a non-basic skills course (excludes English, mathematics, and science) who present an ACT reading subscore at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see *Policy on Remediation and Removal of High School Curricular Deficiencies*). Other exceptions are noted in I.C. Special Admission.

If an institution admits students with one or more curricular deficiencies in the alternative admission category, the institution must provide the means to satisfy those deficiencies (see *Policy on Remediation and Removal of High School Curricular Deficiencies*) and the student must successfully remediate basic skills course requirements within 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed.¹

Students lacking curricular requirements are admissible into Associate of Science or Associate of Arts programs in the community colleges but must remediate basic skills deficiencies at the earliest possible time but within the first 24 hours attempted or have all

¹The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed.¹ In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

Students entering Associate of Applied Science degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an Associate of Arts, Associate of Science or baccalaureate program without first completing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the *Policy on Remediation and Removal of High School Curricular Deficiencies*.

Requirements Regulating the Substitution of Applied Courses for the 15-Unit High School Core Curriculum Requirement

The use of the applied courses to meet the high school curricular requirements is to be considered an **alternative**. College bound students are encouraged to take courses currently specified in the State Regents' Admission Policy. As a pilot study, the applied science courses may **substitute** for one of the lab science courses currently accepted as the State Regents' high school curricular requirements for college entry under the parameters detailed below.²

A. Applied Science

Principles of Technology:

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' Admission Policy. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

Applied Biology/Chemistry:

Beginning fall 1994, one year of Applied Biology/Chemistry may substitute for one of the currently required lab science courses providing that students also successfully complete a lab science course listed in the State Regents' Admission Policy. Additionally, the course in Applied Biology/Chemistry must be taught by a teacher certified or endorsed in biology who has completed the specialized training to instruct the course.

If the requirements detailed above are not met, then neither the Applied Biology/Chemistry nor the Principles of Technology course will substitute for any of the required lab science courses for college entry.

²Applied Biology/Chemistry course substitution is a pilot study beginning fall 1994 with an expiration date of spring 2003. The Principles of Technology course may be substituted as detailed in this policy.

The pilot study will only be continued by direct action on the part of the State Regents. The success rates of those students entering college with the applied science courses will be incorporated into the review of the Admission Policy with reports specifically directed to these students' success compared to other students meeting the traditional 15-unit high school core curriculum. Should the State Regents not continue the program, a mechanism for accommodating students currently in the system will be provided.

The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

B. Applied Mathematics

A pilot study was conducted from fall 1992 to spring 2002 which permitted two years of applied mathematics to substitute for two of the State Regents' required mathematics courses providing that students taking the applied mathematics courses also successfully completed Algebra II. Additional requirements related to teacher preparation. Two studies were conducted comparing the academic performance of applied mathematics students to students completing the State Regents' mathematics requirements. Data indicated that few students pursued this admission option, and those who did tended to score below students completing traditional mathematics courses. While there are few students utilizing this admission option, a number of students take applied mathematics courses as preparatory courses for traditional mathematics. Thus, applied mathematics courses can be helpful to students requiring additional mathematics assistance.

Students who choose to take applied mathematics courses in lieu of the State Regents' required courses will be curricularly deficient and required to demonstrate competency for purposes of admission consistent with the *Policy on Remediation and Removal of High School Curricular Deficiencies*. Students scoring below the required competency levels will be subject to the admission restrictions and remediation requirements as detailed in State Regents' policy. While this requirement is effective beginning fall 2002, students currently in high school pursuing this admission option at the time of this policy revision will be accommodated.

B. High School Performance Criteria for Admission of First-Time-Entering Students³ by Type of Institution

1. Comprehensive Universities University of Oklahoma Oklahoma State University

Any individual⁴ who (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or

³First-time-entering student: A student with six or fewer attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

⁴If there is an enrollment limit, Oklahoma residents will be given priority.

has achieved a high school equivalency certificate based on the General Education Development tests (GED)⁵ (b) has met the curricular requirements as set forth in Part I.A of this policy, (c) has participated in the American College Testing program or a similar acceptable battery of tests, and (d) meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the comprehensive universities in the State System.

Performance-Based Admission Standards: Comprehensive Universities		
Standardized Tests	ACT or SAT	Top 33.3%
OR		
High School Performance A	GPA** ⁶ (All Courses) and Class rank ⁷	Top 33.3%
OR		
High School Performance B	GPA** ⁸ in State Regents' Required H.S. Core	Top 33.3%

The University of Oklahoma (OU) is authorized to assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998. Additionally, an ACT minimum requirement on the High School Performance B option was authorized by the State Regents in December 2000. OU is authorized to establish admission standards for nonresident students as approved by the State Regents in February 2001.

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test

⁵GED recipient's high school class must have graduated to be eligible for admission. The president or his/her designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

⁶Grade-Point Average A: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

⁷Class Rank - The class rank is one more than the number of students in the high school graduating class who have a grade-point average greater than the student in question.

⁸Grade-Point Average B: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12th grades. Institutions shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero). While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

**The GPA will be defined annually to correspond to the rank in class.

2. Regional Universities

- East Central University
- Northeastern State University
- Northwestern Oklahoma State University
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- University of Central Oklahoma
- Cameron University
- Langston University
- Oklahoma Panhandle State University
- University of Science and Arts of Oklahoma
- Rogers State University

Any individual⁴ who (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED),⁵ (b) has met the curricular requirements as set forth in Part I.A of this policy, (c) has participated in the American College Testing program or a similar acceptable battery of tests, and (d) meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Performance-Based Admission Standards: Regional Universities		
Standardized Tests	ACT or SAT	Top 50%
OR		
High School Performance A	GPA ^{**6} (All Courses) and Class Rank ⁷	Top 50%
OR		
High School Performance B	GPA ^{**8} in State Regents' Required H.S. Core	Top 50%

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

** The GPA will be defined annually to correspond to the rank in class. The four institutions offering Associate of Applied Science degrees, Oklahoma Panhandle State University, Cameron University, Rogers State University, and

Southwestern Oklahoma State University (Sayre) will continue offering these degrees with an open admission policy for students within their geographic service area. Students wishing to transfer from Associate of Applied Science to Associate of Science, Associate of Arts or bachelor degree programs must formally apply and meet both the curricular and performance admission standards.

Northeastern State University is authorized to remain at the higher standards set by the State Regents, June 1988. When the standards identified in this policy exceed those previously set, Northeastern will adhere to the higher standards.

3. Two-Year Colleges

Carl Albert State College
Connors State College
Eastern Oklahoma State College
Murray State College
Northeastern Oklahoma A&M College
Northern Oklahoma College
Oklahoma City Community College
Redlands Community College
Rose State College
Seminole State College
Tulsa Community College
Western Oklahoma State College
OSU Technical Branch, Oklahoma City
OSU Technical Branch, Okmulgee

- a. For Students Seeking Admission to Associate in Arts, Associate in Science, or Baccalaureate Degree Programs

Any individual⁴ who (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED)⁵ (b) has met the curricular requirements as set forth in Part I.A. of this policy, and (c) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

- b. For Students Seeking Admission to Other Degree or Certificate Programs

Any individual⁴ who (a) is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED),⁵ and (b) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

C. Special Admission

Students admitted must meet curricular standards as defined in Part I.A; and must meet the high school performance criteria as defined in Part I.B. The only exceptions are students admitted in the following special admission categories: (1) special non-degree seeking student (C.1), (2) alternative admission (C.2), (3) adult admission (C.3), (4) home study or unaccredited high schools admission (C.4), (5) opportunity admission (C.5), (6) international student admission (C.6), (7) correspondence study enrollment (C.7), or (8, 9) Summer Provisional Admission (C.8 and C.9).

1. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, should s/he wish to enroll in additional course work, s/he is required to meet the formal admission or transfer criteria for the institution of desired entry. (This provision is not intended to be limited to first-time-entering students only.)

The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

2. Alternative Admission (8 Percent)⁹

The Comprehensive and Regional institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who (1) have a reasonable chance for academic success, (2) have unusual talent or ability in art, drama, music, sports, and the like, or (3) are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where s/he desires to enroll. Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to

⁹ Alternative Admission Percentage: The percent (8% or 50 students - whichever is greater) of the previous year's freshmen not required in that same year to meet the State Regents' curricular or high school performance criteria for admission.

increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of Social Justice.

3. Adult Admission

- a. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student is desiring to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.
- b. Any student who (1) is not a high school graduate but whose high school class has graduated and (2) has participated in the American College Testing program or similar battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

4. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual⁴ who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

- a. The student must have participated in the American College Testing or Scholastic Aptitude Test program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution s/he wishes to attend as defined in Part I above.
- b. The student's high school class of his or her peers must have graduated. (The president or his/her designee may allow exceptions for GED recipients on an individual student basis).
- c. The student must satisfy the high school curricular requirements for the institution to which s/he is applying, as certified by the school or for home study, the parent.

5. Opportunity Admission Category

Students who have not graduated from high school whose composite standard score on the American College Test places them at the 99th percentile of all students using Oklahoma norms, or whose combined verbal and mathematical score on the Scholastic Aptitude Test places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of The Oklahoma State System of Higher Education. The college or university will determine admissibility based on test scores; evaluation of the student's level of maturity and ability to function in the adult college environment; and whether the experience will be in the best interest of students intellectually and socially.

6. International Student Admission and Admission of Students for Whom English is a Second Language

International students are required to meet equivalent academic performance standards as listed in Part I.B. Additionally, students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission. (See *Policy Statement on Admission of Students for Whom English is a Second Language*.)

7. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript with the designation "correspondence study."

8. Summer Provisional Admission Program (Comprehensive¹⁰ and Regional Universities)

Student Admission Requirements:

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

1. Be a first-time-entering student;
2. Graduate from an accredited high school or achieve a high school equivalency certificate based on the General Educational Development tests (GED);⁵
3. Meet the State Regents' curricular requirements for admission;

¹⁰ The University of Oklahoma will only consider Oklahoma residents for this admission category.

4. Have a minimum ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a comprehensive university; have a minimum ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university;
5. Participate in a comprehensive assessment battery. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success.

Program Requirements:

1. Enrollment is restricted to the summer session immediately following the student's high school graduation.
2. Each student is required to register for a minimum of two summer session "core academic" courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Mathematics: College Algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students "testing out" of the introductory English and/or mathematics courses must select courses from the following categories:

Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

3. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.
4. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.
5. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.
6. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' Admission Policy.

9. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the course(s) is(are) successfully completed with at least a "C" or equivalent, the student will be admitted.

D. Concurrent Enrollment of High School Students¹¹

1. A twelfth grade student enrolled in an accredited high school may, if s/he meets the requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

Comprehensive Universities	ACT/SAT at 67th percentile	OR	High School GPA 3.0 and Class Rank - top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	High School GPA 3.0 and Class Rank - top 50%
Two-Year Colleges	ACT/SAT at 42nd percentile	OR	High School GPA 3.0

¹¹ High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the assessment requirements in the "Policy on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability." The American College Test (ACT) standard is based on Oklahoma norms and the Scholastic Aptitude Test (SAT) standard is based on national norms.

The University of Oklahoma (OU) is authorized to assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998.

- a. Additionally, students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.
2. An eleventh grade student enrolled in an accredited high school may, if s/he meets requirement (a) listed above and the additional requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

Comprehensive Universities	ACT/SAT at 83rd percentile	OR	High School GPA 3.5
Regional Universities	ACT/SAT at 72nd percentile	OR	High School GPA 3.5
Two-Year Colleges	ACT/SAT at 58th percentile	OR	High School GPA 3.5

3. A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student if s/he meets the requirements set forth below:

- a. S/he must be 17 years of age or older and must meet the requirements set forth below.

Comprehensive Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Two-Year Colleges	ACT/SAT at 42nd percentile

- b. Or s/he must be 16 years of age and must meet the requirements set forth below.

Comprehensive Universities	ACT/SAT at 83rd percentile
Regional Universities	ACT/SAT at 72nd percentile
Two-Year Colleges	ACT/SAT at 58th percentile

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The college experience is present in four environments:

- (1) High school students enrolled on a college or university campus in a course with collegiate students enrolled;
- (2) High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled;
- (3) High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one Associate of Arts, Associate of Science, or Baccalaureate degree).
- (4) High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty¹² whose primary employment is as a faculty member at the institution delivering the course. Exceptions may be considered on a case-by-case basis.

A high school student admitted under the provision set forth above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

The completion of the high school curricular requirements set forth in Part I.A. of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

¹² "Regular faculty" is defined as a person qualified for appointment to the regular faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if s/he achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

All other students not qualified by grade level as specified in section I.D. might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

E. Admission by Transfer^{13,*}

1. Undergraduate Students Entering by Transfer From a State System Institution

An Oklahoma State System student who wishes to transfer to another State System institution may do so under the following conditions:

- a. If the student originally met both the high school curricular requirements and academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer; or as defined in Part II of this policy.
- b. If the student originally met the high school curricular requirements but not the academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work; or
- c. If the student originally met the performance but not the curricular requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet that institution's retention standards to which s/he wishes to transfer defined in Part II of this policy and must also complete the curricular requirements before transferring; or
- c. If the student originally met neither the curricular nor the performance requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit

¹³ Transfer Student: Any undergraduate student with greater than six attempted credit hours, excluding remedial (O-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which s/he wishes to transfer before transferring.

* The University of Oklahoma is authorized to assume higher standards in fall 2002 (minimum GPA requirements based on number of credit ours earned) for admission by transfer.

2. Undergraduate Students Entering by Transfer From an Out-of-State Institution

Undergraduate students wishing to transfer from an out-of-state college or university to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in Part I of this policy; and by the following:

- a. Transcripts of record from colleges or universities accredited by the North Central Association or other regional associations will be given full value.
 - (1) Each nonresident applicant must be in good standing in the institution from which s/he plans to transfer.
 - (2) Each nonresident applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which s/he plans to transfer.
- b. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - (1) Each nonresident undergraduate applicant must meet the conditions of 2.a-1 and 2.a-2 above.
 - (2) Each nonresident undergraduate applicant who meets 2.a-1 and 2.a-2 above also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

Standards for the admission of nonresidents as stated above will be considered minimal. Any institution may improve upon the standards for its own use, as approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of this policy.

3. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in E.1 or E.2 above, but have not been formally suspended, may be admitted as "transfer probation" students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do

not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their retention GPA to the designated level, as detailed in Part II Retention Standards. Any "transfer probation" student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment.¹ Additionally, it is expected that institutions provide the appropriate academic support services to assist such students in achieving academic success.

PART II. RETENTION STANDARDS

Effective academic retention policies have several components in common. Such policies must treat all students equitably and fairly. Students must know what is expected of them in terms of satisfactory academic performance. Concomitantly, the repercussions of classroom nonperformance must be detailed. Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus, an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity. Such integrity is reflected in the student grade-point average retention requirements and the uniformity of application coupled with an acknowledgment of individual circumstances. The following policy strives to meet these standards.

A. Academic Support Services

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

B. Definition of Terms

Good Academic Standing: Any student who meets the retention requirements as set forth in this policy is in good academic standing.

Academic Notice: Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0 will be placed on academic notice.

Academic Probation: Any student whose retention GPA falls below those designated in Section C for a given semester is on academic probation.

Academic Suspension: Any student who was on academic probation the previous semester and who fails to raise his/her GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses, will be suspended from the institution.

C. Retention GPA Requirements

A student must maintain a 2.0 retention GPA for the duration of his/her college experience with the exception of freshmen on academic notice and academic probation.

A student will be placed on academic probation if s/he fails to meet the following requirements:

<u>Retention Credit Hours Attempted</u>	<u>GPA Requirement¹⁴</u>
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension¹⁵ However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

D. Additional Requirements

1. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention grade-point average of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise his/her retention GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

¹⁴ All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for retention purposes excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy and excluding remedial/developmental (pre-college) courses. In 1994, the retention GPA will also exclude physical education activity courses.

¹⁵ The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session.

2. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

3. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, s/he cannot return to the suspending school until such time as s/he has demonstrated, by attending another institution, the ability to succeed academically by raising his/her GPA to the retention standards.

4. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

PART III. PRINCIPLES

The following principles are intended for use as guidelines for interpretation of policies on admission, retention, and transfer of students at colleges and universities of the State System.

A. ADMISSION OF FIRST-TIME-ENTERING STUDENTS

1. Any Oklahoma resident, upon graduation from an accredited high school, should have the opportunity of continuing his/her education at some institution in The Oklahoma State System of Higher Education.
2. Admission policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in The Oklahoma State System of Higher Education.
3. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as provided for under the special admission section. Each case must be documented and the institution must report annually on the exceptions made.
4. Admission policies should be stated in such a manner as to lend themselves to ease of understanding by high school students, parents, counselors, and the public generally.
5. Admission policies should be administratively feasible.
6. Residents of Oklahoma should be given preference.
7. Policies should be periodically and systematically reviewed.
8. Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

B. Retention of Students

1. Retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.
2. Retention policies should provide for uniformity in the transfer of students among institutions.
3. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in the Retention Standards section.
4. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.
5. Students who are suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.
6. Institutional and individual programs' retention standards should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents.

7. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as noted in the Retention Standards section. Each case must be documented and the institution must report annually on the exceptions made.

Provisions in other State Regents' policies are subject to the requirements specified in this policy.

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